

**Growing Leaders:  
An Evaluation of a Community College Grow-Your-Own Leadership Institute**

by

**Katie L. Thomas**

Bachelor of Arts, Edinboro University of Pennsylvania, 2005

Master of Arts, Slippery Rock University of Pennsylvania, 2007

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This dissertation was presented

by

**Katie L. Thomas**

It was defended on

August 1, 2019

and approved by

Dr. Shelly Moore, Provost, Community College of Beaver County

Dr. Cindy Tananis, Associate Professor and Director, Collaboration for Evaluation and

Assessment Capacity

Dissertation Director: Dr. Jill A. Perry, Research Associate Professor, Administrative and Policy

Studies

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Katie L. Thomas, Ed.D.

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Community colleges serve a significant portion of the nation’s college students; however, community college leaders are in short supply, a function of mass retirements across the sector in conjunction with a lack of prepared practitioners in the community college leadership pipeline. To address this leadership gap, the American Association of Community Colleges (AACC) identified core *Competencies for Community College Leaders* to inform and encourage the development of community college leadership preparation programs, which generally take one of three forms: university-based programs leading to a terminal degree; state or organization-based programs requiring broad collaboration and common, system-based outcomes; and grow-your-own leadership institutes specific to local contexts and internal leadership development. The evaluation of a community college grow-your-own (GYO) leadership institute—the Western Pennsylvania Community College Leadership Institute (WPCCLI)—forms the core of the present study. Using a program logic model approach, the WPCCLI was evaluated across each of AACC’s five *Competencies for Community College Leaders*: 1) organizational strategy, 2) institutional finance, research, and resource management, 3) communication, 4) collaboration, and 5) community college advocacy. Participant surveys were used to assess the degree to which each AACC competency was met at the “emerging leaders” level. The WPCCLI met its established program outcomes across all competency areas except, Institutional, Finance, Research, and Resource Management, suggesting the Institute was a successful means of leader development. A deeper

analysis of quantitative and qualitative survey data revealed the primary strengths and weaknesses of the Institute. Relationship building, inclusive of networking, conflict resolution, shared governance, customer service, and collaboration, formed the primary strengths of the WPCCLI, while applied learning, across the dimensions of active learning, skill practice, institutional context, and immersive experiences, formed the primary weaknesses of the Institute.

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## Preface

I wish to thank the following individuals and organizations for their assistance as I worked to research and complete this dissertation: my dissertation committee---Dr. Jill A. Perry (chair and advisor), Dr. Cynthia Tananis (committee member), Dr. Shelly Moore (committee member); my home institution—Community College of Beaver County (CCBC); CCBC’s sister colleges---Butler County Community College (BC3) and Westmoreland College; the presidents who organized the WPCCLI---Dr. Nicholas Neupauer (BC3), Dr. Christopher Reber (former president of CCBC), Dr. Roger Davis (current president of CCBC), and Dr. Tuesday Stanley (Westmoreland); and, of course, my husband Shaun and son Henry, without whom none of this would have been possible.

## **1.0 Introduction**

### **1.1 Problem Area**

A “uniquely American invention” (Shults, 2001, p. 2) immersed in “the democratic values of open access and community engagement” (Ottenritter, 2012, p. 7), community colleges not only occupy a prominent place in American educational history, but serve a predominant number of American students—almost half, in fact (Eddy, 2013; Snyder, Dillow, & Hoffman, 2008)—and “represent more than half of all institutions of higher education” (Eddy 2013, p. 2; Carnegie Foundation for the Advancement of Teaching, 2005). Former President Barack Obama was “hailed as the ‘Community College President’” (Chen, 2017) and succeeded in bringing community colleges and the role they play in educating the American citizenry to the national stage. Obama’s American Graduate Initiative called for billions of dollars in federal support to increase the number of community college graduates and in turn stimulate the economy (Chen, 2017) and his America’s College Promise lobbied “to make two years of community college free for responsible students” (U.S. Department of Education, 2015). These calls resulted in nearly thirty “promise” programs launching across the United States in just over a year, which provided two free years of college to approximately 40,000 students (White House, 2016). While community colleges have not played a prominent role during President Donald Trump’s administration, Education Secretary Betsy DeVos has publicly acknowledged community colleges as “a uniquely American national asset” (Kreigbaum, 2017) and promise programs have continued to expand. Today, “over 60% of states currently have or are taking legislative steps to implement a statewide College Promise Program” (College Promise, 2019).

In light of these amazing leaps forward, identifying emerging community college leaders and managing their transition into crucial leadership roles is a critical, strategic reality. However, as Shults' (2001) seminal study establishes "Community colleges are facing an impending leadership crisis. College presidents, senior administrators, and faculty leaders have been retiring at an alarming rate—a trend that is expected to continue as baby boomers age" (p.1). The American Association of Community Colleges (2013) reports that as many as 75% of community college CEOs plan to retire between 2013 and 2023. Complicating the large-scale retirement of the nation's most experienced community college professionals is the remaking of traditional career pathways for faculty, with career trajectories beginning in the classroom and ending at the administrator's desk becoming increasingly rare (Bisbee, 2007). Thus, individuals stepping into executive positions at community colleges are often drawn from other sectors or have little administrative experience (AACC, 2013).

To address this leadership and competency gap, the American Association of Community Colleges (AACC) developed a set of core competencies for emerging community college leaders. The latest iteration of the competencies was released in 2013 (Boggs, 2016) and represents a "reimagining" of "the 21<sup>st</sup> century community college" (AACC, 2013, p. 2) and its leadership. The competencies address the following key areas: 1) organizational strategy, 2) institutional finance, research, fundraising, and resource management, 3) communication, 4) collaboration, and 5) community college advocacy (AACC, 2013). A definition of each competency is provided in Table 1. The AACC presents each competency as a continuum, providing true-to-life depictions of emerging, new, and experienced CEOs successfully demonstrating each competency.

**Table 1 AACC Competencies**

<b>Competency</b>	<b>Definition</b>
<b>Organizational Strategy</b>	An effective community college leader promotes the success of all students, strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future trends.
<b>Institutional Finance, Research, Fundraising, and Resource Management</b>	An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.
<b>Communication</b>	An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community; promotes the success of all students; ensures the safety and security of students and the surrounding college community; and sustains the community college mission.
<b>Collaboration</b>	An effective community college leader develops and maintains responsive, cooperative, mutually beneficial and ethical internal and external relationships that nurture diversity, promotes the success of all students, and sustains the community college mission.
<b>Community College Advocacy</b>	An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college on the local, state, and national level.

American Association of Community Colleges. (2013). Competencies for community college leaders. 2<sup>nd</sup> ed. Washington, D.C. American Association of Community Colleges.

AACC’s first set of competencies was developed in 2005 (Boggs, 2016) and brought heightened strategic awareness to the community college leadership crisis while helping to frame the context of community college leader preparation across the nation within university-based community college leadership programs (CCLPs), organization/state-based leadership programs, and grow-your-own (GYO) leadership programs (AACC, 2013). While university-based CCLPs have been functional since the 1940s and interest in CCLPs has grown in recent years (Friedel, 2010; Ebersole, 2014; Smith, 2017) largely due to heightened political awareness of the community college sector and its mission stemming from the Obama administration (Toner, 2016),

the number of prepared leaders graduating from these programs does not meet the leadership needs within the sector (Shults, 2001; Hamilton, 2012; Smith, 2017). State and/or organization-based programs have supplemented leadership development needs within the community college arena; however, state-based leadership programs are often limited to states with community college systems. Similarly, organization-based programs are generally available to member-colleges only, requiring already cash-strapped community colleges to pay not only an institutional membership fee, but also secondary expenses associated with travel and seminar registration (Hull & Keim, 2007).

Grow-your-own leadership institutes, on the other hand, provide a much more practical approach to leader development that is both an appealing and realistic option for today's community colleges which, while in dire need of prepared leaders, seldom have the fiscal resources to allocate significant funds towards external development opportunities for their employees (Hull & Keim, 2007; Eddy, 2013). Grow-your-own leadership institutes also allow community colleges to "pad their bench," identifying internal employees with leadership potential to step into leadership roles as retirements, retrenchments, and/or career advancements leave empty seats across the institution (AACC, 2013; McPhail, 2014). Despite their practical appeal, the success of grow-your-own leadership institutes in meeting the AACC's *Competencies for Emerging Community College Leaders* has not been widely researched and/or evaluated (Reille & Kezar, 2010; McNair, Duree, & Ebbers, 2011).

## 1.2 Problem of Practice

Pennsylvania has fourteen community colleges, twelve community college branch campuses, and eighty-three community college instructional sites and centers (PA Commission for Community Colleges, 2017a). Community colleges in Pennsylvania serve over 325,000 students across *each* of the state’s sixty-seven counties every year (PA Commission for Community Colleges, 2017b). Considering the scope, service area, and population served by Pennsylvania’s community colleges, the national community college leadership crisis has the potential to seriously and negatively impact educational opportunities for Pennsylvania residents. Unfortunately, Pennsylvania’s community colleges are not exempt from the larger, national trends currently affecting the community college leadership scene. Between 2011 and 2016, nine of the state’s fourteen community colleges hired new presidents. Locally, at Community College of Beaver County (CCBC) fiscal year 2014-2015 brought not only a new CEO, but the unprecedented retirement of approximately 1/4 of the institution’s full-time and, in many instances, long-term, tenured employees (G. Jacobs, personal communication, January 7, 2019). Adding to the college’s loss of formal leaders, CCBC’s mass retirement also resulted in the loss of informal leaders, institutional knowledge, and organizational culture.

To address the leadership and competency gaps created by these retirements, CCBC, in conjunction with two other Pennsylvania community colleges—Butler County Community College (BC3) and Westmoreland County Community College (WCCC)—joined forces to create the Western Pennsylvania Community College Leadership Institute (WPCCLI). The WPCCLI is an AACC competency-based, “grow-your-own” (GYO) leadership program. Using the AACC’s competency framework, the Institute was designed to identify and prepare internal leaders for both formal and informal leadership roles to assist the colleges in preparing for and recovering from



leadership transitions and resulting organizational changes (see Table 2).

**Table 2 WPCCLI Purpose and Benefits of Participation**

<p><b>PURPOSE &amp; BENEFITS OF PARTICIPATION:</b>          The major goal of the institute is to develop leaders and potential leaders within the college community by fostering the ability of individuals to meet new challenges faced by the college in fulfilling its mission and values around access and success. The Leadership Institute provides participants with an understanding of the broader issues as well as specific strategies that will build leadership capacity in various areas of the college. The Leadership Institute will incorporate a variety of speakers, topics, and activities designed to enhance leadership ability by providing participants with the following opportunities:</p>	
<p><b>BENEFIT 1:</b>          to interact with and gain insight from leaders in various fields related to the mission of the community college</p>	<p><b>BENEFIT 7:</b>          to explore decision-making in the context of individual and institutional values</p>
<p><b>BENEFIT 2:</b>          to increase awareness of the local, state, national and global contexts within which the College will function in the 21st century</p>	<p><b>BENEFIT 8:</b>          to become part of a collaborative network of problem-solvers</p>
<p><b>BENEFIT 3:</b>          to increase understanding of specific ways in which the larger environment may impact the College in the pursuit of its mission</p>	<p><b>BENEFIT 9:</b>          to work collaboratively on a project of interest to the participant and of benefit to the College community</p>
<p><b>BENEFIT 4:</b>          to develop increased self-awareness as leaders, enhance communication skills and learn new strategies for conflict resolution</p>	<p><b>BENEFIT 10:</b>          to empower all to think about ways to grow, advance, and build capacity to lead from any position</p>
<p><b>BENEFIT 5:</b>          to heighten awareness of organizational structure and organizational culture</p>	<p><b>BENEFIT 11:</b>          to gain a deeper understanding of the college mission, vision and values</p>
<p><b>BENEFIT 6:</b>          to increase knowledge of resource allocation, budgeting and finance</p>	

### 1.3 Inquiry Setting

State- and county-level budgetary cuts to or flat-funding for Pennsylvania community colleges have significantly impacted institutions' ability to attract and maintain experienced leaders. While community colleges were founded upon a 1/3 funding principle, with 1/3 of the institutions' funding coming from the state, 1/3 from the county, and 1/3 from student tuition and fees, community colleges' actual operating revenues are much more dependent upon their students. According to the Center for Budget and Policy Priorities (2016), "public colleges and universities across the country have increased tuition to compensate for declining state funding and rising costs... these sharp tuition increases have accelerated longer-term trends of college becoming less affordable and costs shifting from states to students" (Mitchell, Leachman, and Masterson, 2016, p. 2). To limit increases in student financial burdens, college leaders and employees are dependent upon low-cost solutions across all planning and improvement activities, including professional development opportunities that aim to build institutional leadership capacity. An alternative to expensive regional or national professional development opportunities, grow-your-own leadership programs, like the WPCCLI, are a very attractive option to community college executives and their boards as a means to increase leadership potential and practice at their institutions.

The WPCCLI is composed of three regionally congruent, small, suburban/rural community colleges in western Pennsylvania: Community College of Beaver County (CCBC), Butler County Community College (BC3), and Westmoreland County Community College (WCCC). The first iteration of the WPCCLI was launched in March 2017 and concluded in December 2017. A total of 22 individuals from across Butler, Beaver, and Westmoreland community colleges, approximately eight from each institution, constituted the WPCCLI's first cohort. Of these participants, four were faculty, fourteen were administrators, and four were contracted-staff

members. Each college's team members were identified by their respective college presidents as emerging leaders through an application/nomination process.

A leadership team, including the president and her/his delegates, as well as a series of rotating members drawn from each president's cabinet, organized and informed specific content areas of the Institute. For instance, the most senior member of each college's human resources office assisted in the development of WPCCLI sessions focused on human resource management while the most senior member of each college's business office assisted in the development of sessions focused on institutional finance and so on. The WPCCLI consisted of nine, monthly development sessions. Each session was designed around one or more AACC competencies (see Table 1) within the context of national, local, and/or sector specific issues, an approach that was intended to provide participants with an understanding of both the broad and more focused impact of the issues under discussion. In addition, each session included a variety of presentations and activities, including roundtable discussions, panel presentations, guest speakers, and group and individual exercises.

For example, the Institute's first session, which focused on the AACC competencies of Collaboration and Organizational Strategy, commenced with a team building exercise. Following that activity, participants engaged in a panel presentation by each college's president as well as roundtable discussions and additional presentations focused on the organizational design of community colleges across national, state, and local levels. A variety of educational leaders across a spectrum of administrative levels and an equally diverse array of organizations led and participated in these activities.

WPCCLI sessions were hosted monthly, on a rotating basis, by each participating college at their main and off campus locations. The Institute culminated in a formal presentation by each

college's team to demonstrate their ability to apply the skills gained through the Institute to address a current college challenge. Teams were asked to demonstrate and apply their knowledge and leadership skills by producing a realistic, implementable plan rooted in the AACC's competencies.

#### **1.4 Stakeholders/Population**

The primary stakeholders in this project are WPCCLI cohort one participants as well as the executive leadership teams at Butler, Beaver, and Westmoreland County Community Colleges. These two groups represent the GYO consumers (cohort participants) and producers (executive leadership). The secondary stakeholders associated with the present study are WPCCLI cohort three participants as they will directly benefit from the program reforms identified during the current program evaluation. Unfortunately, the evaluation will not be complete in time to inform planning efforts associated with the second iteration of the WPCCLI.

#### **1.5 Inquiry Questions**

As illustrated in Figure 1, the community college leadership crisis is the complicating event within which the current project is framed. Within this frame, a general line of inquiry is pursued: How well do community college leadership programs prepare emerging community college leaders for 21<sup>st</sup> century leadership challenges? Narrowing this general line of inquiry, the question then becomes how well do AACC grow-your-own leadership institutes prepare emerging community college leaders?

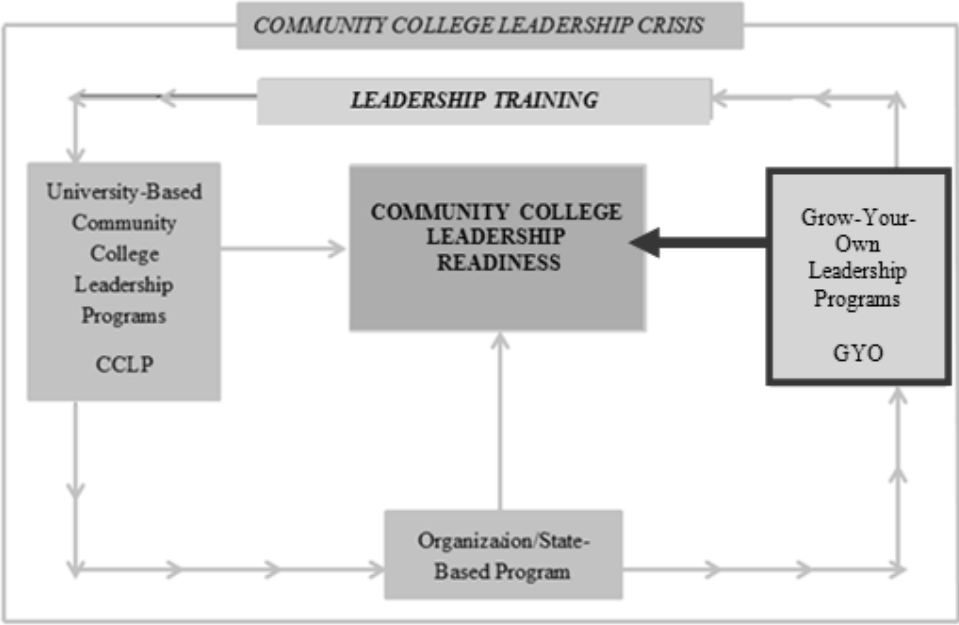


Figure 1 Community College Leader Preparation in the 21st Century

## **2.0 Review of the Literature**

### **2.1 Conceptual Framework**

Lichtenstein, Uhl-Bien, Marion, Seers, Orton, and Schreiber (2006) establish that “Traditional, hierarchical views of leadership are less and less useful given the complexities of our modern world. Leadership theory must transition to new perspectives that account for the complex adaptive needs of organizations.” This sentiment is echoed by Heifetz, Grashow, and Linsky (2009) who posit that successful 21<sup>st</sup> century leaders must possess the ability to adapt to “new possibilities and challenges” (p. 14). According to the authors, the theory of complex or adaptive leadership involves connecting “in practical ways the relationship among leadership, adaptation, systems, and change” (Heifetz, Grashow, and Linsky, 2009, p. 13). At its heart, adaptive leadership “is the practice of mobilizing people to tackle tough challenges and thrive” (p. 14). The current evaluation of the WPCCLI is couched within the context of adaptive leadership, specifically working to identify how well grow-your-own leadership programs prepare community colleges and their leaders for 21<sup>st</sup> century adaptive leadership challenges.

### **2.2 Community College Leadership Crisis**

What Ottenritter (2012) terms a “leadership vacuum” (p. 8) is upon us—the scholars, leaders, practitioners, and students of today’s community colleges. Of course this “vacuum,” caused largely by baby boomer retirements and a lack of prepared, incoming leaders, is not a

surprising phenomenon at the sector or national level. The “Boomer Time Bomb,” as Venneberg and Eversole (2010) term it, has been a prominent theme of sector literature since 2001 when Shults established that a combination of presidential retirements (nearly 50% across the nation) and an 80% decrease in the number of community college leadership program graduates threatened to rock the very foundation of the nation’s community colleges.

As the AACC competencies and community college scholars and practitioners (Eddy, Sydow, & Alfred, 2015; Hoppe, 2003) emphasize “supporting potential academic leaders as they face the disequilibrium of new experiences is critical” (Hoppe, p. 9). However, it is first necessary to have leaders to support. According to Shults’ (2001), not only are fewer professionals pursuing community college leadership degrees, but fewer faculty members are choosing to move from faculty to administrator status, resulting in a dramatic career pathway switch and the further crippling of the community college leadership pipeline.

As the literature establishes, internal leaders are indeed a rare species, with the traditional career pathway for faculty—from the classroom to the administrator’s desk and onwards—becoming increasingly uncommon (Bisbee, 2007; Cooper & Pagatto, 2003; Fugate & Amey, 2000; Harden & Curry, 2013). Faculty generally prefer and are encouraged to continue along more autonomous paths: “Faculty [value] the ability to focus solely on their work, and most [are] not willing to set themselves up for the criticism and perceived lack of power as a dean” (Harden & Curry, 2013, p. 2).

According to the American Council on Education (Ross & Green, 2000, as cited by Shults, 2001), “Many current community college presidents were faculty members at some point in their career” (p. 6). Without a faculty pool of potential leaders, the effects of the community college leadership crisis may be felt for years to come, and not just in numbers, but also in quality of

leadership, which tends to be more “collegial” than “managerial” when emanating from former faculty members (Clark, 2000, as cited in Rhoades, 2013).

Harden and Curry (2013), in their article “Faculty Can Lead, but Will They?,” as well as others (Bisbee, 2007; Cooper & Pagatto, 2003; Hoppe, 2003; Solis, Kupczynski, & Mundy, 2011) support Rhoades’ and Clark’s ideas of the centrality of faculty-born leaders within institutions of higher education, but as Harden and Curry (2013) illustrate, the faculty/administrative link is complicated:

Faculty members want leadership that emerges from their ranks, yet they don’t encourage (and often actively discourage) peers and colleagues to develop the skills, knowledge, and desire to lead. If there are no people at this intersection, institutional boards in particular will seek leadership solutions elsewhere. (p. 2)

Harden and Curry (2013) conclude, “Faculty members can lead,” but the future of college and university leadership depends upon the central question of “Will they?” (p. 4). If faculty choose not to step into administrative positions, boards will be forced to select nontraditional, external candidates (Harden & Curry, 2013). In either case, potential faculty leaders or external leaders must be prepared for the specific community college challenges they will face.

### **2.3 Competencies for Community College Leaders**

Shults’ (2001) findings led to the addition of “leadership development” as an AACC strategic goal (Leadership Task Force, 2001) and set the stage for a twenty-year plan and approach to the, then impending, community college leadership crisis, as set forth in the AACC Leadership Taskforce’s (2001) report entitled “Leadership 2020: Recruitment, Preparation, and Support.” The



Taskforce's (2001) plan established three priorities: "recruiting," "preparing," and "sustaining" community college presidents and upper-level managers (2001, p. 1). The plan also outlined what would become the AACC's *Competencies for Community College Leaders*, a compendium of characteristics developed to help guide new community college leaders through their transition into and throughout their careers. Now in its second edition, the AACC's *Competencies for Community College Leaders* (2013) highlight five competencies: 1) Organizational Strategy, 2) Institutional Finance, Research, Fundraising, and Resource Management, 3) Communication, 4) Collaboration, and 5) Community College Advocacy (see Table 1).

The AACC's competencies have been widely adopted and used throughout the community college sector. Wagner (2017) examines their pervasive use as part of the community college CEO search process. Others (AACC, 2013; Jaeger and Knight, 2016; Caldwell, 2016; Johnson-McPhail, 2014) document and/or promote their use to inform the development of leadership programs for community college professionals across the nation. At North Carolina State University, the competencies—in conjunction with Aspen's and Achieving the Dream's qualities for successful community college leaders (2013)—informed the development of the Envisioning Excellence for Community College Leadership initiative in 2015. This initiative aims "to develop the next generation of community college leadership through a threefold strategy" that includes the "redesign [of] its EdD curriculum...to increase its professional development offerings to community college leaders...and to create a statewide resource network" (Jaeger and Knight, 2016). NC State's Envisioning Excellence for Community College Leadership initiative is just one example of a university-based community college leadership program (CCLP). There are over seventy across the nation. In addition to informing CCLPs, the AACC's Competencies are used

to inform organization and state-based community college leadership institutes as well as countless grow-your-own (GYO) programs.

## **2.4 Programs for Community College Leaders**

Today's leadership crisis—the result of boomer retirements, a lack of incoming, qualified professionals, and a dramatic shift in faculty career pathways—has made professional development a paramount strategic consideration for the nation's community colleges. Yet, as Redman (2006) establishes “many organizations do not have a systematic process for anticipating leadership needs and ensuring well-prepared leaders will be available when needs arise” (p. 292). Abdullah et. al. support Redman's observation, noting that leader preparation is often not a “distinct initiative” (p. 129) institutions take on as part of the strategic planning process. Similarly, recognizing Fayol's (1916) seminal contributions to the field of management, Rothwell (2015) contends, if such development continues to be ignored, “key positions [will] be filled by ill-prepared people” (p. 6).

Assuming a community college does have a leadership preparation strategy, Redman (2006) asserts these strategies are rarely effective and often missing key components, such as up-to-date job descriptions, processes for identifying potential internal leaders, and/or professional development plans for those leaders. The most often overlooked part of leadership preparation, however, is the application of institutional mission and goals to the largely generic processes demonstrated by most organization's plans, even though such personalization is paramount to the successful identification and quick integration of new leaders (Lacey-Nevitt, 2012; Redman, 2006; Rothwell, 2015).

While the utilization of successful leadership preparation plans is both uncommon and lackluster within today's community college sector, national initiatives, such as those propagated by the AACCC, aim to change this reality. The three most prevalent initiatives include: university-based community college leadership programs, organization-/state-based leadership programs, and grow-your-own leadership programs (Reille & Kezar, 2010; Shults, 2001; Watts & Hammons, 2002).

#### **2.4.1 University-Based Leadership Programs**

Many of today's colleges and universities offer degree-granting community college leadership programs (CCLPs). In fact, the *Council for the Study of Community Colleges* lists over seventy colleges and universities across the nation with CCLP programs and/or higher education leadership programs with a substantial community college focus. CCLP's offer a unique opportunity for both retiring and incoming community college leaders. By "heading up or joining the faculty of community college leadership programs" (Bagnato, 2004), retiring leaders can transfer their "decades of institutional knowledge" (Bagnato, 2004) to a next generation of leaders.

If a "doctoral degree is considered a passport to community college leadership," (Brown, Martinez, and Daniel, 2002, p. 45), a statement widely supported by other community college leaders and scholars (Bagnato, 2004; Friedel, 2010; Townsend, 1996), then CCLP's hold a significant role in the development of future community college leaders. Bagnato (2004) argues that "completing one of these programs is a good way to get a job [and] soon it may be the only way to find a position in the upper echelons of community college management" (p. 6). Bagnato's remarks are supported by Dr. John E. Roueche, former president of the University of Austin's CCLP: "You can still find some searches where they don't require a doctorate...but the

overwhelming majority...require at least an advanced degree in the field” (as cited in Bagnato, 2004). Considering Wallin, Sullivan, and McDade’s (2009) report that 70% of presidents at community colleges hold a doctorate, it appears the degree truly is becoming “a passport to community college leadership” (Brown, Martinez, & Daniel, 2002, p. 45).

CCLP’s are not the only form of university-based community college leader development. Notable research universities like Harvard, Bryn Mawr, Cornell, and Princeton also offer or have offered specialized, non-degree training opportunities for aspiring community college leaders (Council for the Study of Community Colleges, 2010; Eddy, Sydow, and Alfred, 2015). For instance, Princeton’s Mid-Career Fellowship Program is a joint venture between Princeton and New Jersey community colleges that affords community college professionals the opportunity for “advanced study” and “professional development” centered around their discipline (Mid-Career, 2015).

#### **2.4.2 Organization/State-Based Leadership Programs**

Quite similarly to the non-degree institutes or programs offered by the nation’s premier research universities, national organizations also play a role in community college leader preparation. For example, the Association of Community College Trustees (ACCT) offers the Governance Institute for Student Success (GISS), the League for Innovation in the Community College offers the Executive Leadership Institute, and the American Association of Community Colleges (AACC) offers a “leadership suite” consisting of “professional development and renewal opportunities for emerging and current leaders,” including the John E. Roueche Future Leaders Institute, Executive Leadership Institute, President’s Academy Summer Institute, and Executive Leadership Coaching (AACC, 2015b). Much like their university-based counterparts, such

programs highlight “principles of effective leadership” (AACC, 2015b), “roles of the CEO” (League, 2015), and “governing practices” (ACCT, 2014).

Several states—Alabama, Iowa, Massachusetts, Virginia, New Jersey, and others—have also created community college leadership development programs to further bridge the gap created by the community college leadership crisis (Eddy, Sydow, & Alfred, 2015). For example, the Massachusetts Community College Leadership Academy, like those of Virginia, Iowa, and Alabama, purports a mission to “provide an avenue through which community colleges can prepare their future leaders while supporting existing talent” (Massachusetts’ CCLA, 2013).

### **2.4.3 Grow-Your-Own Leadership Programs**

Beyond external university-, organization-, and/or state-based leader training programs, the AACC’s *Competencies for Community College Leaders* also stress the development of and participation in “grow-your-own” (GYO) or in-house leadership programs (p. 3) as a method of leader training for today’s community colleges. In fact, the literature suggests a “campus-based leadership program may even be more effective than an advanced degree or a statewide or nationwide leadership development program because it can be customized to the college’s characteristics, culture, goals, and specific needs” (Reille & Kezar, 2010, p. 60; Stone, 1995).

According to Hull and Keim (2007), grow-your-own leadership programs typically cover the following concepts: institutional mission, purpose, culture, values, and governance; funding and resource allocation; strategic considerations regarding strengths, weaknesses, opportunities, and threats; and professional ethics (Reille & Kezar, 2010). Reille and Kezar (2010) also recognize a number of practices typically employed in GYO programs, namely “mentoring, assessment tools for creating professional development plans, and experiential work projects” (p. 63).

A wealth of literature is available on GYO programs based on case studies of and research emanating from community colleges who have put the programs into practice (Boggs & Kent, 2002; ; Boswell, 2015; Campbell, Syed, & Morris, 2010; Rowan, 2012; Scott & Sanders-McBryde, 2012), but as Johnson-McPhail (2014) establishes “while national conversations about leadership development abound, leadership development activities at the local level seem to be off to a sluggish start” (p. 81). Johnson-McPhail (2014) attributes this “sluggish start” to current community college leaders looking “outside of their institutions” for future leaders (p. 81). Snyder (2015) offers that such reluctance “might stem from those who support more formal leadership and development” (p. 9). Whatever the cause of this “sluggish start,” Reille and Kezar’s (2010) study concludes “there are both pros and cons to GYO programs” (p. 68), a sentiment echoed throughout GYO literature (Boswell, 2015; Eddy, Sydow, & Alfred, 2015). Generally, as Reille and Kezar (2010) emphasize, “without careful attention to design problems or limitations, the integrity of [GYO] programs can be compromised” (p. 68).

## **2.5 Community College Leadership Program Needs**

Of course, Reille and Kezar’s (2010) observation can be applied to any form of community college leader preparation, from degree-granting CCLPs to GYO programs. While university-based and organization-/state-led leadership development programs have been heralded as premier and sought after forms of community college leader development, many suggest such models are outdated, mainly due to limitations related to *approach* and *diversity* (Campbell, Syed, & Morris, 2010; Eddy, 2013; Eddy, Sydow, & Alfred, 2015; Friedel, 2010; Martinez & Daniel, 2002; Reille & Kezar, 2010). Rather, highly adaptable GYO programs may be the wave of the future due to

their ability to conform to regional and local needs.

Eddy, Sydow, and Alfred (2015) highlight the knowledge, skills, and abilities essential for incoming 21<sup>st</sup> century leaders:

the next generation of leaders will need to...see how conflicting truths coexist and how simultaneously contradictory needs can be met. The ability to bring seemingly disparate groups together from within and outside the organization is critical to success in networked organizations. Leaders need to be able to work in dual, or even treble, systems with ease. Multisystem agility makes it possible to effectively communicate consistent messages to different stakeholders. The communication medium required for different audiences may vary, but the underlying message must be the same. (p. 89)

In light of this set of knowledge, skills, and abilities, Eddy, Sydow, and Alfred (2015), suggest a new approach to leadership preparation is needed, one that moves away from “staid leadership practices,” or “the old guys telling war stories” (p. 90-91). As Brown, Martinez, & Daniel (2002), referring to Kennedy (1995), establish, “mentors that graduate students are modeling have little or no experience with the kinds of institutions in which students will be working” (p. 46). Therefore, a new approach to leader development is necessary, one that moves towards “knowledge development and skill training for innovation” (Eddy, Sydow, & Alfred, 2015, p. 90-91). Such leader training, described by Heifetz, Grashow, and Linsky (2009) as “adaptive leadership,” allows tomorrow’s leaders to become comfortable with discomfort and recognize the “swampiness” (Schon, 1987) of today’s higher education sector.

Another issue plaguing today’s leadership development models is the wide-spread sentiment that contemporary leadership models do not adequately recognize racial and gendered diversity. As Eddy, Sydow, and Alfred (2015) state, “Community colleges enroll the most diverse

student body in all of higher education, yet this diversity is not evident in leadership ranks” (p. 97). Likewise, Eddy (2008) argues that while community colleges employ double the number of female CEOs compared to their doctoral granting counterparts, males still dominate community college presidencies. Eddy (2008) furthers the discussion of both racial and gendered limitations with relation to community college leadership development opportunities through reference to Amey and Twombly’s (1992) discovery that “the discourse used to account the organizational development of the community college sector continuously reinforces male norms of leadership based on the research by and about a relatively small collection of white male scholars and practitioners” (pp. 50-51).

In addition to the under representation of racial and gendered views within leadership development curriculum, leadership programs often do not account for “local leadership conditions that may vary...by locale (e.g., rural vs. urban) or by state” (Reille & Kezar, 2010, p. 61), a factor Reille and Kezar (2010) refer to as the “community college context” (p. 61). According to Hardy and Katsinas (2007), 60% of community colleges are defined as “rural.” Nevertheless, community college leadership programs sponsored by national organizations or universities are “often hosted at an inconvenient distance from these remote locations” (Eddy , 2013, p. 23). In light of these deficiencies, Eddy, Sydow, and Alfred’s (2015) conviction that current models of community college leadership training need to be revisited holds true.

The overarching *theme* revealed by the literature is the overarching *need* for strategic leadership development within today’s community colleges due to the sector’s current leadership crisis. In 2019, the predicted leadership crisis is upon us and not likely to dissipate quickly due to problems with the leadership pipeline. To reverse these trends and move beyond today’s leadership “vacuum,” strategically-based, leadership development personalized to the locale,



mission, and goals of specific institutions, must become a crucial component of today's community colleges. Such plans should not only be personalized, but should also recognize the dynamic nature of higher education in America and therefore be adaptable as opposed to rigid, fitting today's community college as well as tomorrow's. In sum, to ensure institutional knowledge and the skills and abilities necessary to lead community colleges into the 21<sup>st</sup> century are maintained and developed, community colleges must move towards new models of planning and development, ones that more adequately address the changing needs and environments of contemporary community colleges, colleges in the words of Eddy, Sydow, and Alfred that are "no longer boundaried by geography or by policies and regulations or by systems and structure" (p. 113). Grow-your-own leadership institutes present one possible answer to addressing these needs.

### **3.0 Inquiry Plan**

#### **3.1 Inquiry Questions**

The community college leadership crisis is the problem area within which the current project is framed. Within this frame, a primary line of inquiry is pursued: How well do community college leadership programs prepare community colleges and their leaders for 21<sup>st</sup> Century leadership challenges? Narrowing this general line of inquiry, the question then becomes how well do AACC grow-your-own leadership institutes prepare emerging community college leaders? To answer this line of inquiry, a formative evaluation of a specific instance of a GYO leadership program, the WPCCLI, was conducted using a project logic model approach. The evaluation specifically focused on the degree to which WPCCLI graduates perceived they demonstrated each of the criteria associated with the AACC's *Competencies for Community College Leaders* at the "emerging leader" level.

#### **3.2 Approach and Methods**

The current project is a formative evaluation of the Western Pennsylvania Community College Leadership Institute (WPCCLI), an AACC grow-your-own leadership program. The project aims to evaluate the success of the first iteration of the WPCCLI in assisting participants to demonstrate the qualities associated with the AACC's *Competencies for Community College Leaders* at the "emerging leader" level. Results of the study will assist in the identification of

program strengths and areas for improvement to inform planning for future iterations of the Institute. The W.K. Kellogg Foundation's logic model approach to program evaluation was used to conduct the evaluation. As established in the *W.K. Kellogg Foundation Logic Model Development Guide* (2004), "Using evaluation and the logic model results in effective programming and offers greater learning opportunities, better documentation of outcomes, and shared knowledge about *what works* and *why*. The logic model is a beneficial evaluation tool that facilitates effective program planning, implementation, and evaluation" (WKKF, 2004, p. 1).

The logic model approach to program evaluation "is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve" (WKKF, 2004, p. 1). In simpler terms, the program logic model focuses on "your planned work" and "your intended results." Several key elements define "your planned work" and "your intended results" according to the model.

Planned work consists of "inputs" and "activities." Inputs mobilize necessary program activities. Inputs come in the form of resources: human, fiscal, time, organizational, and community (WKKF, 2004, p. 2). Activities "are what the program does with its resources" (WKKF, 2004, p. 2) or "the processes, tools, events, technology, and actions that are an intentional part of the program implementation" (WKKF, 2004, p. 2).

Intended results consist of "outputs," "outcomes," and "impact." While these elements may appear synonymous, they carry distinct connotations within a program logic model. Outputs are "the direct products of program activity" (WKKF, 2004, p. 2). Outputs include tangible items like hosting an event or creating a report. Outcomes, on the other hand, denote changes in participant behavior. Outcomes are generally more cerebral and recognizable only after an

extended period of time. Outcomes may include a change in attitude or the adoption of a new practice. Outcomes occur as the result of exposure to inputs. Impact is the scaling up of outcomes, changing not only a single participant's or unit's behavior, but the behavior of an entire organization, community, or system (Kellogg, 2004, p. 3). Impact is generally realized seven to ten years after project implementation. Figure 2 illustrates a basic program logic model.

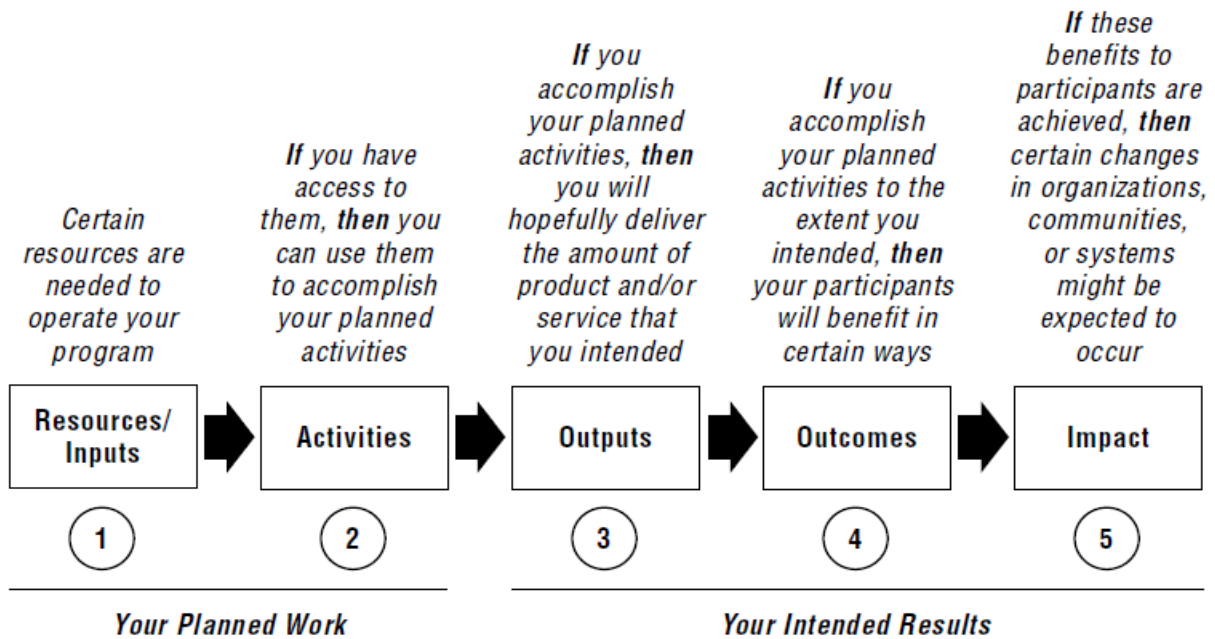


Figure 2 Basic Program Logic Model Approach (WKKF, 2004, p. 3)

Due to the nature and timing of this study, short-term outcomes linked directly to the AACC's criteria for emerging leaders across each of its five competency areas form the specific focus of the current evaluation. These outcomes were evaluated via surveys distributed to program participants. Surveys distributed to cohort participants consisted of background/demographic questions to provide avenues for specific data analysis; Likert scale questions, which directly aligned with the AACC's twenty-four criteria for competency as an emerging leader (see Appendix

A); and three-part, open-ended questions that provided the opportunity for participants to expand upon their responses, specifically noting what the institute covered well, what could be improved, and what should be added to future programming. An open-ended question eliciting additional comments concluded the survey.

### **3.3 Study Participants**

Study participants included WPCCLI Cohort I members from each of the three participating community colleges. A total of twenty-two individuals from across Butler, Beaver, and Westmoreland community colleges, approximately eight from each institution, constituted the WPCCLI's first cohort. Of these participants, four were faculty, fourteen were administrators, and four were contracted staff members. Each college's team members were identified by their respective presidents through an application and/or nomination process as emerging leaders at their institution.

### **3.4 Data Analysis and Interpretation**

A basic program logic model was established for the WPCCLI to serve as the backdrop for the current evaluation (see Table 3). The model identifies inputs, activities, outputs, outcomes, and impact associated with the Institute. The specific foci of the current evaluation are the short-term outcomes of the WPCCLI. Outcome 1 emphasizes the acquisition of knowledge associated with the AACC's competencies. Outcome 2 emphasizes the application of knowledge associated

with the AACC’s competencies. Survey questions (see Appendix A) were developed to directly correlate to program Outcomes 1 and 2 through the use of verbs associated with Bloom’s Taxonomy at the knowledge/comprehension (Outcome 1) and application (Outcome 2) levels. Survey questions also directly correlate with each of the criteria associated with the AACC’s *Competencies for Community College Leaders* at the “emerging leader” level.

**Table 3 WPCCLI Program Logic Evaluation Model**

PLANNED WORK		INTENDED RESULTS		
RESOURCES/INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
<ul style="list-style-type: none"> <li>◦ <b>Executive Priority:</b> CEOs make leadership development a priority</li> <li>◦ <b>AACC Competencies:</b> AACC Competencies and supporting materials readily available</li> <li>◦ <b>Fiscal Resources:</b> Funds remain from previous PA community college professional development activities</li> <li>◦ <b>Human Resources:</b> Leadership teams from each college are formed. Participants from each college are identified</li> <li>◦ <b>Time Resources:</b> Leadership teams and participants are provided with release time to develop and participate in Institute programming</li> </ul>	<p><b>ACTIVITY 1:</b> Develop programming that provides information regarding the skills and abilities associated with each AACC competency.</p> <p><b>ACTIVITY 2:</b> Create exercises for participants to apply knowledge and skills from sessions .</p>	<p><b>OUTPUT 1:</b> Bi-monthly half- and full-day sessions organized by AACC competency that provide information regarding the skills and abilities associated with each AACC competency.</p> <p><b>OUTPUT 2:</b> Projects and exercises that require participants to demonstrate the skills and abilities associated with each AACC competencies.</p>	<p><b>OUTCOME 1:</b> Emerging leaders are <b>knowledgeable of</b> the skills and abilities associated with emerging leaders across each of the AACC’s Competencies for Community College Leaders.</p> <p><b>OUTCOME 2:</b> Emerging leaders <b>demonstrate</b> the skills and abilities associated with emerging leaders across each of the AACC’s Competencies for Community College Leaders.</p>	<ul style="list-style-type: none"> <li>◦ Prepare Western PA community colleges and their practitioners for leadership challenges and transitions</li> </ul>

Responses to the survey’s close-ended questions were scored using a five-point Likert scale (Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively) to gauge the degree to which respondents perceived Institute programming effected their knowledge of (Outcome 1) and application of (Outcome 2) leadership skills. Results were then categorized as either “meeting” established program outcomes (80% or more respondents indicate “much more effective”), “approaching” established outcomes (79-70% of respondents indicate “much more effective”), “not meeting” outcomes (69% or fewer respondents indicate “much more effective”), or “inconclusive” (50% or more respondents did not respond to question or indicated “not

applicable”). This scoring process allowed for an analysis of the WPCCLI’s success in meeting Outcomes 1 and 2 at both the “emerging leader” criteria level as well as the overall competency level.

Three-part, open-ended survey questions intended to capture specific strengths, weaknesses, and needs associated with Institute programming, were provided at the end of each survey section. A final open-ended survey question concluded the survey to capture any additional respondent information. Open-ended survey questions were coded using specific key words according to the emergent theme of connectivity as conveyed across three dimensions: 1) human connectivity, 2) institutional connectivity, and 3) applied connectivity. Six sub-dimensions were used to further define findings associated with each of these dimensions (see Table 4). Findings taken from open-ended questions were used to support and inform the results emanating from close-ended survey questions.

**Table 4 Schema of Connectivity: Emergent Themes, Dimensions, and Sub-Dimensions**

EMERGENT THEME					
Connectivity					
<i>The connections between people, departments, resources, processes and practices at, between, and outside of institutions.</i>					
THREE DIMENSIONS OF CONNECTIVITY					
Human <i>Connections emanating from personal interactions.</i>		Institutional <i>Connections identified between institutional functions, departments, and processes.</i>		Applied <i>Connections gained through application of skills.</i>	
RELATED SUB-DIMENSIONS					
Peer Networking  <i>Connections gained through interactions with colleagues within home college and between sister colleges.</i>	Executive Networking  <i>Connections gained through interactions with senior leadership teams from home college and sister colleges.</i>	Scope  <i>Connections gained through exposure to the relationships between organizational structures and functions.</i>	Strategy  <i>Connections gained through exposure to key upper-level leadership responsibilities (KPI, budgeting, and fundraising)</i>	Hands-On Activities  <i>Connections gained through the practical application and practice of knowledge and skills.</i>	Institutional Examples  <i>Connections gained through the application of knowledge/skills to solve problems or complete organization-specific tasks.</i>
Keywords: <i>cohort, culture, team, meet, connections, collaboration</i>	Keywords: <i>president, leaders, president’s name</i>	Keywords: <i>Framework, commonalities, relevant, overview, trends, organization, processes, areas</i>	Keywords: <i>Finance, business, legal, presidential competencies, budget, fundraising, assets, grant writing</i>	Keywords: <i>Hands-on, application, real-life, scenarios, case study, practice, team building, group</i>	Keywords: <i>Specific, institutional, examples, pertinent, focus, initiatives, mission, program</i>

### **3.5 Significance of Study**

The current study involves the analysis of the Western Pennsylvania Community College Leadership Institute (WPCCLI), which serves as a case study of what the American Association of Community College’s term a “grow your own” (GYO) leadership program. GYOs are highly promoted by the AACC as a significant and effective means of leader development within the community college sector, which is currently experiencing a significant leadership crisis. This study contributes to the growing body of literature addressing GYOs. It also establishes a methodology to evaluate the effectiveness of GYOs—an area that has not been significantly developed within the field of community college leadership development.

The results of this study may also assist colleges in making informed decisions regarding the adoption or creation of a GYO. As the AACC establishes, leader development opportunities must consider sector as well as local context to be successful. Therefore, colleges similar in size, location, and other demographic considerations to the institutions comprising the WPCCLI, may find study results especially informative as they work to design and/or identify effective and impactful professional development activities for emerging leaders at their institutions. Locally, the results of this study will help to inform the continuous improvement of the WPCCLI. Data and information from this study will be shared with program organizers as detailed in section 5.4: Demonstration of Practice.



## 4.0 Findings

### 4.1 Introduction

Per the primary line of inquiry for this study, “How well do AACC grow-your-own leadership institutes prepare emerging community college leaders?,” a formative evaluation of a specific instance of a GYO leadership program, the WPCCLI, was conducted using a project logic model approach. The evaluation specifically focused on the degree to which WPCCLI graduates perceived they demonstrated each of the criteria associated with the AACC’s *Competencies for Community College Leaders* at the “emerging leader” level. This evaluation was conducted to determine if the WPCCLI was successful in meeting its programmatic outcomes:

OUTCOME 1: Emerging leaders are **knowledgeable of** the skills and abilities associated with emerging leaders across each of the AACC Competencies for Community College Leaders.

OUTCOME 2: Emerging leaders **demonstrate** the skills and abilities associated with emerging leaders across each of the AACC’s Competencies for Community College Leaders.

The following summarizes the findings of the WPCCLI program evaluation and provides answers to the research questions: 1) How well do AACC grow-your-own leadership institutes prepare emerging community college leaders?, and 2) Did the WPCCLI meet its established outcomes?

## 4.2 Summary of Findings

### 4.2.1 Context, Background, and Demographics

Electronic surveys were distributed via email to 18 of the 22 WPCCLI cohort I participants. Four participants had advanced their careers at other institutions with no available contact information. Of the 18 surveys distributed, 14 were completed, for an overall return rate of 78%. Of the 14 survey respondents, 11 of 14 (79%) were female and 3 (21%) were male, which closely parallels the gender composition of the full cohort (76% female; 24% male). Nine of 14 respondents (64%) were members of their college's administration, 4 of 14 (29%) were faculty members, and 1 of 14 (7%) was an administrative support person. These numbers closely parallel the overall job category composition of the WPCCLI in the administrative category (63%), but faculty are over represented (29% versus 18%) and contracted staff are underrepresented (7% versus 18%).

The majority of respondents (71%) were employed at their participating institution for 10 or more years, with overall years of employment ranging from 2 to 29 and carrying an average employment period of 14 years. Administrative respondents demonstrated greater career latitude and advancement, generally holding two or more positions of increasing responsibility at their institutions during their tenure. In fact, while the majority of administrative respondents served their institutions for numerous years, the number of years in their current position was significantly lower than their total years of service, ranging from less than one year to a maximum of ten years, with most administrators (6 of 9) serving 3 or fewer years in their current role. Faculty and staff participants demonstrate less career advancement, generally maintaining their initial position of hire or moving laterally through their organization. Interestingly, across all employee groups

(administrators, faculty, and support staff), only 5 of 14 (36%) held positions in higher education organizations outside of their participating organization.

Respondents largely cited an interest in professional development as their reason for participating in the WPCCLI. About three-quarters of all respondents (11 of 14) specifically identified participating for more intrinsic leadership development reasons, noting an interest in advancing “**my** leadership skills and abilities” or “challenge[ing] **myself**.” The other quarter of respondents (3 of 14) attribute their interest in participating in the WPCCLI to more extrinsic reasons, including an interest in “supporting the president’s initiatives,” “nomination,” and “recommendation.”

#### **4.2.2 Quantitative Findings**

All Likert-scale survey questions were directly tied to WPCCLI program Outcome 1 or Outcome 2. To determine whether program outcomes were met, scores associated with each AACC competency area were averaged and then compared to established success measures. Table 5 provides a visual summary of the results of the WPCCLI’s overall programmatic evaluation. As the table reveals, the WPCCLI met its established outcomes in all competency areas except Institutional Finance, Research, Fundraising, and Resource Management, which suggests grow-your-own leadership institutes are successful means for the development of emerging community college leaders.

**Table 5 Evaluation of WPCCLI Programmatic Outcomes**

COMPETENCY	OUTCOME #1	OUTCOME #2	MEASURES
Organizational Strategy	MET (88%)	MET (93%)	<b>Met:</b> 80% or more respondents indicate they are “much more effective.” <b>Approaching:</b> 79-70% of respondents indicate they are “much more effective.” <b>Not Met:</b> 69% or fewer respondents indicate they are “much more effective.” <b>Inconclusive:</b> 50% or more respondents do not respond to question or indicate “not applicable.”
Institutional Finance, Research, Fundraising, and Resource Management	NOT MET (57%)	NOT MET (69%)	
Communication	MET (85%)	MET (85%)	
Collaboration	MET (93%)	MET (100%)	
Community College Advocacy	MET (88%)	Not Applicable	

To supplement this aggregated evaluation of survey data, a question-by-question evaluation reveals the WPCCLI’s effectiveness in meeting its outcomes when evaluated against the individual criteria associated with each of the AACC’s larger competency areas. The results of this question-by-question analysis are explored below. A table within each section maps each AACC competency area to its associated criteria, survey questions, and WPCCLI program outcomes. The last column of the table establishes whether success measures associated with each question/criterion were met.

Organizational Strategy speaks to leaders’ ability to “promote the success of all students, strategically improve the quality of the institution, and sustain the community college mission based on knowledge of the organization, its environment, and future trends” (AACC, 2013, p. 6). According to survey results, the WPCCLI met all but three criteria associated with organizational strategy, especially excelling with regards to customer service, ongoing process improvement, and employee responsibilities, which all scored at the 100% level. Areas not meeting established criteria for success include institutional risk taking, identifying technical proficiency gaps, and providing professional development for those gaps (see Table 6).

**Table 6 Organizational Strategy Competency Results**

FOCUS AREA	AACC CRITERIA FOR EMERGING LEADERS	SURVEY QUESTIONS After participating in the WPCCLI, how much more effectively do you...	OUT-COME	MEASURE
Organizational Strategy	Understand the mission, vision, and goals of community colleges and how your role supports them.	Explain the mission, vision, and goals of community colleges?	1	MET (93%)
		Explain how your role supports the mission, vision, and goals of community colleges?	1	MET (93%)
	Learn the culture of the institution to effectively perform your duties successfully within the cultural constructs/framework that exists.	Describe the culture of your institution?	1	MET (93%)
		Perform your duties within the cultural constructs/framework that exist at your institution?	2	MET (93%)
	Have a forward-looking philosophy and be prepared for change. Understand the risks to improve the student experience; be willing to take risks based on research and data.	Prepare for change?	2	MET (87%)
		Explain institutional processes for taking risks to improve the student experience?	1	APPROACHING (79%)
		Use research and data to improve the student experience?	2	MET (86%)
	Know your institution's strategies for improving student success and completion.	Explain your institution's strategies for improving student success and completion?	1	MET (86%)
	Provide exemplary customer service that makes members of the community feel welcome. Exemplary customer service is defined as giving the customer more than just what they wanted, in a way that makes them feel they are appreciated so they always want to return.	Provide exemplary customer service that makes members of the community feel welcome and want to return?	2	MET (100%)
	Have an ongoing focus on process improvement for internal and external customers. If gaps exist in employees' technical proficiency, make requests for professional development so they can acquire the needed skills to better serve customers.	Practice ongoing process improvement?	2	MET (100%)
		Identify gaps in employees' technical proficiency?	1	APPROACHING (71%)
		Identify professional development opportunities to address gaps in employees' technical proficiency?	1	APPROACHING (78%)
	Understand the organizational structure of the community college and the function that your unit plays in supporting the CEO in achieving institutional goals.	Explain the organizational structure of your college?	1	MET (93%)
		Explain the function your unit plays in supporting the CEO in achieving institutional goals?	1	MET (93%)
	Understand the responsibilities of all employees within the organization.	Recognize the responsibilities of all employees to the organization?	1	MET (100%)

Institutional Finance, Research, Fundraising, and Resource Management is defined by the AACC as the ability to “equitably and ethically sustain people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college” (2013, p. 8). According to the data, the WPCCLI struggled most to meet established outcomes in this competency area. As Table 7 illustrates, only one of the six questions met established success measures. While question six, which addresses conflict resolution, approached the establish benchmark, each of the other questions, which addressed essential elements of community college leadership, such as budgeting, fundraising, data, and key performance indicators, did not meet established success measures. In fact, responses to these questions significantly missed established success measures across a range of 14-30 percentage points with the lowest measure associated with the fundraising criterion.

**Table 7 Institutional Finance, Research, Fundraising, and Resource Management Competency Results**

FOCUS AREA	AACC CRITERIA FOR EMERGING LEADERS	SURVEY QUESTIONS After participating in the WPCCLI, how much more effectively do you...	OUTCOME	MEASURE
Institutional Finance, Research, Fundraising, and Resource Management	Know your unit's budget. Ensure that you monitor your budget routinely and notify leadership if the unit's allocated budget and expenditures are not in keeping with the institution's key performance indicators.	Analyze you unit's budget?	2	NOT MET (64%)
	Institutional fundraising is everyone's job. Work with your institution's advancement office to determine where you might be supportive in achieving the fundraising goals of the institution. Learn the skills of effective fundraising.	Work with your institution's advancement office to determine where you might be supportive in achieving the fundraising goals of the institution?	2	NOT MET (50%)
	Understand the institutional dashboard and how to interpret data to improve the student academic experience within your unit of the institution.	Describe the institutional dashboard or key performance indicators?	1	NOT MET (57%)
		Interpret data to improve the student academic experience within your unit of the college?	2	NOT MET (66%)
	Understand the importance of time management and planning in your position.	Apply time management and planning for you position?	2	MET (85%)
	Understand the organizational protocol; if you are unable to resolve a conflict, understand how to have it addressed.	Apply organizational protocol for conflict resolution?	2	APPROACHING (78%)

Communication, the third AACC *Competency for Community College Leaders*, focuses on “clear listening, speaking, and writing skills” (2013, p. 9) as well as key attributes of successful communicators, such as honesty and openness. Additionally, this competency emphasizes the centrality of student success and institutional mission. A total of 12 questions measured respondents’ perceptions of the impact of WPCCLI programming on their practice in this area. Ten of 12 criteria in this area met established success measures, including chain of command protocol, emergency and crisis communication plans, and shared governance. WPCCLI participants express less growth, however, in the areas of global competency and the ability to assist students in understanding societal complexities that encompass other points of view and new ways of thinking and acting. Neither of these competency areas met established success measures, scoring at the 57% and 64% marks respectively (see Table 8).



**Table 8 Communication Competency Results**

<b>FOCUS AREA</b>	<b>AACC CRITERIA FOR EMERGING LEADERS</b>	<b>SURVEY QUESTIONS</b> After participating in the WPCCLI, <b>how much more effectively do you...</b>	<b>OUTCOME</b>	<b>MEASURE</b>
<b>Communication</b>	Be articulate. Work on having strong presentation skills. Have direct answers to the questions that are asked.	Articulate ideas and information?	1	MET (93%)
		Answer questions that are asked with clear, direct responses?	1	MET (84%)
	Always have a succinct pocket speech that is consistent with the vision, mission, and priorities of the institution.	Produce a succinct pocket speech that is consistent with the mission, vision, and priorities of the institution?	2	MET (84%)
	Know the chain of command for communications. Be extremely familiar with the institution’s emergency and crisis communications plans. Always refer individuals to the appropriate person in the chain, if it is not you.	Explain the chain of command for communications?	1	MET (92%)
		Explain the college’s emergency and crisis communications plans?	1	MET (85%)
		Identify who to refer individuals to if you do not have the answer?	1	MET (100%)
	Be willing to offer a realistic solution to any institutional problem. Be willing to participate in an environment that allows shared responsibility in problem solving.	Propose solutions to institutional problems?	2	MET (86%)
		Participate in an environment that allows for shared responsibility in problem solving?	2	MET (89%)
	Learn the nuances of communications with various internal and external stakeholders. Know the appropriate jargon for the group you are addressing.	Use terminology appropriate for the group/s you are addressing?	1	MET (86%)
	Become familiar with what it means to be globally competent. While this does not necessarily reflect engaging in international education, it does focus on students understanding the societal complexities that encompass other points of view and new ways of thinking and acting.	Explain global competence?	1	NOT MET (57%)
		Assist students in understanding societal complexities that encompass other points of view and new ways of thinking and acting?	2	NOT MET (64%)
	Be familiar with grassroots efforts to organize stakeholders to advocate for the community college mission.	Advocate for the community college mission?	2	MET (100%)

The fourth hallmark of effective, emerging community college leaders is the ability to collaborate. The AACC defines Collaboration as the ability to “develop and maintain responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity promote the success of all students, and sustain the community college mission” (2013, p. 10). The WPCCLI scored exceptionally well in this competency area. In fact, two of the three questions associated with this competency area, collaboration with others and identification of key stakeholders, met established success measures at the 100% level (see Table 9).

The fifth and final AACC competency is Community College Advocacy, which is defined as the ability to “understand, commit to, and advocate for the mission, vision, and goals of the community college on the local, state, and national level” (2013, p. 11). WPCCLI participants’ responses to criteria associated with this competency area were mixed. Of the two questions posed, one met established success measures and one did not. While 100% of respondents indicated the ability to much more or more effectively recognize the interplay and impact of public perception and policymaking on their institutions following Institute programming, only 75% expressed an increased ability to identify government programs that contribute to college funding (see Table 10).

**Table 9 Collaboration Competency Results**

<b>FOCUS AREA</b>	<b>AACC CRITERIA FOR EMERGING LEADERS</b>	<b>SURVEY QUESTIONS</b> After participating in the WPCCLI, <b>how much more effectively do you...</b>	<b>OUTCOME</b>	<b>MEASURE</b>
<b>Collaboration</b>	Understand that there are no lone rangers. All employees must collaborate to ensure that there is a focus on student access and success.	Collaborate with others to ensure student success and access?	2	MET (100%)
	Know the key stakeholders that are advocates for the institution and the roles that they play in the community.	Identify key stakeholders who are advocates for your institution?	1	MET (100%)
		Explain the role key stakeholders play in the community?	1	MET (86%)

**Table 10 Community College Advocacy Competency Results**

<b>FOCUS AREA</b>	<b>AACC CRITERIA FOR EMERGING LEADERS</b>	<b>QUESTIONS</b> After participating in the WPCCLI, <b>how much more effectively do you...</b>	<b>OUTCOME</b>	<b>MEASURE</b>
<b>Community College Advocacy</b>	Recognize there are multiple government programs at the state and federal levels that contribute to the funding of a college's students and programs.	Identify government programs at the state and federal levels that contribute to your college's funding?	1	APPROACHING (75%)
	Recognize there is an interplay of public perception and policymaking that can impact college operations.	Recognize how the interplay of public perception and policymaking impacts your college operations.	1	MET (100%)

In sum, and as established in Table 5, a collective analysis of quantitative findings reveal the WPCCLI was successful in meeting established program Outcomes 1 and 2. The question-by-question analysis of the quantitative data reveals that across the criteria associated with the AACC's five competency areas, the WPCCLI successfully met established program outcomes across 27 (71%) questions, approached established outcomes across 4 (11%) questions, and did not meet established outcomes across 6 (16%) questions. Like the broader analysis, the question-by-question analysis reveals that the highest areas of performance were associated with the competency of Collaboration and the lowest areas of performance were associated with the competency of Institutional Finance, Research, Fundraising, and Resource Management. However, the question-by-question analysis also reveals additional strengths and weaknesses of the Institute, most notably within the competency areas of Organizational Strategy, Communication, and Community College Advocacy, which while meeting established program outcomes at the competency level, either "approached" or did "not meet" established program outcomes across some of the more specific criteria associated with each competency, such as global competency, institutional risk taking, and identifying gaps in technical proficiencies.

### **4.2.3 Qualitative Findings**

Section 4.2.2 provided an in-depth look at the strengths and weaknesses of the WPCCLI in meeting its program outcomes through a question-by-question analysis of Likert-scale survey questions directly linked to each criterion associated with the AACC's five *Competencies for Community College Leaders*. The following section dives even deeper into study findings, examining open-ended survey questions across the theme of connectivity, which emerged through the close analysis of qualitative data. For the purposes of this study, connectivity is defined as the

connections between people, departments, resources, processes and practices at, between, and outside of institutions. Three specific dimensions of connectivity are revealed by participant responses: human connectivity, institutional connectivity, and applied connectivity. Within each of these dimensions, several subdimensions help to isolate groups of related, but distinct areas of comment. These subdimensions include peer networking, executive networking, organizational structure, strategic planning, hands-on activities, and institutional context. Table 11 visually represents the schema of connectivity emerging from the analysis of open-ended survey data and includes the key words used to code and categorize participant responses.

**Table 11 Schema of Connectivity: Emergent Themes, Dimensions, and Sub-Dimensions**

<b>EMERGENT THEME</b>					
<b>Connectivity</b>					
<i>The connections between people, departments, resources, processes and practices at, between, and outside of institutions.</i>					
<b>THREE DIMENSIONS OF CONNECTIVITY</b>					
<b>Human</b> <i>Connections emanating from personal interactions.</i>		<b>Institutional</b> <i>Connections identified between institutional functions, departments, processes and roles, internally and externally.</i>		<b>Applied</b> <i>Connections gained through application of skills.</i>	
<b>RELATED SUB-DIMENSIONS</b>					
Peer Networking	Executive Networking	Organizational Structure	Strategy and Planning	Hands-On Activities	Institutional Context
Definition: <i>Connections gained through interactions with colleagues within home college and between sister colleges.</i>	Definition: <i>Connections gained through interactions with senior leadership teams from home college and sister colleges.</i>	Definition: <i>Connections gained through exposure to the relationships between organizational structures and functions.</i>	Definition: <i>Connections gained through exposure to key, mission-sustaining strategies (KPI, budgeting, fundraising)</i>	Definition: <i>Connections gained through the practical application and practice of knowledge and skills.</i>	Definition: <i>Connections gained through the application of knowledge/skills to solve problems or complete organization-specific tasks.</i>
Keywords: <i>cohort, culture, team, meet, connections, collaboration</i>	Keywords: <i>president, leaders, president's name</i>	Keywords: <i>Framework, commonalities, relevant, overview, trends, organization, processes, areas</i>	Keywords: <i>Finance, business, legal, presidential competencies, budget, fundraising, assets, grant writing</i>	Keywords: <i>Hands-on, application, real-life, scenarios, case study, practice, team building, group</i>	Keywords: <i>Specific, institutional, examples, pertinent, focus, initiatives, mission, program</i>

Human connectivity includes the subdimensions of peer networking and executive networking, or those interactions with participants’ organizational peers as well as chief executives. Across the dimension of human connectivity, open-ended survey responses reveal the WPCCLI did exceptionally well (see Table 12). One aspect of the WPCCLI that garnered praise throughout survey responses, was the participating presidents’ presence at each Institute meeting. As one respondent writes, “Having all three presidents present at most meetings spoke volumes for the collaborative effort they share. They may represent separate entities, but they modeled a cooperative effort on behalf of community colleges.” In addition to the presidents’ demonstrated support and collaboration, participants also expressed deep satisfaction with the ability to “meet with other community college personnel,” make “many networking connections,” and “collaborate among all members” of the Institute.

**Table 12 Human Connectivity**

<b>HUMAN CONNECTIVITY</b>	
<i>Connections emanating from personal interactions.</i>	
<b>Executive Networking</b>	<b>Peer Networking</b>
Times Mentioned: <b>17</b>	Times Mentioned: <b>13</b>
Positive Mentions: <b>16</b>	Positive Mentions: <b>13</b>
Negative Mentions: <b>1</b>	Negative Mentions: <b>0</b>

Institutional connectivity highlights the connections between institutional functions, departments, processes, and roles both internally and externally. Institutional connectivity includes the subdimensions of organizational structure as well as strategy and planning. Organizational structure refers to WPCCLI participants’ comments referencing the relationships between the various offices and processes at their own institution as well as the community college sector more generally within its regional, state-wide, and national contexts. Strategy and planning refer to participants’ comments about key, mission-sustaining processes, such as budgeting,

fundraising, and data-informed decision making. Across the dimension of institutional connectivity, participant responses are mixed. Generally, participants feel the WPCCLI provided them with a explanation and understanding of the overall organization of the community college sector: “The Institute covered a variety of topics relevant to community colleges as a whole--our finances, our place in higher education, and the overall necessity of an affordable, accessible education.” However, the majority of respondents agree that improvement is needed in relation to the Institute’s approach to addressing strategy and planning, especially when it comes to dollars and cents: “The session about budgeting was informative but over my head. I think if the institute scaled back and provided more hands on, real-life examples, it would be more helpful.”

**Table 13 Institutional Connectivity**

<b>INSTITUTIONAL CONNECTIVITY</b> <i>Connections identified between institutional functions, departments, processes and roles, internally and externally.</i>	
<b>Organizational Structure</b>	<b>Strategy and Planning</b>
Times Mentioned: <b>18</b>	Times Mentioned: <b>22</b>
Positive Mentions: <b>17</b>	Positive Mentions: <b>8</b>
Negative Mentions: <b>1</b>	Negative Mentions: <b>14</b>

Applied connectivity refers to connections made through the application of skills and includes the subdimensions of hands-on activities and institutional context. Hands-on activities, as its name implies, refers to any active-learning strategy. Institutional context may be active or passive, but expresses participants’ desire to apply institution-specific knowledge to discussions, problem-solving activities, or other learning applications. Participant responses reveal the most need for Institute improvement within the dimension of applied connectivity (see Table 14). As respondents’ comments establish, participants desire “more hands-on, real-life examples” that provide opportunities to “move through scenarios to better understand how to respond.” “Scaling back” the amount of presented information in favor of the ability to practice newly acquired



information is suggested by many. Ensuring presented and/or practiced information directly relates to participants’ institutional context is highly valued and important. In fact, respondents repeatedly express their desire for “more focus on specific institutional examples.” Responses reveal some common ways participants believe this can be accomplished, including “better vetting of speakers to obtain pertinent information so the speaker knows who is in the audience,” more team time, and more focus on mission-specific initiatives and concerns.

**Table 14 Applied Connectivity**

<b>APPLIED CONNECTIVITY</b> <i>Connections gained through application of skills.</i>	
<b>Hands-On Activities</b>	<b>Institutional Context</b>
Times Mentioned: <b>37</b>	Times Mentioned: <b>21</b>
Positive Mentions: <b>0</b>	Positive Mentions: <b>0</b>
Negative Mentions: <b>37</b>	Negative Mentions: <b>21</b>

In sum, the qualitative data reveals several key points. First, connectivity is the primary theme revealed through the data. Secondly, the theme of connectivity is revealed across several dimensions, including human, institutional, and applied connectivity. Of these dimensions, the WPCCLI successfully met participant expectations across three of six areas: peer networking, executive networking, and organizational structure. However, responses reveal participants were less satisfied with the Institute in relation to discussions of strategy and planning and the hands-on application of skills within their institutional context.

#### **4.2.4 Key Findings**

Several important findings emerge from the quantitative and qualitative data. First, quantitative data answers the primary research questions. Program Outcomes 1 and 2 were met

across all AACC competencies except one, Institutional Finance, Research, Fundraising, and Resource Management (see Table 5). This finding suggests that grow-your-own leadership institutes are successful means for the development of emerging community college leaders.

Beyond these broad findings, specific strengths and weaknesses of the Institute were revealed through a deeper question-by-question analysis that evaluated the Institute across each criterion associated with the larger competency areas. This analysis showed that the Institute excelled in areas associated with the competencies of Organizational Strategy (ongoing process improvement, employee responsibilities, and customer service), Communication (chain of command, crisis communication, shared governance), and Collaboration (working with colleagues and stakeholders), but struggled most with the areas associated with the competencies of Institutional Finance, Research, Fundraising, and Resource Management as well as Community College Advocacy (funding, government programs, lobbying).

An analysis of the qualitative data associated with open-ended survey questions revealed even further strengths and weaknesses of the Institute. The primary strength of the Institute was shown to be its ability to “connect” participants with their peers and leaders as well as to a better understanding of organizational strategy. Its primary weaknesses were its need to further “connect” participants to those crucial elements associated with strategy and planning, such as budgeting, fundraising, and the analysis of key performance indicators, while infusing more hands-on activities set within participants’ institutional context.

Holistically, quantitative and qualitative findings highlight the primary strengths and weaknesses of the WPCCLI, which can broadly be identified as relationship building and applied learning (see Table 15).

**Table 15 Primary Strengths and Weakness of the WPCCLI**

<b>PRIMARY STRENGTH</b> Relationship Building	<b>ASSOCIATED AREAS</b> Networking, conflict resolution, shared governance, customer service, collaboration
<b>PRIMARY WEAKNESS</b> Applied Learning	<b>ASSOCIATED AREAS</b> Active learning, skill practice, institutional context, immersive experiences

Relationship building is the primary strength of the WPCCLI. Relationship building took many forms throughout Institute programming. While relationship building primarily took the form of peer and executive networking and institutional/cross-institutional team time, knowledge building around conflict resolution, shared governance, customer service, and collaboration round out this area. Relationship building aspects of the WPCCLI were consistently cited as positively impacting participants’ practice through both Likert-scale and open-ended survey questions. For instance, criteria associated with customer service and employees’ responsibilities to each other/their organization met established program outcomes at the 100% level (see Table 6). Other criteria associated with relationship building, such as shared governance (see Table 8), collaboration (see Table 9), and identifying and explaining the role of key stakeholders (see Table 9) also scored exceedingly well. Likewise, the majority of open-ended questions referencing relationship building express participants’ deep satisfaction with this aspect of the Institute as well as their desire for more of it:

“The most valuable thing I gained from the experience was the opportunity to get to know coworkers I wouldn't have otherwise had the opportunity to spend time with.”

“The WPCCLI is a tremendous program and one that I am very grateful for having participated in. I met some truly wonderful colleagues at other institutions and formed tighter bonds with some of my colleagues at [my home institution].”

“Allow for more time to individually speak with presenters/participants to understand opportunities for partnerships”

“I think it would be helpful to give more time for networking with the speakers, college presidents and participants during each session.”

While relationship building represents the primary strength of the WPCCLI, applied learning represents its primary weakness. Like relationship building, applied learning is a broad category encompassing a spectrum of elements associated with the Institute. Applied learning includes those aspects of the Institute associated with active learning, institutional context, skill practice, and immersive experiences. Quantitative data show that the Institute performed least well in those areas associated with the competency of Institutional Finance, Research, Fundraising, and Resource Management. In fact, this was the only competency area where the Institute did not meet program outcomes, with all scores falling 14-30 points below established targets. Open-ended survey responses support and provide clarity as to why participants did not feel institute programming impacted their practice within this competency area:

“The session about budgeting was informative but over my head. I think if the institute scaled back and provided more hands on, real-life examples, it would be more helpful.”

“[The Institute should] focus on how-tos as well as philosophical approaches.”

“[The Institute should] look at scenarios/case studies and analyze as a team exercise.”

Interestingly, these comments not only express why participants’ practice was not as deeply impacted by Institute programming in these areas, but also highlight a secondary weakness emerging from the data, the need for more hands-on, active learning set within specific institutional contexts. Across all competency areas, participant responses to the questions “How could Institute

programming be improved?” and “What should be added to Institute programming?” included references to “more hands-on activities” and “specific institutional examples.”

## 5.0 Conclusions and Implications

Considering the areas of relative strength and weakness discussed in the previous section, several implications for future iterations of the WPCCLI are apparent. The WPCCLI should continue to emphasize networking and relationship building through its programming. The presidents of each institution should continue their visible support of the WPCCLI through both their presence and participation at Institute events. More activities, specifically hands-on and institution-specific, should be included in Institute programming. Finally, Institute programming should be revised to include a more dynamic, audience-specific approach to the topics of budgeting, fundraising, and use of key performance indicators.

One of the aspects of the WPCCLI most appreciated by respondents was the Institute's focus on networking and relationship building. Identifying methods to sustain and even scale up these opportunities will be important to the future success of the Institute. Throughout WPCCLI programming, organizers purposefully planned networking and relationship building activities, both formal and informal. To scale up and increase the overall impact of these positive practices, as suggested by one study participant, WPCCLI organizers may consider moving away from institution-specific capstone projects that create division through competition and towards one collaborative project. Such a project would work to bring all participants and organizations together to benefit the collective communities they represent. The WPCCLI itself is the result of such a collaboration. Creating the opportunity for these types of collaborations across the institutional infrastructure lays the foundation for future partnership opportunities between the colleges and their communities, while also carrying the possibility of innovative, impactful, and lasting change.

The presidents' involvement in the WPCCLI, through planning, attending, and participating at events, also provides a unique networking opportunity for Institute participants and should remain a key component of Institute programming. Many institute participants do not experience regular facetime with the president of their college. Having the opportunity to get to sit down regularly with their president to learn about their leadership experiences as well as share their own professional successes and challenges is exceptionally meaningful. These interactions provide a forum for employees and presidents to better understand the pulse of their institution. The inclusion of a cross-college project, like that previously described, would be strengthened even further through the participation of each college's president. This would move participants' interactions with their presidents from passive and discussion-based to active and implementation-based.

Future institute planning committees should work to purposefully infuse more hands-on activities throughout institute programming as it is just such action-oriented activities and programming that WPCCLI participants believe was missing from the Institute. While each Institute session generally included some interactive element, more interpersonal interactions, hands-on practice, and institution-specific scenarios are needed to heighten the overall impact of institute programming. Leadership is not passive and that should be modeled through institute programming. Instead of token activities, the WPCCLI should be framed around immersive leadership activities that move participants from hearing about leadership challenges to experiencing them. Using actual leadership challenges from each college should be paramount. Such activities will not only break up the four to six hour Institute sessions that sometimes span two consecutive days, but will provide an opportunity for emerging leaders to contribute to

solutions to real problems while gaining an understanding of the information and resources available to them to assist in planning and decision-making processes.

In recent years, budgeting, fundraising, and use of key performance indicators has taken a prominent role in community college decision making and become the central focus of a substantial number of leadership challenges. These are also the areas about which WPCCLI participants expressed the least degree of satisfaction. Taking into account the information previously discussed, it seems logical that the topics of budgeting, fundraising, and use of key performance indicators should inform the scope of the immersive leadership activities, projects, and/or scenario-based training future iterations of the WPCCLI may employ. A more hands-on, real-life approach to these topics may help participants better understand the complexity surrounding such processes as well as encourage them to more proactively and knowledgeably apply best practices to budgeting, fundraising, and use of KPIs.

## **5.1 Limitations and Future Research**

The current study focused on the evaluation of one iteration of a grow-your-own leadership institute, the WPCCLI. While findings appear to suggest GYOs can successfully support the development of community college leaders, the evaluation of a larger number of GYO's is necessary to make a definitive judgment. The scope of this study was limited to three relatively small, suburban/rural community colleges in Western Pennsylvania. Future research regarding the effectiveness of GYOs to develop community college leaders at larger and/or more urban institutions is also necessary. In sum, future research should include a broader array of community college GYOs in both number and demographics.



## 5.2 Demonstration of Practice

Results of the present study were shared via a research brief with WPCCLI organizers, including community college presidents, members of the 2020 WPCCLI planning team, and WPCCLI cohort I participants. The brief was shared during the fall of 2019. The primary investigator will be available to the presidents, 2020 WPCCLI planning team, and WPCCLI cohort I participants to address questions and present findings as requested.

## 5.3 Conclusion

While community colleges are in the midst of a leadership crisis, successful means of leadership development have been identified. Such development opportunities include university-based leadership programs, state-/organization-based leadership programs, and grow-your-own (GYO) leadership programs. The framework for many of these development opportunities is the American Association of Community College's *Competencies for Community College Leaders*, which establish five general competency areas as well as numerous associated criteria for effective community college leadership at the emerging, new, and established leader levels. The AACC is also the primary proponent of GYOs, which provide affordable, accessible, and adaptable means of leader development. The current study suggests that GYO leadership institutes do in fact provide an effective means of professional development for today's emerging community college leaders. The Western Pennsylvania Community College Leadership Institute (WPCCLI), a GYO and the focus of this study, was successful in meeting its established program outcomes: 1) **OUTCOME 1: Emerging leaders are knowledgeable of the skills and abilities associated with emerging**

leaders across each of the AACC Competencies for Community College Leaders, and 2) OUTCOME 2: Emerging leaders **demonstrate** the skills and abilities associated with emerging leaders across each of the AACC's Competencies for Community College Leaders. The primary strength of the WPCCLI was revealed by qualitative and quantitative data to be its focus on relationship building (networking, conflict resolution, shared governance, customer service, and collaboration). Its primary weakness was its lack of applied learning (active learning, institutional context, skill practice, and immersive experiences). While the evaluation of the WPCCLI clearly demonstrated the success of the Institute, further research on a greater number and wider variety of community college GYOs is needed to determine the overall effectiveness of GYOs in meeting the development needs of emerging community college leaders.

## Appendix A Evaluation and Planning Template

Appendix A: Evaluation Planning Template establishes the relationships between 1) background/demographic questions and pathways for data analysis, and 2) the AACC’s competencies for emerging leaders, evaluation questions, related activities/outputs, the WPCCLI’s short-term outcomes, and the measures used to evaluate said outcomes.

**Appendix Table 1 Background/Demographic Analysis Pathways**

BACKGROUND/DEMOGRAPHIC QUESTION		ANALYSIS PATHWAY/S
1	Name	Identify the participant for follow-up interview as appropriate based on survey responses.
2	Title	Identify the types/levels of employees nominated to participate in the WPCCLI; identify any common areas colleges identify as important to leadership development
3	Institution	Analyze responses by individual institution
4	Position Classification (faculty, staff, administration, etc.)	Analyze responses by position classification.
5	Years at Current Institution	Analyze responses by newer versus seasoned employees.
6	Years in Current Position	Analyze responses by newer versus seasoned employees.
7	Previous Position/s at Current Institution	Identify/analyze career trajectory.
8	Previous Position/s at Other Higher Education Institutions	Identify/analyze career trajectory.
9	Reason/s for Participating in the Western Pennsylvania Community College Leadership Institute	Analyze participant expectations in comparison to established outcomes and outputs.

**Appendix Table 2 Organizational Strategy Analysis Pathways**

FOCUS AREA	AACC CRITERIA FOR EMERGING LEADERS	SURVEY QUESTIONS After participating in the WPCCLI, how much more effectively do you...	OUTCOME	RELATED ACTIVITY (A)/ OUPUT(O)	MEASURES
<b>Organizational Strategy</b>	Understand the mission, vision, and goals of community colleges and how your role supports them.	Explain the mission, vision, and goals of community colleges? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	<b>Met:</b> 80% or more respondents indicate they are “much more effective.”
		Explain how your role supports the mission, vision, and goals of community colleges? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
	Learn the culture of the institution to effectively perform your duties successfully within the cultural constructs/framework that exists.	Describe the culture of your institution? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Perform your duties within the cultural constructs/framework that exist at your institution? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
	Have a forward-looking philosophy and be prepared for change. Understand the risks to improve the student experience; be willing to take risks based on research and data.	Prepare for change? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
		Explain institutional processes for taking risks to improve the student experience? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Use research and data to improve the student experience? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
	Know your institution’s strategies for improving student success and completion.	Explain your institution’s strategies for improving student success and completion? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	<b>Not Met:</b> 69% or fewer respondents indicate they are “much more effective.”
	Provide exemplary customer service that makes members of the community feel welcome. Exemplary customer service is defined as giving the customer more than just what they wanted, in a way that makes them feel they are appreciated so they always want to return.	Provide exemplary customer service that makes members of the community feel welcome and want to return? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
	Have an ongoing focus on process improvement for internal and external customers. If gaps exist in employees’ technical proficiency, make requests for professional development so they can acquire the needed skills to better serve customers.	Practice ongoing process improvement? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Inconclusive:</b> 50% or more respondents do not respond to question or indicate “not applicable.”
		Identify gaps in employees’ technical proficiency? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Identify professional development opportunities to address gaps in employees’ technical proficiency? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
	Understand the organizational structure of the community college and the function that your unit plays in supporting the CEO in achieving institutional goals.	Explain the organizational structure of your college? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Explain the function your unit plays in supporting the CEO in achieving institutional goals? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
Understand the responsibilities of all employees within the organization.	Recognize the responsibilities of all employees to the organization? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1		

**Appendix Table 3 Institutional Research, Fundraising, and Resource Management Analysis Pathways**

FOCUS AREA	AACC CRITERIA FOR EMERGING LEADERS	SURVEY QUESTIONS After participating in the WPCCLI, how much more effectively do you...	OUTCOME	RELATED ACTIVITY (A)/ OUTPUT (O)	MEASURE
<b>Institutional Finance, Research, Fundraising, and Resource Management</b>	Know your unit’s budget. Ensure that you monitor your budget routinely and notify leadership if the unit’s allocated budget and expenditures are not in keeping with the institution’s key performance indicators.	Analyze you unit’s budget? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Met:</b> 80% or more respondents indicate they are “much more effective.”
	Institutional fundraising is everyone’s job. Work with your institution’s advancement office to determine where you might be supportive in achieving the fundraising goals of the institution. Learn the skills of effective fundraising.	Work with your institution’s advancement office to determine where you might be supportive in achieving the fundraising goals of the institution? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Approaching:</b> 79-70% of respondents indicate they are “much more effective.”
	Understand the institutional dashboard and how to interpret data to improve the student academic experience within your unit of the institution.	Describe the institutional dashboard or key performance indicators? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	“much more effective.”
		Interpret data to improve the student academic experience within your unit of the college? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Not Met:</b> 69% or fewer respondents indicate they are “much more effective.”
	Understand the importance of time management and planning in your position.	Apply time management and planning for you position? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
	Understand the organizational protocol; if you are unable to resolve a conflict, understand how to have it addressed.	Apply organizational protocol for conflict resolution? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Inconclusive:</b> 50% or more respondents do not respond to question or indicate “not applicable.”

**Appendix Table 4 Communication Analysis Pathways**

FOCUS AREA	AACC CRITERIA FOR EMERGING LEADERS	SURVEY QUESTIONS After participating in the WPCCL, how much more effectively do you...	OUTCOME	RELATED ACTIVITY (A)/ OUTPUT (O)	MEASURE
<b>Communication</b>	Be articulate. Work on having strong presentation skills. Have direct answers to the questions that are asked.	Articulate ideas and information? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	<b>Met:</b> 80% or more respondents indicate they are “much more effective.”
		Answer questions that are asked with clear, direct responses? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
	Always have a succinct pocket speech that is consistent with the vision, mission, and priorities of the institution.	Produce a succinct pocket speech that is consistent with the mission, vision, and priorities of the institution? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Approaching:</b> 79-70% of respondents indicate they are “much more effective.”  <b>Not Met:</b> 69% or fewer respondents indicate they are “much more effective.”  <b>Inconclusive:</b> 50% or more respondents do not respond to question or indicate “not applicable.”
	Know the chain of command for communications. Be extremely familiar with the institution’s emergency and crisis communications plans. Always refer individuals to the appropriate person in the chain, if it is not you.	Explain the chain of command for communications? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Explain the college’s emergency and crisis communications plans? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Identify who to refer individuals to if you do not have the answer? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
	Be willing to offer a realistic solution to any institutional problem. Be willing to participate in an environment that allows shared responsibility in problem solving.	Propose solutions to institutional problems? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
		Participate in an environment that allows for shared responsibility in problem solving? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
	Learn the nuances of communications with various internal and external stakeholders. Know the appropriate jargon for the group you are addressing.	Use terminology appropriate for the group/s you are addressing? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
	Become familiar with what it means to be globally competent. While this does not necessarily reflect engaging in international education, it does focus on students understanding the societal complexities that encompass other points of view and new ways of thinking and acting.	Explain global competence? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Assist students in understanding societal complexities that encompass other points of view and new ways of thinking and acting? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	
	Be familiar with grassroots efforts to organize stakeholders to advocate for the community college mission.	Advocate for the community college mission? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	

**Appendix Table 5 Collaboration Analysis Pathways**

FOCUS AREA	AACC CRITERIA FOR EMERGING LEADERS	SURVEY QUESTIONS After participating in the WPCCLI, how much more effectively do you...	OUTCOME	RELATED ACTIVITY (A)/ OUTPUT (O)	MEASURES
Collaboration	Understand that there are no lone rangers. All employees must collaborate to ensure that there is a focus on student access and success.	Collaborate with others to ensure student success and access? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	2	A2, O2	<b>Met:</b> 80% or more respondents indicate they are “much more effective.”
	Know the key stakeholders that are advocates for the institution and the roles that they play in the community.	Identify key stakeholders who are advocates for your institution? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	
		Explain the role key stakeholders play in the community? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1,O1	<b>Approaching:</b> 79-70% of respondents indicate they are “much more effective.”  <b>Not Met:</b> 69% or fewer respondents indicate they are “much more effective.”  <b>Inconclusive:</b> 50% or more respondents do not respond to question or indicate “not applicable.”

**Appendix Table 6 Community College Advocacy Analysis Pathways**

<b>FOCUS AREA</b>	<b>AACC CRITERIA FOR EMERGING LEADERS</b>	<b>QUESTIONS</b> After participating in the WPCCLI, <b>how much more effectively do you...</b>	<b>OUTCOME</b>	<b>RELATED ACTIVITY (A)/ OUTPUT (O)</b>	<b>MEASURES</b>
<b>Community College Advocacy</b>	Recognize there are multiple government programs at the state and federal levels that contribute to the funding of a college’s students and programs.	Identify government programs at the state and federal levels that contribute to your college’s funding? <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	<b>1</b>	A1, O1	<b>Met:</b> 80% or more respondents indicate they are “much more effective.”
	Recognize there is an interplay of public perception and policymaking that can impact college operations.	Recognize how the interplay of public perception and policymaking impacts your college operations. <i>Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable</i>	1	A1, O1	<b>Approaching:</b> 79-70% of respondents indicate they are “much more effective.”  <b>Not Met:</b> 69% or fewer respondents indicate they are “much more effective.”  <b>Inconclusive:</b> 50% or more respondents do not respond to question or indicate “not applicable.”



## Appendix B Survey Protocol

Appendix B: Survey Protocol includes the email sent to the WPCCLI participants from Beaver, Butler, and Westmoreland County Community Colleges requesting their completion of the study survey. It also includes the survey questions.

### INVITATION TO PARTICIPATE (EMAIL)

To: *Name of WPCCLI Participant*

Subject: Invitation to Participate in Doctoral Dissertation Research

*Participant Name,*

I am currently pursuing my doctorate of education through the University of Pittsburgh's School of Education in Administrative and Policy Studies: Higher Education Management. In fulfillment of this degree, I am required to complete a dissertation of practice. I have chosen to focus my dissertation of practice on the current community college leadership crisis and how community colleges are responding to the crisis using grow-your-own (GYO) leadership institutes. My interest in GYOs grew out of my participation in the first iteration of the Western Pennsylvania Community College Leadership Institute (WPCCLI) of which you were also a participant.

The primary aim of my research is to evaluate the effectiveness of the WPCCLI in preparing future community college leaders. I am particularly interested in determining the degree to which the WPCCLI contributed to participants' professional development in those areas identified by the American Association of Community Colleges' (AACC) *Competencies for Community College Leaders*: 1) organizational strategy, 2) institutional finance, research, fundraising, and resource management, 3) communication, 4) collaboration, and 5) community college advocacy. As one of the participants of the WPCCLI, I was hoping you would be willing to complete a survey regarding these competencies.

Please use the following link to access the survey: \_\_\_\_\_

The scope, direction, and protocols associated with my dissertation were fully approved by the University of Pittsburgh's Institutional Review Board (IRB) on \_\_\_\_\_, 2019. Participation in this survey is completely voluntary and confidential. Participants are free to withdraw from the study at any time. There are no significant risks associated with this study besides the unlikely risk of a breach of confidentiality. However, reasonable measures, including the coding of data

and secure storing of survey responses significantly reduce this marginal risk. Upon your request, I am happy to provide the overall methodology associated with my study.

If you could kindly complete the survey by \_\_\_\_\_, 2019, I would greatly appreciate it. Thank you very much for your time and consideration. If you should have any questions, please do not hesitate to contact me.

Sincerely,  
Katie Thomas  
Associate Dean, School of Business, Arts, Sciences, & Technology  
Community College of Beaver County  
[klt65@pitt.edu](mailto:klt65@pitt.edu)  
724-651-3887

### **SURVEY DIRECTIONS AND QUESTIONS**

Thank you for your participation. As a reminder, any information you provide in response to each survey question will remain confidential. If you have any questions, please contact Katie Thomas at [klt65@pitt.edu](mailto:klt65@pitt.edu) or 724-651-3887.

**Directions:** After providing background and demographic information, you will be asked a series of questions related to each of the AACC's *Competencies for Community College Leaders*. Please indicate the **degree to which WPCCLI programming helped you to more effectively perform your professional duties**.

#### **BACKGROUND/DEMOGRPAHICS:**

1. Name:
2. Title:
3. Institution
4. Position Classification (faculty, staff, administration, etc.):
5. Years at current institution:
6. Years in current position:
7. Previous positions held at current institution:
8. Previous positions held at other higher education institutions:
9. Reason/s for participating in the Western Pennsylvania Community College Leadership Institute:
10. Gender:

## SECTION I: Organizational Strategy

After participating in the Western Pennsylvania Community College Leadership Institute (WPCCLI), **how much more effectively do you...**

1. Explain the mission, vision, and goals of community colleges?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

2. Explain how your role supports the mission, vision, and goals of your institution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

3. Describe the culture of your institution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

4. Perform your duties within the cultural constructs/framework that exist at your institution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

5. Prepare for change?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

6. Explain institutional processes for taking risks to improve the student experience?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

7. Use research and data to improve the student experience?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

8. Explain your institution's strategies for improving student success and completion?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

9. Provide exemplary customer service that makes members of the community feel welcome and want to return?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

10. Practice ongoing process improvement?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

11. Identify gaps in employees' technical proficiency?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

12. Identify professional development opportunities to address gaps in employees' technical proficiency?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

13. Explain the organizational structure of your college?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

14. Explain the function your unit plays in supporting the CEO in achieving institutional goals?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

15. Recognize the responsibilities of all employees to the organization?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

16. The AACC defines Organizational Strategy as the ability of community college leaders to effectively 1) promote the success of all students, 2) strategically improve the quality of the institution, and 3) sustain the community college mission based on knowledge of the organization, its environment, and future trends.

*In relation to this set of skills...*

- 16 a. What did Institute programming cover well?
- 16 b. How could Institute programming be improved?
- 16 c. What should be added to Institute programming?

## **SECTION II: INSTITUTIONAL FINANCE, RESEARCH, FUNDRAISING, AND RESOURCE MANAGEMENT**

*After participating in the Western Pennsylvania Community College Leadership Institute (WPCCLI), how much more effectively do you...*

1. Analyze your unit's budget?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

2. Work with your institution's advancement office to determine where you might be supportive in achieving the fundraising goals of the institution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

3. Describe the institutional dashboard or key performance indicators?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

4. Interpret data to improve the student experience within your unit of the college?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

5. Apply time management and planning skills in your position?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

6. Apply organizational protocol for conflict resolution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

7. The AACC defines Institutional Finance, Research, Fundraising, and Resource Management as the ability of community college leaders to equitably and ethically 1) sustain the people, processes, and information of the college as well as 2) the physical and financial assets of the college to fulfill its mission, vision, and goals.

*In relation to this set of skills...*

- 7 a. What did Institute programming cover well?
- 7 b. How could Institute programming be improved?
- 7 c. What should be added to Institute programming?

### **SECTION III: COMMUNICATION**

*After participating in the Western Pennsylvania Community College Leadership Institute (WPCCLI), how much more effectively do you...*

1. Articulate ideas and information?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

2. Answer questions that are asked with clear, direct responses?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

3. Produce a succinct pocket speech that is consistent with the mission, vision, and priorities of the institution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

4. Explain the chain of command for communications?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

5. Explain the college's emergency and crisis communications plans?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

6. Identify who to refer individuals to if you do not have the answer?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

7. Propose solutions to institutional problems?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

8. Participate in an environment that allows for shared responsibility in problem solving?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

9. Use terminology appropriate for the group/s you are addressing?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

10. Explain global competence?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

11. Assist students in understanding the societal complexities that encompass other points of view and new ways of thinking and acting?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

12. Advocate for the community college mission?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

13. The AACCC defines Communication as the ability of community college leaders to use clear listening, speaking, and writing skills to 1) engage in honest, open dialogue at all levels of the college and its surrounding community; 2) promote the success of all students; 3) ensure the safety and security of students and the surrounding college community; and 4) sustain the community college mission.

*In relation to this set of skills...*

13 a. What did Institute programming cover well?

13 b. How could Institute programming be improved?

13 c. What should be added to Institute programming?

#### **SECTION IV: COLLABORATION**

*After participating in the Western Pennsylvania Community College Leadership Institute (WPCCLI), how much more effectively do you...*

1. Collaborate with others to ensure student success and access?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

2. Identify key stakeholders who are advocates for your institution?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

3. Explain the role key stakeholders play in the community?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

4. The AACC defines Collaboration as the ability of community college leaders to develop and maintain responsive, cooperative, mutually beneficial, and ethical internal and external relationships that 1) nurture diversity, 2) promote the success of all students, and 3) sustain the community college mission.

*In relation to this set of skills...*

4 a. What did Institute programming cover well?

4 b. How could Institute programming be improved?

4 c. What should be added to Institute programming?



## **SECTION V: COMMUNITY COLLEGE ADVOCACY**

*After participating in the Western Pennsylvania Community College Leadership Institute (WPCCLI), how much more effectively do you...*

1. Identify government programs at the state and federal levels that contribute to your college's funding?

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

2. Recognize how the interplay of public perception and policymaking impacts my college's operations.

*Much More Effectively, More Effectively, Neutral, Less Effectively, Much Less Effectively, Not Applicable*

3. The AACC defines Community College Advocacy as the ability of community college leaders to understand, commit to, and advocate for the mission, vision, and goals of the community college on the local, state, and national level.

*In relation to this set of skills...*

3 a. What did Institute programming cover well?

3 b. How could Institute programming be improved?

3 c. What should be added to Institute programming?

## **SECTION VI: ADDITIONAL COMMENTS**

Please use this section to provide any additional information regarding the effectiveness of the Western Pennsylvania Community College Leadership Institute.

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