

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
CRITICAL SUCCESS FACTOR 1 AND THE ASSOCIATION WITH
LEADERSHIP STYLES PRACTICED BY NORTH CAROLINA
COMMUNITY COLLEGE PRESIDENTS

A Dissertation by
JONATHAN DAVID HAUSER

Submitted to the Graduate School
Appalachian State University
In partial fulfillment of the requirement for the degree of
DOCTOR OF EDUCATION

December 2010
Doctoral Program in Educational Leadership
Reich College of Education

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CRITICAL
SUCCESS FACTOR 1 AND THE ASSOCIATION WITH LEADERSHIP STYLES
PRACTICED BY NORTH CAROLINA COMMUNITY COLLEGE PRESIDENTS

A Dissertation
By
JONATHAN DAVID HAUSER
December 2010

APPROVED BY:

Jim Killacky, Ed. D.
Chairperson, Dissertation Committee
Director of Doctoral Program

Les Bolt, Ph.D.
Member, Dissertation Committee

Patricia Mitchell, D.P.A.
Member, Dissertation Committee

Edelma D. Huntley, Ph.D.
Dean, Research and Graduate Studies

Copyright by Jonathan David Hauser 2010
All Rights Reserved

ABSTRACT

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CRITICAL SUCCESS FACTOR 1 AND THE ASSOCIATION WITH LEADERSHIP STYLES PRACTICED BY NORTH CAROLINA COMMUNITY COLLEGE PRESIDENTS (December, 2010)

Jonathan David Hauser, B.S.E.T., University of North Carolina at Charlotte

M.Ed. North Carolina State University

Chairperson: Jim Killacky

This study examined the association between the North Carolina Community College System's Critical Success Factors - Factor 1: Core Indicators of Student Success, and the practiced leadership styles of North Carolina community college presidents. The mixed-method research design involved a constructive epistemology. The first stage used quantitative research to gather and analyze data from the Leadership Competence Assessment Instrument and the North Carolina Community College System Annual Reports (2007 – 2009). The second stage used qualitative research to develop interview questions for selected presidents based on the results of the first stage. The third and final stage for this research was comprehensive and combined strategies, approaches, and methods from stages one and two.

Two groups of presidents were studied. One consisted of presidents whose colleges had met the Core Indicators of Student Success. The second comprised of presidents whose colleges had not met the Core Indicators of Student Success. Thirty-five of the 58 presidents participated, a rate of 60.3%, in completing the Leadership

Competencies Assessment Instrument. Respondents identified the relative importance of specific leadership competencies by completing a Likert-type scale of 46 items, grouped into three functional leadership areas: (a) roles, (b) values, and (c) skills. There were significant differences detected in some individual competencies, suggesting that years of experience may have an influence on meeting the Core Indicators of Student Success.

Leadership styles practiced by North Carolina community college presidents remain complex issues that warrant additional research. Results indicate there is a clearly identified need to focus on quality instruction and services for students at individual North Carolina community colleges. While meeting the Core Indicators of Student Success is valuable to colleges, this study did not reveal CISS to be an important part of the vision, mission, or goals of North Carolina community colleges. Results also indicate that while significant responsibilities are placed upon the presidents of North Carolina community colleges, there appears to be sufficient support at many colleges, both in resources and instructional level, to meet either current or anticipated needs for students to succeed, specifically at the presidential level.

Recommendations for future research include: 1) exact replication studies using a different kind of scale on the Leadership Competency Assessment Instrument; 2) studies designed to replicate the research questions used in this study, but drawing samples from other college administrators; 3) how performance-based funding would apply to colleges meeting the CISS and those colleges not meeting the CISS.