

A case study: Understanding the perceived effect of a doctoral community college leadership  
program on program participants and their institution

by

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B.S., Ferris State University, 2003  
M.Ed., Northern Arizona University, 2005

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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Department of Educational Leadership  
College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

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## **Abstract**

Community colleges nationwide continue to face a leadership crisis. Lack of succession planning, the dynamic leadership challenge landscape, stress, and lack of incentives to become an administrator have created leadership voids throughout entire institutions. As leaders retire and new challenges, such as the COVID-19 global pandemic, emerge, the need to lessen leadership gaps by developing and preparing the next generation of institutional leaders continues. Research has indicated a mechanism to develop leaders is through doctoral community college leadership programs (CCLP). However, there has been limited research on the effect these programs have on participants and even less on institutions sponsoring CCLP cohorts of aspiring leaders from all levels within the institution (i.e., faculty, staff, and leadership). Understanding the perceived effects of doctoral CCLPs is critical to ensure the next generation of leaders are prepared to address the challenges leaders face. Therefore, the purpose of this mixed-methods case study was to investigate the perceived effect of Kansas State University's doctoral Community College Leadership Program (KSU-CCLP) on College of the Desert (COD) and the students enrolled in the program. Study findings revealed several benefits to all constituents. The benefits to COD included improved communication and the initiation of a culture of leadership. The benefits to the graduate students enrolled in the program included increasing their communication and problem-solving skills and being better prepared for future leadership responsibilities. In summary, this study provides evidence that the KSU-CCLP (a) is a positive return on investment for the sponsoring college and (b) prepares aspiring leaders for improved performance in their current positions and future leadership opportunities.

*Keywords:* leadership, leadership development, community college leadership programs, leadership crisis gap

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Approved by:

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Dr. Terry O'Banion

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## **Dedication**

This dissertation is dedicated to my amazing family, loving husband, and supportive children. Without your constant support and love, this journey would not have been possible.

# **Chapter 1 - Introduction**

Genius is in the idea. Impact, however, comes from action.

—Simon Sinek (2014)

Nestled in sunny southern California is one of the 116 California community colleges, the Desert Community College District (DCCD), or more commonly known to residents, College of the Desert (COD, n.d.-a). Founded in 1958, the college has enjoyed executive leadership stability with only seven presidents leading the institution over more than 60 years, exceeding California's community college presidential tenure average of 7 years (Navarette, 2018). In May 2018, the DCCD Board of Trustees established its institutional tone of congruency to the core value of lifelong learning (COD, n.d.-b) and set the stage for impact through board action. The board committed nearly \$1,000,000 to support a diverse group of COD faculty, staff, and administrators on a doctoral and professional development journey. This investment equated to half of the program cost for each of the 23 faculty and administrators enrolled in Kansas State University's doctoral Community College Leadership Program (KSU-CCLP), colloquially known as the Roadrunner cohort. This unique program was created under the auspices of renowned community college leaders and advocates John E. Roueche, PhD, Terry U. O'Banion, PhD, and Margaretta B. Mathis, PhD, and several other nationally recognized community college leaders. The focus of the single-college, cohort, and blended model program in which students learn online and in-person is to provide leadership development for community college professionals, including faculty, staff, and those in leadership positions.

Additionally, "the program places a high priority on recruiting women and ethnically diverse members to ensure that future leaders reflect the demographics of community college students" (Kansas State University [KSU], n.d.-a, para. 7). Other distinctive aspects of KSU-

CCLP are its grounding in leadership competencies and participants' opportunity to learn from current and former community college presidents and national leaders. Through this study, the researcher sought to understand the perceived effect of KSU-CCLP on the cohort members and the college.

### **Statement of the Problem**

The primary problem this study sought to understand was the perceived effect(s) a graduate CCLP can have on students enrolled in the program and their sponsoring institution.

### **Background of the Problem**

Understanding the circumstances that led to creating CCLPs provided a context for such programs. In this section, the researcher provided a brief history of leadership development programs, a review of the community college leadership crisis, the need to develop community college leaders, and understand if CCLPs adequately prepared community college leaders. Some topics are also reviewed in greater detail in Chapter 2.

### **Brief History of Community College Leadership Development Programs**

From their beginning at Joliet, Illinois, in 1901, community colleges in the United States have and continue to play an essential role in higher education (Luskin, 2011). According to the Community College Research Center (2020), in the 2017–2018 academic year, nearly 44% of all enrolled undergraduate students were community college students. In the late 1960s, there was an explosion of community colleges across the United States. Luskin (2011) explained that in 1960, “new community colleges were opened at the rate of 20 per year; by 1967, that figure was 50 per year” (p. 15). As of 2020, there were 1,050 accredited community colleges in the United States (American Association of Community Colleges [AACC], 2020).



There were very few community college leadership programs in universities when community colleges began to explode in numbers in the early 60s; the University of Texas at Austin's program was initiated in 1944 as the nation's first community college leadership program. Edmund J. Gleazer, Jr. was the president of the American Association of Junior Colleges (AAJC)—later to be named AACC—during this period of rapid growth in the 1960s and 1970s, and he recognized the need for the preparation of community college leaders. Gleazer initiated contact with the W. K. Kellogg Foundation to explore the possibility of support for such leadership programs. In *Legacy of Leadership*, Luskin (2011) quoted Gleazer on the need for leaders:

“Where can we find a president?” “We have a new community college district and want to open up next fall.” “What legislation can you recommend at the state level for sound community college development?” The questions came from all over the country as community colleges sprouted, seemingly from out of nowhere. Sources of information were few. The Office of Education, manned by two professionals, S. V. Martorana and Grant Morrison provided some assistance. (p. 15)

Gleazer successfully convinced the W. K. Kellogg Foundation to fund what would eventually be 12 major universities to create community college leadership programs, including the original program at the University of Texas at Austin. The funding provided support to add university professors who had community college experience and scholarships for aspiring leaders named Kellogg Fellows. Many of the nation's most outstanding community college leaders started as Kellogg Fellows, including Bernie Luskin, John Roueche, Terry O'Banion, and Paul Elsner. The W. K. Kellogg program would change the course of history for the nation's community colleges captured most visibly in Luskin's (2011) *Legacy of Leadership*.

In 2021, most of the original Kellogg-funded programs no longer existed, although there are dozens of new CCLPs in universities across the country. In addition, almost every state, many organizations, and many community colleges have created their own leadership programs to address a growing need for prepared leaders (Freeman & Forthun, 2017). Individual colleges have created growing your own (GYO) programs (Jeandron, 2006) to provide campus-based workshops and local internships. Short-term non-degree-granting executive leadership programs have been created, such as the League for Innovation's Executive Leadership Institute and AACC's Future Leaders Institute. These programs have emerged to address the continuing need related to the retirement of many leaders that have created a community college leadership crisis. (Freeman & Forthun, 2017).

### **Community College Leadership Crisis**

The leadership crisis in community colleges has been an issue for decades (AACC, 2018a; AACC & ACCT, 2018; The Aspen Institute, 2013; Boggs, 2003; Leist & Travis, 2013; Luskin, 2011; Mathis & Roueche, 2019; Selingo & Clark, 2017). Leaders such as Boggs, who catapulted to a presidency and other administrative positions during the community college explosion, often held their positions for decades. Long tenure, lack of succession planning, knowledge passing, and the ever-changing leadership challenge landscape created leadership voids at the presidency level and throughout entire institutions (AACC 2005, 2006, 2018a; Campbell, 2006; Shults, 2001). The primary cause of this leadership crisis, however, is attributed to impending retirements. According to the summary of an American Council on Education (2017) study, nearly 60% of college presidents are over 60 years old, an age that once was generally associated with retirement. This age range is consistent with an Achieving the Dream (2013) study that surveyed community college presidents nationwide. Survey findings indicated

that more than 500 presidents planned to retire by 2017. This significant number equated to nearly half of all community colleges experiencing top executive leadership change. The *2019 Survey of Community College Presidents* found 17% of the presidents surveyed planned to retire in less than 5 years (Jaschik & Lederman, 2019). Further evidence foreshadowed retirements are coming to fruition was seen through the 2020 national labor statistics because there are currently 192,600 employees who fit the category of post-secondary educational administrators (O\*Net, 2020). It is anticipated that between the years 2018 to 2028, there will be 16,800 educational administrator job openings due to growth and replacement, which is considered between 7% to 10% faster than the average projected growth (O\*Net, 2020).

The retirement concern is not a new issue and has been a noted cause of concern since the 1990s (Campbell, 2006; Campbell et al., 2010). There exists a need to fill leadership voids with individuals equipped with the necessary leadership skills to navigate the pressures and responsibilities of their roles (Campbell, 2006; Campbell et al., 2010; Community College League of California, 2020). AACC (2013) reported from “May 1, 2012, to April 15, 2013, approximately 146 first-time presidents were hired, with many not having had professional development in the essential areas of budgeting, academic management, and fundraising” (p. 3). These same presidents started fresh with new executive leadership teams with similar deficient skills (AACC, 2013).

Recent updates from the U.S. Bureau of Labor Statistics (n.d.) noted, “employment of postsecondary education administrators is projected to grow by 4% from 2019 to 2029, about as fast as the average for all occupations. Expected growth may result from increasing student enrollment in colleges and universities” (para. 5). However, the global pandemic COVID-19 has changed this trajectory. The pandemic struck the world in early 2020 and forced institutions to

halt face-to-face instruction and quickly transitioned them to online learning in hopes of mitigating its spread. The transition to a virtual learning environment has significantly impacted community college enrollments nationwide. According to the National Student Clearinghouse Research Center's (2021) Spring 2021 Term Enrollment Estimates report, community college enrollments fell 9.5%, which is equivalent to losing 476,000 students enrolled. As long-standing leaders retire and new challenges (e.g., the COVID-19 global pandemic) emerge, the need continues to lessen leadership gaps by developing and preparing the next generation of institutional leaders while also honoring these foundational leaders' work and knowledgebase (Thompson, 2013).

### **The Need for Community College Leaders**

Although retirements have been a significant driver of the leadership crisis, filling the retirement gap is not the only reason for developing community college leaders. A study by Morris (2008) revealed "academic leadership is becoming increasingly less attractive to individuals based on the amount of stress and lack of incentives to become an academic leader" (p. 53). In *Reclaiming the American Dream: Community Colleges and the Nation's Future* (AACC, 2012), three trends surrounding the leadership crisis emerged: aging leaders, lack of presidential applicants, and the continuous turnover and change in governing boards. Five years later, in 2017, the Aspen Institute released *Renewal and Progress*, which recognized three key leadership challenges.

The first challenge was the creation of a culture that provides equitable success and access for all students. The second challenge is "balancing commitment to quality learning experiences, financial sustainability, affordability, research and knowledge creation, and local and national economic development goals, while relying less on traditional sources of support"

(The Aspen Institute, 2017, p. ii). The third challenge highlighted was the importance of showcasing the value of higher education. Concomitant to these challenges, the report also noted that past leadership challenges still existed, including the retirement of significant leaders throughout the institution and a diminished pool of potential leaders in the pipeline. In addition, there has been a lack of diverse and non-traditional applicants in presidential pools, in large part due to inadequate leadership development systems to prepare the nontraditional applicants (The Aspen Institute, 2017).

Jaschik and Lederman (2019) noted similar results, with 37% of survey respondents reporting they were not impressed with their applicant pool. Of those same respondents, 43% agreed that the pathway to prepare individuals for the college presidency was unclear. Another way to view the outcomes of these studies is the need to better prepare and develop those entering leadership positions in community colleges, so they are better prepared to address the vast, competing, and changing challenges in the system (AACC, 2012, 2014, 2018a; The Aspen Institute, 2013, 2017; Boggs & McPhail, 2016; Community College League of California, 2020; Eddy, 2019; McClenney & Mathis, 2011; Morris, 2017; O'Banion, 2019; Roueche et al., 2008). Preparation and knowledge of nuances in academic leadership positions may help prevent dismissal for *avoidable mistakes* or being the wrong *fit* (AACC, 2018b, p. 5). Some crisis factors have changed, but the constant shortage of well-prepared and qualified leaders in community colleges remains.

### **Understanding the Perceived Effects of a Graduate CCLP**

Gleazer's quote, "Where can we find a president?" (Luskin, 2011, p. 15), rings true today. Where will community colleges find emerging leaders with the requisite skills and abilities to fill these voids? Soares et al. (2017) noted one option is for colleges to invest in

creating a *deep-bench* of leaders throughout the institution. Kinnamon and O'Banion (2021) agreed and called for creating a culture of leadership where individuals at all levels of the institution support the vision. Developing leaders from within creates space for stability, allows institutions to be innovative, create continuity, and formalize a succession plan (Community College League of California, 2020; Soares et al., 2017). COD fully committed in 2018 to creating a *deep-bench* of leaders throughout the institution when its president and board of trustees decided to sponsor and host the graduate KSU-CCLP program for 23 faculty, staff, and administrators at varying levels within the institution.

However, if colleges such as COD are willing to offer strategic professional development programs, a critical aspect to consider is the perceived effect of the provided opportunity. Understanding the perceived effect extends beyond institutions being good stewards of public funds, as it is also an accreditation standard for California community colleges. According to the California community college accreditation standards, institutions must provide professional development and assess those development opportunities, a requirement of all accredited California community colleges (Accrediting Commission for Junior Colleges [ACCJC], 2014). The assessment process ensures that programs bring value to the institution and demonstrate returns for its investors (ACCJC, 2014).

According to AACC (2013), “whether a program is a grow-your-own or academic in nature, it must be realistic about the outcomes that it expects to achieve and must have ways to measure outcomes” (p. 5). Similar to other community colleges across the country, no comprehensive strategic leadership development program existed at COD before launching KSU-CCLP. Thus, KSU-CCLP could be part of a more comprehensive approach to strategic, institution-wide leadership development.

However, missing from the launch of KSU-CCLP and many other doctoral programs (Freeman & Forthun, 2017) was a mechanism to determine the individual and institutional return on investment, including cultural changes. The amount of funds contributed by the college to this program (nearly 1 million dollars) and the need to determine the effect on the participants and the college to ensure continuing improvement in future programs required careful assessment. The perceived effect on individual members could range from a change in leadership or changes in skill mastery, styles, and characteristics to how members process information and make decisions.

### **Purpose of the Study**

A review of the literature found a lack of studies addressing the perceived effects of such graduate CCLPs on the students enrolled in the programs and their college. Therefore, the purpose of this study was to understand the perceived effect of KSU-CCLP on COD and the program participants. As indicated in the introductory paragraph, the DCCD Board of Trustees sponsored KSU-CCLP with a commitment of nearly \$1,000,000. According to Barr and McClellan (2018), “The budget is a means through which institutions, both public and private, communicate their priorities to governing boards. Governing boards have fiduciary responsibility for oversight of institutional budget performance” (p. 68). As a steward of public funds, there is a level of responsibility for the DCCD Board of Trustees to understand the program’s perceived effect, particularly when a substantial financial commitment is made.

### **Primary Research Questions**

There were two primary research questions associated with this study:

1. What is the perceived effect of the KSU-CCLP on COD?

2. What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program?

### **Theoretical Framework and Conceptual Lenses**

The theoretical framework grounds the research in theory, giving it a consistent position throughout the study (Grant & Osanloo, 2014). The conceptual lens provides a means for the researcher to make connections in the data (Lochmiller & Lester, 2017). Unlike the theoretical framework, the conceptual lens can change as the data are revealed, particularly in qualitative studies (Lochmiller & Lester, 2017). For this study, the researcher used one theoretical framework and two conceptual lenses. Defining characteristics, qualities, and abilities from the selected theory and conceptual lenses were incorporated into the research instruments in this study to help define and determine the perceived effect of KSU-CCLP. Chapter 3 provides additional detailed information on the selected methodology and research instruments. Appendix A provides an alignment of the theoretical framework and conceptual lenses to this study's purpose and research questions.

#### **Theoretical Framework: Transformational Leadership Theory**

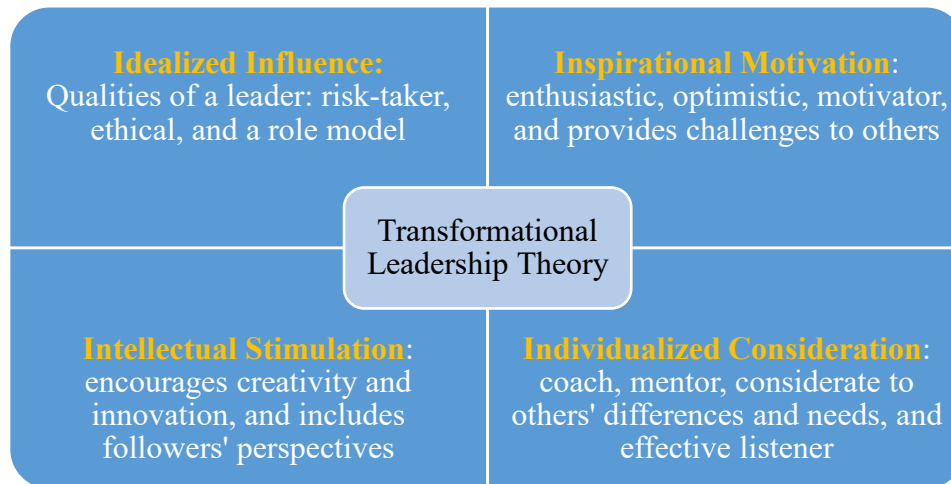
The researcher used transformational leadership theory adapted by Bass and Riggio (2010) as the theoretical framework. Bass and Riggio (2010) depicted transformational leadership as “taking leadership to the next level” (p. 77).

As Figure 1.1 depicts, the theory is grounded in four “Is” intellectual stimulation (IS), individualized consideration (IC), inspirational motivation (IM), and idealized influence (II; Riggio, 2009).



**Figure 1.1**

*The Four “Is” of Transformational Leadership Theory*



*Note.* Adapted from *Transformational leadership* (2nd ed.), by Bass & Riggio, 2006, Lawrence Erlbaum.

Transformational leaders transform both individuals and groups. According to Riggio (2009), evidence indicated that groups (e.g., institutions, businesses, corporations) led by transformational leaders yielded increased performance and greater satisfaction than other leadership types. These characteristics support the idea that leaders can impact the institution and each other. According to the KSU-CCLP website (n.d.-b), its doctoral program is designed to “create and foster a culture focused on community college student learning, equity, success, and completion; lead institutional transformation and foster innovation; develop a competitive advantage through national networks of colleagues” (para. 3). KSU-CCLP’s aspirations align with transformational leadership theory as it seeks to develop leaders to transform their institutions. As mentioned, this theory’s defining characteristics were incorporated into the research methodology and instruments to help determine the perceived effect of KSU-CCLP.

## **Conceptual Lens: Schein's Learning Leader Characteristics**

The first conceptual lens used was Schein's (2010) culture of learning and the connection between the learning culture and the learning leader. The following list summarizes Schein's (2010) 10 key characteristics that describe a learning leader within a culture of learning:

1. proactive problem solvers
2. commitment to learning to learn; learning is viewed as a positive activity
3. the belief that people are good and malleable
4. things are manageable, and change is possible
5. openness to learning and being okay with not knowing
6. being optimistic about the future
7. transparency and open communication are core values
8. there is great value in cultural diversity and "mutual cultural understanding" (p. 370)
9. there is value in studying the organization as a system and making changes where needed
10. analysis and reflection of the culture create understanding.

These characteristics were incorporated into an electronic survey and semistructured interview questions to help understand the perceived effect on both the organization and program participants.

Similar to transformational leadership theory, Schein's (2010) learning leader characteristics supported the idea that leaders can impact the institution and each other. Buller (2015) endorsed the culture of learning theory for higher education as it is fluid and nonlinear, much like the definition of transformational leadership. Although the characteristics appear individualized, Schein's (2010) work focused on organizational and cultural impact. In contrast,

transformational leadership theory focuses more on the individual leader and is a foundational base of the second conceptual framework.

### **Conceptual Lens: AACC Leadership Competencies**

The researcher used the third edition of AACC leadership competencies (2018b) as the accompanying conceptual framework. Overall, “the competencies are designed to serve as an assessment that individuals can use to determine their gaps in experience” (AACC, 2018b, p. 4); thereby, allowing the learning leader an opportunity to learn and develop skills to mastery. Since the competencies were developed as an assessment tool, and the KSU-CCLP student learning outcomes (SLOs) were derived from and informed by AACC competencies (KSU, n.d.-c), they provided relevance to this study. The competencies were incorporated into a survey instrument to determine increased learning, skill development, and perceived benefits individual cohort members gained due to participation in the KSU-CCLP. AACC competencies are also a pertinent lens for this study as the competencies were created using feedback from graduate CCLP directors and other community college professionals (AACC, 2018b). These graduate directors are often involved in creating program outcomes, which ties to the value students stand to gain by participating in a CCLP. The third edition of AACC competencies also carried forward basic principles from the previous edition, which included the following: leadership can be learned; leadership occurs at all levels; learning and developing leadership skills is a lifetime commitment; and the leadership gap can be addressed using a variety of professional development (degree and nondegree) programs.

AACC’s (2018b) competencies support Buller’s (2015) view of learning leaders in higher education as nonlinear. The categories relate to position and experience (e.g., faculty, mid-level leaders, aspiring CEOs, CEOs) with overarching focus areas and associated competencies and

behaviors that demonstrate skill mastery. The overreaching AACC (2018b) focus areas include organizational culture; governance, institutional policy, and legislation; student success; institutional leadership; institutional infrastructure; information and analytics; advocacy and mobilizing and motivating others; fundraising and relationship cultivation; communications; collaboration; and personal traits and abilities. For a complete listing of AACC aspiring CEO and faculty focus areas, competencies, and behaviors, see Appendix B.

Since AACC's leader categories do not exactly fit the reality of the divisions in the COD cohort, the researcher used the categories of *aspiring faculty leader* and *aspiring administrator leader*. The researcher used these adapted categories to develop a survey that participants took to self-assess their leadership competencies. The researcher drew from AACC's aspiring CEO and faculty leader categories to create the survey questions. Additionally, after each KSU-CCLP course, cohort members submitted reflection papers that addressed the program's SLOs, which were derived from and informed by AACC competencies (KSU, n.d.-c). Initially, the researcher intended to use these reflections as a catalog of documents to analyze the statements to provide insights into participants' takeaways. This element of the study did not yield useable data as few opted to participate. However, using the aspiring CEO and faculty competencies as a guide offered alignment among the conceptual framework, research questions, methodology, and instruments. To view the table mapping AACC competencies (2018b) to the key characteristics of the learning culture (Schein, 2010) and the four "Is" of transformational theory (Bass & Riggio, 2006; see Appendix C).

## **Methodology**

Researchers may choose from a qualitative, quantitative, or a mixed method approach to answering a study's research questions. According to Lochmiller and Lester (2017), "Qualitative

research focuses on the human experience as it occurs in social life and often seeks to make sense of the social practices” (p. 93). Qualitative studies can provide context for the researcher to understand the stories behind numerical data. Similarly, quantitative research focuses on the human experience, but the information is represented with numerical data (Lochmiller & Lester, 2017). A mixed-methods study uses qualitative and quantitative data to formulate a holistic understanding of the research problem (Lochmiller & Lester, 2017).

As the purpose of this study was to understand and make sense of the perceived effect of a program on a college and participants using multiple methods to collect data, the overarching methodology used was a mixed-methods intrinsic single case study design. The chosen method aligned with Yin’s (2012) case-study characteristics: observations, interviews, records, documentation, researcher observations, and physical artifacts. The researcher was the primary research instrument as she was responsible for collecting data related to the perceived effect of participants’ experiences in KSU-CCLP and using interviews and a review of documents as her tools. The qualitative aspect of the methodology also allowed the researcher to use purposeful sampling to garner individual perceptions directly. Participants described the effect that KSU-CCLP had on them individually and the college. Each KSU-CCLP Roadrunner cohort member was interviewed online via Zoom software using a semistructured format to collect their perceptions of what they learned and how the program affected them as individual cohort members and the college as a whole. The researcher intended to collect a catalog of documents produced by the students (e.g., student reflections, internship projects, dissertations, capstone initiatives) to create data triangulation opportunities; however, less than 13% of the participants opted to provide the supplemental materials.

The case study's quantitative component was generated from a survey that included closed-ended, Likert scale, fill-in, and multiple-choice questions. The survey was grounded in the two conceptual lenses: Schein's (2010) learning leader characteristics and AACCC's (2018b) leadership competencies. As participants were already in the program, they rated their level of agreement with their perceived increased competency understanding in their final semester of "regular courses" (Spring 2020/Summer 2021) of the KSU-CCLP Roadrunner cohort's 3-year program. Finally, the study followed an emergent research design. Using an emergent design allowed the researcher to maintain flexibility in the study and adjust data collection methods even after the study began (Lochmiller & Lester, 2017). Since the researcher used researcher-generated data via surveying and interviewing participants, flexibility was necessary throughout the data collection process.

## **Delimitations and Assumptions**

Before initiating the study, the researcher identified the following delimitations and assumptions.

### **Delimitations**

Study delimitations are a means for the researcher to control the study and establish boundaries (Roberts, 2010). The researcher established the following delimitations for this proposed study:

1. The study's institution, the DCCD, locally known as COD, is located in Palm Desert, California.
2. The primary participants were 22 of the 23 members of the COD KSU-CCLP, locally known as the Roadrunner cohort. The researcher, who is also a current participant in the program, was not a study participant to help mitigate bias.

3. Due to the current global pandemic, COVID-19, all participant interviews, and surveys were conducted online via Zoom and Google Forms.
4. The data collection and analysis were conducted from March 2021 through July 2021.
5. The selected theoretical framework used to undergird this study was transformational leadership theory adapted by Bass and Riggio (2010).
6. Selected criteria for this study included the use of AACC's (2018b) third edition leadership competencies and Schein's (2010) learning leaders characteristics as conceptual lenses to help determine the perceived effect on the cohort and COD.

## **Assumptions**

Research study assumptions are what a researcher “takes for granted relative to the study” (Roberts, 2010, p. 139). For this study, the researcher identified the following assumptions:

- All cohort members' responses accurately reflected their professional opinions and program perceptions to determine the perceived effect on the college and cohort members.
- Participants answered the survey and interview questions openly and honestly.
- Since participants are enrolled in a doctoral leadership program, each person is an aspiring leader in some way. However, the KSU-CCLP Roadrunner cohort consists of both faculty and administrators, and the researcher also assumed that not all faculty and administrators aspired to be a CEO, but all are still aspiring leaders.
- Roadrunner cohort participants would share their student documents from the program.

- To avoid making assumptions and protect the identify of program participants, all members were assigned general neutral pronouns (i.e., they, them, theirs), which aligns with the American Psychological Association's (2020) seventh edition standards.

### **Significance of the Study**

From a national perspective, this study could provide organized and researched information to contribute to the knowledge base on the perceived effect a graduate CCLP has on both participants and their institution. Data gathered in this study could influence or enhance the curriculum for CCLPs and possibly help institutions develop strategic professional development plans. Future publications derived from this study may also fill a void in the literature relating to the perceived effects of graduate, single college, blended learning, and cohort-based CCLPs.

The study results may also provide insights that allow executive leadership and trustees to better understand the program's return on investment (ROI); thus, informing decisions around continued investment in scaling the program for future cohorts beyond the second cohort, which began in January 2021. CCLP program leaders will also have access to information about the KCU-CCLP's perceived effect, which could aid in the program evaluation and continuous improvement process. The study also provides value to the individuals enrolled in the program as it creates an opportunity to better understand their skills compared to other aspiring community college leaders. Lastly, as KSU-CCLP aligns with the California community college accreditation standards of professional development, fiscal responsibility, and program review, there are potentially significant benefits to providing organized and researched information to the knowledge base.



## Definitions of Terms

The following alphabetical list defines key terms the researcher used in this study:

- **American Association of Community Colleges (AACC) Competencies 2018:** The Association is the nation's largest and oldest professional organization for community colleges. Commissioned by AACC (2018b), the competencies were created with input from multiple stakeholder groups, including directors of doctoral programs in CCLPs. The competencies serve as a development tool for leaders in respective positions and include 11 focus areas with related competencies and behaviors leaders should aspire to master. Overall, "the competencies are designed to serve as an assessment that individuals can use to determine their gaps in experience" (AACC, 2018b, p. 4); thereby, allowing the learning leader an opportunity to learn and develop skills to mastery.
- **Aspiring CEO:** A category in AACC Competencies (2018b) defined as those emerging leaders aspiring to one day serve as a CEO at a community college. Elements of this category will be used to create the survey research instruments for those cohort members who self-identify into the *administrator leader* category.
- **Cohort:** A cohort can be described as a group or a group of individuals who share a common characteristic (Merriam-Webster, n.d.-a). For this study's purpose, the term cohort described the COD faculty and administrators participating in KSU-CCLP, colloquially known as the Roadrunner cohort.
- **Community college:** A community college is a public, not-for-profit 2-year institution where the most common awards to students include associate degrees and certificates (Community College Review, n.d.).

- **Competency:** A competency is defined as the knowledge, ability, or expertise in specific areas or skill sets (Merriam-Webster, n.d.-b). In this study, the skills are the required leadership skills for community college leaders.
- **Document catalog:** The researcher defined the document catalog as a collection of documents belonging to the study participants, including internship projects, capstone initiatives, dissertation proposals, reflection papers, and other course materials created during the KSU-CCLP.
- **Faculty leader:** A category in AACC competencies (2018b) defined as those emerging leaders aspiring to improve faculty leadership skills. Elements of this category will be used to create the survey research instruments for those members of the cohort who self-identify into the *faculty leader* category and do not aspire to become a community college CEO or an administrator.

## Abbreviations

The researcher used abbreviations throughout this study. Most commonly reoccurring abbreviations include the following alphabetical list:

- *AACC*: American Association of Community Colleges
- *AAJC*: American Association of Junior Colleges
- *ACE*: American Council on Education
- *CCLP*: Community College Leadership Program
- *CEO*: Chief Executive Officer
- *COD*: College of the Desert
- *DCCD*: Desert Community College District
- *GYO*: Growing Your Own

- *KSU*: Kansas State University
- *KSU-CCLP*: Kansas State University Community College Leadership Program
- *SLO*: Student Learning Outcome
- *U.S.*: United States

## **Chapter Summary**

In Chapter 1, the researcher provided a comprehensive overview and introduction of the study. Elements in Chapter 1 included: a statement of the problem and background, the purpose of the study, research questions, conceptual and theoretical frameworks to undergird the flow and study analysis, methodology, delimitations and assumptions, the potential significance of the researcher's study, and a list of critical terms and definitions.

## **Organization of the Study**

Chapter 1 presented an overview and organization of the study. Chapter 2 provides a literature review of themed topics including defining leaders, leadership, leadership development; review of conceptual and theoretical frameworks and their connection to the study; the underlying need for leaders in community colleges (e.g., the leadership crisis, retirement, job challenges); review of select degree-granting CCLPs, including KSU-CCLP; and a review of non-degree-granting CCLPs. Chapter 3 reviews the research methodology used to conduct the study. In Chapter 4, details of the research findings will be reviewed. Chapter 5 concludes the study and incorporates an analysis of findings, implications, and researcher recommendations.

## Chapter 2 - Literature Review

No quality is more vital to the success of today's community college than leadership.

—Roueche (2014)

The purpose of the literature review is to provide context and understanding of past studies to ensure that the executed study adds to the literature base or field (Lochmiller & Lester, 2017). Following Lochmiller and Lester's (2017) guidance, a literature review was conducted to align with the study's purpose of understanding the perceived effect of Kansas State University's doctoral Community College Leadership Program (KSU-CCLP) on College of the Desert (COD) and its program participants. The researcher used various sources and search instruments to compile the literature, including the Kansas State University (KSU) research databases, internet searches, peer-reviewed journal articles, dissertations, national and state studies, reports, college, and agency affiliate websites, podcasts, TedTalks, textbooks, leadership, and theory books. To assist the researcher in understanding and organizing the literature, she created the following matrices: a comparison of American Association of Community Colleges (AACC) and Aspen Institute competencies, and the Achieving the Dream (ATD) leadership principles (see Appendix D); a synthesis matrix of references by content area (see Appendix E); and a summary description of the graduate degree-granting CCLPs identified by the Council for the Study of Community Colleges (n.d.; see Appendix F).

The researcher used a themed approach to synthesize and organize relevant research related to this study. The themed topics helped the researcher identify gaps in the literature that aligned with the study's purpose. The themes included definitions for a leader, leadership, and their connection to leadership development; review of the theoretical framework and conceptual lenses; a review of non-degree-granting CCLPs (i.e., short-term leadership institutes and growing

your own [GYO] programs); and a review of graduate degree-granting CCLPs (e.g., the KSU-CCLP). See Appendix G for an illustration of the literature review thematic outline.

## **Leadership Styles, Defining a Leader and Leadership, and the Connection to Leadership Development**

As the person often described as the founder of transformational leadership theory, Burns (1978) stated, “Leadership is one of the most observed and least understood phenomena on earth” (p. 2). Roueche et al. (1989) shared a similar perspective, stating, “Although leadership and leaders are critical and vital to our society, as concepts, they remain elusive neither well understood nor appropriately delineated” (p. V). The notion of leader and leadership has been studied and argued in a myriad of ways over centuries. The researcher conducted a simple Google search using only the word “leader,” and the query yielded more than 2.6 trillion results. Similarly, a search was performed using only “leadership,” which returned more than 3.56 trillion results. With results surpassing one trillion, it is an understatement that “leader” and “leadership” have been topics of books, podcasts, articles, commentary, and research. A possible reason for the high number of results returned is the lack of agreed-upon definitions.

The longest-standing Harvard Dean, Michael Shinagel (2013), dubbed leadership a *paradox*. He stated, “Leadership, after all, is an art, not a science. And leadership is not limited to a professional field or industry, be it corporate, governmental, military, academic, religious, or service. Leaders transcend the confines of a defining box” (Shinagel, 2013, para. 2). To this point, leaders were once thought to be born with specific, innate abilities to be classified as a leader (Amanchukwu & Stanley, 2015; Roueche et al., 1989). Skills theory has shied away from inherent traits to an approach that embraces the notion that individuals can learn to become leaders with training, development, and applied practice (AACC, 2005; Amanchukwu & Stanley,

2015; Bass, 1998; Boggs & McPhail, 2016; Fryer & Lovas, 1990; Gardner, 1990; Mathis & Roueche, 2019; Roueche, 2014; Roueche et al., 1989). More directly stated by Fryer and Lovas (1990), “leadership is complex, not simple . . . leaders are learners . . . much as we do know, there is much more to learn, and as with art, new forms and new ways of knowing constantly emerge” (p. 4). Due to the vastness of studies and lack of a common definition, the researcher provided broad definitions relative to this study for a leader and leadership and the connection to leadership development.

### **Defining a Leader**

In a 2020 podcast, *Dare to Lead*, Brené Brown (2020a) asserted “studying leadership is way easier than leading.” In her podcast, she defined a leader beyond positional titles such as CEO, president, and superintendent. Instead, a leader is “anyone who takes responsibility for finding the potential in people and processes and who has the courage to develop that potential” (Brown, 2020a). Brown is an established researcher who, among other subjects, has focused her research on vulnerability, courage, and shame for more than 20 years (Brown, n.d.). The researcher selected this definition as it aligned with the theoretical and conceptual frames of this study. The description spoke to the idea that becoming a leader is a thoughtful and learned process (AACC, 2005; Gardner, 1990). Like an athlete training for a marathon, the process of becoming an effective leader requires the individual to work out the requisite skills to develop and build leadership muscles such as skills, abilities, and traits.

### **Defining Leadership and its Connection to Leadership Development**

Dalakoura (2010) pointed out that leader and leadership are often linked in that leadership refers to a leader’s development. The focus has often been on developing an individual’s needed skills and abilities (Day, 2011). Leadership can be thought of as a learnable

skill (AACC, 2005). Duree (2007) defined leadership as “a learning process open to anyone who has the desire and passion to learn” (p. 15).

The concept of leadership, however, has extended beyond the individual and is a complex phenomenon that can encompass the entire organization, institution, or team with leaders at every level and in every position and the influence they have on one another (AACC, 2014; Boggs & McPhail, 2020; Burns, 1978; Dalakoura, 2010; Day, 2011; Fryer & Lovas, 1990; Gardner, 1990; Mathis & Roueche, 2019; McClenney & Mathis, 2011; Patterson, 1993; Roueche, 2014; Roueche et al., 1989). In this study, leadership was related to the individual leader with the accompanying leadership skills and the collective team or group. To this point, Executive Director John E. Roueche and Senior Director Margaretta B. Mathis of the John E. Roueche Center for Community College Leadership and established community college leaders described transformational leadership as leadership that “requires courage, candor, and collaboration” (Mathis & Roueche, 2019, p. 258). In this frame, the group undergoes a “process of influencing others to achieve mutually agreed-upon purposes for the organization” (Patterson, 1993, p. 3). These mutually agreed upon functions can equate to the establishment of culture (Schein, 2010).

Culture has been the lynchpin of leadership as it has molded how (e.g., the process) leaders and followers have developed in their relationship to work together toward common goals within an environmental context or culture (McClenney & Mathis, 2011; McManus & Perrucci, 2015; Roueche & Roueche, 2008). In this study, the researcher focused on both leader and leadership development. Using definitions and concepts of leader and leadership noted above provided a connection to the research questions of understanding the perceived effect on both the individual and the institution. A leader’s definition is singular and, thereby, associates

with understanding the person's perceived personal effect. Whereas, when using the broader context of leadership to include the culture, the researcher sought to articulate the perceived effect of how the development of an entire group affected the campus and its culture.

### **Theoretical Framework and Conceptual Lenses Undergirding This Study**

This study contained a theoretical framework and two conceptual lenses. Bass and Riggio's (2010) depiction of transformational leadership theory served as the theoretical framework. The selected conceptual lenses included Schein's (2010) culture of learning and characteristics of the learning leader and the third edition of AACC's competencies (2018b), which are grounded in transformational leadership theory. As noted in Chapter 1, see Appendix C to map the four "Is" of transformational theory, the 10 characteristics of the learning leader, and AACC competencies. This next section reviews transformational leadership theory, Schein's (2010) learning leader characteristics, and their connections to this study. The second conceptual framework, AACC competencies, are discussed in greater detail in Chapter 3.

#### **Theoretical Framework: Transformational Leadership Theory**

Burns introduced their perspective of transformational leadership theory in *Leadership* (Burns, 1978). Transformational leadership has been the topic of thousands of dissertations, professional development programs, self-help books, Ted Talks, and podcasts. Some CCLPs have also rooted their curriculum in transformational leadership theory, and KSU-CCLP is an example of such a program. Burns (1978) has been known for their distinction between transactional leadership (e.g., this for that, exchange of reward or punishment for work completed) and transformational leadership (e.g., leaders and followers working collaboratively and motivating one another to achieve higher morale).



Over the decades, transformational leadership has been adapted to include a focus on working with and through others to fulfill a shared vision, mission, goals, and collective values (Avolio et al., 1999; Bass, 1998; Bass & Riggio, 2006; Mathis & Roueche, 2019; Roueche, 2014; Roueche et al., 1989, 2001; Yukl, 2013). As Roueche et al. (2001) stated, “Our experience tells us that the linkage—or partnership between—leaders and followers is only as strong as their shared beliefs about the importance of their work together” (p. 107).

Bass and Riggio (2010) depicted transformational leadership as “taking leadership to the next level” (p. 77). Leadership is the art of engaging followers to go beyond and do more (Bass & Riggio, 2006). In this style, leaders go beyond transactions and seek to make a change. Mathis and Roueche (2019) described transformative leaders as those who “are known for persisting in the face of daunting odds for quality, excellence, and accomplishment; they are exemplars of grit” (p. 263). Yukl (2013) described the transactional aspect as being guided by self-interest, and a transformational focus raises the followers’ moral values to higher conscience beyond themselves.

Similarly, Brown (2020b) described transactional leadership as a relationship to the data, rules, and compliance. Transactions, in this instance, can be thought of as what people must do. Brown (2020b) distinguished transactional from transformational, noting that transformational leadership and transformational change involve a relational component. Transformational leadership focuses on empathy, courage, is people-centric, and creates space for cultural change (Brown, 2020b). A commonality among all the transformational positions presented thus far is that each applies to community college leaders. They have been depicted as needing to do more with less to address challenges and create cultural change.

The researcher focused on transformational leadership theory, as adapted by Bass and Riggio (2010). In their approach, transformational leadership has been grounded in four “Is”: intellectual stimulation (IS), individualized consideration (IC), inspirational motivation (IM), and idealized influence (II; Bass & Riggio, 2006). Broken down, the Is translate as follows: leaders who are admired and respected as role models (II); they view situations with a positive lens and can inspire their team to exceed expectations (IM); risk, creativity, and innovation are rewarded, not shunned (IS); and a genuine strong focus on the unique aspirations and skills of the individual such as mentoring and coaching (IC; Bass & Riggio, 2006). A case can be made that the four Is of transformational leadership can change the individual and the organization. Riggio (2009) supported this statement, noting that groups such as institutions, businesses, and corporations led by transformational leaders have yielded increased performance and greater satisfaction than other leadership types.

Additionally, “organizations must actively build the capacity and cultivate the behaviors necessary to take full advantage of enhanced productivity, innovation, and performance” (Norris et al., 2009, p. 1). These aspirations have aligned with—and are supported by—Schein’s (2010) learning culture and Bass and Riggio’s (2006) expansion of transformational leadership theory. Theory and program outcomes have congruency in their terminology and expected outcomes, such as a culture focused on learning, leading, and transforming to meet the next generation of learners’ needs. Lastly, each theory has supported the idea that leaders can impact the institution and each other, which directly aligns with the research questions of understanding the perceived effect on both the students and the institution.

## **Conceptual Lens: The Learning Culture and the Learning Leader**

Barr and Tagg (1995) were among the first in the community college environment to recognize that higher learning institutions have the purpose of generating the product of learning. Joining them as a fellow pioneer and advocate of the learning college movement was Terry O'Banion, who served as President Emeritus of the League for Innovation and is a Senior Professor of Practice at KSU. O'Banion (1999) described the *Learning Revolution* as placing “learning first in every policy, program, and practice in higher education by overhauling the traditional architecture of education” (p. 2). In essence, learning does not just happen in the classroom. Instead, it is embraced, seen, and felt throughout the institution (O'Banion, 2020). Senge (1990) offered a similar view that learning organizations occur “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together” (p. 3).

In a study by Hines and Lethbridge (2008), they noted “effective strategy and alignment can only be delivered through strong leadership which, in turn, will only be successfully realized in a positive organizational culture that is receptive to learning and improvement” (p. 54). A critic of the learning organization, Grieves (2008), noted the learning organization is only an ideal to which an organization can aspire to become, but not something it can reach as it fully addresses political and transformational change.

Vince (2017), on the other hand, saw the learning organization as a paradox. Vince (2017) described the two sides of the learning organization paradox coin as “the ability to create ‘learning-in-action,’ to mobilize ongoing transformations of capability and practice, is often accompanied by ‘learning inaction,’ which reflects emotional and political limits to learning that

are characteristic of an organization” (p. 273). Whether for, against, or seeing both sides of the learning organization coin, common among these decorated community college leaders’ and researchers’ statements are the connection to Schein’s (2010) theory that organizations have a culture. Schein (2010) defined culture in the following way:

The culture of a group can now be defined as a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 18)

In *Organizational Culture and Leadership*, Schein (2010) questioned how organizations would look if they embraced a culture that supports learning indefinitely. The learning organization embraces the idea that learning never stops. This ideology aligns with the community college values as it supports the mission of lifelong learning. When Schein’s question of perpetual learning changed from the cultural context to that of a leadership lens, Schein (2010) concluded that leaders must evolve both themselves and their culture to meet today’s needs and keep a watchful eye on and plan for the future.

The same concept has been applied to community college leaders. With new challenging landscapes, community college leaders have continually anticipated and planned for future needs and obstacles. Whether the challenges have been financial, an evolving mission, enrollment, technology, or agility in the face of crises such as the global pandemic, COVID-19, leaders have needed to quickly adapt and anticipate challenges and change (Buller, 2015; Flynn, 2013; Gardner, 1990; Morris, 2017; O’Banion, 2019; Ramsden, 1998). Schein (2010) suggested organizations would benefit from embracing a learning culture to help leaders foresee needs. In

his model, he recognized that “cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead” (Schein, 2010, p. 22). His analysis of the learning organization supported the idea that leaders are responsible for shaping, developing, and managing the organizational culture. An overview of the 10 key characteristics associated with the learning culture can be found in Table 2.1.

**Table 2.1**

*Ten Characteristics and Brief Descriptions of the Learning Culture as Related to the Learning Leader*

Characteristics of a learning culture	Summarized description
Proactivity	Proactive problem-solvers problem-solving leads to learning, greater emphasis on the learning process than a solution to a problem
Commitment to learning to learn	Learning to learn is a good thing and a skill to be mastered (both internal and external)
Positive assumptions about human nature	Learning leaders have faith people are good, and knowledge and skills are widely distributed and not centered around one individual
Belief that the environment can be managed	The environment (i.e., culture) is manageable
Commitment to truth through pragmatism and inquiry	Wisdom and truth do not lie in one source; the search for truth requires leaders to accept their lack of knowledge; learning is a shared responsibility
Positive orientation toward the future	Optimal learning happens between the far future and the near future
Commitment to full and open-task relevant community	Learning cultures must be built on the assumption of transparent and truthful communication
Commitment to cultural diversity	The learning leader stimulates diversity—creating an opportunity for innovation and learning
Commitment to systemic thinking	The learning leader recognizes and believes the world is complex and interconnected
Belief that cultural analysis is a valid set of lenses for understanding and improving the world	Analyzing and reflecting upon cultures is a necessary aspect of learning

*Note.* Adapted from *Organizational Culture and Leadership* (4th ed.; pp. 366–371), by E. H. Schein, 2010, Jossey-Bass.

These 10 factors have revolved around learning, communication, active actions, perception, and thinking beyond what is immediately in front of the leader. These characteristics have allowed institutions to become more agile and open to transformational opportunities (Buller, 2015). Schein (2010) admitted that other factors could have been included, and his cultural norms influenced his deriving these characteristics. The same concept has been valid when applied to leaders, as they have been shaped by their unique experiences, cultures, and education, each of which influences the institutional culture.

Similar to institutions transitioning from teaching to learning colleges, becoming a learning organization does not happen overnight and requires the involvement of an entire institution (O'Banion, 2007). Angela Duckworth (2016), MacArthur Fellow and Professor of Psychology at the University of Pennsylvania, wrote, "The bottom-line on culture and grit is: if you want to be grittier, find a gritty culture and join it. If you're a leader, and you want the people in your organization to be grittier, create a gritty culture" (p. 245). Duckworth (2016) further explained *grit* as the "combination of passion and perseverance" (p. 8). It is resiliency, determination, and hard work that determines if an individual has grit.

For institutions to embrace and create a learning culture, leaders have been needed to initiate the change process. Schein (2010) described these individuals as *learning leaders*. He depicted five essential abilities that leaders need to make the transition to a culture of learning. First, leaders must have both perception and insight. It benefits leaders to be self-aware of their strengths and weaknesses and, therefore, be willing to ask for help and collaborate with others to

fill in their learning gaps. Schein (2010) furthered this point by stating that learning leaders can use “training and development programs to emphasize experiential learning and self-assessment” (p. 380).

Second, learning leaders need the motivation and third emotional strength to lead (Schein, 2010). Fourth, leaders must be able to motivate themselves and their followers to recognize the need for cultural changes, and they also need the emotional strength to enact and persevere (Schein, 2010). However, change in long-standing cultures can be met with resistance, uncertainty, and fear no matter what type of organization, so the learning leader needs to initiate the change and have the emotional strength to push through the transition.

Stamina and motivation alone cannot bring about change. According to Schein (2010), the fifth essential ability a learning leader must have is the ability to “sell new values or concepts or create the conditions for others to find these new values and concepts” (p. 382). It is not enough for leaders to recognize when a change needs to happen; they also must identify the specifics of it, obtain buy-in from their followers to solidify the change, and have the courage to take action. Finally, learning leaders must have the ability to create involvement and participation (Schein, 2010). Influential learning leaders understand group dynamics and develop opportunities for each member to connect, feel safe to take risks, and be a part of the change within their organization and culture.

Implementation of these five perspectives was reinforced by Kotter’s (2012) eight-stage process to change. In Kotter’s (2012) change structure, urgency, coalition, communication, and creating a shared vision relate to motivation and emotional strength. The leader must be motivational to establish urgency and create a group of followers that recognize the need for visionary change. Without motivation from both the learning leader and followers, urgency

cannot be established. By promoting others' opportunities to recognize change, learning leaders empower the group, create short-term wins, and produce more change. Finally, new approaches cannot take root in a culture if the learning leader fails to generate involvement and participation from others. The learning leader alone cannot implement lasting change, but organizational and cultural change is possible when involving others.

Schein (2010) focused on the learning leader, the organization's culture, and the role the learning leader plays in affecting and moving the culture toward one that embodies learning as an everyday practice. However, Kotter (2012) emphasized the individual transformative leader. Buller (2015) alluded to this same point and described the learning culture as an alternative perspective when analyzing the change in a university or, in this case, a community college, stating:

The idea of a learning culture resonates better at a university than corporate models of change because of how a university sees its mission: it wants to be a learning culture, not a for-profit generating culture or a culture that's victimized by forces beyond its control. It prefers to see itself as approaching change, not in terms of becoming reconciled to death or attempting to steer clear of icebergs on a dangerous journey, but as an organic type of growth that reflects the fundamental mission of higher education: growth in knowledge and understanding. (p. 85)

Schein's theory focused on both the organization's culture and the learning leader's requisite skills to maintain a culture that embraces the entire institution learning. Learning and leadership can happen at all levels within the institution and can promote a culture of learning and development (Bumphus, 2008). Additionally, Bumphus (2008) noted "successful leadership programs need to address not only the key competencies as defined by the collective work of



professionals but also the unique needs of the organization” (p. 219). This statement supported and aligned with both transformational theory and the learning culture as each was grounded in best practices and tested approaches. Still, it also recognizes the importance culture played in the process. As Schein’s (2010) theory focused on the learning leader and the learning organization, it addressed both research questions of this study to examine the potential effects of higher learning programs on the students participating and the institution where the collective cohort works. Though much extant literature has existed in defining the *what* of a culture of learning and a learning college, and the role a leader plays in implementing cultural change (AACC, 2018b; The Aspen Institute, 2017; Boggs, 2019; Boggs & McPhail, 2020; Dennis, 2007; Francis, 2014; Kotter, 2012; Levitt & March, 1988; Mathis & Roueche, 2019; McClenney & Mathis, 2011; O’Banion, 2019; Schein, 2010; Senge, 1990), there is limited research in assessing the learning organization (Bolman & Deal, 2008; Goldring et al., 2009; Pedler et al., 1997; Senge, 1990; Smith, 2007; Vince, 2017). Specifically, there has been limited research on the perceived effect that a collective group of learning leaders can have on their community college campus and one another. There has also been a lack of research on the effect that single-college cohort CCLPs can have on the individuals developing their requisite leadership skills and the impact those individuals can have on the organization during the learning process, such as the doctoral journey.

## **Responding to the Leadership Crisis: Leadership Development Programs for Community College Professionals**

The *Crisis and Opportunity Report* not only set the stage for the many challenges community college presidents face, but it also provided recommendations for how they can do better to ensure the success of students and communities the colleges serve (The Aspen Institute,

2013). Key recommendations of this report included the following: (a) need for professional development opportunities for up and coming community college leaders, not just presidents; (b) academic leadership programs that lead to degrees should update the curriculum to include applied training exercises with a focusing on external factors (e.g., government, policy, legislation, community relations); (c) for individuals already occupying the president seat, attention should be paid to adding competencies to increase their leadership skillsets and effectiveness; (d) programs should analyze course and module content “and look for opportunities to infuse a stronger and more explicit link between the skills and practices they teach and strategies for improving students’ success in learning, graduating and succeeding in the labor market” (Roach, 2013, p. 5). Findings from the report suggested that presidents can give back to the field by mentoring, teaching, and coaching the next generation of aspiring leaders to effectively manage and implement change (The Aspen Institute, 2013). These recommendations fell under the general theme of providing more professional development for emerging leaders and sitting presidents.

In its subsequent report, *Renewal and Progress*, the Aspen Institute (2017) found that as the challenges, missions, and landscape of community colleges evolve, so must the leaders’ development. The skills of leaders who opened the first community college in Joliet in 1901 have not been the same skills needed to lead students and communities of today. The report noted that today’s leaders must be more willing to have courageous conversations around learning, social justice issues, inclusion, funding, and success metrics (The Aspen Institute, 2017). What surfaced from this report is simple but necessary:

to strengthen the college presidency to lead higher education through rapid change, we must reinforce preparation for the traditional duties and responsibilities to uphold the

central tenets of higher education, season the next generation of leadership for new and emerging challenges associated with our shifting social and economic realities, and hardwire flexibility in our leadership ecosystem so that it can respond and adapt quickly to weather changes yet unforeseen. (The Aspen Institute, 2017, p. 9)

The task force that created the Aspen report identified key strategies to help with professional development. These key strategies included creating a local, college-specific, year-long mentoring program followed up by national organizations offering development programs that create networks and hone in on critical issues and strategies to resolve them (The Aspen Institute, 2017). These recommendations align with the core aspect of the learning leader in that the leader does not stop learning because of placement in a prominent position, such as college president. Rather, learning leaders are perpetual learners who embrace an infinite rather than finite mindset (Sinek, 2019).

According to AACC (2013), the leadership crisis can be addressed in various ways, including individual colleges offering GYO programs, leadership and executive leadership institutes and programs, and university graduate CCLPs. AACC called upon presidents and executive leaders to commit to investing in leadership development not only in leadership positions but faculty and staff as well to “develop the pipeline for future community college leaders who embrace and exhibit the AACC Competencies for Community College leaders” (AACC, 2014, p. 37). The Deloitte Center for Higher Education Excellence offered similar recommendations in their study of more than 800 presidents (Cole & Selingo, 2020). Of the five recommended actions individuals could take to help improve their president pipeline, the first listed was professional development (Cole & Selingo, 2020). Leadership development through on the job training, independent leadership seminars, institutes, and graduate education continued

to emerge as the primary tools to prepare educational administrators to lead within the community college system (Piland & Wolf, 2003; Robinson et al., 2010). With this context established, the following section provides a brief overview of leadership development programs within the categories of non-degree-granting CCLPs and graduate degree-granting CCLPs.

### **Non-Degree-Granting CCLPs**

The concept of non-degree-granting CCLPs encompasses a variety of leadership development programming. The AACC 21st Century Center (n.d.) explained that “non-degree leadership programs focus on developing future college presidents through intensive training in a condensed period of time” (para. 1). An expansive list of these types of professional development programs for trustees, aspiring presidents, and senior- and mid-level managers are provided by the AACC 21st Century Center (n.d.). See Appendix H for a listing and brief description of these programs.

Common elements in these programs range from a few days to a year or less and do not conclude with an earned degree. These professional development opportunities can be offered by individual colleges such as GYOs, which emerged in the 2000s to holistically develop leaders from within an institution focusing on personal growth and campus-specific management strategies (Jeandron, 2006). GYOs have been designed to include professional development for community college leaders throughout the institution and foster a collaborative culture among colleagues (Robinson et al., 2010). Guilford Technical Community College is one example of a successful GYO that supported more than 300 leaders from across the institution, many of whom now hold advanced leadership positions (Roueche & Roueche, 2012).

Programs can also be broader than GYOs and include institutes developed by statewide membership organizations, such as the Association of California Community College

Administrators (ACCCA). In addition to serving as an advocacy and networking agency, ACCCA (n.d.-a) intentionally focuses on providing various training and professional development opportunities to engage administrators throughout the California community college system. ACCCA's professional development programs included a week-long Administration 101 Institute (ACCCA, n.d.-b), a year-long mentor program (ACCCA, n.d.-d), and a nearly year-long Great Deans Seminar (ACCCA, n.d.-c). Each program has sought to develop leadership skills, introduce new leaders to the California Community College System's vast nuances, and connect aspiring leaders with seasoned professionals (AACC, n.d.-b, n.d.-c, n.d.-d). In Summer 2021, ACCCA introduced a new leadership development program. Administration 001 is a 3-day virtual summit designed to introduce those faculty and staff who are not yet in an administrative role to the fundamentals of leadership responsibilities within the California Community College System (AACC, n.d.-d).

Similar to ACCCA, the nonprofit public benefit corporation, Community College League of California (n.d.), had a similar mission as it sought to “strengthen California Community Colleges through advocacy, leadership development, and district services” (para. 2). Professional development programs have been designed to support and provide growth opportunities for CEOs and trustees in the California Community College System. Programs included the Asilomar Leadership Skills seminar—designed for women leaders; the Vineyard Symposium—for sitting CEO development; and the CEO Leadership and the CEO Strategic Leadership academies, which provided continuous development for CEOs (Community College League of California, 2020).

Non-degree-granting development programs can also include training for entire systems. The Louisiana Community and Technical College System (LCTCS) has been an example of this

development practice. The LCTCS launched a strategic statewide leadership development approach that included orientations for chancellors, leadership development institutes, senior and divisional leadership academies, and professional development days for the entire campus community (Bumphus, 2008).

Extending beyond the state level are national and international community college-specific organizations that have promoted professional leadership development. The League for Innovation in the Community College (the League) has been one such example. A major strategic initiative of this group has been to “develop and support innovative and effective community college leaders prepared to take on the challenges of the future” (the League, n.d.-a, para. 4). An example of the League’s (n.d.-b) professional development programs has included the 5-day Executive Leadership Institute (ELI). ELI “provides the opportunity for potential community college presidents, or those in transition, to analyze their abilities, reflect on their interests, refine their skills, and engage in leadership discussions with an unparalleled faculty of community college leaders” (AACC 21st Century Center, n.d., para. 5). The common theme that emerges among these programs is that leaders can always learn, no matter the position or title.

AACC has also held professional development as a core tenet of its purpose. As such, AACC has directly hosted professional development seminars. For those aspiring to be a community college president, AACC (n.d.-c) has offered the Future Presidents Institute (FPI), a hands-on 3-day workshop taught by current or former CEOs (AACC, n.d.-c). This session has focused on AACC’s (2018b) competencies and created space for future leaders to learn from successful chancellors and presidents from across the United States (AACC, n.d.-c). AACC has not solely focused on the CEO role but has also provided professional development for emerging community college leaders. The John E. Roueche Future Leaders Institute (AACC, n.d.-d) has

been a 3-day seminar aimed at mid-level leaders aspiring to transition into executive roles, and it also incorporated AACC's (2018b) competencies and helped participants begin to build a network of established community college leaders.

Each of these institutes, seminars, and programs have shared one thing: developing community college leaders. However, there have been two critical elements in the development process these programs lack. First, the programs have often been 1 year or less. As Vaughan and Weisman (2003) noted and cited by Focht (2010), leadership development programs, particularly those related to the presidency, have been comprehensive learning experiences over a sustained amount of time, not necessarily something that can be accomplished in a 3-day seminar. Leadership skills take both time and practice to develop (Eddy, 2005). Second, these programs have not concluded with a doctoral degree, which some have dubbed the “union card” or “access pass” to the presidency and senior executive positions. These programs have become a means to develop leadership skills, but not the end.

### **Graduate Degree-Granting CCLPs**

Another avenue to develop leaders has been participation in university graduate degree-granting CCLPs. These programs have been a primary mechanism for community college leadership development (Duree, 2007; Freeman & Forthun, 2017; Friedel, 2010; Smith et al., 2019). University degree-granting graduate CCLPs have generally been designed to prepare students with the specific skills leaders need for employment as community college administrators, and concluding with a doctorate (Hagedorn & Purnamasari, 2014). In 2016, it was reported that 80% of the presidents responding to the American College and University President Survey had earned a doctorate making them commonplace for higher education CEOs (ACE, 2017).

AACC (2013) has also supported CCLPs as a means to prepare future community college leaders stating, “Community college leadership doctoral programs provide a tremendous service in educating potential leaders regarding skills critical to success” (p. 4). Further evidence of their commitment to learning and leadership development can be seen as far back as the late 1950s to early 1970s when hundreds of community colleges emerged. As previously mentioned, leaders were needed to fill positions throughout the institution (Luskin, 2011). During this immense growth period, the AAJC partnered with and received funding from a long-time investor, the W. K. Kellogg Foundation, to implement the Junior College Leadership Program (JCLP; Luskin, 2011). With the support of the Kellogg Foundation, 12 major universities throughout the United States were able to create Community College Leadership Centers at a time of unprecedented community college growth (Amey, 2006). Appendix I provides a review of university community college leadership programs funded by the W.K. Kellogg, their original intent, and their status as of 2006 (AACC, 2006). These institutions were the foundation of community college leadership programs of the future (Amey, 2006). These programs included credit, non-credit, degree, and certificate-based (Amey, 2006). However, common among these programs was the focus on leadership development.

Over the years, these programs have changed as the landscape that leaders must navigate has also changed, and some are no longer in existence (Amey, 2006). As of 2020, the Council for the Study of Community Colleges (n.d.), an AACC affiliate, has maintained a listing of active university-affiliated degree and non-degree community college relevant programs. The council has recognized around 40 programs in the United States that offer graduate, community college, or leadership coursework (Council for the Study of Community Colleges, n.d.). Despite being a primary resource for professional and leadership development, program offerings have not been



standardized (Hammons & Miller, 2006; Smith et al., 2019). Upon reviewing these 40 programs, there was a common theme of non-standardized curriculum for developing community college leaders (see Appendix F for an overview of each of the 40 programs). These CCLPs have varied from the number of courses explicitly related to community college leadership to the degree type (i.e., EdD or PhD) and delivery method (i.e., online, blended, hybrid, face-to-face). There are various options from which emerging leaders may select. Less than 30% have focused their curriculum solely on community college leadership; whereas, others have integrated courses throughout a broader curriculum of higher education, educational, or organizational leadership.

Research conducted by Keim (1994), Freeman and Forthun (2017), Hammons and Miller (2006), and Smith et al. (2019) have suggested a need for continued discussions among community college professionals, doctoral program coordinators, and faculty teaching in these programs to ensure that coursework aligns with current leadership challenges and build appropriate competencies to address those challenges. However, Hull and Keim (2007) noted that although others have researched the attributes (i.e., competencies) needed to be a leader, there has been a lack of research on the “leadership development programs specifically designed to prepare and update community college leaders” (p. 689). Duree (2007) agreed, noting that the curriculum should include an approved set of competencies such as AACCC, and programs should assess whether it teaches those competencies. Freeman and Forthun (2017) also pointed out the lack of published studies documenting effective curriculum specifics in individual graduate degree programs.

A review of the literature suggested positive results for institutions offering GYO programs and other professional leadership development opportunities designed to help emerging and sitting presidents hone their leadership competencies and develop a pipeline of

leaders (Adcock-Schantz, 2011; Bumphus, 2008; Jeandron, 2006; Johnson, 2019; Roueche & Roueche, 2012). However, as Piland and Wolf (2003) noted, “Far too many of our colleges do not take an active role in developing leaders for their colleges” (p. 95). There has been substantially less research surrounding graduate CCLPs whose modality, curriculum, and student learning outcomes incorporate best leadership development practices and competencies.

The doctoral CCLPs appear to have focused on the individual leader and developing the person, rather than how a holistic approach to creating a learning organization and a collective of learning leaders at all institution levels can positively impact the culture. There has been an emphasis in the literature on the skills a single community college leader (e.g., president) needs to drive change and affect the college’s culture. The focus on the individual instead of a collective group implementing change opened the literature gap door. Specifically, there has been a gap in understanding how a group of leaders participating in a doctoral CCLP as a single college cohort can potentially affect the college’s culture (e.g., college). Lack of understanding of this effect has created an opportunity to understand better the perceived effect of CCLPs on institutions and the participants.

## **Conclusion**

The results of this literature review indicated that the community college leadership crisis or impending exodus of current leaders has persisted (AACC, 2018b; The Aspen Institute, 2017; Jaschik & Lederman, 2019). A mechanism to mitigate the problem has been the professional development of leaders at levels within the institution, whether faculty, staff, or administration. Agreed upon avenues for professional development have been organizational and affiliate institutes, graduate CCLPs, and GYO (AACC, 2013; The Aspen Institute, 2013, 2017; Cole & Selingo, 2020; Kinnamon & O’Banion, 2021). Common among these types of successful

development programs has been a grounding in leadership theory. The literature has also suggested AACC Competencies can help community college leaders be successful (AACC, 2018b; Bornheimer, 2010; Duree, 2007; Duree & Ebberts, 2012; Hassan, 2008; Korschowski, 2018; Nasworthy, 2002). Other studies have focused on integrating and incorporating AACC competencies into their leadership development program's curriculum and teaching practices (Bechtel, 2010; Hebert-Swartz & McNair, 2010; Smith et al., 2019). There has been, however, a scarcity of research on using the competencies to understand from a learning leader perspective the perceived effect of a doctoral CCLP on the program participants and how the integration of these competencies into the curriculum has affected the program participants (Bechtel, 2010; Smith et al., 2019).

The literature has also emphasized that evaluating the effectiveness and benefits of institutional and agency provided non-degree-granting programs, such as GYOs and leadership institutes has value (Adcock-Shantz, 2011; Bumphus, 2008; Jeandron, 2006). However, limited has been research on the perceived effect graduate CCLPs have on program participants and the institution (Freeman & Forthun, 2017; Keim, 1994). Further research is needed to understand the perceived effect of a campus-centric, cohort-based, blended doctoral CCLP, grounded in AACC competencies, with an explicitly community college leadership-focused curriculum has on the participants and their institution. Therefore, further examination of the KSU-CCLP and its perceived effect on the college and students enrolled in the program was warranted to adequately address and understand this issue and build upon the knowledgebase.

## **Chapter 3 - Methodology**

Chapter 3 focuses on the methods the researcher used to conduct the research in this study. The following topics covered throughout this chapter include revisiting the study's purpose, research questions, theoretical framework, and conceptual lenses. Next, building upon the methods noted in Chapter 1, a more in-depth description of the research design, including the method, setting, participant description, instrumentation, and data collection approach is provided. The chapter concludes with the data analysis process, data quality and reliability assurance measures taken, ethical considerations, an acknowledgment of limitations that emerged, and a summary of key points.

### **Purpose of the Study**

Throughout this study, the researcher aimed to document the perceived effect of the Kansas State University Community College Leadership Program (KSU-CCLP) on College of the Desert (COD) and the individuals who make up the first cohort of faculty and administrators working at COD (i.e., the Roadrunner Cohort 1 members).

### **Research Questions**

There were two primary research questions associated with this study:

1. What is the perceived effect of the KSU-CCLP on COD?
2. What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program?

### **Theoretical and Conceptual Frameworks**

According to Lochmiller and Lester (2017), the theoretical framework is the study's base that illustrates the researcher's view when building a study. It is broad in scope and grounds and connects the research to the study design. The conceptual framework, or lens, "serves as a more

fine-grained lens that operationalizes and explains relationships between theoretical concepts” (Lochmiller & Lester, 2017, p. 31). As mentioned in Chapter 2, this study used one theoretical framework and two conceptual lenses. Bass and Riggio’s (2010) adaptation of transformational leadership theory served as the theoretical framework, while Schein’s (2010) learning leader and definition of culture and the third edition of American Association of Community Colleges’ (AACC, 2018b) competencies provided the conceptual lenses, as they are grounded in transformational leadership theory. Appendix A illustrates alignment among the theoretical framework, conceptual lenses, and the research questions.

### **Theoretical Framework: Transformational Leadership Theory**

As noted in Chapters 1 and 2, the researcher used transformational leadership theory as the theoretical framework. The theory is grounded in leader qualities that focus on motivating, inspiring, and working with and through others to create change through a shared vision (Towler, 2019). The theory can be categorized into four focus areas: intellectual stimulation (IS)—encourages creativity, innovation, and followers’ perspectives; individualized consideration (IC)—coach, effective listener, and considerate; inspirational motivation (IM)—optimistic motivator who challenges others; and idealized influence (II)—risk-taker, ethical and a role model (Riggio, 2009). Transformational leaders walk the leadership talk and elicit change by understanding, challenging, caring, coaching, and capitalizing on the human factor.

Transformational leadership can transform both individuals and groups (Riggio, 2009).

According to the KSU-CCLP (n.d.-b) website, its doctoral program is designed to “create and foster a culture focused on community college student learning, equity, success, and completion; lead institutional transformation and foster innovation; develop a competitive advantage through national networks of colleagues” (para. 3). KSU-CCLP’s aspirations align with transformational

leadership theory as it seeks to develop leaders to transform their institutions; this connection is the foundational basis for informing this study. Also, the theory was selected as it is the grounding framework for the AACC competencies. See Appendix A to revisit this framework's alignment to the study's purpose, research questions, and methodology.

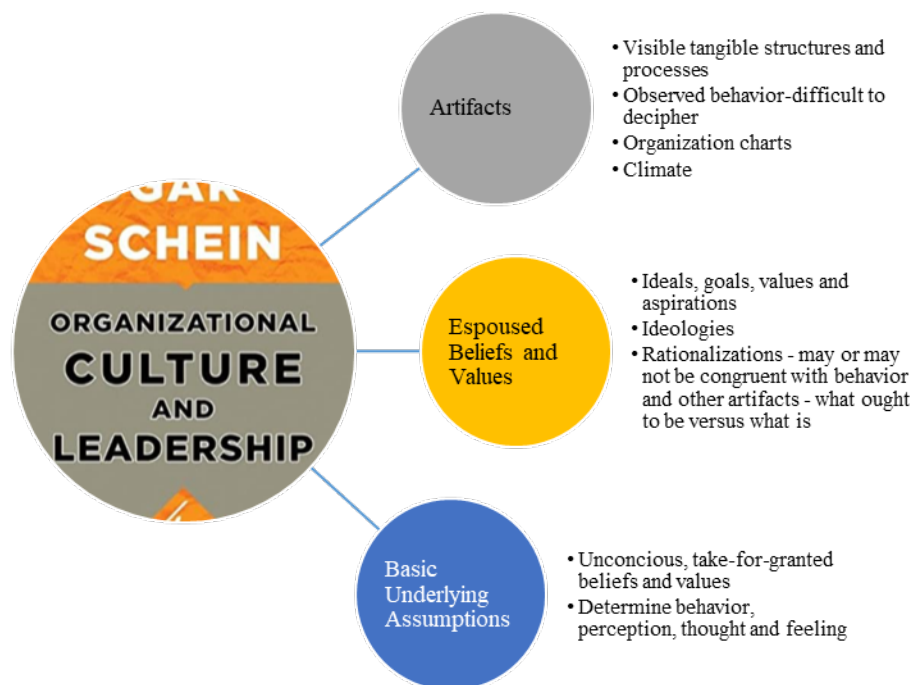
## Conceptual Lens: Schein's Organizational Culture and Learning Leader

### Characteristics and Skills

In *Organizational Culture and Leadership*, Schein (2010) described organizational culture as a system with three levels: (a) visible artifacts; (b) espoused beliefs, values, rules, and behavioral norms; and (c) tacit, taken-for-granted, basic underlying assumptions. See Figure 3.1 for an illustration of the elements of organizational culture.

**Figure 3.1**

*The Three Levels of Culture*



*Note.* Adapted from *Organizational Culture and Leadership* (4th ed; p. 24), by E.H. Schein, 2010, Jossey-Bass.

Schein (2010) argued it takes all three categories collectively to understand the culture entirely, as they are not independent variables. Some aspects of culture are more visible and observable to the eye. In contrast, assumptions are not visible, and it takes being immersed in the culture to identify and operate within the nuances that assumptions create. Why was understanding culture important to this study? Schein (2010) posited, “Cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead” (p. 22). As KSU-CCLP participants have been in a leadership development program initiated by the College’s executive leadership team and supported by the board of trustees, understanding the program’s effects on the college therefore is to understand the perceived effect the program has had on the organization’s culture.

In addition to providing a contextual lens for culture, Schein’s (2010) model also aligned with this study as it described the main components of an organizational culture that embraced learning. The researcher used tenets of a learning leader and learning culture to understand the perceived effect of KSU-CCLP on both the institution and the learning leader. Incorporating these learning leader characteristics provided alignment with Schein’s assertion that a cultural assessment cannot be done superficially. Instead, in-depth analysis and deep understanding of the culture is critical for leaders, especially those attempting to make changes. The researcher used this lens to uncover a deeper understanding of the institutions culture through surveys, interviews, and an attempt at reviewing course documents, which are discussed later in this chapter.

## **Conceptual Lens: AACC Competencies Third Edition**

Formerly known as the American Association of Junior Colleges (AAJC), AACC (n.d.-a) has served as a “primary advocacy organization for the nation’s community colleges” (para. 1). It has been in operation since 1920 (Luskin, 2011). Since its inception, AACC has held leadership development as a critical tenet. It has been a core purpose of the organization that has supported nearly 1,200 community colleges nationwide (AACC, n.d.-a). In addition to hosting executive leadership institutes and development programs, AACC has also lived up to its values and purpose of assisting national leaders, community college advocates, and presidents through its established competencies to aspire to learn and live them. This study used the third edition of AACC’s (2018b) competencies as its conceptual framework. Overall, “the competencies are designed to serve as an assessment that individuals can use to determine their gaps in experience” (AACC, 2018b, p. 4). This gap created an opportunity for the learning leader to acquire and develop the needed skills in their current position and institution and work toward the role the learning leader hopes to hold. When initially created, the competencies focused on six key areas: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism (AACC, 2005).

Contrary to its previous iterations, the third edition of the competencies focused on leaders’ skills and behaviors to learn at varying levels and positions within the institution. A significant change in the third edition was the inclusion of 11 focus areas, all of which were updated under the premises that “student access and success is the North star for community colleges” (AACC, 2018b, p. 3); institutional transformation and transformational change are inevitable; guidance on leading from the currently held position and the tools to lead from aspirational jobs; and each focus area was created with an equity lens (AACC, 2018b).



However, AACC (2014) has not just supported executive leadership development; instead, it has endorsed the philosophy that it can be beneficial for the institution and executive leadership to develop leaders at all levels and positions within the institution. In their words, the “AACC functions as a learning organization, continuously adapting and improving its services for learning in the field” (AACC, n.d.-b, para. 8). The competencies align with the idea that to become a real and excelling learning-centered organization, both the culture and people must be agile and willing to apply what they learn to improve and change (Schein, 2010; Senge, 1990). AACC’s values and perspective that leadership is needed at all institution levels, suggests a direct link to the learning organization’s ideals and learning leader, which was the primary theoretical frame of this study. See Appendix C to view a mapping of AACC competencies to the critical characteristics of the learning culture and the four “Is” of transformational theory. Elements of each of these areas were embedded in the research instruments.

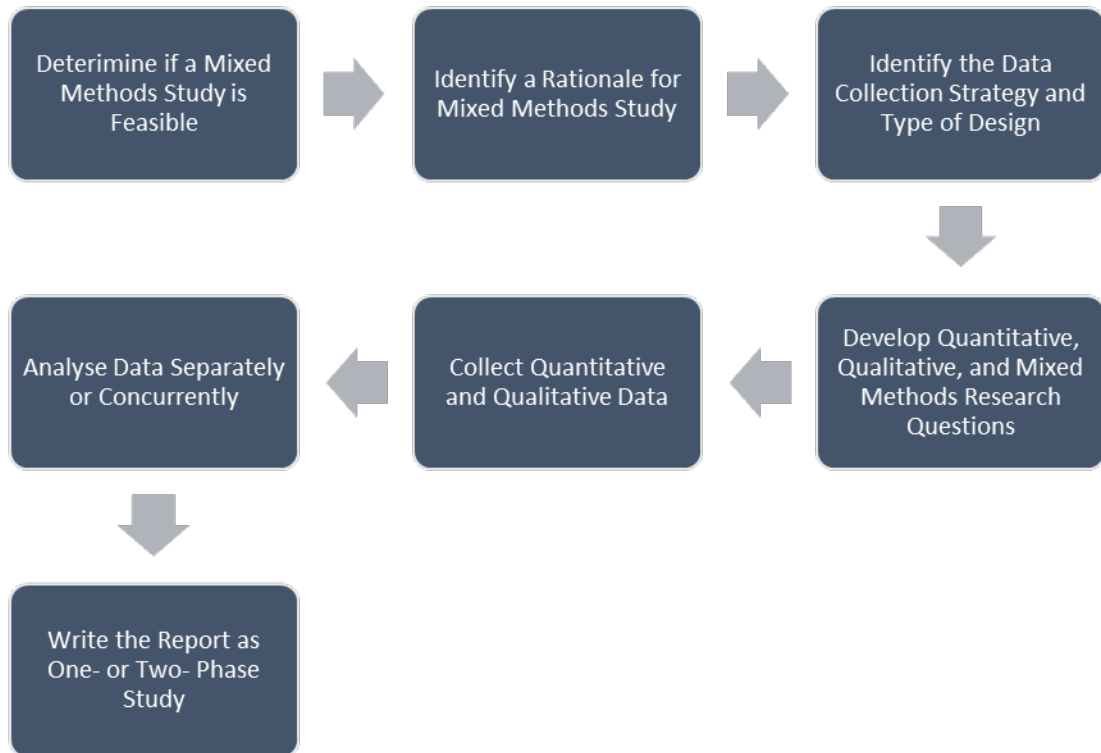
In addition to aligning with learning organization culture, AACC’s (2018b) competencies are rooted in transformational leadership theory’s ideals and characteristics. In a study by Hebert-Swartz and McNair (2010), the notion of integrating AACC competencies in doctoral curricula is supported as the competencies align with the skills practitioners use to navigate the community college realm. KSU-CCLP is a doctoral program that has used AACC competencies to inform the student learning outcomes (SLOs; Kansas State University [KSU], n.d.-c). Therefore, elements of the AACC competencies and KSU-CCLP SLOs were incorporated into survey questions and were used to guide the formation of interview questions to understand the perceived effect the program had on learning leaders in the program.

## **Research Method and Design**

As mentioned in Chapter 1, when conducting a study, a researcher may use a qualitative, quantitative, or mixed method approach to answer identified research questions. Quantitative research focuses on the human experience, but the information is represented with numerical data (Lochmiller & Lester, 2017). Qualitative research centers around the human experience and provides context beyond numerical data (Lochmiller & Lester, 2017). A mixed-methods study uses quantitative and qualitative data to investigate the research problem (Lochmiller & Lester, 2017). The overarching methodology the researcher used in this study was mixed methods. See Figure 3.2 to view the steps involved in the process of conducting a mixed-methods study.

**Figure 3.2**

*Steps in the Process of Conducting a Mixed Methods Study*



*Note:* Adapted from *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (p. 555), by Creswell, 2002, Prentice-Hall.

Within each methodology, there are more detailed avenues a researcher can take to investigate the research questions. For example, qualitative studies can take the form of a case study, grounded theory, narrative, phenomenology, ethnography, or discourse analysis research design (Lochmiller & Lester, 2017). Funneling further, sublayers exist within these design methods. A case study design is an example of a technique with sublayers as it can take the form of a single, multiple, holistic, or embedded case study (Lochmiller & Lester, 2017). Each method

has distinguishing characteristics and should be selected based on the research questions the researcher is trying to answer.

The selected research design method for this study was an intrinsic, single case study method. In this design, the researcher analyzed a particular *case* or *bounded system* using qualitative and quantitative data (Lochmiller & Lester, 2017). Crowe et al. (2011) also described the case as a boundary but included time, place, organizational, social, and geographical area. Within the bounded system context, the researcher can examine how the system's parts work independently and together. Adhering to the qualitative process, case studies allow researchers the flexibility to answer questions related to what, why, and how something happened (Lochmiller & Lester, 2017). The intrinsic element pertains to "when the case itself is of interest" (Creswell, 2002, p. 465). For this study, the case was the KSU-CCLP, and the research questions seek to understand what, how, and why the doctoral program affects the parts (i.e., the program participants and the college). It is a single case study in that there are more than one doctoral CCLPs and multiple KSU-CCLP cohorts. The single element pertains to only reviewing the KSU-CCLP and more specifically, the COD Roadrunner Cohort 1 participants.

The researcher also selected this method due to the flexibility and various data collection sources, which created a rich qualitative data set. According to Yin (2012), these data sources could include observations, interviews, archives, and document analysis. Since the researcher anticipated the use of multiple data sources, flexibility in the data collection process was essential. As such, the study is also categorized as an *emergent design*. The emergent method allowed the researcher to maintain flexibility in the study process, particularly as it related to issuing the data instrumentation and data analysis (Lochmiller & Lester, 2017). In this model, the researcher can include additional data sources (e.g., additional interview questions) as the study

progresses, and the order of data collection is not prescriptive; thus, creating a more flexible approach that allowed for new data to inform the research. The emergent design also aligned with the typology used by Greene et al. (1989). See Figure 3.3 for a delineation of characteristics and reasoning associated with Greene et al.'s typology of mixing methods.

**Figure 3.3**

*Typology of Reasons for Mixing Methods: Greene, Caracelli, and Graham*

<b>Triangulation</b>
• Seeks convergence, corroboration, and correspondance of results from the different methods.
<b>Complementarity</b>
• Seeks elaboration, enhancement, illustration, and clarification of the results from one method with the results from the other method.
<b>Development</b>
• Seeks to use the results from one method to help develop or inform the other method, where development is broadly construed to include sampling and implementation as well as measurement decisions.
<b>Initiation</b>
• Seeks to discover a paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method.
<b>Expansion</b>
• Seeks to extend the breadth and range of inquiry by using different methods for different inquiry components.

*Note.* Adapted from *Designing and Conducting Mixed Methods Research* (p. 62), by Creswell and Plano Clark, 2011, SAGE Publications.

Finally, the case study method aligned with Schein's (2010) learning culture definition and the 10 characteristics of the learning leader culture as artifacts (i.e., document review), observations, and interviews were intended to be the primary data collection sources to create an opportunity for triangulation. Triangulation is typical in case studies due to the variety of data sources and is used to build a stronger case, as the data are confirmed across multiple sources (Lochmiller & Lester, 2017). For this study, the multiple sources of data included Likert-scale

survey results and interview transcripts. Table 3.1 highlights the procedures the researcher intended to follow to conduct this case study; the majority of the steps are incorporated and discussed in greater detail throughout the following sections.

**Table 3.1**

*Procedures for Conducting a Case Study*

Procedures	Case study
Identify the intent, the appropriate design, and how intent relates to the research problem.	The problem relates to developing an in-depth understanding of a “case” or bounded system. The problem relates to understanding an event, activity, process, or one or more individuals. Identify the type of “case,” such as intrinsic, instrumental, or collective.
Discuss the plan to receive approval and gain access to study sites and participants.	Receive approval from the KSU Institutional Review Board. Locate a research site using purposeful sampling procedures. Identify the number of cases. Identify a gatekeeper to provide access—guarantee provisions for respecting the site.
Collect appropriate data emphasizing time in the field, multiple sources of information, and collaboration.	Collect extensive data using multiple forms of data collection (surveys, observations, interviews, documents).
Analyze and interpret the data within a design.	Read through data to develop an overall understanding of it. Describe the case in detail and establish a context for it. Develop issues or themes about the case.
Write and report research consistent with the design.	The report is based primarily on the case description, analysis, and interpretation differently or equally. The researcher may choose to be objective or subjective in reporting. Include biases. Generalize to other cases.

*Note.* Adapted from *Educational Research: Planning, Conducting, and Evaluating Quantitative* (p. 555), by Creswell, 2002, Prentice-Hall.

## Study Setting

This study’s primary setting was the Desert Community College District (DCCD), colloquially referred to as COD. This single-college district is one of 116 institutions within the

California Community College system situated among the nine primary cities within the Coachella Valley. The college's main campus is located in Palm Desert, California. It has one state-recognized center in Indio and three outreach locations in Palm Springs, Desert Hot Springs, and Thermal. The researcher secured access to this proposed research setting via email permission from the college's then Superintendent/President, Dr. Joel L. Kinnamon, who has since retired effective, March 2021. See Appendix J to view the study request email and response.

COD was also selected as it was one of the first and the largest current single-campus cohorts participating in KSU-CCLP with 23 members, known as the Roadrunner cohort. KSU-CCLP is a doctoral program designed "for those seeking to enhance their leadership competence in leading transformation at community colleges and to provide leadership and organizational development for sustained contributions to the college, districts, and communities they serve" (KSU, n.d.-b, para. 1). According to the KSU-CCLP website, the program has focused all courses on the community college, developing courageous leaders who will "disturb the universe" (KSU, n.d.-d, para. 1), and employing nationally known community college leaders, as faculty. It uses the participants' college or district as a learning laboratory for an applied learning structure. The program is structured to earn an applied doctorate in education within 3 years (KSU, n.d.-b).

Before the COVID-19 global pandemic that abruptly shut down face-to-face operations of community colleges nation-wide in 2020, KSU-CCLP courses were offered on the COD Palm Desert Campus, online via the Canvas learning management system, and the virtual meeting software, Zoom. During the Spring 2020 semester, the COD campus was forced to halt all face-to-face interactions due to growing safety concerns from contracting and spreading the COVID-

19 virus. Restrictions were placed on the program, requiring the setting to occur in an online environment via Zoom meeting software, and augmented by the Canvas learning management system to ensure program participants' safety.

## **Study Participants**

The qualitative aspect of the methodology allows the researcher to use purposeful sampling. A researcher identifies study participants based on a set of guidelines or criteria to garner individual perceptions (Lochmiller & Lester, 2017). Similarly, in a quantitative study, a researcher may use convenience sampling, which allows for selecting participants based on availability and willingness to participate (Creswell, 2002). The study used purposeful and convenience sampling because the participants met the criteria of being graduate students enrolled in the KSU-CCLP cohort offered at the COD campus. In total, 23 COD faculty and administrators comprise the Roadrunner CCLP cohort. However, only 22 members were invited to participate as the researcher excluded herself from the study. The convenience criteria were that the researcher had readily available access to the participants and the setting.

## **Instrumentation**

This section describes the data collection instruments that were used in this study. As this study is a mixed-method, single, intrinsic, case study design, the researcher used various instruments to collect both quantitative and qualitative data. Instruments included a survey and interviews.

### **Quantitative Data Instrumentation**

To gather the quantitative elements, the researcher used an electronic survey created via Google Forms. According to Lochmiller and Lester (2017), survey research is "intended to capture the perspective of participants at the moment in time or changes in their perspectives



across a period of time” (p. 133), and it provides a means to collect data that is more standardized. Additionally, Yukl (2013) found field study surveys were the most widely used tool to study transformational leadership research.

The electronic survey included a combination of closed-ended, fill-in, Likert-scale, and multiple-choice questions. The survey began with demographic questions such as the participant’s name, position, years at the college, gender, age, degrees earned, years working in a community college, and aspirational career goal category (i.e., aspiring administrator leader or aspiring faculty leader). These data were used to collect general information about the cohort participants. Next, participants answered questions related to an institutional learning culture assessment. The learning culture assessment incorporated Schein’s (2010) learning leaders’ characteristics. These questions sought to determine the perceived effect of KSU-CCLP on the COD.

Using the lens of transformational leadership theory, through the auspices of AACC’s (2018b) competencies, the electronic survey included the overarching competencies of the aspiring CEO and faculty focus areas to understand the perceived effect that the bounded case (i.e., KSU-CCLP) has on the program participants. As mentioned in the study assumptions, the researcher assumed all participants were aspiring leaders; however, each may not aspire to be a CEO or administrator leader. To address this assumption, participants were asked to include their desired goal of “aspiring administrator leader” or “aspiring faculty leader.” A review of the literature suggested a similar approach when studying educational administrators’ leadership attributes (i.e., AACC’s competencies) and the needed skills of sitting and aspiring college presidents to be successful in the presidential role and their effectiveness in helping them lead (Bornheimer, 2010; Duree, 2007; Duree & Ebbers, 2012; Hassan, 2008; Korschinowski, 2018;

Nasworthy, 2002). The survey helped the research to establish how the program affected the participants' perceptions of their competency level after nearly completing the program. See Appendix K to view a copy of the electronic survey questions and the invitation email.

### **Qualitative Instrumentation**

Interviews and document review served as the qualitative instrumentation to understand the perceived effect on both the college and the program participants. The researcher started by asking all participants the same interview questions to ensure each had an opportunity to answer the majority of the questions. The interview questions were semistructured and open-ended. These types of questions created a more flexible approach that allowed the researcher to ask follow-up questions in a “conversational manner” (Lochmiller & Lester, 2017, p. 151). The interviews sought to explore both research questions of understanding the perceived effect of KSU-CCLP on the participants and the college. The researcher also used this method to seek clarity on survey responses and provided participants with an opportunity to elaborate. See Appendix L for the proposed interview questions and interview protocol.

In addition to interviews, the researcher intended to use document analysis as a means to collect student perspectives. The researcher requested documents (e.g., dissertation proposals, internship projects and proposals, capstone course initiatives, course reflections) from participants during the invitation phase, interview session, and follow-up emails. The researcher hoped to use these documents to provide contextual insights, and further triangulate the data. Unfortunately, due to low participation and response rate, this element was removed from the study.

## **Data Collection**

This section describes the steps the researcher used to collect the data. The researcher used sequential timing to collect the quantitative and qualitative strands. Sequential timing refers to how the researcher collects and analyzes the data (Creswell & Plano Clark, 2011). The researcher began first by collecting quantitative data and then transitioned to qualitative data collection. It is essential to note the researcher served as the primary research instrument for this study. The researcher played an active role in the collection of data and the facilitation of interviews.

As noted in the study setting description, the first step was to secure site approval. Once confirmed, and KSU Institutional Research Board (IRB) approval was obtained, the researcher began the participant recruitment process. This was facilitated via an email, inviting all cohort members to partake in the study. Email notifications went out weekly to request participation. A brief overview of the study's purpose and an explanation of why the members were selected was provided. Following KSU's research protocols, included in the email invitation was a notification of the participants' rights, consent to participate statement, and IRB approval date (see Appendix K). The next section provides an overview of the data collection process.

### **Quantitative Data Collection**

The quantitative data collection process began with an electronic Google Form survey, as described in the instrumentation section. To ensure the survey was comprehensible and valid, the researcher used pilot testing. The pilot testing process began with an in-depth review of the survey questions between the researcher and study Chair and KSU Major Professor, Terry O'Banion. Once satisfied with the survey elements, COD's Director of Institutional Research, who has more than 20 years of research experience in a community college setting, reviewed and

made recommendations to all survey questions, making the survey development process and iterative one. Next, the researcher distributed the survey to qualified non study participants. These individuals included current KSU professors, COD campus leaders, and other community college professionals who obtained a doctorate degree. Once deemed valid, a link to the online survey was included in the participant invitation email. See Appendix K to view a copy of the electronic survey questions and email invitation. Through the testing process, the researcher established the survey would take each participant approximately 30 minutes or less to complete. Once completed, the data were exported from a Google Form file into a Microsoft Excel worksheet for ease of use in the analysis process. Upon extraction of the forms, survey data were removed from the online source and stored on an external hard drive.

### **Qualitative Data Collection**

The following steps outline the process the researcher followed to conduct the participant interviews. As noted in the proposed participant invitation email (see Appendix K), the KSU-CCLP Roadrunner cohort members were informed that the study also included an interview element. The email included a request that participants provide the researcher with at least three dates and times to participate in the interview. To provide a robust picture of the perceived effect, the researcher sought to and successfully accomplished interviewing all program participants. The researcher anticipated each interview taking at least 45 minutes to complete but requested 1 hour to ensure enough time to review the interview protocols and receive confirmation of permission to record the sessions. To help the researcher ensure the interview questions were not biased, leading, and were designed to produce accurate and honest responses, the interview questions followed the same pilot testing protocols as the survey. Questions were

reviewed by the study chair, COD's Director of Institutional Research, and other qualified community college professionals who obtained a doctorate degree.

As previously mentioned, due to the COVID-19 global pandemic, all interviews were conducted online as COD provisions for halting face-to-face meetings was not yet lifted at the time of the data collection process. An electronic video-conference Zoom meeting was scheduled at a date and time selected by each participant. Immediately following confirmation of the meeting date and a time, a meeting notification and the meeting access link was emailed to each participant's preferred email address. All interviews were video recorded using the online meeting software, Zoom. This platform was selected as it auto-generates a nearly verbatim transcription that the researcher later used in the data analysis. Immediately upon joining the Zoom meeting, the researcher reminded the participant of the recording and the study's voluntary nature. The interviews started as conversational to introduce the study, review the purpose and interview protocols. The researcher also informed the participants that notes would be taken during the meeting. The researcher used the notes in the analysis process to compare the information written to the transcription for accuracy.

The transcripts were exported from the ZOOM platform into Word and rich text format files. To protect the confidentiality of the participants, extraction from Zoom, the researcher conducted a search to replace all personally identifiable information in the transcript (i.e., name) and replaced the information with an assigned pseudonym. Next, the data were uploaded to the coding software MAXQDA to help the researcher identify themes in the analysis process.

In addition to interviews, the researcher hoped to collect a catalog of documents including dissertation proposals, internship projects and proposals, capstone course initiatives, and course reflections. These documents were intended to provide contextual insights, and the

additional data could have allowed for further data triangulation. The researcher requested the documents as part of the initial contact with the participants, during the interviews, and follow-up requests were sent upon completion of the interviews. The researcher hoped to collect the items during or by the end of the interview session. Despite ensuring participants' confidentiality (i.e., removing all personally identifiable information before storing them in an electronic format on an external hard drive accessible only to the researcher), participants were reluctant to provide materials; therefore, this element was removed from the study.

### **Data Analysis**

The researcher used an inductive approach to analyzing the various data sets. An inductive approach is one in which the themes emerge as part of the process and are not predetermined from the beginning (Lochmiller & Lester, 2017). Using the inductive approach created space for the researcher to deploy descriptive codes (i.e., word or small phrase to describe the data) or an in vivo approach, which takes the form of words used directly by the participants (Lochmiller & Lester, 2017).

To assist in data analysis, the researcher used a variety of software for each type of data (i.e., quantitative and qualitative). First, the researcher used Microsoft Excel to obtain descriptive statistic information derived from the survey. Next, the researcher used Microsoft Word to produce rich text format and Microsoft Word files of the video-recorded and transcribed interviews. These files were read and reread to ensure the data accurately reflected the interview sessions. Then, those transcripts were uploaded into the qualitative analysis software, MAXQDA for content analysis. The software allowed the researcher to apply codes to the interview transcripts and documents so the data could be placed into common themes, patterns, and relationships.

Codes can take the form of single words to phrases and even paragraphs (Saldaña, 2015). The coding process allowed the researcher to engage in both the data discovery and analysis process (Saldaña, 2015). Once the researcher was confident in the identified codes and paired the data into the appropriate brackets, the codes moved to categories or themes, providing deeper meaning (Saldaña, 2015). Once categorized, the data contributed to the contextual story of the perceived program effect on the participants and the institution. A tool within the MAXQDA software to assist in the storytelling process that highlights how the data move from a code to a category to a theme and, ultimately, a finding after data saturation (Lochmiller & Lester, 2017; Saldaña, 2015). The results are presented in conjunction with an alignment with the identified themes in Chapter 4.

### **Addressing Quality Study Standards**

To ensure data validity, credibility, and reliability, the researcher used triangulation to connect multiple data sources within the proposed findings (Lochmiller & Lester, 2017). Triangulation is an acceptable step a researcher can take to validate the trustworthiness of the results. Validity was achieved by distributing the same survey questions to ensure the responses were all collected in the same manner. The researcher also used the majority of the same interview questions for all participants; however, some sessions required follow-up questions based on the survey data, which is acceptable in an emergent design. Credibility was established by having community college and research professionals, such as COD's Director of Institutional Research, scrutinize the interview and survey questions. The survey was tested for reliability through a pilot testing process. Pilot testing protocols included issuing the survey to KSU-CCLP professors, COD leaders who were non study participants, and other identified community college professional familiar with leadership development, and doctoral degree earners.

Trustworthiness was achieved through member-checking in which the researcher provided each study participant with an opportunity to review notes and findings to ensure the data were accurately reflected. No participant requested to have their data reviewed. Additionally, to ensure that the instrumentation aligned with the study's research questions, the researcher linked the two primary research questions to the corresponding survey and interview questions, which is available in Table 3.2.

**Table 3.2**

Alignment of Research Questions with Data Collection Instruments

Research question	Instrument/item(s)
1. What is the perceived effect of the KSU-CCLP on COD?	Survey section: 2 Interview questions: 3, 4, 6, 7
2. What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program?	Survey sections: 3 and 4 Interview questions: 1, 2, 3, 5, 6, 8

In addition to ensuring validity, the researcher also sought to ensure the study met a quality study definition. As cited by Lochmiller and Lester (2017), Tracy (2010) highlighted eight “big tent” (p. 181) criteria for ensuring a quality study. See Table 3.3 for a cross-reference of the requirements for this study.



**Table 3.3***The Eight “Big Tent” Criteria for Quality in Qualitative Research*

Criteria for quality of the study	Means, practices, and methods to achieve	Presence in this study
Is the topic worthy?	Relevant, timely, and significant	Addressed the need to create strategic professional development to develop more leaders in community colleges
Does the study have rich rigor?	Theoretical foundation, data collection and analysis, data and time in the field samples, and contexts	Grounded in Schein’s learning culture, transformational leadership theory, and AACCC’s competencies
Is the study sincere?	Transparent in methods, a reflection of bias	All data collection processes were identified and potential research bias identified
Is the study credible?	Uses concrete details, triangulation, member reflections	The study used triangulation of data
Does the study have resonance?	The research influences affect or move readers through the aesthetic, evocative presentation, naturalistic generalizations, or transferable findings	The study sought to provide naturalistic generalizations and potentially transferable findings to other institutions seeking professional development opportunities
Is the study making a significant contribution?	The research provides a significant contribution to conceptually or theoretically, practically, morally, methodologically, heuristically	The study sought to contribute practically and conceptually
Is the study ethical?	The research considers procedural ethics, situated and culturally specific ethics, relational ethics, exiting ethics	The researcher has outlined ethical procedures to consider when conducting the study
Does the study have meaningful coherence?	The study achieves what it purports to be about, uses methods and procedures that fit its stated goals, meaningfully interconnects literature, research, questions, findings, and interpretations with each other	The methods aligned with the research questions posed and were connected to the literature

*Note.* Adapted from “Qualitative Quality: Eight ‘Big Tent’ Criteria for Excellent Qualitative Research,” by S. J. Tracy, 2010, *Qualitative Inquiry*, 16(1), 837–851.

## **Ethical Considerations**

As mentioned in the instrumentation process, the researcher informed participants of the study's nature upon an invitation to participate in the study. The participants were reminded of their right to withdraw from the study at any time before and during the interview process and survey distribution. Study participants received assurance of confidentiality throughout the study. Further, as explained in the invitation email, each participant was informed about the voluntary nature of the study and their ability to stop participating at any point. Also, as Lochmiller and Lester (2017) recommended, the researcher created a data hub or table to maintain the data's organization. The data hub included data type (i.e., survey, interview, or document), participants' names and pseudonyms (to maintain confidentiality), data collection date, the role of the participant (faculty or administrator), and the individual who collected the data. This information will be stored on two external hard drives with password protections to ensure data security. The use of two drives allows for a backup of the data. However, the researcher will maintain a nonelectronic record of the participants' pseudonyms and real names. This information will be secured in a fire safe in the researcher's home for 5 years, where only the researcher has access.

## **Role of the Researcher**

The researcher is a mid-level director at COD and is also a member of the KSU-CCLP Roadrunner cohort. The researcher has been affiliated with COD for more than 8 years in various leadership roles. The researcher has also been a member of and serves on the Board for the Association of California Community College Administrators (ACCCA) and a team leader for its mentor program highlighted in the literature review. The researcher has also served on COD's professional development committee, which is charged with creating an institution-wide professional development plan identified as a quality focus essay in the college's 2017

Institutional Self-Evaluation Report (COD, 2017). Through her experience in ACCCA and at the college, the researcher recognized a lack of strategic professional development for individual colleges in the California community college system. The researcher was open to understanding how the doctoral professional development program may have affected participants and the institution as it will aid in the site's professional development planning process. The researcher maintained objectivity by following interview protocols and presenting findings as presented without omission or exaggeration.

### **Limitations**

Due to this study's specialized focus, the results may not be fully generalizable. However, it could help other community colleges identify opportunities for creating strategic professional development programs via CCLPs. Further, only one site of the KSU-CCLP program was reviewed, though multiple cohorts were operating around the country at the time of the study. The study can be replicated among different cohorts, though results may vary from site to site. This study is also limited in time and concluded before KSU-CCLP Roadrunner cohort members completed their final coursework and defended their dissertation studies. It is also essential to note there was potential for both researcher and participant bias in this study. The researcher and all study participants were employed by a single community college, COD, the study site. Each is a member of the KSU-CCLP Roadrunner cohort, which may have created unconscious bias. As recommended by Shah (2019), the researcher reduced the potential bias by following prescriptive and detailed research and analysis protocols noted previously. The researcher took care to ensure that questions were appropriately framed to prevent guiding answers and encouraged honest responses. Finally, the study was limited in that although the researcher requested documents such as course reflections, dissertation, and internship proposals,

participants were reluctant to provide the information. The use of the materials could have provided additional opportunities for data triangulation and added to the richness of the qualitative analysis.

## **Chapter Summary**

This chapter provided a detailed account of the process and methodology the researcher deployed to conduct this case study. The chapter revisited the study's purpose, research questions, theoretical framework, and conceptual lenses and connected them to the research design. An expanded description of the study setting, the case study's definition and participant description was detailed. The researcher reviewed the instrumentation and data collection processes with step-by-step procedures to ensure replicability. The data analysis process, including coding and software, were reviewed, and the researcher used the criteria to establish the trustworthiness, quality, and validity of the study. The researcher illustrated how confidentiality and other ethical considerations were maintained and acknowledged limitations and techniques to offset those limitations.

## **Chapter 4 - Findings**

The purpose of this mixed-methods case study was to understand the perceived effect of Kansas State University's doctoral Community College Leadership Program (KSU-CCLP) on the College of the Desert (COD) and the program participants. As indicated in the introduction to Chapter 1, the Desert Community College District (DCCD) Board of Trustees sponsored KSU-CCLP with a commitment of nearly \$1,000,000. However, missing from the launch of KSU-CCLP is a mechanism to determine the individual and institutional return on investment, including cultural changes. Additionally, a literature review found a lack of studies addressing the perceived effects of graduate CCLPs on the students enrolled in the programs and their college. As a steward of public funds, the DCCD Board of Trustees has a responsibility to understand the program's perceived effect, particularly given the substantial nature of the financial commitment. To address the literature gap, two primary research questions were addressed in this study:

1. What is the perceived effect of the KSU-CCLP on COD?
2. What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program?

Data in this study were collected from 22 students from the Roadrunner cohort through one-to-one, semistructured interviews, and a quantitative survey. Interviews were conducted online via Zoom software to comply with social-distancing guidelines associated with COVID-19 global pandemic. The survey was administered online through Google Forms. The audio-recorded interviews were transcribed verbatim into Microsoft Word documents. The survey data from all participants were compiled into a Microsoft Excel spreadsheet.

## Data Analysis

The researcher began the data analysis process with the quantitative survey data. The researcher read and analyzed each participant's survey individually before interviewing the participants. The information gathered was used to help inform supplemental, clarifying questions that allowed the researcher to dig deeper into the semistructured interview process. For instance, if individuals selected nearly all 4s and 5s on the Likert scale, the researcher asked participants to say more about their *strong* level of agreement. The same process was true when reviewing surveys where participants selected 3s, 2s, or 1s. For example, "You provided a score of 2 on this survey question; could you tell me more about your selection?" Once interviews were completed, the researcher imported the survey data in Microsoft Excel to analyze the information using descriptive statistics, including the mean, median, mode, minimum, maximum, and standard deviation formulas. Descriptive statistics were selected to determine how much variation in scores existed among the cohort.

Next, the researcher analyzed the qualitative data gathered in the interview process. The interview transcripts were imported into MAXQDA computer-assisted qualitative data analysis software for analysis. The qualitative data were analyzed using an inductive procedure of the kind recommended by Lochmiller and Lester (2017) and Saldaña (2015). In the first step of the inductive, qualitative analysis, the data were read and reread in full to gain familiarity with them. During the readings, annotations were made identifying segments of text (i.e., words, phrases, or paragraphs) that were potentially relevant to describing participants' perceptions of the KSU-CCLP on COD and the program participants. Annotations were also made regarding potential themes suggested by patterns in participants' responses.

The second step of the analysis involved initial coding. The data were reread in full again, and the relevant statements identified in Step 1 were labeled. In MAXQDA, this step involved assigning each relevant transcript excerpt to a code in the code system pane. Transcript excerpts with similar meanings were assigned to the same code. Through this inductive procedure, data excerpts were clustered according to similarities in their meanings instead of being sorted into predetermined categories (Lochmiller & Lester, 2017). The codes formed in MAXQDA were labeled descriptively to summarize the meaning of the data assigned to them.

The third step of the data analysis process involved theming the data by clustering related initial codes and then identifying a smaller number of overarching patterns of meaning in the data. Initial codes were grouped when they were interrelated as different aspects of a broader idea. Table 4.1 indicates the five themes that emerged during this step of the analysis and the initial codes from Step 2 that were grouped to form them.

**Table 4.1**

*Data Analysis Themes as Clusters of Initial Codes*

Theme	Cluster of codes used to form theme	<i>n</i> of transcript excerpts
Theme 1. Increased communication and outreach strengthened community		29
	Development of a sense of community in COD	13
	Instructional faculty gained an understanding of leadership	4
	Increased faculty involvement in COD	9
	Discrepant data - Pushback from nonparticipants	3
Theme 2. Seeding of leadership values initiated cultural changes		24
	Discrepant data - Questioning value-added from KSU-CCLP	2
	Effective seeding of leadership values	9
	Evidence of growth but not transformation	13

Theme 3. Increased capacity for community-building	53
Sense of community within the cohort	15
Improved communication skills	4
Increased institutional knowledge	16
Broadening of perspective	11
Building relationships with colleagues	7
Theme 4. Enhanced readiness for leadership responsibilities	56
Development of needed competencies – 4 rating	9
Development of needed competencies – 5 rating	15
Increased consideration for students	4
Increased confidence in individual potential	15
Increased understanding of diverse roles	8
Exposure to leadership models	5
Theme 5. A greater focus on application and effective instruction is needed to optimize KSU-CCLP outcomes	23
Greater consideration of students is needed	2
Need for greater focus on application	9
Need for more effective instruction	7
More guidance for the cohort is needed	5

Table 4.2 indicates how the themes were used to address the two research questions.

**Table 4.2**

*Research Questions and the Themes Used to Address Them*

Research question	Themes used to address the research question
RQ1. What is the perceived effect of the KSU-CCLP on COD?	Theme 1. Increased communication and outreach strengthened community Theme 2. Seeding of leadership values initiated cultural changes
RQ2. What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program?	Theme 3. Increased capacity for community-building Theme 4. Enhanced readiness for leadership responsibilities Theme 5. A greater focus on application and effective instruction is needed to optimize KSU-CCLP outcomes



## Presentation of the Findings

This presentation of the findings is organized by research question. Under the heading for each research question, findings are organized following the themes used to address the question. Direct quotes from the data are provided as evidence for the themes. Attributions of the direct quotes are to the pseudonyms assigned to participants to maintain the confidentiality of their identities. All pseudonyms appear as all capitalized text (e.g., CALLING, LEARNER, DRIVEN).

### Quantitative Findings

Evidence from the quantitative findings obtained through the online questionnaire strongly indicated participants had positive perceptions of the KSU-CCLP and its effects on their growth as leaders. For each of the questionnaire items, mean, median, mode, standard deviation, minimum, and maximum were calculated across the responses provided by all participants. The findings indicated the descriptive statistics on an item-by-item basis. A more comprehensive perspective on participants' responses was developed by calculating the descriptive statistics across all items. Table 4.3 indicates the descriptive statistics across all questionnaire items.

**Table 4.3**

*Descriptive Statistics Across all Questionnaire Items*

Questionnaire Item	Mean	Median	Mode	Standard deviation	Minimum	Maximum
Values across all 22 participants' responses to all 48 questionnaire items	4.4	5	5	0.2	1	5

*Note.* A rating of 5 indicated the most positive perception of the aspect of the KSU-CCLP addressed in the questionnaire item. A rating of 1 indicated the most negative perception.

The questionnaire consisted of 48 five-level, Likert-like items in which a rating of 1 indicated the most negative evaluation of the KSU-CCLP program, a rating of 3 indicated a neutral view, and a rating of 5 indicated the most positive view. The mean rating of 4.4 across all items indicated, on average, participants rated all aspects of the program positively. The minimum mean on any individual questionnaire item was 3.4, and the mean rating on 45 out of 48 of the questionnaire items was at least 4. The standard deviation of 0.2 across all items indicated the responses were clustered closely around these high means.

The median, which is the middle value when all ratings were placed in order from least to greatest, indicated more than half of the participants' responses were ratings of 5—the most positive rating. This outcome was corroborated by the result that the mode, or the most frequent rating, was also 5. The minimum rating across all items was 1—the lowest possible rating. At least one rating of 1 was given on 21 of the 48 questionnaire items. However, these ratings of 1 were outliers. In 20 of the 21 items that received a rating of 1 from at least one participant, only one participant provided that rating. In the remaining one of those 21 items, only two participants provided a rating of 1. Nineteen of the 21 items that elicited a minimum rating of 1 received that rating from the same participant, CALLING. CALLING was also the only participant providing the minimum rating value of 2 on four additional items, making this participant's responses outliers on 23 of the questionnaire items.

Triangulation of CALLING's interview responses initially indicated the low ratings provided on the online questionnaire might have been errors. In qualitative responses, CALLING indicated the overall rating they would assign to the KSU-CCLP's contribution to creating a leadership culture at COD was 4—the second-highest rating—and the rating they would assign to the KSU-CCLP's contribution to expanding cohort members' leadership skills was 5, the

highest rating. Additionally, CALLING stated, overall, the KSU-CCLP had a “tremendous,” positive impact on COD. Due to this discrepancy between these highly positive interview responses and the low, outlying ratings provided on the questionnaire, embracing the emergent design, the researcher asked CALLING to provide clarity around the lower scores. CALLING indicated the reason the scores were lower is due to the amount of experience they had brought with them to the program. They felt that the program did not teach those skills, rather it reinforced what was already an existing skillset. For the remaining 21 out of 22 participants, triangulation of questionnaire and interview responses indicated consistently positive perceptions of the KSU-CCLP and its effects on instilling leadership values to initiate positive COD changes.

### **Qualitative Findings: Research Question 1**

RQ1 was: What is the perceived effect of the KSU-CCLP on COD? Two of the five themes identified during data analysis were used to address this theme: Theme 1: Increased Communication and Outreach Strengthened Community, and Theme 2: The Seeding of Leadership Values Initiated Cultural Changes. Each theme is presented under a separate subheading in this section.

#### ***Theme 1: Increased Communication and Outreach Strengthened Community***

All 22 participants contributed to this theme. The data indicated members of the Roadrunner cohort learned to communicate more effectively across internal, institutional boundaries (e.g., between departments), and they took the initiative in undertaking outreach activities that had a positive impact on the COD community. The effects on the participants themselves of improved communication and outreach are discussed under Theme 3. The present theme focuses on the perceived, positive impacts that participants had on the COD community due to their improved communication.

Increased faculty communication and outreach began with the fruitful communication participants had with other members of the Roadrunner cohort. From those interactions, participants gained an increased understanding of the responsibilities that leadership entailed and a stronger sense of personal responsibility for taking the initiative to make improvements in the COD community. LEARNER spoke of how the communication among members of the cohort led to more meaningful discussions of student engagement and of how those discussions led, in turn, to participants' increasing their efforts to reach out to students, saying:

I absolutely believe that the [KSU-CCLP] program had a very beneficial effect on the institution in the way that it facilitated internal interactions for reaching out to students and for engaging students in a more meaningful way. And I think that was accomplished by the fact that there were things that we got to know about each other and our colleagues, about how to approach them, how to talk to them, that enabled us to have deeper conversations when it entailed students and student services and support.

A critical way in which the KSU-CCLP benefitted COD was by encouraging members of the cohort to apply what they were learning in their day-to-day work in the community. DRIVEN reported a feeling of obligation to make use of the opportunity to participate in KSU-CCLP by applying the lessons in the COD community that gave the opportunity, stating: "I felt this wanting to give back. So, what I learned with Kansas State, I felt almost compelled to use that in my everyday workings at College of the Desert." DRIVEN specified they applied the lessons from KSU-CCLP continually, commenting: "Just in my everyday job and working with others at the college, what I'm learning in these classes has, whether consciously or unconsciously, I try to apply them in my job." HEART spoke of undertaking a more exceptional task that benefitted the

COD community as a result of being required to do so by an aspect of the KSU-CCLP, paraphrased as follows:

I'm not sure I would have had the bandwidth to complete that plan or the committee structure unless it was part of an internship that I did. And so, since that was part of my internship, it had to be done, so there was extra motivation there. So, that's developed into is a committee that has goals, we're doing surveys, all of those different tasks that are associated, and it's going to have an impact on COD.

Like DRIVEN and HEART, TEACHER spoke of feeling motivated by participation in the KSU-CCLP to undertake activities they otherwise might have avoided, stating: "I think that the CCLP has really given us that sort of push to start moving forward into areas that we might feel uncomfortable [in]." TEACHER specified areas where cohort members felt encouraged to take the initiative were beneficial to the COD because the tasks in question "needed to be done," mentioning:

[We] might feel that "This is gonna be a lot of work. Do I wanna invest my time in this?" And then we thought about it, and I said, "Yes, I do. We're gonna go ahead and do this because this is what needs to be done."

Thus, DRIVEN, HEART, and TEACHER provided representative responses in stating that their participation in the KSU-CCLP motivated them to take the initiative in improving their COD community in ways they would not have attempted had they not participated in the program. Participants also reported that in addition to improving the COD community by motivating the initiative to undertake beneficial activities and projects, the KSU-CCLP benefitted the COD community by teaching participants how to undertake initiatives in which they were already interested but lacked the knowledge to promote. MIGHTY discussed how the

KSU-CCLP enabled them to undertake a project to benefit the COD community by increasing their knowledge of how to proceed, saying:

There was one service that I was really wanting to advocate for our students at a satellite location. And before the program, I was having a difficult time kind of advocating for that. Once I was in the program, I was better able to understand how I could communicate that. I now had relationships, professional relationships with those individuals [in the Roadrunner cohort], and we were able to really sit down and discuss what the need was, and we're able to provide that service for our students.

PURPOSE spoke more generally of how the KSU-CCLP instilled in cohort members a sense that apparent barriers to valued initiatives were resolvable, stating the program "kind of brings that philosophy that there's always a solution, don't come in negative, there's always a solution." VOICE spoke more specifically about learning in the KSU-CCLP how to apply data-based decision making to removing barriers to student success, commenting: "We've used what we've learned to apply [data] into a new perspective, the new initiatives and how to eliminate those barriers for students, so it's been a learning experience and also applying what we've learned at the college." Thus, the KSU-CCLP benefitted COD by effectively promoting faculty involvement and initiative, both by increasing faculty motivation and helping faculty overcome barriers to community-benefitting outreach.

Increased communication among members of the Roadrunner cohort also had the positive effect of lowering barriers to collaboration across institutional boundaries, such as the boundaries between departments. Participants perceived this improved communication as radiating outward from the cohort and benefitting COD through a strengthened sense of community. DEEP stated the increased capacity for communication in cohort members radiated outward into COD as a

whole because the KSU-CCLP required them to engage with other parts of the community, saying: “I think there are very tangible effects already happening. Our cohort is everywhere, and I think part of that is because we have to do internships, we have to get involved in something.” CALLING spoke of the positive impact on COD as originating in the increased camaraderie and new communication channels between cohort members, saying: “[KSU-CCLP] will have a tremendous impact on COD in that it’s helped the cohort to build a community and camaraderie that never would have existed, really, between individual participants who are in very different parts of the organization.” THINKER also spoke of the positive impact on COD from networking and rapport among cohort members, describing it as reducing barriers to interdepartmental communication. Like CALLING, THINKER appeared to suggest the connections cohort members made in the KSU-CCLP increased the integration of the COD community overall, commenting: “One example I can think of, of how [the KSU-CCLP], helped College of the Desert, is by helping break down silos, in terms of having people interact more and being more comfortable with interaction.” PASSION offered an example of how increased rapport among cohort members radiated outward to increase the integration of COD as a whole, saying:

I have much more interaction with my instructional faculty now because, first, I was in [the KSU-CCLP] with some, and [I] was able to develop relationships and talk about what my role looks like, and what their role looks like, and how that’s different and how that’s similar, and how we support one another. And then, by default, they also spread the word to other colleagues. So, I may have initially established a really good relationship with the faculty in my cohort, and then by the next couple of months, there were three

other people in the department who knew that they can call on me, or trust me, or come to me with things that they needed.

The participants quoted so far in relation to this theme indicated before the KSU-CCLP, there was not a strong sense of community across COD as a whole. Instead, participants spoke of COD as consisting of a cluster of “silos,” as THINKER said, in “very different parts of the organization” between which “community and camaraderie never would have existed” as continued by CALLING without the KSU-CCLP. These characterizations of COD as being weakly interconnected before the KSU-CCLP were consistent across participants. Also consistent across participants were expressions of the perception that the KSU-CCLP promoted a breaking-down of barriers to communication and a strengthened sense of community and shared mission across COD. In participants’ perception, the camaraderie and rapport developed between members of the Roadrunner cohort became the nucleus of a community more interconnected than COD had previously been. Through outreach (e.g., internships) and expansion of professional networks within COD (as PASSION’s example indicated), the cohort became the foundation of a community that successfully crossed what were formerly silos and rigid interdepartmental boundaries. As JUSTICE stated, the KSU-CCLP gave cohort members, “the opportunity to work together and to build alliances, and bonds and friendships and just a greater understanding of the work that each of us are trying to accomplish.” INQUISITIVE believed this increased integration of the COD community would be stable over time, saying the KSU-CCLP “is going to have a major impact, for many years to come, through how well people are able to work with each other simply because they know each other, they’ve got an established relationship, the trust is inherently there.”



Three out of 22 participants provided partly discrepant data indicating the KSU-CCLP program itself, and the perceived distinction between members of the cohort and other faculty who were not invited to participate, had some disunifying effect on COD. It should be noted each of the participants who contributed discrepant data also contributed responses consistent with the present theme and described increased community and outreach as the most significant effects of the KSU-CCLP. TRAVELER stated the KSU-CCLP had initially been controversial among COD faculty, saying that at first, the reaction “was really negative by other faculty members who didn’t see [KSU-CCLP] as beneficial, or faculty members who already had their doctorate and COD didn’t pay for them . . . it was a big to-do in the faculty development committee.” TRAVELER added, however, the KSU-CCLP had gradually become less of a point of contention, saying: “I think as we progressed through the years and that initial negative impact on some people at the college went away, or they forgot about it.” PURPOSE perceived the KSU-CCLP as remaining somewhat contentious because of negative perceptions among some faculty who felt excluded from the program, stating: “I think there still continues to be pushback on other faculty or administrators that did not participate.” PURPOSE attributed part of this negative perception among some faculty to disagreement about funding allocation, saying: “I think us being in the first round, there were a lot of eyebrows and questions whether we were, I guess, worthy of spending the money on.” PURPOSE believed the introduction of a second cohort would begin to address the equity concerns among faculty who felt excluded, however, they noted “that’s changing now, I feel, because of the second round that’s coming in. So, I think slowly but surely, the whole institution will get [the chance to participate].”

In summary, the participants perceived the KSU-CCLP as having positive effects on COD through increased motivation, problem solving, and communication among cohort

members. Increased motivation caused faculty to undertake beneficial initiatives they might not otherwise have attempted and increased problem-solving enabled faculty to remove barriers to beneficial initiatives more effectively. Communication, trust, and rapport among cohort members made them the hub of a more interconnected COD community, one that crossed silos and other boundaries that had previously impeded collaboration.

### ***Theme 2: The Seeding of Leadership Values Initiated Cultural Changes***

The operative definition of leadership values, provided as part of the interview question from the data associated with this theme were drawn, included values of involvement; embracing varying perspectives; and focusing on student success, equity, and learning. Participants were asked to rate how effectively the KSU-CCLP created a leadership culture centered on those values on a 5-level Likert-like item and then explain their responses. Eight out of 22 participants stated they rated the KSU-CCLP at a level of 5 in this respect, indicating it helped a great deal. Of the remaining 14 participants, 13 rated the KSU-CCLP at a level of 4 concerning creating a leadership culture, indicating it helped some, and one as a 3.

The participants who selected a rating of 5 described the KSU-CCLP as strongly focused on creating a leadership culture by instilling the relevant leadership values. THOUGHTFUL said of the program's focus on leadership values, "It seemed to me this was the theme and the substance of every one of our gatherings in class to some degree or another, very directly on one or all of these things. These were our preoccupations all the time." KIND said the courses, the faculty, and the speakers were "very relevant to the course and also to leadership and student success, equity, all of those things. So yeah, that's why I think it's a 5." TEACHER explained the rating of 5 in describing a strong program focus on implementing positive change, stating:

Every one of our professors was a leader in the field. And their actual involvement and experience, and expertise was always focused on how do we build a better college? How do we graduate more students? How do we make college more accessible? How do we find ways to innovate what we do so we can continue to serve our communities?

A rating of 4 was given by 13 of the 22 participants, indicating KSU-CCLP helped some create a culture based on leadership values. They expressed the program had initiated cultural changes by seeding the relevant values, but broad cultural transformation had not occurred, yet. DRIVEN described the program as valuable but expressed slight reservation in stating that broad cultural change had not occurred because of a perceived disconnection between the values and practices taught in the KSU-CCLP and the observable behaviors of COD administrators.

DRIVEN said:

I think that the whole point of COD investing in us and spending the money is all great and wonderful, but I've been a little saddened to see that the college doesn't really walk the talk . . . I love all the former college presidents and chancellors we've had who talk about how you should walk the campus and teach the class, and I love that, and I think that should be, but COD doesn't follow that. I don't know one high-level VP or president at COD that actually does walk the campus, talk to students, or teach a class. So that's why I gave it a 4.

PASSION corroborated DRIVEN's perception that the program was effective in seeding leadership values among members of the cohort, saying of the KSU-CCLP, "I think it's doing a really good job with the people who are in the cohort. I think the people who are in the cohort learn this; I think they are definitely creating this culture." However, like DRIVEN, PASSION questioned the extent to which the KSU-CCLP was creating a culture of leadership beyond the

cohort, stating: “The reason I wouldn’t score it a 5 is because I think sometimes, we don’t necessarily translate that to the larger community . . . Are we really creating opportunities for others to learn?” Like DRIVEN and PASSION, JUSTICE rated the creation of a leadership culture at a level of 4 and expressed doubt regarding the tangible impact of successfully instilling the relevant values, commenting: “I would probably say a 4. Those values are definitely repeated, they’re definitely shared, they’re definitely taught. As far as practicing what’s being preached, might be another story.” INQUISITIVE also expressed reservations regarding whether successfully seeding values would translate into persistent action and a broader cultural shift, saying: “It’s a 4. I would love for it to be a 5 and just see total transformation, but it’s really gonna depend on each of the individuals and what they bring to it afterwards on an ongoing basis.” Thus, participants who selected a rating level of 4 typically did not object to any program elements, and they corroborated participants who gave a rating of 5 in stating that leadership values were a strong focus of the program, and these values were successfully instilled. However, participants who gave a rating of 4 questioned whether seeding values successfully would necessarily stimulate the persistent, long-term changes needed to accomplish a broad cultural shift at COD in leadership direction.

### **Qualitative Findings: Research Question 2**

RQ2 was: What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program? Three of the five themes identified during data analysis were used to address this theme, including Theme 3: Increased capacity for community-building, Theme 4: Enhanced Readiness for Leadership Responsibilities, and Theme 5: A Greater Focus on Application and Effective Instruction Is Needed to Optimize KSU-CCLP Outcomes. Each theme is presented under a separate subheading in this section.

### ***Theme 3: Increased Capacity for Community-building***

All 22 participants contributed to this theme. The finding indicated a perceived effect of the KSU-CCLP on the graduate students enrolled in the program was an increased capacity for community-building. This theme was consistent with Theme 1, which indicated, in part, participants' enhanced capacity to communicate across institutional boundaries was increasing the connectedness of the COD community. Participants' responses under Theme 1 indicated they associated their increased capacity for community-building in part with the rapport and trust built among cohort members during the KSU-CCLP. Other program effects contributing to participants' increased capacity for community-building included increased institutional knowledge (e.g., of the history and organization of COD) and a broadened perspective that facilitated communication.

Thirteen out of 22 participants associated their increased capacity for community-building within COD with the increased knowledge of that community gained in the KSU-CCLP, including COD's history and organization. DRIVEN spoke of increased knowledge of the COD community in stating, "I was with all COD people, so I got to learn about all different aspects of the college and understand how all the pieces fit together to help students, and so that was amazing." THINKER corroborated DRIVEN's response in stating that the KSU-CCLP had increased knowledge of COD's organization: "Participation in the program has made me more aware of the different aspects of the college and how they all connect, and more aware of the college players," or influential members of the community. TRAVELER spoke of increased knowledge of the current organization of COD as a basis for improved communication and community-building in saying:

Prior to being in the cohort, we worked in our silos, and we didn't get to know different administrators and faculty from other departments. So, it was a positive impact, and the communication and classes that we've had and participation in the program has really broadened my whole knowledge of College of the Desert and of the people who work there.

DEEP spoke specifically of gaining a better understanding of community colleges and their history and mission in general, and of COD specifically, in reporting they gained, "Deeper awareness of the overall community college mission and understanding how that system works . . . [and] understanding all the different mechanisms in our system and at our college specifically." KIND corroborated DEEP's response in also referring to increased knowledge of the COD community's history and mission, referring specifically to the aspect of the college's mission associated with increasing access to education and student success when saying: "The CCLP, it actually increased my understanding the mission of the community college, the history of community college, understanding access, success, obviously, all of those things with students." Thus, participants indicated they gained an increased understanding of the COD community, including its mission, history, and organization. Increased knowledge of the community contributed to an improved capacity for community-building in combination with a broadened perspective that enhanced communication.

Eleven out of 22 participants spoke of the KSU-CCLP as contributing to their capacity for community-building by broadening their perspective in ways that made them more effective communicators. PROFESSOR spoke of a broadened perspective as contributing to problem solving, saying that an effect of the KSU-CCLP was to "help [them] understand new ways of thinking of things. People don't think the same way, as we all know, and it was challenging and

exciting to hear other points of view and other ways of dealing with situations.” HEART spoke explicitly of how hearing other perspectives contributed to improved communication both at the individual and department levels and how these effects contributed to the advancement of COD’s overall mission, saying:

I think one of the main benefits of this program is the ability for employees to work together that would normally not work together, and to share experiences and to see different perspectives . . . And from a transformational standpoint, I think seeing those different perspectives has allowed me personally not only to grow, but also [my department] to grow because that has allowed me to bring back to my team information, perspectives, and really tie in how [our department] contributes to student and employee success.

PURPOSE referred to the KSU-CCLP as increasing exposure to other perspectives in a manner that facilitated understanding and communication. PURPOSE said during the KSU-CCLP, “When I finally got to sit down and listen to how [other cohort members are] viewing [student retention], I see it from their perspective because they have a window, and we have a different window that we see it through.” PURPOSE said of the positive effect of exposure to different perspectives on communication, “It gave me that patience to step back and say, ‘Okay, maybe they’re not wrong, maybe we’re not wrong either, but there’s somewhere in the middle. We need to come together and figure out where those gaps are.’” In a representative response, VOICE described how exposure to different perspectives and increased organizational knowledge contributed to an increased capacity for community-building via an enhanced ability to think from a community perspective, stating:

[The KSU-CCLP] just has made [cohort members] all feel like we each contribute where we contribute to the college, and how we are all tied together as a whole, so it's made it more of a "we" culture instead of an "I," where I'm sort of focused on my role. It's made it more of, "How does my role relate to everyone's role?"

In summary, participants increased their knowledge of the COD community and gained exposure to other cohort members' different perspectives through the KSU-CCLP. Their new knowledge was associated with an increased orientation toward an organization-level perspective, which was aligned with COD's mission, and it focused on strengthening collaboration across institutional subdivisions (e.g., those between departments). Consistent with Theme 1, the responses associated with this theme indicated the Roadrunner cohort became a hub in an increasingly connected COD community. Participants' capacity for building the COD community was associated with a perspective shift, in which cohort members learned to understand their individual role as one of many interconnected, equally important contributions to advancing COD's collective mission of student access and success.

#### ***Theme 4: Enhanced Readiness for Leadership Responsibilities***

All 22 participants contributed to this theme. The finding indicated a perceived effect of the KSU-CCLP on the graduate students enrolled in the program was an enhanced readiness to take on leadership responsibilities. Enhanced readiness emerged from participants' increased confidence in their potential to lead, leadership competencies development, and exposure to leadership models.

Ten out of 22 participants referred to the increased confidence they felt in their potential to lead as an effect that the KSU-CCLP had on them. PROFESSOR spoke of the KSU-CCLP as qualifying them for leadership roles, saying of the opportunity to participate in the program: "I'm



humbled by it, and it makes me feel important at the same time, that the College would decide to invest in me . . . I'd always thought about getting into administration, and this truly does qualify me." DEEP spoke of gaining insight into ways of expanding their role beyond teaching, saying of the KSU-CCLP, "It's given me insight into the larger things that I could do in this work besides just teaching." HEART said of the aspiration of taking on a leadership role, "It's not as far-fetched as you would normally think if you didn't go through this particular program . . . It's no longer like a dream that you don't think you can accomplish." STUDENT said of the KSU-CCLP, "We are really set up for success in this program, and all it takes is for us to take advantage of the opportunity and do it." ADVOCATE corroborated STUDENT's response in saying of the KSU-CCLP instructors, "Definitely, they have provided what is required to become a very competent leader." Thus, participants indicated they felt increased confidence in their ability to assume a leadership role at COD. They expressed their confidence in stating that before the program, their leadership aspirations felt unattainable but after participating in the program, they felt capable of finding and attaining a suitable leadership role.

All 22 participants indicated the KSU-CCLP enhanced their readiness for leadership roles by developing their leadership competencies. THOUGHTFUL attested that leadership competencies were a substantial area of focus in the KSU-CCLP coursework, stating:

It seemed to be a recurring preoccupation or theme in a lot of our courses to discuss the importance of and differentiating between competencies or skills that are associated with managers versus those of leaders. And I think for an aspiring administrator, I think it is really important to have a clear sense of how these two things are distinct and how you really need both sets of competencies.

PASSION stated confidence in their own potential as a leader was associated with gains in knowledge and skills through the KSU-CCLP: “There are a lot of areas where I feel confident in my ability to progress as an aspiring administrator. I have the knowledge I need; I have the confidence I need; I have the skills I need.” JUSTICE joined PASSION in stating that increased confidence in their potential to lead was associated with the development of leadership competencies, saying: “I would say that the confidence that comes out of this program, as far as inspiring confidence, really getting to hone our public speaking skills, communication, group work.” LEARNER referred to the leadership competencies of having and expressing a vision as enhanced by the KSU-CCLP, saying, “It’s such an extraordinary program in the sense that it prepares you to articulate a vision and to clarify your own sort of position on things.” SOUL referred to the program’s alignment with American Association of Community Colleges’ (AACC) competencies, saying they would strongly recommend the KSU-CCLP to colleagues who wanted to develop leadership skills because of “the exposure to the competencies, the AACC competencies, and the fact that this program is modeled after those competencies.” WATCHER corroborated SOUL’s response in stating of the program, “It made me really reflect on my leadership skills and review the AACC leadership competencies.”

In summary, participants stated consistently that the KSU-CCLP enabled them to develop leadership competencies and skills. The development of leadership competencies contributed to enhancing participants’ readiness to lead by increasing their confidence and preparedness. Nearly half of participants stated developing their leadership competencies contributed to their readiness to take on leadership responsibilities significantly enough that they transitioned due to the KSU-CCLP from feeling that their leadership aspirations were unattainable to feeling that they were competent to take on a leadership role. The remaining participants described the KSU-CCLP as

strengthening needed competencies, including those listed in the AACC competencies. A specific leadership skill listed as being strengthened was communication.

***Theme 5: A Greater Focus on Application and Effective Instruction Is Needed to Optimize KSU-CCLP Outcomes***

Although all 22 participants spoke positively about the KSU-CCLP consistently in their interview responses, all participants were able to identify potential areas for improvement. The most frequently cited area for improvement was the recommendation that for future cohorts, an increased focus should be placed on applying the course content to practice. Other areas for improvement included the recommendation that instruction in some KSU-CCLP courses could be improved and additional guidance should be provided to cohort members to help them manage and meet KSU-CCLP requirements. Notably, most participants qualified their recommendations for improvement with statements to the effect that overall, the program was well done and effective.

Nine out of 22 participants indicated they would have liked the KSU-CCLP to include a greater focus on applying leadership competencies in practice. These participants wanted to understand better how generalized leadership competencies were applicable specifically in the COD community or in specific leadership roles. PROFESSOR recommended the inclusion of exemplars of specific leadership roles, commenting: “I would love to see a VP job description, an exemplar factored in there, or course or element, where you would look at, ‘Okay, this is what a vice president of instruction should do.’” To make the exemplar even more concrete, PROFESSOR recommended that the KSU-CCLP include a job-shadowing component: “The other [recommendation] is job shadowing. Spending a day with the president, and there’s issues, but you can sign a confidentiality agreement or what have you. Just job shadowing, from

breakfast to dinner.” KIND recommended broadening the range of exemplars to include lower administrative levels: “The program focuses on leadership, but it’s at such a high level. It’s at the President’s CEO level. We talked a little bit sometimes about VP and even dean, but they don’t focus on that.” KIND, therefore, recommended future iterations of KSU-CCLP stating, “Scale that leadership down, at that level of either dean, or director, or VP.” PASSION recommended enhancing the applicability of principles to practice by including activities that involved using leadership competencies to address specific issues at COD, stating: “If we had a project where we analyze the communication on our campus as an assignment, and then talked about, ‘How can we better communicate to create a learning environment?’ tailored specifically to our campus.” TEACHER recommended a greater focus on the application of leadership principles in cohort members’ current roles, commenting: “I would have liked a more focused approach for faculty . . . I don’t think I received what I felt were focused ways to improve as faculty.” LEARNER recommended the inclusion of more hands-on learning, or “Maybe more of practice in class, practice of scenarios in things like budgets, and how to work through it and fix it and deal with it, maybe stuff like that might be helpful.” Thus, participants recommended several ways to enhance the KSU-CCLP’s focus on application and practice, including a focus on specific leadership roles as exemplars, assignments involving the application of leadership competencies to issues at COD, showing how cohort members could apply leadership principles not only in future leadership positions but also in their current roles, and including more hands-on learning and practice.

Eight out of 22 participants recommended improvements to the instructional delivery in KSU-CCLP courses. DEEP advised that the academic rigor of the program could be improved through increased coordination among the instructors, recommending: “More collaboration

between the instructors, ‘cause I’ve re-used a paper four times . . . They should have talked about this before giving us a prompt that is exactly the same.” Like DEEP, JUSTICE perceived significant repetition of content between courses, saying: “A lot of the material, some of it was very helpful, some of it felt redundant. In fact, a lot of it felt redundant.” DRIVEN referred to the instruction in two specific classes as inadequate. One course in which DRIVEN perceived the content as inadequately delivered was finance, saying: “The finance class was not done the way it should have been done. I mean, they rescued a little bit of it, but we really didn’t learn what we were supposed to learn.” DRIVEN offered this recommendation despite reporting a background that included prior expertise in the finance course content. DRIVEN stated of another course, “I didn’t understand governance at all.” Like DRIVEN, INQUISITIVE referred specifically to finance in stating, “I think the weakest area is, [the KSU-CCLP] attempts to introduce you to operational areas, [but] nobody’s gonna walk away from there going, ‘Wow, I really understand finance now.’” MIGHTY joined INQUISITIVE and DRIVEN in identifying finance as an area of instruction that needed improvement, saying: “I wish we would have really talked more about finances for the community college. We did have a course, but I would have wanted to dedicate more time to the budgeting, the finances.” PASSION perceived the focus in the KSU-CCLP curriculum on issues of diversity and inclusion as insufficient, commenting: “While there are elements in the curriculum that dealt with diversity, equity, and inclusion, I don’t think that it was completely integrated in the way that I would have liked to see.” Overall, these participants’ responses suggested significant redundancy in the KSU-CCLP curriculum. The repetition might be advantageously reduced in favor of more in-depth treatment of operational areas such as finance and topics essential to COD’s mission, diversity, equity, and inclusion.

Four out of 22 participants indicated additional guidance for cohort members was needed. MIGHTY recommended orienting future cohort members to the dissertation process and requirements earlier, saying, “I think it would have been nice to have a dissertation course maybe earlier on in the program.” PURPOSE corroborated MIGHTY’s response, recommended an earlier introduction to dissertation processes and requirements, saying: “On the dissertation side, it felt like even though we kept talking about it, we need to have it . . . maybe a little bit before the last year.” MIGHTY also recommended cohort members be provided with “maybe a one-on-one orientation with every student to tailor that last year.” SOUL recommended students be advised as they began to think about potential dissertation topics too, saying: “Think about how your topic could be further researched, in the context of this class and this class and this class.”

In summary, although participants’ overall evaluations of the KSU-CCLP were positive, they recommended areas for improvement. One such area involved a shifting of instructional focus to emphasize practical applications of general leadership principles, as by using specific administrative roles as exemplars and requiring cohort members to apply their knowledge to address a real-world problem at COD. A second area for improvement involved enhancing the quality of instruction by eliminating redundancy in the curriculum in favor of a more in-depth treatment of topics such as finance and diversity, equity, and inclusion. Lastly, participants recommended additional guidance to cohort members, particularly to help them navigate the unfamiliar dissertation process.

## **Summary**

Two research questions were used to guide this study. RQ1 was: What is the perceived effect of the KSU-CCLP on COD? Two of the themes identified during data analysis were used to address this question. The first RQ1 theme was: Increased Communication and Outreach

Strengthened Community. Participants perceived the KSU-CCLP as having positive effects on COD through increased motivation, problem solving, and communication among cohort members. Increased motivation encouraged faculty to undertake beneficial initiatives they might not otherwise have attempted and increased problem-solving enabled faculty to remove barriers to beneficial initiatives more effectively. Communication, trust, and rapport among cohort members made them the hub of a more interconnected COD community, one that crossed silos and other boundaries that had previously impeded collaboration.

The second RQ1 theme was: Seeding of Leadership Values Initiated Cultural Changes. The definition of leadership values, provided as part of the interview questions, included values of involvement; embracing varying perspectives; and focusing on student success, equity, and learning. Participants were asked to rate how effectively the KSU-CCLP created a leadership culture centered on those values on a 5-level Likert-like item and then to explain their responses. Eight out of 22 participants stated they rated the KSU-CCLP at a level of 5 in this respect, indicating it helped a great deal. The remaining 13 participants rated the KSU-CCLP at a level of 4 in relation to creating a leadership culture, indicating it helped some.

RQ2 was: What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program? Three of the themes identified during data analysis were used to address this question. The first RQ2 theme was: Increased Capacity for Community-Building. Participants increased their knowledge of the COD community and gained exposure to other cohort members' different perspectives through the KSU-CCLP. Their new knowledge was associated with an increased orientation toward an organization-level perspective, which was aligned with COD's mission, and it focused on strengthening collaboration across institutional subdivisions (e.g., those between departments). Consistent with Theme 1, the responses

associated with this theme indicated the Roadrunner cohort became a hub in an increasingly connected COD community. Participants' capacity for building the COD community was associated with a perspective shift, in which cohort members learned to understand their individual role as one of many interconnected, equally important contributions to advancing COD's collective mission of student access and success.

The second RQ2 theme was: Enhanced Readiness for Leadership Responsibilities. Participants stated consistently that the KSU-CCLP enabled them to develop leadership competencies and skills. The development of leadership competencies enhanced participants' readiness to lead by increasing their confidence and preparedness. Nearly half of participants stated developing their leadership competencies contributed to their readiness to take on leadership responsibilities significantly enough that they transitioned due to the KSU-CCLP from feeling that their leadership aspirations were unattainable to feeling that they were competent to take on a leadership role. The remaining participants described the KSU-CCLP as strengthening needed competencies. Specific leadership skills that were strengthened included communication and the AACCC competencies.

The third RQ2 theme was: A Greater Focus on Application and Effective Instruction Is Needed to Optimize KSU-CCLP Outcomes. Although participants' overall evaluations of the KSU-CCLP were positive, they recommended areas for improvement. One such area involved a shifting of instructional focus to emphasize practical applications of general leadership principles, by using specific administrative roles as exemplars and requiring cohort members to apply their knowledge to address a real-world problem at COD. A second area for improvement involved enhancing the quality of instruction by eliminating redundancy in the curriculum in favor of a more in-depth treatment of topics such as finance and diversity, equity, and inclusion.



Lastly, participants recommended additional guidance to cohort members, particularly, to help them navigate the unfamiliar dissertation process. Chapter 5 includes discussion, interpretation, recommendations, and implications based on these findings.

## **Chapter 5 - Discussions and Conclusion**

This chapter comprises a comprehensive overview of the study findings derived from the data analysis reviewed in Chapter 4. The chapter begins by revisiting the study's problem, purpose, and methodology. Next, the researcher discusses and interprets the study findings broken down by research questions and relatable data themes. Following the discussion are potential implications of the study. The study rounds out with recommendations for future research and closes with a conclusion which is a summary of key points.

### **Overview of the Problem**

There has been little understanding of the perceived effects of graduate community college leadership programs (CCLPs) on students enrolled in the program and on their sponsoring college. This study sought to investigate those potential effects. In this case, the sponsoring institution, College of the Desert (COD), contributed nearly \$1 million to support faculty and administrators enrolled in the graduate Kansas State University Community College Leadership Program (KSU-CCLP), which created a need to determine the effect or return on investment due to participating in the program. Although many agree doctoral leadership programs have value in preparing leaders to lead institutions successfully, researchers such as Vince (2017), Freeman and Forthun (2017), and Keim (1994) have called for the need for further research to investigate the effectiveness of doctoral community college leadership programs. Given the high monetary investment from both students enrolled in the program and their sponsoring institutions (i.e., COD), there is a need to understand how the program affects the graduate students enrolled in those programs and any potential benefits or effects on the institution (Selingo & Clark, 2017). Despite a substantial commitment by institutions and individuals investing in these leadership development programs, there has been no research

examining the perceived effect of the KSU-CCLP and its perceived effects on individuals and host institutions specifically. Additionally, a further review of the literature found a lack of evidence on the perceived effect of a graduate CCLP on students enrolled in a single-college, cohort-based, multimodal program and on their sponsoring college. This study sought to address this gap.

### **Purpose of the Study**

Throughout this study, the researcher aimed to document the perceived effect of the KSU-CCLP on COD and the individuals who make up the first cohort of faculty and administrators working at COD (i.e., the Roadrunner cohort members).

### **Review of the Methodology and Data Analysis**

A mixed-method approach using a case study model was selected to investigate the problem. A mixed-method approach allowed the researcher to conduct qualitative and quantitative analysis on the phenomenon, thereby, enhancing its understanding and replicability (Yin, 2012). A case study format also allowed the researcher to collect detailed information on a specific group of people (Yin, 2012) to understand the influence or effects of KSU-CCLP on graduate students and their institution of employment. To address the study objective, the study was guided by the following two research questions:

1. What is the perceived effect of the KSU-CCLP on COD?
2. What is the perceived effect of the KSU-CCLP on graduate students enrolled in the program?

To collect data, the researcher invited all 22 members of the KSU-CCLP Roadrunner cohort to participate in the study. A quantitative survey and semistructured interviews were used to gather data. Through Zoom software, virtual interviews were conducted in compliance with COVID-19

guidelines, which sought to mitigate the spread of the COVID-19 virus and variants. The participants completed the survey through Google Forms. During the interviews, participants were audio-recorded, and their transcripts transcribed into Microsoft Word. MAXQDA software allowed for thematic data analysis. Concerning the quantitative data, responses were analyzed and used to help guide interview questions. Survey data were subject to descriptive statistical analysis and recorded in Microsoft Excel.

Regarding the first research question that sought to investigate the perceived effects of KSU-CCLP on COD, the data analysis results revealed two themes: (a) KSU-CCLP increased communication and strengthened community outreach in the college, and (b) seeding of leadership values initiated cultural changes in the college. Research Question 2 sought to investigate the perceived effect of KSU-CCLP on the graduate students enrolled in the program. The study findings revealed three themes. The first theme was (a) increased capacity for community building, (b) enhanced readiness for leadership responsibilities, and (c) greater focus on application and effective instruction is needed to optimize CCLP outcomes.

## **Discussion and Interpretation of Study Findings**

As introduced at the start of the chapter, the purpose of this mixed-method case study was to investigate the perceived effects of KSU-CCLP on COD and the program participants. A mixed-method approach was considered suitable for this study as it combines qualitative and quantitative data. Virtual semistructured interviews and an online survey were used to gather data from participants. Data analysis was completed using Microsoft Word, Microsoft Excel, and MAXQDA software. A sample of 22 doctoral students participated in the study. Presented next are the study findings and their interpretations based on participants' responses. The discussion of the study findings is organized by research question.

## **RQ 1: What Is the Perceived Effect of the KSU-CCLP on COD?**

The researcher used RQ1 to understand the potential perceived effects of the KSU-CCLP on COD. The intent was to establish the extent to which KSU-CCLP influenced COD. Thematic analysis was used to analyze RQ1. Based on the analysis conducted, two themes emerged. The first theme was Increased Communication and Strengthened Community Outreach. Based on the study findings, most participants considered KSU-CCLP as having significant effects on COD. In particular, the study findings revealed the KSU-CCLP affected COD, as a whole, through the effects the KSU-CCLP had on the individual Roadrunner cohort members. The data revealed the KSU-CCLP helped improved cohort members' motivation, problem-solving skills, and communication skills. According to the study results, members of the Roadrunner cohort acquired these key leadership and social skills (i.e., motivation, problem solving, and communication). These skills helped them improve their overall job performance, problem-solving skills, and communication among the cohort, the campus community, and critical stakeholders. This study finding suggests the individual benefit of improved leadership skills allowed members to recommend innovative solutions that would creatively solve organizational problems, which is a direct and significant effect on the college. Additionally, the study findings suggested communication, trust, and teamwork improved among COD Roadrunner cohort members. For example, LEARNER spoke of how the communication among members of the cohort led to meaningful conversations of student engagement and of how those discussions led, in turn, to participants' increasing their efforts to reach out to students, saying:

I absolutely believe that the [KSU-CCLP] program had a very beneficial effect on the institution in the way that it facilitated internal interactions for reaching out to students and for engaging students in a more meaningful way. And I think that was accomplished

by the fact that there were things that we got to know about each other and our colleagues, about how to approach them, how to talk to them, that enabled us to have deeper conversations when it entailed students and student services and support.

From those interactions, participants gained an increased understanding of the responsibilities that leadership entailed and a stronger sense of personal responsibility for taking the initiative to make improvements in the COD community. The implication is that increased cooperation, trust, communication, and problem-solving skills learned from KSU-CCLP allowed for understanding how the college operates and created an opportunity to break down institutional silos and barriers. Removing these silos and barriers can improve the organizational performance of COD cohort members in an institution and build community.

The study findings were corroborated by previous researchers and affiliated organizations who found leadership training programs help develop skills required by employees to succeed in their leadership roles (AACC, 2013, 2014; The Aspen Institute, 2017; Cole & Selingo, 2020; Jeandron, 2006; Piland & Wolf, 2013; Robinson et al., 2010; Roueche & Roueche, 2012). The essential skills required include communication skills, problem-solving skills, teamwork, and employee development. Roueche and Roueche (2012) also conducted a study on the effect of transformational leadership and found leadership development programs can improve participants' communication skills, collaboration, and critical thinking skills, which has a direct impact on their individual and organizational performance.

Smith et al. (2019) also reported that graduate CCLPs can play an essential role in developing leaders and should incorporate into the curriculum elements of the American Association of Community Colleges' (AACC, 2018b) competencies, including, but not limited to, communication skills among organizational members by ensuring they master the art of

negotiation, influence, and conflict management. In this way, the KSU-CCLP supported cohort members in their organization and allowed them to build a rapport with their colleagues with minimal conflict. Lastly, Soares et al. (2017) reported that CCLP programs played an important role in increasing team members' productivity by equipping them with critical thinking and problem-solving skills that are important in providing creative solutions to organizational problems. Therefore, the study findings suggest institutional leaders initiate appropriate guidelines for supporting the implementation of a single-college, cohort-based doctoral CCLP—comprised of faculty, staff, and administrators—to join a CCLP to support the development of their communication and critical thinking skills and help maintain their motivation, which is vital for the attainment of organizational goals.

The second theme relating to the first research question was the Seeding of Leadership Values Initiated Cultural Changes. The study findings revealed implementing KSU-CCLP at COD improved leadership values needed to initiate cultural changes. Through the KSU-CCLP, Roadrunner cohort members and institutional leaders were better equipped to understand the specific values central to the sustainability of an organization. For instance, study findings revealed participants would focus on developing values, such as promoting stakeholder involvement, embracing diverse perspectives, supporting equity and equality in the workplace, and focusing on students' success from various cultural backgrounds. According to participants, KSU-CCLP helped create a leadership culture that supported the acquisition of values required for cultural changes at COD, such as diversity, equity, and inclusion. As noted in Chapter 4, regarding the program's focus on leadership values, THOUGHTFUL said, "It seemed to me this was the theme and the substance of every one of our gatherings in class to some degree or another, very directly on one or all of these things. These were our preoccupations all the time."

KIND noted the courses, the faculty, and the speakers were “very relevant to the course and also to leadership and student success, equity, all of those things. So yeah, that’s why I think it’s a 5.” In this case, the study findings imply that KSU-CCLP programs, if well implemented, could create a leadership culture that is transformative to ensure a focus on students’ diverse cultural needs to help ensure success.

The current study findings were supported by Roueche et al. (2008), who found leadership development programs significantly influence institutions because they provide a platform for initiating cultural changes and moving towards diversity. Similarly, Soares et al. (2017) reported that doctoral CCLPs are important for equipping leaders with the necessary skills and values needed to initiate cultural differences through stakeholder involvement, adopting diverse perspectives from stakeholders, focusing on students’ academic outcomes, as well as promoting equality, all of which are important in initiating cultural changes in an institution.

## **RQ 2: What Is the Perceived Effect of KSU-CCLP on Graduate Students Enrolled in the Program?**

Based on this research question, three themes were identified. The first theme is related to Increased Capacity for Community Building. Given the study findings, it was established the KSU-CCLP played an important role in increasing community-building initiatives by equipping participants with knowledge of the COD community and institution as a whole and not its siloed parts. The implication is that KSU-CCLP empowered members by equipping them with knowledge for successfully implementing different initiatives in the internal and external community. The study findings are consistent with Theme 1 and with previous research that found community college leadership programs are important in promoting community-building



initiatives by equipping members with critical thinking skills to make informed decisions and solve different social problems in society (Thompson, 2013). The increased knowledge among participants can solve community-related problems and other structural issues contributing to community development (Soares et al., 2017).

The findings are valuable because they contribute to the current literature by identifying how CCLPs contribute to developing a shared sense of community among the cohort and the college by increasing participants' leadership skills, knowledge, values, ethics, communication, and critical skills in addressing challenges. TRAVELER recognized the value of how community building helped increase knowledge of the college as a whole and improved communication in saying:

Prior to being in the cohort, we worked in our silos, and we didn't get to know different administrators and faculty from other departments. So, it was a positive impact, and the communication and classes that we've had and participation in the program has really broadened my whole knowledge of College of the Desert and of the people who work there.

The findings are also significant because they add to the current literature on how CCLPs are important in promoting internal community outreach and development by equipping cohort members with valuable skills and knowledge that can be used to solve various issues on campus, including social justice issues. For instance, through CCLPs, cohort members are introduced to considerable leadership skills, which play an important role in improving their leadership style and strengthening and increasing their communication with other members in the campus community through dialogue to reduce conflicts (Shults, 2001). As evidenced by VOICE, they described how exposing the group to different perspectives, an increased understanding of each

other's role, and increased organizational knowledge combined help contribute to an increased capacity for community-building via an enhanced ability to think from a community perspective:

[The KSU-CCLP] just has made [cohort members] all feel like we each contribute where we contribute to the college, and how we are all tied together as a whole, so it's made it more of a "we" culture instead of an "I," where I'm sort of focused on my role. It's made it more of, "How does my role relate to everyone's role?"

These communication and community-building skills can be used for resolving conflicts in a participatory governance structure. As noted in Chapter 4, JUSTICE supported this stance, noting that the KSU-CCLP gave cohort members "the opportunity to work together and to build alliances, and bonds and friendships and just a greater understanding of the work that each of us are trying to accomplish." The cohort model allowed the group to create trusting bonds that paved the way for open and honest communication needed when solving institutional challenges.

The second theme that emerged from the study findings on RQ2 was Enhanced Readiness for Leadership Responsibilities. According to the study findings, KSU-CCLP played an essential role in improving individual readiness for leadership responsibilities. As ADVOCATE stated in response to the KSU-CCLP instructors, "Definitely, they have provided what is required to become a very competent leader." Thus, participants indicated they felt increased confidence in their ability to assume a leadership role at COD. In this way, Roadrunner cohort members are introduced to leadership skills and other crucial competencies for future leadership responsibilities, including critical thinking, problem-solving negotiation skills, communication skills, teamwork, and employee development skills. Shults (2001) noted similar results in that CCLPs play a critical role in promoting leadership readiness among participants for future leadership roles. According to Selingo and Clark (2017), exposure to leadership skills

such as problem-solving skills, communication, and negotiation is critical in helping aspiring leaders prepare to handle future leadership roles in society and business.

The study findings were also supported by previous researchers such as Roueche et al. (2008), who found exposing aspiring leaders to leadership development was crucial to their future roles because they are equipped with vital leadership skills and competencies such as communication and problem-solving skills, which are paramount in addressing emerging social issues in society and organizations. The study's findings interpretation is that KSU-CCLP supports individual readiness for future leadership roles by equipping them with vital leadership skills such as communication, negotiation, teamwork, and problem-solving skills, which are important in responding to emerging issues in organizations. The findings are significant because they contribute to the current literature by underscoring the role of doctoral CCLPs that are grounded in leadership theory and built upon the AACCC's (2018b) competencies in preparing graduates for future leadership responsibilities by equipping them with the necessary competencies and skills needed to address the dynamic needs in organizations, particularly those faced by community college presidents.

The third theme relating to the second research question was a Greater Focus on Application and Effective Instruction Is Needed to Optimize CCLP Outcomes. The third theme underscored the need to realign the KSU-CCLP to suit organizational needs. Study participants highlighted the need to revamp the program to optimize its outcome. In particular, participants noted a need to improve the program by intentionally focusing the curriculum to allow for a more practical application of general leadership principles to address issues participants were facing on their campus and learn about leadership roles other than the president. To achieve this, participants noted practical application could include shadowing specific administrative roles

within the institution (e.g., dean, vice president), and cohort members could then apply this learned knowledge to address real-world problems at COD. The second recommendation underscored by participants was the need to eliminate redundancy in the KSU-CCLP curriculum to support the integration of finance, diversity, equity, and inclusion. Lastly, based on the study findings, participants suggested the need to have additional guidance offered to cohort members to support them in navigating their dissertation process. Similar findings were reported by Selingo and Clark (2017), who found a need to revamp community college leadership programs by reducing redundancy and focusing on the real-world practical application of the various leadership concepts taught in doctoral CCLPs.

### **Connecting Findings to the Theoretical Framework and Conceptual Lenses**

As previously noted, this study used the theoretical framework, transformational leadership theory, to ground the research in theory, giving it a consistent position throughout the study (Grant & Osanloo, 2014). The researcher also used two conceptual lenses, Schein's (2010) learning culture and learning leader characteristics and the AACCC's (2018b) competencies, which provided a means for the researcher to make connections in the data (Lochmiller & Lester, 2017). Defining characteristics, qualities, and abilities from the selected theory and conceptual lenses were incorporated into the research instruments in this study to help define and determine the perceived effect of KSU-CCLP (see Appendix A).

Findings from the study are directly relatable to the selected theoretical framework, transformational leadership theory. As noted in Bass and Riggio's (2010) depiction of transformational leadership theory, transformational leadership is "taking leadership to the next level" (p. 77). The transformational leadership approach is one in which leaders are motivators; they are problem solvers, risk-takers, and they move from a transactional (i.e., this for that)

approach to one that involves relationship building and collaboration. Per the survey findings, of the nine questions asked regarding transformational leadership, the mode rating of 5, meaning strongly agree, was used six times and 4 (agree) three times. This is a significant finding as it suggests the college now has a group of 22 aspiring leaders (both faculty and administrators) with an increased capacity for transformational leadership, which could bring about an opportunity for innovative solutions to organizational and community challenges.

Next, the findings are corroborated by the first conceptual lens, Schein's (2010) learning leader and learning culture characteristics. Schein noted when there is trust and shared vision and values, those elements comprise a group's culture. Schein further contended when groups feel safe and can trust, they create a climate of belonging. Coyle (2018) and Edmondson (1999) agreed and noted teams (in this case, cohorts) that build trust and a sense of psychological safety are more effective; they take more risks (a key component of transformational leadership theory) and are more productive and successful than those with negative, mistrusting, and fear-based cultures. As stated in Chapter 4, INQUISITIVE recognized the connection to culture as well, saying the KSU-CCLP "is going to have a major impact, for many years to come, through how well people are able to work with each other simply because they know each other, they've got an established relationship, the trust is inherently there." Roueche and Roueche (2012) agreed, stating, "It all matters, but strong leadership and culture it spawns and develops matter most" (p. 111). According to the survey findings, with a mode of 5 (i.e., strongly agree), participants noted the KSU-CCLP had made a valuable contribution to strengthening a culture of leadership at COD. Kinnamon and O'Banion (2021) concurred and noted for institutions to embrace and sustain cultures of teaching, learning, and evidence, a culture of leadership that embraces leaders

throughout the institution, no matter their title, is necessary. The findings suggested the KSU-CCLP is a program that can help institutions develop a leadership culture.

As noted, the researcher also used the third edition of AACC's (2018b) competencies as the accompanying conceptual framework. Overall, "the competencies are designed to serve as an assessment that individuals can use to determine their gaps in experience" (AACC, 2018b, p. 4); thereby, allowing the learning leader an opportunity to learn and develop skills to mastery. Since the competencies were developed as an assessment tool, and the KSU-CCLP student learning outcomes (SLOs) were derived from and informed by AACC's competencies (Kansas State University [KSU], n.d.-c), which provided relevance to this study. This lens has direct application to the study findings in that participants noted an increase in the necessary skills to be an effective leader. Overall, the majority of participants noted a 5, indicating a strong level of agreement that their skills (i.e., AACC's competencies and KSU-CCLP SLOs) increased as a result of participating in the program. All competencies were listed on the survey, and in every category, the mode response was 5. This is a significant finding for this study as it highlights the KSU-CCLP's ability to increase the competency level of aspiring leaders in all categories deemed necessary to be a thriving community college leader.

### **Implications**

The purpose of this mixed-methods case study was to investigate the perceived effects of KSU-CCLP on COD and program participants (i.e., Roadrunner cohort members). The study demonstrated the doctoral KSU-CCLP has several effects or benefits to COD and the graduate students enrolled in the program (i.e., the faculty and staff comprising the Roadrunner cohort).

According to the findings, KSU-CCLP benefited the college by using various leadership courses, activities, conversations, and internships to improve the Roadrunner cohort members'

communication, problem-solving skills, teamwork, and motivation which is required in institutional performance. The practical implication for these results is that community college leaders can use the study findings to support implementing a cohort-based, multimodal, doctoral CCLP comprised of both faculty and administrators that align with institutional needs. Needs could include developing strong communication skills, maintaining motivation among cohort members, and boosting problem-solving skills to allow aspiring leaders to respond to organizational issues adequately.

The study findings also suggested KSU-CCLP has several effects on graduate students enrolled in the programs. For instance, the study findings revealed KSU-CCLPs are important in preparing graduate students for future leadership responsibilities. Researchers and policymakers can use the study findings to align CCLPs with graduating student's future leadership roles beyond that of a president or CEO. This is an important implication because organizations are dynamic, and new needs frequently emerge, requiring graduate students to solve such problems using several leadership skills and competencies. The study findings also revealed a need to realign and revamp the KSU-CCLP to optimize its outcome. Leaders in various institutions can use the study findings to recommend a practice-based approach to leadership training.

The study has several theoretical and conceptual implications. First, the study was informed by transformational leadership theory, which encompasses four components, or competencies, of an effective leader, including intellectual stimulation (IS), individualized consideration (IC), inspirational motivation (IM), and idealized influence (II; Burns, 1978). The study's results contributed to this theory by establishing that the KSU-CCLP program equipped COD and graduates with leadership skills and competencies, such as communication, critical thinking, and problem-solving skills, which link to transformational leadership theory

components (Burns, 1978). In particular, IS corresponds to increased critical thinking skills, increased problem-solving skills link to IM, and IC speaks to the community-building and bonds established within the group. These three elements are the building blocks of transformational leadership theory, suggesting that CCLPs with a curriculum grounded in transformational leadership theory can help build transformational leadership skills.

The study findings also contributed to the conceptual lenses, Schein's (2010) learning leader characteristics and AACC's (2018b) leadership competencies. The two conceptual lenses highlight the leadership competencies required to be a successful leader, including communication, problem solving, and critical thinking (AACC, 2018b; Schein, 2010). The study results also established KSU-CCLP equipped participants with communication, problem-solving, and critical thinking skills, contributing to the two conceptual lenses. The connection among these lenses suggests the KSU-CCLP effectively builds capacity in the leadership competencies needed to lead in a community college effectively, and it helps create a culture with learning as a core value.

### **Recommendations for Future Research**

Given the nature of research studies and the focus on specific questions, there is an opportunity to make recommendations for future studies to expand the knowledge base. Given this study's findings, the following six future study recommendations are suggested.

First, as noted in Chapter 3, the researcher used an emergent design. This type of methodology allowed the researcher to incorporate additional questions into the interview process. She embraced the emergent design after interviewing nearly half of the cohort and began asking the question, "why did you want to join the KSU-CCLP?" Understanding the *why* behind program participants' decision to join a doctoral community college leadership program could have



provided valuable insights into the study and provide insights for those developing curriculum in these programs to ensure the why aligns with the intended program outcomes. Therefore, it is suggested for future studies that a question be incorporated into the methodology that seeks to understand why participants joined a doctoral community college program.

The second recommendation for a future research study would be to focus the study on a larger sample size. Future research could focus on multiple doctoral programs at varying institutions, multiple cohorts within the KSU-CCLP system, or programs that include multicollage cohorts. Having a larger sample size could allow researchers to make the results more generalizable.

The third recommendation for future studies is to include individuals outside of the cohort in the interview process. Potential candidates could include subordinates of administrators enrolled to determine potential changes from the perspective of the employee. It could incorporate executive cabinet members from the institution sponsoring the cohort on a pre- and post-level to better understand the perceived effects of the program. Additional members could also include the board of trustees as they are ultimately the decision makers behind the choice to offer the KSU-CCLP to college employees. Having an outside perspective was not the intent of this study but could add valuable insights into the campus and individual effects of the program.

The fourth recommendation for a future study is to conduct a follow-up longitudinal study of the cohort. In essence, a researcher could contact members of the original Roadrunner cohort after completing the program to help understand if their opinion of the perceived effects has changed since obtaining the doctorate. As a reminder, a delimitation of this study was the fixed period of time (i.e., the 3rd year of the cohort members' 3-year program), who were deep in the process of writing their dissertations. Having information about the perceived effects upon

completion of the program could provide a new perspective. For example, it would be helpful to know if participation in the program resulted in promotions or increases in salaries.

The fifth recommendation the researcher suggests is to include in the study as a data element the use of a catalog of documents from the participants. The catalog of documents could include reflection papers upon completing each course, dissertation proposals, internship proposals, course assignments, and, if willing, faculty evaluations. Information of this nature could add to the richness of a qualitative study and provide opportunities to triangulate the data.

Lastly, a sixth recommendation for further research is to understand better if the impact or effect of skills and values the participants learned extend beyond the campus or institutional community. Specifically, research is needed to determine whether or not the skills and values participants learn in the CCLP are transferable beyond the college to the communities the college serves. The sense of community, for example, developed within the cohort may be very useful as college leaders work with local external community leaders to solve problems of mutual interest to the college and the community.

## **Conclusion**

The purpose of this mixed-methods case study was to investigate the perceived effects of KSU-CCLP on COD and program participants (i.e., Roadrunner cohort members). The current study findings revealed the KSU-CCLP benefited the institution and graduate students enrolled in the program. The study findings showed institutions that support faculty, staff, and administrators in a single-cohort model benefit from improving communication skills, problem-solving skills, and motivation among their cohort members. Additionally, the study findings demonstrated the KSU-CCLP benefited the individual graduate students enrolled in the program, including increasing their capacity-building skills in the community and preparing them for

future leadership responsibilities. Given the study findings, it can be concluded the KSU-CCLP effectively supported institutional and graduate student growth by exposing them to leadership skills and competencies that prepare them for addressing dynamic community college leadership needs. Therefore, because of the study findings, community college leaders and their boards should consider investing in their employees to participate in practical and cohort-based graduate CCLPs with real-world application of their leadership competencies to prepare them for future challenging leadership roles and to fill in the leadership crisis gap.

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## Appendix A - Core Study Elements Alignment Map

<b>Study Purpose:</b> To understand the perceived effect of the graduate KSU-CCLP on COD and the participants.				
<b>Research Questions</b>	<b>Theoretical Lens:</b> <i>Transformational Leadership</i>	<b>Conceptual Lens</b> <i>The Learning Culture and the Learning Leader</i>	<b>Conceptual Lens</b> <i>AACC (2018) Competencies:</i>	<b>Methodology:</b> <b>Emergent Mixed-Methods</b> <b>Intrinsic Single Case Study</b>
What is the perceived effect of the KSU-CCLP on the College of the Desert?	Idealized Influence (II) - the leader serves as an ideal role model for followers.  Inspirational Motivation (IM) Transformational leaders can inspire and motivate followers.  Individualized Consideration (IC) – Transformational leaders demonstrate genuine concern for the needs and feelings of followers.  Intellectual Stimulation (IS) - the leader challenges followers to be innovative and creative.	1. Proactivity 2. Committed to learning to learn 3. Belief people are good and malleable 4. Things are manageable, and change can happen 5. Openness to learning and being okay with not knowing 6. Being optimistic 7. Transparency is a core value 8. Value in cultural diversity 9. Value in studying the organization and making changes where needed (systems thinking) 10. Analysis and reflection are key	1. Organizational Culture 2. Governance, Institutional policy, and Legislation 3. Student Success 4. Institutional Leadership 5. Institutional Infrastructure 6. Information and Analytics 7. Advocacy and Mobilizing/ Motivating Others 8. Fundraising and Relationship Cultivation 9. Communications 10. Collaboration 11. Personal Traits and Abilities	1. Survey questions designed around the learning leader's 10 characteristics can help determine the perceived effect of a learning culture at COD because of the KSU-CCLP. 2. Interviews with participants can attest to institutional perceived effect based upon learning culture characteristics. For example, because of offering this program, has the college made organizational changes? 3. Review catalog of documents including internship reports, dissertation proposals, capstone initiatives, and self-reflections to identify key themes that align with learning leader characteristics, incorporate the four Is, and AACC Competencies to determine institutional perceived effects.
What is the perceived effect of the KSU-CCLP on the graduate students enrolled in the program?				1. A survey based on the "Aspiring CEO" and "Faculty" categories of AACC competencies and elements and transformational leadership qualities will assess the degree to which cohort members feel they have achieved mastery. 2. Participant interviews to understand KSU-CCLP experiences related to the learning leader characteristics and transformational leadership qualities unpacks survey

				<p>responses built using the competencies.</p> <p>3. Review catalog of documents including internship reports, capstone initiatives, dissertation proposals, and self-reflections to identify key themes that align with learning leader characteristics, the four “Is” of transformational leadership, and the aspiring CEO competencies.</p>
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## Appendix B - AACC Aspiring CEO and Faculty Leader Focus Areas, Competencies, and Behaviors

The following information is adapted from the *AACC Community College Leadership Competency* 3rd Edition (2018b).

### Aspiring CEO

Focus Area: Organizational Culture	
An effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution's past while charting the path for its future.	
Competency	Behavior
Mission, vision, and values of the community college	Demonstrate tangible outcomes from past and current performance that show you embrace the community college mission, vision, and values.
Culture of the institution and the external community	Gather research on institutions with positions that you are interested in pursuing and speak with colleagues to get a sense of the instructional culture. Understanding the culture of the institution will greatly assist you in determining your "fit" with it.
Focus Area: Governance, Institutional Policy, and Legislation	
An effective leader is knowledgeable about the institution's governance framework and the policies that guide its operation.	
Competency	Behavior
Organizational structure of the community college	Be familiar with all the core functions that must be addressed through the institution's organizational structure and the positions responsible for those functions.
Governance structure	Understand the role that the governance structure of the college plays in effective leadership. Be familiar with the dynamics of appointed versus elected boards and shared governance, including committees and councils.
College policies and procedures	Understand standard policies that govern the college's operations in the academic and student affairs areas, particularly those that have a direct impact on students, so that you can articulate your direct experience with them.
Board relations	Be familiar with your prospective board members, including what they are passionate about and how you can best articulate your vision for their institution in ways that resonate with them.

<b>Focus Area: Student Success</b>	
An effective leader supports student success across the institution and embraces opportunities to improve access, retention, and success.	
<b>Competency</b>	<b>Behavior</b>
Student success	Be knowledgeable about effective student success strategies, building faculty and administrative support for their implementation, and scaling successful practices across an institution.
Consistency between the college's operation and a student-focused agenda	Understand how to evaluate the college's operations using a student-focused agenda. Be willing and able to provide examples of ways to streamline operations to promote a more student-focused environment.
Data usage	Understand and demonstrate how to use data to advance a student success agenda.
Program/ performance review	Be familiar with the basic components of the program and performance review. Can demonstrate how these reviews are implemented on your campus and articulate any improvements that resulted from the reviews.
Evaluation for improvement	Understand your strengths and weaknesses and continually evaluate your performance in those areas where you need to improve. Seek opportunities to sharpen your skills.
<b>Focus Area: Institutional Leadership</b>	
An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.	
<b>Competency</b>	<b>Behavior</b>
Be an influencer	Understands the CEO's role as a leader who can influence others, particularly in the external community. Also, learn to appreciate the value of the internal team and work across silos to form partnerships.
Support team building	Demonstrate ways in which you have engaged in effective team-building activities with peers and subordinates. Articulate how these experiences have assisted you in developing as a leader.
Performance management	Have firsthand knowledge of and experience with performance management for staff. A leader seeking a CEO position should have experience with supervising and evaluating staff.
Lead by example	Demonstrates ways in which you have led by setting the example.
Problem-solving techniques	When approaching a problem, seek to learn what is attributed to the problem, use all resources available to develop alternate solutions, choose and implement a solution, and evaluate its effectiveness.
Conflict management	Can cite instances where you used a sound process to manage conflicts. Be able to articulate the steps in successful conflict management and address the situation when a conflict has come to a resolution, and not all parties are happy with or respectful of the final decision.
Advocate for professional	Find opportunities to engage in professional development with more focus on improving college operations. Many colleges do not support

development across the institution	professional development for employees looking to leave the institution. Be willing to invest in your professional development.
Customer service	Have a customer service focus. Be able to demonstrate how you make customer service a priority in the work that you do at the college.
Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.
<b>Focus Area: Institutional Infrastructure</b>	
An effective community college leader is fluent in managing the institution's foundational aspects, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.	
<b>Competency</b>	<b>Behavior</b>
Strategic and operational planning	Have a strong understanding of the college's strategic planning process and how it relates to accreditation. Provide examples demonstrating your engagement in the college's planning process and how your team implemented goals to support student success.
Budgeting	Understand the college's budgeting process. Be able to demonstrate that you have effective budget management skills. Also, it can demonstrate how to address unforeseen budget challenges that may arise in a fiscal year.
Prioritization and allocation of resources	Understand how to prioritize human, financial, and capital resources to advance the priorities of the institution. Possess the skills necessary to navigate situations where competing interests impact resources successfully.
Accreditation	Ability to clearly demonstrate an understanding of regional accrediting standards and have some familiarity with the accreditor's requirements for the institution where you are applying for a presidency. Should be able to provide illustrations that show your active engagement in initial accreditation or a reaffirmation process.
Facilities master planning and management	Understand the core components of facilities master planning so that as a potential new president, you understand the complexities of capital outlay/ construction of new facilities, deferred maintenance, etc.
Technology master planning	Understand the steps involved in technology master planning for a college, including how technology will be integrated immediately and overtime to enhance teaching and learning.
<b>Focus Area: Information and Analytics</b>	
An effective community college leader understands how to use data in ways that give a holistic representation of the institution's performance and is open to the fact that data might reveal unexpected or previously unknown trends or issues.	
<b>Competency</b>	<b>Behavior</b>
Qualitative and quantitative data	Have firsthand experience with using multiple types of data sources to inform decision-making. Can provide examples of the types of data used and how the data were used to make an informed decision and outcomes resulting from the decision.

Data analytics	Understand how to use data to discover valuable information about the institution's performance and to support decision-making. Be able to demonstrate how you have used data to support a decision to improve student success.
<b>Focus Area: Advocacy and Mobilizing/ Motivating Others</b>	
An effective community college leader understands and embraces the importance of championing community college ideals, understands how to mobilize stakeholders to take action on behalf of the college, and understands how to use all of the communications resources available to connect with the college community.	
<b>Competency</b>	<b>Behavior</b>
Community college ideals	Can clearly and concisely articulate the community college's mission and take the opportunity to demonstrate your passion for two-year colleges.
Stakeholder mobilization	Demonstrate ways to mobilize internal and/or external stakeholders to support the community college's mission and goals.
Media relations	Understand the parameters of engaging with the media and that each institution may have different protocols. Always have a key elevator speech and talking points that illustrate the college's priorities
Marketing and social media	Demonstrate ways that you have used marketing and social media tools to advance the college's agenda. Recognize that employers look at potential candidates' social media activity, so be thoughtful about the kinds of posts you publish and positions on issues that you take or have taken in the past.
<b>Focus Area: Fundraising and Relationship Cultivation</b>	
An effective community college leader cultivates relationships across sectors supporting the institution and advancing the community college agenda.	
<b>Competency</b>	<b>Behavior</b>
Fundraising	Have familiarity with effective fundraising strategies. Be able to provide examples of strategies that your team has employed to support the college's fundraising efforts.
Alumni relationships	Be familiar with successful strategies for engaging alumni in support of the college.
Media relationships	Understand the critical components of effective media relations and the rules of engagement with members of the media. Be knowledgeable about handling difficult situations covered by the media and hone your skills in this area.
Legislative relations	Understand your state's legislative process, including budgeting. Demonstrate how you have played a role in advancing the college's priorities through legislation and policy changes.
Public relations	Maintain awareness that as an employee of the institution, you are always representing the college. Institutional representation is everyone's responsibility.

Workforce partnerships	Be able to demonstrate how you developed partnerships that enhanced the workforce opportunities for your region. Give specifics around the type of partnership, the goals of the partnership, and the outcomes.
<b>Focus Area: Communications</b>	
An effective community college leader demonstrates strong communication skills, leads, and fully embraces community college spokesperson's role.	
<b>Competency</b>	<b>Behavior</b>
Presentation, speaking, and writing skills	Practice your communication skills. Provide examples of presentations that you have given with favorable feedback. Speak to writing skills and your comfort level with verbal and written communication.
Active listening	Understand the importance of active listening. Be able to share experiences that you have had in using active listening techniques in a situation and share what you learned as a result.
Global and cultural competence	Understand and embrace the value of different cultures and the need to expose students to aspects of the global community that may be different from their own. Demonstrate opportunities where you have put this philosophy into action.
Strategies for multi-generational engagement	Be knowledgeable about generational differences and how they can impact how an individual engages with the college. Speak to your observations of how colleges have adapted their strategies to reach individuals from different generations.
Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending it.
Fluency with social media and emerging technologies	Keep abreast of emerging technologies that can support the community college mission.
Consistency in messaging	Develop messaging in support of community colleges. If you tout this philosophy throughout the search process, understand that you must continue this messaging into the presidency.
Crisis communications	Be familiar with the key components of crisis management and communications. Be able to reference specific examples of your college dealing with a crisis and respond to that crisis.
<b>Focus Area: Collaborations</b>	
An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the community college success, and sustain the community college mission.	
<b>Competency</b>	<b>Behavior</b>
Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives
Work with supervisor	Know the strategies that you can use to work effectively with your supervisor.

Institutional team building	Show support for team building at the college. Be willing to share your experience with building and supporting teams, including the types of team-building activities you have supported.
Collective bargaining	Be familiar with the general tenets of collective bargaining.
<b>Focus Area: Personal Traits and Abilities</b>	
An effective leader possesses certain personal traits and focuses on honing abilities that promote the community college agenda.	
<b>Competency</b>	<b>Behavior</b>
Authenticity	Know who you are as a leader, including your skills and the opportunities that you have to improve. Doing so will assist you in determining your “fit” with institutions in search of a CEO.
Emotional intelligence	Provide examples of times that you have had to keep your cool in high-stress situations. Illustrate how you have maintained composure in dealing with difficult situations.
Courage	Demonstrate occasions when you have been courageous in advancing an unpopular program or initiative because it was in the best interest of the institution.
Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and/or kindness.
Self-management and environmental scanning	Be responsible for yourself and your aspirations. Understand the importance of preparing yourself to achieve your goals and recognize the climate of your current institution and the implications that pursuing new opportunities can have on your current position.
Time management and planning	Utilize proven time management and planning skills. Can demonstrate how you have used these skills to prioritize multiple projects with overlapping due dates.
Familial impact	Understand the impact that the presidency can have on your spouse/partner and children. Develop a plan for preparing your spouse/partner and children for this new reality
Forward-looking philosophy	Demonstrate ways that you have been an early adopter in relation to changes that have occurred within the sector.
Embrace change	Demonstrate ways in which you have embraced change to improve services for students, rather than embracing change for the sake of change.

## Faculty Leader Categories

<b>Focus Area: Organizational Culture</b>
An effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution’s past while charting a path for its future.

Competency	Behavior
Mission, vision, and values of the community college	Have passion for teaching and learning, and demonstrate a willingness to meet students where they are regardless of their level of readiness for college-level work.
Culture of the institution and the external community	Become familiar with the culture of the institution and the external community to design strategies to break down barriers that hinder students in their pursuit of higher education.
<b>Focus Area: Governance, Institutional Policy, and Legislation</b>	
An effective leader is knowledgeable about the institution's governance framework and the policies that guide its operation.	
Competency	Behavior
Organizational structure of the community college	Be familiar with the organizational structure of the institution to effectively address student needs inside and outside of the classroom.
Governance structure	Understand the institution's governance structure to effectively advance curriculum improvements, address student support services, program review, and to promote other methods of delivering content.
College policies and procedures	Develop knowledge of the college's learning environment, especially its policies and procedures, to create new teaching methods that will improve student learning.
Board relations	Through the college's shared governance process, faculty should take opportunities when presented to engage with trustees as a way to educate them on the important work taking place in the classroom.
<b>Focus Area: Student Success</b>	
An effective leader supports student success across the institution, and embraces opportunities to improve access, retention, and success.	
Competency	Behavior
Student success	Actively engage in the development of the institution's student success agenda. Be willing to try new instructional techniques in the classroom if it will help students persist. Serve as an early alert if a student experiences trouble.
Consistency between the college's operation and a student-focused agenda	Create a classroom environment that contains learning experiences that promote student success.
Data usage	Use data around achievement, retention, and persistence to drive your teaching pedagogy and strategies.
Program/performance review	Be willing to engage in open, honest program review that focuses on opportunities for program improvement. If a program is not meeting



	established results, be willing to suggest bold changes (backed by data) to improve the program.
Evaluation for improvement	Assess teaching strategies regularly to ensure that they are having the intended outcome for students and adjust as needed. Be willing to solicit feedback from colleagues on ways to improve.
<b>Focus Area: Institutional Leadership</b>	
An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.	
<b>Competency</b>	<b>Behavior</b>
Be an influencer	Be an advocate for innovative teaching practices. Be willing to work on behalf of the institution to get buy-in from colleagues on trying new approaches designed to improve student success.
Support team building	Be willing to serve on faculty and cross-functional committees to build trust among and across units.
Performance management	Be knowledgeable about the process used to evaluate your performance so that you may actively engage in the review process.
Lead by example	Set a positive example for students and colleagues by modeling the highest of moral and ethical standards in and out of the classroom.
Problem-solving techniques	When approaching a problem, seek to learn what attributed to the problem, use all resources available to develop alternate solutions, choose and implement a solution and evaluate its effectiveness.
Conflict management	When conflict arises, be firm in your opinion, listen respectfully to others, do not bring other peers into the conflict, stay focused on the problem, come up with alternative solutions, and decide on the outcome.
Advocate for professional development across the institution	Be willing to seek and advocate for professional development opportunities that will assist you in improving student learning and outcomes. If you attend a meeting and learn important information, be willing to come back to your college and share it with other faculty, staff, and administrators.
Customer service	Find opportunities to create and foster an inclusive learning experience for all students. Include ways that students can connect with concepts through their own cultural experiences.
Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.
<b>Focus Area: Institutional Infrastructure</b>	
An effective community college leader is fluent in the management of the foundational aspects of the institution, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.	
<b>Competency</b>	<b>Behavior</b>
Strategic and operational planning	Understand the importance of the faculty's role in the college's strategic and operational planning process. Be willing to participate in



	college planning meetings and take opportunities to inform administrators of actions/initiatives they might want to consider in support of student success.
Budgeting	Be familiar with your college's budget cycle and with the process for making new requests for funding. Ensure that your request is comprehensive and that you focus on how the request will support student success.
Prioritization and allocation of resources	Have knowledge about the resources available to you. Prioritize your needs based upon your institution's student success goals.
Accreditation	Understand the principles of accreditation, specifically in relation to programs, degrees, and faculty qualifications.
Facilities master planning and management	Gain knowledge on how classroom space is assigned so that you can ensure your classroom is equipped with audio visual and other tools and resources needed to enhance student learning.
Technology master planning	Maintain knowledge about the latest technology available to support student success. Be familiar with the college's process for making technology requests and ensure that your requests are supported by clear and measurable results.
<b>Focus Area: Information and Analytics</b>	
An effective community college leader understands how to use data in ways that give a holistic representation of the institution's performance and is open to the fact that data might reveal unexpected or previously unknown trends or issues.	
<b>Competency</b>	<b>Behavior</b>
Qualitative and quantitative data	Use quantitative and qualitative data to inform your teaching philosophy and in-class instruction, as there are several factors (i.e., socioeconomic, cultural) that may impact student learning.
Data analytics	Have knowledge of how data sets are used by your college to advance the student success agenda.
<b>Focus Area: Advocacy and Mobilizing/ Motivating Others</b>	
An effective community college leader understands and embraces the importance of championing community college ideals, understands how to mobilize stakeholders to act on behalf of the college, and understands how to use all of the communications resources available to connect with the college community.	
<b>Competency</b>	<b>Behavior</b>
Community college ideals	Be an enthusiastic advocate for the mission of the community college and share with people the role that the college can play in improving an individual's quality of life.
Stakeholder mobilization	Step up and be a leader among your peers. Be willing to work in mobilizing faculty members and students behind student success. This includes playing a more active role in recruitment, retention, and accountability efforts.
Media relations	If interviewed, be prepared with your elevator speech about the great

	opportunities that your college provides for the community it serves. Understand the importance of clear and concise sound bites in getting constituents to support your efforts.
Marketing and social media	Take opportunities to promote college successes, accomplishments, and new activities through media and other channels of communication.
<b>Focus Area: Fundraising and Relationship Cultivation</b>	
An effective community college leader cultivates relationships across sectors that support the institution and advance the community college agenda.	
<b>Competency</b>	<b>Behavior</b>
Fundraising	Follow college policy for seeking grant funds. Do not pursue opportunities that do not directly align with the college's priorities. Engage all individuals who would have responsibility for grant implementation in the application process.
Alumni relationships	Be willing to serve as a conduit to connect former students with the appropriate person managing alumni relations for the institution. Be open to sharing suggestions with that individual on ways to engage students to support the college.
Media relationships	Be familiar with the college's policy and procedures for media engagement. Be willing to engage with media on behalf of the college if called upon to do so.
Legislative relations	Understand that many states prohibit lobbying the legislature by public-sector employees. Have knowledge of the college's strategies for providing information to state legislators. Be willing to engage with members of your delegation if asked by the college.
Public relations	Maintain awareness that as an employee of the institution you are always representing the college. Institutional representation is everyone's responsibility.
Workforce partnerships	Always keep your eyes open for potential opportunities to build workforce partnerships for the college. If you encounter a lead for a promising partnership, be willing to connect the potential partner to the college's workforce officer. Close the loop by making sure the college representative has contacted the potential partner.
<b>Focus Area: Communications</b>	
An effective community college leader demonstrates strong communication skills, leads, and fully embraces the role of community college spokesperson.	
<b>Competency</b>	<b>Behavior</b>
Presentation, speaking, and writing skills	Be cognizant of ways that you can make your instruction engaging for the classroom community. If you have written content for students to review, ask questions to make sure your instructions are clear.
Active listening	Practice active listening so that you may gain appreciation for, and understanding of other positions. Do not enter every conversation with responses formulated before questions are asked.

Global and cultural competence	Seek opportunities to promote global and cultural competence within the classroom as a way to expose students to the value of differences.
Strategies for multi-generational engagement	Be willing to adapt your teaching strategies to reach students from different generations so that they may all connect to the course content.
Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending.
Fluency with social media and emerging technologies	Embrace using technology in the classroom that mimics the everyday experience of how students engage with the world. Keep abreast of emerging technologies that enhance student learning.
Consistency in messaging	Ensure that any messaging you develop and communicate focuses on student success. Ensure that you are consistent in your position.
Crisis communications	Be familiar with the college's crisis management and communications plans. Know protocols for faculty in responding to man-made events. Also, note how and when to report your status to the college following natural disasters.
<b>Focus Area: Collaborations</b>	
An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of the college community, and sustain the community college mission.	
<b>Competency</b>	<b>Behavior</b>
Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives.
Work with supervisor	Establish a process for routine communications with your supervisor. Ensure that you are clear on your supervisor's expectations. Alert your supervisor promptly regarding any challenges you might have in or out of the classroom if it impacts your ability to do your job.
Institutional team building	Understand that you are a member of the college team. Be willing to engage with your peers and colleagues in supporting efforts to improve student success.
Collective bargaining	Have familiarity with your state's collective bargaining process. Engage with the organization representing you to voice any concerns you may have.
<b>Focus Area: Personal Traits and Abilities</b>	
An effective leader possesses certain personal traits and adopts a focus on honing abilities that promote the community college agenda.	
<b>Competency</b>	<b>Behavior</b>
Authenticity	Utilize instructional strategies that fit your leadership style and that resonate with your students as translated by outcomes.
Emotional intelligence	Be aware of your emotional state and its impact on student learning.

Courage	Have the courage to try new strategies that can improve student outcomes. Be willing to step outside of your comfort zone to test promising practices in the classroom.
Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and/or kindness.
Self-management and environmental scanning	Understand the institution's culture and manage yourself and your actions in relation to it.
Time management and planning	Understand the importance of prior planning with your course load to manage your time effectively. Allocate ample time to plan, execute, and assess in-class and out-of-class activities.
Familial impact	Be mindful of the demands of the job, and how additional assignments might impact your availability, to your family.
Forward-looking philosophy	Continuously look at trends and issues impacting community college instruction to proactively make needed changes to your teaching pedagogy.
Embrace change	Be willing to use research, data, and other resources to improve the student experience in the classroom.

## Appendix C - Crosswalk of Transformational Leadership Theory

### **“4 Is,”** (Bass & Riggio, 2006, 2010) **Learning Leader Characteristics** (Schein, 2010), **and AACC Competencies** (2018-b)

- **Transformational Leadership Theory: Idealized Influence (II)** – the leader serves as a role model for followers
  - **Conceptual Framework: Learning Leader**
    - Transparency is a core value: communication/information are central to organizational well-being
    - Commitment to cultural diversity
  - **Conceptual Framework: AACC Competencies**
    - Organizational Culture, Student Success, Institutional Leadership, Personal Traits and Abilities
- **Transformational Leadership: Inspirational Motivation (IM)** - Transformational leaders can inspire and motivate followers
  - **Conceptual Framework: Learning Leader Characteristic**
    - Proactive problem solvers
    - Commitment to learning to learn learning is based on feedback and reflection
  - **Conceptual Framework: AACC Competencies**
    - Institutional Leadership, Information and Analytics, Advocacy and Mobilizing/Motivating Others, Collaboration, Communication, Personal Traits and Abilities
- **Transformational Leadership: Individualized Consideration (IC)** - Transformational leaders demonstrate genuine concern for followers’ needs and feelings
  - **Conceptual Framework: Learning Leader**
    - Belief people are good and malleable
    - Transparency is a core value: communication/information are central to organizational well-being
    - Commitment to cultural diversity
    - Analysis and reflection of the culture create understanding
  - **Conceptual Framework: AACC Competencies**
    - Student Success, Institutional Leadership, Fundraising and Relationship Cultivation, Collaboration, Communication, Personal Traits and Abilities
- **Transformational Leadership: Intellectual Stimulation (IS)** - the leader challenges followers to be innovative and creative
  - **Conceptual Framework: Learning Leader**
    - Proactive Problem Solvers
    - Commitment to learning to learn; learning is based on feedback and reflection
    - The environment can be managed
    - Openness to learning and being okay with not knowing
    - Commitment to cultural diversity
    - Value in studying the organization and making changes where needed
    - Commitment to a diverse organization as a whole
  - **Conceptual Framework: AACC Competencies**
    - Organizational Culture, Governance, Institutional Policy, and Legislation, Institutional Infrastructure, Information and Analytics, Personal Traits and Abilities

## Appendix D - Matrices: AACC, Aspen Institute and ATD

### Competencies Compared

Focus Areas, Qualities and Principles	AACC Competencies 3rd Edition	Aspen Institute	ATD	KSU-CCLP SLOs
Organizational culture (AACC) / Systemic institutional improvement (ATD)	✓	✓	✓	Standard 1: ORGANIZATIONAL CULTURE An effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution's past while charting a path for its future.
Governance, institutional policy, and legislation (AACC) / Committed Leadership (ATD) / Systemic institutional improvement (ATD)	✓	✓	✓	Standard 2: GOVERNANCE, INSTITUTIONAL POLICY, AND LEGISLATION An effective leader is knowledgeable about the institution's governance framework and the policies that guide its operation.
Student success "North Star" (AACC) / Committed to student access and success (Aspen) All 5 ATD Principles are undergirded by Student Success	✓	✓	✓	Standard 3: STUDENT SUCCESS An effective leader supports student success across the institution, and embraces opportunities to improve access, retention, and success.
Institutional leadership (AACC / Builds strong teams (ASPEN) / Committed Leadership (ATD)	✓	✓	✓	Standard 4: INSTITUTIONAL LEADERSHIP An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.
Institutional infrastructure (AACC) / Plans lasting internal change (Aspen) / Systemic institutional improvement (ATD)	✓	✓	✓	Standard 5: INSTITUTIONAL INFRASTRUCTURE An effective community college leader is fluent in the management of the foundational aspects of the institution, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.
Information and analytics (AACC) / Result-oriented (Aspen) / Use of evidence to improve programs and services (ATD) / Systemic	✓	✓	✓	Standard 6: INFORMATION AND ANALYTICS An effective community college leader understands how to use data in ways that give a holistic representation of the institution's performance and is open to the fact that data might reveal unexpected or previously unknown trends or issues.

institutional improvement (ATD)				
<b>Focus Areas, Qualities and Principles</b>	<b>AACC Competencies 3rd Edition</b>	<b>Aspen Institute</b>	<b>ATD</b>	<b>KSU-CCLP SLOs</b>
Advocacy and mobilizing/Motivating others (AACC) / Establishes urgency for improvement (Aspen) / Broad engagement (ATD)	✓	✓	✓	Standard 7: ADVOCACY AND MOBILIZING/MOTIVATING OTHERS An effective community college leader understands and embraces the importance of championing community college ideals, understands how to mobilize stakeholders to take action on behalf of the college, and understands how to use all of the communications resources available to connect with the college community.
Fundraising and relationship cultivation (AACC) / Entrepreneurial Fundraiser (Aspen) / Broad engagement (ATD)	✓	✓	✓	Standard 8: FUNDRAISING AND RELATIONSHIP CULTIVATION An effective community college leader cultivates relationships across sectors that support the institution and advance the community college agenda.
Communication (AACC) / Communicates Effectively (Aspen) / Broad engagement (ATD)	✓	✓	✓	Standard 9: COMMUNICATIONS An effective community college leader demonstrates strong communication skills, leads, and fully embraces the role of community college spokesperson.
Collaboration (AAAC) / Develops effective external partnerships (Aspen) / Broad engagement (ATD)	✓	✓	✓	Standard 10: COLLABORATION An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of the college community, and sustain the community college mission.
Personal traits and abilities (AACC) / Takes strategic risks (Aspen) / Financial and operational ability (Aspen) /	✓	✓	✓	Standard 11: PERSONAL TRAITS AND ABILITIES An effective leader possesses certain personal traits and adopts a focus on honing abilities that promote the community college agenda.
Grounded in theory and evidenced-based practice	✓	✓	✓	
Guidelines for career progression or to improve current position	✓	✓	✓	
Focus on equity and diversity	✓	✓	✓	

## Appendix E - Literature Review Synthesis Matrix

Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCCLPs	Non-Degree CCCLPs	General CC, KSU, COD,	Methodology
Accrediting Commission for Community and Junior Colleges. (2014). Accreditation standards annotated. <a href="https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014-Annotated-with-Policies-and-Regulations.pdf">https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014-Annotated-with-Policies-and-Regulations.pdf</a>				x				
Achieving the Dream. (2013, June 21). Crisis and opportunity: Aligning the community college presidency with student success. <a href="https://www.achievingthedream.org/resource/12807/crisis-and-opportunity-aligning-the-community-college-presidency-with-student-success">https://www.achievingthedream.org/resource/12807/crisis-and-opportunity-aligning-the-community-college-presidency-with-student-success</a>		x	x					
Adcock-Shantz, 2011, “A Study of the Impact of a Leadership Development Program on a Community College’s front-line and middle managers”		x	x	x		x		
Amanchukwu, A. N., & Stanley, G. J. (2015). A review of leadership theories, principles, and styles and their relevance to educational management. <i>Management</i> 5(1), 6–14. <a href="https://doi.org/10.5923/j.mm.20150501.02">https://doi.org/10.5923/j.mm.20150501.02</a>	x	x						
American Association of Community Colleges. (n.d.-a) About us. <a href="https://www.aacc.nche.edu/about-us/">https://www.aacc.nche.edu/about-us/</a>				x			x	
American Association of Community Colleges. (n.d.-b). Mission statement. <a href="https://www.aacc.nche.edu/about-us/mission-statement/">https://www.aacc.nche.edu/about-us/mission-statement/</a>				x		x	x	
American Association of Community Colleges. (n.d.-c). AACC Future Presidents Institute. <a href="https://www.aacc.nche.edu/events/aacc-leadership-suite/aacc-future-presidents-institute/">https://www.aacc.nche.edu/events/aacc-leadership-suite/aacc-future-presidents-institute/</a>				x		x		
American Association of Community Colleges. (n.d.-d). AACC John E. Roueche Future Leaders Institute. <a href="https://www.aacc.nche.edu/events/aacc-leadership-suite/aacc-john-e-roueche-future-leaders-institute/">https://www.aacc.nche.edu/events/aacc-leadership-suite/aacc-john-e-roueche-future-leaders-institute/</a>				x		x		
American Association of Community Colleges. (2005). Competencies for community college leaders. <a href="https://files-eric-ed-gov.er.lib.k-state.edu/fulltext/ED493948.pdf">https://files-eric-ed-gov.er.lib.k-state.edu/fulltext/ED493948.pdf</a>	x							
American Association of Community Colleges (AACC). (2005a). Competencies for Community College Leaders. [Brochure]. Washington, DC: AACC.			x					
American Association of Community Colleges (AACC). (2006). Growing your own leaders: Community colleges step up. (A Leading Forward Report). Washington, DC: Community College Press.			x			x		
American Association of Community Colleges. (2012, April). Reclaiming the American dream: A report from the 21st century commission on the future of community colleges. <a href="http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/03/21stCenturyReport.pdf">http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/03/21stCenturyReport.pdf</a>		x	x	x	x	x		



Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
American Association of Community Colleges (AACC). (2013). AACC competencies for community college leaders (2nd ed.). <a href="https://www.aacc.nche.edu/wp-content/uploads/2017/09/AACC_Core_Competencies_web.pdf">https://www.aacc.nche.edu/wp-content/uploads/2017/09/AACC_Core_Competencies_web.pdf</a>	x	x	x	x				
American Association of Community Colleges. (2014). Empowering community colleges to build the nation's future: An implementation guide. <a href="http://www.aacc21stcenturycenter.org">www.aacc21stcenturycenter.org</a>		x	x	x				
American Association of Community Colleges. (2018a). Executive leadership transitioning at community colleges. <a href="https://www.aacc.nche.edu/2018/04/30/executive-leadership-transitioning-at-community-colleges/">https://www.aacc.nche.edu/2018/04/30/executive-leadership-transitioning-at-community-colleges/</a>		x	x	x				
American Association of Community Colleges. (2018b). Competencies for community college leaders (3rd ed.). <a href="https://www.aacc.nche.edu/publications-news/aacc-competencies-for-community-college-leaders">https://www.aacc.nche.edu/publications-news/aacc-competencies-for-community-college-leaders</a>		x	x					
American Association of Community Colleges. (2020). Fast facts 2020. <a href="https://www.aacc.nche.edu/research-trends/fast-facts/">https://www.aacc.nche.edu/research-trends/fast-facts/</a>							x	
American Association of Community Colleges 21st Century Center. (n.d.) Non-degree leadership resources. <a href="http://www.aacc21stcenturycenter.org/resources/resources_nondegreeleadership/">http://www.aacc21stcenturycenter.org/resources/resources_nondegreeleadership/</a>						x		
American Council on Education. (2017). The American college president study 2017: Summary profile. Retrieved September 13, 2020. <a href="https://www.aceacps.org/summary-profile/#introduction">https://www.aceacps.org/summary-profile/#introduction</a>			x	x				
American Association of Community Colleges & Association of Community College Trustees (ACCT). (2018). Executive leadership transition at community colleges. <a href="https://www.aacc.nche.edu/2018/04/30/executive-leadership-transitioning-at-community-colleges/">https://www.aacc.nche.edu/2018/04/30/executive-leadership-transitioning-at-community-colleges/</a>			x	x				
Amey, M. J. (2006). Breaking tradition: New community college leadership programs meet 21st-century needs. A Leading Forward Report. American Association of Community Colleges. <a href="https://files-eric-ed-gov.er.lib.k-state.edu/fulltext/ED499822.pdf">https://files-eric-ed-gov.er.lib.k-state.edu/fulltext/ED499822.pdf</a>		x		x		x		
The Aspen Institute. (n.d.) About us. <a href="https://www.aspeninstitute.org/about/#our-impact">https://www.aspeninstitute.org/about/#our-impact</a>							x	
The Aspen Institute. (2013, June 21). Crisis and opportunity: Aligning community college presidency with student success. <a href="https://www.aspeninstitute.org/publications/crisis-opportunity-aligning-community-college-presidency-student-success/">https://www.aspeninstitute.org/publications/crisis-opportunity-aligning-community-college-presidency-student-success/</a>		x	x	x				
The Aspen Institute (2017). Renewal and progress: Strengthening higher education leadership in a time of rapid change. <a href="https://assets.aspeninstitute.org/content/uploads/2017/05/Renewal_and_Progress_CEP-05122017.pdf?_ga=2.208727771.834419671.1603652952-47655362.1603324920">https://assets.aspeninstitute.org/content/uploads/2017/05/Renewal_and_Progress_CEP-05122017.pdf?_ga=2.208727771.834419671.1603652952-47655362.1603324920</a>		x	x	x				

Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
Aspen Institute College Excellence Program. (n.d.). Learning module: Defining qualities of transformational leadership. Retrieved September 28, 2020. <a href="https://collegeexcellencecurriculum.aspeninstitute.org/module/defining-qualities-of-transformational-leadership/">https://collegeexcellencecurriculum.aspeninstitute.org/module/defining-qualities-of-transformational-leadership/</a>		x	x					
The Aspen Institute College Excellence Program. (2017). College excellence program, leading for community college excellence: Curricular resources. <a href="https://highered.aspeninstitute.org/curricular-resources/">https://highered.aspeninstitute.org/curricular-resources/</a>		x				x		
Association of California Community College Administrators. (n.d.-a). About us. <a href="https://accca.org/i4a/pages/index.cfm?pageid=3342">https://accca.org/i4a/pages/index.cfm?pageid=3342</a>							x	
Association of California Community College Administrators. (n.d.-b) Administration 101. <a href="https://accca.org/i4a/pages/index.cfm?pageid=3291">https://accca.org/i4a/pages/index.cfm?pageid=3291</a>						x	x	
Association of California Community College Administrators. (n.d.-d) Mentor program. <a href="https://accca.org/i4a/pages/index.cfm?pageid=3290">https://accca.org/i4a/pages/index.cfm?pageid=3290</a>						x	x	
Association of California Community College Administrators. (n.d.-c). Great deans' program.						x	x	
Avolio, B., Bass, B., & Jung, D. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership. <i>Journal of Occupational and Organization Psychology</i> , 72(4), 441–462	x	x						
Barr, M.J, and McClellan, G.S. (2018). Budgets and financial management in higher education (3rd ed.). Jossey-Bass				x			x	
Barr, R. & Tagg, J. (1995) From teaching to learning: A new paradigm for undergraduate education. <i>Change</i> , 27(6), 13–26. <a href="https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1073&amp;context=slehighered">https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1073&amp;context=slehighered</a>	x			x				
Bass, B. M. (1998). Transformational leadership: Industrial, military, and educational impact. Lawrence Erlbaum Associates.	x	x						
Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). Lawrence Erlbaum Associates.	x	x						
Bass, B. M., and Riggio R. E. (2010). The transformational Model of Leadership. In G. Robinson Hickman, <i>Leading Organizations: Perspectives for a new era</i> (2nd ed.) (pp.76-86). Sage	x	x						
Bechtel, B. C. (2010) An examination of the leadership competencies within a community college leadership development program [Doctoral dissertation, University of Missouri – Columbia]. University of Missouri Digital Archive. <a href="https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/10275/research.pdf?sequence=3">https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/10275/research.pdf?sequence=3</a>	x	x	x	x		x		
Boggs, G. R. (2003). Leadership context for the twenty-first century. In W. Piland & D. Wolf (Eds.), <i>New Directions for Community Colleges</i> No. 123 (pp. 15-25). Jossey-Bass.		x	x					

Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
Boggs, G. R. (2008). Foreword. In J. E. Roueche, M. M. Richardson, P. W. Neal, & S. D. Roueche (Eds.), <i>The creative community college: Leading change through innovation</i> . (pp. vii-xi). Community College Press.		x		x		x		
Boggs, G. R., & McPhail, C. J. (2016). <i>Practical leadership in community colleges: Navigating today's challenges</i> . Jossey-Bass.	x	x	x	x				
Boggs, G. R. (2019). The learning paradigm. In T. U. O'Banion (Ed.), <i>13 Ideas that are transforming the community college world</i> (pp. 33-49). Rowman & Littlefield.	x		x					
Boggs, G. R., & McPhail, C. J. (2020). <i>Team leadership in community colleges</i> . Stylus.		x	x	x				
Bolman, L. G., & Deal, T. E. (2008) <i>Reframing organizations: Artistry, choice, and leadership</i> . Jossey-Bass.	x							
Bornheimer, M. (2010). The influence of leadership development programs on the community college leadership shortage: A case study (Publication No. 3411284) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations and Theses database.			x		x	x		
Brown, B. (n.d.). Dare to lead podcast with Brené Brown. <a href="https://brenebrown.com/dtl-podcast/">https://brenebrown.com/dtl-podcast/</a>	x	x						
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Brown, B. (2020, November 9). Brené' with Aiko Bethea on inclusivity at work: The heart of hard conversations. (No.1) [Audio podcast episode]. Dare to Lead. Spotify. <a href="https://brenebrown.com/podcast/brene-with-aiko-bethea-on-inclusivity-at-work-the-heart-of-hard-conversations/">https://brenebrown.com/podcast/brene-with-aiko-bethea-on-inclusivity-at-work-the-heart-of-hard-conversations/</a>	x	x						
Buller, J. L. (2015). <i>Change leadership in higher education: A practical guide to academic transformation</i> . Jossey-Bass.	x	x						
Bumphus, W. G. (2008) Progressive leadership and professional development in the Louisiana community and technical college system. In J. E. Roueche, M. M. Richardson, P. W. Neal, & S. D. Roueche (Eds.), <i>The creative community college: Leading change through innovation</i> . (pp. 213-227). Community College Press.		x	x			x		
Burns, J. M. (1979). <i>Leadership</i> . Harper & Row.	x							
Campbell, D. F. (2006). The new leadership gap: Shortages in administrative positions. <i>Community College Journal</i> ; 76(5), 10-14			x	x	x	x		
Campbell, D. F., Syed, S., Morris, P. A. (2010). Minding the gap: Filling a void in community college leadership development. <i>New Directions for Community Colleges</i> 149, pp. 33-39. <a href="https://doi-org.er.lib.k-state.edu/10.1002/cc.393">https://doi-org.er.lib.k-state.edu/10.1002/cc.393</a>			x	x				
Cole, C. & Selingo, J. (2020). Pathways to the university presidency. Deloitte Insights. <a href="https://www2.deloitte.com/us/en/insights/industry/public-sector/college-presidency-higher-education-leadership.html">https://www2.deloitte.com/us/en/insights/industry/public-sector/college-presidency-higher-education-leadership.html</a>		x	x	x	x	x		

Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
College of the Desert (COD). (n.d.-a) About COD. <a href="http://www.collegeofthedesert.edu/aboutus/Pages/default.aspx">http://www.collegeofthedesert.edu/aboutus/Pages/default.aspx</a>							x	
College of the Desert (COD). (n.d.-b). Mission/vision/values. <a href="http://www.collegeofthedesert.edu/aboutus/Pages/missionvisionvalues.aspx">http://www.collegeofthedesert.edu/aboutus/Pages/missionvisionvalues.aspx</a>							x	
College of the Desert. (2017). Institutional Self Evaluation Report. <a href="http://www.collegeofthedesert.edu/aboutus/Accreditation/Pages/2017-2024-Accreditation.aspx">http://www.collegeofthedesert.edu/aboutus/Accreditation/Pages/2017-2024-Accreditation.aspx</a>							x	x
Community College League of California (n.d.). About us. <a href="https://ccleague.org/about-us">https://ccleague.org/about-us</a>							x	
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Community College Research Center (CCRC). (2020). Community college FAQs: Community college enrollment and completion. Retrieved September 13, 2020, from <a href="https://csrc.tc.columbia.edu/Community-College-FAQs.html">https://csrc.tc.columbia.edu/Community-College-FAQs.html</a>			x				x	
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The Council for the Study of Community Colleges. (n.d.) Graduate studies in the community colleges field. <a href="https://cscconline.education.illinois.edu/graduate-programs">https://cscconline.education.illinois.edu/graduate-programs</a>					x			
Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative. Prentice Hall Upper Saddle River, NJ.								x
Creswell, J., & Plano Clark, V. (2011). Choosing a mixed methods design [Chapter 3 from: Designing and conducting mixed methods research]. In J. W. Creswell & V. L. Plano Clark (Eds.), Designing and conducting mixed methods research (2nd ed., pp. 53-106). SAGE Publications. <a href="http://images.lib.monash.edu.au/swm5190/04129740.pdf">http://images.lib.monash.edu.au/swm5190/04129740.pdf</a>								x
Crowe, S., Creswell, K., Robertson, A., Hubby, G., Avery, A., Sheikh, A. (2011)								x
Dalakoura, A. (2010). Differentiating leader and leadership development: A collective framework for leadership development. Journal of Management Development, 29(5), 432–441.	x	x			x	x		
Day, D. V. (2011). Leadership development: A review in context. Leadership Quarterly, 11(4), 581–613. <a href="https://doi.org/10.1016/j.leaqua.2011.04.011">https://doi.org/10.1016/j.leaqua.2011.04.011</a>		x		x	x	x		
Dennis, P. (2007). Lean production simplified: A plain language guide to the world's most powerful production system. Taylor & Francis.	x							

Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
Duree, C. A. (2007). The challenges of the community college presidency in the new millennium: Pathways, preparations, competencies, and leadership programs needed to survive. Dissertation Abstracts International, Volume, Page .		x	x	x				
Duree, C. A. & Ebbers, L. (2012). New directions for community colleges. The AACC competencies in action. New Directions for Community Colleges, 2012(159), 41-52. <a href="https://doi.org/10.1002/cc.20025">https://doi.org/10.1002/cc.20025</a>	x	x			x	x		
Eddy, P. L. (2005). Framing the role of leader: How community college presidents construct their leadership. Community College Journal of Research and Practice, 29, 705–727. <a href="https://doi.org/10.1080/10668920591006557">https://doi.org/10.1080/10668920591006557</a>		x	x	x	x	x		
Eddy, P. L., (2019, September 30). Community colleges need to evolve as students’ needs do. Harvard Business Review. <a href="https://hbr.org/2019/09/community-colleges-need-to-evolve-as-students-needs-do">https://hbr.org/2019/09/community-colleges-need-to-evolve-as-students-needs-do</a>		x	x	x				
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Flynn, W. J. (2013). Community college funding: Playing against a stacked deck. The Catalyst (21519390), 41(1), 11–13.			x					
Focht, J. W. (2010). Campus-based community college leadership development programs: Effective leadership competencies as perceived by graduates. (Publication No. 3421851) [Doctoral dissertation, University of Pennsylvania]. ProQuest Dissertations Publishing.			x	x		x		
Francis, D. E. (2014, April 28). Lean and the learning organization in higher education. Canadian Journal of Educational Administration and Policy, 157, 1–23.	x	x						
Freeman, Jr, Sydney & Forthun, Gracie. (2017). Community College Leadership Preparation Programs: A Review of the Literature. Community College Enterprise. 14-26		x	x		x	x		
Fryer, Jr., T.W. & Lovas, J. C. (1990). Leadership in governance: Creating conditions for successful decision making in the community college. Jossey-Bass.	x	x						
Gardner, J. W. (1990). On leadership. The Free Press.	x	x						
Goldring, E., Porter, A., Murphy, J., Elliott, S. N., & Cravens, X. (2009). Assessing learning-centered leadership theory: Connections to research, professional standards, and current practices. Leadership and Policy in Schools, 8(1), 1–36, <a href="https://doi.org/10.1080/15700760802014951">https://doi.org/10.1080/15700760802014951</a>	x							
Grant, C., and Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. Administrative Issues Journal 4(2), 12-26. DOI: 10.5929/2014.4.2.9	x							x

Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
Greene, J., Caracelli, V., & Graham, W. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. <i>Educational Evaluation and Policy Analysis</i> , 11(3), 255-274. <a href="https://www.jstor.org/stable/1163620">https://www.jstor.org/stable/1163620</a>								x
Grieves, J. (2008). Why we should abandon the idea of the learning organization. <i>The Learning Organization</i> , 15(6), pp. 463-73. <a href="http://www.emeraldinsight.com/0969-6474.htm">www.emeraldinsight.com/0969-6474.htm</a>	x							
Hagedorn, L. S., & Purnamasari, A. V. (2014). The evolution of community college administration and leadership programs. In S. Freeman, L. S. Hagedorn, L. F. Goodchild, & D. A. Wright. (Eds.), <i>In quest of doctoral degree guidelines—Commemorating 120 years of excellence</i> (pp. 145-168). Stylus.		x	x	x	x	x		
Hammons, J. O., & Miller, M. T. (2006). Presidential perceptions about graduate-preparation programs for community colleges. <i>Community College Journal of Research and Practice</i> , 30, 373–381.		x	x	x				
Hassan, A. M. (2008). The competencies for community college leaders: Community college presidents' and trustee board chairpersons' perspectives [Unpublished doctoral dissertation]. University of South Florida.	x	x		x				
Hebert-Swartzter, C.A. & McNair, D.E. (2010, March). Linking scholarship and practice: Community college leaders, state mandates, and leadership competencies. <i>Journal of Research on Leadership Education</i> 5(2), 23-42.	x	x	x		x	x		
Hines, P., & Lethbridge, S. (2008, January). New development: Creating a lean university. <i>Public Money &amp; Management</i> 28(1), 53 – 56. <a href="https://doi.org/10.1111/j.1467-9302.2008.00619.x">https://doi.org/10.1111/j.1467-9302.2008.00619.x</a>	x	x						
Hull, J.R., & Keim, M.C. (2007). Nature and status of community college leadership development programs. <i>Community College Journal of Research and Practice</i> , 31, 689-702. <a href="https://doi.org/10.1080/10668920600851621">https://doi.org/10.1080/10668920600851621</a>			x	x	x	x		
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Jeandron, C. (2006) <i>Growing your own leaders: Community colleges step up</i> . American Association of Community Colleges. Community College Press. Washington D.C.		x	x	x		x		
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Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
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Kansas State University. (n.d.-d). The need for leadership in community colleges. <a href="https://coe.ksu.edu/academics/program-areas/community-college-leadership/need-for-leaders.html">https://coe.ksu.edu/academics/program-areas/community-college-leadership/need-for-leaders.html</a>			x					
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Korschowski, C. (2018). Sustaining a career in community and technical college leadership [Unpublished doctoral dissertation]. Brandman University.		x	x	x				
Kotter, J. P. (2012). <i>Leading change</i> . Harvard Business Review Press	x	x						
The League for Innovation in the Community College. (n.d.-a) About. <a href="https://www.league.org/about">https://www.league.org/about</a>						x	x	
League for Innovation. (n.d.-b) Executive Leadership Institute. <a href="https://www.league.org/eli2019">https://www.league.org/eli2019</a>			x	x		x		
Leist, J., & Travis, J. E. (2013). Community college leadership: Advancing by degrees. <i>Journal of Applied Research in the Community College</i> , 21(1), 41–45. <a href="https://er.lib.k-state.edu/login?url=https://www-proquest-com.er.lib.k-state.edu/docview/1640488136?accountid=11789">https://er.lib.k-state.edu/login?url=https://www-proquest-com.er.lib.k-state.edu/docview/1640488136?accountid=11789</a>		x			x	x		
Levitt, B., & March, J. G. (1988). Organizational learning. <i>Annual review of Sociology</i> , 14, 319–340. <a href="http://www.jstor.org/stable/2083321?origin=JSTOR-pdf">http://www.jstor.org/stable/2083321?origin=JSTOR-pdf</a>	x							
Lochmiller, C.R., and Lester, J.N. (2017). <i>An introduction to educational research: Connecting methods to practice</i> . Sage Publications Inc.								x
Luskin, B. J. (2011). <i>Legacy of leadership: Profiles of the Presidents of the American Association of Community Colleges, 1958–2010</i> . Washington, DC: W.K. Kellogg Foundation and American Association of Community Colleges. <a href="http://www.luskininternational.com/pdfs/Luskin%20B%20Legacy%20of%20Leadership%202011%20BookPDF.PDF">http://www.luskininternational.com/pdfs/Luskin%20B%20Legacy%20of%20Leadership%202011%20BookPDF.PDF</a>		x	x	x	x	x		
Mathis, M. B., & Roueche, J. E. (2019). Transformative leadership wanted: Making Good on the Promise of the Open Door. In T. U. O'Banion (Ed.), <i>13 Ideas that are transforming the community college world</i> . (pp. 249-269). Rowman & Littlefield.	x	x						
McClenney, B., & Mathis, M. (2011). <i>Making good on the promise of the open door: Effective governance and leadership to improve student equity, success, and completion</i> . Association of Community College Trustees.		x	x	x				



Shortened References	Theoretical and contextual	Personal attributes of	The need for leaders	Addressing the leadership	Degree CCLPs	Non-Degree CCLPs	General CC, KSU, COD,	Methodology
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O’Banion, T. U. (2020). Learning-centered education and the student success movement. League for Innovation in the Community College. <a href="https://www.league.org/sites/default/files/Learning-Centered%20Education%20and%20the%20Student%20Success%20Movement.pdf">https://www.league.org/sites/default/files/Learning-Centered%20Education%20and%20the%20Student%20Success%20Movement.pdf</a>	x		x					
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Robinson, G., Sugar, W., Miller, B. (2010). Fostering community college leaders: An examination of leadership development programs. <i>Community College Journal of Research and Practice</i> , 34(8), pp. 605–623. <a href="https://doi.org/10.1080/10668920701831605">https://doi.org/10.1080/10668920701831605</a>		x	x	x	x	x		
Roueche, J. E., Baker III, G. A., & Rose, R. (1989). <i>Shared vision: Transformational leadership in American community colleges</i> . American Association of Community and Junior Colleges.	x	x		x				
Roueche, J. E., Ely, E. E., & Roueche, S. D. (2001). <i>In pursuit of excellence: The community college of the Denver</i> . Community College Press.		x				x		
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Roueche, J. E. & Roueche, S. D. (2012) <i>Rising to the challenge: Lessons learned from Guilford Technical Community College</i> . Community College Press.	x	x				x		
Roueche, J.E., (2014, September 15). <i>Effective community college leadership: Six attributes</i> . Community College Week.	x	x	x					
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Shinagel, M., (2013, July 3). The paradox of leadership. Harvard Extension School Professional Development Blog. <a href="https://blog.dce.harvard.edu/professional-development/paradox-leadership">https://blog.dce.harvard.edu/professional-development/paradox-leadership</a>	x	x						
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Sinek, S. (2019). <i>The infinite game</i> . Penguin Business.	x	x						
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Soares, L., Gagliardi, J.S., Wilkinson, P.J., Lind Hughes, S. (2017). Innovative leadership: Insights from the American college president study 2017. American Council for Education. <a href="https://www.acenet.edu/Documents/Innovative-Leadership-Insights-from-the-ACPS-2017.pdf">https://www.acenet.edu/Documents/Innovative-Leadership-Insights-from-the-ACPS-2017.pdf</a>		x	x	x	x	x		
Thomas, K. (2019). Growing leaders: An evaluation of a community college grow-your-own leadership institute [Unpublished doctoral dissertation]. University of Pittsburgh.		x	x	x		x		
Thompson, C. (2013). Lessons in leadership: Succession Plan. <i>Community College Journal</i> , 83(5), 14-15. <a href="https://www.ccjournaldigital.com/ccjournal/april_may_2013?article_id=1313355&amp;pg=1#pg1">https://www.ccjournaldigital.com/ccjournal/april_may_2013?article_id=1313355&amp;pg=1#pg1</a>			x	x				
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Vaughan, G. B., & Weisman, I. M. (2003) Leadership development: The role of the president-board team. <i>New Directions for Community Colleges</i> , 123, 51–61.		x	x	x				
Vince, R. (2017). The learning organization as paradox: Being for the learning organization also means being against it. <i>The Learning Organization</i> 25(4), pp.273-280. <a href="http://www.emeraldinsight.com/0969-6474.htm">www.emeraldinsight.com/0969-6474.htm</a>	x							
Yin, R. K. (2012). <i>Applications of case study research</i> . India: SAGE Publications.								x
Yukl, G. (2013). <i>Leadership in Organizations</i> (8th ed.). Pearson.	x	x	x					x

## Appendix F - Community College Graduate Leadership Programs

Institution Name	Degree	Emphasis	Courses focus on Community College
California State University, Fullerton	Ed.D.	California Community College System	All
Ferris State University	Ed.D.	21st Century Community College Leaders	All
Kansas State University	Ed.D.	Community College Leadership	All
Mississippi State University	Ph.D.	Community College Leadership	All
Morgan State University	Ed.D.	Community College Leadership	All
New Jersey City University	Ed.D.	Social Justice and Equity in Community College	All
Northern Illinois University	Ed.D.	Community College Leadership	All
Rowan University	Ed.D.	Community College Leadership Initiative	All
San Francisco State University	Ed.D.	Community College Leadership	All
Wingate University	Ed.D.	Higher Education Executive Leadership	All
Arizona State University	Ed.D.	Higher Education Leadership	Some
Ball State University	Ed.D.	Higher Education and Community College Leadership	Some
California State University, Long Beach	Ed.D.	Educational Leadership	Some
California State University, Northridge	Ed.D.	Community College emphasis	Some
Fielding Graduate University	Ed.D.	Community College Leadership	Some
Florida Atlantic University	Ph.D.	Community College emphasis	Some
Iowa State University	Ed.D.	Community College emphasis	Some
National Louis University	Ed.D.	Educational Justice in Higher Education	Some
Northern Arizona University	Ed.D.	Community College and Higher Education	Some
Old Dominion University	Ph.D.	Community College Leadership	Some
Oregon State University	Ed.D.	Adult and Higher Education Community College Leadership emphasis	Some
San Diego State University	Ed.D.	Community College Leadership emphasis	Some
Texas A&M University-Commerce	Ed.D.	Educational Administration	Some
Texas State University	Ed.D.	Developmental Education	Some
UCLA	Ed.D.	Community College Emphasis	Some
University of Iowa	Ph.D.	Higher Education and Student Affairs	Some
University of Louisville	Ph.D.	Educational Leadership and Organizational Development	Some
University of Michigan	Ph.D.	Higher Education	Some
University of Missouri	Ph.D.	Educational Leadership and Policy Analysis	Some
University of Nebraska - Lincoln	Both	Educational Leadership and Higher Education Concentration in Community College Leadership	Some
The University of Texas at Austin	Ed.D.	Executive Ed.D. in Higher Education Leadership	Some
University of Toledo	Ph.D.	Higher Education	Some
University of Wisconsin-Madison	Ph.D.	Educational Leadership and Policy Analysis	Some
Virginia Tech	Ph.D.	Higher Education	Some
Western Carolina University	Ed.D.	Educational Leadership	Some

## Appendix G - Literature Review Thematic Outline



## Appendix H - AACC 21st Century Center Non-Degree Granting Professional Development Programs



**Leaders and Training > Non-Degree Leadership** (American Association of Community Colleges 21st Century Center, n.d.)

Non-degree leadership programs focus on developing future college presidents through intensive training in a condensed period of time.

### For Trustees

Community college governing boards have an inherent and ongoing responsibility to their institutions, communities, and students to actively build their competencies and to practice effective governance.

**ACCT's Community College Governance Recognition Program.** Provides education and training opportunities to trustees. Customizable, blended program of study that provides specialized training in governance practices and information about new developments in community colleges, student success, and the field of education.

**New and Experienced Trustees Governance Leadership Institute.** A three-day institute that addresses boardmanship, emerging issues in higher education, and additional related topics.

### For Aspiring Presidents

**Executive Leadership Institute (ELI).** The Executive Leadership Institute (ELI) provides the opportunity for potential community college presidents, or those in transition, to analyze their abilities, reflect on their interests, refine their skills, and engage in leadership discussions with an unparalleled faculty of community college leaders. ELI is sponsored by the League for Innovation in the Community College in cooperation with The University of Texas at Austin and the American Association of Community Colleges.

**Harvard Seminar for New Presidents.** The Harvard Seminar for New Presidents provides new presidents with a practical and conceptual orientation to the presidency. It familiarizes new presidents with the opportunities and hazards they will likely face and prepares them to respond to the multiple responsibilities and constituencies of their new role. The sponsor for the Harvard Seminar for New Presidents is the Harvard Graduate School of Education.

**Thomas Lakin Institute for Mentored Leadership.** The Thomas Lakin Institute for Mentored Leadership is a national professional development activity that provides a personal and professional development experience for selected individuals who have demonstrated potential for expanded leadership roles in their current or future responsibilities within community

colleges. Participants develop and strengthen leadership competencies through participation in the Institute. The Lakin Institute for Mentored Leadership is sponsored by The Presidents' Round Table, an affiliate of the National Council on Black American Affairs.

### **For Senior-Level and Mid-Managers**

**The AACC John E. Roueche Future Leaders Institute** (or Roueche – FLI). The American Association of Community Colleges' John E. Roueche Future Leaders Institute is a five-day leadership seminar designed to help mid-level community college administrators to move into a higher level of leadership.

**Academic Chairpersons Conference.** The Academic Chairpersons Conference is an annual forum where academic chairpersons, administrators, and faculty from all areas of higher education share the most successful, innovative ideas and strategies to assist each other in becoming more effective in their positions. The emphasis of every conference is to provide practical, usable information in a climate of open discussion and collaborative exchange. The Conference sponsor is Kansas State University.

**Academy for Leadership and Development.** The Academy for Leadership and Development, hereafter referred to as the Academy, offers opportunities to acquire and understand major research and theoretical developments in leadership. Participants have opportunities to develop proficiency in selecting, integrating, and applying appropriate concepts from social and behavioral science and adult education in formulating and implementing approaches to leadership problems and issues. The sponsor for the Leadership Academy is The Chair Academy.

**Appreciative Inquiry Facilitator Training (AIFT).** Appreciative Inquiry Facilitator Training (AIFT) engages participants to learn about the foundations of Appreciative Inquiry as well as the skills to facilitate inquiry sessions. At the end of this intensive training, participants will understand how to guide organizations, groups, and communities to consciously and deliberately shift their collective way of being and seeing to an appreciative approach, that will help them focus on what's right in their organization, group or community, rather than on what's wrong. The sponsor for this program is the Center for Appreciative Inquiry in collaboration with the Company of Experts.

**Certificate in Workforce Development.** Workforce Development is an essential component in creating, sustaining, and retaining a viable workforce. Through workforce development, communities are able to create social and economic prosperity. The Certificate in Workforce Development prepares workforce development professionals by exploring the necessary competencies and providing opportunities to hone those abilities; Assessing strengths and weaknesses and developing an action plan for skill enhancement where necessary; providing a framework to apply the competencies in current work settings and job responsibilities. The sponsor for this program is the University of Virginia – School of Continuing and Professional Studies.



**Department Chairs Institute.** The Department Chairs Institute (DCI) represents a partnership between the Leadership, Policy, and Adult and Higher Education Department (LPAHE) at North Carolina State University (NCSU) and the North Carolina Community College System (NCCCS). Designed to build the skills of front-line academic administrators in the 58 community colleges, this program is focused on individuals who have recently entered administrative supervisory ranks. These individuals are typically selected from the faculty ranks and have little experience and training for their responsibilities. The program is one of several outreach efforts in the Department, which places special emphasis on serving the state's community colleges. The Institute's sponsor is North Carolina State University and the North Carolina Community College System.

**Institute for Educational Management (IEM).** The Institute for Educational Management is an intensive, "total immersion" experience that provides a rare opportunity to assess your leadership skills, renew your commitment to higher education and develop tangible strategies for long-term institutional success. The Institute is sponsored by the Harvard Graduate School of Education.

**Institute for Management and Leadership in Education (MLE).** MLE is designed for experienced administrators who are responsible for thinking strategically about their institutions' change agendas. They will learn to understand what aspects of their institutional mission and culture are critical to future success and how to close the gap between their best intentions and what they are actually able to accomplish. The Institute also serves as a valuable opportunity for mid-career professional assessment and renewal. Participants will be able to reflect on their own leadership strengths and weaknesses with Harvard faculty and accomplished colleagues from across the country and around the world. The Institute is sponsored by the Harvard Graduate School of Education.

**The Leadership Development Institute for African American Midlevel Administrators.** The institute, named after Dr. Carolyn Grubbs Williams, prepares African Americans in community colleges for leadership roles to ensure that the pipeline to executive-level positions is fluid. The National Council on Black American Affairs (NCBAA) is committed to delivering an exemplary leadership development program for African Americans in community colleges so as to enhance their leadership skills and provide opportunities for professional and personal growth. The Institute is sponsored by the National Council on Black American Affairs.

**The Phi Theta Kappa Leadership Development Studies.** The program is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership. The curriculum combines the study of great leaders portrayed in the humanities by writers, historians and film-makers from ancient times to modern-day. These carefully chosen works show the passion, engagement, skill, and philosophies of many types of leaders and the curriculum encourages personal reflection and the development of a personal philosophy of leadership. This Program is sponsored by Phi Theta Kappa.

**Leadership Institute for Academic Librarians.** The Leadership Institute for Academic Librarians provides the tools and insight needed to improve your leadership effectiveness and



helps your library respond to a rapidly shifting landscape. It is designed for those who must think strategically about emerging student and faculty needs, changing expectations of library staff, new technologies and long-range plans for the library. The curriculum will deepen your insights and broaden your repertoire of useful approaches to leadership. It will also provide a valuable opportunity for participants to assess their own leadership strengths and weaknesses in a supportive and engaging learning environment. The sponsor of the Institute is the Harvard Graduate School of Education.

**Management Development Program (MDP).** The Management Development Program prepares you to become a better leader of your unit, department or college, as well as a more valuable contributor to broader institutional goals. Through real-world case studies, small group discussions and interactive presentations, MDP teaches you to think beyond your own discipline and lead in ways that support larger institutional objectives. You will gain a deeper understanding of how different units' function and will be able to incorporate broader strategic considerations into your management decisions. MDP provides the tools and insight to think more strategically, balance the competing demands of colleagues and spend more time providing forward-thinking leadership. The Program sponsor is the Harvard Graduate School of Education.

**National Community College Hispanic Council (NCCHC) Leadership Fellows Program.** NCCHC's mission includes preparation and support of Hispanic leaders in America's community colleges, to the ultimate benefit of our students. One of NCCHC's first ventures was to offer a leadership development program, with support from the Ford Foundation. More than 20 of the 72 original Fellows are now or have been community college presidents, and many others have moved to positions of increased responsibility as upper-level administrators. The NCCHC, an affiliated council of AACC, is committed to delivering a high-quality leadership development experience that provides Hispanics with an opportunity to continue their professional growth.

**Community College Resource Development Boot Camp.** Formerly called the Community College Resource Development Specialist Training, the two-week program immerses participants in a rigorous experience in resource development operations, organization, and issues at a model campus, as well as exploration of funding opportunities for two-year colleges from public and private sources. Interns will increase knowledge and expertise in private funding vehicles, acquire expertise in proposal writing and grants management, and identify funding sources appropriate to their colleges. The program focuses on the value of a comprehensive resource development program which integrates and leverages public, private and partnership funding opportunities. The Boot Camp sponsor is the Council for Resource Development.

**Strategic Horizon Program.** The Strategic Horizon Program is an organizational and leader development program coordinated by the Center for Community College Development. It is described by starting with the concept of a strategic horizon as the most favorable position a college can attain in a regional market through development of strategic capabilities, identification and pursuit of opportunities and delivery of maximum value to students and stakeholders. The sponsor for this Program is the Center for Community College Development.

**Kaleidoscope Leadership Institute.** Kaleidoscope is a unique national leadership development program designed primarily for women of color in higher education. The Institute facilitates the development of leadership skills, cross-cultural understanding, career focus, networking skills, and personal skills. It explores issues in higher education and analyzes barriers for different cultural groups while providing guidance regarding personal and professional goals. The Kaleidoscope Leadership Institute is sponsored in collaboration with Orange Coast College Community Education.

**American Association for Women in Community Colleges (AAWCC) LEADERS Institute.** The LEADERS Institute provides a leadership development opportunity for women in community colleges through a five-day experiential workshop with a curriculum based on AACC Competencies for Leadership. The Institute is designed to support the development of leadership skills and qualities at every level in community college administration and education. This Institute is sponsored by AAWCC, an affiliated council of AACC.

**Leadership Institute for a New Century (LINC).** LINC provides a focus on personal development as preparation for women, people of color, and men in leadership, promoting opportunities for advancement into administrative leadership roles in Iowa's community colleges. The Institute's seminars are designed to enhance abilities in a) communication and analysis of state/local governance and funding; b) examining interactions of the president with internal and external constituencies; c) understanding the theoretical and practical organizational dynamics; and d) improving management and communication skills. Graduate credit is available. LINC is sponsored by Iowa State University Higher Education Program.

**Community College Leadership Initiative Consortium (CLIC).** CLIC is designed to promote growth and further development of administrative skills in current and future Vice Presidents, Provosts, Deans, Directors, and Department Chairs. The emphasis is on the latest advancements in management and supervision, current issues in the community college system, and networking opportunities to enhance communications between educational institutions. Graduate credit is available, and the program meets State of Iowa certification for administrator evaluator approval. CLIC is sponsored by Iowa State University's Community College Leadership Program.

## Appendix I - Community College Leadership Programs Funded by the W.K. Kellogg Foundation (AACC, 2006)

Institution	Program Name	Original Intent/Features
Columbia Teachers College	Columbia Teachers College Junior College Leadership Program	Placed special attention on preparing leaders sensitive to the need for planning, with particular emphasis on the preparation of academic deans and business officers. The program also included diverse in-service opportunities for community college personnel.
Florida State University (originally partnered with University of Florida)	Southeastern Junior College Leadership Program	Emphasized 4 major features: in-service development, pre-service preparation, graduate study, and research.
Michigan State University	Junior College Leadership Program at Michigan State University	Focused on three aspects: doctoral and postdoctoral fellowship programs for persons preparing to become university professors of community college education or staff professionals in state-level community college agencies, sponsorship of institutes or workshops for community college personnel, and research related to community college development or as requested by individual community colleges.
Stanford University	Junior College Leadership Program at Stanford	Concerned with preparing future junior college administrators.
University of California, Berkeley	Junior College Leadership Program at Berkeley	Prepared chief administrators and specialists in junior college education. Program tailored to fit educational and experiential needs of candidate. Offers a core of higher education seminars, behavior sciences, statistics and research methodology.
University of California, Los Angeles	UCLA Junior College Leadership Program	Prepared junior college presidents and deans of instruction giving particular attention to educational innovation as related to administration. Also offered, study in preparation for university professorship in the field of junior college, as well as preparation for junior-college related positions in governmental agencies and state regional and national organizations.
University of Colorado	Mountain-Plains Community College Leadership Program	Principally concerned with three activities: doctoral degree for persons presently in or aspiring into community college administration; conferences and workshops for leaders in community college administration; and field services.
University of Florida (originally partnered with Florida State University)	Southeastern Junior College Leadership Program	Emphasizes 4 major features: in-service development, pre-service preparation, graduate study, and research.
University of Michigan	The Leadership Program at Michigan	Intended for two groups: those people interested in general and academic administration in community colleges and state-level community college agencies and individuals wishing to become university professors of community college education.
University of Texas, Austin	Junior College Leadership Program at the University of Texas	Program consists of 9 semester hours of each of the following: junior college administration, educational research, and organizational theory in education. An additional semester is dedicated to a supervised administrative internship in a selected junior college.
University of Washington	Junior College Leadership Program at the University of Washington	Served to identify and attract potential community college administrators for education, business, industry and government.
Wayne State University	Junior College Leadership Program at Wayne State University	Concerned with preparing faculty and administrators in junior college education at the doctoral level.

## Appendix J - Research Study Request E-mail

**From:** [Joel Kinnamon](#)  
**To:** [Jessica Enders](#)  
**Cc:** [Terry O'Banion](#)  
**Subject:** RE: Request to Conduct a Research Study at College of the Desert  
**Date:** Friday, January 29, 2021 9:34:01 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)

---

Jessica,  
Good morning! I fully support your request to conduct this research study at College of the Desert.  
Sincerely,  
Joel

---

**From:** Jessica Enders  
**Sent:** Thursday, January 21, 2021 8:06 AM  
**To:** Joel Kinnamon <jkinnamon@collegeofthedesert.edu>  
**Cc:** Terry O'Banion <obanion@league.org>  
**Subject:** Request to Conduct a Research Study at College of the Desert

Greetings, Dr. Kinnamon,

I hope this e-mail finds you and your family doing well.

The purpose of my e-mail is to seek your permission to conduct a research study at the College of the Desert (COD).

As you are aware, I am currently a member of the COD Roadrunner cohort participating in the Kansas State University Community College Leadership Program (KSU-CCLP). This doctoral program requires me to complete a research study and present my findings through a dissertation and oral defense. My study includes surveying and interviewing all members of the Roadrunner Cohort. Since the campus is closed, I plan to have all interactions take place online.

Please know I take the protocols and processes of conducting my research very seriously. I will ensure that all KSU guidelines and ethical considerations are followed, including maintaining the confidentiality of responses. I have completed my necessary training and will operate this study under the direction\ of my Major Professor, Dr. Terry U. O'Banion, who is copied on this communication.

To provide access, all that is needed is a response to this e-mail. I appreciate your time, assistance, and support of the KSU-CCLP program.  
Respectfully submitted,

Survey Email/Consent and Survey Questions  
**Kansas State University Community College Leadership Program (KSU-CCLP)**

Dear Fellow Roadrunner Cohort Member,

As you know, I am focusing my dissertation on the KSU-CCLP. To this end, I now would like to invite you to contribute to my research study by

- a) completing an electronic survey (see below for the link to begin the survey),
- b) participating in an interview (to be scheduled via Zoom, please see directions below), and
- c) supplying documents created during our time in KSU-CCLP (e.g., course reflection papers, dissertation proposals, internship proposals, capstone coursework, etc.).

I am conducting this study under the direction of my KSU major professor, Terry U. O'Banion, to understand the perceived effects of the KSU-CCLP on College of the Desert (COD) and the leadership development of the Roadrunner Cohort members currently enrolled in the program.

The survey consists of closed-ended, demographic, rating, multiple-choice, and fill-in-the-blank questions. In total, the survey should take approximately 10 minutes to complete.

Your participation in this study is voluntary, anonymous, and **greatly** appreciated. Your responses will not be shared; your responses will not be identified with you, and data will be confidentially stored using pseudonyms. Individual responses will not be reported, but statistical analysis will be applied to combined scores, and data from the interviews will be coded for common themes among cohort members' responses. Should you wish to review the information you have provided, the data and transcripts for your answers will be made available to you to confirm your responses.

The confidential information you provide will contribute not only to helping with my study (huge thanks, in advance) but also to other potential improvements in our field, such as the following:

- curriculum and program development for other graduate CCLPs
- institution-based strategic leadership development plans
- understanding the perceived effects of a graduate, single college, blended learning, cohort-based CCLP
- insights for executive leadership and trustees regarding the program's return on investment that may inform decisions about investing in CCLP for future cohorts
- insights for doctoral students regarding skill development of aspiring community college leaders
- information to inform the KSU-CCLP evaluation and continuous improvement process

**INTERVIEW:** To schedule this study's **interview component, please reply to this e-mail** with at least three dates and times convenient for you. Please allocate one hour for the session. Once confirmed, you will receive a meeting invitation with the Zoom link. With your

permission, the session will be recorded and transcribed, but, as noted, these data will be available only to you and me. Again, your participation is voluntary.

**SURVEY:** Please note, by beginning the survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw from participation at any time without penalty.

Please click on the following link <https://forms.gle/kSau9YCUPj1JUi7q9> to access the survey. If the link does not connect you, please copy and paste the following URL into your web browser.

- Please answer questions truthfully and to the best of your ability
- Click submit at the conclusion to ensure responses are directed to me

Questions and comments about this survey may be directed to any of the following:

- Jessica Enders, [jessicajoenders@gmail.com](mailto:jessicajoenders@gmail.com)
- KSU Dissertation Chair Terry O'Banion [obanion@league.org](mailto:obanion@league.org)
- KSU University Research Compliance Office [comply@k-state.edu](mailto:comply@k-state.edu)

***IRB Approved: March 11, 2021***

Again, I appreciate your participation in this study!

Be well!

**Stay healthy, safe, and hopeful,**

**Jessica Enders, M.Ed.**

(she, her, hers, ella)

# KSU-CCLP Dissertation Study Survey.

## Researcher: Jessica Enders

Dear Roadrunner Cohort Member,

Thank you for your willingness to play a part in my study.

This survey consists of four sections beginning with general demographic questions in section one, and rating scales for sections two through four. It should take ten minutes or less to complete. Information in this survey will also be used to guide our subsequent interview session.

As noted in the invitation email, all responses will be kept confidential, and your participation in this study is entirely voluntary. You may exit the survey and opt-out at any time in the process.

I thank you for your time, assistance, support, and honest replies.

Be well,  
Jessica J. Enders (Researcher)

\* Required

### Section One: Demographics

1. Name (Full Name) \*

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2. Age (please respond with a numerical value only, e.g., 15).

---

3. Current job classification(s)

Please select all positions that apply to your current job status at College of the Desert.

*Check all that apply.*

- ☐ Non-Instructional Faculty  
☐ Administration  
☐ Instructional Faculty

4. The number of years you have worked at College of the Desert (please respond with a numerical value only, e.g., 15).

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5. The number of years you have been in a community college leadership position (includes faculty and administration leadership positions; please respond with a numerical value only, e.g., 15).

---

6. The number of years you have been working at a community college (please respond with a numerical value only, e.g., 15).

---

7. Gender

*Mark only one oval.*

- ☐ Female  
☐ Male  
☐ Prefer not to answer  
☐ Other: \_\_\_\_\_



8. Please select the category that best describes your aspirational leadership goal.

*Mark only one oval.*

☐ Aspiring Administrator Leader

☐ Aspiring Faculty Leader (includes faculty leadership positions at the local, state and national levels)

Section Two:  
Learning Culture  
Assessment

The following questions are designed to gauge your perceptions of the effects of KSU-CCLP on COD and you as a doctoral student in the program.

Please rate your level of agreement with each statement as (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

9. Please rate your level of agreement with each statement.

*Mark only one oval per row.*

	1	2	3	4	5
The KSU-CCLP has made a valuable contribution to strengthening a culture of leadership at COD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since participating in the KSU-CCLP I feel a strong sense of community and kinship with my fellow cohort members that extends beyond our interactions in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP fosters the idea that I can create transformative change at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP promotes an environment that embraces openness to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP helped me find security in not always knowing the answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP helped me recognize that transparent communication is a core leadership value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP helped me see value in studying my organization from a system's approach (i.e., looking at the college as a whole of interconnected parts and not silos).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP helped me see value in analyzing my institution's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP helped me understand the importance of reflecting upon my institution's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP has increased my knowledge of what it means to be a courageous leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The KSU-CCLP helped me understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

that learners are leaders and leaders are learners.

As a result of participating in the KSU-CCLP I understand that leaders never stop learning.

☐☐☐☐☐

The KSU-CCLP cohort model allowed me to build trusting relationships with my fellow cohort members.

☐☐☐☐☐

Participating in the KSU-CCLP helped me understand that each cohort member can have an impact on both our college and one another.

☐☐☐☐☐

The KSU-CCLP helped me create my own personal community college leadership pathway.

☐☐☐☐☐

### Section Three: Leader Competencies and Student Learning Outcomes

Below are statements adapted from the AACCC (2018) leader competencies, which informed the 11 KSU-CCLP Student Learning Outcomes (SLOs).

The following questions seek to understand if participating in the KSU-CCLP has increased your level of understanding in each of these areas. Your responses will help guide our interview.

Please rate your level of agreement with each statement as (1) Strongly disagree; (2) Disagree; (3) Neither agree or disagree; (4) Agree; (5) Strongly agree.

10. As a student in the KSU-CCLP, the program helped me better understand that an effective community college leader

*Mark only one oval per row.*

	1	2	3	4	5
Embraces the mission, vision, and values of the community college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands significance of the institution's past while charting a path for its future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is knowledgeable about the institution's governance framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is knowledgeable about the policies that guide its operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports student success across the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embraces opportunities to improve access, retention, and success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the importance of interpersonal relationships, personal philosophy, and management skills needed to create a student-centered institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is fluent in the management of the foundational aspects of the institution (e.g., the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands how to use data in ways that give a holistic representation of the institution's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is open to the fact that data might reveal unexpected or previously unknown trends or issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the importance of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

championing community college ideals.

Understands how to mobilize stakeholders to take action on behalf of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands how to use all of the communication resources available to connect with the college community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivates relationships across sectors that support the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates strong communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fully embraces the role of community college spokesperson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops responsive, cooperative, mutually beneficial, and ethical internal and external relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurtures a culture of diversity, equity and inclusiveness (DEI).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes the success of the college community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes the community college mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopts a focus on honing skills and abilities that promote the community college agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflects upon their decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads from their position at the College, no matter what that position is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Four:  
Transformational  
Leadership

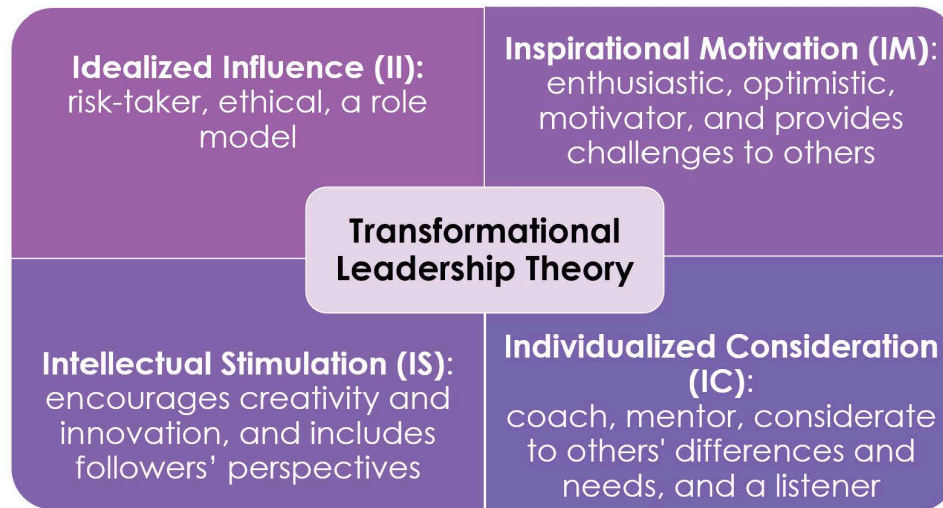
Below are statements regarding transformational leadership theory characteristics (Bass & Riggio, 2010).

The following questions seek to understand if participating in the KSU-CCLP has increased your skills in the four "Is" of transformational leadership theory (see image below).

Please rate your level of agreement with each statement as (1) Strongly disagree; (2) Disagree; (3) Neither agree or disagree; (4) Agree; (5) Strongly agree.

Upon completion of this section, please click submit.

Four "Is" of Transformational Leadership Theory



11. As a result of being a student in the KSU-CCLP, I have developed my transformational leadership skills in the following ways

*Mark only one oval per row.*

	1	2	3	4	5
I am more of a risk-taker in my role at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more innovative in my role at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively strive to be a role model to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I walk the ethical talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek opportunities to motivate others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I empower others by providing new challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have become a better listener.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage creativity and innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better at including others' perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Google Forms

## **Appendix K - Interview Questions and Protocols**

### **Proposed Interview Protocol:**

The following steps outline the proposed process the researcher will follow to conduct the participant interviews. An email inviting each of the Kansas State University Community College Leadership Program (KSU-CCLP) College of the Desert (COD) Roadrunner cohort members to participate in the research study will serve as the informed consent process (see Appendix K). Participants will be provided with information regarding the study elements and will be asked to provide at least three options to meet for the Zoom interview. Once an agreed-upon date and time have been reached, the electronic video-conference Zoom meeting notification and a meeting access link will be emailed to each participant's preferred email address. The interviews will be video, and audio recorded. Immediately upon joining the Zoom meeting, the researcher will remind the participant of the recording and the study's voluntary nature. The interviews will start as conversational to introduce the study and review the purpose. The researcher will also inform the participants that notes will be taken during the meeting. The interviews will be transcribed by using the automatic transcription provided by the Zoom software. The transcription will be uploaded to the coding software MAXQDA to help the researcher identify themes.

### **Proposed Interview Questions:**

The researcher proposes using the following questions in the participant interviews to gather relevant information about the perceived effect of the KSU-CCLP on the participants and COD.

#### **Questions relevant to the background and theoretical/conceptual frames:**

1. Tell me about your perceptions of using the AACCC competencies as program learning outcomes in a doctoral leadership program.
2. Tell me about your familiarity with transformational leadership. **Follow up question:** Did participating in the KSU-CCLP shape your perceptions of transformational leadership, if so, how?

#### **Research Questions (modified for conversational tone):**

3. From your perspective, tell me about how participation in the KSU-CCLP has affected or transformed you as a (a) student enrolled in the doctorate program, (b) as an administrator or faculty member at COD, and (c) from a personal level.
4. From your perspective, how has the KSU-CCLP affected or changed the College?

#### **Other Related Questions:**

5. What are the three most important things you learned about your own leadership ability in this program?



6. Are there things you would add or take away from the program?
7. For this next question, I would like to incorporate a Likert scale in which you will rate your level of agreement on a scale of 1 through 5 in which 1 relates to not helping at all, 2 did not help much, 3 neither helped nor hindered, 4 helped some, and 5 as helping a great deal.

As a leadership culture reinforces values of involvement, including varying perspectives and focuses on student success, equity, and learning, from your perspective, has the KSU-CCLP created a leadership culture at the College of the Desert?

Follow up question: If you rated the scale with a 1 or 2, can you provide examples?

8. On a scale of one to five, would you recommend to your colleagues at COD participating in a future cohort if they wanted to expand and improve their leadership skills?