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Leadership competencies of branch campus administrators in multi-campus community college systems

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Leadership competencies of branch campus administrators in multi-campus community college systems

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This dissertation is dedicated to my late parents,

Glen and Kathleen Denny,

Who would be surprised,

My children, Cory, Nicole, Brandon, and Joseph,

Who are surprised,

To my grandchildren,

Who will be surprised when they are older,

And to my husband, Neal,

Who isn't surprised.

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Abstract

Community college leaders are retiring faster than replacements are being prepared creating what is predicted to be a leadership crisis. To keep community colleges functioning in their critical role of providing wider access to higher education and workforce training and re-training, future leaders need to have the skills to lead complex organizations. To advance community colleges to a level of excellence, future community college leaders need to be prepared to be excellent leaders.

This research project was designed to seek out the skills and abilities needed to be an effective community college leader and to investigate the level of preparedness of the mid-level leadership for career advancements. Using leadership competencies recommended by the AACC Project Leading Forward (2005) for community college leaders, mid-level leaders of community colleges identified as branch campus administrators of multi-campus community college systems had the opportunity to rank the competencies and assess their leadership competency attainment.

The information from this national survey of branch campus administrators may aid individuals in their preparation for advanced leadership opportunities in community colleges. Organizations interested in the number of people in the leadership pipeline have additional information about the potential applicant pool numbers from this career pathway for available positions. College and universities that provide community college leadership through short-term or graduate programs may adjust the curriculum to provide leadership competencies key to these administrators and for their career aspirations.

Preparation factors that made a significant difference in the preparedness were an earned doctorate and participation in formal leadership programs prior to their first branch

campus administrator's position. The earned doctorate also made a significant difference in the self-assessed competency as a branch campus administrator.

The AACC Leading Forward Project's Leadership Competencies were found to be appropriate for these mid-level leaders, and overall they had achieved an effective level of competency attainment. Some leadership competency areas that were identified for improvement included four communication skills and financial management and procurement skills and knowledge.

Recommendations for community college leaders and leadership scholars based this study include: recruiting potential leaders for and marketing of formal leadership programs, encouraging and assisting potential leaders to complete doctorate degrees early in their careers, advocating and formulating career plans for intentional career moves, providing leadership experiences in addition to leadership knowledge for aspiring leaders, and creating an environment to encourage leadership development throughout the college's organization.

Chapter 1 - Introduction

The Role of Leadership

Based on research, a leadership shortage for senior level community college administrators, future presidents, and chief academic officers is expected to occur (Shults, 2001). Weisman and Vaughn (2007), in a 2006 Career and Lifestyle Survey of community college presidents, found that 84% of present community college presidents plan to retire by 2016. The prediction of a leadership crisis seems to be becoming a reality as California's community college system with 139 positions, for example, has had an average of 40 openings for presidents each year for the past three years with about 15 searches taking more than a year to fill (Moser, 2008). Their leaders are retiring at a faster rate and shortening their years of service (Ashburn, 2007).

Further research has uncovered another potential gap of leadership for the "highly skilled and specialized positions" of community college administrators in the mid-level ranks (Campbell, 2006, p. 11) as these individuals are nearing retirement, as well. Mid-level community college professionals or community college insiders (individuals already working as a community college administrator) will fill the majority of the future senior leadership positions (McFarlin, Crittenden, & Ebbers, 1999). Branch administrators, representative of the mid-level administrator, are increasing in average age (Leubsdorf, 2006). The aging workforce and the lack of adequate numbers of community college leaders form one element of a community college leadership crisis.

Coupled with the mass of retirements of community college leaders is the 78% decrease in graduate degrees awarded in community college administration between 1983 and 1997 (Shults, 2001). The presidents' survey indicated that 71% of them had earned their

highest degree in education (Weisman & Vaughan, 2007). When these presidents retire, there will be fewer candidates prepared with community college graduate degrees.

The other element of the leadership dilemma is the quality of preparation of future leaders. Although professional development for community college presidents is offered through organizations such as the American Association of Community Colleges (Boggs & Kent, 2002), the time available for leadership development for sitting presidents is limited by the demands of the position. Recognition that leaders need to be in the pipeline prior to the pending retirements of current administrators creates an urgent situation for AACC, university-based leadership programs, and institutions themselves. Replacing retiring community college leaders with qualified individuals will be a critical objective in the immediate future (AACC, 2001; O'Banion, 2006).

Boggs (2003) questioned the community colleges' ability to replace these leaders who reflect their constituencies, who have the capability to lead, and who understand the community college mission. Contrasting educational administrators with professions such as medicine and law, there is no standard knowledge base that all are required to have (Wallin, 2006). Colleges may be forced to hire less experienced leaders, realizing that they will have to develop on the job (Leubsdorf, 2006), or they may be forced to look outside of academia to successful corporate leaders who have no academic experience (Appadurai, 2009). Many are contemplating the next generation of leaders: who they will be, what they will know, what will be their perspectives, and how they will impact higher education.

In addition to the leadership replacement problem facing higher education, there are other serious issues to manage as well (Flynn, 2008), such as reduction in local and state aid (Hebel & Selingo, 2001), rising tuition rates, dropping traditional age populations, and the

aging workforce. This is an especially difficult time for unprepared leaders to take charge. Community colleges need transformational leaders who are prepared to lead complex organizations in uncertain times (Romero, 2004). These well-prepared leaders logically should be developed within academia.

Fostering leadership at all levels is advocated by many leadership researchers and authors for all types of organizations (Amey, 2005a, 2005b; Eddy, 2009; Green, 2008; Kouzes & Posner, 2007; Lester, 2008; Moore, 1988; Romero, 2004; Rosser, 2000; Sethi, 2000). This "nonpositional leadership" concept (Lester, 2008), which empowers people to contribute no matter what the job classification, strengthens the organization and provides future leaders an opportunity to develop and practice leadership knowledge and skills. Whereas leadership used to be associated with authority, it is now recognized that leadership also comes from within (Sethi, 2000). Deliberate efforts to include more people in leadership development and to provide a more focused preparation for future community college leaders would begin to increase the number of qualified leadership candidates for future positions.

Researchers have long studied what makes an effective leader. They have grappled with the best ways to prepare leaders. The definitions for good community college leadership and leadership development best practices need to be revisited periodically to meet the current challenges of leaders. For this purpose, the American Association of Community Colleges began the Leading Forward Project.

In April 2005 (Ottenritter, 2006), the Leading Forward Project of the American Association of Community Colleges (AACC, 2005) introduced a competency matrix developed for community college leaders to provide guidelines for future leaders themselves and for those in charge of leadership development at community colleges and universities

who educate community college professionals. Current community college presidents were surveyed to determine the competencies that they felt were the most critical to be effective community college leaders. In addition to the leadership competencies, the matrix also provided a basis for evaluating present and potential leaders in key leadership characteristics. Leadership development for the individuals at the mid- to senior-level may be aided by using the matrix for self-evaluation or for mentoring and internship opportunities for others in the community college leadership pipeline.

The competencies address much of what is needed for effective community college leadership, but Marilyn Amey (2005a) pointed out two areas that still need investigation. Knowing the way that presidents gain those leadership skills and knowledge would help aspiring leaders prepare themselves, and leadership involves more than acquiring skills and knowledge to become a president. Amey asked, "What do they learn about leadership along the way to their presidencies?" (p. 684). This research study will attempt to answer what administrators who may be on their way to presidencies and senior leadership positions are learning about leadership and the acquisition of knowledge and skills.

Opportunities for leadership development abound through advanced degrees, mentoring relationships, professional development courses, internal leadership development programs, university-based leadership programs, national leadership academies, and job shadowing. For all but current presidents, these opportunities seem to be isolated, unrelated activities selected by the aspiring leader. Only presidents have an organized systematic support for leadership development (Amey, 2005a). Intentionality, purpose, and direction of a mentor or sponsor would provide a context and meaning for leadership preparation.

Although the typical career path for college presidents is through the academic ranks (Weisman & Vaughn, 2007), branch campus administration could be an emerging career path toward the presidency if opportunities existed for adequate career preparation and if key competencies were nurtured at the branch administration level. Experience as a branch campus administrator also provides future leaders with an opportunity to demonstrate and to develop leadership skills, which enhances their credibility to be considered for other leadership positions (Boggs, 2003).

Branch campuses have received little attention by researchers. Two descriptive books on branch locations were written (Gaither, 1999; Lee & Bowen, 1971), but these books had broad foci that included branch campuses of colleges and universities. The community college branch or multi-site community college is a seldom-found research topic. The particular needs for this type of community college organizational structure haven't been documented in the literature.

The Truman Commission Report of 1948 advocated post secondary education for all high school graduates and created a period of expansion in higher education (Peterson & Dill, 1988). The community college concept aligned well with the Commission's emphasis on greater access to post-secondary education. Community college branch campuses provide even greater access to post-secondary education degrees, basic education, and re-training through their physical presence in a community and their responsiveness to local needs. The branch campus as a research focus is valid to inform community college leadership and constituents.

Community college leadership research has concentrated on the presidents, who are the most studied administrative group (Eddy, 2005). The predicted leadership shortage for

community colleges creates a critical need for leadership preparation at all levels of community college administration, including branch campus executives (Shults, 2001).

The Problem Statement

The branch campus is an organizational component of community colleges in the United States that has unique characteristics and challenges. The community college may have multiple sites or branches because of its geographic size, large potential student base, or diverse political districts (Johnstone, 1999). The purposes of the branch campus are to serve the needs of the constituents and to advance the mission of the main or larger community college campus that provides its governance. Research on branch campuses is limited, although there are over 500 branch campuses of community colleges in the United States as reported in the 2008 Higher Education Directory. Their administrative function is not clearly defined nor is their organizational structure consistent across colleges.

Likewise, the branch campus executive is not widely recognized as a separate career position in higher education research literature. It is not included with other mid-level administrative positions for reporting such statistics as mean salaries (Lopez-Rivera, 2009; College and University Professional Association for Human Resources as cited in Strout, 2007). Branch campus administrators do not have the support of strong, national-scope professional organizations. Their scope of duties has not been defined. They have no clear recommendations for preparing for their positions (Bailey, 2002). There are few research studies of the community college branch administrators, and none more recent than Bailey's study of branch campus executive officers' job satisfaction as it relates to organizational climate (2002).

As the community college leadership crisis (Shults, 2001) extends to mid-level administrators (Wallin, 2006), the need to prepare future community college leaders at all levels is reaching a critical stage. Demanding community college leadership positions need to be made more attractive to attract the younger generation into the applicant pool (Green, 2008). The work-life balance of community college administration creates barriers for women with family-raising obligations and other gender-based duties (Garza Mitchell & Eddy, 2008; Green, 2008; Johnsrud, Heck, & Rosser, 2000; Shavlik & Touchton, 1988). Additional barriers existing for racial and ethnic minorities to enter the leadership pipeline must be lowered for more inclusiveness of these under-represented groups in community college leadership (Wilson & Melendez, 1988).

This research study seeks to add descriptive data of the community college branch campus administrators and their self-assessment data regarding their executive leadership competencies for the position they currently hold or aspire to hold. It is a comparative study of community college leaders' and branch campus administrators' competencies. It is proposed that branch campus administrators share the need for leadership competency with senior community college leaders. Although the technical knowledge of college administration necessary for senior college leaders varies from that needed by branch campus executives, the leadership principles practiced by both are more similar than dissimilar.

The outlying locations of a community college have several labels – satellite centers, branch campuses, multi-site campuses, and county centers. They are distinguished from multi-campus systems, which have a general governing board, but an individual center of control for faculty groups and institutional heads. Multi-site, or branch campuses, have a central governing board and institutional head overall with a centralized faculty structure

(Johnstone, 1999). The branches are located some distance from the main campus or campuses. Throughout the United States, the branch campuses' functions are locally adapted although they generally serve to increase access and specifically to meet community needs for workforce development and education. Because of the local adaptations, they may seem quite different from the main college with their own unique characteristics. The belief that branches are no different than the whole college ignores the reality that branches have challenges and opportunities that distinguish them from the main college campus.

Also, satellite branches often do not have the prestige or respect of the main campuses as their origins as a "presence in the community" may have fostered a second-class perception. The branch campuses exemplify what Ayers (2002) called "the periphery of the institution" (p. 14). Although marginalized somewhat, the periphery of institutions can initiate and assimilate change more easily than the center of the organizations. The periphery can contribute innovative, leading-edge ideas and processes to the main campus and serve as an incubator for change.

Purpose of the Study

The purpose of this study was to add to the limited body of information about community college branch campus administrators. A mixed method research design was used to accomplish two separate objectives. The first objective was to gather quantitative data about the branch campus administrators to describe them, to assess their leadership competencies, to determine if the competencies recommended were important to their positions, and to determine their interest and readiness to assume other leadership positions. The quantitative data also could be manipulated to determine what, if any, relationships existed in the preparation factors to better prepare them for leadership.

The second objective was to ask the branch campus administrators what leadership skills they felt were the most important for them individually to develop and what, if anything, they would have done differently to prepare for their career. The open-ended questions provided them with a voice in confirming, disagreeing with, or adding to the suggested AACC competencies as relevant for mid-level leaders in their positions. It was also an opportunity for them to suggest relevant preparation steps. Without the opportunity for their individual responses regarding the skills they need to acquire to attain their career goals, the description of their competencies and recommended career preparation would not have been as accurate or complete.

Rationale for Using Mixed Methods

The survey used for this study was developed for community college presidents. It was the researcher's decision to adapt the survey for mid-level leaders and to assess their competencies. If the researcher's assumption that the competencies were appropriate for mid-level administrators was correct, collecting open-ended responses was a method of triangulating the data.

However, if the researcher's assumption that the competencies developed by the AACC for community college presidents were appropriate for mid-level leaders was incorrect and the survey responses indicated that the competencies were not appropriate, the quantitative data would generate limited new information about branch campus administrators on its own. By allowing the survey participants to offer their perceptions about needed skills and preferred career pathways, more appropriate and/or important competencies could be suggested and new information would be generated.

Colleges and universities who offer community college leadership programs may use information from this study to identify leadership skill gaps in the curricula used in preparing these leaders. Individuals who aspire to careers in branch administration may evaluate their preparation and career paths toward that goal. The respondents themselves were able to gauge their degree of readiness to assume higher-level leadership positions in community colleges.

Research Questions

1. What are the demographic characteristics of branch campus administrators?
2. How are leadership competencies of community college branch campus administrators aligned with those endorsed for community college leaders by the AACC's Leading Forward Project?
3. What is the self-perception of leadership competency attainment of community college branch campus administrators?
4. What are the relationships of selected preparation factors (internal or external leadership development programs, advanced degrees, career pathways, mentors, and peer networks) to community college branch campus administrators' perception of their preparedness and leadership competency attainment?
5. How do career goals impact leadership preparation of branch campus administrators?
6. As branch campus administrators reflect on their leadership preparedness and competency, what skills or leadership attributes need to be developed in the near future to increase their effectiveness as a campus leader? (open-ended)
7. What experiences would prepare a successful branch campus administrator? (open-ended)
8. Are there significant relationships between perception of preparedness, perception of competency, and job satisfaction?

Characteristics of Branch Campuses and Administrators

1. Branch campuses were established to increase access to education for stakeholders.

2. Branch campuses' characteristics are distinguishable from the main campuses but still considered to be a part of the whole college system.
3. Branch campuses adapt to community needs and are subject to community influences.
4. Branch campus administrators have a leadership role at their campus.

Definition of Terms

1. Branch campus – Part of a community college structure, but separate from the main campus. Governed under the umbrella of one administration (president/chancellor) and one board of trustees. Single faculty governance organization (Johnstone, 1999).
2. Branch campus administrator (BCA) – Official who is in charge of a branch campus (2008 Higher Education Directory). Reports to a supervisor at the next administrative level (president or chancellor, vice-president, or chief academic officer). Considered senior or mid-level administration depending on size of institution and organizational structure.
3. Multi-site Campus – Colleges that have more than one location but a single administration, faculty governance structure, and governing board.

Delimitations of Study

1. Peers, subordinates, or supervisors did not verify the assessment of leadership competencies of the branch campus administrators. The assessment was of the respondent's self-perception of his or her own competencies in each area.
2. Extensive information about branch campuses was not the focus of this study. Organizational differences exist from one branch to another, resulting in different opportunities and leadership requirements of the administrators.

3. Subjects of the study were those identified as branch campus administrators by code (code 12) in the 2008 Higher Education Directory. Although the subjects invited to participate in the survey were consistent with the coding provided in the directory, the coding may or may not have been reported accurately. The coding system did not insure that job responsibilities of branch campus administrators were the same.

Chapter 2 - Review of Literature

Organization of Literature Review

This research project examines the community college branch campus administrators of multi-site community colleges and their leadership. Increasing access to education was part of the original mission of the community colleges concept. The review of literature begins with a brief history of community colleges' mission of increasing access by the development of branch campuses.

The administrators of branch campuses are part of the community colleges' leadership team. Much literature exists on community college leadership that makes up the second major part of the literature review. A discussion of the current leaders follows. The predicted shortage of leaders creates the need for research about leaders or why leadership development is needed. Leadership is examined by studying presidents or top leadership positions and mid-level administrators. The existing literature has addressed demographic characteristics and career pathways.

The review of literature moves to what is known about leadership development, which is necessary to address the community college leadership crisis. A brief overview of leadership theory is explored. Types of leadership development opportunities are discussed next. This includes how leaders will be prepared. Then, a review of what effective leaders need to know - knowledge, skills, and abilities - is presented from existing research. A discussion of perceived gaps in the research and implications for future investigation concludes the review of literature.

The Community College Mission

Community colleges have come to be known as the "people's colleges" (Boone, 1997, p. 2), a concept originally used to describe the land-grant universities that began the movement to make education available to the common people. Following World War II, the Truman Commission (1947) set the stage for the community colleges' development as peoples' colleges by introducing the community college concept (Cohen & Brawer, 1996).

> Hence, the President's Commission suggest the name "community college" to be applied to the institution designed to serve chiefly local community educational needs. It may have various forms of organization and may have curricula of various lengths. Its dominant feature is its intimate relations to the life of the community it serves. (President's Commission 1947, Vol. 3, 5 as cited in Ratcliff, 1994, p. 14)

The broad community college mission from the days of the Truman Commission has been to serve the communities' needs, with individual colleges refining and adapting their mission to reflect the unique characteristics and the changing dynamics of their constituencies (Blong & Bedell, 1997; Bogart, 1994; Fidler, 1982; McNutt, 1994; Travis & Travis, 1999).

The community college is linked to its community more than any other post-secondary institution (Vaughan, 1986). Community colleges contribute significantly to their communities and assist business and industry in preparing a trained labor force (Levin, 2000). College supporters and contributors are local businesses and businessmen and women who also employ their graduates (Zeiss, 1994). Community college students are primarily community residents who are invested in the community through family or work ties (Cohen & Brawer, 1996). State and local funding for public community colleges comprises 57 % of

the college's total budget on a national average computed by The American Association of Community Colleges (AACC, 2009). Community colleges and their communities enjoy a symbiotic relationship (Boone, 1992; Gleazer, 2000).

A Mission of Access

In addition to advocating that the community colleges be responsive to their communities, the Truman Commission and the GI Bill (Cohen & Brawer, 1996) were primary forces in advocating for increased access to higher education. Accessibility remains one of America's community colleges' priorities (Boone, 1997). Community colleges' open-door policy did much to improve higher education access to those who were under-prepared for more selective colleges and universities. However, according to Cohen and Brawer (1996), the proximity of community colleges was the key to increased access. "During the 1950s and 1960s, whenever a community college was established in a locale where there had been no publicly supported college, the proportion of high school graduates in that area who began college immediately increased, sometimes by as much as 50 percent" (Cohen & Brawer, 1996, p. 16). The number of satellite centers and branch campuses grew rapidly especially during the late 1960s and 70s when the community college expansion movement was at its peak. M.J. Cohen in a 1972 report said "90 to 95 percent of the state's population lived within reasonable commuting distance, about 25 miles [from a community college]" (Cohen & Brawer, 1996, p. 17).

Locale and population growth or decline impact the expansion plans of community colleges. A survey of presidents in 1997 identified several issues of increasing focus: an emerging focus on academic standards, fundamental commitment to the community, renewing and maintaining the workforce, and creating a learner-centered environment.

However, the study revealed that building new campuses was no longer a priority (Travis & Travis, 1999). M.J. Cohen study reported that as each state reached a certain ratio of population to colleges, few new colleges were built (M.J. Cohen, as cited in Cohen & Brawer, 1996).

Branch Campuses

Community colleges were organized to accomplish their missions of training, meeting local needs, and increasing access to higher education. From the Truman Commission Report until the mid-1970s, the demand for community college education and services grew rapidly. Creating branch campuses was a typical response to the demand for community college services (Peterson & Dill, 1997). Since community colleges usually were not residential colleges, the proximity of the branch campuses to the students increased accessibility where the geographical area served by the college was great. The branch campuses provided a way to serve more students in highly populated locations (Johnstone, 1999).

In a qualitative study of the faculty culture of a small, rural two-year branch campus some characteristics emerged about the campus itself. Subjects of the study were faculty members nominated by their peers as "influential, knowledgeable, and perceptive regarding campus issues and concerns" (Wolfe & Strange, 2003, p. 346). Negativity from the faculty about teaching at a branch campus was evidenced in their comments about the branch being perceived as a second-class place by faculty from the main campus, being a one-man department, and being a "generalist" who must do everything and "wear many hats." Teaching is emphasized even though faculty recognized the scholarly goal of research. Branch campuses using local talent for faculty were reported to have distinguished

themselves from the parent organization by their flexibility and ability to meet community needs while keeping costs reasonable (Wolfe & Strange, 2003).

Branch campuses were included in a research study of organizational climate and branch campus executives' job satisfaction (Bailey, 2002). Bailey observed that the similarities in organizational structure of community colleges and secondary schools were more apparent than the similarities of community colleges and 4-year colleges and universities. The governance structure originally looked more like a high school with a strong administrator and a local board of trustees. The branch campus administrator's position has evolved from a teaching emphasis with administrative duties to more administrative duties with occasional teaching responsibilities.

The national scope research on branch campus executives in 2002 found that the duties of the branch campus executive officers were similar to the president's, only in a smaller venue (Bailey, 2002). Branch campus executives were to implement college-wide policies and mission and to direct the activities of their location. They typically would have budget allocation and financial oversight responsibilities of their campus. The role of liaison between the main campus and the branch operation was expected. The organizational structure of the community college would impact the specific duties of the branch campus executive officer (Bailey, 2002).

The local administrator has the greatest opportunity to understand the branch's unique mission in its locale. The administrator's role may include being a community liaison to helping the community understand the college and the college as a whole to understand the community. The branch campus administrator's leadership is often "nested" (Eddy, 2006, p. 41) as the community college president provides the larger vision and leadership directives to

be operationalized by the branches. The institutional culture of each branch provides a filtering mechanism and a context for implementation of such directives and initiatives (Eddy, 2006). While the branch campus administrator's degree of autonomy varies from one system to another, the administrator generally is responsible for maintaining the vision and mission of the institution at large while serving the community at hand.

Community College Leaders

Much research exists on community college leadership, especially on the community college president (Duree, 2007; Eddy, 2005; Malm, 2008; McFarlin, Crittenden, & Ebbers, 1999; Shults, 2001; Sullivan, 2001; Weisman & Vaughan, 2002, 2007). Other leadership studies have focused on the next tier of leaders: chief academic officers (Amey & VanDerLinden, 2002a, 2002b; Anderson, Murray, & Olivarez, 2002; Cejda, McKenney, & Burley, 2001; Keim & Murray, 2008), mid-level administrators (Garza Mitchell & Eddy, 2008; Rosser, 2000; Wallin, 2006), deans (Bailey, 2008; Watba & Farmer, 2006), and faculty leaders (Miller & Pope, 2003; Pope & Miller, 2005).

The literature about these leaders is applicable to a study on branch campus administrators because the typical career pathway to senior-level and executive positions begins with the aspiring leaders in the middle. The literature on leadership development, preparation factors, and career paths is applicable to all aspiring leaders.

Community college presidents are perceived as influential in the organizational functioning and as initiators of change (Levin, 1998; Malm, 2008). This is due in part to the bureaucratic nature of the community college (Birnbaum, 1988; Eddy & VanDerLinden, 2006; Levin, 1998) that gives the president a highly concentrated locus of control. When compared to four-year colleges and universities, which have other loci of influence and

authority (for example, from the professorate), community colleges credit their presidents with making significant changes in organizational culture and function (Levin, 1998).

As the national community college movement begins its fifth decade, Sullivan (2001) differentiated among the presidents who built the community colleges or the founding fathers, the second generation of good managers who oversaw the rapid growth when resources were high, and the third generation of collaborators who remodeled community colleges and were aggressive in securing funding from diverse sources. The current third generation presidents are more deliberately trained for the top posts than any other generation of community college presidents (Sullivan, 2001). However, this generation of presidents is retiring at a rapid rate (Shults, 2001; Weisman & Vaughan, 2007).

Demographic Characteristics of Community College Leaders

Age

The demographics of today's community college leaders indicate that the average age of the leadership is increasing. There will be a need to replace 84% of the present community college leaders in the next 7 years (Weisman & Vaughan, 2007). Shults (2001) reported the progression in the average age of presidents from 51 in 1986 to 57 in 1998. Weisman and Vaughan (2007) and Duree (2007) found that the average age of presidents was 58 years old. Shults (2001) collected data on senior community college administrators. Their average age in 1984 was under 50 years and rose to 52 years in 2000. In 2002, the average age of CAOs had risen to 52.5 years, and the most frequently mentioned age (mode) was 55 years (Anderson, Murray, & Olivarez, 2002). Since senior administrative positions are likely career pathways for presidents, as these officers are increasing in age, the presidential applicant pool ages, as well.

Gender Balance

Male presidents still dominated the statistics in 2007 with 68% of presidents being male (Duree, 2007). The 2006 database from the American Association of Community Colleges listed 71% presidents being male (Weisman & Vaughan, 2007). The under-representation of women in the community college presidencies remains a critical issue (Eddy, 2008a). However, the gender balance moved toward the center from Amey and VanDerLinden's report of 73% of presidents in 2000 being male (Amey & VanDerLinden, 2002a) and 82.4% of presidents in 1999 being male (McFarlin, Crittenden, & Ebbers, 1999). The rate of women advancing to presidencies slowed recently, compared to the gains made between 1986 and 2001 (Weisman & Vaughan, 2007).

Males also dominated the Chief Academic Officer (CAO) positions in 2000 at 58% (Amey & VanDerLinden, 2002a), in 2001 at 59.2% (Anderson, Murray, & Olivarez, 2002), and in 2008 at 56% (Keim & Murray, 2008). With the exception of student service officers at 45% male, other senior administrative positions are also male-dominated (Amey & VanDerLinden, 2002a). Bailey's study of branch campus executives in 2000 reported 55.1% male and 44.9% female.

Race and Ethnicity

The racial and ethnic minority representation in community college leadership does not reflect the diverse student population, where 36% of community college students belong to racial or ethnic minorities (AACC, 2009). The already minimal representation of racial and ethnic minorities in the presidencies experienced little change during the 1990s (Weisman & Vaughan, 2002). More recent reports indicate that of presidents, 81.2% are white/Caucasian with minorities' representation less than 20% (AACC, 2006). Weisman and

Vaughan (2007) reported 88% white/Caucasian presidents in their 2006 CLS. The racial representation for senior-level administrators was nearly the same with 84% identified as white/Caucasian in 2000 (Amey & VanderLinden, 2002a). Replacing many leaders in the near future provides an opportunity to balance racial and ethnic representation in the leadership ranks (Amey & VanDerLinden, 2002a). Ethnicity of branch campus executives was reported as predominantly white/Caucasian (81.9%), with only 12.3 % black/African American, 5.2% Hispanic, and 0.6% Asian American (Bailey, 2002). However, mid-level administrators' groups more closely resemble the racial and ethnic demographics of their individual colleges than do any other administrative or faculty group (Rosser, 2000).

Earned Doctorate

Of the current presidents in Duree's (2007) study, 87% held a doctoral degree, with 38% of their degrees in community college leadership and 26% of their degrees in higher education. Weisman and Vaughan (2007) reported 71% of the presidents having their degree in some area of education. The percentage of presidents holding a doctoral degree was stable, 87% in 2000 (Amey & VanDerLinden, 2002) and 88% in 2001 and 2006 (Weisman & Vaughan, 2002, 2007). The trend toward an earned doctorate rose substantially from the national study by McFarlin, Crittenden, and Ebbers (1999) that found only slightly more than half of the respondents had achieved a doctorate degree, with about 60% of the doctorate degrees in higher education.

Among the CAOs, 71% held doctorates (Amey & VanDerLinden, 2002a), the highest percentage of senior administrators in their sample group. Keim and Murray (2008) reported that of the CAOs in their sample, 70% held doctorates. Only 3% of the CAOs' degrees were in community college leadership or administration (Amey & VanDerLinden, 2002a). They

also reported a difference between the senior administrator males and females who had doctorate degrees. Where 45% of the males had EdD or PhD degrees, only 20% of the women senior administrators reported having an earned doctorate (Amey & VanDerLinden, 2002a).

Leadership Defined

The concept of leadership requires many layers of description, as even experts do not agree on a standard definition. A thought shared by many current theorists is that a process occurs or many processes occur to shape a leader. Warren Bennis (2003) describes the process as the "crucible of leadership" (p. xx). As the term crucible implies from its chemistry lab origin, it is a process that occurs in a particular situation with particular elements, but it may not be the end result of the experiment. What are the processes that make a leader? What are the required elements? What is the desired result?

Leadership Theories

Over the years, two major positions existed regarding leadership theory. One is the natural-born leader theory, which supports the notion that leaders are born with innate characteristics of great leaders. The other is the theory that leaders may be made. These theorists contend that leadership is a skill that can be studied and developed in most people desiring leadership roles (Maxwell, 1998). Most leadership experts support the tenet that leadership is a learned behavior although some people have more natural leadership ability than others (Maxwell, 1998).

Birnbaum (1988) identified five theories of leadership: trait theory, power and influence theory, behavioral theory, contingency theory, and symbolic and cultural theory. Goff (2003) explored behavioral and trait theories contrasting the argument that leaders are

born, not made with the reverse that leaders are made, not born. Modern leadership theories, according to Cojocar (2009), include situational, transactional, transformation, contingency, and complexity theories. The accepted list may also include "adaptive leadership" as a theory on its own or a theoretical derivative. In other words, many theories of leadership have been proposed over the years by people who were trying to find the perfect formula for leadership development.

A student of leadership theory as it applies to business and to all organizations, Warren Bennis emphasized four qualities of effective leaders: communicating a shared vision, a distinctive voice (self-knowledge, goals, and individualism), integrity, and adaptive capacity (Bennis, 2003). His theory, too, was that leaders are made, not born and often twice-born as they strive to become their own person by re-defining who they are and what they want to become. He further stated that while leadership development courses are helpful in teaching skills, they alone do not make leaders. The attributes of character and vision are formed over time and often by defining events, the "crucibles" (Bennis, 2003).

Writing with business leaders in mind, Kouzes and Posner (2007) identified "five practices for exemplary leadership" (p. 14). Leaders who excel will provide a role model for followers, communicate a common vision, venture beyond the status quo, empower others to become involved, and offer encouragement and recognition. Their research on characteristics of admired leaders in 1987, 1995, 2002, and 2007 has consistently shown four characteristics (with the exception of inspiring in 1987) to rank over 60%: honest, forward-looking, inspiring, and competent (Kouzes & Posner, 2007). They, too, believed that leadership is a learned behavior that can be observed in a set of skills and abilities. They advocated developing leaders at every level throughout the organization.

Servant leadership, a leadership theory espoused by Robert Greenleaf (1991), teaches that the attitude of the leader should be that of a servant first and a leader second, because the servant leader puts others first. Whereas some leaders are motivated by the need for self-advancement, a true servant leader's motivation would be to meet the people's needs (Greenleaf, 1991).

Authentic leadership (George, 2003) has some similarities to servant leadership in that the purpose of leading is to serve others and empower followers. The authentic leader prepares for leadership in developing skills and traits desirable of leaders but within their own persona. The authenticity refers to leaders acknowledging their own personalities, values, and ideals. George (2003) listed five dimensions of authentic leadership: "understanding their purpose, practicing solid values, leading with heart, establishing connected relationship, and demonstrating self-discipline" (p. 18).

The concept of a transformational leader is credited to James MacGregor Burns (1978). Transformational leaders are defined as individuals who desire to "raise one another to higher levels of motivation and morality" (p. 20). Others have embellished and expanded upon that definition. Gilbert and Matviuk (2008) added that transformational leadership seeks to elevate the followers with the goal of developing leaders among the followers.

Transformational leadership or leadership that can effect change was studied by Rouche, Baker, and Rose and reported in their book, Shared Vision: Transformational Leadership in American Community Colleges (1989). They selected exemplary community college presidents to investigate their leadership attributes. They defined transformational community college leaders as those with "the ability to influence the values, attitudes,

beliefs, and behaviors of others by working with and through them in order to accomplish the college's mission and purpose" (p. 11).

Five themes of transformational leadership were identified from their study with specific attributes under each theme. Most important of the themes was a shared vision, which was thought to overarch all of the others: influence orientation, people orientation, motivational orientation, and values orientation (Roueche, Baker, & Rose, 1989).

The importance of a shared vision also was affirmed by Pielstick in a 1998 qualitative analysis of transformational leadership literature. His analysis included works by Burns, Bass, Kouzes and Posner, Bennis and Nanus, as well as transformational leadership literature in community colleges and related leadership literature. His analysis found seven themes for transformational leadership: creating a shared vision, communicating the vision, building relationships, guiding implementation, exhibiting character, and achieving results. Within each of the themes were specific characteristics and skills to further define each theme. Charisma of great leaders was mentioned as a controversial point among scholars. His position was that charismatic leaders could be transformational or not. His model of a transformational leader also included the motivation to raise the shared vision to a moral level (Pielstick, 1998).

Leadership Theories in Practice by Community College Leaders

Research studies have been conducted on community college leaders and how their leadership is manifest in their positions. McFarlin, Crittenden, and Ebbers (1999) studied exemplary community college presidents, their leadership and preparation factors.

Sitting community college presidents interviewed in a qualitative study revealed similar leadership definitions and approaches that had been distilled through practice and

refined for the situation (Malm, 2008). In a similar study of community college presidents, Eddy (2005) interviewed nine presidents for self-assessment of their leadership. Her findings also indicated that presidents were influenced by their past experiences but also by the college cultures and mentors if any. Reflection and feedback from their campus associates created richer opportunities for learning and sense making of their leadership. Presidents without a network or limited access to a network of colleagues for mentoring must rely on past experiences or learning on their own on the job (Eddy, 2007).

Using data collected in a 2000 study, Eddy and VanDerLinden (2006) analyzed responses from a cross section of community college leaders to determine if their self-definition of leadership had changed from the traditional hierarchical or hero leader to the participatory or other evolving leadership style. The findings of their analysis were that 47% of the participants still used the traditional concept of leadership linked to position. The remaining 10 categories revealed in the analysis represented from 1.9 to 9% of the participants. Although the process used to analyze the data recognized only the primary aspect of the respondents' leadership definitions, their responses showed evidence of complex thinking about leadership. The majority in this study clearly held traditional beliefs about a hero or positional leader (Eddy & VanDerLinden, 2006).

Leadership Skills

The American Association of Community Colleges researched appropriate knowledge, skills, and abilities by asking presidents in 2001 to identify appropriate skills to guide community college leadership development. The AACC Board Task Force developed the Leadership Skills for the 21st Century (Boggs, 2003). The resulting recommendations were titled, "Competencies for Community College Leaders." A total of 45 individual

competencies were listed under headings: Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism (AACC, 2005).

The AACC competencies were used in a national research study of community college presidents who rated each of the competencies for importance to community college leadership and for their preparedness of each competency at the beginning of their presidencies (Duree, 2007). An exploratory factor analysis of the 45 competencies did not exclude any of the competencies for analysis indicating that the presidents rated the competencies as appropriate.

Using the AACC Competencies as a basis to design a study for mid-level administrators, Wallin (2006) conducted a survey of 44 participants to determine what skills they felt were needed for their current positions or future career plans. The respondents rated demonstrating personal ethics as the most important skill, followed by communicating and working with staff; developing shared values, mission, vision for college; and demonstrating enthusiasm and optimism. They listed budget and financial knowledge as the top skills they needed to develop in the next year. Developing teams and developing external partnerships were also named as being needed in the next year (Wallin, 2006).

A survey of 18 community college doctoral programs by Romano, Townsend and Mamiseishvili (2009) collected data from program participants of their awareness of AACC (2005) Competencies for Community College Leaders as well as student demographics and background and influences on perceptions of the community college. Only 51.7% of the doctoral students in the survey were aware of the competencies. When survey participants were asked to assess how well their programs addressed the recommended AACC (2005)

competencies for community college leaders, they ranked resource management and advocacy as the two categories least prepared for. Of the graduate students in the survey group, 68.4% said that they could learn leadership skills in the classroom. When asked to use a president's viewpoint, students rated collaboration and organizational strategy as the most important for community college presidents (Romano, Townsend, & Mamiseishvili, 2009).

Other researchers have used different approaches to identify skills needed for various groups of community college leaders. Using Mintzberg's typology from 1973, Anderson, Murray, and Olivarez (2002) adapted the research tool to study community college chief academic officers in a national study. The managerial roles were described as a set of behaviors resulting in 10 managerial roles. For the CAOs in the study, data from across all regions supported the conclusion that the three most used were the roles of leader, liaison, and disseminator. The middle three roles were those of monitor, resource allocator, and entrepreneur. Roles of spokesperson, disturbance handler, figurehead, and negotiator were in the group of least used. None of the participants ranked figurehead or spokesperson in their top three roles indicating that the chief academic officers may be more internally focused. However, the CAOs with more years of experience rated the externally focused roles, figurehead and spokesperson, higher (Anderson, Murray, & Olivarez, 2002). The comparable AACC competencies to leader, liaison, and disseminator would be in the organizational strategy, communication, and collaboration categories.

In a study of chief academic officers, Brown, Martinez, and Daniel (2002) focused on leadership skills preparation and training. They surveyed 300 instructional leaders for their recommendations for skills and areas of expertise needed to be effective community college leaders. The participants rated 48 skills in 10 areas: leadership; communication; institutional

planning and development; management; policy; research methodology and application; legal; finance; technology; and faculty and staff development. All survey participants had earned a doctoral degree and noted that they would have modified their doctoral programs to better prepare themselves for community college leadership. They felt that the skills emphasized in the doctoral program were not necessarily those that would have prepared them to be effective community college leaders. Of the 10 most needed skills, communication skills were represented the most, having 5 of the 10 most important skills. Other individual most important skills were developing and communicating a vision, understanding the community college mission, institutional effectiveness, organizing and time management skills, and curriculum development.

In addition to academics, curriculum, and faculty relations, chief academic officers' responsibilities and duties now include many areas that require skills in fiscal management, legal matters, enrollment management, resource management, and planning (Keim & Murray, 2008). These researchers found more education doctorates held by CAOs than did previous researchers, indicating that candidates for leadership positions and search committees have begun to recognize the value of the education doctorate to develop leadership and management skills (Keim & Murray, 2008).

Studies on Specific Competencies

The AACC competencies include several that have been the focus of research studies. One competency that was mentioned in several studies of different community college leader groups was balance. The AACC competency, "manage stress through self-care, balance, adaptability, flexibility, and humor," appears under the professionalism category.

The work-life balance of community college administration is tipped heavily toward work (Garza Mitchell & Eddy, 2008; Green, 2008; Johnsrud, Heck, & Rosser, 2000). Community college administrators have to seek out a balance between the demands of their careers and their need for personal interests and self-care. Some of the work-life challenge is gender-based, as Eddy (2008b) noted that women community college presidents experience additional challenges to balancing work and life demands than their male counterparts. The male-gendered community college system creates barriers to women who desire to maintain family obligations.

In a study on midlevel administrators, occupational deans, at community colleges, Bailey (2008) noted that the "ideal worker" role (Williams, 2000) persisted in the administrators' work lives. The "ideal worker," as Williams (2000) defines him or her, usually has a full-time, blue-collar job in the working-class context or a high-level executive or professional job of the middle class and above. The norm for workers in these positions is that work is the first level of importance with unlimited time to spend at work and that personal life, including family and community interests, is a distant second. Bailey's study with the community college deans found a tendency for their work to take precedence over all other aspects of the administrators' lives. This finding led to Bailey's recommendation that community colleges look at deans' roles in higher education and the work load of the mid-level administrators who are driven to meet every need of their stakeholders (Bailey, 2008).

Leadership development programs needs to train leaders to examine the barriers of the ideal worker paradigm, which deter younger individuals and women with work and life

balance concerns (Lester, 2008), and help others obtain balance as well as achieving it more often in their own lives.

Leadership Preparation Factors for Community College Leaders

Career Paths

The preparation of community college leaders by moving through the academic ranks is acknowledged by community college research studies and scholars (Amey & VanDerLinden, 2002a; Cejda, McKenney, & Burley, 2001; Duree, 2007; Keim & Murray, 2008; McFarlin, Crittenden, & Ebbers, 1999; Wallin, 2006; Weisman & Vaughan, 2002, 2007).

Research on career pathways to the presidency dominates the literature. In a 2000 research study, Amey and VanDerLinden (2002a) investigated community college career pathways. They found that for the immediately prior positions leading to a presidency, 37% had been a provost, 25% had been a community college president at another college, and 15% had been either a senior academic affairs or a senior instruction officer. Weisman and Vaughan (2007) reported 55% of the presidents in their research had been in academic administration before their presidencies. For CAOs, Amey and VanDerLinden (2002a) reported 50% had been assistant or associate deans of instruction immediately prior. Over 50% of other senior administrative officers also came from the community college ranks. Their research also indicated that the career path for 2000 presidents was substantially different than a comparable study in 1985, indicating a need to explore new pathways to fill community college leadership gaps and to develop leadership at all administrative levels (Amey & VanDerLinden, 2002a).

Career pathways for mid-level administrators have been mentioned in several research studies without clear data of what positions preceded their current positions. Wallin (2006) studied a small sample of mid-level leaders. McFarlin, Crittenden, and Ebbers (1999) noted in their national study of community college presidents that mid-level community college professionals would move into most of the next level of leadership spots as they opened. They recommended that these mid-level administrators who aspire to senior level or presidencies would be well advised to emulate career preparation of successful community college presidents (McFarlin et al.). A part of the largest group of administrators in higher education, midlevel administrators are defined as academic or nonacademic support (Rosser, 2000). A career path from an entry-level position within the unit is common as these leaders are often appointed or promoted. However, career development and further career growth consistently are absent for midlevel administrators (Rosser, 2000).

Mid-level administrators such as branch campus directors or deans may be more managers than leaders. Often coming from faculty ranks, their vision and ability to be inspirational leaders are more rare (Robles, 1998).

Two research studies investigated the career pathway of faculty to leadership positions through faculty senate participation (Miller & Pope, 2003; Pope & Miller, 2005). Using data from a 2003 study of presidents and faculty senate leaders, Pope and Miller extracted data regarding the presidents' and faculty senate leaders' perceptions of relevant experiences to be gained from participation in faculty leadership toward a community college president's role. Analysis in 2003 indicated disparity between the presidents and the faculty senate leaders in what skills are important to a community college president. The faculty identified only 4 of the possible 12 skills as important by 80% or more, while the presidents

rated 8 of the 12 as important by 80% or more. The researchers concluded that the faculty did not have a complete understanding of what the presidents' roles were. For them to be effective leaders at the president level, their preparation needed to include additional experiences.

Taking another look at the study in 2005 (Pope & Miller, 2005), the researchers analyzed the data for similarities. While the faculty senate leaders saw the importance of learning democratic decision-making and representing others' viewpoints, the presidents perceived a lack of administrative training available through the faculty senate participation alone. The researchers pointed to the community college trend toward a business model to explain the presidents' position. They recommended that additional leadership opportunities and training be offered to this group who would be on a logical career path toward presidencies.

Faculty members often have a negative view of a fellow faculty moving to administration or "going to the dark side" (Cooper & Pagato, 2003, p. 29). They also note that the skills needed to advance to senior faculty are not exactly the same as those skills of leadership for administration. They recommended that college leaders provide opportunities for faculty to develop leadership skills since serving as faculty is a typical step in the career pathway to higher positions within the community college.

McCarthy (2003) affirmed that moving from faculty to administration is difficult without leadership development opportunities. He also commented on the negative feelings of faculty for administrators. As he progressed through the career stages to a presidency, he found that leadership development opportunities were more available within that position than in any of his past positions or in any graduate work. Since he felt that he did much of his

learning on the job, he recommended that leadership development be offered at each administrative level. If a community college president progresses through the predictable positions, faculty to academic leader to president, that individual will not be adequately prepared to be a president based on work experiences alone (Duvall, 2003; McCarthy, 2003). There are unique leadership attributes to be an effective community college leader (McCarthy, 2003).

Considering the leadership crisis, Riggs (2009) recommended that the rigid career pathway to community college presidencies (community college faculty, faculty leader, dean, and chief academic officer) be loosened. With fewer candidates entering the applicant pool and senior leaders and presidents exiting at an increasing rate, the pipeline needs to be modified. The pipeline supply might be aided by providing attention to the midlevel administrators by increasing support for them as they desire to advance their careers (Riggs, 2009).

Graduate Degrees

Research considering the doctoral program as a tool for leadership development has received some attention by scholars. Ninety-two percent of the community college president respondents in a national survey by Hammons and Miller (2006) reported holding a graduate degree of some kind (47% from a non-community college higher education degree and 42% from a community college education program). Respondents' suggestions for improving the graduate programs were to structure the programs to accommodate working professionals, to include skills-based education, to apply knowledge to real situations, and to keep the curriculum current with issues facing today's presidents (Hammons & Miller, 2006).

Research on how best to deliver leadership training has included examining the current practice of community college leadership cohorts (McPhail, Robinson, & Scott, 2008; Romano, Townsend, & Mamiseishvili, 2009). McPhail, Robinson, and Scott (2008) examined students in one university's community college leadership doctoral program, which was designed for working professionals. Subjects reported the synergy of the group as a positive effect and the lack of common, quality of effort and goals as negatives. They also identified the need to learn theory and practice as an integrated whole.

External Leadership Development Programs

National and regional leadership development programs have been the subjects of research by some scholars. Hull and Keim (2007) conducted a national research study of leadership development programs. They identified community college leadership development programs, compared them as to geographic location, and gathered data regarding perceptions of their value, effectiveness, and need to expand. They found that the most popular programs were the Chair Academy, the Executive Leadership Initiative, and the Future Leaders Institute. Respondents were current presidents who advocated for regional and in-house programs to increase access and save on expense. The study found a significant difference by size of colleges in leadership development programs offered in-house. There were significantly fewer leadership development opportunities for smaller colleges. The perception of value of the development programs to the participants was 89%, to the participants' departments was 85%, and to the colleges was 87%. Another implication from the study was that each level of leadership should mentor and develop the next generation of leaders for their positions (Hull & Keim, 2007).

Participation in specific leadership programs were common factors in about one-third of the presidents sampled before their first presidency but at a significantly higher rate after assuming their first presidency (McFarlin, Crittenden, & Ebbers, 1999). Presidents recognized their need to develop leadership skills as they reported being unprepared for some critical duties (Shults, 2001). They reported currently devoting an average of 18.5% of presidential task time to professional development through professional meetings, reading, writing, and teaching (Weisman & Vaughan, 2007). In spite of community college leadership programs being more widely available, Wallin (2002) found that current presidents cited lack of time as the chief limitation to their pursuit of professional development. For the new presidents, the demands of the presidency prevent many from taking advantage of leadership development opportunities.

VanDerLinden (2005) studied the professional development activities of 135 senior-level administrators from 28 different community colleges in Michigan. Only 23% of the respondents reported participating in national fellowship or leadership programs or higher education management institutes such as those offered by Harvard and Bryn Mawr (VanDerLinden, 2005). She noted that many of the formal external development programs require a nomination by a supervisor, which might be a barrier if supervisors and/or potential leaders are unaware of such opportunities.

Internal Leadership Development – Grow-Your-Own Leaders Programs

While the barriers to leadership development are many, internal programs to train leaders "in house" are examples of attempts to eliminate some of the perceived barriers, especially those of expense and accessibility. Community colleges presidents, boards, and their senior administrators are urged to contribute to the development of the next generation

of community college leaders from within their own organizations by committing adequate financial and human resources (Phelan, 2005; Piland & Wolf, 2003; Weisman & Vaughn, 2003). Various scholars point to the preparation of qualified, committed community college leaders as the major task for current leaders (Boggs, 2003; Fulton-Calkins & Milling, 2005).

Another outcome of internal leadership programs is a way to provide a succession plan for retiring leaders (Eddy, 2007; Fulton-Calkins & Milling, 2005; Green, 2008; Lester, 2008). A concept borrowed from business, succession planning focuses attention on developing talent from within the ranks (Wallin, Cameron, & Sharples, 2005). A thoughtful, pragmatic approach to leadership development that acknowledged the new knowledge, skills, and abilities needed by future community college leaders was advocated. Potential leaders from within institutions will need targeted leadership training for senior positions. Developing their own leaders may be the best way for small rural colleges to fill leadership positions (Eddy, 2007, 2009; Lester, 2008).

Cultivating a leadership learning environment is more important that focusing on leadership skills development, according to Amey (2005b). Such an environment prepares leaders across the college hierarchy and makes the leader more adaptable and prepared for the changes in skills required. Leaders become less authoritarian and more facilitative and servant-like, capable of complex thinking (Amey, 2005b).

Mentor-Protégé and Peer Networks

Mentor-protégé relationships are defined by Amey and VanDerLinden (2002a) as "long-term, professionally centered relationships between [community college aspiring leaders] and another person in which the more experienced person provide[s] career guidance to the person with less experience" (p. 13). In their study of community college leaders, more

than 56% of the respondents had been in a mentor-protégé relationship. Additionally, 42% had been mentors for someone else and 18% had mentored more than one person. Duree's study of community college presidents reported that about half of the presidents had had a mentor at some time during their careers (Duree, 2007). Of the presidents in a 2006 study, 54% were currently mentoring a potential leader (Weisman & Vaughan, 2007).

Women presidents in Eddy's (2008) study reported a lack of intentionality to seek a presidency, but they experienced "a push" from mentors or a "pull" of self-awareness regarding their capabilities for the position. Women leaders would benefit from appropriate role models and from leadership development opportunities that respect family obligations (Eddy, 2008).

McDade (2005) studied community college presidents and their protégés. The process of helping develop future leaders was thought to be a professional obligation by those exemplary presidents. Since future community college leaders will be selected or hired for their demonstrated knowledge and skills, they will need opportunities to learn to develop and practice these skills through simulations, internships, and mentorships (Boggs, 2003).

Effect of Career Goals on Leadership Preparation

Recognizing that mid-level administrators are needed to fill the leadership gap, a qualitative research study by Garza Mitchell and Eddy (2008) asked mid-level leaders at a small rural community college about their leadership preparation and career aspirations. Most were "accidental leaders," assuming their leadership roles at the request of a supervisor. Since they had not prepared for their positions, they had to spend time learning on the job. In the predominantly male-gendered organization, the females in this study chose to stay at their levels as the demands expected of leaders at the next level would have required that the

balance of their home and work lives be disrupted. They felt that accepting career advancements would have given them less control of their personal time and activities.

If their college had offered individuals with an interest in leadership intentional development activities or training, they would have been prepared for their roles. Experiences that would have allowed them an opportunity to practice leadership skills would have enabled the new leaders to assume the positions with greater ease and perhaps made advancement more attractive (Eddy, 2009; Garza Mitchell & Eddy, 2008).

Preparedness, Competency Effects, and Job Satisfaction

Bailey's (2002) research study of branch campus executives' job satisfaction and organizational climate has been the most extensive study of the community college branch campuses executives.

Research on midlevel administrators at 4-year colleges and universities by Johnsrud, Heck, and Rosser (2000) included a sampling of community college administrators. The study of morale led to further questions about work-life issues that affect morale and the intent of administrators to leave or stay at their positions. Findings regarding community colleges' midlevel administrators as a group were limited to better morale and fewer tendencies to leave positions (Johnsrud, Heck, & Rosser, 2000).

In their study of chief academic officers, Anderson, Murray and Olivarez (2002) found a significant positive correlation between the CAOs' years of experience and the figurehead role, one that was not important to more inexperienced CAOs. The implication was that as CAOs gain experience, they gain greater confidence to evolve their roles (Anderson, Murray, & Olivarez, 2002).

Summary of Current Literature

Necessary skills and competencies for community college leaders have been studied from many perspectives but not among the branch campus administrators. There is much information about presidents and senior administrative leaders regarding their demographic characteristics, career preparation, and necessary skills and attributes.

The AACC Leadership Competencies for Community College Leaders have been applied to presidents, doctoral program graduate students, and a small group of mid-level administrators. A research study of national scope would add the views of the mid-level community college leader and provide the cross-section of perspectives that is currently missing from the literature. Ottenritter (2006) wrote of the need to provide the competency framework that is appropriate to different functional sectors of a college. This study attempted to fill that need.

Chapter 3 – Methods

Chapter Overview

The research methodology used for this study was mixed methods using both quantitative and qualitative data that were collected at the same time. This chapter begins with a brief history and explanation of the mixed method research method. A discussion of the data collection procedures follows. The data analysis methods are described in the next section, which includes strategies to address validity, reliability, and ethical concerns. The anticipated significance of the study and summary conclude the chapter.

History of Mixed Methods Research Design

A mixed method research design uses both quantitative and qualitative methods in the same study. Researchers have combined methodologies since the 1930s, but it was in 1959 that its benefits in a psychological trait study promoted its use by modern researchers (Creswell, 2002). In the decades following, the advantages of using both types of data in one study continued to gain researchers' attention to enhance their research, especially through gains in generalizability of results and triangulation of data.

Questions of using both quantitative and qualitative methods at once were being raised in the 1990s. Research theorists argued that worldviews (philosophical assumptions of researchers) from each research camp were not compatible and could not be present within one study, rendering mixed methods research flawed (Creswell, 2002). As the debate developed, some concluded that mixed methods researchers had their own unique worldview. For example, pragmatists would use whatever works and argued that the understanding of the research problem drives the philosophy or worldview. Other worldviews included dialectical and unity-thesis (Creswell, 2002). A dialectical position required that the researcher state

their philosophical assumptions to acknowledge their own research perspectives or worldview. The unity-thesis view is similar to the pragmatists' but also questions the importance of worldviews to drive research (Creswell, 2002). As research procedures, such as a notation system and visual models, were added and further refined, mixed methods has gained acceptance as a distinct research design.

Other indications of its acceptance into the mainstream are The Journal of Mixed Methods Research published by Sage Publications for three years and the existence of 15 mixed methods texts. Additionally, colleges and universities are teaching courses on mixed method research. A study of US National Institutes of Health funded research by the University of Nebraska found that the number of funded projects using mixed methods research increased annually from 2003 to 2008 (Creswell, 2009).

The positive interaction of using two types of research, quantitative and qualitative, can create synergy, making the combined result greater than two separate studies together (Creswell, 2009). Using this methodology was also an attempt to further its use as a legitimate research design in higher education and to educate the researcher on its application.

Characteristics of Mixed Methods Research Design

According to Creswell (2002), there are six characteristics of mixed methods research design:

- Researcher's justification why both types of data are included
- Collection of both types of data
- Information about the priority of one type of data over the other
- Information regarding the sequence in which each type of data was collected

- Analysis of the data
- Visual depiction of the research design procedures. (p. 569)

The researcher's justification would be included in all research design discussion and would be especially appropriate using mixed methods. The design must actually collect both qualitative and quantitative data using a combination of methods employed by each type. Unlike other research designs, mixed methods design affords the researcher the opportunity to prioritize one type of data over the other or to decide that equal weight should be given each type. This decision will be impacted by the amount of each type of data collected, how each type addresses the purpose of the study, and how in depth each type is discussed in the methods and results chapters (Creswell, 2009). The data collection sequence is important to mixed methods as the researcher may choose to collect one type before the other or to collect both qualitative and quantitative at the same time. The data analysis of a mixed methods study will be dependent on the research design. Creswell (2002) listed three typical designs, triangulation, explanatory, and exploratory, but there could be variations of designs as appropriate to the research problem. Lastly, the researcher uses a diagram or chart to visualize the research procedure.

Type of Mixed Methods Research Design

In this study, the quantitative and qualitative data were gathered at the same time using the concurrent triangulation strategy (Creswell, 2003). The purpose of the study was to gather data about branch campus administrators' leadership using a modification of a survey designed for community college presidents. The quantitative data described branch campus administrators' leadership competency attainment and competency applicability to the leadership competencies suggested for community college presidents. The qualitative data

were collected in open-ended questions also in the survey. The qualitative data served to triangulate the data, which is interpreted in the final chapter.

Using a mixed method research design allowed the introduction of qualitative data into a quantitative study. The modification of the survey instrument and the application of the leadership competencies to mid-level administrators introduced concerns of research validity. The differences of job responsibilities and leadership opportunities between the branch campus administrators and the presidents and senior community college leaders created many confounding variables. Likewise, the differences from one presidency to another also impacted necessary job responsibilities and thus affected the necessary competencies. The scope of job responsibilities among the branch campus administrators themselves varied widely. The designation available in the selection of subjects did not guarantee like job responsibilities or leadership opportunities. The between-group variables (presidents to branch campus administrators) and the among-group variables (branch campus administrators to each other) were not controlled in this study.

Collecting the quantitative and qualitative data together was a matter of convenience and cost containment. The study was self-funded by the researcher who conducted this study from the field at some distance to the university and potential research assistance. The national intent of the study further impacted feasibility of follow-up for either quantitative or qualitative data collection.

Visual Model and Procedures

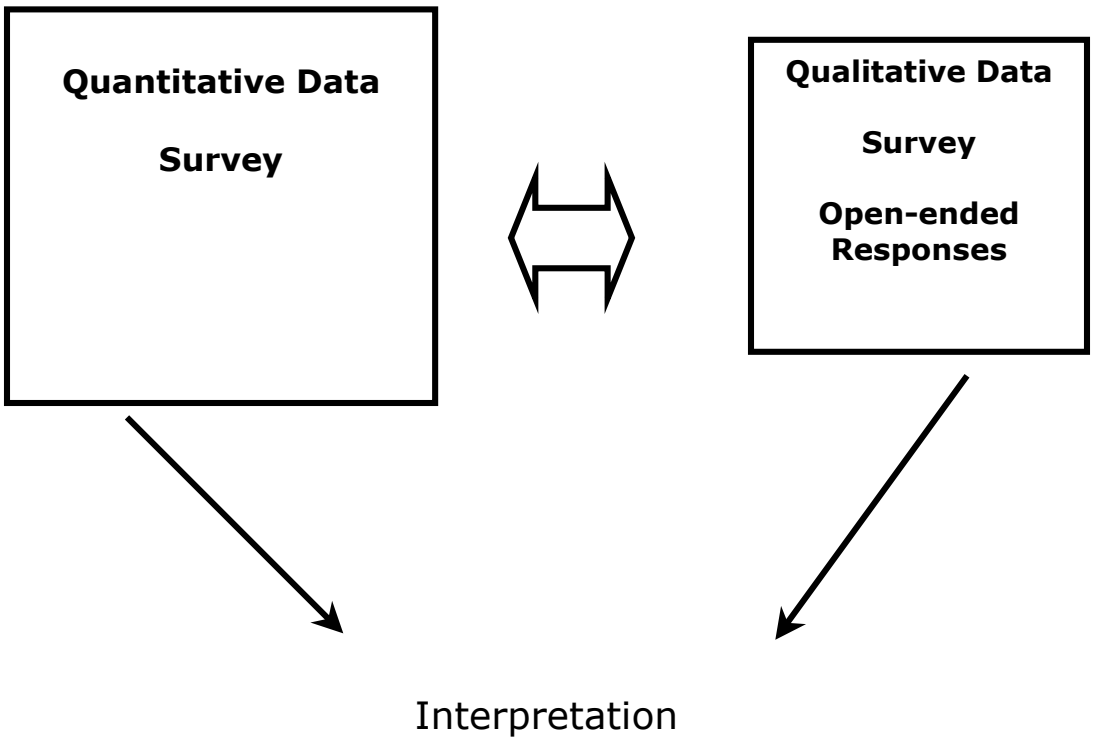

Figure 3.1 Visual Model of Mixed Method Design – Concurrent Triangulation

An electronic survey collected both types of data. The preponderance of data was quantitative based on the number of questions in the quantitative section. Only two questions collected the qualitative responses. The two types of data were analyzed together using the qualitative information to triangulate the competencies or skills and the career pathway for branch campus administrators.

Data Collection

The data was collected electronically using Survey Monkey© by permission of Iowa Lakes Community College in 2008. The survey instrument was a modification of a community college presidents' survey designed by Office of Community College Research Project (OCCRP) of Iowa State University. Demographic information and career preparation

factors were asked in Part I of the survey. Part II of the survey addressed the 45 leadership competencies recommended by AACC for community college leaders. Part III contained the 2 open-ended questions for the qualitative data collection and a self-assessment of job preparation, overall job competency, and job satisfaction. (See Appendix A.)

Data Collection Procedures

A mailing list of branch campus administrators' contact information as of 2008 was purchased from the Higher Education Publishing Company. The list contained 514 names of identified by code as branch campus administrators. Invitations to participate and introductory letters with the link to the online survey were emailed February 24, 2008. After eliminating participants who had left their positions and participants who were ineligible through incorrect classification, 499 possible participants remained.

A second email was sent to non-responders on March 3, 2008, again with a letter and link to the online survey. It was determined that email filters may have captured the survey invitation as unwanted email and prevented the delivery to many participants. From March 4 – 14, 2008, 160 phone calls were made to non-responders. The survey was re-sent to 46 participants that requested another copy. Some participants also requested a faxed copy of the survey, which was provided to them. The online survey was closed March 17, 2008.

The total number of surveys opened and partially completed was 136 for a response rate of 27.25%. One respondent who opened the survey but answered none of the questions was eliminated. Of the 135 remaining participants, 123 completed all of the survey, and 13 completed only Part I. All 135 surveys were used in analyzing the demographics (Part I) section of the survey. For Parts II and III, 123 responses were analyzed and are reported.

Types of Data

The types of data collected in Part I were descriptive information about the administrators: title, career longevity, gender, race/ethnicity, career path, educational background, career goal, and career preparation. In Part II, or the competency section, participants were asked to rank each of the 45 competencies as to their attainment on a scale of 1 (low) to 4 (high) and to rate each as to their importance to the job as a branch administrator on a scale of 1 to 4. In Part III, participants rated their preparation, overall level of competency, and job satisfaction.

At the end of the survey, also in Part III, were the open-ended questions. The first question asked participants to list the three skills most important for them to develop or improve in the next year. The second question asked what they would have done differently to prepare for community college leadership knowing what they did then. These responses were coded and organized for emerging themes. The qualitative data were integrated into the quantitative data, noting the themes established.

Survey Data Collected

Quantitative Data

1. Title
2. Job tenure
3. Demographic information
4. Gender
5. Race/ethnicity
6. Career pathway
7. Career goals
8. Degree attainment
9. Major field of study in highest degree
10. Preparation factors
11. Participation in formalized leadership preparation programs
12. Participation in GYOL internal leadership preparation
13. Leadership competencies self-assessment
14. Leadership competencies importance ranking to BCA position

Qualitative Data

1. What three skills do you need to improve or develop in next 12 months?
2. What would you have done differently to prepare for community college leadership knowing what you know now?

Sampling Strategy

Branch campus executives of public community colleges in the United States as identified in the 2008 Higher Education Directory ® were used for the study, yielding a population size of approximately 500 individuals. The directory specifically codes branch campus administrators, defining them as the official who is in charge of a branch campus (2008 Higher Education Directory). The number of possible participants was small enough to include all possible subjects in the research study.

Methods of Data Analyses

The data were collected in electronic form by Survey Monkey© and downloaded in spreadsheet format for data analysis. Using Excel Spreadsheet Microsoft 2003®, the descriptive data about the branch campus administrators were analyzed as to mean, median, mode for age, years of experience, degrees earned, career preparation, and average years spent in current career track. The leadership competencies by attainment and competencies' importance ranks were analyzed using the same descriptive statistics.

The SPSS® for Windows was used to execute independent measures t tests (Gravetter & Wallnau, 1992; Green, Salkind, & Akey, 2000; SPSS, 2006) on the effects of degree attainment, career paths, participation in external and or internal GYOL leadership programs on leadership competency and on perception of preparedness. Independent measures t tests were also used on the individual competencies to determine possible differences in ratings by

gender. ANOVA repeated measures tests were executed on individual competencies for statistical significance between mean importance and mean competency attainment (Green, Salkind, & Akey, 2000). Bivariate correlation tests were executed to determine if there was any correlation between job preparedness, leadership competency attainment, and job satisfaction (Green, Salkind, & Akey, 2000). The level of significance for all analyses of statistics was $p < .05$.

Qualitative information analysis followed the general procedures advocated by Creswell (2003). The information was downloaded from Survey Monkey© into a spreadsheet and prepared for analysis. After a general review of the information, the data were coded to refine the contents into similar or like concepts, which were then merged into strands or themes. Tables listing the themes are presented in the results chapter. The qualitative data served to reinforce the quantitative data on the leadership competencies and career pathways because the quantitative data represented a larger portion of the results. Interpretation of results is included in Chapters Four and Five of this document.

Validity and Reliability Procedures

The major threat to validity was the selection of participants. Since the participants voluntarily participated in the study, there were no measures to assure that a cross-section of administrators was represented. The volunteer group may not represent the non-volunteer group, which may lead to erroneous conclusions regarding all branch campus administrators (Isaac & Michael, 1995).

Since the presidents' survey was professionally designed and tested by other researchers, the instrument was perceived to be a valid and reliable instrument. However, its application to mid-level administrators and their leadership competencies was a reliability

concern. The open-ended questions were an attempt to add skills or knowledge to the necessary competency list for mid-level administrators from the participants themselves.

Report Presentation Structure

In addition to the completion of this dissertation document, an executive summary of the results was made available to participants who requested the results. The summary included descriptive data on the demographic characteristics of the administrators, ratings of their competencies and preparation, and recommendations from the research.

Role of the Researcher

Having served for over twelve years as a branch campus administrator in a rural community college, the researcher's background and experiences aided in understanding the mid-level administrator's role. The researcher was familiar with their various duties and knew the responsibilities necessary to lead a branch campus. This perspective facilitated the study but introduced a potential of personal bias, which was addressed by applying objectivity in data collection and analysis and by insuring anonymity for the research participants.

Objectivity of data collection was aided by the electronic delivery and collection of the survey. Participants' identities were not used at any time other than to determine non-responders for follow up contacts. As the qualitative data were coded from each participant, the AACC leadership competencies were used as a structure for analysis rather than a researcher designed matrix, which may have reflected the researcher's biases. Other potential researcher biases included gender, cultural, or ethnicity viewpoints and language. The limited amount of data interpretation and the awareness of potential biases helped minimize the impact of researcher bias.

Potential Ethical Issues

Conducting this study with the highest ethical standards was the goal of the researcher. The study was presented to the Institutional Review Board Chair of Iowa State University in January 2008. Their review declared this research study as exempt from the requirements of the human subject protections regulations, indicating that the study posed minimal risk to its participants. The question of value to research participants was not identified in the pilot study.

The survey invitation letter clearly identified Iowa State University as having approved and as sponsoring the study in partial fulfillment for the researcher's doctor of philosophy degree. The purpose stated was to collect information about branch campus administrator leadership to help address the leadership shortage and to aid in predicting the readiness of potential candidates for advancement.

Regarding data collection, participants were assured of anonymity in the presentation of collected data. They were assured of no personal risk as a result of their voluntary participation. Participants were told that they could leave the study at any time and that they could skip any questions they did not want to answer. An estimate of time to answer the survey was set at 30 minutes. A date to destroy the data was set for July 1, 2010. An offer to provide an executive summary was made.

The unbiased interpretation of the results was another goal. The researcher was aware that personal biases of past experiences as a branch campus administrator might influence interpretation. To insure more objectivity in interpretation, the AACC leadership competencies were used as a matrix for data coding and further interpretation of the qualitative data.

In presentation of the results and recommendations for further research, the data support them. Verifiable conclusions are presented with conscious effort to be objective and fair. Although benefit to community college leaders was the anticipated result of this research project, the ethical concern of responsible research practices took precedence.

The Significance of the Study

The role of the branch campus administrator as a leader had not been described in the literature. The competencies needed for these mid-level leaders had not been defined. Since competent leaders are needed at all levels in community colleges, targeted leadership programs and leadership development opportunities need to be extended to these emerging leaders and appropriate for their careers.

Given the predicted leadership crisis in higher education and especially in community colleges, preparing individuals to assume greater levels of leadership will help alleviate the shortage of presidential leaders. Previous research studies have indicated that following the traditional career path of faculty to academic leadership to executive leadership does not insure presidential quality leaders. Each career advancement requires new skills. Insuring that individuals are prepared for career advancement will help them avoid the pitfalls of inexperienced leaders and provide quality leaders for community colleges.

Preliminary Pilot Findings

A small group of branch campus and mid-level administrators piloted the survey to assure clarity and to comment on the scope of the questions included. They were invited to comment on the survey for ease of completion, time needed to complete it, and applicability of the information. Several formatting errors were corrected as a result of their input. None of the pilot group expressed concern over the value of the study.

Expected Outcomes

The researcher's theory was that the leadership competencies were important to branch campus administrators' positions in the community college. While overall leadership is a necessary skill throughout any organization, there are different degrees of utilizing leadership skills, but they all are present regardless of the hierarchy of the individual's position. The skills that the participants identified as needing development were predicted to approximate the recommended leadership competencies. The differences they perceived in their career path were dependent on their career path and how it changed as a result of their experience as an administrator.

Summary

An electronic survey was emailed to all branch campus administrators of community colleges within the United States to gather descriptive data about themselves and their career preparation. They participated in a self-assessment of their leadership competencies and the importance of these competencies to their position. The data were analyzed to determine a relationship between preparation factors and leadership competency to assume higher community college leadership positions.

Chapter 4 - Findings

Chapter Overview

The results of the data analysis are presented and discussed in this chapter by research question. Descriptive statistics and statistical analyses that produced significant results are presented in table format under the corresponding research question. Other statistical analyses that did not produce significant results are included in the Appendices section. A summary of the research study's major findings completes the chapter.

Research Question 1 - Professional and Personal Information

The first research question was to describe this group of community college administrators by gathering demographic information in Part I of the survey. Participation was greatest in Part I, with between 127 and 134 respondents answering these questions. Table 4.1 summarizes the demographic information.

Of the respondents slightly more than half or 54% were female, which compares to the general United States population figures in 2007, when females represented 50.7% of the population (U.S. Census Bureau, 2009).

The ethnicity of the group also compared similarly to the general U. S. population, as over 84% of the participants listed white/Caucasian as their race, and 80% of the U. S. population was white as of 2007. The next largest ethnicity of participants was black/African American, at 10.6%, compared to 12.8% of general U. S. population (U. S. Census Bureau, 2009). The other participants' ethnicities represented 5.4% of the total.

The current age of the participants ranged from 33 to 69 years old. Only 12.8% of the participants were 40 years old and under. The majority (63.2%) of the participants were 51

years old and older. The percentage of participants nearing retirement age (56 and above) was 44.4%.

The educational attainment of the participants ranged from bachelors degrees to doctorates in disciplines outside of education. Only the highest degree attained was used in the results. Half of the participants had attained a master's degree. Only two reported having an Educational Specialist degree. Those participants having a doctorate degree represented 46.1%. Additionally, nine participants reported that their doctorate degrees were in progress.

In their highest degree, the major field of study for 66.1% of participants was education combining all groups who reported education-related majors. A total of 42.5% reported higher education as the emphasis for their higher degree, with 23.6% whose major was community college leadership. A third of the participants came from disciplines outside of education.

Table 4.1
Demographics of Branch Campus Administrators

Variable		Percent
Gender	N = 134	
Male		46%
Female		54%
Race/Ethnicity	N = 132	
American Indian Native American		0.8%
Asian/Pacific Islander		2.3%
Black/African American		10.6%
Hispanic/Latino		1.5%
White/Caucasian		84.1%
Other		0.8%
Current Age	N=133	
35 & Under		2.3%
36-40		10.5%
41-45		10.5%
46-50		13.5%
51-55		18.8%
56-60		27.1%
61-65		13.5%
66-69		3.8%
Highest Degree Earned	N=134	
BS		2.2%
MS		50.0%
EdSpc		1.5%
PhD		21.6%
EdD		21.6%
Doctorates in Other Disciplines		2.9%
Major Field of Study	N=127	
Higher Education - Community College Leadership Emphasis		23.6%
Higher Education - Other Emphasis		18.9%
K -12 Administration		3.1%
Other Educational Field		20.5%
Other Field of Study		33.9%

Research Question 2 - Leadership Competencies Most Important to Branch Campus Administrators

The AACC Leading Forward Competencies were recommended for community college leaders through input by community college presidents. According to the hypothesis of the study, the leadership skills and knowledge would be applicable to other community college leaders in other positions. The branch campus administrators were asked to rate each of the competencies for their assessment of its importance to their positions: low (score of 1), 2, 3 or high (score of 4). The number of participants for this portion of the study is 123.

To verify the statistical significance of the ratings, an analysis of variance (ANOVA) test of repeated measures was conducted on each competency, comparing the means of the importance rating and the competency attainment rating. The comparison ratings of 30 individual competencies were statistically significant ($p < .05$). The competencies' mean ratings that were not statistically significant ($p = .055$ to $p = .877$) had small differences between the importance mean and the attainment mean, from 0.01 – 0.13. This would indicate, for those 15 non-significant tests, the branch campus administrators' competency attainment nearly matched the importance to their position rating. Two examples (one significant and one non-significant) of the ANOVA tests are included in Appendix B.

An independent measures t test was used on the competency ratings of importance and attainment to compare the ratings by gender. Of the 90 ratings compared, only 4 were statistically significant: take an entrepreneurial stance in seeking ethical alternative funding sources, importance and attainment; manage stress through self-care, balance, adaptability, flexibility, and humor, importance; and demonstrate the courage to take risks, make difficult decisions, and accept responsibility, attainment. Female BCAs put less importance on

entrepreneurial skills (2.69) and managing stress (2.95) than did their male counterparts (3.05 & 3.28). The females also rated themselves as less competent in entrepreneurism (2.97) than did the males (3.05), but the female BCAs rated themselves as very proficient (3.81) in making difficult decisions and taking risks compared to the males (3.61). With these four significant exceptions, the competencies for research questions two and three were not rated significantly differently by gender. Table 4.2 reports the results of the significant tests. All tests for differences by gender are included in Appendix C.

Table 4.2
Significant Differences in Competencies Ratings by Gender

Competency		N	Mean	SD	t	df	Sig (2 tailed)
Take an entrepreneurial stance… Importance	Males	56	3.05	.796	2.254	118.769	.026*
	Females	65	2.69	.967			
Take an entrepreneurial stance…Attainment	Males	57	3.33	.913	2.090	120	.039*
	Females	65	2.97	1.00			
Manage stress through self-care, balance… Importance	Males	57	3.28	.675	2.229	120	.028*
	Females	65	2.95	.909			
Demonstrate courage to take risks, make difficult decisions…Attainment	Males	56	3.61	.593	-2.086	104.118	.039*
	Females	64	3.81	.467			

*p = .05

The competencies were grouped into six categories: Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism. The individual mean ratings for the 45 competencies ranged from 2.98 to 3.86, a narrow range (.88) for a diverse listing of knowledge and skills. Table 4.3 lists all 45

competencies and their individual ratings of importance and competency attainment. The importance ratings are in the left column of Table 4.3.

Table 4.3
Leadership Competencies - Competency Attainment and Importance
N=123

Variable	Mean Rating	
	Importance	Attainment
Organizational Strategy		
Develop, implement, and evaluate strategies to improve the quality of education at your institution.	3.52	3.28
Use data-driven decision-making practices to plan strategically.	3.57	3.28
Use a systems perspective to assess and respond to the needs of students and the community.	3.49	3.11
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	3.86	3.63
Maintain and grow college personnel, fiscal resources and assets.	3.49	3.17
Align organizational mission, structures, and resources with the college master plan.	3.56	3.39
Resource Management		
Ensure accountability in reporting.	3.51	3.39
Support operational decisions by managing information resources.	3.31	3.20
Develop and manage resources consistent with the college master plan.	3.60	3.39
Take an entrepreneurial stance in seeking ethical alternative funding sources.	3.13	2.85

Table 4.3 (Continued)
Leadership Competencies - Competency Attainment and Importance
N=123

Variable	Mean Rating	
	Importance	Attainment
Resource Management (Continued)		
Implement financial strategies to support programs, services, staff, and facilities.	3.36	3.13
Implement a human resources system that fosters the professional development and advancement of all staff.	3.20	3.07
Employ organizational, time management, planning, and delegation skills.	3.72	3.42
Manage conflict and change in ways that contribute to the long-term viability of the organization.	3.69	3.42
Communication		
Articulate and champion shared mission, vision, and values to internal and external audiences.	3.67	3.47
Disseminate and support policies and strategies.	3.48	3.32
Create and maintain open communication regarding resources, priorities, and expectations.	3.72	3.53
Effectively convey ideas and information to all constituents.	3.74	3.39
Listen actively to understand, analyze, engage, and act.	3.78	3.57
Project confidence and respond responsibly and tactfully.	3.74	3.58

Table 4.3 (Continued)
Leadership Competencies - Competency Attainment and Importance
N=123

Variable	Mean Rating	
	Importance	Attainment
Collaboration		
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	3.54	3.46
Demonstrate cultural competence in a global society.	3.21	3.20
Involve students, faculty, staff, and community members to work for the common good.	3.63	3.42
Establish networks and partnerships to advance the mission of the community college.	3.70	3.52
Work effectively and diplomatically with legislators, board members, business leaders, accreditation organizations, and others.	3.56	3.34
Manage conflict and change by building and maintaining productive relationships.	3.72	3.53
Develop, enhance, and sustain teamwork and cooperation.	3.57	3.75
Facilitate shared problem solving and decision-making.	3.59	3.47
Community College Advocacy		
Value and promote diversity, inclusion, equity, and academic excellence.	3.63	3.52
Demonstrate commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	3.48	3.35

Table 4.3 (Continued)
Leadership Competencies - Competency Attainment and Importance
N=123

Variable	Mean Rating	
	Importance	Attainment
Community College Advocacy (Continued)		
Promote equity, open access, teaching, learning, and innovation as primary goals for the college.	3.57	3.55
Advocate the community college mission to all constituents and empower them to do the same.	3.54	3.41
Advance lifelong learning and support a learning-centered environment.	3.56	3.50
Represent the community college in a variety of settings as a model of higher education.	3.65	3.61
Professionalism		
Demonstrate transformational leadership.	3.29	3.13
Demonstrate an understanding of the history, philosophy, and culture of the community college.	3.12	3.32
Regularly self assess one's own performance using feedback, reflection, goal setting, and evaluation.	3.58	3.38
Support lifelong learning for self and others.	3.56	3.52
Manage stress through self-care, balance, adaptability, flexibility, and humor.	3.68	3.11
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	3.70	3.57
Understand the impact of perceptions, worldviews, and emotions on self and others.	3.41	3.34

Table 4.3 (Continued)
Leadership Competencies - Competency Attainment and Importance
N=123

Variable	Mean Rating	
	Importance	Attainment
Professionalism (Continued)		
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	3.79	3.73
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	3.59	3.39
Weigh short-term and long-term goals in decision-making.	3.59	3.45
Contribute to the profession through professional development programs, professional organizational leadership, and research/publications.	2.98	2.90

The six competency categories were ranked by the overall mean ranking creating a range of 3.69 to 3.44, a range of only .25 points. The mean scores for each of the competency categories are listed in Table 4.4. The rating scale only allowed four choices. If the rating choices had been increased, the range to rank the categories in importance may have been more definitive.

By categories, the highest ranked was Communication with a combined 3.69 importance rating. Participants felt that being able to be an active listener was the most critical communication skill. Projecting confidence and responding responsibly and tactfully tied for second most important with conveying ideas and information. Creating and

maintaining open communication was only .02 points lower. Articulating a shared mission was rated 3.67. The lowest ranking of 3.48 was given to disseminating and supporting policies and strategies, but only .30 points separate the upper and lower competencies in this category indicating the strength of this category.

The next three categories were very closely ranked in importance as only .02 separated the second from the fourth. It would indicate that as categories, these skills are nearly identical in importance. The nature of a leaders' job is to present the whole skill-set being able to employ a variety of skills for various situations. Some individual competencies were ranked noticeably higher, implying that that skill was especially critical in importance.

The Collaboration category was ranked second in importance with an overall mean rank of 3.59. Branch campus administrators ranked the ability to develop and maintain their team and cooperation as most critical of these individual skills. Managing conflict and change ranked second at 3.53 narrowly separated from establishing networks and partnerships at 3.52. The concept of being able to establish teams and partnerships was clearly indicated as a key skill. Facilitating shared problem solving and decision-making was closely ranked with embracing diversity. Modeling these skills as a leader promotes college wide collaboration. Involving students, faculty, staff, and community members in common projects and working with external stakeholders was not as highly ranked, perhaps because the branch campus administrators do not see their leadership role extending beyond the college boundaries as clearly as would college presidents. Disappointingly, demonstrating cultural competence in a global society was only ranked 3.20, the lowest in this category. This may be due to the perception of the scope of the administrator's position as most applicable to the college campus, not to a wider or more global perspective.

Organizational Strategy ranked third at 3.58, but its high overall importance score indicates that branch campus administrators value skills in this category. The highest ranked individual competency (3.86) is in this category, developing a positive environment that supports innovation, teamwork, and successful outcomes. This ranking supports the idea that a leader is responsible for creating and maintaining the culture that elicits the most positive outcomes from the followers. The next five competencies were closely ranked: using data-driven decision making practices; aligning the organizational mission, structures, and resources; developing and evaluating strategies to improve quality; maintaining and growing college personnel, fiscal resources and assets; and using a systems perspective to assess and respond to needs of the students and of the community. Their rankings ranged from 3.57 to 3.49. The organizational skills seemed to be linked internally, indicating that the leader at the branch campus has to be a skilled organizational strategist.

The fourth ranked category, Community College Advocacy, received an overall ranking of 3.57. The role of an advocate by representing the college in a variety of settings as a model of higher education and valuing and promoting diversity, inclusion, equity, and academic excellence were closely ranked. Being a spokesperson for the community college seems an essential skill for branch campus administrators, as they are seen as the college's representatives to outside stakeholders. The second competency encompasses a wide area from diversity to academic excellence. For mid-level leaders, this competency may have been too broad as are the next three: promoting equity, open access, teaching, learning and innovation; advancing lifelong learning and supporting a learning-centered environment; and advocating the community college mission to all constituents and empowering them to do the same. It would be difficult for a community college leader to not rank these as important as

well as the last competency, demonstrating commitment to the mission of community college and student success through the scholarship of teaching and learning.

Professionalism ranked fifth overall at 3.48. However, promote and maintain high standards for personal and organizational integrity, honesty, and respect for people was ranked 3.79. This high ranking of this individual competency would indicate that although other concepts of professionalism are not as relevant to the branch campus administrator, a high standard of behavior personally and organizationally is a key skill. Close in importance is demonstrating the courage to take risks, make difficult decisions, and accept responsibility and managing stress. The sometimes-lonely job of administration needs a person who practices the courage of their convictions and assumes responsibility. The stress that is contingent on positions of leadership and responsibility must be managed for the leader to have peace of mind and spiritual balance. The next four competencies are closely rated, nearly equal in their importance. The last four competencies are minimally important to the branch campus administrator. At their mid to senior level of administration, the opportunities and expectations of their positions do not require research or publishing. Additionally, the professional organizations available to other groups of individuals, such as presidents or chief academic officers, are not available to branch campus administrators for them to contribute through a national professional organization.

The lowest ranked category is Resource Management at 3.44. However, within this category three individual competencies were ranked very highly: employ organizational, time management, planning and delegation skills (3.72); manage conflict and change (3.69); and develop and manage resources consistent with the college's plan (3.60). The activities associated with these competencies more likely are controlled and affected by the branch

campus administrator. Other resource management competencies such as reporting accountability, financial strategies, information management, human resources strategy, and being entrepreneurial in seeking alternative funding are less likely under their direct control. The branch campus administrators put a high value of how they managed themselves and their direct reports.

In assessing the applicability of the AACC competencies as asked in the second research question, the competencies were all ranked important to very important to the branch campus administrators' positions with average rankings of 3.69 to 3.44 out of a highest possible rating of 4.0. The answer to the second question would be that the competencies have a high degree of importance to the branch campus administrators' positions.

Research Question 3 - Self-Assessment of Leadership Competencies Attainment

The BCA rated each of the 45 competencies within a range of 3.73 to 2.85 or only .88 points difference, the same range as the importance rankings. The participants were confident in their leadership abilities with only two individual competencies rated below 3.0. It is interesting to note that the two individual competencies rated most important to their jobs were also at the top of their attainment lists but in reverse order. Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people was the highest ranked competency attained at 3.73 and to develop a positive environment was second at 3.63. They were ranked second and first in importance to their jobs. On the least important and attained competencies, 7 of the10 lowest ranked competencies were the same indicating that the skills they felt least confident in were also those that were not as important to the jobs. BCAs do not feel confident in seeking ethical alternative funding sources,

contributing to the profession, nor implementing a human resources system. They also ranked being able to manage stress through self-care, balance, adaptability, flexibility, and humor as one of their weaker attributes. This may be due to the constant demands of the job and a struggle to balance work and personal lives. Table 4.3 reports the mean ranking of attainment of each competency in the right column.

As the participants ranked their attainment of the recommended competencies, the average mean was less than the average mean of importance. Overall, participants rated their competency in Community College Advocacy the highest of the six categories at 3.49. It was followed closely by Communication at 3.48. Collaboration rated 3.44, Professionalism was 3.35, Organizational Strategy was 3.31, and Resource Management was lowest at 3.23. Table 4.4 compares the means of competency importance and attainment by category.

Table 4.4
Competency Categories Compared
N=123

Variable	Mean Rating	
	Importance	Attainment
Communication	3.69	3.48
Collaboration	3.59	3.44
Organizational Strategy	3.58	3.31
Community College Advocacy	3.57	3.49
Professionalism	3.48	3.35
Resource Management	3.44	3.23

Research Question 4 - Relationship of Preparation Factors to Preparedness and Leadership Competency Attainment

Several leadership preparation factors were considered to potentially impact the BCAs' preparedness and leadership competency attainment. Factors that were hypothesized

to have an affect were formal leadership programs, work experience, mentor-protégé relationships, graduate degrees, and internal leadership efforts (GYOL).

Formal leadership programs, such as League for Innovation in Community Colleges, and AACC programs, vary in length and intensity. Slightly more than half of the participants had participated in some type of external leadership program prior to their first BCA position, and 39.2% reported doing so after assuming their position. Table 4.5 lists the frequencies of formal leadership program participation.

Table 4.5

Formal Leadership Development Programs and Competency Attainment

Variable		
Leadership Competency Attainment	N=122	
Average Ranking		3.689
Participated in Leadership Program Prior to BCA Position	N=134	
Yes		52.2%
No		47.8%
Participated in Leadership Program After Taking a BCA Position	N=130	
Yes		39.2%
No		60.8%

Table 4.6 lists the mean leadership competency attainment ranking and the frequencies of work experience factors. The majority of branch campus administrators, 56.3%, came from prior middle administrative positions at community colleges. Teaching experience was also a part of their career preparation as over 80% reported having taught at least part-time in community colleges, but under 30% reported teaching currently in any setting. The administrators had an average of 10.95 years of experience in community college academics before taking an administrative position.

Aspiring leaders have sought mentors or been selected as a protégé to prepare them for leadership positions. Such relationships are supposed to affect one's leadership competency (see Table 4.7). Only one-third of the participants in this study had the benefit of a mentor-protégé relationship. Their ratings of peer networks also are listed in Table 4.7. Previous co-workers were valued by three-fourths of the participants. These relationships may have been similar to mentors without the formal relationship designation. Also business and social contacts were useful in leadership preparation to about half of the participants.

Table 4.6
Work Preparation Factors and Competency Attainment

Variable		
Leadership Competency Attainment	N=122	
Average Ranking		3.689
Previous Job to First BCA Position	N=135	
Senior Management		12.6%
Mid-Level Administration		56.3%
Faculty Administration		11.9%
Faculty		8.9%
Administrative Services		6.7%
Other		3.7%
Previous Job in a Community College	N=132	
Yes		72.7%
No		27.3%
Have Taught in Community College	N=133	
Yes (Full-time)		18.0%
Yes (Part-time)		42.9%
Yes (Full-time & Part-time)		20.3%
No		18.8%
Currently Teaching in Any Setting	N=128	
Community College		19.5%
Other Higher Education		6.3%
Other		3.9%
Not Currently Teaching		72.7%
Average Number of Years in Career Tracks Prior to First BCA Position		Mean
Community College Academics		10.95
Other Community College Positions		10.71
Other Positions in Education (Outside of Community College)		10.86
Other Positions Outside of Education		8.75

Table 4.7
Mentors-Peer Networks and Competency Attainment

Variable		
Leadership Competency Attainment	N=122	
Average Ranking		3.689
Participated in a Mentor-Protégé Relationship as a Protégé	N=133	
Yes		33.1%
No		66.9%
Importance of Peer Networks in Job Preparation		
Graduate Program Cohort	N=128	
Not Important		57.8%
Somewhat Important		14.8%
Important		17.2%
Very Important		10.2%
Graduate Program Faculty	N=128	
Not Important		39.1%
Somewhat Important		25.0%
Important		26.6%
Very Important		9.4%
Previous Co-Workers at Community Colleges	N=131	
Not Important		17.6%
Somewhat Important		8.4%
Important		35.9%
Very Important		38.2%
Social Networks	N=131	
Not Important		18.3%
Somewhat Important		29.0%
Important		35.1%
Very Important		17.6%
Business Networks	N=128	
Not Important		25.0%
Somewhat Important		25.8%
Important		24.2%
Very Important		25.0%

Graduate degrees, whether specifically in community college leadership, higher education, or outside disciplines, provide opportunities to develop one's leadership either overtly or by association with a graduate program. Participants were not asked at what point in their careers they completed their highest degree. They may have completed their degree prior to their first BCA position or concurrently with their position. Table 4.8 lists the highest degrees attained by respondents in the sample and the ranking of respondents' competency.

Table 4.8
Highest Degree Earned and Competency Attainment

Variable		
Leadership Competency Attainment	N=122	
Average Ranking		3.689
Highest Degree Earned	N=134	
BS		2.2%
MS		50.0%
EdSpc		1.5%
PhD		21.6%
EdD		21.6%
Doctorates in Other Disciplines		2.9%

Survey participants were asked about their participation in internal leadership development programs. Although the acronym GYOL was explained in the survey, the term was not familiar to some, as comments came back on the survey that they did not know what GYOL was. About 25% of the survey respondents had participated in an internal leadership development program. Table 4.9 lists data about existing internal leadership programs. Nearly all of the existing programs target the mid-level leaders. Half of the survey respondents report no involvement with the internal program.

Table 4.9
Internal Leadership Development Program Information

Variable		Percentage
Participated in a GYOL Leadership Program Prior to BCA Position	N=134	
Yes		24.6%
No		75.4%
College Participates in an Internal Leadership Development Program	N=133	
Yes		39.0%
No		61.0%
Target Participants of Internal Leadership Development Program	N=52	
Top administration (vice presidents and deans)		40.4%
Mid-level academic managers (department chairs)		69.2%
Mid-level managers or directors		94.2%
Faculty		59.6%
Other		15.4%
Personal Involvement in GYOL Leadership Program	N=52	
Broad Oversight		21.2%
Primary Decision Maker		11.5%
A Presenter		26.9%
No Personal Involvement		50.0%

Statistical Analysis of Preparation Factors and Their Influence on Preparedness and Competency Attainment

To examine each preparation factor for any significant influence upon the perception of preparedness and competency attainment of branch campus administrators, independent-measures t statistics were calculated using years of experience in community college, highest degree earned, participation in internal and external leadership programs, and participation in a mentor-protégé relationship as the independent variables and preparedness and competency attainment as the dependent variables.

The t tests using years of experience in community college, participation in internal leadership programs, and participation in mentor-protégé relationships against perception of preparedness for their first branch campus administrator's position were not significant between defined groups. (The results of the statistical tests are in Appendix D.) However in independent measures t tests, two significant relationships were found with preparation factors.

Between participation in a formal leadership program prior to their first branch campus administrator's position and perception of preparedness, a significant difference was found, t (119) = 2.32, p = .022. Participants in formal leadership programs (M = 3.22, SD = .806) on the average felt more prepared than those respondents who had not participated in a formal leadership preparation program (M = 2.86, SD = .895).

In comparing the highest degrees earned with the perception of preparedness, a significant difference, t (120) = 3.47, p = .001, between the group with earned doctorates (M = 3.32, SD = .827) and the group without earned doctorates (M =2.78, SD = .857) was found. Table 4.10 reports the results of those tests.

Table 4.10
Significant Factors on Perception of Preparedness

Variable						
Formal Leadership Program	N=121	Mean	SD	t	df	Sig (2 tailed)
Yes	64	3.22	.806	2.322	119	.022*
No	57	2.86	.895			
Earned Doctorate	N=122					
Yes	57	2.78	.857	3.475	120	.001**
No	65	3.32	.827			

*p < .05 ** p = .001

Only one of the preparation factors, an earned doctorate, yielded a significant effect on the self-assessed competency ranking of the branch campus administrators. For the group with an earned doctorate (M = 3.84, SD = 3.68) and those without (M = 3.55, SD = 5.61), t (119) = 3.38, p = .001, the test indicated a significant difference in self-assessed competency for those who had earned a doctorate degree. Table 4.11 lists the results of that test.

Table 4.11
Significant Factors on Perception of Competency

Variable	N=12 1	Mean	SD	t	df	Sig (2 tailed)
Earned Doctorate						
Yes	57	3.84	.368	3.376	119	.001***
No	64	3.55	.561			

***p = .001

The other preparation factors of internal and external leadership programs, mentor-protégé relationships, and years of community college experience did not have a significant relationship to competency. The results of all of the independent measure t tests are reported in Appendix D.

Research Question 5 - Leadership Preparation Analysis to Career Goals of BCA

Table 4.12 lists descriptive data about the number of years the BCA have held their present position and the age at which they first became a branch campus administrator.

Regarding years in their current position, the largest percentage (34.1%) of the survey participants was relatively new to their positions, having only one or two years experience. Longevity of 3 to 5 years was represented by 29.6% of the participants. Longevity of 6 to 10 years was 25.9% of the participants. Only 10% of the respondents had been in their positions

over 10 years. One's work experiences inside or outside the education environment may provide an individual with leadership practice or at least observation of role models.

The age range at which most participants (27.3%) first assumed their branch campus administrator's position was between 46 and 50 years old. Between 41 and 45 years old represented 18.9% and 36-40 years old represented 18.2%. Slightly under half (46.2%) the participants assumed their positions between the ages of 41 and 50 making that the most reported decade for moving into this administrative position.

Since respondents were allowed to select more than one career goal and were allowed to explain what other goals they had other than those listed, the highest career goal listed for each respondent was hand tallied. Search committees should take notice that nearly one-third (32%) of the respondents (41 persons) have set top leadership positions (chancellor, provost, campus president, or president) as their ultimate career goal. Also, positive news for replacing retiring leaders, another 22 people or 17% aspire to vice presidencies. Another 15% have other educational administration positions for which they are preparing. Of the remaining participants, 16 persons or 12% identified retirement as their next career move. Another 14% (18 persons) stated that they had met their career goal and aspired to move no higher. Four participants were planning to move back to faculty, and one person wished to move back to K-12 administration.

The 41 participants who had indicated a career goal of a top leadership position, their preparation factors were consistent with their goals: 61% held doctorate degrees, 66% had participated in formal leadership programs prior to their current positions, 34% had been a protégé in a mentor relationship, 76% had immediate, prior community college experience, and 78% had community college teaching experience.

Table 4.12
Years in Position and Career Goal

Variable		
Years in Present Position	N=135	Percent
1 to 2 Years		34.10%
3 to 5 Years		29.60%
6 to 10 Years		25.90%
11 Years and Above		10.40%
Years as a Branch Campus Administrator	N=134	
1 to 2 Years		23.90%
3 to 5 Years		27.60%
6 to 10 Years		28.40%
11 to 15 Years		16.40%
16 to 25 Years		3.70%
Age at First Branch Campus Administrator Position	N=132	
29-35		11.40%
36-40		18.20%
41-45		18.90%
46-50		27.30%
51-55		15.20%
56-60		9.10%
Career Goal	N=128	Persons
Community College President		41
Community College Vice President		22
Other Higher Education Administration		20
Other		45

Research Question 6 - Skills to Improve or Develop

This open-ended question was placed at the end of the survey after participants had considered the importance and the competency attainment of the suggested leadership competencies. The survey answer text box allowed for up to 250 characters for their individual responses so longer responses were accommodated. The number responding to this question was 114.

It was anticipated that most of the named skills could be tied back to the leadership competencies. The original responses were coded back to the leadership competencies in grid form. Similar responses were then combined to determine the emerging themes. Care was exercised to not over-condense responses and not to assume or over-interpret their intent. Table 4.13 lists the top 11 skill themes that were identified through the strength of at least eight similar responses.

Two skills, time management and developing more partnerships or networks, received equal responses for the most needed skill. Time management was mentioned verbatim in the survey responses 14 times. It was the most clearly identified skill for development in the next 12 months. There was no explanation in the responses as to why the respondents named this skill. Assumptions would be that the workload of these mid-level administrators is very high, and they desired a way to accomplish more in their busy days rather than the cause being inefficient use of time as a general rule.

Developing more partnerships and or networks was another top priority. Respondents said they wanted to "identify, expand, strengthen, and develop partnerships in the community, and with external partners, and outside constituents." The necessity of building collaborative relationships to increase resources for the college was a common theme.

Budgeting and finance concerns were evident as the term "budget" appeared in the responses 13 times. The need to be in control of financial resources in stressed economic conditions likely has elevated this skill in the administrators' awareness. Also, managing budgets of a greater magnitude may be a new duty for the mid-level administrators.

Fund-raising tied for the fourth position, reinforcing the perception that increasing resources for the college is now a mid-level administrator's concern as well. It was mentioned verbatim 10 times in the survey responses. Some indicated that they needed to "fine tune" their fund-raising skills. Another mentioned developing planned giving strategies. This indicates that fund-raising is being done already with various degrees of proficiency with the desire to become even better at procuring additional resources.

A collaborative skill, team building, also tied for fourth position for necessary skills to be developed. Terms such as "collaboration" and "support staff" were included with "building my team" and "building relationship[s]." The need to work together has been reiterated from the first skill named, developing more partnerships and or networks. Although collaboration and teamwork are normal and expected in college environments, the need for synergistic energy has never been greater.

The branch campus administrators then named four typical managerial problem areas, managing conflict, stress management, communication and gathering support for a vision, as skills to develop. These areas would appear in a survey of most managers or leaders at any level. Even if skills were acceptable in these chronic problem areas, the leaders would always wish they could be more skilled at being a communicator or managing stress.

Work and life balance issues and working with legislators more effectively were the next themes. Although the work and life balance fits best under the same competency as

stress management, the balance issues were specifically named in the responses. As leaders advance in responsibility, there is more difficulty separating work from personal time. One person commented that they "work too hard." Other expressed health concerns when the work and life balance was out of control.

Delegation, a resource management competency, was another frequently named skill to develop. The desire to be a more efficient leader and to enlist the help of team members was consistent with the other concerns for increased efficacy.

The respondents also named the importance of effective political relationships. As public funding for community colleges further erodes, everyone has the responsibility to take the community college message to the politicians. "Political saviness" and the "ability to convince legislators to support [the community college]" were comments made about becoming involved in the political process.

A complete list of the themes with five or more responses is included in Appendix E, along with the corresponding AACC leadership competency. Some responses that reflected a problem area or individual situation were not included in the emerging themes.

Table 4.13

Skills to Develop - Emergent Themes N=114

Participants' Responses	#	AACC Leadership Competency	Category
Time Management 14 responses	2.7	Employ organizational, time management, planning, and delegation skills.	Resource Management
Develop more partnerships/networks 14 responses	4.4	Establish networks and partnerships to advance the mission of the community college.	Collaboration

Table 4.13 (Continued)

Skills to Develop - Emergent Themes N=114

Participants' Responses	#	AACC Leadership Competency	Category
Budgeting & Finance 13 responses	2.5	Implement financial strategies to support programs, services, staff, and facilities.	Resource Management
Collaboration/Team Bldg 11 responses	4.7	Develop, enhance, and sustain teamwork and cooperation.	Collaboration
Fund-raising 11 responses	1.5	Maintain and grow college personnel, fiscal resources and assets.	Organizational Strategy
Managing Conflict 10 responses	2.8	Manage conflict and change in ways that contribute to the long-term viability of the organization.	Resource Management
Stress Management 10 responses	6.5	Manage stress through self-care, balance, adaptability, flexibility, and humor.	Professionalism
Communication 9 responses	3.4	Effectively convey ideas and information to all constituents.	Communication
Gathering Support for a Vision 9 responses	3.1	Articulate and champion shared mission, vision, and values to internal and external audiences.	Communication
Work & Life Balance 8 responses	6.5	Manage stress through self-care, balance, adaptability, flexibility, and humor.	Professionalism
Working More Effectively with Legislators 8 responses	4.5	Work effectively and diplomatically with legislators, board members, business leaders, accreditation organizations, and others.	Collaboration
Delegation 8 responses	2.7	Employ organizational, time management, planning, and delegation skills.	Resource Management

Research Question 7 - Desired Career Preparation Changes for Community College Leadership

This second open-ended question was the last on the survey. As with the desired skills question, after completing the survey, it was anticipated that some suggestions for career preparation would tie back to the questions in the survey regarding internal and external leadership programs, work experience, mentoring, peer networks, and degree completion. A text box was used to accommodate longer responses. The number of respondents to this question was 111.

The most consistent response was "nothing." Over 23% of the respondents would not have changed anything in their career preparation. While they would have done nothing differently, their comments revealed what helped them in their career preparation. One person commented, "Twenty-five years experience [in community college administrative services] has prepared me well." Another wrote, "…feel well prepared and learned from many other community college leaders (both positive and negative) along the way." "Depth and breadth of background…has been the most important key to success," commented another. "Much of it is on the job learning. You learn as you face each new issue." Another mentioned diverse work experience and management outside of education as being valuable. So while they would not have changed anything, the depth of work experience, learning from others, and exposing themselves to a variety of experiences were important to their success.

Seventeen respondents mentioned desired changes in their career path. Some would have taken a different path while others discussed changing the timing of their career moves. Several mentioned the desire to teach full-time at the college level for the work experience, and others wished to have taught longer. Since BCAs have oversight of academic affairs and

instruction directly or indirectly, the classroom experience aids their perspective and credibility with faculty.

Managing their career path and leadership preparation included timing issues for 17 respondents. They mentioned making a career change earlier, finishing a master's, EdD, or PhD degree earlier, and moving to another community college earlier. Some career moves may have been a result of lack of opportunity, but the majority of the comments to this question reflected a lack of intentionality on their part. It was as if they recognized that they had not planned for their careers in administration. One respondent wished to have "made better career management decisions." Another participant felt that taking a BCA position was isolating and affected advancement over those who stayed in the traditional track in higher education.

Advanced degrees were mentioned 16 times. Some had not finished an advanced degree and wished they had, and others expressed a desire to have finished them sooner. Their preferred field of study was higher education. Several commented that they wished they had taken courses or had formal education in community college leadership and administration.

Formal leadership programs were mentioned 10 times. Specific leadership programs named were AACC's leadership seminars, League of Innovation, Harvard IEM, Center for Leadership, and Peter Drucker's leadership training. Participants were asked in what leadership programs they had participated in another part of the survey. The lack of specific programs in this question shows that the participants do not know what is available to aid in leadership training. Table 4.14 lists a brief summary of their responses.

Table 4.14
Desired Career Preparation Changes

Change	N=111 Responses*
No Change	26
Change to Career Path	17
Advanced Degree Change	16
Formal Leadership Training Desired	10
Developed Specific Skills or Knowledge	46

*Respondents could list more than 1 desired change.

Research Question 8 - Relationships of Job Preparedness, Competency, and Job Satisfaction

Participants assessed their overall level of preparedness, competency attainment, and job satisfaction on a 4-point scale (1=low and 4=high). It was proposed that high levels of preparedness and of competency attainment would have a positive correlation with a job satisfaction. It was also hypothesized that being well prepared would correlate with higher competency attainment. A bivariate correlation test was executed between each of the three variables. Significant correlations were found between preparedness and competency, $r(119) = .449$, $p < .001$, and between competency and job satisfaction, $r(119) = .213$, $p < .05$. Table 4.15 lists the results of the analysis.

Table 4.15
Correlation among Self-Assessed Job Satisfaction, Competency, and Preparedness N = 121

	Competency	Job Satisfaction
Preparedness	.449**	.115
Competency	-	.213*

** $p < 0.01$ level (2 tailed) * $p < 0.05$ level (2-tailed)

Summary of Findings

In response to the questions posed for this research study, the data indicate that as a group, the branch campus administrators are gender balanced (46% male, 54% female), average 52 years of age, and are 80% white or Caucasian. At least 98% have at least a master's degree and nearly half of them have an education specialist degree or a doctorate degree. They have served as a BCA for an average of 6.5 years.

The AACC Leadership Competencies recommended for community college leaders were ranked from 2.98 to 3.86 on a scale of 1 – 4 in importance to their positions (1=low and 4=high). The competencies were applicable to the mid-level leader. The BCAs ranked their attainment of the competencies from 2.85 to 3.73 on a scale of 1 – 4 in competency attainment (1=low and 4=high). Although they identified some areas for improvement, they assessed their overall competency in the high range.

Of the preparation factors surveyed in the study, two resulted in significant differences using independent measures t tests upon the perception of preparedness. Participation in a formal leadership program before assuming their first branch campus administrator position yielded a difference between the group means ($M = 3.22$ and $M= 2.86$) significant at $p < .05$. The participants who had earned doctorate degrees ($M = 3.32$) reported a significant difference in their perception of preparedness for their first branch campus administrator position than those who did not have earned doctorates ($M = 2.78$), significant at $p < .001$. The earned doctorate also had a significant effect on the self-assessed perception of competency, significant at $p < .001$. The other preparation factors did not yield significant results when tested against perception of competency.

The participants' career goals increased the likelihood that the participants would have earned a doctorate degree (61%) and have participated in formalized leadership training (66%). Other preparation factors of community college teaching experience (76%) and prior administrative or community college experience (78%) were present in those participants who had indicated an interest in top leadership roles at a community college.

The skills that the participants identified as skills they would develop in the next 12 months were likely to focus on collaboration (building partnerships and networks to increase resources for the community college) and resource management (employing organizational, time management, planning and delegation skills). Concerns about budgeting, finance, and fund-raising have become issues for the mid-level administrator. They also want to be better communicators and conflict managers. They recognize the need to be involved in the political process seeking more effective relationships with their legislators.

Slightly over half of the participants had prepared for their leadership role by attending a formal leadership development program. However, fewer than 40% participated after taking their first BCA position. They recognized the advantages of mentors and formal external and internal leadership programs. Internal grow your own leader (GYOL) programs were being offered at 39% of the participants' institutions.

The last research question addressed potential relationships between perception of preparedness, competency, and job satisfaction. There was no significant relationship between perception of preparedness and job satisfaction. However, there were significant relationships between perception of competency and job satisfaction ($r = .449$), significant at $p < 0.001$, and between perception of preparedness and competency ($r = .213$), significant at $p < 0.05$.

Chapter 5 - Summary, Discussion, Conclusions, and Recommendations

This chapter provides a summary of the research study followed by a discussion of the major findings and their relationships to existing research. The limitations of the study are identified, and possible topics are suggested for future research. Based on research findings, recommendations for practice are included for potential community college leaders, for current community college leaders, for leadership scholars, and for graduate faculty of leadership development programs. The chapter concludes by discussing the overall significance of the research.

Summary of Research Study

This research study focused on branch campus administrators of multi-campus community colleges in the United States. The predicted leadership crisis at the community colleges creates an urgency to replace retiring leaders (Duree, 2007; Shults, 2001; Weisman & Vaughan, 2007). An identified shortage of leaders in the pipeline is a well-documented fact. The leadership preparedness of these mid-level administrators who are potential senior managers or future presidents provides valuable information for those who are leading our community colleges and for those who are charged with preparing community college leaders through university-based programs or graduate departments.

All U. S. branch campus administrators identified by the 2008 Higher Education Directory were emailed an invitation letter to participate in an online survey. The original survey had been designed and used at Iowa State University to survey current presidents using the Leadership Competencies recommended by the AACC's Leading Forward Project (AACC, 2005). The survey was modified to gather data about branch campus administrators: demographic characteristics, preparation factors, self-assessment of preparedness and

leadership competency attainment, and the effects of preparedness and competency on job satisfaction.

A mixed methods research design, concurrent triangulation method, was used to gather both quantitative and qualitative data with one research tool. The quantitative data were weighted more heavily because the survey collected more quantitative data with the qualitative data serving to triangulate the quantitative data implications. Since the competencies used in the study were identified for leaders by community college presidents, it was important to allow participants to have input regarding the leadership knowledge and skills they identified as important to develop short-term. They were also asked how they would change their own preparation for their positions with their perspective of a branch campus administrator. If the leadership competencies were applicable, the skills and knowledge they wished to develop could be aligned with the recommended competencies. Their recommendations of career preparation changes can help future leaders and professionals preparing community college leaders.

Summary of Major Results and Relationship of Results to Existing Studies

Research Question 1

What are the demographic characteristics of branch campus administrators?

Age

Of concern is the average age of this group as previous research studies have found that community college leaders are retiring at record rates (Shults, 2001, Campbell, 2006). The average age of the branch campus administrators in this study was 52 years. The average age of presidents in a recent national study was 58 (Duree, 2007). Weisman and Vaughan (2007) reported that that average age of presidents has been increasing from 54 in 1996 to 56

years in 2001 to 58 in 2006. The average age of other top administrators (chief academic officer, chief business officer, chief student affairs, and continuing education officer) in Shults' 2001 study increased from under 50 years old in 1984 to 52 years old in 2000. The domino effect of increasing age of each of these groups means that presidential candidates who progress through the traditional career paths would be assuming their first presidencies at an older age, shortening the average years of service. Senior and mid-level leaders who progress through the traditional, academic career tracks arriving at their positions while in their mid-fifties may be content to finish their careers in those positions as some participants of this study indicated. A certain percentage of employees who retire and leaders who leave community colleges is normal and anticipated. What is indicated by the data is an older than normal group of community college leaders who are nearing retirement creating a larger than normal shortage of experienced leaders.

Gender and Race/Ethnicity

Higher education scholars have long advocated for the more equitable representation of minorities and women in the leadership of community colleges (Boggs, 2003; Eddy, 2008; Garza Mitchell & Eddy, 2008; Lester, 2008; Rosser, 2000; Stout-Stewart, 2005). Although the leadership at the mid-level positions more closely resembles that of the student populations (Rosser, 2000), the findings of this study indicate that there still needs to be a concentrated effort to recruit leaders from minorities. The gender balance of the participants was 54% female and 46% male. These results are nearly a reverse of the gender balance found in Bailey's 2002 study (55.1% male and 44.9% female), but the percentages closely resemble the community college student demographic of 58% female and 42% male as of January 2009 (AACC, 2009).

Ethnicity representation, however, did not approximate the student demographic. Reporting their ethnicity as white or Caucasian was 84%. Minorities were represented in the survey group at 16% whereas the minority population of community college students is 36% (AACC, 2009). Aggressive recruitment efforts are needed to double the number of minorities in branch campus administration to parallel the community college student demographic characteristics.

Research Question 2

How are leadership competencies of community college branch campus administrators aligned with those endorsed for community college leaders by the AACC's Leading Forward Project?

The participants ranked all 45 of the competencies important to very important. The range in importance was 2.98 to 3.98 on a 1 to 4 point scale (1=low and 4=high). The only individual competency ranked below a 3.0 was "contribute to the profession through professional development programs, professional organizational leadership, and research/publications" in the professionalism category.

The competencies were under six broad categories: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. The average rating from all respondents was calculated for each competency and for each category. The most important category for branch campus administrators was communication at 3.69, then collaboration, organizational strategy, community college advocacy, professionalism, and resource management in descending order. The range in the category ratings of importance was very narrow from 3.69 to 3.44 or .025 ranking points. A study of doctoral students also ranked communication and collaboration as first and second

in importance to community college leaders (Romano, Townsend, & Mamiseishvili, 2009). However, using the presidents' ratings of important and very important in Duree's 2007 study, the community college presidents ranked competency categories in a slightly different order of importance for them. They ranked organizational strategy above communication followed by resource management, collaboration, community college advocacy, and professionalism (Duree, 2007). The presidents also ranked "develop a positive environment that supports, innovation, teamwork, and successful outcomes" as the most important skill of the individual competencies (Duree, 2007).

Within the communication competencies were key words that had broad, positive appeal: articulating a shared vision, being a good listener, projecting confidence, and responding, open communication, disseminating and supporting policies. These are competencies that describe administrators who value relationships with internal colleagues. These skills are also important to administrators and presidents who would be primary spokespersons to external constituents.

The ranked least-important category was resource management. However, within the category there were two individual competencies that ranked very high in importance, 3.72 (employ organizational, time management, planning, and delegation skills) and 3.69 (manage conflict and change). The lower ranked competencies within the category contained key words such as human resource system, financial strategies, entrepreneurial, accountability, managing information resources, and long-term viability. Because of the concepts included, these competencies may have been perceived to be out of the branch campus administrator's direct control (Eddy & VanDerLinden, 2006). Resource management was ranked third by community college presidents (Duree, 2007), which is consistent with the degree of control

that presidents are perceived to have over resources and their management compared to lower level administrators.

On a 4-point scale the elevated, close rankings could be expected if all of the competencies presented were relevant to the community college leadership as Wallin's mixed methods study of mid-level administrators (2006) also found. Of the 45 items she surveyed, most fell in the upper range as well.

Wallin (2006) used similar knowledge, skills, and abilities for a small group of mid-level administrators to rank in importance. Her study ranked demonstrating personal ethics most highly. In this study, demonstrating personal ethics ranked second individually. Her category of personal/interpersonal skills contained four similar concepts to communication skills of this research. The four communication-similar competencies were ranked in the top 9 competencies out of 45. Her management/operations category had similar lower mean rankings as did this research indicating that this area seems to be outside of the typical job responsibilities of these administrators.

Brown's study of CAOs in 2002 (Brown, Martinez, & Daniel, 2002), also mid-level to senior-level administrators in community college leadership roles, ranked 48 skills needed to do their jobs. The top ranked skills needed in their jobs included four from the communication category used in this study and developing and communicating a vision, similar to Wallin's (2006) results also.

For these groups of community college leaders in the pipeline toward presidencies, the need for excellent communication skills has been identified and reinforced. Internal communication to motivate faculty and staff and to coalesce goals, values, and missions is a key skill, but to be able to communicate as a representative of the community college to

external constituencies is also critical and becomes more so as the leader advances to higher leadership positions. Communication in all forms and to all stakeholders takes finesse and practice. Participants also rated being a good listener as critical. Individually, it ranked third out of the 45 competencies. Brown (2002) recommended that graduate programs in community college leadership take advantage of access to communication professors and incorporate communication studies at the graduate level.

Research Question 3

What is the self-perception of leadership competency attainment of community college branch campus administrators?

The average ranking of competency attainment was slightly less than the ranking of importance, indicating that, overall, the participants did not feel that they had achieved perfect confluence with their job expectations and their performance. Only two individual competencies had a mean ranking below 3.0. The AACC leadership competencies were identified as skills in which branch campus administrators were accomplished to a high degree, ranking 43 competencies between 3 or 4 on a 4-point scale (4 being the highest possible).

The competency attainment by category ranking was also a very narrow range from 3.49 to 3.23 or 0.26 ranking points. The highest-ranking category of attainment was community college advocacy at 3.49, followed closely by communication at 3.48, collaboration at 3.44, professionalism at 3.35, organizational strategy at 3.31, and resource management at 3.23.

The survey participants ranked their ability to promote and maintain high standards for personal and organizational integrity, honesty, and respect for people as their most

competent, individual skill by a clear margin (3.73). Personal integrity was ranked in Brown's study (2002) as the most important skill necessary for mid-level administrators. The emphasis on personal integrity as a standard for community college leaders is positive as a role model for co-workers and subordinates as well as for the student population. As highly visible, public figures, community college leaders of high moral character are something education can be proud of and potential leaders can aspire to.

The next highly ranked individual competency was developing a positive environment that supports innovation, teamwork, and successful outcomes at 3.63, reinforcing the importance placed on creating the proper environment by Brown's study (2002). Closely grouped next in the rankings of BCAs were community college advocacy of representing the college; communication skills of projecting confidence and responding responsibly and tactfully and of effective listening skills; collaboration skills of developing teamwork and cooperation; and professionalism skills of demonstrating the courage to take risks, make difficult decisions, and accepting responsibility. Some of the competency attainment may have been due to the fact that the branch campus administrators in the study had been in their positions an average of 6.5 years, which would give them the benefit of years of experience in feeling comfortable with the roles they must play. Additionally, 81% of the participants reported having taught at the community college, which would have increased their opportunities to become comfortable with communicating and creating a positive environment.

The lowest-ranked competencies were separated by another clear margin. The competencies that ranked between 3.20 and 2.85 encompassed a wide variety of knowledge and skills. Some of the lack of competency attainment in these areas would be due to the

perception of never doing it well enough (managing stress through self-care, balance, adaptability, flexibility, and humor), and some may be due to lack of exposure (demonstrate cultural competence in a global society) or lack of training (take an entrepreneurial stance in seeking ethical alternative funding sources). The BCAs' lowest ranked competency (2.85), taking an entrepreneurial stance, also was identified by the presidents as an area in which only 61.4% felt well prepared (Duree, 2007). The need to develop resources by entrepreneurial thinking and actions is a more recent phenomenon on community college campuses. As resources continue to contract, the necessity to raise money outside of the normal funding stream has moved from being primarily a presidents' issue to include the senior administrators and mid-level administrators.

Lack of competency in contributing to the profession through professional development programs, professional organizational leadership, and research and publications reflects the community college emphasis on teaching and learning rather than research and was confirmed in Wallin's (2006) and Duree's (2007) studies, also. Unlike universities' research emphasis, the community college does not emphasize research or publishing for its leaders or faculty. The heavy teaching and administrative loads typical in the community college also limit the time available for research and writing pursuits even if the leader were proficient and/or interested in conducting research or making professional presentations. The branch campus administrators also are limited professionally because they have no strong regional or national professional group for leadership opportunities or for conference presentations.

Unfortunately, demonstrating transformational leadership was also in the lowest ranking of competencies at 3.13. Because the term transformational leadership was not

defined in the study, it was open to interpretation by participants. If the participants had been students of leadership or had participated in leadership development activities, the term would have been familiar and should have been a personal goal of mid-level leaders, especially those who have career goals of presidencies or top-tier management. James MacGregor Burns is credited with defining transformational leadership as leaders who, in their interactions "raise one another to higher levels of motivation and morality…But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both the leader and the led, and thus it has a transforming effect on both" (Burns, 1978, p. 20). In rating themselves as highly competent in promoting and maintaining high standards for personal and organizational integrity, honesty, and respect for people, branch campus administrators are indeed demonstrating transformational leadership; they just do not recognize it as transformational leadership.

Research Question 4

What are the relationships of selected preparation factors (internal or external leadership development programs, advanced degrees, career pathways, mentors, and peer networks) to community college branch campus administrators' perception of their preparedness and leadership competency attainment?

This research was an opportunity to determine which preparation factors for community college leadership were the most effective toward competency attainment. Other researchers have concurred that a doctorate degree is the "gateway" for community college leadership (Boggs, 1988; Townsend, 1996). Duree's recent study found that 87% of the participating presidents held doctorate degrees. There were 46% participants in this study who held a PhD, EdD, or a doctorate in another discipline. Of the remaining participants,

nine persons or another 7% reported working on a doctorate. The majority (53%) of the participants in this study had earned or was working toward the completion of a doctorate. Thirty of the branch campus administrators' doctorate degrees (23.6%) were in higher education with an emphasis in community college leadership. Shults' research (2001) reported the number of advanced degrees being conferred in community college administration as having dropped 78% from 1982-83 to 1996-97. Duree (2007) reported that 38% of the community college presidents in his study had earned their doctorates in higher education with community college leadership emphasis.

Career pathways for branch campus administrators are usually from another community college position (73% in this study) with more than half of the participants (56%) coming from academics. The average years of experience in community college academics were nearly 11, illustrating the strength of the academic background of this research group.

Participating in formal leadership development programs prior to accepting their current leadership position were over half of the participants or 52.2%. Several well-known leadership programs were mentioned. However, only 25% had participated in an internal leadership development program. The low-cost alternative of "growing your own leaders" was not widely used although the research and scholars have advocated internal programs (Green, 1988; Piland & Wolf, 2003; Roe & Baker, 1989). Internal leadership development is also a good tool for succession planning (Fulton-Calkins & Milling, 2005; Hull & Keim, 2007; Piland & Wolf, 2003; Wallin, Cameron & Sharples, 2005).

The positive affects of mentor and protégé relationships have been noted by researchers (McDade, 2005; McFarlin, Crittenden, & Ebbers, 1997; VanDerLinden, 2005), but the practice is not widely accepted at this level as only 33% of the participants reported

being a protégé. Again, mentoring seems to be a low-cost, high value practice to leadership development.

Networks within a graduate program cohort and with program faculty were not ranked high in importance in preparing for their positions. Only 27.4% ranked graduate program cohort as important or very important. Graduate program faculty members were ranked somewhat higher, as 36% rated them important or very important. Business and social networks were 49.2% and 53% respectively. However, previous co-workers at community colleges were ranked important or very important by 74% of the respondents.

As each of these preparation factors was placed into a statistical analysis of its effects on perception of preparedness, two factors were found to produce significant differences, participation in a formal leadership program prior to their first BCA position and an earned doctorate. Being able to participate in a formal leadership program may indicate that the individual also was preparing in other ways to advance in leadership roles. Often the formal leadership programs require sponsorship or nomination by one's employer, are expensive, and have limited class sizes (Hull & Keim, 2007), which mean intentional decisions were made for these individuals to attend. The earned doctorate, especially if it was earned in community college leadership or an education-related area, would suppose that the individual had a career goal of administration and future leadership positions and may have accumulated other related experiences.

A highly significant factor on perception of competency was the earned doctorate ($p=0.001$). In addition to anticipated curricular emphases, graduate degrees provide an exposure to higher education structure and academic concerns even if the degree is in disciplines other than education.

Research Question 5

How do career goals impact leadership preparation of branch campus administrators?

With the leadership shortage predicted and present for some community colleges, the knowledge of how many are in the queue for presidencies was appropriate to ascertain. Of the respondents, 41 people (32% of participants) expressed a desire to assume a presidency, chancellor, or provost position. They had prepared for their goal through education, leadership training, and work experience. An additional 22 persons expressed interest in vice presidencies. Twenty people were interested in other higher education administration. Unfortunately, only two-thirds of the participants are working toward other leadership positions. Retirement was mentioned by 17 persons. Others said they were content at their current position.

Career goals are not always articulated or planned; opportunities for advancement may present themselves, as successors to positions are often recruited from within the organization, especially for mid-level positions. Garza Mitchell and Eddy (2008) found that community college mid-level leaders in their research seldom planned to even work at a community college. With this lack of intentionality for career paths, leadership development is haphazard or at least after-the-fact of accepting a branch campus position.

Research Question 6

As branch campus administrators reflect on their leadership preparedness and competency, what skills or leadership attributes need to be developed in the near future to increase their effectiveness as a campus leader?

This research question had two purposes in gathering the qualitative data regarding needed skills. One was to identify leadership development needs. The second was to correlate the needed skills with those that were recommended by the AACC Leading Forward Project to triangulate the quantitative data. Other researchers have also surveyed mid-level leaders and potential leaders about perceived needed skills (Romano, Townsend, & Mamiseishvili, 2009; Townsend & Bassoppo-Moyo, 1997; Wallin, 2006).

The most needed individual competencies that were identified through coding participants' responses were employing time management skills and establishing networks and partnerships to advance the community college mission. (Appendix A lists all of the emerging themes that were mentioned by six or more participants.) When the individual responses were grouped to apply to the same competency, the most needed competency was "employ organizational, time management, planning, and delegation skills" with 28 coded responses. The second most needed competency was "manage stress through self-care, balance, adaptability, flexibility, and humor" at 18 responses.

Budgeting and finance and fund-raising were coded to two different competencies, one in the organizational strategy category and one in resource management. If they were re-aligned to the same competency, as other studies have combined them, the strength of those responses would be 23. Then the results of this study would more closely resemble studies by Wallin (2006) and Watba and Farmer (2006), which ranked financial skills high as a needed skill by mid-level administrators and leaders.

The skills that were identified by the participants were closely related to the recommended competencies. Branch campus administrators need to develop better organizational skills to better meet the demands of the position. They must learn how to

balance those expectations to maintain their health and manage the stress inherent in leadership positions. They feel unprepared to deal with the challenges of budgeting, finance, and expanding resources through alternative funding or simply fund-raising. Since these needs were identified as those they would target in the next 12 months or in the short-term, their need must be immediate, or they perceive that sufficient skills in these areas could be attained in a short time.

Research Question 7

What experiences would prepare a successful branch campus administrator?

This research question was another opportunity for respondents to indicate what would have been a preferred route to leadership positions. Nearly 23% of the participants indicated that they would have changed nothing regarding their career preparation for their positions, that they were satisfied with their preparation. Another 15% commented that they would have changed something about the career path that they took; several would have moved sooner even though they were satisfied with the work and the challenges that their position had at the time. One person commented that a seasoned mentor would have been a great asset. Getting an advanced degree or getting an advanced degree sooner was mentioned by 16 people or 14%. Only 10 people or 9% mentioned that they would have attended a formal leadership program if they had not done so. However, there were 46 skills or knowledge areas mentioned as desired by the remaining approximate 40%. These skills could be triangulated back to the suggested competencies as had been expected except for some individualized situations that created a need for some specific skills, such as fluency in a foreign language or change strategies.

Again, financial skills and knowledge including financial analysis, fund-raising expertise, and budget creation and management were identified as knowledge gaps in their preparation. Preparing leaders to be sufficiently confident financial managers is a critical need, especially when resources are diminishing and budgets are more stressed than before.

Surprisingly, there were several mentions of needing greater knowledge about the community college, its history, mission, organizational structure, and its students. Wallin (2006) also identified specific community college background as a needed skill. Since the majority of the participants in this study (73%) had come from the community college ranks, their work background must not have provided sufficient knowledge of the community college, or the comments came from those whose previous positions were outside of the community college. Regardless, community college leaders need a different level of information about the college itself and that must not be taken for granted when advancing internal candidates or lateral hiring from another community college.

Research Question 8

Are there relationships between preparedness, competency, and job satisfaction?

The participants had evaluated themselves on preparation factors, career paths, and level of competency attainment on 45 individual skills and abilities. Then they were asked to rate their level of preparedness for their first position as a branch campus administrator and to rate their overall competency on a four-point scale. Rating themselves as moderately well prepared or very well prepared were 73 % of the participants. Only 5% rated themselves as unprepared and 22% thought they were somewhat prepared. The high level of confidence in their readiness when accepting their positions is worth noting. This confident attitude would especially be true if the participants had successfully applied, interviewed, and landed the

job. However, as some commented in this study and in other studies, they may have been promoted from within or drafted to accept this position. Their perception of their readiness may not coincide with others' opinions of their capabilities or readiness for leadership.

Job satisfaction ratings were based on their perceptions in their current positions. Rating themselves as very satisfied or somewhat satisfied were 92.6%. Somewhat dissatisfied were 6.6%, and less than 1% was very dissatisfied. The average mean for job satisfaction was 3.54. This high level of job satisfaction may be a result of the generally higher morale of community college mid-level administrators noted by Rosser (2000). Bailey's 2002 in a study of branch campus administrators' job satisfaction also found a high, overall job satisfaction mean from the 153 participants (4.11 on a 5-point scale, 5 being the most satisfied).

A bivariate test of correlation was executed between perception of preparedness, self-assessment of competency, and job satisfaction. There was no statistical significance in the correlation between preparedness and job satisfaction. There were significant, positive correlations between preparedness and competency ($p < 0.01$) and between job satisfaction and competency ($p < 0.05$). Therefore, being well prepared affects one's perception of their competency, which affects their job satisfaction.

The overall competency rating reflected overwhelming confidence in their abilities as a branch campus administrator, as 98% rated their competency as very competent or moderately competent. Very competent, the highest rating possible represented 71% of the participants. Only 2% rated themselves as somewhat competent (a rating of 2), and no one said they were not comfortable with their level of competency (a rating of 1). The average mean of job competence was 3.69.

Limitations of Study

Although the sample was thought to be representative of a like group of administrators through the coding in the 2008 Higher Education Directory, the sample may have been quite dissimilar or it could have been heavily weighted with those who value research and higher and continuing education. Since the study relied on voluntary participation and on the coding system that existed in the directory, a representative sample of branch campus administrators may not have been obtained. Some of the respondents indicated that they held a position much like a president of a campus while others were leaders of a campus but with workforce or economic development focus. These were factors that were not controlled.

The resulting sample used in the survey was modest, only 135 participants of nearly 500 possible for a response rate of a slightly over 27%. Only 122 persons completed all of the survey, which included the competencies rankings. The partial surveys were used for reporting the demographics in Part I.

The AACC competencies were broadly described and open for interpretation by the participants. If there had been descriptions or examples of the competencies, the variance in how they were interpreted by the participants may have been narrowed somewhat. As they were used without further clarification, individuals applied and interpreted them as best they could. Conclusions based on these results are assuming that all of the participants interpreted the intent of the competencies in the same way or nearly the same way.

Implications for Future Research

There may not be enough compelling reasons to warrant further research on branch campuses. That may have been the message of the small participation in this study. Branch

campuses may not view themselves as different from the main campuses, and further attempts to differentiate them through targeted research, may be thought to undermine any movement to unify multi-campuses of community colleges. However, since branch campuses do exist and their needs are unique in the overall organizational structure of community colleges, they are legitimate research foci. The research focus should not be to accentuate their differences but to research ways to address their unique needs and those of their administrators.

Further research on this particular group of individuals should include their leadership development, as this group is a feeder group for upper leadership positions. A purposeful sample from the 2008 Higher Education Directory combined with other sources at the community colleges could yield important, qualitative data about how they are working toward their career goals. This study highlighted the lack of intentionality of career goals of the mid-level administrators. If the leaders who are leaving the community college in great numbers are to be replaced with qualified individuals, their replacements cannot be left to chance. A directed leadership development push must occur from the individual colleges to associations to universities.

It would also be helpful to explore what is the scope of work of this group of individuals through building a database of job descriptions from a sample group. Typical minimum job qualifications and educational requirements would be helpful information to aspiring leaders and might prompt them to begin to prepare for and to think about executive positions.

Discussion, Conclusions, and Recommendations for Practice

Branch campus administrators share the same need for leadership skills and knowledge as identified by the AACC competencies. By their rankings of the competencies in this survey and through their open-ended responses, they have confirmed the appropriateness of the competencies recommended by AACC and named specific skills that need to be taught to the next generation of community college leaders.

The data confirmed what leadership scholars teach – that leadership is learned. Barry Posner, author, Dean, and Professor of Leadership of the Leavey School of Business, Santa Clara University, Santa Clara, California, (B. Z. Posner, personal communication, April 18, 2009) shared this perspective on learning leadership from his leadership classic (Kouzes & Posner, 2007).

> Leadership is not a gene, and it's not a secret code that can't be deciphered by ordinary people. The truth is that leadership is an observable set of skills and abilities that are useful whether one is seated in the executive suite or standing on the front line, on Wall Street, Main Street, or College Avenue. And any skill can be developed, strengthened and enhanced given the motivation and desire, along with practice and feedback, role models, and coaching. (p. 339)

Marilyn Amey (2005b) took the leadership as learning concept and developed it for community college leaders, emphasizing that in addition to the skills and career tracks that have been identified, leaders need to be adaptable for changing roles and evolving circumstances (see also Bennis, 2003).

Scholars reiterate that developing leaders is "everybody's business" (Amey, 2005b; Kouzes & Posner, 2007; Wallin, Cameron, & Sharples, 2005). It should be the underlying

focus of every strategic plan. Leadership development starts with an environment and culture where leaders may emerge from every level of the organization (Amey, 2005b; Kouzes & Posner, 2007). Contrary to the common notions, sharing leadership knowledge and developing leadership skills throughout the organization does not create a divisive or competitive culture of too many leaders because good leadership knowledge also makes good followers (Amey, 2005b; Gilbert & Matviuk, 2008).

Five concepts derived from this research study are suggested as recommendations for practice for community college leaders who desire higher leadership positions, for university program directors who oversee community college leadership programs and graduate studies, for community college presidents who are looking for the next generation of leaders, and for leadership scholars. Leadership development is a shared responsibility of the individual, the community college administration, and the higher education profession. Undertaken as parts of a larger plan, these recommendations reinforce each other and would contribute to the well-rounded preparation of the next generation of community college leaders.

Doctoral Degrees – The significance of an earned doctorate upon the preparedness of community college leaders was reinforced strongly by this study. The overall development of the individual through doctoral work is self-evident. Some participants said of their doctoral degrees that they wished they had completed them earlier. Providing administrators with release time or support to complete a doctoral degree early in their careers would be justified by the data in better preparing leaders. The return on the investment of time and resources for the graduate would also be greater when completed at the beginning of a career instead of nearing mid-life.

Formal Leadership Programs – The data from this study showed a significant difference in the preparedness of those who had participated in a formal leadership program before they assumed their first position as a branch campus administrator. These programs were defined as leadership development outside of graduate coursework such as The League for Innovation in Community Colleges, AACC, or state programs. The difference in perception of preparedness indicated that allocation of the resources (financial and/or personnel) to develop leaders through external programs was justified by the data. Efforts to recruit potential leaders and prepare them before advancing their careers must be accelerated for maximum effect.

Career Planning – Participants commented that they had often been asked to assume higher-level roles. Other research indicated that midlevel administrators often are internal candidates who emerge from the ranks. The lack of intentionality of career planning promotes promising but under-prepared leaders who do not have the benefit of experiences that the research indicates will make them better leaders. Aspiring leaders need to take charge of their careers by setting goals and preparing for the next opportunity. Several participants mentioned that they wished they had moved on to other positions earlier. Planning ahead gives a broader perspective of career opportunities and makes the next career move more obvious.

Leadership Experiences – Learning leadership skills in a classroom will not prepare experienced leaders. Participants in this study wanted the skills, but they recognized that practicing them was also necessary. They said that they "learned on the job" and that they needed to "connect theory with practice." Opportunities to lead groups or chair projects are plentiful in the academic setting. Such opportunities could be turned into learning

laboratories with the cooperation of a seasoned colleague to interpret the experiences and expand the applications to broader situations. Research and scholars recommend providing ample venues for leadership experiences as well as teaching leadership skills and knowledge.

Develop Leaders at Every Level – Every college or organization can create an environment to develop leadership throughout the organization. If the college or organization is an effective one, good leadership likely already exists. The leaders need only to name the best practices and share their knowledge in an intentional manner. Leaders can serve as mentors to aspiring leaders and provide a continuing network of support as protégés assume new leadership roles. Sharing knowledge of community colleges internally is good communication practice and serves to inform the aspiring leaders providing them a context for new experiences. The popular concept that associates leadership only with authority is contrary to what colleges need to replace leaders and create a culture of facilitation.

The barriers that keep all populations from being equally represented in leadership roles need to be identified and breached to make it possible for these under-represented populations to advance. Minorities were not equally represented in this study. As community college student populations are increasingly diverse, leaders who understand and represent them are needed. Women and minorities face challenges that may be addressed to balance their representation in the leadership ranks (Shavlik & Touchton, 1988; Wilson & Melendez, 1988). As internal searches for potential leaders are underway, attempts at wide, inclusive invitations must be made (Moore, 1988).

Leadership development in organizations comes back to Barry Posner's charge to make a difference in other people's lives. He asks the questions, "What will be your legacy? Since we all will leave a legacy of some kind, will it be what we intended? A heartfelt quest

to leave a lasting legacy brings about a transformation from focusing on success to aspirations of impact and significance" (B. Z. Posner, personal communication, April 18, 2009). Creating leaders for tomorrow who embrace transformational leadership tenets would be a legacy of impact and significance.

Overall Significance of Study

The AACC leadership competencies seem to have relevance for this group of community college leaders. This group identified several gaps in knowledge that they perceived from their preparation. There are opportunities for leadership development programs to be developed or to be modified to include the needed skills and knowledge. The message was clear that financial knowledge in budgeting, analysis, and fund-raising are lacking.

Short-term leadership development may be the answer to filling knowledge gaps, but earning an advanced degree has again been shown to have a significant effect on job competence overall. Aspiring leaders who have an intentional career path will note that the earned doctorate has once again been confirmed as the gatekeeper for this career path.

Individual colleges need to note that mentor-protégé relationships and peer networks of co-workers at community colleges are important to leadership development and for the support of new leaders. Successful relationships may save a new leader from making unnecessary mistakes and from being overwhelmed.

Leadership recruitment is another message of this study. As the leaders have expressed interest in either moving up or retiring from their positions, there are opportunities for new leaders to step into the pipeline. It should be incumbent on all present community college leaders to recruit new leaders and to make that invitation to a broad audience.

Appendices

Appendix A

Branch Campus Administrators' Survey

Part I. Your Professional and Personal Information

In each section, provide the information or check the spaces as appropriate. All responses will remain confidential. For this survey, Branch Campus Administrator is defined as the on-site executive officer of a community college location within a community college system with two-year associate degrees as its primary offering.

There are 21 or 23 questions in Part I depending on your responses.

1. What is your title?

- ◯ Dean
- ◯ Executive Dean
- ◯ Director
- ◯ Branch Campus Administrator
- ◯ Other

Other (please specify)

2. Number of years in your present position:

3. Total number of years as a branch campus administrator:

4. Age at which you assumed your first branch campus administrator position:

5. Current age:

6. Gender:

- ◯ Male
- ◯ Female

7. Race/Ethnicity:

- ◯ American Indian/Native American
- ◯ Asian/Pacific Islander
- ◯ Black/African American
- ◯ Hispanic/Latino
- ◯ White/Caucasian
- ◯ Other

8. What was your last job (position) prior to your first branch campus administrator position?

9. Was this job in a community college setting?

- ◯ Yes
- ◯ No

10. How many years did you spend in each of the following career tracks prior to your first branch campus administrator position?

Community College Academics

Other Community College positions

Other Positions in education (outside of community college)

Other positions outside of education

11. Have you ever taught in a community college?

- ◯ Full-time
- ◯ Yes, Part-time
- ◯ Yes, Both Full- and Part-time
- ◯ No

12. Are you currently teaching in any of the following settings? (Check all that apply.)

- ☐ Community College
- ☐ Other higher education
- ☐ Not currently teaching
- ☐ Other

Other (please specify)

13. What is your career goal? (Check all that apply.)

- ☐ Community College President
- ☐ Community College Vice President
- ☐ Other higher education administration
- ☐ Other

Other (please specify)

14. What degrees have you earned? (Check all that apply.)

- ☐ Bachelor's
- ☐ Master's
- ☐ Ed. Specialist
- ☐ Ph.D.
- ☐ Ed.D.
- ☐ J.D.
- ☐ Other

Other (please specify)

15. What was your major field of study in your highest degree?

- ◯ Higher education with emphasis on community college leadership
- ◯ Higher education with other emphasis
- ◯ K -12 administration
- ◯ Other education field
- ◯ Other

Other (please specify)

16. Outside of your graduate program and prior to your first branch campus administrator position, did you participate in any formalized leadership preparation programs (e.g. The League for Innovation in Community Colleges, AACC, state programs, etc.)?

- ◯ Yes
- ◯ No

If yes, please explain

17. Have you participated in a "grow your own leadership," or an internal leadership development program (GYOL) in your preparation for your position?

- ◯ Yes
- ◯ No

If yes, please explain

18. How important were each of the following peer networks in assisting you in preparing for and assuming your position?

	Not Important	Somewhat Important	Important	Very Important
Graduate program cohort	◯	◯	◯	◯
Graduate program faculty	◯	◯	◯	◯
Previous co-workers at community colleges	◯	◯	◯	◯
Social networks	◯	◯	◯	◯
Business networks	◯	◯	◯	◯

19. As you were developing leadership skills required of a community college leader, did you participate in a mentor-protège relationship as a protège?

- ◯ Yes
- ◯ No

20. After assuming your first branch campus administrative position, did you participate in any formalized leadership preparation programs?

- ◯ Yes
- ◯ No

If yes, please list these formal leadership preparation programs below.

21. Does your community college participate in a "grow your own leadership," (leadership development for internal candidates) program?

- ◯ Yes
- ◯ No

22. If your community college sponsors or participates in a "grow your own leadership" (GYOL) program, who are the targeted participants in the program? (Check all that apply.)

- ☐ Top administration (vice presidents and deans)
- ☐ Mid-level academic managers (department chairs)
- ☐ Mid-level managers or directors
- ☐ Faculty
- ☐ Other
- ☐ My college does not offer an internal leadership development program.

23. What is your personal involvement in the GYOL program? (Check all that apply.)

- ☐ Broad oversight
- ☐ Primary decision maker
- ☐ A presenter
- ☐ No personal involvement
- ☐ My college does not offer an internal leadership development program.

Part II. Competencies for Community College Leaders

Part II addresses six competency domains for community college leaders that have been developed and endorsed by the American Association of Community Colleges (AACC): Organizational Strategy, Resource Management, Communication, Collaboration, Community College Advocacy, and Professionalism.

Under each domain are specific leadership competencies. For each competency, select a rating for your level of attainment and a rating of how important that competency or skill is to your position of a branch campus administrator.

There are 45 questions in Part II.

#1 - Organizational Strategy

1. Develop, implement, and evaluate strategies to improve the quality of education at your institution.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

2. Use data-driven decision making practices to plan strategically.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

3. Use a systems perspective to assess and respond to the needs of students and the community.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

4. Develop a positive environment that supports innovation, teamwork, and successful outcomes.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

5. Maintain and grow college personnel, fiscal resources and assets.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

6. Align organizational mission, structures, and resources with the college master plan.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

#2 - Resource Management

1. Ensure accountability in reporting.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

2. Support operational decisions by managing information resources.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

3. Develop and manage resources consistent with the college master plan.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

4. Take an entrepreneurial stance in seeking ethical alternative funding sources.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

5. Implement financial strategies to support programs, services, staff, and facilities.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

6. Implement a human resources system that fosters the professional development and advancement of all staff.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

7. Employ organizational, time management, planning, and delegation skills.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

8. Manage conflict and change in ways that contribute to the long-term viability of the organization.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

#3 - Communication

1. Articulate and champion shared mission, vision, and values to internal and external audiences.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

2. Disseminate and support policies and strategies.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

3. Create and maintain open communication regarding resources, priorities, and expectations.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

4. Effectively convey ideas and information to all constituents.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

5. Listen actively to understand, analyze, engage, and act.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

6. Project confidence and respond responsibly and tactfully.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

#4 - Collaboration

1. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

2. Demonstrate cultural competence in a global society.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

3. Involve students, faculty, staff, and community members to work for the common good.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

4. Establish networks and partnerships to advance the mission of the community college.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

5. Work effectively and diplomatically with legislators, board members, business leaders, accreditation organizations, and others.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

6. Manage conflict and change by building and maintaining productive relationships.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

7. Develop, enhance, and sustain teamwork and cooperation.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

8. Facilitate shared problem solving and decision-making.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

#5 - Community College Advocacy

1. Value and promote diversity, inclusion, equity, and academic excellence.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

2. Demonstrate commitment to the mission of community colleges and student success through the scholarship of teaching and learning.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

3. Promote equity, open access, teaching, learning, and innovation as primary goals for the college.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

4. Advocate the community college mission to all constituents and empower them to do the same.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

5. Advance lifelong learning and support a learning-centered environment.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

6. Represent the community college in a variety of settings as a model of higher education.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

#6 - Professionalism

1. Demonstrate transformational leadership.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

2. Demonstrate an understanding of the history, philosophy, and culture of the community college.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

3. Regularly self assess one's own performance using feedback, reflection, goal setting, and evaluation.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

4. Support lifelong learning for self and others.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

5. Manage stress through self-care, balance, adaptability, flexibility, and humor.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

6. Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

7. Understand the impact of perceptions, worldviews, and emotions on self and others.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

8. Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

9. Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

10. Weigh short-term and long-term goals in decision-making.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

11. Contribute to the profession through professional development programs, professional organizational leadership, and research/publications.

	Low	2	3	High
Competency Attainment	◯	◯	◯	◯
Importance to Position	◯	◯	◯	◯

Part III. Summary

There are 5 questions in Part III.

1. Overall, how well prepared did you feel for your first branch campus administrator position?

- ◯ Very well prepared
- ◯ Moderately well prepared
- ◯ Somewhat prepared
- ◯ Unprepared

2. Overall, how would you rate your level of competency as a community college leader?

- ◯ Very competent
- ◯ Moderately competent
- ◯ Somewhat competent
- ◯ Not comfortable with level of competency

3. How would you rate your current job satisfaction?

- ◯ Very satisfied
- ◯ Somewhat satisfied
- ◯ Somewhat dissatisfied
- ◯ Very dissatisfied

4. Please list three skills you feel are the most important for you to develop or improve upon in the next 12 months.

5. What do you wish you had done differently to prepare for community college leadership, knowing what you know now?

Thank you!

If you would like to receive an executive summary of this research, please email: kconover@iowalakes.edu.

Thank you very much for your cooperation in this research project.

Appendix B

Leadership Competencies' Importance and Attainment Ratings

ANOVA Examples

General Linear Model – ANOVA Repeated Measures Competency 1.1

Within-Subjects Factors

Measure: MEASURE_1

Competency Importance/Attainment	Dependent Variable
1	1.1 Develop implement, and evaluate strategies to improve the quality of education at your institution.
2	1.1

Descriptive Statistics

	Mean	Std. Deviation	N
Develop, implement, and evaluate strategies to improve the quality of education at your institution.	3.28	.646	122
1.1	3.52	.719	122

Multivariate Tests (b)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Competency Importance & Attainment	Pillai's Trace	.103	13.877(a)	1.000	121.000	.000	.103
	Wilks' Lambda	.897	13.877(a)	1.000	121.000	*. 000	.103
	Hotelling's Trace	.115	13.877(a)	1.000	121.000	.000	.103
	Roy's Largest Root	.115	13.877(a)	1.000	121.000	.000	.103

*p < .001
a Exact statistic
b Design: Intercept
Within Subjects Design: CompetencyImpAttain

Mauchly's Test of Sphericity(b)

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
	Greenhouse-Geisser	Huynh-Feldt	Lower-bound	Greenhouse-Geisser	Huynh-Feldt	Lower-bound	Greenhouse-Geisser
Competency Imp. Attain.	1.000	.000	0	.	1.000	1.000	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.
a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.
b Design: Intercept
Within Subjects Design: CompetencyImpAttain

General Linear Model – ANOVA Repeated Measures Competency 1.1 (Cont.)

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Competency Importance Attainment	Sphericity Assumed	3.447	1	3.447	13.877	.000	.103
	Greenhouse-Geisser	3.447	1.000	3.447	13.877	.000	.103
	Huynh-Feldt	3.447	1.000	3.447	13.877	.000	.103
	Lower-bound	3.447	1.000	3.447	13.877	.000	.103
Error (Competency Importance Attainment)	Sphericity Assumed	30.053	121	.248			
	Greenhouse-Geisser	30.053	121.000	.248			
	Huynh-Feldt	30.053	121.000	.248			
	Lower-bound	30.053	121.000	.248			

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	Comp. Imp/Attain	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Competency Imp/Attain	Linear	3.447	1	3.447	13.877	.000	.103
Error (Comp. Imp/Attain)	Linear	30.053	121	.248			

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	2816.561	1	2816.561	4109.115	.000	.971
Error	82.939	121	.685			

Estimated Marginal Means

Competency – Importance/Attainment

Measure: MEASURE_1

CompetencyImpAttain	Mean	Std. Error	95% Confidence Interval	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
1	3.279	.059	3.163	3.395
2	3.516	.065	3.388	3.645

General Linear Model ANOVA Repeated Measures Competency 5.3

Within-Subjects Factors

Measure: MEASURE_1

Competency Importance/Attainment	Dependent Variable
1	Promote equity, open access, teaching, learning, and innovation as primary goals for the college.
2	5.3

Descriptive Statistics

	Mean	Std. Deviation	N
Promote equity, open access, teaching, learning, and innovation as primary goals for the college.	3.57	.589	122
5.3	3.57	.715	122

Multivariate Tests(b)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Competency Importance/ Attainment	Pillai's Trace	.000	.024(a)	1.000	121.000	.877	.000
	Wilks' Lambda	1.000	.024(a)	1.000	121.000	.877	.000
	Hotelling's Trace	.000	.024(a)	1.000	121.000	.877	.000
	Roy's Largest Root	.000	.024(a)	1.000	121.000	.877	.000

a Exact statistic
b Design: Intercept
Within Subjects Design: CompetencyImpAttain

Mauchly's Test of Sphericity(b)

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
CompetencyImpAttain	1.000	.000	0	.	1.000	1.000	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.
a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.
b Design: Intercept
Within Subjects Design: CompetencyImpAttain

General Linear Model ANOVA Repeated Measures Competency 5.3 (Cont.)

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Competency Importance Attainment	Sphericity Assumed	.004	1	.004	.024	.877	.000
	Greenhouse-Geisser	.004	1.000	.004	.024	.877	.000
	Huynh-Feldt	.004	1.000	.004	.024	.877	.000
	Lower-bound	.004	1.000	.004	.024	.877	.000
Error (Competency Importance/ Attainment)	Sphericity Assumed	20.496	121	.169			
	Greenhouse-Geisser	20.496	121.000	.169			
	Huynh-Feldt	20.496	121.000	.169			
	Lower-bound	20.496	121.000	.169			

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	Competency Importance/Attainment	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Competency ImpAttain	Linear	.004	1	.004	.024	.877	.000
Error (Competency Imp/Attain)	Linear	20.496	121	.169			

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	3109.184	1	3109.184	4515.498	.000	.974
Error	83.316	121	.689			

Estimated Marginal Means

CompetencyImpAttain

Measure: MEASURE_1

Competency Imp/Attain	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	3.566	.053	3.460	3.671
2	3.574	.065	3.446	3.702

Appendix C

Competencies Compared by Gender

Competencies Compared by Gender

Independent Samples T-Test N=121

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
1.1 Develop, implement, and evaluate strategies to improve the quality of education at your institution. Importance	Yes	.480	.490	1.406	119	.162	.165	.118	-.068	.398
	No			1.419	118.686	.158	.165	.116	-.065	.396
1.1 Attainment	Yes	1.791	.183	.276	120	.783	.036	.131	-.223	.295
	No			.281	118.849	.779	.036	.129	-.219	.291
1.2 Use data-driven decision-making practices to plan strategically. Importance	Yes	.030	.863	.821	119	.413	.099	.121	-.140	.338
	No			.824	118.768	.411	.099	.120	-.139	.337
1.2 Attainment	Yes	.933	.336	.422	119	.674	.050	.118	-.183	.282
	No			.426	118.881	.671	.050	.117	-.181	.280
1.3 Use a systems perspective to assess and respond to the needs of students and the community. Importance	Yes	1.128	.290	.705	118	.482	.094	.134	-.171	.360
	No			.710	117.787	.479	.094	.133	-.169	.358
1.3 Attainment	Yes	1.166	.282	.516	118	.607	.066	.128	-.187	.319
	No			.519	117.981	.605	.066	.127	-.186	.318
1.4 Develop a positive environment that supports innovation, teamwork, and successful outcomes. Importance	Yes	.461	.499	.385	119	.701	.040	.103	-.165	.244
	No			.386	118.514	.700	.040	.103	-.164	.243
1.4 Attainment	Yes	4.274	.041	1.014	120	.313	.064	.063	-.061	.189
	No			1.027	119.476	.306	.064	.062	-.059	.187

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
1.5 Maintain and grow college personnel, fiscal resources and assets. Importance	Yes	.071	.791	.648	119	.518	.086	.132	-.176	.347
	No			.650	118.645	.517	.086	.131	-.175	.346
1.5 Attainment	Yes	6.077	.015	1.054	117	.294	.142	.135	-.125	.409
	No			1.066	113.310	.289	.142	.133	-.122	.406
1.6 Align organizational mission, structures, and resources with the college master plan. Importance	Yes	4.346	.039	-.119	120	.906	-.014	.118	-.249	.220
	No			-.121	118.162	.904	-.014	.116	-.245	.217
1.6 Attainment	Yes	.154	.695	.267	119	.790	.032	.120	-.206	.270
	No			.266	115.421	.791	.032	.121	-.207	.271
2.1 Ensure accountability in reporting. Importance	Yes	.120	.730	-.397	120	.692	-.047	.118	-.281	.187
	No			-.397	118.552	.692	-.047	.118	-.281	.187
2.1 Attainment	Yes	.592	.443	-.430	119	.668	-.056	.129	-.312	.201
	No			-.428	115.195	.669	-.056	.130	-.313	.202
2.2 Support operational decisions by managing information resources. Importance	Yes	1.449	.231	.776	120	.440	.092	.118	-.143	.326
	No			.774	116.934	.440	.092	.119	-.143	.327
2.2 Attainment	Yes	.722	.397	.558	119	.578	.070	.125	-.178	.317
	No			.557	116.689	.579	.070	.125	-.178	.317
2.3 Develop and manage resources consistent with the college master plan. Importance	Yes	.000	.989	-.190	119	.850	-.020	.107	-.232	.191
	No			-.190	117.064	.850	-.020	.107	-.232	.191
2.3 Attainment	Yes	.807	.371	.523	118	.602	.060	.115	-.168	.288
	No			.526	117.927	.600	.060	.114	-.166	.286
Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
2.4 Take an entrepreneurial stance in seeking ethical alternative funding sources. Importance	Yes	7.698	.006	2.221	119	.028	.361	.163	.039	.683
	No			2.254	118.769	*.026	.361	.160	.044	.679
2.4 Attainment	Yes	.010	.920	2.090	120	*.039	.364	.174	.019	.709
	No			2.103	119.791	.038	.364	.173	.021	.707
2.5 Implement financial strategies to support programs, services, staff, and facilities. Importance	Yes	1.002	.319	-.346	120	.730	-.049	.140	-.327	.229
	No			-.347	119.381	.729	-.049	.140	-.325	.228
2.5 Attainment	Yes	.046	.831	.209	120	.835	.032	.154	-.273	.337
	No			.208	116.992	.835	.032	.154	-.273	.338
2.6 Implement a human resources system that fosters the professional development and advancement of all staff. Importance	Yes	1.112	.294	-.882	120	.380	-.123	.140	-.399	.153
	No			-.887	119.780	.377	-.123	.139	-.398	.152
2.6 Attainment	Yes	.008	.927	.871	120	.386	.142	.163	-.181	.466
	No			.873	118.958	.384	.142	.163	-.180	.465
2.7 Employ organizational, time management, planning, and delegation skills. Importance	Yes	.011	.917	-.217	120	.829	-.027	.126	-.276	.222
	No			-.216	116.980	.829	-.027	.126	-.277	.222
2.7 Attainment	Yes	6.590	.011	-1.091	120	.277	-.103	.094	-.289	.084
	No			-1.067	98.449	.289	-.103	.096	-.293	.088
2.8 Manage conflict and change in ways that contribute to the long-term viability of the organization. Importance	Yes	.279	.598	-.225	120	.823	-.027	.121	-.268	.213
	No			-.223	113.905	.824	-.027	.122	-.269	.215

*p < .05

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
2.8 Attainment	Yes	3.906	.050	.946	120	.346	.093	.098	-.102	.287
	No			.960	118.984	.339	.093	.097	-.099	.284
3.1 Articulate and champion shared mission, vision, and values to internal and external audiences. Importance	Yes	.051	.822	.544	120	.588	.063	.115	-.165	.291
	No			.544	118.292	.587	.063	.115	-.165	.290
3.1 Attainment	Yes	1.195	.277	.630	119	.530	.063	.100	-.135	.261
	No			.633	118.831	.528	.063	.100	-.134	.260
3.2 Disseminate and support policies and strategies. Importance	Yes	2.325	.130	.812	120	.418	.091	.113	-.132	.315
	No			.808	115.204	.421	.091	.113	-.133	.316
3.2 Attainment	Yes	2.112	.149	.047	119	.963	.005	.111	-.215	.225
	No			.046	108.691	.963	.005	.112	-.218	.228
3.3 Create and maintain open communication regarding resources, priorities, and expectations. Importance	Yes	6.097	.015	1.168	118	.245	.120	.103	-.084	.324
	No			1.181	116.316	.240	.120	.102	-.081	.322
3.3 Attainment	Yes	2.616	.108	.703	120	.483	.062	.088	-.113	.237
	No			.712	119.532	.478	.062	.087	-.111	.235
3.4 Effectively convey ideas and information to all constituents. Importance	Yes	.103	.749	-.177	119	.860	-.020	.114	-.247	.206
	No			-.178	118.003	.859	-.020	.114	-.246	.206
3.4 Attainment	Yes	8.721	.004	1.443	119	.152	.120	.083	-.045	.284
	No			1.462	117.587	.147	.120	.082	-.042	.281
3.5 Listen actively to understand, analyze, engage, and act. Importance	Yes	.671	.414	.305	119	.761	.032	.105	-.176	.241
	No			.307	118.911	.759	.032	.104	-.175	.239
3.5 Attainment	Yes	9.658	.002	1.509	118	.134	.121	.080	-.038	.279
	No			1.536	115.860	.127	.121	.078	-.035	.276

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
3.6 Project confidence and respond responsibly and tactfully. Importance	Yes	3.018	.085	1.170	120	.244	.141	.121	-.098	.381
	No			1.188	118.933	.237	.141	.119	-.094	.377
3.6 Attainment	Yes	.311	.578	.402	118	.689	.033	.083	-.132	.198
	No			.401	114.222	.689	.033	.084	-.132	.199
4.1 Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles. Importance	Yes	.927	.338	-.048	120	.962	-.005	.113	-.229	.218
	No			-.048	119.950	.961	-.005	.112	-.226	.216
4.1 Attainment	Yes	1.351	.247	.340	120	.734	.038	.113	-.185	.261
	No			.336	108.811	.738	.038	.114	-.188	.264
4.2 Demonstrate cultural competence in a global society. Importance	Yes	.442	.507	.399	119	.691	.056	.141	-.223	.335
	No			.397	114.927	.692	.056	.141	-.224	.336
4.2 Attainment	Yes	3.363	.069	.212	119	.833	.032	.152	-.268	.333
	No			.210	109.696	.834	.032	.153	-.272	.336
4.3 Involve students, faculty, staff, and community members to work for the common good. Importance	Yes	.883	.349	1.070	120	.287	.122	.114	-.104	.348
	No			1.082	119.856	.282	.122	.113	-.101	.345
4.3 Attainment	Yes	.229	.633	-.305	120	.761	-.032	.105	-.241	.176
	No			-.304	116.796	.761	-.032	.105	-.241	.177
4.4Establish networks and partnerships to advance the mission of the community college. Importance	Yes	2.627	.108	-.831	120	.407	-.096	.115	-.323	.132
	No			-.823	110.977	.412	-.096	.116	-.326	.135
4.4 Attainment	Yes	10.899	.001	-1.370	120	.173	-.138	.100	-.337	.061
	No			-1.331	92.218	.186	-.138	.103	-.343	.068
4.5 Work effectively and diplomatically with legislators, board	Yes	2.661	.105	-.393	120	.695	-.053	.136	-.323	.216

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
members, business leaders, accreditation organizations, and others. Importance	No			-.388	108.189	.699	-.053	.138	-.327	.220
4.5 Attainment	Yes	.501	.480	1.395	120	.166	.174	.125	-.073	.422
	No			1.382	111.592	.170	.174	.126	-.076	.424
4.6 Manage conflict and change by building and maintaining productive relationships. Importance	Yes	.026	.872	-.125	120	.901	-.012	.097	-.204	.180
	No			-.125	117.606	.901	-.012	.097	-.205	.180
4.6 Attainment	Yes	.082	.776	-.041	120	.967	-.004	.092	-.185	.177
	No			-.041	114.714	.967	-.004	.092	-.186	.179
4.7 Develop, enhance, and sustain teamwork and cooperation. Importance	Yes	2.991	.086	-1.496	120	.137	-.155	.104	-.360	.050
	No			-1.486	113.797	.140	-.155	.104	-.362	.052
4.7 Attainment	Yes	1.271	.262	-.616	119	.539	-.052	.085	-.221	.116
	No			-.613	113.249	.541	-.052	.086	-.222	.117
4.8 Facilitate shared problem solving and decision-making. Importance	Yes	.027	.870	.042	119	.967	.005	.118	-.229	.239
	No			.042	118.558	.967	.005	.118	-.228	.238
4.8 Attainment	Yes	.031	.860	-.040	118	.969	-.004	.113	-.228	.219
	No			-.039	115.031	.969	-.004	.113	-.229	.220
5.1 Value and promote diversity, inclusion, equity, and academic excellence. Importance	Yes	1.118	.292	.028	120	.978	.003	.115	-.225	.231
	No			.028	119.656	.977	.003	.114	-.222	.229
5.1 Attainment	Yes	.250	.618	.466	120	.642	.051	.110	-.166	.269
	No			.466	117.773	.642	.051	.110	-.167	.269
5.2 Demonstrate	Yes	1.591	.210	.654	119	.514	.091	.139	-.185	.367

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
commitment to the mission of community colleges and student success through the scholarship of teaching and learning. Importance	No			.660	118.900	.511	.091	.138	-.182	.364
5.2 Attainment	Yes	.261	.610	.271	119	.787	.040	.148	-.252	.332
	No			.271	116.244	.787	.040	.148	-.253	.333
5.3 Promote equity, open access, teaching, learning, and innovation as primary goals for the college. Importance	Yes	.221	.639	.368	120	.713	.040	.110	-.177	.258
	No			.369	118.757	.713	.040	.110	-.177	.258
5.3 Attainment	Yes	.559	.456	.768	119	.444	.100	.131	-.158	.359
	No			.767	116.962	.444	.100	.131	-.159	.359
5.4 Advocate the community college mission to all constituents and empower them to do the same. Importance	Yes	.078	.780	.046	120	.964	.006	.124	-.239	.250
	No			.046	118.026	.963	.006	.124	-.239	.250
5.4 Attainment	Yes	4.432	.037	-.706	120	.481	-.076	.107	-.288	.137
	No			-.696	107.093	.488	-.076	.109	-.292	.140
5.5 Advance lifelong learning and support a learning-centered environment. Importance	Yes	1.493	.224	-.983	120	.328	-.115	.117	-.347	.117
	No			-.976	113.599	.331	-.115	.118	-.349	.119
5.5 Attainment	Yes	5.897	.017	-1.606	118	.111	-.192	.120	-.429	.045
	No			-1.579	102.902	.117	-.192	.122	-.433	.049
5.6 Represent the community college in a variety of settings as a model of higher education.Importance	Yes	1.837	.178	-1.180	120	.240	-.133	.113	-.356	.090
	No			-1.171	113.493	.244	-.133	.114	-.358	.092
5.6 Attainment	Yes	4.594	.034	-.973	119	.332	-.118	.122	-.359	.123
	No			-.949	96.982	.345	-.118	.125	-.366	.129

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
6.1 Demonstrate transformational leadership. Importance	Yes	.156	.694	-.120	120	.905	-.016	.130	-.274	.242
	No			-.121	119.783	.904	-.016	.130	-.272	.241
6.1 Attainment	Yes	1.650	.201	.621	120	.536	.089	.144	-.196	.374
	No			.617	113.956	.539	.089	.145	-.198	.376
6.2 Demonstrate an understanding of the history, philosophy, and culture of the community college. Importance	Yes	.073	.788	1.250	120	.214	.157	.126	-.092	.407
	No			1.259	119.960	.210	.157	.125	-.090	.405
6.2 Attainment	Yes	.136	.713	-.679	119	.499	-.113	.167	-.443	.217
	No			-.677	115.058	.500	-.113	.167	-.444	.218
6.3 Regularly self assess one's own performance using feedback, reflection, goal setting, and evaluation. Importance	Yes	1.075	.302	.804	120	.423	.100	.125	-.147	.347
	No			.812	119.921	.418	.100	.123	-.144	.344
6.3 Attainment	Yes	1.718	.193	.675	118	.501	.076	.113	-.147	.299
	No			.681	117.224	.497	.076	.112	-.145	.297
6.4 Support lifelong learning for self and others. Importance	Yes	.380	.539	-.258	120	.797	-.030	.115	-.258	.198
	No			-.259	119.859	.796	-.030	.115	-.256	.197
6.4 Attainment	Yes	3.866	.052	-1.048	119	.297	-.115	.110	-.333	.103
	No			-1.034	107.433	.303	-.115	.112	-.337	.106
6.5 Manage stress through self-care, balance, adaptability, flexibility, and humor. Importance	Yes	3.804	.053	2.229	120	*.028	.327	.147	.037	.617
	No			2.272	116.949	.025	.327	.144	.042	.612
6.5 Attainment	Yes	1.088	.299	-.943	118	.348	-.087	.092	-.269	.095
	No			.948	116.629	.345	.087	.092	.268	.095

*p. < .05

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
6.6 Demonstrate the courage to take risks, make difficult decisions, and accept responsibility. Importance	Yes	7.816	.006	1.537	120	.127	.174	.113	-.050	.399
	No			1.569	115.843	.119	.174	.111	-.046	.394
6.6 Attainment	Yes	12.478	.001	-2.119	118	.036	-.205	.097	-.397	-.013
	No			-2.086	104.118	*.039	-.205	.098	-.401	-.010
6.7 Understand the impact of perceptions, worldviews, and emotions on self and others. Importance	Yes	.660	.418	-.115	119	.909	-.015	.127	-.265	.236
	No			-.116	118.235	.908	-.015	.126	-.264	.235
6.7 Attainment	Yes	.136	.713	-.035	119	.972	-.005	.133	-.268	.259
	No			-.035	116.055	.972	-.005	.133	-.268	.259
6.8 Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people. Importance	Yes	3.710	.056	1.033	119	.304	.093	.090	-.086	.272
	No			1.044	118.999	.298	.093	.089	-.084	.271
6.8 Attainment	Yes	2.489	.117	.738	118	.462	.067	.091	-.113	.247
	No			.755	116.738	.452	.067	.089	-.109	.243
6.9 Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge. Importance	Yes	.343	.559	.011	120	.991	.001	.123	-.242	.244
	No			.011	115.340	.991	.001	.123	-.243	.246
6.9 Attainment	Yes	.176	.675	-.353	120	.725	-.039	.109	-.255	.178
	No			-.353	118.368	.725	-.039	.109	-.255	.178

*p. < .05

Leadership Competencies	Equal Variances Assumed	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
6.10 Weigh short-term and long-term goals in decision-making. Importance	Yes	.234	.630	.025	119	.980	.003	.120	-.235	.241
	No			.025	115.236	.980	.003	.121	-.236	.242
6.10 Attainment	Yes	6.194	.014	-1.135	118	.259	-.138	.122	-.380	.103
	No			-1.108	95.688	.271	-.138	.125	-.386	.110
6.11Contribute to the profession through professional development programs, professional organizational leadership, and research/publications. Importance	Yes	3.236	.075	-.390	120	.697	-.061	.157	-.372	.250
	No			-.388	114.226	.699	-.061	.158	-.374	.252
6.11 Attainment	Yes	3.608	.060	.869	120	.386	.147	.169	-.188	.482
	No			.862	112.113	.391	.147	.171	-.191	.485

Appendix D

Statistical Analyses of Preparation Factors Effects on Preparedness and Competency

T-Test

Earned Doctorate Effect on Preparedness

Group Statistics

	Earned Doctorate	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	Yes	57	3.32	.827	.110
	No	65	2.78	.857	.106

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.006	
		Sig.		.940	
	t-test for Equality of Means	t		3.472	3.480
		df		120	118.874
		Sig. (2-tailed)		***.001	***.001
		Mean Difference		.531	.531
		Std. Error Difference		.153	.153
		95% Confidence Interval of the Difference	Lower	.228	.229
			Upper	.834	.833

***p = .001

T-Test

Earned Doctorate Effect on Competency

Group Statistics

	Earned Doctorate	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	Yes	57	3.84	.368	.049
	No	65	3.55	.561	.070

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		40.895	
		Sig.		.000	
	t-test for Equality of Means	t		3.376	3.455
		df		119	109.701
		Sig. (2-tailed)		***.001	***.001
		Mean Difference		.295	.295
		Std. Error Difference		.087	.085
		95% Confidence Interval of the Difference	Lower	.122	.126
			Upper	.468	.465

***p = .001

T-Test

Formal Leadership Programs Effect on Preparedness

Group Statistics

	Formal Leadership Program Participation Before First BCA Position	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	Yes	64	3.22	.806	.101
	No	57	2.86	.895	.119

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.119	
		Sig.		.731	
	t-test for Equality of Means	t		2.322	2.308
		df		119	113.481
		Sig. (2-tailed)		*.022	*023
		Mean Difference		.359	.359
		Std. Error Difference		.155	.156
		95% Confidence Interval of the Difference	Lower	.053	.051
			Upper	.665	.667

* p > .05

T-Test

Formal Leadership Programs Effect on Competency

Group Statistics

	Formal Leadership Program Participation Before First BCA Position	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	Yes	63	3.67	.475	.060
	No	57	3.74	.483	.064

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		1.411	
		Sig.		.237	
	t-test for Equality of Means	t		-.802	-.801
		df		118	116.412
		Sig. (2-tailed)		.424	.425
		Mean Difference		-.070	-.070
		Std. Error Difference		.088	.088
		95% Confidence Interval of the Difference	Lower	-.244	-.244
			Upper	.103	.103

T-Test

GYOL Programs Effect on Preparedness

Group Statistics

	Participation in Internal or GYOL Leadership Program	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	Yes	32	3.06	.914	.162
	No	90	3.02	.874	.092

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.067	
		Sig.		.797	
	t-test for Equality of Means	t		.221	.217
		df		120	52.510
		Sig. (2-tailed)		.825	.829
		Mean Difference		.040	.040
		Std. Error Difference		.182	.186
		95% Confidence Interval of the Difference	Lower	-.320	-.333
			Upper	.401	.413

T-Test

GYOL Programs Effect on Competency

Group Statistics

	Participation in Internal or GYOL Leadership Program	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	Yes	32	3.66	.483	.085
	No	89	3.70	.509	.054

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		.094	
		Sig.		.759	
	t-test for Equality of Means	t		-.390	-.400
		df		119	57.532
		Sig. (2-tailed)		.697	.691
		Mean Difference		-.040	-.040
		Std. Error Difference		.104	.101
		95% Confidence Interval of the Difference	Lower	-.245	-.242
			Upper	.165	.162

T-Test

Mentor-Protégé Relationship on Preparedness

Group Statistics

	Participation in Mentor-Protégé Relationship	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	Yes	38	3.16	.754	.122
	No	84	2.98	.931	.102

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.978	
		Sig.		.325	
	t-test for Equality of Means	t		1.056	1.143
		df		120	87.129
		Sig. (2-tailed)		.293	.256
		Mean Difference		.182	.182
		Std. Error Difference		.172	.159
		95% Confidence Interval of the Difference	Lower	-.159	-.134
			Upper	.522	.498

T-Test

Mentor-Protégé Relationship on Competency

Group Statistics

	Participation in Mentor-Protégé Relationship	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	Yes	38	3.74	.446	.072
	No	83	3.66	.524	.058

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		2.770	
		Sig.		.099	
	t-test for Equality of Means	t		.755	.802
		df		119	83.519
		Sig. (2-tailed)		.452	.425
		Mean Difference		.074	.074
		Std. Error Difference		.098	.092
		95% Confidence Interval of the Difference	Lower	-.120	-.110
			Upper	.269	.258

T-Test

Three Years CC Work Experience on Preparedness

Group Statistics

	Years of Community College Work Experience	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	3 Years or more	88	3.0909	.89232	.09512
	Less than 3 Years	21	3.0952	.76842	.16768

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.596	
		Sig.		.442	
	t-test for Equality of Means	t		-.020	-.022
		df		107	34.130
		Sig. (2-tailed)		.984	.982
		Mean Difference		-.00433	-.00433
		Std. Error Difference		.21141	.19279
		95% Confidence Interval of the Difference	Lower	-.42343	-.39606
			Upper	.41477	.38740

T-Test

Five Years CC Work Experience on Preparedness

Group Statistics

	Years of Community College Work Experience	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	5 Years or more	79	3.0886	.89428	.10061
	Less than 5 Years	30	3.1000	.80301	.14661

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.080	
		Sig.		.778	
	t-test for Equality of Means	t		-.061	-.064
		df		107	57.969
		Sig. (2-tailed)		.951	.949
		Mean Difference		-.01139	-.01139
		Std. Error Difference		.18668	.17781
		95% Confidence Interval of the Difference	Lower	-.38147	-.36733
			Upper	.35868	.34454

T-Test

Ten Years of CC Work Experience on Preparedness

Group Statistics

	Year of Community College Work Experience	N	Mean	Std. Deviation	Std. Error Mean
Perception of Preparedness	10 Years or More	63	3.1270	.88886	.11199
	Less than 10 Years	46	3.0435	.84213	.12416

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Preparedness	Levene's Test for Equality of Variances	F		.880	
		Sig.		.350	
	t-test for Equality of Means	t		.495	.499
		df		107	99.973
		Sig. (2-tailed)		.621	.619
		Mean Difference		.08351	.08351
		Std. Error Difference		.16863	.16721
		95% Confidence Interval of the Difference	Lower	-.25079	-.24823
			Upper	.41780	.41524

T-Test

Three Years of Community College Work Experience Effect on Competency

Group Statistics

	Years of Community College Work Experience	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	3 Years or More	88	3.67	.519	.055
	Less than 3 Years	22	3.68	.477	.102

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		.176	
		Sig.		.676	
	t-test for Equality of Means	t		-.093	-.098
		df		108	34.561
		Sig. (2-tailed)		.926	.922
		Mean Difference		-.011	-.011
		Std. Error Difference		.122	.116
		95% Confidence Interval of the Difference	Lower	-.253	-.246
			Upper	.230	.224

T-Test

Five Years Community College Work Experience Effect on Competency

Group Statistics

	Years of Community College Work Experience	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	5 Years or More	80	3.69	.518	.058
	Less than 5 Years	30	3.63	.490	.089

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		.148	
		Sig.		.701	
	t-test for Equality of Means	t		.496	.508
		df		108	54.837
		Sig. (2-tailed)		.621	.613
		Mean Difference		.054	.054
		Std. Error Difference		.109	.107
		95% Confidence Interval of the Difference	Lower	-.162	-.159
			Upper	.271	.268

T-Test

Ten Years of Community College Work Experience Effect on Competency

Group Statistics

	Years of Community College Work Experience	N	Mean	Std. Deviation	Std. Error Mean
Perception of Competency	10 Years or More	61	3.70	.495	.063
	Less than 10 Years	49	3.63	.528	.075

Independent Samples Test

				Equal variances assumed	Equal variances not assumed
Perception of Competency	Levene's Test for Equality of Variances	F		1.496	
		Sig.		.224	
	t-test for Equality of Means	t		.739	.734
		df		108	99.841
		Sig. (2-tailed)		.462	.465
		Mean Difference		.072	.072
		Std. Error Difference		.098	.099
		95% Confidence Interval of the Difference	Lower	-.122	-.123
			Upper	.266	.268

Appendix E

Skills to Develop: Emergent Themes

Skills to Develop - Emergent Themes N=123

	AACC Competencies	BCA Responses
1	Organizational Strategy	
1.1	Develop, implement, and evaluate strategies to improve the quality of education at your institution.	Assessment & Evaluation 5 responses
1.2	Use data-driven decision-making practices to plan strategically.	Data-driven Decision Making 5 responses
1.3	Use a systems perspective to assess and respond to the needs of students and the community.	Develop Academic Programs 6 responses
1.5	Maintain and grow college personnel, fiscal resources and assets.	Fund-raising 11 responses
2	Resource Management	
2.3	Develop and manage resources consistent with the college master plan.	Marketing & Public Relations 6 responses
2.5	Implement financial strategies to support programs, services, staff, and facilities.	Budgeting & Finance 12 responses
2.6	Implement a human resources system that fosters the professional development and advancement of all staff.	Develop Supervisory Skills 5 responses
2.7	Employ organizational, time management, planning, and delegation skills.	Time Management 14 responses
2.7	Employ organizational, time management, planning, and delegation skills.	Delegation 8 responses
2.7	Employ organizational, time management, planning, and delegation skills.	Managing Operations More Efficiently 6 responses
2.8	Manage conflict and change in ways that contribute to the long-term viability of the organization.	Managing Conflict 10 responses

Skills to Develop - Emergent Themes (Continued) N=123

	AACC Competencies	BCA Responses
2.8	Manage conflict and change in ways that contribute to the long-term viability of the organization.	Managing/Adapting to Change 5 responses
3	Communication	
3.1	Articulate and champion shared mission, vision, and values to internal and external audiences.	Gathering Support for a Vision 9 responses
3.1	Articulate and champion shared mission, vision, and values to internal and external audiences.	Communication of Campus Needs 5 responses
3.4	Effectively convey ideas and information to all constituents.	Communication 9 responses
3.5	Listen actively to understand, analyze, engage, and act.	Listen 5 responses
4	Collaboration	
4.4	Establish networks and partnerships to advance the mission of the community college.	Develop More Partnerships/Networks 14 responses
4.5	Work effectively and diplomatically with legislators, board members, business leaders, accreditation organizations, and others.	Working More Effectively with Legislators 8 responses
4.7	Develop, enhance, and sustain teamwork and cooperation.	Collaboration/Team Bldg 11 responses
6	Professionalism	
6.5	Manage stress through self-care, balance, adaptability, flexibility, and humor.	Stress Management 10 responses
6.5	Manage stress through self-care, balance, adaptability, flexibility, and humor.	Work & Life Balance 8 responses
6.8	Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	Patience 6 responses

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