THE DUAL ENROLLMENT EXPERIMENT:

EXPLORATION FOR DISTRIBUTED LEADERSHIP

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Abstract:

Leadership could be identified as a construct with unlimited definitions that are as idiosyncratic as the individuals seeking to frame its essence. While the contemporary study of scientific leadership dates back to the 1920s, the framework of educational leadership only began to evolve within the last 50 years. Specifically, distributed leadership has been studied world-wide within the context of school leadership for primary and secondary education systems. However, the study of distributed leadership within the academy has received little attention. In 2016, the Department of Education launched the Dual Enrollment Experiment, which allowed participating college and universities to award Federal Pell Grants to high school students enrolled in college courses. The three-year pilot program provided the context for this study, which explored the lived experiences of 16 campus leaders at four community college campuses using a distributed leadership framework. Utilizing a constructionist epistemology, interviews, surveys, dual enrollment documents and artifacts, and observational field notes were collected and analyzed for this qualitative study. Using the Comprehensive Assessment of Leadership for Learning (CALL) as a conceptual framework, the study explored the leadership actions of individuals and teams that were responsible to execute the federal pilot at their campus. The exploration for distributed leadership led to findings associated with the five CALL domains and informed recommendations for future research and pragmatic opportunities for community college leaders to leverage distributed leadership thus creating equitable and diverse pathways of leadership at their campuses.

KEYWORDS: distributed leadership, dual enrollment experiment, Comprehensive Assessment of Leadership for Learning, community college

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CHAPTER I

INTRODUCTION

In 2001, a graduate course assignment resulted in a paper titled, "Leadership is as Leadership Does" (Phillips). The thesis argued that not one leadership philosophy, style, or paradigm was uniformly suited for all organizations. The central finding was that, more often than not, organizational leaders reacted to emerging problems and nearly always drifted away from their personal leadership framework (e.g., Servant Leadership) and sometimes from the organizational culture. This approach enabled leaders to "put out fires" but often disconnected them from their followership (Bennis & Thomas, 2002). The paper suggested that organizations, and their leaders, should view leadership as a construct (Burns, 1978) and utilize multiple leadership frames (Bolman & Deal, 2017) that might allow them to address emerging issues while also pursuing the vision and mission of the organization. One might argue that the principle idea of the paper, leadership is as leadership does, might also apply to the academy.

Information about leadership is prevalent in academic literature. Within the last 100 years, research has shifted from the study of scientific management aimed at improving factory efficiencies and outputs (i.e., Hawthorne Study) to investigating the relationships between leaders and their stakeholders. The shift in scholarly research from the study of management to leadership occurred within all organizational contexts. In the 1950s and 1960s, the research about educational leadership began to increase within the scope of primary and secondary education.

With the emergence of community colleges as a postsecondary education option, the context of research shifted to the exploration of leadership at institutions of higher education (IHE). Today, IHEs continue to explore leadership models with the aim of identifying one or more paradigms that support the institution's role, scope, and mission. This study specifically explores distributed leadership as one potential paradigm for community college leaders.

Distribute leadership's (DL) roots are found in primary and secondary educational organizations in the United States as well as around the world. DL was first developed in a response to supporting shared governance principles but also to disburse task objectives across intuitional resources thereby allowing school systems to be more efficient and effective. Distributed leadership has been studied around the globe in locations such as Bangladesh (Mullick, 2013), Australia (Silins & Mulford, 2002), Canada (Mascall, Leithwood, Staus & Sacks, 2008), Singapore (Koh, Steers & Terborg, 1995), England (Leithwood & Jantzi, 2006), the Netherlands (Geijsel, Sleegers, Leithwood & Jantzi, 2003), and it the Chicago elementary schools (Spillane & Zoltners Sherer, 2004). In recent years, the scope of research expanded to the academy (Kezar, 2012).

This study is about an exploration for distributed leadership. Using a qualitative methodology, I constructed a case study to explore the lived experiences of 16 community college administrators who were involved with applying for, implementing, and facilitating a three-year federal pilot experiment at their campus. Although I could have selected a number of prevalent leadership paradigms as the framework for this study, I selected distributed leadership because it closely aligns with other educational leadership models that value collegiality (Wallace, 1989) and shared governance. Distributed leadership offered a lens that might define some commonly accepted educational leadership practices as well as highlight opportunities explore the changes to the power distribution within the community college leadership landscape.

The chapter provides an overview of the study. The introduction includes the background of the study, problem statement, purpose of the study, and the study's significance. An overview of the methodology, delimitations, and definitions of terms are also provided.

Background of the Study

In May 2016, the Department of Education (DOE) launched the *Dual Enrollment Experiment* to explore the influence of grant funding on college access. As part of a three-year pilot study, 44 postsecondary institutions were authorized to provide Federal Pell Grants to eligible high school students participating in dual enrollment programming. Only institutions participating in the pilot were authorized to award Pell Grants to students who had not earned a secondary education diploma or equivalency. The DOE selected community colleges and universities for their study. However, this research study focused exclusively on community colleges that were invited to participate in the three-year *Experiment*.

This study's context included community colleges at four locations. Although separated by geography, I selected each community college because all shared two commonalities. First, each community college was under the umbrella of the same regional accrediting organization. This connection was important because it bracketed the research within a specific region of the United States. Within the region, the DOE invited 10 community colleges to participate in the *Experiment*. Second, each site had, or implemented as part of the pilot, a dual enrollment academy or program. Although each site's program had a unique academic focus, the framework of an early college academy at some campuses added to the context of the study. Narrowed from the 10 community colleges approved for the DOE experiment, I selected Northeast College, Northwest College, Southeast College, and Southwest College for this study. Because each research site was named in the DOE announcement as a participant in the *Experiment* (Press Office, 2016), I assigned fictitious names for each institution as well as for all research participants to ensure confidentiality. A brief description of each site follows.

One of five campuses in a state university system, Southeast College (SEC) was the first

site selected.   Established in 1966, SEC is a community college with accreditation to award

associate degrees. It serves approximately 2,000 in-state and out-of-state students. In their

application to participate in the *Experiment*, SEC committed to the development of a dual

enrollment healthcare academy for students interested in pursuing careers in Nursing, Radiologic

Technology, or Respiratory Care. Prior to the *Experiment*, SEC served less than 200 dual

enrollment students because of the low socio-economic status of families within their educational

service area. Working with the area high school and community leaders, SEC projected they

might enroll 350 new high school students into the early college academy with the support of the

Pell Grant.

Southwest College (SWC) was the second college selected. Established in 1926, SWC is

a multi-campus community college that awards associate degrees and certificates for 12 programs

in career and technical education. The main campus is the oldest community college site in

operation within the state. The two newest campuses opened in 2010. SWC serves

approximately 2,400 students across all campuses. In partnership with five high schools, SWC

planned to serve 290 new dual enrollment students in the first year of the *Experiment*, but

projected increasing demand over the three-year period.

The third research site was Northeast College (NEC). Established in 1966, NEC is a

public community college within a state system of colleges. The college offers programs

designed to meet regional needs by awarding associate degrees, diplomas, and certificates.

Programs at NEC include Business; Education; Health Sciences; Humanities, Arts, and

Communication; Industry and Manufacturing; Public Safety; Science, Technology, Engineering,

and Math; and Social and Behavioral Sciences. The college hosts a dual enrollment STEM

academy, which provides Health Science Diagnostic, Technology, and Engineering programs for

dual enrollment students. Prior to the *Experiment*, NEC's academy served over 500 students with

approximately 40 percent meeting Pell Grant eligibility.

Northwest College (NWC) was the final research site. Providing associate degrees and technical certificates, NWC offers over 100 academic and technical programs. In 2000, NWC was created because two community colleges merged. Today, it serves approximately 9,000 students within the region as a comprehensive, open-access, culturally diverse, public community college. In partnership with area school districts, NWC planned to expand their existing dual enrollment program to include an additional 500 low-income students taking courses at either the college or area high school campuses.

The four research sites were unique from one another because of geographic location, specific dual enrollment programming, and leadership structure. However, administrators at all sites shared the same goal of using access to Federal Pell Grants to remove financial barriers for students and improve college access at their campuses.

This study explored the implementation of the *Dual Enrollment Experiment* (Press Office, 2016). Using a case study approach, I investigated the implementation and facilitation of the *Experiment* at each site using distributed leadership (Gronn, 2000) as a conceptual framework. Because each research site had hierarchical leadership roles associated with implementing and facilitating the *Experiment*, distributed leadership (DL) was an appropriate leadership model to use as an exploratory lens. Research participants held the roles of chief executive officer (CEO) [president or chancellor], chief academic officer (CAO), chief enrollment management officer (CEMO), chief student affairs officer (CSAO), director of institutional research (DIR), financial aid administrator (FAA), or dual enrollment administrator (DEA).

The background of this study provided an appropriate context to research distributed leadership as an actionable paradigm for community college leaders.

Problem Statement

Distributed leadership has grown in prominence in primary and secondary education systems worldwide (MacBeath, 2005; Park & Datnow, 2009). However, distributed leadership, as a framework, has not been utilized at many Institutions of Higher Education (IHEs) in the United States (Kezar, 2012). Because distributed leadership shares its characteristics with other educational leadership models, the framework might aid IHEs, namely community colleges, with executing its role, scope, and mission. I created the study's purpose to specifically address the research problem.

Purpose of the Study

The purpose of this study was to investigate the implementation and facilitation of the *Dual Enrollment Experiment* at four community colleges in a specific region of the United States. Using a distributed leadership conceptual framework, the study explored the lived experiences of campus administrators responsible for dual enrollment programming. After defining the study's purpose, the research questions were written.

Research Questions

Based on the research problem and purpose, this study explored two main research questions.

1. What were the experiences of leaders during the first two years of the *Dual Enrollment Experiment* at four community colleges in a select region of the United States?

2. How, if at all, did leaders use a distributed leadership framework to implement and facilitate the *Experiment* at their campus?

Overview of Methodology

Crotty (1998) explains epistemology as the way we see the world, or "how we know what we know" (p. 8). I selected social constructionism as the epistemology for this study because it seeks to highlight the ways that individuals participate in the construction of knowledge. Social constructionism suggests that meaning emerges at the intersection of human interaction with a specific phenomenon (Berger & Luckmann, 1966). In this study, I constructed knowledge by researching the lived experiences of community college administrators involved in the implementation and facilitation of the *Experiment*. Because each administrator had a different operational responsibility within the pilot, and served as member of a leadership team, social constructionism was an appropriate epistemology to guide this study. It was essential to this study to utilize a methodology focused on exploring information and making meaning.

Research Methodology

Qualitative inquiry seeks to expand the understanding of a specific phenomenon (Creswell, 2009). In this study, I explored the personal experiences of campus administrators along with their shared responsibility to implement and facilitate the *Experiment* at their campus. Qualitative inquiry posits that the researcher become an instrument of the research (Patton, 2004) and assume the role of a participant observer. Because of the immersive nature of this study, I used thick, rich details (Patton, 1990) to describe the lived experiences of each participant. Because this study explored lived personal experiences in a natural environment, a qualitative methodology was appropriate.

Research Method

A case study is a research method that explores a specific phenomenon through highly involved and specifically detailed examination of a particular case. This study follows Stake's (1995) framework for instrumental case studies as a method to explore the social construction of

reality. Although this study was conducted at four different locations, it is a single case because participant experiences were connected to the larger context of the *Dual Enrollment Experiment*. This case study used the *Experiment* [case] to gain insight about the leadership practices [phenomenon] displayed by campus administrators. The data collection methods are discuss later in this chapter and were carefully chosen to explore the conceptual framework for the study.

Conceptual Framework

A distributed leadership framework grounded this study. Distributed leadership suggests that organizational success is "a product of joint interactions of school leaders… and aspects of their situation" (Spillane, 2006, p. 3). This framework was especially advantageous to the leadership investigation because each participant had unique roles that contributed to the overall process of implementing and facilitating the *Experiment*. Although initially observed among high school and school district leaders (MacBeath, Oduro, & Waterhouse, 2004; Park & Datnow, 2009), distributed leadership has also been researched within postsecondary education outside of the United States (Bolden, Petrov, & Gosling, 2008). The Comprehensive Assessment of Leadership for Learning (CALL) framework, which utilizes five domains and multiple sub-domains was used in this study and is described in detail in Chapter II. Because the research participants all had a leadership role and a responsibility for different components of the *Experiment*, distributed leadership was a legitimate framework for this study.

Data Collection and Analysis

After receiving a successful Institutional Review Board approval and gaining permission to conduct research at each site, I collected data though individual interviews, surveys, artifact collection, and observer field notes. Because individual interviews were the primary data collection method, I met with multiple campus administrators at each research site. Each was selected because of their official organizational title and the assumption that each person

facilitated a unique responsibility during the *Experiment*. I conducted interviews with the positions of chief executive officer, chief academic officer, chief enrollment management officer, chief student affairs officer, director of institutional research, financial aid administrator, and dual enrollment administrator, or complementary role depending upon the college's organization structure. At each campus, I developed the interview schedule solely based on the availability of each administrator. The participant's title and responsibility at their campus had no influence on the scheduling of interviews. Interviews lasted approximately 50 minutes and used open-ended, semi-structured questions designed to explore each participant's experience during the initial implementation of the *Experiment* and the succeeding years. Each interview was audio recorded and later transcribed using a web based application called *Trint*. At the conclusion of the interviews, I asked each participant to complete a short survey [Appendix E] about their perception of leadership statements. During the site visit, I also collected any available documents and artifacts connected with each dual enrollment program, and made personal observations about any campus space connected to the *Experiment*. Although each institution provided evidence supporting their proposal to participate in the *Dual Enrollment Experiment* to the Department of Education and were required to submit regular reports, college documents and artifacts were not a rich data source for leadership practices or organizational decisions. Although I planned to gather program announcements, brochures, flyers, hardcopies of webpages, social media posts, position descriptions, policy statements, and written procedures at each site, these data sources were limited across all sites. As the final data collection method, I recorded my observations and took photographs of campus spaces associated with each dual enrollment program. Because dual enrollment students were not within the participant scope of the study, data was not collected directly from or about high school students. In acquiescence with this study's methodology, data analysis began during the data collection process but intensified after the final site visit.

Data analysis consisted of open and axial coding to identify emerging themes. Using typed transcripts of the audio recordings, I manually coded the data. After all themes were identified, I clustered (Aldenderfer & Blashfield, 1984) each theme to construct direct connections between the data. After grouping all themes, I used *MAXQDA Plus* as an organizational tool and identified word and theme frequencies. In Chapter III, I explain the research procedures in detail.

Significance of the Study

The significance of this study lies within the three areas of research, theory, and practice.

Significance for Research

Student success research largely targeted residential, four-year institutions over the last 80 years. In the last decade, community colleges became an added context in the pursuit to identify best practices that might be generalizable across the academy. This research has significance because it indirectly connects to the study of dual enrollment as part of the student success corpus. Many dissertations have focused on varying dual enrollment topics, including academic achievement at academic different settings (Flores, 2012; Wallace, 2015), the influence of dual enrollment on student persistence in postsecondary education (Raia-Taylor, 2012), and financial constraints of institutions (Hockley, 2013). This research further explores dual enrollment as a program aimed at improving student success. The study also has significance because it explores community college leadership.

Distributed leadership shares many commonalities with other learning leadership models. Because of the similarities with collegiality and shared governance, this study expands the study of leadership within IHEs, namely at community colleges. Additionally, this study identifies about the use of distributed leadership theory within the academy. In addition to the significance for research, the study also has significance for theory.

Significance for Theory

The study's conceptual framework has significance for theory. Distributed leadership (Spillane, 2006) first emerged within the context of primary and secondary educational systems. The early roots of the framework explored the interactions among educational leaders as they facilitated administrative activities at the school site. The scholarship expanded as the research shifted from investigating learning leadership at individual sites to an exploration across school districts. Over the last few decades, researchers studied distributed leadership as a framework in postsecondary education outside the United States further increasing the context of the scholarship. Because this study explored distributed leadership at community college campuses in the United States, it has significance to further expand the scope of research to the academy.

The Comprehensive Assessment of Leadership for Learning (CALL) tool used in this study also has theoretical significance. Developed by the Department of Education, CALL was originally designed to examine leadership at K-12 school and districts. This study extends the use of CALL by applying the assessment to the context of postsecondary education. Going beyond theoretical significance, this study may also have a pragmatic importance.

Significance for Practice

In 2005, forty-five states subsidized tuition costs for students participating in dual enrollment programming (Hughes, Karp, Fermin & Bailey, 2005). Because dual enrollment programming continues to be a strategy for improving access into college, findings from this study inform when and how distributed leadership theory should be applied to an organizational model or specific program. At all four research sites, each college had a traditional organizational chart that depicted a hieratical model of administration. However, the daily activities and pursuit of strategic objectives were heavily dependent upon the people, their skillsets, and their responsibilities within each community college. Because of these differences,

this study has a rich significance for how administrators implemented and facilitated the *Experiment* at their campus.

Section Summary

By exploring the implementation of the *Experiment*, this study is beneficial to research, theory, and practice. From the research perspective, this study is significant because of its contributions to student success strategies and the context of community colleges. Theoretical significance can be found because of the exploration for distributed leadership and the use Comprehensive Assessment of Learning Leadership evaluation tool. Pragmatically, the design of community college organizations and dual enrollment programs, as seen through the lived experiences of participants in a federal pilot study, have significance. Next, I present the delimitations and definitions of the study.

<div align="center">Delimitations</div>

Case studies have inherent delimitations (Creswell, 2009). This study is not exempt from some commonly recognized boundaries. First, case studies exist in a specific space and within a defined time. This study is bound because the research occurred at four community college campuses and explored lived experiences during a fixed period. Furthermore, it is bracketed within a specific region of the United States. My study cannot account for any experiences outside of its context, nor can it predict the same data might emerge in future research.

Second, case studies can only represent the experiences of participants and may not be generalizable at other community colleges with dual enrollment programming. Although this study occurred at four unique sites, there was no assumption that themes might be observed at other locations or within other leadership teams. Additionally, data was unique to this study and might not be useful for understanding campus leadership styles at other community colleges nationally.

Definitions

The understanding of postsecondary education terms can vary depending upon the context in which they are used. The following definitions relate to the context and scope of this study and will be used in this dissertation:

- *Authoritative Leadership* (Northouse, 2016) is a leadership theory that emphasizes one person as a leader who delegates and regulates all organizational activity.

- *Collaborative leadership* (Ruben, 2009) is a leadership theory that supports teams of people working on common goals through partnership.

- *College Access* refers to the entry of qualified students into postsecondary education; compared to four-year institutions, community colleges have no minimum academic requirement and are considered "open admission" or "open access".

- *Community College* is an institution authorized to grant an associate degree.

- *Concurrent Enrollment* is a term that is exchangeable with *dual enrollment* at some institutions; however, concurrent enrollment can also refer to the simultaneous enrollment of a postsecondary student at two higher education institutions; to eliminate confusion and to stay consistent with the operational definition used in the *Dual Enrollment Experiment*, dual enrollment will be used in this proposal.

- *Distributed leadership* (Gibb, 1954) is a leadership model primarily used in educational leadership and has a central focus on improving learning.

- *Dual Enrollment* is a program that allows high school students to participate in postsecondary coursework and apply the earned credit toward high school graduation requirements.

- *Federal Pell Grants* are dollars awarded to postsecondary students to help subsidize the educational expenses associated with college enrollment.

- *Laissez-Faire leadership* (Schyns & Schilling, 2013) is a leadership theory that suggests a hands off approach and only intervening when organizational correction is necessary.

- *Learning communities* (Lester 2014) is a program that creates peer to peer relationships for shared academic and experiential interests in college.

- *Orientation* (Bailey & Alfonso, 2005; Brownell & Swaner, 2009a; Crisp & Taggart, 2013; Swaner & Brownell, 2009) is a program that introduces college information with the aim of supporting a student's transition into postsecondary education.

- *Political leadership* (Bolman & Deal, 2017) is a leadership theory focused on the attainment and use of power within the organization.

- *Remediation* (Bailey, 2009; Calcagno & Long, 2008; Martorell & Mcfarlin, 2011) is a program of preparatory classes that support for students having difficulty with college-level English, reading, and math.

- *Servant leadership* (Greenleaf, 1970) is a leadership theory where the leader places high emphasis on helping other achieve their individual goals and thereby achieving organizational objectives.

- *Transactional leadership* (Bass, 1990a) is a leadership theory that follow a pragmatic approach to working together.

- *Transformational leadership* (Leithwood, 1994) is a leadership theory that empowers holistic change through the organization.

Summary

This study explored the implementation of the *Dual Enrollment Experiment* at four community college campuses in the United States. The aim of this research was to conduct a case study and use data from participants' stories to explore for the existence of distributed leadership theory. This study occurred across a three-year period with considerable time invested analyzing the data and developing the findings. As discussed in Chapter 5, the contributions of this study

focus primarily on the application of distributed leadership theory and utilization of the Comprehensive Assessment of Leadership for Learning. Secondary contributions focus on the internal and external factors that influence the decision-making process and the use of various leadership theories by administrators.

This chapter introduced the study by discussing the background, problem statement, purpose, significance, methodology, and delimitations. Chapter II discusses the scholarly literature focused on distributed leadership, the community college, and dual enrollment programming. Chapter III provides a detailed description of the study's methodology with Chapter IV presenting the research findings. Chapter V concludes the research study, by providing an overview of the research problem, purpose, and questions along with a discussion about the study's findings, implications, recommendation and limitations before concluding with final thoughts.

CHAPTER II

REVIEW OF LITERATURE

In recent years, the Department of Education (ED) sponsored the *Experimental Sites Program,* which provided Pell Grants for various student populations to help reduce or eliminate the financial barriers that limit postsecondary access. The *Dual Enrollment Experiment* was one pilot study within the program. The *Experiment* created an opportunity for this study to explore leadership practices within the context of a federal pilot. The purpose of this study was to explore the participant experiences of community college administrators who implemented and facilitated the *Experiment*. The research aim was to explore the participants' lived experiences for evidence of distributed leadership using the Comprehensive Assessment of Leadership for Learning (CALL) model and to discuss this study's findings and recommendations. This chapter presents the literature review for this study.

Search Process

The peer-reviewed scholarship on leadership is dense. Within the context of postsecondary education, the research on distributed leadership has been conducted outside of the United States until recent years. This study provided the opportunity to advance scholarly research within the academy by exploring distributed leadership at four community college campuses in the United States. In this review, I present three corpora: leadership, the community

college, and dual enrollment programming. The review of literature began with the search process.

I began the search process by listing key words for each corpora. Words and phrases like leadership, community colleges, and dual enrollment were used to originate the search process because they were easily found in postsecondary educational research. The search process for scholarly literature began by entering each keyword into the search feature on the EBSCO*host* database. The criteria for the keyword search consisted of retrieving only refereed studies published with the last ten years. Certain exceptions were made when the search process delivered seminal research or information was deemed critical to this study. During the search process, I reviewed article abstracts to identify the full-text articles that I could download into a Portable Document Format (PDF). As I downloaded files, I labeled each with the appropriate corpora name and saved them on a password protected, external computer storage device. Each keyword identified additional, related keywords within the corpus topic. After an exhaustive search of the original and associated keywords, I replicated the process for the next keyword until I collected literature for all three corpora. The search process established the foundation for the review process.

After I collected an inventory of literature about leadership, community college, and dual enrollment, I read and reviewed each source. Next, I developed a narrative that discusses leadership, distributed leadership, and the CALL framework; the American community college; and dual enrollment programming, in that order. Because of ED's funding of the *Experiment*, there was ample research about community colleges and dual enrollment, but literature about distributed leadership was limited, especially within the context of postsecondary in the United States and at community colleges.

<center>**Leadership**</center>

The literature presented for this first corpus describes the evolution of management and leadership studies in the United States since the beginning of the 20th century. In this section, I begin with a listing of different organizational leadership theories then lead into an overview of distributed leadership followed by information about the Comprehensive Assessment of Leadership for Learning.

Organizational Leadership Theories

In order to understand distributed leadership as it applies to this study it is important to be familiar specific organizational leadership theories, namely, transformational, situational, and role theory.

Transformational Leadership Theory

In 1990, Bass developed the most widely used transformational leadership theory which posits that leaders would be more likely to transform beliefs, attitudes, and behaviors of their organization thus creating change if they demonstration certain qualities and characteristics: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence. Intellectual stimulation occurs when the leader is able to empower followers to be creative in their work, reframe problems and solutions, and seek innovation within their organizational role. When intellectual stimulation is actualized, individual and team efficacy increases. Individualized consideration involves the leader using transparent and open communication to empower members of the organization. To be effective, the leader must ensure personal attention to each follower's needs in a supportive environment. Inspirational motivation is "descriptive of leaders who communicate a clear vision and high expectations to followers, and inspire them through motivation to become committed to and a part of a shared vision of the organization" (Northouse, 2016, p. 183). Idealized influence requires a leader to model high

ethical behavior and instill respect and trust within the organization. Once achieved, the leader can articulate a clear vision, speak with authority, and lead the organization. Transformational leadership is intentional and premeditated to create change within an organizational culture.

Situational Leadership Theory

Hersey and Blanchard's (1969) situational leadership theory is based on the preparedness of followers and the extent to which they have the skills and desire to accomplish specific organizational tasks. Because organizations generally have teams with varying degrees of training, expertise, and motivation, the leader must implement different styles of leadership for each individual's needs, strengths, maturity, and willingness to perform their duties. Because a central element of situational leadership is to be adaptable, leaders deploy various strategies to ensure that duties are completed successfully (Hersey, Blanchard & Johnson, 2012). Hersey & Blanchard focus on four main leadership styles, which assume varied developmental levels for individuals:

- Directing or telling: leaders apply direct and constant supervision over employees who have a minimum level of competency to perform their duties. Employees are told what to do and how to do it because of the high task and limited relationship behavior of the style;

- Selling: leaders provide information, direction and coaching to achieve a goal. This style is most effective when the individual is motivated but possesses less than average ability;

- Supporting or participating: leaders use this approach to achieve buy-in and consensus from the individual or group. Leaders focus more on creativity and the relationships than tasks by involving everyone in the decision-making process. This style emphasizes high amounts of relationship behavior but low amount of task behavior; and

- Empowering or delegating: leaders assign tasks, monitor progress, and provide clear
and regular feedback allowing team members to have complete freedom to make
decisions. This style emphasizes low levels of task and relationship behaviors.

Situational leadership theory requires the leader to be adaptable and focus on the professional development of the organization. Situational leadership, like transformational, focuses on achieving goals through the development of individuals and groups. Similarly, Role Theory has the same objective but uses more of a structural (Bolman & Deal, 2017) approach.

Role Theory

Role theory (Mead, 1967), as it relates to organizational leadership, focuses on how a leader and followers define their respective organizational roles, define the role of others, how people act in their roles, and how people expect others to behave in their roles. Essentially, role theory lives at the intersection between followers' ability and leadership style. Since the origins of role theory came from the scripts memorized by stage actors, Biddle and Thomas (1966) applied role theory to real life using the stage analogy, "individuals in society occupy positions, and their performance in these roles is determined by social norms, demands, and rules; by the role performances of others in their respective positions; by those who observe and react to the performance; and by the individual's capabilities and personalities" (p. 4). In the contemporary context, role theory is built upon shared beliefs, teamwork, and maintaining trust which establishes a collaborative foundation to achieve organizational goals. Each individual [character] has a specific job [role] to accomplish [perform]. As each individual achieves their assigned tasks, the team [cast] is able to join accomplishments together to support the organizational mission [script].

Each of the presented organizational leadership theories provide a specific lens to view the known, and unknown, challenges within each organization's culture. Transformational, situational, and role theories each address different organizational needs as well as focus on the individuals within the organization. These organizational leadership theories supported the development of educational leadership practices discussed in the next section.

Overview of Educational Leadership

Educational institutions in the United States have been expected to adapt their operations to meet social, legal, political, and economic influences. Just as schooling has shifted and evolved, educational leadership has changed over time as well. Throughout most of the 20th century, school districts have been traditionally designed according to the elements of classical organizational theory (Rost, 1991). Schools followed a bureaucratic leadership design, with formal rules and regulations, hierarchical structures, and strict lines of authority during the 60s, 70s, and 80s, and were viewed as "closed systems whose purpose was to maintain equilibrium as they strove to accomplish set goals or purposes" (Heck & Hallinger, 1999, p. 144). In alignment with this leadership style, the role of the school leader was to maintain the school's stability. Over time, the bureaucratic design outlived its capacity to meet school needs, and the emphasis of the school leader shifted away from managing toward a new model of leadership.

Leadership theorists sought to redefine effective school leadership, and early leadership studies centered on traits of individual leaders. At the beginning of the nineteenth century, leadership was influenced by the great man theory, which suggest that people are born with leadership capacity and meet challenges when necessary. The concept of top down leadership and followership remained virtually unchanged for decades. Rost (1991) summarizes the history of leadership definitions in the United States through the 1970s:

· In the 1920s, the terms leadership and management were nearly interchangeable with an importance on control and efficiency.

· The 1930s, the idea of a leader working with a group around an interest determined by the leader developed.

· The 1940s, the concept of controlling followers softened and leaders working with others in group settings emerged.

· The 1950s, leadership becomes an influence relationship between leaders and followers working with shared purposes.

· In the 1960s, leaders directed and coordinated the work of followers.

· In the 1970s, the idea of transactional leadership appeared. During this time, leadership actions started and supported work to achieve organizational goals.

· In 1978, Burns' definition of transformational leadership began to change the concept of leadership.

Burns (1978) defined the distinction between transactional and transformational leadership. In transactional leadership, people interact only to achieve recognized similar purposes. After tasks are completed, the people may not interact again unless have a purpose to do so. However in transformation leadership, leaders and followers are bound together based on morals, values, and motivation. "Leadership…is thus inseparable from followers' needs and goals. The essence of the leader-follower relation is the interaction of persons with different levels of motivation and of power potential, including skill, in pursuit of a common or at least joint purpose" (Burns, p. 19). The aforementioned leadership models influenced the evolution of school leadership, which traditionally focused on a leader using their power or influence to make individuals work toward achieving organizational goals.

During the last 100 years, leadership literature has shifted from the traditional studies that explored the personal characteristic traits of leaders and the management of follower tasks to exploring school leadership aimed at democratic communities, social justice, learning for all, and ethical schools. Morgan (1997) explains that evolution of school leadership is moving toward "building communities based on inclusive relationships characterized by trust, support, encouragement, and mutual respect" (p. 136). Expectations for school leaders have been redefined with a priority on improving instructional programs of schools and focusing on student learning (Weber, 2007).

In summary, educational leadership involves shared responsibility to support the learning process. Lambert defines leadership as "reciprocal learning processes that enable participants to construct and negotiate meanings leading to a shared purpose of schooling" (p.9). Similarly, Spillane et al. (2004) define leadership as the "identification, acquisition, allocation, coordination, and the use of social, material, cultural resources necessary to establish the conditions for the possibility of teaching and learning" (p. 16). As the leadership literature shifted from organizational to educational models, the evolution of leadership theory created the pathway for the development of distributed leadership.

Distributed Leadership

Distributed leadership (DL) as a model suggests that leadership is viewed as a shared function and not as a monopoly of one person (Gibb, 1954). Because organizations are comprised of people working in groups, DL is a collective social process (Uhl-Bien, 2006) focused on formal and informal collaboration resulting in action to address a problem. Although distributed leadership is a construct still emerging in scholarship and practice (Maxwell, Scheurich, & Skrla, 2009), Oduro (2004) suggests the roots of distributed leadership can be found as early as 1250 BC, which positions it as "one of the most ancient leadership notions

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recommended for fulfilling organizational goals through people" (p. 4). As a framework, DL

emerged in Gibb's (1954) *Leadership* which focused on the dynamics of influence processes and

the impact on work between groups. Gibb makes a distinction between individual and group

activities thereby concluding that leadership is a shared function. Gibb's work contributes to the

scholarship of leadership and shared responsibility, but it was not until the mid-1990s that

distributed leadership became a better known approach.

Over the last 30 years, leadership research shifted its focus from the study of a leader to

examining leadership as an organizational property (Ogawa & Bossert, 1995). During this shift,

distributed leadership emerged within the field of education because school administrators were

facing increasing demands on their time and energy. At the same time, leadership scholars

documented the gaps in school leadership conceptual frameworks. As a result, distributed

leadership became a viable model to address these challenges (Gronn, 2000; Harris, 2004;

Lashway, 2003; Spillane, 2006). As distributed leadership was increasingly applied throughout

the educational context, its application as a model shifted from site-based to a system approach

because of the complex nature of educational systems. As research increased on distributed

leadership, common characteristics were identified.

There are three central characteristics of distributed leadership found in the literature.

First, the model holds that organizations have multiple leaders who share leadership

responsibility (Harris, 2005; Printy, 2008; Yukl, 2002) for goals. Second, leadership is rationally

distributed because of knowledge, talents, and the willingness to contribute to achieving

outcomes (Storey, 2004; Spillane, Diamond, Walker, Halverson, & Jita, 2001; Gronn, 2002;

Yukl, 1999; Elmore, 2000; Davis, 2009). Third, distributed leadership is constituent based and

shares the power dynamic of the organization for the common good (Gronn, 2002; Baloğlu, 2011;

Spillane, 2006; Harris & Muijs, 2005; Elmore, 2000). These characteristics suggest that "it is

best to consider distributed leadership as a way of thinking about leadership, rather than as

another technique or practice" (Bennett, Wise, Woods, & Harvey, 2003, p. 13). As such, Bennett et. al., identify three norms within distributed leadership that are shared by most authors. First, leadership emerges from a collective of interacting stakeholders. Second, the boundaries of leadership are open. Third, expertise is disbursed across the organization and not held by one or two leaders. These norms speak to distributed leadership as a model, but it is equally important to identify what the distributed leadership is not. Spillane and Diamond (2007) worked to debunk myths about distributed leadership. They suggest that distributed leadership is not a blueprint, does not negate the responsibilities of the senior administrator, does not assume all members of an organization are leaders, and does not apply only to collaborative scenarios.

Early research on distributed leadership was dedicated on exploring conceptual and theoretical frameworks (Spillane, 2006), the need for school leadership distribution, and the theoretical modes in which leadership distribution might function (Gronn, 2002; Spillane & Diamond, 2007; Spillane et al., 2001). Recent studies explore distributed leadership in relation to educator organizational commitment (Liu & Printy, 2017); increased trust within the organization and role satisfaction; professional collaboration and teacher retention; academic capacity (Heck & Hallinger, 2005); teachers' academic optimism, skills, knowledge, and beliefs (Leithwood et al., 2006); and student achievement (Heck et al., 2005; Leithwood et al., 2006; Malloy & Leithwood, 2017; Marks & Printy, 2003).

As the study of distributed leadership developed, Gronn (2006) described it as the 'new kid on the block' (p. 1). As an emerging concept, distributed leadership was welcomed by some while dismissed by others. No other leadership construct has triggered so much controversy and debate as distributed leadership, yet it continues to be an influential idea within educational leadership (Hargreaves, 2016; Hargreaves & Ainscow, 2015; Harris, 2011; Harris 2013a). Advancing from the influential and seminal work by Spillane et al. (2001), new perspectives, additional accounts, and contemporary interpretations of distributed leadership continue to enrich the growing knowledge base (Klar, Huggins, Hammonds & Buskey, 2016; Spillane, Harris, Jones & Mertz, 2015). Today, distributed leadership is a construct that is known and used world-wide to describe "leadership that is shared within, between and across organizations" (Harris, 2013a, p. 12).

As mentioned above, distributed leadership is not a one size fits all theory (Harris, 2013b) because it depends on how it is conceptualized and understood by researchers. Those taking an applied view of distributed leadership are certainly not misled to believe that it is some sort of a silver bullet. One account of the distributed leadership literature concluded that its influence remains questionable. It stated that the gaps identified by an earlier literature review of distributed leadership (Bennet et al., 2003) remain unfilled, and point out "the failure to both clarify the concept of distributed leadership and empirically define its application" (Tian, Risku & Collin, 2016, p. 146). To increase the understanding of distributed leadership, popular theories are presented.

Distributed Leadership Theory

Distributed leadership theory has been heavily influenced by many researchers, the most influential were Richard Elmore, James P. Spillane, and Peter Gronn. This section presents their work on the theory.

Elmore (2000) states that the primary focus of school leadership should be to improve instruction and that everything else is secondary. Elmore believes that leadership should be distributed among various groups that are accountable to one another as school stakeholders and not reside with individuals. He explored leadership's impact on student achievement with regard to loose coupling, which describes how the isolated individual classroom provides teachers nearly full discretion on what is taught and the teaching methods used. The isolation creates a school culture where best practices fail to take seed because teachers are buffered from external influences. This practice also allows for school leaders to shield teachers from outside influences, limiting their development and increasing isolation. Elmore states that when activities are coupled they produce alertness. This coupling effect results in interdependence and produces a culture of accountability to each other and students. The standards movement was viewed as a way to address the challenges of loose coupling and allow schools focus on student achievement.

Elmore (2000) believed everyone in the school is responsible for leadership and that distributed leadership increases interdependence making everyone more accountable. Elmore promoted five key principles to increase distributed leadership in schools. First, he states that the purpose of leadership is to improve the practice of instructional staff. Second, the principle promotes the idea that improvement results from continuous learning. Third, his idea suggests that in order for learning to occur, it must be modeled effectively. The fourth principle states that leadership should be held by the person with the most expertise on the subject. Finally, Elmore believed that school leaders must use opportunities to build leadership capacity and accountability. Elmore's work on distributed leadership established a foundational expectation that schools must evolve and traditional leadership models no longer benefit schools. Next, Spillane's contributions are identified.

James Spillane and his fellow researchers worked to identify organizational actions that were activated by school leaders and followers. He believed that leadership required the elements of leaders, followers, and situations alike. Harris and Spillane (2008) emphasize a leader plus aspect where leadership is distributed across many people. Leadership plus states that leadership is often enacted by those not in a formal leadership role. Leadership plus focuses on leadership activity rather than titles and promotes four components of distributed leadership. The first component is leadership and task functions that creates a school vision that governs the interactions and actions of the school leaders to tackle various tasks in the school. The second component states that there is often a disconnect between a person's theory and what they say they do verses what they actually do (Argyris, 1990; Argyris & Schon, 1974; Spillane, 2006). It focuses vision into action. The third component focuses on how leadership responsibilities are distributed. Spillane, like Elmore, believes that tasks and leadership should not be reserved for people with formal titles, rather they should be apportioned to formal and informal leadership roles best qualified to achieve a desired outcome. The fourth component of leadership involves the situational distribution of leadership practice, which allows leadership to be distributed across various aspects of the issue and pull the resources of the organization to achieve a solution. Spillane's research helps explain the usage and benefits of distributed leadership in the daily school operations. Gronn (2002) views distributed leadership as embedded in activity and is explained next.

Activity theory fills many of the gaps that are missing in other leadership models and develops as a result of leadership practice (Gronn, 2002). Additionally, it promotes the concept that practice drives theory and is result driven. Gronn studied how people interacted and proposed that people should work collaboratively to solve problems in a school setting with shared leadership (Gronn, 2000), and that leadership involves the effort to influence school personnel to improve instructional practice and outcomes.

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One of the key advantages of inserting activity theory in distributed leadership is that it allows for practical study and implementation of theory.

Elmore, Spillane, and Gronn helped shape the modern concept of distributed leadership. Thinking about distributed leadership as a conceptual framework allows for its application to a broader context of educational leadership. Largely, distributed leadership has focused on the educational context of primary and secondary schools (MacBeath, 2005; Park et al., 2009). However, distributed leadership has been applied to the postsecondary context within the last decade (Kezar, 2012).

Distributed Leadership Emergence in the United States

As noted, distributed leadership's emergence in the mid-1990s was within the context of primary and secondary education [K-12] schools and school sites. Because of the application of distributed leadership to educational settings, it was reasonably natural for the model to materialize in postsecondary education systems worldwide. Scholarly research occurred first outside of the United States before finding its way into the academy. Figures 1 and 2 illustrate the growth of leadership theories in the two leading educational leadership journals based in the United Kingdom. On both, the number of references to distributed leadership theory surpass all others during the same period.

Figure 1

Number of references to leadership theory, *School Leadership & Management*
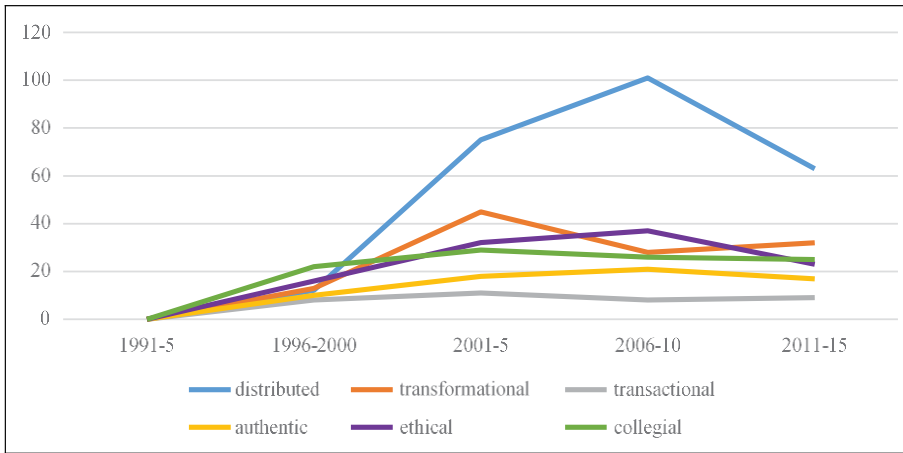
Figure 2

Number of references to leadership theory in all fields, *Educational Management Administration & Leadership*
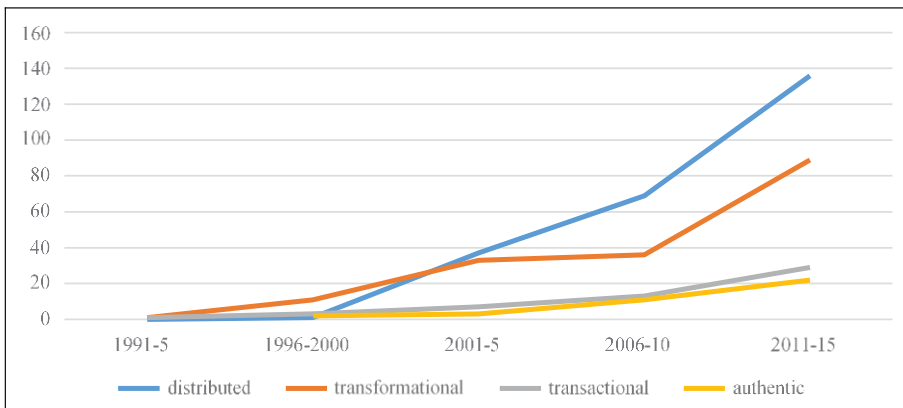
It is interesting that distributed leadership has been studied outside of the United States more frequently than within. Materially, all of the studies focus on the same general literature and position distributed leadership as a viable educational leadership theory. However, the interesting part of foreign studies comes from the wide array of countries that served as research

sites. For instance, one study was conducted in Bangladesh (Mullick, 2013). The quantitative study, was part of a larger study that investigated leadership practice and inclusive education in Bangladesh using teachers from the Government Primary School and Registered Non-Government Primary Schools. Another study was conducted in Australia (Sillins et al., 2002). It examined the effects of leadership on student learning outcomes using survey data collected from over 2,500 teachers and 35,000 15-year old secondary students. The findings suggest that student outcomes were more likely to improve in schools where leadership was distributed through the school site. In Ontario, the research investigated the link between distributed leadership and teachers' academic optimism (Mascall et al., 2008). The finding suggested that there was a significant association between distributed leadership and high levels of teacher optimism. There have also been distributed leadership studies conducted in Singapore (Koh et al., 1995), England (Leithwood et al., 2006), the Netherlands (Geijsel et al., 2003), and Tasmania (Sillins et al., 2002) as well as many other countries. Although the research on distributed leadership seems to be more prevalent around the world, the scholarship is growing in the United States.

It is important to acknowledge the contribution of the *Distributed Leadership Study*, which was a group of several research projects conduced in Chicago elementary schools (Spillane et al., 2004). The studies found that there was a link between distributed leadership practices and improvement in the quality of teaching and learning within certain course subjects at elementary schools. In another study, Harris and Muijs (2004) found a positive relationship between the extent of decision-making involvement by teachers and student self-efficacy and motivation. Another study concluded findings that suggest a positive impact of distributed leadership on leaning for the individual and organization. Although distributed leadership has been studied in the United States, it appears to be aimed at K-12 systems with only breadcrumbs connecting it to postsecondary education, which helps position this study and the use of distributed leadership theory.

Conceptual Framework

The Comprehensive Assessment of Leadership for Learning (CALL) is a formative assessment that provides feedback on the research-based leadership practices necessary to improve teaching and learning. Instead of focusing on an individual leader, CALL measures leadership practices across the school and embedded in school policies and practices (Blitz, Salisbury & Kelley, 2014; Halverson, Kelley & Shaw, 2014; Kelley & Halverson, 2012). CALL is a tool developed by research funded by the U.S. Department of Education which was carried out between 2009 and 2013. CALL was tested in more than 150 schools with thousands of educators. Primary school, secondary school, and district-level versions of CALL were validated by comparing survey results with measures of school climate, leadership effectiveness, and student learning. Researchers found that CALL identifies the strengths and weaknesses of school communities in ways that help educators focus attention on critical school improvement and is reported to be the only such validated formative assessment of distributed leadership theory.

As distributed leadership was growing in popularity across the educational landscape, various tools and evaluation processes began to emerge. Used as the conceptual framework assessment for this study, the Comprehensive Assessment of Leadership for Learning (CALL) was selected because of its five domains and sub-domains used to evaluate educational leaders (Halverson et al., 2014; Kelley et al., 2012). The domains and sub-domains are listed on Table 1 and followed by a descriptive explanation.

Table 1

Comprehensive Assessment of Leadership for Learning

CALL Domains and Subdomains				
Domains:	Focus on Learning	Monitoring Teaching and Learning	Building Nested Learning Communities	Acquiring and Allocating Resources	Maintaining a Safe and Effective Learning Environment
Subdomains	1.1 Maintaining a school-wide focus on learning	2.1 Formative evaluation of student learning	3.1 Collaborative school-wide focus on problems of teaching and learning	4.1 Personnel practices	5.1 Clear, consistent and enforced expectations for student behavior
	1.2 Formal leaders are recognized as instructional leaders	2.2 Summative evaluation of student learning	3.2 Professional learning	4.2 Structuring and maintaining time	5.2 Safe learning environment
	1.3 Collaborative design of integrated learning plan	2.3 Formative evaluation of teaching	3.3 Socially distributed leadership	4.3 School resources are focused on student learning	5.3 Student support services provide safe haven for students who traditionally struggle
	1.4 Providing appropriate services for students who traditionally struggle	2.4 Summative evaluation of teaching	3.4 Coaching and mentoring	4.4 Integrating external expertise into school instructional program	5.4 Buffering the teaching environment
				4.5 Coordinating and supervising relations with families and the external communities	

The CALL *Focus on Learning Domain* examines a schools commitment to learning

through four sub-domains. The sub-domains are: maintaining a school-wide focus on learning;

formal leaders are recognized as instructional leaders; collaborative design of an integrated

learning plan; and providing appropriate services for academically challenged students.

Subdomain 1.1: *Maintaining a school-wide focus on learning* focuses on leaders' prioritization of work that aims to promote improved teaching and learning (Waters & Marzano, 2006). School leaders work collaboratively with staff to establish a shared vision of instruction (Hallinger, 2003) and use data to track school goals (Halverson, Kelley & Kimball, 2004). Subdomain 1.2: *Formal Leaders are Recognized as Instructional Leaders* focuses on the primary leader's role. The primary school leader should be recognized and respected as an instructional leader (Hallinger, 2005; Hallinger & Heck, 2002) who visits classrooms and conducts "learning walks" (Abrutyn, 2006; Biddle & Saha, 2006). Subdomain 1.3: *Collaborative Design of an Integrated Learning Plan* focuses on how instructional leaders use opportunities such as faculty meetings to address student learning needs (Scribner, Sawyer, Watson, & Myers, 2007). School staff use all official meeting times for planning and developing strategies for school improvement (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2010). Subdomain 1.4: *Providing Appropriate Services for Students who Traditionally Struggle* captures the work of school leaders and teachers to support all students by ensuring students are receiving equitable learning opportunities (Frattura & Capper, 2007) and incorporating differentiating instruction into the classroom (Fuchs, Mock, Morgan, & Young, 2003).

The *Monitoring Teaching and Learning Domain* has four subdomains: formative evaluation of student learning; summative evaluation of student learning; formative evaluation of teaching; and summative evaluation of teaching. Subdomain 2.1: *Formative Evaluation of Student Learning* focuses on the practice of constantly assessing student learning to inform classroom practice and school-wide strategic planning. School leaders ensure that teachers use formative assessments to shape instruction (Black & Wiliam, 2004; Hallinger & Heck, 1996). In addition, school leaders create structures and opportunities for teachers to have discourse about formative assessment data (Erickson, 2007). Subdomain 2.2: *Summative Evaluation of Student Learning* addresses how schools work with and use standardized tests and the resulting data.

More than for compliance purposes, school leaders use this summative data to set and evaluate

school improvement goals (Hallinger & Heck, 2002; Halverson, 2004; Knapp, Copland, &

Talbert, 2003; Marzano, Waters & MucNulty, 2005) and set aside time committed to reflect upon

data with the entire school staff (Smylie & Wenzel, 2003). Subdomain 2.3: *Formative*

Evaluation of Teaching focuses the process for school leaders to provide consistent and

meaningful feedback to teachers on their practice. Effective school leaders commit time to

monitor classroom instruction (Leithwood & Jantzi, 1990; Marzano, et al., 2005) and provide

feedback aimed to build learning capacity. Subdomain 2.4: *Summative Evaluation of Teaching*

measures leadership practices beyond what is mandated by the state or district. This construct

measures the process of conducting the evaluation and also the degree to which these evaluation

practices contribute to improved teaching practice (Quint, Akey, Rappaport, & Willner, 2007)

and measures the extent to which the formal evaluation involves measures of student learning and

is linked with the school and teacher's professional development plan (Leithwood &

Montgomery, 1986; Wahlstrom & Louis, 2008).

The *Building Nested Learning Communities Domain* contains for sub-domains:

collaborative school-wide focus on problems of teaching and learning; professional learning;

socially distributed leadership, and collegial relationships. Subdomain 3.1: *Collaborative School-*

Wide Focus on Problems of Teaching and Learning focuses on school leaders' work to create

opportunities for teachers to collaborate to discuss challenges to teaching and learning.

Moreover, this construct also measures the degree to which teachers work collaboratively with

the school leader to address teacher-centered issues (Printy, 2008; Waters et al., 2006).

Subdomain 3.2: *Professional Learning* focuses on school leaders' work to design learning

opportunities for professional development in targeted instructional areas that provide

individualized support for teachers' needs while pursuing school-wide instructional goals (Marks,

Louis, & Printy, 2002; Wahlstrom et al., 2008).

How school leaders employ teacher expertise (Desimone, Smith, & Phillips, 2007) and assess the impact of professional development (Malderez, Hobson, Tracey, & Kerr, 2007; Spillane, Diamond, Burch, Hallett, Jita & Zolmmers, 2002; Waters et al., 2006) comprise this construct as well. Subdomain 3.3: *Socially Distributed Leadership* measures the degree to which teachers and staff partake in leadership activities (Pearce & Conger, 2003; Spillane, et al., 2002). In addition, this construct focuses on how school leaders cultivate instructional leadership capacity in teacher leaders (Lambert, 1998) as well as how school leaders achieve school-wide investment when implementing organizational changes (Deal & Peterson, 1999). Subdomain 3.4: *Coaching and Mentoring* focuses on the availability and efficacy of formal coaching and mentoring programs in schools (Hobson, Ashby, Malderez, & Tomlinson, 2008). This construct assesses the process of choosing staff for coaching and mentoring roles and how school leaders ensure that these programs result in a positive effect on teaching (Smith & Maclay, 2007).

The *Acquiring and Allocating Resources Domain* contains five sub-domains: personnel practices; structuring and maintaining time; school resources are focused on student learning; integrating external expertise into the school instructional program; and coordinating and supervising relations with families and external communities. Subdomain 4.1: *Personnel Practices* measures how school leaders collaborate with teachers who demonstrate poor performance as well as how they promote effective teaching practice through encouragements and induction programs (Darling-Hammond, 2009; Odden & Kelley, 2001). In addition, this construct examines the standards used in allocating duties (Darling-Hammond et al., 2001). Subdomain 4.2: *Structuring and Maintaining Time* focuses on how school leaders cultivate time for various purposes such as constructing opportunities for teachers to explore student learning issues (Mertens & Flowers, 2006). Also, this area focuses on the assignment of students to classes in an equitable manner (Frattura et al., 2007).

Subdomain 4.3: *School Resources are Focused on Student Learning* focuses on acquiring fiscal resources aimed to promote student learning (Odden, Picus, Archibald, Goetz, Mangan & Aportela, 2007). Given the challenge of acquiring funding and resources, school leaders must guarantee that the funding they do secure is applied to student learning (Bowers, 2008; Goldring & Pasternack, 1994). Subdomain 4.4: *Integrating External Expertise into School Instructional Program* examines how school leaders utilize experts from the district and external consultants to support school goals (Halverson & Thomas, 2007) and align this outside resource (Cawelti & Protheroe, 2001). Subdomain 4.5: *Coordinating and Supervising Relations with Families and the External Communities* focuses on the extent to which school leaders view the external community as a valuable resource. How schools communicate with families (Fan, 2001) and community members (Erickson, 2007) comprise the elements of this construct as well.

The *Ensuring a Safe and Effective Learning Environment Domain* contains four sub-domains: clear, consistent and enforced expectations for student behavior; safe learning environment; student support services provide a safe haven for students who traditionally struggle; and buffering the teaching environment. Subdomain 5.1: *Clear, Consistent and Enforced Expectations for Student Behavior* focuses on the policies in place for reducing disruptive behavior and for promoting desired conduct in schools (Reynolds, Skiba, Graham, Sheras & Conoley, 2008; Devine & Cohen, 2007). Furthermore, this construct examines school staff's perceptions of the school discipline policies and the scope to which they disproportionately impact students of color and students identified for special services (Losen, 2011; Skiba, Horner, Choong-Geun, Rausch, May & Tobin, 2011). Subdomain 5.2: *Clean and Safe Learning Environment* examines the result of school leaders' efforts to build an environment beneficial to learning. Students victimized by violence are more likely to suffer poor academic performance in the aftermath of such events as well as in the long-term (Macmillan & Hagan, 2004).

The appearance of an unsafe and disorganized physical setting also contributes to depressed teacher and student morale (Bowers & Urick, 2011; Deal & Peterson, 1999; Urick & Bowers, 2011, 2014a). Subdomain 5.3: *Student Support Services Provide a Safe Haven for Students Who Traditionally Struggle* focuses on school leaders' work to ensure that all students are receiving the necessary support services. This construct contains items to guarantee that the process of recognizing students for special services is accurate and thorough (Waitoller, Artiles, & Cheney, 2010) and that students feel supported in their academic and social lives in school (Steinberg, Allensworth, & Johnson, 2011). Subdomain 5.4: *Buffering the Teaching Environment* focuses on the role of families in the school setting and how they are perceived and utilized by teachers (Barnyak & McNelly, 2009).

As mentioned earlier in this chapter, distributed leadership and CALL originally centered on exploring leadership at primary and secondary educational sites. As the scholarship expands on the topic, researchers will eventually use CALL, or an adaptation, to evaluate the effectiveness of leadership in postsecondary education with a likely focus on community colleges.

The American Community College

This section provides a chronological summary of community college development in the United States and offers contemporary data to help define the importance of community colleges in the academy. Although U.S. higher education has roots reaching deep into our national history, community colleges have only operated since the late 1800s. Initially, community colleges developed as a way to lessen the demand on university delivery of general education courses and provide vocational training (Jurgens, 2010). Today, they serve millions of students annually in the pursuit of postsecondary education. In the beginning, just as today, the federal government had great influence on American higher education (Seidman, 2012).

In the late 1800s, legislators worked to open access into postsecondary education. In 1862 and 1890, Congress passed the *Morrill Acts* that created, public postsecondary education access to more students and set the early stage for the creation of the modern community college. These acts built institutions and expanded programs that trained more citizens to contribute to the agricultural and technical needs of the nation (Sorber, 2013; Thelin, 2011). Although driving the initial growth of student enrollment to university campuses, the *Morrill Acts* were the impetus for equal student access to postsecondary education, which developed the need for America's first community college.

Founded in 1901, Joliet Junior College became America's first official community college (American Association of Community Colleges, 2003a & 2006) with an initial enrollment of six students. The establishment of Joliet Junior College sparked the growth of two-year academic institutions, technical institutes, and colleges that provided practical and technical training (Milliron, de los Santos & Browning, 2003).

As community colleges grew in number, significant state and national influences shaped the mission and service model of these institutions. In 1904, the University of Wisconsin, through the "Wisconsin Idea", cemented the concept that institutions had a defined service area within which they served the general public. The "Wisconsin Idea" suggested that the service area of the campus extended to every point along the state border so postsecondary was readily available to every citizen within the state. Although the community college was mostly an extension of public universities during this time, California legislation between 1907 and 1917 provided the authority for secondary education sites to offer postsecondary courses which established junior college districts with independent boards and controls. The community college concept was gaining momentum. By 1920, there were approximately 74 community colleges operating in the United States (American Association of Community Colleges, 2006).

In 1920 and 1921, the *American Association of Junior Colleges* held its first meetings in

St. Louis and Chicago, respectively. The association formed to provide national leadership and

focus on the expansion and development of community colleges. With support from the

American Association of Junior Colleges [now known as the *American Association of Community*

Colleges], researchers began to write about the *Junior College Movement* and the *Junior College*.

As community colleges slowly developed over the next two decades, additional federal

legislation cemented the need for community colleges in the academy.

In 1944, Congress passed the *Servicemen's Readjustment Act*. The *GI Bill of Rights*

[later referred to as the *GI Bill*] provided financial assistance to veterans returning from World

War II so they could acclimate back to civilian life (Thelin, 2011). The act helped remove social

and economic barriers and allowed approximately 2.2 million veterans to attend college. With

access central to the community college mission, the need for additional campuses increased.

Because of their focus on technical instruction, community colleges provided job training and

reduced unemployment during the Great Depression and after the end of World War II. This role

helped establish community colleges as a necessary component of the academy and broadened

their scope from single campuses to community college systems.

In 1947, the *Truman Commission Report* called for the establishment of public

community college networks across the United States that would be education centers charging

minimal tuition. With the release of the *Higher Education for American Democracy* (President's

Commission on Higher Education, 1947), community colleges became "genuine academic

institutions" (Jurgens, 2010, p. 254) and were permanently situated in America's higher education

landscape. The Commission perceived higher education as a solution for the nation's survival

because of concerns that the United States was lagging behind in education, especially in

vocationally oriented fields (Dougherty 1994; Brint & Karabel 1989). The *Report* specified that

community colleges be expanded for two reasons: as a mechanism of equal opportunity and postsecondary access and to diversify the programming available in postsecondary education.

In 1957, the Eisenhower Administration's Committee on Education beyond the High School called for an expansion of community colleges and supported the initiatives established by the Truman Commission (Deiner 1986; Dougherty 1988; Edwards 1982) and aided the community college movement. Additionally, the *National Defense Education Act of 1958*, with the full support of Congress, supported states' responsibility to set educational policy and called for postsecondary education to further address the perceived educational deficits of the United States (Berube, 1991). Throughout the 1940s and 1950s, community colleges served primarily as incubators for workforce needs, but also developed two-year to four-year transfer coursework, thereby bridging the relationship between community colleges and four-year universities.

The 1960s were interesting times in United States postsecondary education. It was the first time that education and higher education was debated in a presidential campaign (Graham, 1984). This focus on education was consistent with the aim to support the Civil Rights Movement. As community colleges began to develop pipelines supporting four-year university degrees, there was a need to ensure that appropriate training was available for community college leaders. In 1960 the W.K. Kellogg Foundation established grants for 12 universities to establish leadership programming for future deans and presidents of community colleges. Hundreds of community college administrators participated in the leadership training. As these newly trained leaders focused on improving academic instruction and programming at their campuses, federal legislation again influenced the direction of community colleges. In 1965, student aid legislation led to the development of the *Higher Education Act of 1965* and the establishment of the Federal Pell Grant which was a component of President Johnson's Great Society Program (Berube, 1991; Graham, 1984). Created to improve access into higher education, community colleges became a benefactor of the Pell Grant program, which helped millions of students afford the cost of a

college education. The *HEA* informed educational policy decisions throughout the 1970s and 1980s and continues to shape postsecondary education today through subsequent reauthorization and added legislation by Congress. As a result of the focus on postsecondary education attainment, the number of community colleges began to expand nationally.

In 1965 there were 457 public community colleges with growth nearly doubling by 1975 (American Association of Community Colleges, 2003a). Several factors contributed to their growth. First, as baby boomers became college age, the number of people seeking postsecondary education increased dramatically and community college was viewed as an affordable solution to provide a postsecondary education to meet the demand. Second, innovation and automation in manufacturing resulted in employee displacement and unemployment, which created large numbers of people seeking retraining to pursue new jobs that were being created (Dougherty, 1988; Mellow & Heelan, 2008). Vocational education provided by community colleges promised to build a flexible and well trained labor force, supporting increased productivity while addressing the unemployment rate (Dougherty, 1994). Third, supported by the *1965 Higher Education Act* (Cohen, 2001), states drafted strategic plans to grow the role for community colleges. Additionally, a lobby developed for community college expansion. Soon, however, the sweeping momentum and support for the community college would change.

By the late 1970s, the community college momentum began to diminish because of uncertain public opinion (Brint et al., 1989; Edwards, 1982) and the reassessment of government programs (Boggs, 2004; Katsinas, 2005). This heightened skepticism ushered in an age of accountability that continues into the present. As part of the pursuit for public accountability, community colleges were evaluated for educational performance in addition to their value as a sensible ''strategic investment'' (Laanan, 2001, p. 60) for states and the nation. It is no longer sufficient for a community college to provide open student access to postsecondary education (Levin, 2005); they must be engines of workforce development. As scrutiny increased,

community colleges received flat or reduced funding (Hebel, 2003; Katsinas, 2005; Keener, Carrier & Meaders, 2002) while expected to achieve the same, or in some cases increased, accountability (Christophersen & Robison, 2002; Cohen, 2002; Siegfried, Sanderson & McHenry, 2007). Like other institutions of higher education in the United States, community colleges continued to press forward during uncertain times and serve their students and communities.

Over the last 40 years, community colleges evolved into full service education centers across the nation. Although campus size, location, and regional focus shaped individual development, community college enrollment continued to grow. In 2014, the American Association of Community Colleges reported that there were 1,132 community colleges that enrolled 7.7 million degree seeking students during the fall 2012 semester. Nationally, community colleges educate approximately 45 percent of all United States postsecondary education students who pursue a college degree, thus making community colleges critical to the college access conversation (Knapp, Kelly-Reid & Ginder, 2012).

Contemporary Perspective

In 2009, President Obama helped chart the direction of higher education by proclaiming the United States would again have the world's highest percentage of college graduates (Arguijo & Howard, 2010; Hudzik, 2010; Duncan, 2011). He called for a 9 billion dollar investment in America's community colleges to support the *American Graduation Initiative*. In the *initiative*, community colleges would need to graduate five million additional students by the year 2020 (Goldrick-Rab, Harris, Kienzl & Masseo, 2009) for the United States to regain standing in postsecondary education worldwide. *The America's College Promise Act of 2015 (H.R. 2962, 2015)*, which followed the initiative was the more directly focused agenda item. America's College Promise (APC), supported college access and economic development but also called on community colleges to help meet the goals of increasing the number of college graduates and

educated workers. Although the commitment to the *American Graduation Initiative* and APC was significant, research suggests that financial funding does little to improve student success.

In 2009, *The Journal of College Student Retention* (Friedman & Mandel, 2009) reported that college retention had not improved even after the large financial investment that colleges and universities expended on academic programming and services. Data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) (Schneider & Yin, 2011), between the years 2003 and 2008, showed that state governments appropriated nearly 6.2 billion dollars to higher education to help pay instructional costs for students that did not return for a second year. Additionally, federal and state governments provided over 2.9 billion dollars in grant aid to students who did not return to college after the first year (Schneider et al., 2012). During the 2000s, large financial investments focused on improving student success but metrics did not increase significantly. However, the role and importance of community colleges did not diminish.

Contemporary community college programs include associate degree and university transfer, training and retraining programs for occupational and technical jobs, community and economic development activities, and developmental support services. Although community colleges are relatively young in the academy, their role in postsecondary education has increased over the past 100 years. As the number of community colleges increased over the years, so has their uniqueness. There are three primary categories of community colleges in the United States. First, and most prevalent, there are 941 publically funded community colleges. Publically funded community colleges are supported by state and local taxes and have a lower rate of tuition and fees. Because of lower tuition, many students use public community colleges as a postsecondary education access point. The second category is independent [also referred to as private] community colleges. There are significantly less private community colleges, approximately 117, because they do not receive funding through public means and, as a result, have a higher cost of

attendance. However, private community colleges offer smaller faculty to student ratios and primarily support transfer to four-year universities. The last category is tribal community colleges, which primarily serve students registered with a federally recognized tribe. There are approximately 30 tribal community colleges nationally. Although not recognized by the American Association of Community Colleges, for-profit institutions provide another category of community colleges. These institutions are not considered independent community colleges because their primary mission is to operate as a business. In 2014, there were 1,729 total community colleges in the United States, representing 37.6 percent of degree granting institutions in the United States (U.S. Department of Education).

As community colleges serve more than one-third of college students, "[they] are centers of educational opportunity" (www.aacc.nche.edu). In 2012 approximately 12.8 million students attended a community college. Of that number, 7.7 million (61 percent) pursued a degree while 5 million (39 percent) attended noncredit courses or certificate programs. Additionally, 3.1 million students (40 percent) attended a community college full-time while 4.6 million students attended on a part-time basis. Adding to their credentials, community colleges generated 770,797 associate degrees in 2012.

Although community colleges serve nearly 40 percent of the United States college going population and make a contribution to the nation's degree count, only 25 percent of community college students earn an Associate's or Bachelor's degree (Duncan, 2011). This statistic suggests that community colleges must explore strategies aimed at improving student success. One such strategy might be dual enrollment programming.

Dual Enrollment Programming

American postsecondary education continually explores practices that might improve student success measures, namely college access, student retention, and graduation rates. This pursuit is not new within the academy. Beginning with the study, *College Student Mortality* (McNeely, 1937), scholarly research has explored different elements of the student experience in an effort to identify the best practices that could be generalized across all higher education institutions. The research primarily focused on students' post matriculation experiences by examining retention and graduation strategies (Astin, 1975, 1977 & 1985; Tinto, 1975 & 1993). Although research was extensive, actionable strategies were not generalizable across all postsecondary institutions (Gawley & McGowan, 2006). In recent years, scholars began examining dual enrollment as a possible strategy to improve student success measures at colleges and universities. The shift from exploring the post-secondary student experience to a focus on high school students and early college access opened the door for this study.

Research on this new strategy also found a context of increasing importance, the community college. In 2006, the *Spellings Report* (U.S. Department of Education) stated that community colleges were positioned well to expand postsecondary education because of their emphasis on access and affordability. Additionally, the Pew Research Center (Fry, 2009) reported that the low cost of attendance made community colleges a popular choice among low-income students who otherwise might not enroll in postsecondary education. Grounded by this research, the *American Graduation Initiative* suggested that community colleges presented the greatest opportunity to increase degree production in the United States. As the research on student success explored this new context, dual enrollment programming became one emerging strategy because of its potential to improve college access.

The term "dual enrollment" is the universal term that refers to high school students who earn college credits for courses taken through a postsecondary institution (Allen, 2010). Dual

enrollment, also referred to as concurrent enrollment, dual credit, joint enrollment, and/or other names, allows secondary education students [typically in the 11th and 12th year] to enroll in college courses for credit while simultaneously completing requirements to earn their high school diploma (Borden, Taylor, Park & Seiler, 2013). Early research suggests that students who participate in a dual enrollment program successfully integrated into college life and continued enrollment beyond the first year of college (Karp, Calcagno, Hughes, Jeong & Bailey, 2007). Although dual enrollment has demonstrated a positive influence on college access and retention, many students could not afford to pay the tuition and fees associated with postsecondary courses thus did not participate in dual enrollment (Marken, Gray, Lewis & Ralph, 2013). Although many states allocated funds to subsidize students for dual enrollment educational expenses (Hughes et al., 2005), the lack of student aid in some states limited the enrollment in dual enrollment programming. Because evidence began to suggest that dual enrollment programming might be one strategy to influence postsecondary success (Barnett & Stamm, 2010; Hoffman, 2005; Karp & Hughes, 2008) and while affordability was a challenge to some students, the federal government sponsored the *Experimental Sites Initiatives* (ESI) to explore the influence of grant funding on certain student populations. Authorized by Congress under section *487A(b) of the Higher Education Act of 1965, as amended*, the "initiatives [tested] the effectiveness of statutory and regulatory flexibility for participating institutions disbursing Title IV student aid" (Press Office, 2016). Although the ESI sponsored multiple projects with varying scopes, the *Dual Enrollment Experiment* created the opportunity for this study.

History of Dual Enrollment

Dual enrollment programs are part of a family of long-established educational arrangements whose general purpose has been to promote advanced academic programming to high achieving secondary school students. Since the early 2000s, dual enrollment options have been made available in most states to a wider range of students including minority, low-income,

and first-generation students (ECS, 2016). However, the first known dual enrollment program

emerged in the 1970s.

In 1976, the State of California adopted the first dual enrollment program (Mokher &

McLendon, 2009). Dual enrollment, by simple definition, allows qualified secondary education

students to participate in postsecondary education courses. In general, programs provide three

realities for students. First, dual enrollment programming allows students to earn college credit

before they graduate high school. Second, credit earned for college coursework might apply to a

secondary education transcript and meet high school graduation requirements. Third, college

credit is typically earned at the time of course completion. The ability to earn college credit has

made dual enrollment a popular option for secondary students.

Although each state defines requirements for dual enrollment, generally students who

have a high school grade point average of 3.0 and are eligible to enroll into college English and

math courses can be recommended for participation by their respective high school (Zinth, 2016).

In most instances, parent or guardian approval is required for students to participate in addition to

the signature of a secondary school official. For continued participation, the student must meet

satisfactory academic performance metrics that are defined by the postsecondary institution

hosting the program. It is worth noting that poor performance in a college credit class can

negatively impact a student's secondary school GPA and possibly delay graduation from high

school.

Although admission and retention standards may be rigorous, dual enrollment programs

offer a wide range of potential benefits (Bailey & Karp, 2003; Webb & Mayka, 2011; Cassidy,

Keating & Young, 2011; Karp 2012; Barnett & Kim, 2014). Some benefits include an increased

likelihood of full matriculation into postsecondary education as well as better academic and social

integration and improved student motivation to complete a degree. Because benefits are shared

between secondary schools, postsecondary institutions, students, and their families, the recent

popularity of dual enrollment programs has increased, specifically at community colleges.

In the 2010-2011 academic year, 96 percent of community colleges offered dual enrollment programming (Marken, et. al., 2013). Additionally, more than 800,000 (71 percent) dual enrolled students participated in courses offered by a community college. These numbers suggest two things. First, community colleges are a popular choice for dual enrollment. Second, a large number of students participate in programming. Extending the value of programming, research examined the institutional purpose served by dual enrollment (Kilgore & Taylor, 2016). According to the report, 84 percent of community colleges in the sample said dual enrollment was central to their mission and 68 percent included dual enrollment in their strategic enrollment plan. From both the student and institutional perspective, dual enrollment appears to be a viable strategy to influence student success. However the challenge of affordability for some students remains.

The Dual Enrollment Experiment

On May 16, 2016, the Department of Education announced that 44 postsecondary institutions across 23 states were invited to participate in the *Dual Enrollment Experiment*. Participation in the three-year pilot study would allow participating community colleges and four-year universities the opportunity to provide the Federal Pell Grant to students participating in dual enrollment programming. This opportunity was unpresented because *Section 484(a)(1) of the Higher Education Act* and *34 CFR 668.32(b)* specifically prohibits students from receiving Title IV assistance [federal student aid] until they are awarded a secondary education diploma or high school equivalency certificate [commonly known as a GED]. The *Experiment* had three objectives. First, the pilot provided the opportunity to study the influence of Federal Pell Grants on low-income student access into dual enrollment. Second, the study wanted to provide data to help understand of Pell Grant funding might expand access to rigorous coursework for secondary students. Third, it sought to identify the number and characteristics of Pell eligible students participating in dual enrollment programming (Federal Register, October 2015).

As part of the invitation to participate, institutions had to agree to eligibility

requirements. Institutions were required to have an agreement with one or more secondary

schools allowing high school students to enroll in a Title IV eligible postsecondary education

program. As part of this agreement, there were eight eligibility requirements. First, secondary

students must be required to enroll in a Title IV eligible postsecondary program. Second,

institutions must provide Federal Pell Grants only for courses leading to the completion of a

postsecondary credential. Third, institutions must offer students the opportunity to earn 12

college credit hours while enrolled in a public secondary school. Fourth, institutions must ensure

that all students were academically prepared to enroll in postsecondary coursework. Fifth,

institutions must prohibit the use of Title IV funds for remedial coursework for program

participants. Sixth, academic support services must be available to program participants, which

means that all services available to fully matriculated students, such as tutoring, writing labs,

math labs, and disability services must be offered to students participating in the *Experiment*.

Seventh, institutions must provide assistance to families so they can complete the Free

Application for Federal Student Aid (FAFSA). Eighth, institutions must guarantee that

participants would not be financially responsible for a balance after the application of the Pell

Grant to their student account. Additionally, institutions must disclose any known challenges with

the transferability of courses prior to registration.

Of the 44 institutions selected to participate in the *Experiment*, nearly 80 percent were

community colleges (Press Office, 2016). This fact was not surprising based on the research

presented earlier in this chapter. Nor, was it surprising that dual enrollment was selected as the

strategy to be explored because of its demonstrated influence on student success.

Summary

As noted before, this is a study about leadership. Although there are multiple theories,

models, and approaches, leadership is a construct, which means that a singular definition or

application is often elusive. Because this study was conducted in an educational context, I

decided to explore for distributed leadership theory through the lens of the Comprehensive

Assessment of Leadership for Learning (CALL). As such, the first topic of this chapter focused

on increasing the understanding of distributed leadership theory and CALL. The context of this

study was four community colleges, which suggested using literature to tell the story about the

development and evolution of the American community college. As the narrative about

community college was told, there was a shift from understanding the institution to understanding

its position and ability to address critical issues through programming. Hence, the last corpus of

this chapter focused on understanding dual enrollment programming and the *Dual Enrollment

Experiment*.

This chapter reviewed literature on distributed leadership, the community college, and

dual enrollment programming. Chapter III presents the research methodology for my study. In

that presentation, it overviews the research purpose and questions, researcher positionality,

research context and participants, and defines the methods of my qualitative multiple case study.

CHAPTER III

METHODOLOGY

According to Creswell (2009), research design should address the research purpose and research questions. Similar to Covey's (1990) concept of beginning with the end in mind, a researcher should clearly understand the research problem and then define the process to investigate the issue. This study's research problem is straight forward. Distributed leadership has grown in prominence in primary and secondary education systems worldwide (MacBeath, 2005; Park et al., 2009). However, distributed leadership, as a framework, has not been utilized at many Institutions of Higher Education (IHEs) in the United States (Kezar, 2012). Because distributed leadership shares its characteristics with educational leadership models, the framework might aid IHEs, namely community colleges, with executing their role, scope, and mission.

This chapter presents the research methodology by discussing the research purpose and questions, researcher positionality, theoretical perspective, methodology, and methods. This chapter also presents the research context, data collection and analysis, validity and reliability, and imitations of the study.

Research Purpose and Questions

The purpose of this study was to investigate the implementation of the *Dual Enrollment Experiment* at four community colleges in a select region of the United States. Using the Comprehensive Assessment of Leadership for Learning (CALL) to identify elements of distributed leadership, the study explored the research participants' lived experiences as they reflected on how they, and other leaders, implemented and facilitated the federal pilot at their campus. This study explored the leadership practices of research participants and therefore focused on answering two research questions.

1. What were the experiences of leaders during the first two years of the *Dual Enrollment Experiment* at four community colleges in a select region of the United States?

2. How, if at all, did leaders use a distributed leadership framework to implement the experiment at their campus?

The research purpose and questions defined the scope of this study and began to inform the research design. Related to this study's design, Creswell (2009) suggests the researcher's worldview, or the worldview selected to explore a phenomena, plays an equal role in the process.

Researcher Positionality

As a researcher investigating leadership practices within the context of postsecondary education, I am passionate about college access and role of leadership. As a pragmatic, I have focused my academic career on improving college access for students. As I mature professionally and as a researcher, I draw upon my passion to help others achieve a college degree and remain committed to that end.

Professional Experience

Over 20 years ago, I began my career in postsecondary education. I have worked many different types of IHEs to include community colleges as well regional universities. In the first years of my career, I worked in admissions, financial aid, and enrollment at a private, residential community college that transitioned to a four-year university. Some years later, I transitioned my work in enrollment management and student services to a four-year university branch campus that served students who transferred directly from a metropolitan community college. The branch campus was one location in a three-campus system. A few years later, I accepted my first administrative role at the primary campus of that system. The position broadened my experience because of the scope of my responsibility, which included twelve operational units and a budget of five million dollars. After that experience, I accepted my second administrative role at a rural, residential community college campus that was part of a flagship system. In July 2017, I accepted my third administrative role at a residential, regional four-year university authorized to offer associate, baccalaureate, and master's level degrees. During my tenure, I had the privilege of working in different IHE organizational functions including academic affairs, enrollment management, and student affairs. I share these experiences because they speak to the broad context of my professional responsibilities and exposure to a wide variety of leadership styles and models. Additionally, my professional experiences ground my research interest and theoretical perspective on leadership

Epistemology and Theoretical Perspective

Although I am largely a pragmatic, it is important to understand my worldview as a researcher. In the context of epistemology, I largely associate with constructionism (Crotty, 1998) which suggests that meaning develops from one's interaction with the world. I contend that people better understand a phenomenon because of their engagement with an experience and that meaning is socially constructed. Following a constructionist paradigm, this study examined the development of

constructed meaning by exploring lived experiences of participants. This epistemology was appropriately applied to this study because of the different participant identities within the research context. Each participant had perceptions shaped by their individual experiences, but were also part of a collective reality.

From a theoretical perspective, I embrace an interpretivism stance by looking for "culturally derived and historically situated interpretations of the social-life world" (Crotty, 1998, p. 67) through a naturalistic inquiry approach. This study used naturalistic inquiry because it aligned with four characteristics. First, the realties constructed were multiple and explored holistically. Second, inquiry was value bounded by my perspective. Third, the aim was to describe an individual case rather than generalize an experience. Fourth, immersion into the natural environment was required to understand the phenomenon. Using this approach influenced my selection of a conceptual framework.

Conceptual Framework

Distributed leadership theory explores the shared responsibility of educational leaders as they collaborate for a central purpose. The Comprehensive Assessment of Leadership for Learning was the conceptual framework tool used to explore participant experiences for evidence of distributed leadership. Although this framework has roots in primary and secondary education, it has limited application to the postsecondary context which occurred largely outside of the United States. Distributed leadership theory was an appropriate conceptual framework for this study because of each participant's leadership role and their shared responsibilities to implement and facilitate the *Dual Enrollment Experiment*. My professional experience, research perspective, and the study's conceptual framework influenced the design of this study.

Overview of Study

Because this study explored the implementation and facilitation of the *Dual Enrollment Experiment* and investigated participant experiences, a qualitative research design was appropriately chosen. It was important to develop a study that "recognize[d] the importance of the subjective human creation of meaning" (Crabtree & Miller, 1999, p. 10). As such, this study followed Creswell's framework for qualitative research (2007), in which "research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning… [that] groups ascribe to a social or human problem" (p. 37). Creswell suggests that qualitative research require certain characteristics. First, the research should view the phenomenon through a theoretical or conceptual lens and use an interpretive inquiry. Second, the researcher should use an emergent design and serve as a research instrument within a natural setting. Third, the research should use inductive data analysis to explore participants' meanings. Fourth, the research requires multiple sources of data to provide a holistic account of the findings. Using these characteristics, a case study approach was selected for this study.

A case study (Gay, Mills, and Airasian, 2009) involves the exploration of a phenomenon [case] using an up-close, exhaustive approach. This immersive process allows the researcher to assume the role of a participate observer involved in the subjective creation of meaning. Because of the immersion into natural settings, I used four of the five human senses to collect data and produce a thick description (Lincoln & Guba, 1986) of the experience. Presenting the research context helps support the decision to deploy a case study approach.

Research Context

The Department of Education's (DOE) eligibility requirements for participation in the *Dual Enrollment Experiment* (Federal Register, 2015) directly influenced this study's context.

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The DOE's selection process identified 44 postsecondary institutions selected to participate in the three-year pilot study that allowed secondary students to receive the Pell Grant to fund dual enrollment course expenses. Narrowing this study's scope to community colleges, I reduced the list to 28 potential research sites. Aligning community colleges located within the same region that also had a unique dual enrollment program further refined the consideration list to 10 research site options. There were four community college selected to create the research context.

Northeast College

Established in 1966, Northeast College (NEC) is a community college within a state community college system. The college offers programs designed to meet regional workforce needs by awarding diplomas, certificates, and associate degrees. NEC's academic programs include Business; Education; Health Sciences; Humanities, Arts, and Communication; Industry and Manufacturing; Public Safety; Science, Technology, Engineering, and Math; and Social and Behavioral Sciences. During the time of the *Experiment*, NEC had approximately 900 high school students enrolled in courses leading to one of seven associate degrees or three career studies certificates. However, NEC's STEM academy served approximately two-thirds of the dual enrollment population and provided health science diagnostic, technology, and engineering programs for students from 11 area high schools. NEC was selected as a research site because of its location, STEM academy, and stated intent to use the *Experiment* in alignment with its educational mission.

Figure 3

NEC Student Demographics
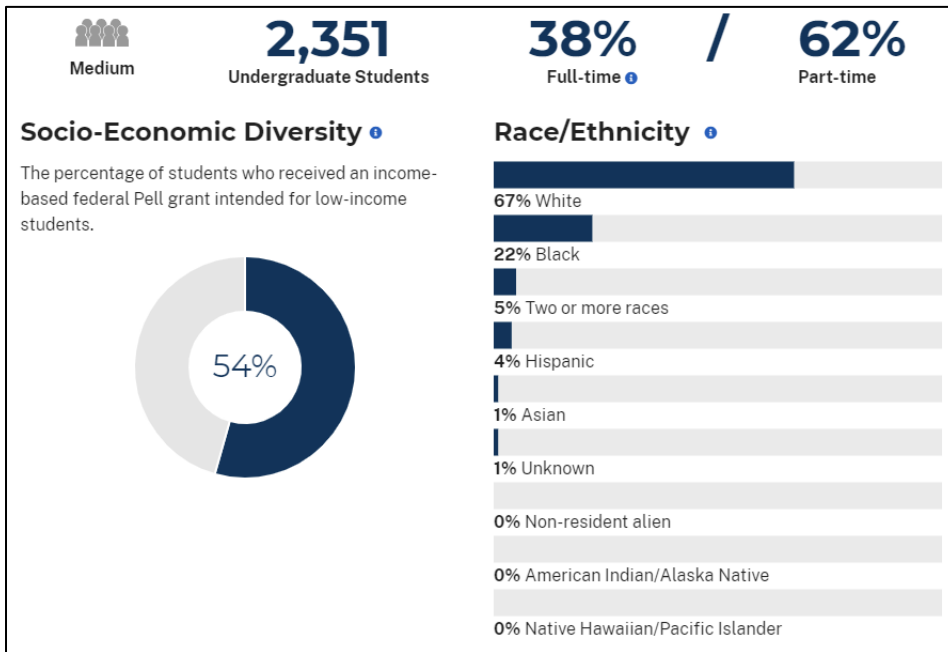
Northwest College

Northwest College (NWC) was opened in 2000 as a comprehensive, open-access, culturally diverse, metropolitan community college as a result of consolidation. Providing associate degrees and technical certificates, NWC offered over 100 academic and technical programs and enrolled approximately 9,000 students within the region. In partnership with area school districts, NWC provided dual enrollment courses focused on technical education to over 500 low-income students. Largely, NWC's dual enrollment program was located at three area high schools, but its downtown metropolitan campus did provide bus transportation that delivered secondary students to the campus so they could participate in the dual enrollment program.

Figure 4

NWC Student Demographics
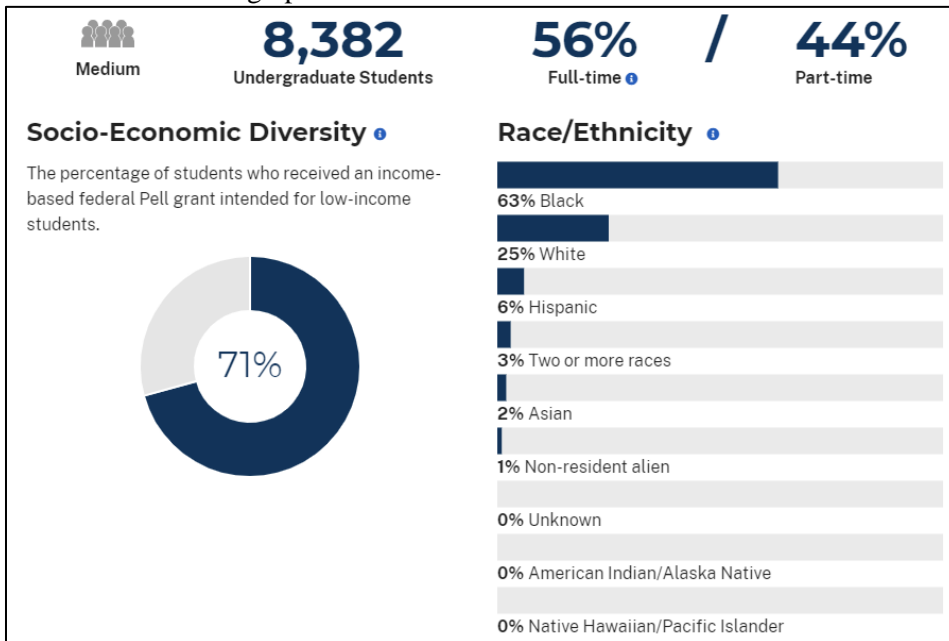
Southeast College

Southeast College (SEC) is one of five campuses comprising a large public university

system.   Established in 1966, SEC was a two-year institution accredited to award certificates and

associate degrees in 30 academic programs. On September, 18, 2016, SEC reported 496 dual

enrollment students, which was an increase of 78 percent over the fall 2015 semester. In their

application to participate in the *Dual Enrollment Experiment*, SEC committed to develop a dual

enrollment healthcare academy for students interested in pursuing careers in Biology, Pre-

Medicine, Nursing, Radiologic Technology, or Respiratory Care. SEC's academy, in agreement

with the *Experiment's* requirements, provided college-level coursework, student support services,

and healthcare related enrichment activities as part of the experience. Working with three large

area high school, SEC identified approximately 350 high school students as potential enrollees for

the first year of the early college academy.

Figure 5

SEC Student Demographics
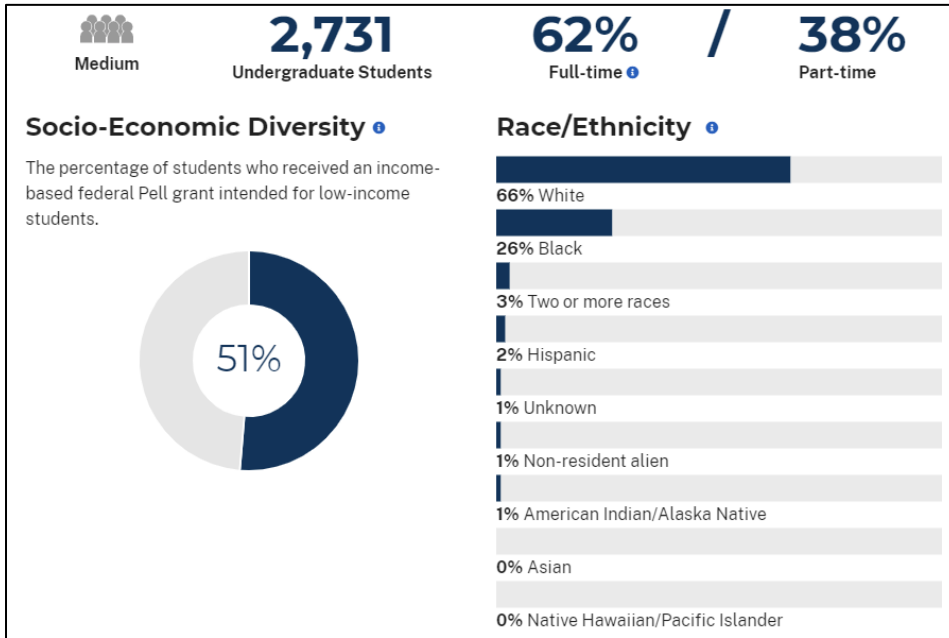
Southwest College

Southwest College (SWC), established in 1926, was a rural community college with two campuses located near large population centers. The college awarded associate degrees and certificates for 12 programs in career and technical education, and serves a little more than 2,400 students at its three campuses. The main campus is the oldest community college in operation within the state. SWC's three campuses and secondary school partners shared the dual student population which totaled close to 1,000 students. SWC planned to serve 290 new dual enrollment students during the first year of the *Experiment*, but projected increasing demand over the three-year period.

Figure 6

SWC Student Demographics
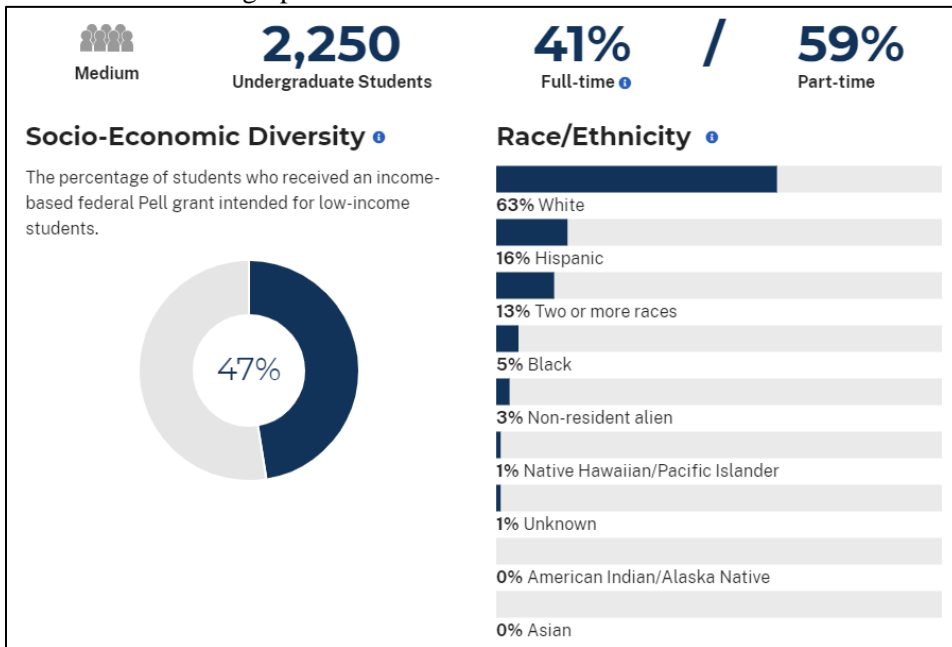
Just as each research site was uniquely different from one another, each research participants were unique because of their titles and responsibilities for the implementation and facilitation of the *Experiment* at their college.

Research Participants

When researching the dual enrollment academy administrators at each college, there were some leaders that held the same title and role. For instance, all sites had a chief executive officer involved in the *Experiment*. However, other roles varied based on the college's size and the scope of their dual enrollment program. This section describes the leadership titles and roles associated with each dual enrollment program.

First, chief executive officers (CEO) at all four campuses were involved with the *Experiment*. At three of the colleges, the leaders held the title of President with a Chancellor serving as the CEO at the fourth. This leadership position was responsible for the strategic

direction of the institution and had the highest level of accountability for outcomes. The CEOs were not materially involved in the daily operations of their college's dual enrollment programming but did provide oversight and compliance with program requirements.

Second, the chief academic officer (CAO) was directly involved in each college's academy. The CAO was responsible for accreditation, institutional effectiveness, and the delivery of academic programing through the dual enrollment academy. CAO leaders at each college had slightly different titles: Vice President for Academic Affairs, Vice President for Academic and Student Affairs, or Vice Chancellor for Academic Affairs. It is material to note that the CAO position at SWC was vacant at the time of the site visit. Although one college had a consolidated chief academic and student affairs role, most had an additional administrator for student affairs.

Third, the chief student affairs officer (CSAO) played an active role in the academy at most campuses. The CSAO focused on the procedures to recruit, admit, and support student success for dual enrollment students. However, SEC did not have a student affairs administrator involved with their academy. Their Vice Chancellor for Enrollment Management provided oversight for their academy director who promoted their program and enrolled students into their health science academy.

Fourth, the chief enrollment management officer (CEMO) role was an active participant at two of the four sites. The CEMO was responsible for the overall enrollment procedures associated with the dual enrollment program as well as for the college's strategic enrollment planning. This leadership role was present at both SEC and NEC.

Fifth, the director of institutional research (DIR) role was connected to the Experiment at NEC only. The DIR was responsible for ensuring the college uploaded the requisite data and

reports required by the U.S. Department of Education. The following research participants played an active and direct role in the *Experiment*.

Sixth, the financial aid administrator (FAA) directed the activity of the financial aid office. This leadership position was responsible for the administration of federal, state, and institutional student aid programs. The FAA's role in the *Experiment* was to award Pell Grants to eligible students and provide academic and financial aid data about students to the Department of Education. During the site visit at NWC, the FAA was not available to participate in the interview or survey process.

Seventh, the dual enrollment administrator (DEA) directed the operations of the dual enrollment programming. This leadership role was responsible for the program's operational goals, which ranged from student recruitment to degree audits for students earning a certificate or degree. The DEA's role in the *Experiment* was to operate the academy, or program, and support the enrolled students. Having identified the research participants and their roles in the *Experiment*, the next section overviews the data collection procedures for the study.

Data Collection

Yin (2018) noted that the use of case study evidence substantially increases the quality of the research study. I utilized individual interviews, surveys, artifact collection, and researcher observations to collect data at each site. There were 16 individual interview completed as well as a survey completed by all but one participant. The sample size (Mason, 2010) was sufficient to support the study's findings. Following the interview sessions, available artifacts were collected and researcher observations were recorded.

After receiving Institutional Review Board (IRB) approval through which I addressed any possible ethical issues (Patton, 2015), I contacted each site to secure permission to conduct research and schedule a visit. The plan was to receive approval from all four locations before

coordinating any site visits or arranging travel. However, the CEO at two of the planned sites declined my request to conduct research, which resulted in the need to revisit the list of my site options and identify alternate colleges from the other six options. Because of this challenge, research site recruitment continued while beginning data collection at SEC.

The first data collection instrument was individual interviews (Creswell, 2009). The aim of the qualitative interviews was to explore and understand the lived experiences of the participants involved in the *Experiment* (Patton, 2015). I developed the interview questions (Appendix D) from the research questions as well as the conceptual framework and literature review. Upon arrival at each site, I visited the office or workspace of each participant to conduct their interview. The interview lasted approximately 50 minutes and utilized semi-structured, open-ended questions designed to explore the participant's experiences during the implementation and facilitation of the *Dual Enrollment Experiment* at their college. Interviews were audio-recorded using *Trint* software on an iPhone 7. During the interview, I jotted observations and thoughts into a notebook for use when I transcribed the conversation. At the conclusion of each interview, I verified that the software captured the conversation by listening to the first few seconds of the recording and presented each participant with a survey.

The *Attitude about Distributed Leadership Survey* [appendix D] was adapted from an instrument developed by Erika Engel Small for her dissertation titled *Shared Leadership: A Social Network Analysis* (2007). The survey presented participants with 13 statements for their review and response. The survey response options ranged from strongly disagree [score of 1] to strongly agree [score of 5]. Of the 16 research participants, 15 completed the survey. One research participant agreed to complete the survey and return it through electronic mail, but did not. After completion of the interviews and surveys, I focused on collecting artifacts.

The third data collection instrument was artifact collection (Patton, 2004). Because the

Department of Education authorized the *Experiment*, it required annual reports to participate in

the pilot, which suggested that artifacts might be a rich source of data. Artifact collection focused

on two types of information. First, I explored the availability of documents related to each site's

program application in addition to evidence submitted as part of an annual reporting requirement.

Second, I requested to see documents directly connected to the operations of each dual enrollment

program. Examples of these artifacts might have included operational procedures, meeting

minutes, program announcements, policy statements, staff position descriptions, marketing

materials [digital and print], and pictures of the service and educational spaces. Unfortunately at

all sites, artifacts connected directly to participation in the *Experiment* were limited. Both NEC

and SEC had a rich source of artifact data that helped to triangulate emergent themes from other

data sources.

The final data collection instrument was researcher observation (Wolcott, 2009).

Because of the emergent design of this study and the fact that the researcher was an instrument, I

jotted observations into a notebook about data perceived through the human senses of sight,

sound, smell, and touch. As common with case study research, data analysis began when I

arrived at the first research site and continued throughout the data collection process. However,

the analysis process intensified after data collection ended.

Data Analysis

The process of data analysis was the next step after returning from the last research site

visit. Interviews were transcribed using *Trint* software. The software, available via website and

mobile device application, was beneficial to the data collection and analysis process because it

allowed the interviews to be audio recorded and automatically transcribed. Although *Trint*

automated the transcription process, I manually reviewed all audio recordings and edited each

transcript as necessary. All transcripts were written verbatim from each recording. Additionally, I used my written notes from each interview session to identify and comment on background noise, inflection in voice tone, long pauses in participant responses, and physical gestures. After completing the transcription process, I loaded the transcripts, surveys, and artifacts into *MAXQDA Plus* software and began the coding process.

Coding, the primary data analysis tool used in this study, was the process used to review the data multiple times looking for emerging, common themes. After I identified the themes, I continually grouped and regrouped all themes until each category was connected or themes stood as independent data. The process began with open coding and shifted to the axial coding (Strauss & Corbin, 1989) of emerging data. In *MAXQDA Plus,* I reviewed each line of every transcript and identified themes that I believed were important to each participant's story. In an effort to ensure triangulation, I followed the same process for each participant's survey. Additionally, I reviewed the text of document artifacts looking for themes. The coding process yielded 4,868 coded segments. After the initial coding process was complete, I began the process of axial coding. The goal of axial coding was to connect all themes and to tie the data together (Charmaz, 2006). This process allowed me to identify data that emerged during the analysis process and understand how participant perspectives intersect or interact. Once the process was complete, there were 70 unique codes and 11 parent codes identified. Guiding the coding process, I looked for information agreement and disagreement among participants, repetition of data, and emotional language (Ravitch & Carl, 2016) used by each participant. At the conclusion of data analysis, I use peer-debriefing, triangulation, and member checks to ensure strength in my study.

After working in higher education for the last twenty years, I have colleagues that study leadership as one component of their research interests. I asked them to peer-debrief the result of my data analysis and review how the codes connected to distributed leadership or other leadership theories. Additionally, I asked each to assume a distributed leadership orientation and complete

the survey that was completed by 15 of the research participants. As a final request, I asked each to offer their feedback about the conceptual framework. The peer-debrief process added strength to my study but triangulation was also needed.

Throughout the analysis process, I reviewed each data source for direct or related emerging themes. I found that many codes were from both the interview transcripts and participant's survey responses. Additionally, codes from participant transcripts at a single site led to consistent themes within that college's findings. By working to triangulate the data, I was able to add to the richness to the study. Although triangulation further strengthen my study, I also conducted member checking.

Following the return of each site visit and the transcription of interview recordings, I sent each research participant with a copy of their transcript. The copy was a Microsoft Word file with track changes enabled. I asked each participant to review their transcript and mark any changes or clarifications electronically on the document. I asked each person to provide their feedback within a two-week period unless their availability to do so was compromised. Some, but not all, participants provided feedback. The aim of the peer-debrief, triangulation, and member check processes was to ensure the validity and reliability of my research.

Validity & Reliability

In qualitative research, determining the quality of data is essential to the research design. Generally, data are evaluated on the basis of accuracy, credibility, and trustworthiness. Patton (2004) asserts that validity and reliability are two factors that researchers should be concerned with as they design a study and analyze results. Validity has two paradigms. Internal validity assesses the accuracy of data and external validity assesses generalizability. Qualitative methodology focuses more on internal validity and less on the generalizability of data.

Reliability refers to the consistency or confirmability (Marshall & Rossman, 1995) of data by another researcher.

I utilized four criteria (Guba, 1981) to ensure validity for this study. The first was credibility, which is the researcher's ability to account for all the complexities found in the research and deal with unexplained patterns. My decisions surrounding data sources and data collection were intended to establish credibility. I differentiated each data source so that unique themes could emerge naturally. As Guba suggested to assure creditability of the data, I conducted peer-debriefs by using professional colleagues as an independent review of data themes, practiced triangulation by collecting data from multiple sources, and conducted member checks by sending transcripts to the respective participant to ensure the accurate depiction of their interview. In an effort to reduce bias within the study, I used open-ended interview questions focused on the problem, purpose, and research questions of the study.

Transferability is the second criterion and it suggests researchers believe that everything bounds within the study. Using participants from different leadership roles and four unique sites supported transferability. By assuming each site served a unique student population, utilizing multiple sites also supported the transferability of findings. Also supporting transferability was the use of detailed descriptions of the data and thick description of the research context (Ravitch et al., 2016). A detailed description of the participants was provided to allow the identification of similarities or draw comparisons with other settings, groups, or individuals. Additionally, time bounded my study because I explored experiences from the first two years of the *Dual Enrollment Experiment*.

The third criterion dealt with stability of the data, or dependability. I selected varied types of data collection to support the dependability of the data and correlate to the research questions. Interview questions, a survey, artifact collection, and researcher notes served as data

collection methods. Utilizing multiple and different data collection methods provided stability to my research. Further supporting the dependability of the research, I designed the study using four research sites so that themes emerging from each site could be explored using the conceptual framework and each story could contribute to the overall narrative.

The final criterion of validity was confirmability, which triangulation and reflexivity of the methods guaranteed the objectivity or neutrality of the data. My decision to use multiple data sources allowed the data to become inquiry-based and have interactive meaning within the study (Ravitch et al., 2016). Utilizing Guba's criteria provided a framework to address validity, but I also addressed reliability of my study.

Patton (2004) contends that reliability is a consequence of the study's validity and focuses on the trust a researcher has in the data collection techniques. A good research design assures reliability during the data collection process through triangulation, which suggests the use of different data collection methods. Qualitative methods focus on instruments that allow the researcher to explore each participant's story. This study used four data collection instruments to ensure reliability. First, interviews collected participant experiences and thoughts about experiences involved with the *Experiment*. Second, participant surveys allowed for a collection of their thoughts about distributed leadership. Third, artifact collection delivered documents that provided written information about each dual enrollment program. Fourth, the researcher observations provided a subjective interpretation of the data. Further triangulating the data, I applied each data collection instrument at four unique sites. For research to stand on its own, a well-structured design must produce accurate and consistent findings that explain the phenomenon explored. Although I developed a well-planned design inclusive of validity and reliability, even the best research studies have limitations.

Limitations

Qualitative research has inherent limitations. First, there is minimal generalizability of findings beyond the study. Although the research context attempted to address generalizability through the use of four research sites, findings from this study are unlikely to apply to leaders at another community college. Second, there is minimal likelihood that findings might inform leadership activity at other community colleges. At best, the findings might suggest that administrators reframe the leadership design and practice at the research sites within this study. The findings at these sites were bounded by time and might not be relevant beyond the timeframe of this study. Third, qualitative data collection requires a large amount of the researcher's time. Because its immersive nature, this study took over several years to complete. Finally, longitudinal research is necessary to determine whether recommendations might shape community college leadership designs beyond the *Dual Enrollment Experiment*. The scope and bounded timeframe of this study limited the research findings. Although this study had limitations, considerations were factored into the research design.

Summary

This study used a case study to investigate the implementation of the *Dual Enrollment Experiment* at four community colleges in United States. Following a constructionism epistemology, this study sought to understand meaning socially constructed through interaction with 16 research participants. This section provided information about data collection, data analysis, and the steps taken to ensure validity and reliability of the data. The proposed research design resulted in the findings identified in Chapter IV.

CHAPTER IV

FINDINGS

The purpose of this study was to investigate the implementation of the *Dual Enrollment Experiment* at four community colleges in the Southeast United States. The study explored the lived experiences of participants as they worked to implement and facilitate the three-year federal dual enrollment pilot at their campus. My study was guided by two research questions:

1. What were the experiences of leaders during the first two years of the *Dual Enrollment Experiment* at four community colleges in the southeast region of the United States?

2. How, if at all, did leaders use a distributed leadership framework to implement the experiment at their campus?

This chapter further describes the recruitment process for each research site, provides a narrative description of participant experiences within the *Experiment*, and explores distributed leadership through the lens of the Comprehensive Assessment of Leadership for Learning (CALL). As discussed in Chapter III, the data for this case study were discovered within interview transcripts, participant surveys, artifacts, and observer notes. To ensure confidentiality, each research participant and campus name received a pseudonym to mask identity. Because of the threads of power that emerged during this study, it was important to protect each participant's identity so their story could be shared in confidence without fear of retribution.

This chapter begins with an overview of the recruitment process, which includes contextual information about the sites. Then, it provides a narrative about participant experiences and concludes with information about distributed leadership viewed through the CALL framework.

Recruitment of Sites

The recruitment process was more challenging than anticipated; more specifically, not all campus CEOs were willing to grant permission for me to conduct research, or research offices presented a lengthy approval process that appeared prohibitive. Originally, 10 community colleges were identified as possible sites to conduct research. Four sites were identified as the most desirable because of their geographic location and the existence of a dual enrollment academy model. However, during the recruitment phase, I faced some early challenges.

After issuing my first recruitment email [Appendix A] to the four sites, one CEO replied personally and denied my request 24 hours after the email was sent. The CEO stated that the college had approved multiple research requests to explore their participation in the *Experiment* and they would not approve my research. Within the same week, another site advised me about their Institutional Research Board (IRB) process and timelines. Because of the long application and lengthy review process, juxtaposed with my planned timeline, I decided to revisit the alternative list of research sites and request permission to conduct my study at other locations. In total, the recruitment process spanned six months before I secured permission from all four research sites. However, I began collecting data at the first site while simultaneously working to secure the remaining three locations.

On June 21, 2018, I traveled by airplane to my first research site. In advance of my travel, I was able to secure permission to conduct research without the requirement of an additional IRB process. Additionally, I was able to schedule individual interviews with five

participants across a two-day visit to the site. On the first day, I was able to meet with the Chief

Executive Officer (CEO) and Chief Academic Officer (CAO). On day two, I met with the Chief

Enrollment Management Officer (CEMO), the Dual Enrollment Administrator (DEA), and the

Financial Aid Administrator (FAA). Each meeting lasted approximately 1.25 hours and involved

conducting an individual interview and completion of a participant survey. Some, but not all,

participants submitted program materials [artifacts] about the college's dual enrollment program.

Two days after returning home, I received email approval from the second campus CEO and

scheduled a one-day trip.

On August 7, 2018, I drove several hours to visit my second research site. This site was

one selected from the alternative list but met all of the criteria necessary to support the study.

Like the first site, the second campus did not require completion of their own IRB process. The

first and second campus CEOs accepted the Oklahoma State University IRB approval letter as

evidence for my preparedness to conduct research. Upon arriving at the site, I first met with the

DEA and then the campus CEO. I was scheduled to meet with the FAA but he was out of the

office on sick leave so I arranged for a telephone interview the morning following the site visit.

Missing from the stakeholder list was the CAO. That position was then vacant and the CEO

stated that the person in that interim role had no experience with the *Experiment*. Following the

research protocol, all interviews lasted approximately 1.5 hours and included the completion of a

survey. After I returned from the trip and completed the telephone interview with the FAA, I

continued recruiting two more research sites; however, it would be approximately three months

before I would travel again.

On November 11, 2018, I flew by plane to my third site and collected data across two

days. This site was one of the original four selected for my study and proved to be rich in data.

Although the approval process required a lengthy period of time and multiple recruitment

communications, the CEO did not require completion of his campus IRB for my research. On

November 12th, I met with the Director of Institutional Research (DIR), FAA, CEMO, and campus CEO. On the second day, I met with the CAO. Upon return from the site visit, I received an email from the IRB office at the fourth site approving my research request and granting me exempt research status.

On December 4, 2018, I traveled by airplane to my final site and collected data the following day. At that campus, I met with the Chief Student Affairs Officer (CSAO) and the Dual Enrollment Administrator (DEA) in person and conducted a telephone interview with a former employee who then worked for a state agency on dual enrollment initiatives. Across all four research sites, I was able to interview 16 participants and collect surveys from all but one. Additionally, I collected print materials and digital images about the dual enrollment programing from two of the sites. The analysis process allowed me to address the research questions.

Response to Research Question One

This study was guided by two research questions. The first research question asked, what were the experiences of leaders during the first years of the *Dual Enrollment Experiment* at four community colleges in the southeast region of the United States? This section provides a participant narrative for each research site.

Southeast College

The first site visit was to a rural community college campus included within a state-wide postsecondary system. The campus was situated in a small town populated by approximately 10,000 people who, for the most part, worked in the oil industry or farming. The community's socio-economic profile was polarized with a group of citizens that could be defined as upper middle class to affluent and another group at or below the area's poverty level; there did not appear to be a distinct middle class. As I drove approximately 45 miles from the airport to the college, I saw the landscape change from a modern, large-sized city to acres upon acres of

farmland before arriving at a college campus, which rested on the southern edge of the small community.

The college looked modern with a campus proper of seven buildings. The college was well branded with its primary colors and logo flying across each light pole and wayfinding signs on campus. The parking lots were full, which suggested a strong enrollment. Unfortunately, the weather was overcast and rainy which coupled with the fact that there was no parking spaces close to any building, I got to experience the warm, southern rain on my face as I walked from the rental car to conduct my first interview.

Upon entering the newest building on campus [opened in 2016], I found my way to the campus CEO's office and was immediately shown to her conference room by Florence, her administrative assistant. I began setting up my notepad and recorder when I was joined by Dr. Smith. I thought it was interesting that Dr. Smith was wearing blue jeans and a boldly colored polo shirt with the college name and logo sewn into the fabric. I found her wardrobe to be interesting because it was the first time I met a campus CEO who was not dressed, at a minimum, in business casual attire. Dr. Smith greeted me, shook my hand, and sat on the opposite side of a nine-person conference table. Before I began the interview, I passed the informed consent document and IRB letter across the light colored wood table for Dr. Smith's review and signature. Additionally, I read the informed consent document aloud and asked if there were any questions that I could answer. She signed the document and pushed both documents back across the table.

During our time, Dr. Smith spoke about why she applied for the pilot and how the opportunity to provide the Pell Grant to dually enrolled students supported the college-going aspirations of families living within the economically depressed area that her college served. She told me that applying for the pilot was the right thing to do. She spoke of external partnerships much more than the internal relationships and processes involved in implementing the pilot.

When asked about her leadership style, she said that she is focused on results less than the process. She said that she sets expectations and lets the responsible individuals develop a method to achieve the goals. Although she did not directly define her style, her comments characterized Laissez-Faire leadership. I asked her about her perceptions of the leadership styles of those connected to the pilot. She described individual roles that support the project but did not offer her insights about existing leadership styles. After meeting with Dr. Smith, I met the CAO in her office which was a short walk down the hall from the CEO's conference room.

Dr. Edwards greeted me at her office door dressed in attire that I had anticipated from the CEO. Edwards was wearing black blazer and slacks complemented with a fire engine red blouse and equally vibrant colored earrings. I was greeted with a friendly and welcoming handshake as I entered her office and she closed the door behind me. While I set up my recorder, I presented my IRB approval, informed consent, and overviewed the research protocol that would fill our time. After Edwards signed the intent to participate, I turned on the recorder and began our conversation.

Dr. Edwards discussed her journey in the academy as student, professor, and administrator. Interestingly, she disclosed that she was trained as a scientist and that leadership literature or training was never compulsory in her academic discipline. She said that leadership, for her, was learned on the job and not in the classroom. She suggested that she would classify her leadership style as collaborative because it requires all stakeholders to accomplish the academic goals of the college. I asked if other formal leaders, specifically individuals associated with the pilot, subscribed to the same leadership style and there was a distinctive pause before her response:

> We have some that definitely use the authoritarian approach and tell others that
> we are going to participate. We have others who are political and spin topics

depending upon who they are around. Then you have those who get feedback

from their people and represent their interest or act on their behalf to accomplish

tasks.

Based on my observation and how quiet Dr. Edwards's voice became, I suspected that the

authoritarian was the CEO, who was across the hall. After I closed the interview with Dr.

Edwards, she walked me around the campus and provided information about the services on

campus and delivered me to the building where I would meet with participants on day two.

Luckily for us both, the weather had improved and the warm southern air had dried all of the rain

puddles that resulted from the earlier showers. I said goodbye to Dr. Edwards and used the next

hour to visit dual enrollment classrooms as well as explore the Student Union. Interestingly, there

were no promotions displayed on classroom walls or bulletin boards about dual enrollment or

about the ability to access the Pell Grant as a concurrent student.

The next morning at approximately 8:30 am, I returned to the campus but the weather

was warm with the sun shining bright. The temperature was already in the 80 degree range and

predicted to reach the upper 90s by early afternoon. My first interview took place in the same

building and same conference room as the day before. Knowing the meeting location, I walked

into the conference room and set up in advance of Mr. Franks' arrival promptly at 9:00 am. Mr.

Franks was tall, dark haired, and wore a thick five o'clock shadow on his face. He was dressed in

tan slacks with a light blue oxford shirt. He walked to me and shook my hand firmly before

sitting across the conference table and retrieving a silver colored Surface Pro computer from his

brown leather satchel. I remember wondering to myself why he would need a laptop to

participate in the interview but did not venture to address my curiosity. Same as the day prior, I

presented the information about my research and secured written consent.

Mr. Franks seemed overly excited to participate in the interview. Compared to the interviews the day before, he talked longer in response to the interview questions. During the interview, I felt like he worked in advance of our session to anticipate questions and prepare responses. For example, the presentation about his background was structured chronologically and included categorically consistent details (i.e., year, title, duration, etc.). However, there were several questions that required him to think about his response. Unconsciously, he always stated, "that's a good question" as he looked down and to the right while appearing to search for the appropriate response. I made an observation that Mr. Franks was very comfortable addressing questions about himself but paused frequently when discussing the experiment. Similar to Dr. Smith's feedback, Mr. Franks' discussion about the existing leadership styles on campus was relatively vague. He appeared to operate from a political lens because of how he described his relationships in connection to what people could do to advance his goals. The interview with Mr. Franks lasted approximately one hour, which was 15 minutes longer that either session the day before. After the interview was over and he completed the survey, we exited the conference room through a door that opened into the central part of the main hallway of the building. Mr. Franks shook my hand, thanked me for my time, and then pointed saying that Mrs. Isner's office was down the hall to the left. I said goodbye and began walking toward the end of the hallway.

As I walked past the classrooms that I visited the day prior, I came to an adjacent hallway that would deliver me to Mrs. Isner's office. As I approached her office, the door was open and she was speaking to someone on the telephone. Being respectful of her space, I walked further down the hallway to allow time for her to complete the phone call. Although my intention was to provide privacy for her, I could hear her conversation while reviewing a bulletin board located 30 feet away from her office. After I heard her end the call, I walked back to her office.

I knocked on her door frame and asked, "Are you Mrs. Isner?" She stood, shook my hand, and welcomed me into her office. She apologized for the appearance of her office. The

space was well lit with bright florescent lights that reflected on the tan walls. Two "L" shaped, light oak colored desks were positioned together and occupied much of the office space. The office appeared to be a multi-person office that had been repurposed. Mrs. Isner's desk was relatively clean and organized while the second desk held a small avalanche of papers in addition to other miscellaneous items resting on it. I sat down at the second desk and began setting up my notebook and recorder. After presenting the research protocol and securing consent, we began the interview.

My first question focused on Mrs. Isner's background and the journey that delivered her to Southeast College. It was interesting to learn that she had worked in secondary education until taking the position as the program director for the college's dual enrollment program. As she described her transition into the academy, I heard the pride and passion in her voice as she spoke about helping her former high school students as they participated in college classes. As she transitioned the conversation toward her current role, her voice often quivered and she paused frequently to think about her response before sounding the words. At one point she asked me to confirm that I would ensure her confidentiality, which I did. As the conversation continued, I learned that she felt uneasy on the matters of the college's leadership and, to a great extent, how the program was serving the needs of area students. After Mrs. Isner and I finished our session, I thanked her and reaffirmed that I would apply a pseudonym to her name and mask all identifying information associated with the college. I then walked across campus to the Student Union. My last interview was with Mrs. Ashley the FAA.

The Student Union was a large, open building filled with tables and chairs near the cafeteria. The offices of Student Affairs, Financial Aid, Recruitment, and the Bookstore bordered the area where students gathered for lunch. The front of the Financial Aid office had large glass windows through which I could see a large granite colored counter standing guard in front of a vibrantly colorful accent wall. I opened the glass door and was immediately greeted by Dottie

who was the administrative assistant to the department. I was then shown to Mrs. Ashley's office. Mrs. Ashley was short in stature but her voice carried a confident tone as she welcomed me. She wore black slacks and a polo shirt bearing the college's logo. Her office was well organized with a full wall of shelves behind her mahogany colored desk. Each shelf was adorned with photos of her students, her family, and her staff. After we completed the administrative steps for my process, the interview began.

Mrs. Ashley explained that she had spent her whole professional life working in financial aid. Her career began at a nearby university where she worked as a student assistant in a Financial Aid Office. After she graduated with her baccalaureate degree, she was hired full-time by her alma mater where she worked for approximately 10 years. At the time of our interview, she had completed approximately 16 years at Southeast College as Director of Financial Aid. During her interview, Mrs. Ashley boldly exclaimed that neither she, nor her team, were "asked, advised, or consulted" about the pilot. She went on to say, "Had they been consulted; she would have opposed the decision to participate." Her reasoning was grounded in: first, the need to create an exception to federal guidelines to award the Pell Grant; second, the added computer programming required to amend Southeast College's student information system to process the award; and third, the unknown monthly reporting requirements that her office was responsible to submit. Aside from the challenges to the pragmatic delivery of the pilot, Mrs. Ashley also provided her thoughts about the leadership of the college.

It was easy to determine that Mrs. Ashley did not feel agreeable with the decision to participate in the pilot. She used the pilot as an example to illustrate the varying leadership styles at the college. When asked to describe the leadership style of others, she stated:

> Dr. Smith makes decisions based on what the higher ups will be impressed with
> and then tells us to make it happen. Dr. Edwards is more collaborative in her

approach and wants input from others. Mr. Franks is a snake; he cannot be

trusted especially when the CEO is present. He has no idea how anything works

but wants to get all of the credit. And Mrs. Isner, Lord help her, she is so

confused about what she is doing and how to please Mr. Franks and Dr. Smith.

While others at Southeast College were relatively reserved or fearful about expressing their

thoughts, Mrs. Ashley did not hold her tongue about her feelings, especially because her team

was intimately connected to the pilot. For Mrs. Ashley, her primary focus was to support

students, but protecting and empowering her team was a close second.

Southwest College

The second site visit was to a small town with the local college as its namesake. As I

drove into the state, I passed several small towns but none seemed as distressed as the home of

Southwest College. The small town seemed to have an approximate population under 500

people; most of which lived along an area lake. Along the highway, there were several truck

stops and chain restaurants surrounding one local hotel. After exiting the freeway, civilization

seemed to fade quickly as the road was adorned with many dilapidated and abandoned buildings.

A few miles from the freeway, a new construction emerged under a sign that read Southwest

College.

As I turned onto the drive, the road winded toward a campus of buildings holding onto

broken windows and sagging roofs. The paved driveway quickly turned to gravel as I approached

the administration building. As I parked my car, I noticed that there were only about a dozen

other vehicles at the college. Based on the rundown, external appearance of the campus, I could

not help but think that there might be more than one Southwest College campus and I was at the

wrong one. In actuality, Southwest College did have two campuses in other cities, but I was at

the right location. I walked into the administrative offices and stood for a few minutes waiting

for the receptionist, Margaret, to turn her attention to me. Because she had not made eye contact, I said, "Excuse me" to which she said, "Oh, I thought you were waiting for Dr. Harris." I stated that I was a doctoral student there to conduct research and that I was scheduled to meet Dr. Harris later that afternoon, but first, I had an appointment with the dual enrollment administrator. Margaret pointed north of the building and said I needed to go back outside and enter the next building through the west door. I thanked Margaret and followed her instructions.

Luckily, the walk was only a few minutes because the August weather was dry with the temperature hovering just below 100 degrees. As I reached for the door handle, Mrs. Oliver pushed the door open and said, "There you are." I shook her hand as we introduced ourselves. I then followed her down the hall to her office. I could not help but think about how much the hallway and classrooms looked like any one of the hundred or so high schools I visited as a college admissions counselor. Upon arriving to Mrs. Oliver's office, I was surprised by the small size of the space. Her office was just large enough to hold a standard desk and two chairs. The walls were grey cinder brick with no accent color. The space felt very cold and clinical. Mrs. Oliver offered me to sit down as she moved stacks of paper from the front of her desk, allowing me some space to lay my notebook and recorder. I thanked Mrs. Oliver for her time and explained my process and consent form.

After completing my administrative steps, we began the interview. Like the dual enrollment administrator at Southeast College, Mrs. Oliver recently transitioned into postsecondary education but unlike Mrs. Isner, she previously worked outside of the education field in banking. "Dr. Harris likes to shake things up by hiring unconventionally for different positions," she said. "He also likes to create conflict between people because he believes it improves the college." I asked her how she felt about the environment and she responded that because she did not work "over there" [pointing at the administrative building] she did not have to worry too much. I asked her to describe her leadership style and she said that she was a

servant-leader and that serving others was a core value of the corporate culture at her last job. I asked her what the leadership culture was like at Southwest College. She looked at her office door and said quietly, "Dr. Harris is an authoritarian who makes all the decisions." She went on to say that there were no other leadership styles because there was only one leader.

I transitioned the interview by asking questions about the decision to apply for the pilot. Mrs. Oliver stated that she was not at the college when the decision was made but was informed that Dr. Harris found the opportunity and applied. She believed that he applied for the pilot to increase the enrollment at the college but had no evidence. I asked if enrollment had increased and she said not to his desired level. She said that Dr. Harris was furious with everyone because 25 percent of this year's FAFSAs were incomplete, which meant approximately 100 less students to enroll. When I asked her to provide more details, she said that I needed to talk with Mr. Shelby who served as the FAA. I asked her about the communication and planning associated with the pilot and she said, "Tom [Mr. Shelby] and I get told what to do. We are not involved in meetings or asked our thoughts."

As we closed the interview, she said that she enjoyed working at the college although one might consider it a hostile work environment. She said that she had seen teamwork at her last job but had yet to see it at Southwest. After the interview ended and Mrs. Oliver completed the survey, I returned to my vehicle. Having approximately 30 minutes before my interview with Dr. Harris, I decided to drive around the campus.

The campus proper had approximately 13 buildings, including the Library and dormitories. I quickly toured the campus by car, so I did not have time to enter any of the buildings nor did I have a reason to do so. Each building appeared to be run down and have many deferred maintenance issues. Although I did not see any students in or around academic buildings, I did see approximately 75 students playing soccer on a grass covered field. As I

circled back from the end of the campus, the students were crossing the road and entering into dormitories. I returned to the administration building, parked my vehicle, and organized myself for my interview with Dr. Harris.

As I entered the Administration Building, Margaret, again, failed to notice presence. I said, "Hello again," and she greeted me with a smile. She pointed down the hall and said the [CEO's] office is down that hall on the right. I thanked her and proceeded to Dr. Harris' office. As I walked the hall, I noticed the posting of college promotional material as well as federal employment posters; however, nothing was posted about dual enrollment. I entered the external office of the CEO and introduced myself. I was asked to sit down while he finished a current appointment.

After waiting about 20 minutes, Dottie, who was the CEO's secretary [and wife] told me that Dr. Harris had to take another appointment but that he would see me next and provide all the time necessary for the interview. I was welcomed into the CEOs office about 30 minutes later. "Hello and welcome to Southwest College," said Dr. Harris as he greeted me. He asked where I was studying and I stated Oklahoma State University. He stated that he had worked with a college in Oklahoma in his past and was familiar with the area. We then began the interview which took over 1.5 hours because of the numerous interruptions.

Dr. Harris was a heavy set man with silver hair and a gravelly voice. He was dressed in a navy blue suit but the jacket was draped across the back of his office chair. His white oxford shirt adorned a banana yellow colored tie that was loose around his neck as if he was exhausted and had a long day. I presented him with my IRB approval and the informed consent form. He signed the form and handed both documents back saying, "I don't need a copy of that." I then began the interview by exploring Dr. Harris's background in postsecondary education.

I remember being surprised at how long he had served in the CEO role. "I am in my 38th year as a college [CEO]," Harris said. "I was in my late 20s early 30s when I first became a [CEO] and have seen a whole lot of things through my career." I learned that Dr. Harris had served as CEO at five different community colleges and had been at Southwest a little longer than one decade. He went on to tell me that he was most proud about the number of people he mentored into upper leadership roles in postsecondary education. "There are not many people that can say they created over two dozen college presidents," he said. Because he was on the edge of a leadership conversation, I shifted the conversation toward exploring his leadership philosophy.

I remembered Mrs. Oliver described Dr. Harris as an authoritarian. Although he did not use the same term, he did say, "For better or worse, it is my way or the highway. I am the one who makes all of the decisions about where we go because I am responsible for educating these students." Dr. Harris told a short story about two students, who he spoke of by name, and how his decisions directly led to them earning a college degree. At that time, our interview was interrupted as Dr. Harris shouted toward the adjacent office where Dottie was on the telephone, "Tell George that I got him an invitation to that thing and he has to be there! He has no choice." Dr. Harris then asked me what we were talking about. I took that opportunity to ask about other leadership styles that existed at the college, specifically concerning those individuals connected to the dual enrollment pilot. Dr. Harris suggested that other leadership styles did not matter because he was the decision maker at the college and others focused on what he wanted done, "like it or not." After believing that I would not uncover more information about leadership, I shifted the conversation to the pilot.

"Can you describe how the decision was made to apply for the pilot," I asked. Dr. Harris stated, "I read in the Federal Register about the dual enrollment [pilot] and I decided we need to do it. That was it." Harris then said that he told the CAO to apply. I asked about the planning

process that followed the submission of their application. He told me that it was not necessary to plan before they were announced because it would have been a waste of time if they were not approved. He said that after they received their approval letter, then he told the CAO [who was no longer at the college], the FAA, and the DEA to implement the program for the upcoming fall. Continuing the conversation about the pilot, I asked him what he hoped to accomplish by participating in the pilot. He said that offering the Pell Grant to high school students would allow greater access into Southwest College for those who could not afford higher education. He followed, "Obviously it [the pilot] is an enrollment driver, but it allows poor students the chance to come to college." I asked Dr. Harris what the end of the pilot would mean to the college. Harris replied, "The pilot lasts three years, you know. It will be very important for the Department of Education to continue the funding." He went on to ask if I had any information about if the funding would be continued and if I would contact him if my research allowed me access to that information. The interview lasted about 1.5 hours, largely due to the three separate instances when he shouted for Dottie to do a task.

As I packed my notebook, I presented the survey for Harris to complete. After he returned the document, I stood, shook his hand, and thanked him for the opportunity to visit Southwest College and headed toward the door. As we parted, Harris directed once more, "If you hear anything about the pilot being extended, you call my personal number," as he handed me his business card and pointed out his office telephone number. I departed campus and began my drive home.

The next morning, I called Mr. Shelby, the FAA, at the time we had arranged. Although I preferred to meet face to face, I decided to conduct a telephone interview because of limits in my schedule and my availability to drive back to Southwest College. "Howdy," Mr. Shelby said with a definitive southern accent. He sounded like he felt better after being ill the day prior. After exchanging niceties, we discussed the study, consent, and my observations from visiting his

office space during my site visit. I quickly learned that Mr. Shelby was direct and succinct with his words.

Like with the previous seven interviews, I asked Mr. Shelby to talk about his background. He expressed that he had spent his entire professional life in financial aid either at a college or in the private educational loan market. He provided a chronological outline of experiences that delivered him to Southwest College about four years ago. Shelby offered, "I love the work I do, I just wish we had more people and resources to serve our students." I shifted the conversation to the topic of leadership styles and asked him to describe his style and to identify other leadership styles at the college. He said that he connects to leadership through service more so than any other leadership style. He explained that it was his job to ensure his team, of three, had what they needed to support students and families. He said that his and Mrs. Oliver's offices both followed a service philosophy. "However," Shelby said, "That is where that style ends." He went on to say that the administration was authoritative and borderline to a dictatorship. He would not name individuals but simply said, "The administration." Transitioning, I asked him why the college applied for the pilot.

"To increase enrollment," he said firmly. "I have not heard of a reason that was not connected to us growing our student enrollment by offering the [Pell] grant." He asked if I had seen the condition of the campus and suggested that if enrollment did not increase that the college may not be there much longer. I asked how the college prepared to implement the pilot if awarded. He said that he did not know the college had applied until it received its letter and a small group of "us" were instructed to do what was necessary to get students in the program by August [2016].

I asked about the positives and negatives that the college experienced because of the pilot. Mr. Shelby said that one positive was that low socioeconomic families could afford dual

enrollment because of the Pell Grant. He added, "Students who could not otherwise attend are now in our classrooms." However, Mr. Shelby offered more challenges connected to the pilot than benefits. He said that from a financial aid perspective, there had to be new codes issued by the Department of Education to award Pell to students without a high school diploma. He said that the college's student system had to be updated with new financial aid rules so that his office could award Pell to previously ineligible students. "The reporting requirement," Shelby's voice became louder, "We are already understaffed and now have to complete a monthly report about the students in the program." Adding, "We don't have time to process aid for our students, let alone spend hours each month pulling data for a federal report." I asked Mr. Shelby, "If you were consulted prior to applying for the pilot, would you have been supportive?" He said, "There is a reason that financial aid directors don't like pilots. In reality, they become unfunded mandates or add work that is not sustainable." As a final question, I asked if the college could sustain the program if the pilot ended and the Pell Grant was no longer available. Mr. Shelby said that the college was not in a position to fund the financial gap filled by the [Pell] grant. Reaching the end of my interview question list, and sensing that every minute of my call was preventing Mr. Shelby from addressing tasks in his office, I thanked him for his time and ended the call.

Northeast College

My third research site required me to fly to a part of the United States that I had never visited. Residing in the Midwest, I was excited about traveling to a more historic part of the county and getting to meet my next research participants. After landing at a small, regional airport, I rented a car and traveled north for approximately one hour to my hotel. Because of travel arrangements, I was able to take the opportunity that evening to tour the town, locate the college, and eat dinner at a local restaurant. The next morning, weathering the brisk chill of the heavy rain, I drove through light city traffic to Northeast College.

Prior to my arrival, I had been instructed where to park and issued a temporary parking pass via email. After parking, I walked across the faculty parking lot toward the administrative building. Waiting outside of the Public Safety building, located between the parking lot and the administration building, Sylvia stood under an awning with a large blue umbrella. "Good morning, wet enough for ya?" Sylvia greeted. "I saw you drive in and wanted to try to keep you dry." I embraced Sylvia's offer to share the umbrella as we negotiated the maze of water puddles toward her building. A few minutes later, we were inside the administrative building warming ourselves by the large fireplace close to the main door.

Sylvia was the executive assistant to Dr. Best who was the college's CEO. "We are glad you are here and just let me know if you need anything," she said. Then she escorted me to a vacant office and explained that I could use the space during my visit. I took a few moments to gather myself before my first interview. I then followed Sylvia to the other wing of the building and was introduced to Mrs. DeVille, the institutional researcher, who stood, approached me, and firmly shook my hand.

Mrs. DeVille wore a knee length, white dress accented by a red, long sleeve, button up sweater. Her feet rested upon a glossy pair of white low heel shoes with black accents on the toe. As we greeted, she thanked Sylvia for delivering me to Mrs. DeVille's office. She then suggested that we sit at a small, round, grey colored conference table. As I prepared my materials to begin the interview, I observed her well-organized desk, elegant décor on the walls, and large window that looked toward the Student Union. As before, I presented my IRB letter, read the informed consent, and overviewed the activities that would fill the next hour of our time. I started recording the audio.

"Please tell me about your background and experiences leading up to your role at Northeast College," I asked. Mrs. DeVille stated that she had worked in many professional fields

but that she found her calling in higher education, specifically, at Northeast. She went on to say that the opportunity to participate in the dual enrollment pilot was gratifying because of what the college had accomplished. She elaborated by saying that there was not a state subsidy or scholarship program for dual enrollment like in other states. "Dual enrollment students attending [Northeast] have to pay just like a regular student. If a student comes from a low income household, often they can't participate." Mrs. DeVille told me that the primary reason that Northeast applied for the pilot was to increase access into dual enrollment courses for low income households. I asked her to speak about the discussions behind applying for the pilot and who was involved. She said that her predecessor identified the opportunity by reviewing the Federal Register. He took the opportunity to the CEO who pulled together a small stakeholder group to review the guidelines and talk about the positives and negatives of applying. She said the people at the table were the CEO, Assistant Vice President for Assessment, Chief Academic and Student Affairs Officer, the Dean of Enrollment Management, the Director of Admissions, and the Dean of Arts and Sciences. After several meetings, the group decided that it was central to the college's mission to apply for approval as an experimental Pell site. At that time, I transitioned to questions about leadership perceptions.

I asked Mrs. DeVille to describe her leadership style. She said that she did not think she had a style but a personal belief. She said that her goal was to help other people succeed and did not have a framework because those she wanted to help had different needs. She suggested her leadership style would most closely connect to service leadership. I then asked her to offer her thoughts about the individuals serving on the review team with respect to leadership styles. Of the CEO, she said, "he is definitely a collaborator." She went on to describe Dr. Best as consistently transparent, a highly effective communicator, and people centered. She said that she enjoyed working with the CEO. She said that the CASO would describe herself as a servant leader. She described all of the remaining team by saying they were collegial and worked well

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together. I transitioned to the reality of starting and supporting the pilot. DeVille suggested that I should ask those more closely associated with daily operations because she sees the program though spreadsheet.

As we closed the interview, Mrs. DeVille thanked me for asking her to participate. She was beginning the application process for a doctoral program and was glad that she had an experience as a research participant. I congratulated her on the decision to advance her education and wished her well. After I left her office, I returned to find Sylvia as per her previous instructions.

"I see you survived," Sylvia joked. "The next two folks that you will meet with are in the enrollment area." Sylvia then escorted me toward the exit. Looking outside through the glass door, I could see that the weather was still dreary but the sidewalk leading to our next destination was covered, offering protection from the heavy drops of cold rain. Sylvia led me into the first floor of the enrollment center and told Maggie, the front desk attendant, "I got him here; now he's yours." Sylvia reminded me that I would meet with CEO Best at 4:00 pm back in the administration building and assured me that she was leaving me in good hands. As I was preoccupied talking with Sylvia, I failed to notice that Mrs. Williams had approached me from the stairs.

"Good morning," she said in a firm tone. We greeted one another and then she led me up the squeaky wooden stairs toward her office. After I walked up the stairs and heard how loud our steps sounded, I was clueless how Mrs. Williams was able to sneak up behind me. As I entered her office, I observed that there were no pictures on the walls. There were no diplomas presenting her educational credentials. There was not even a calendar. I got the impression that she had just moved into the space, but the stacks of paper on her desk and on top of her file cabinets suggested otherwise. I sat down and prepared to begin the interview.

After collecting her signature on the consent form, I started the audio recording and asked my first question about her background. With a firm and deliberate tone, she overviewed her background in corporate finance and spoke about her transition into higher education, specifically, into financial aid. I asked her to categorize her approach to leadership. She told me that she modeled her style after a former superior who had mentored her. She said he was a nice blend of administrative focus coupled with a strong passion to serve and help others. Mrs. Williams said that she hoped that she was "paying forward" the experience that was gifted to her by her mentor. Like in the other interviews, I asked her to paint a picture for me about the other leadership styles at the college, with special emphasis on the people involved with the pilot. Her response mirrored Mrs. DeVille's. At the time, I thought perhaps all the interviewees had met and planned their responses. I would learn that the campus culture supported close knit relationships and that the interview conversations were genuine. Shifting to more pragmatic questions, I then asked about her lived experience working with pilot.

"I was not here when it started. I arrived to Northeast College about nine months ago." She went on to suggest that she could only speak to how the students were funded through the FAFSA. Having interviewed two other FAAs, I decided to shift my focus on challenges and successes connected to the pilot. She said, "Let me start with the challenges!" Similar to the other FAAs, she first referenced how the student information system had to be reprogramed to award the Pell grant to the students. She added, "As you probably know, ordinarily students cannot receive Title IV aid without graduating high school. This program lets us pay Pell for those students." She went on to explain how complex the rule exceptions had to be to pay on student accounts. "Another thing," she said, "there is this ginormous report that I have to complete, manually, at the end of each month." Although I did not think her voice could sound sterner, the tone quickly strengthened as she said, "It's the bane of my existence!" I asked about perceived successes. Her response was, "Students who could not participate in dual enrollment

can now because they are able to pay for tuition, fees, and books." She went on to say that before it was only "white, affluent students" who could afford dual enrollment. "Now, the brightest students from our poorest areas can attend," she said. As I began to wrap up my questions, I asked her about lessons learned because of the pilot. She said that Mr. Benjamin, the Chief Enrollment Management Officer, did all the heavy lifting before she arrived and that he would be a better person to ask. As we wrapped up our session, I grew anxious to meet with Mr. Benjamin after lunch.

After having lunch off-site, at a chain buffet style restaurant, I drove back to the campus and returned to the enrollment area to see Mr. Benjamin. After waiting a few minutes, a short, energetic, well-groomed and stylish man approached me. "Hi, I'm Mr. Benjamin. Are you Jerrett?" I introduced myself and shook his hand. I then followed him up the same wooden stairs but this time we turned to the left to access his office. He followed me in and closed his door without shutting it completely. He suggested if the door was left open that we would be interrupted often. His office was adorned with college promotional material and prominently displayed the college's logo that was painted on the back accent colored wall. Everywhere I looked, I saw an image or item promoting Northeast College. I settled in and set up my notepad and recorder.

I asked Mr. Benjamin to tell me about his background. Benjamin had spent a large part of his professional life in postsecondary education working at different colleges. He shared his experience as both a student advancing his education and practitioner in financial aid offices. Interestingly, he first enrolled at Northeast College after high school. He said, "In a way, I have come full circle." Because he had a long tenure working in financial aid, I was interested to hear his thoughts about the lessons learned, as Mrs. Williams suggested. However, I decided to follow my protocol and pursued information about leadership first. Mr. Benjamin took a long pause before he described his own leadership style. He then began to identify the different

characteristics that he believed formed his style. After about ten minutes, he then said, "I really don't know how to categorize myself. I guess I believe in situational leadership than anything." I could not determine if Mr. Benjamin was indecisive or preferred not to be boxed into a single leadership theory. I then asked him to describe the leadership orientation of others at Northeast.

He itemized each style and applied it to individuals, which was a different approach from how his colleagues responded. Interesting, he assigned the same styles as did Mrs. Williams before him and Mrs. DeVille before her. He said, "I have worked at several college campuses and can say that we definitely have a great culture that connects everyone to our mission." He went on to ask, "Have you seen it yet?" I nodded my head up and down suggesting that the culture was evident to me as a visitor. As we transitioned through my question list, the conversation about lessons learned offered a deeper insight into the college.

Mr. Benjamin talked about the pilot requirements and referenced the obligation for any participating institution to financially offset any college expenses that were not funded by the Pell Grant. He said, "That was a moment for us." Benjamin described the meeting when the team discussed how, in the absence of additional funding, the requirement might prevent the college's participation. He said they were seriously contemplating withdrawing from the pilot until CEO Best was able to secure an external funding source. I learned the funding challenges had been the greatest challenge in their experience. Benjamin said, "The program was virtually turnkey for us. We had established our dual enrollment academy years ago and worked out all the kinks back then." I had not realized that the dual enrollment academy had a competitive admissions process and an annual enrollment cap. Northeast's goal was not to use the program to increase the number of enrollments at the college because they always met enrollment goals for the program. Their focus was on increasing equitable access for economically challenged students. Benjamin said, "The pilot allowed us to use our culture to live our mission." As the 4:00 pm hour approached, I closed my interview with Benjamin and prepared to meet CEO Best.

As I left the enrollment center, I was pleased with the amount of rich data collected during the first three interviews. As I exited the building, I was even more pleased that the rain had stopped and the sun was beginning to peek through the dense, thick trees that stood like a fort wall around the campus. About 20 steps later, I entered the building where I began the day. As I entered, Sylvia said, "I was coming to rescue you. Benjamin is a talker." I laughed. Sylvia walked me to her office which was outside of CEO Best's office. "Let me make sure he is not on the phone before you go in." From his office, I heard him say, "Is that our visitor from Oklahoma?" Sylvia, said, "I guess he is ready, so go on in."

As I turned the corner and entered Best's office, I saw a long rectangular shaped office lined with mahogany colored book cases. Best was already sitting at a long conference table that matched his desk and bookcases. He stood and reached toward me as we shook hands. He welcomed me and pointed toward a plush, black leather chair positioned a few feet away from where he was seated. I presented my research process, IRB letter, and informed consent information. After the paperwork was completed, we began the interview

"Please tell me about your background leading to this role and leadership influences along the way" I asked. Best described a lifelong calling to be a college professor. He said that much of his background and development was focused on that pathway, but that as an assistant professor he had a mentor that saw more in him. "My president had increasingly suggested that I should consider college administration for my career path, but I always found a way to change the subject. I was happy as an academic." Best went on to tell me that he found success with all the tasks assigned by his president, which further fueled the conversation about pursing a presidency. "Eventually," he said, "I made a crazy statement to my president that I would follow his wishes when it snowed in April; it never snows in April. Until it did." Best told me that about a year later snowflakes fell on April Fool's Day and less than a minute later his phone rang. It was his president asking saying, "Its time." Best added, "Fast forward from that moment and here we

are." As a leader, he suggested he was a consensus builder and believed it was essential to involve people to be successful.

The leadership conversation with Best was refreshing not just because of what he said, but because I could point to examples from each interaction during the day that aligned with his words. Best told me that valuing the thoughts and opinions of all stakeholders was central to his leadership approach. He stressed many times that it was impossible to lead a college without listening to the faculty, staff, and students. According to Best, honesty and transparency were critical elements for his success as CEO. He said that being intentional about sharing information was a highly valued part of Northeast's culture. Best also said that a college CEO is an academic leader. All decisions should be aimed at improved learning and student success. Best said, "The litmus test for all of our decisions on policy and budget is whether we improve the student experience. If we are not serving the needs of our students, then we don't deserve this work." I asked Best whether the college's mission, vision, and values were just words written in the college catalog. He redirected the question back to me. "Prior to your visit, did you read our mission and values?" I answered, "Yes." "During your time today, did anyone quote you those statements?" I replied, "No." Best then asked, "Knowing our mission and vision, and spending a full day at the college, did we show you our values and how we live our mission?" Best's words had punctuated the day. Everyone that I met was friendly, open to talk about anything I asked, mentioned that representative groups made decisions, and everyone was centered on improving student success. I replied, "I was able to feel the culture today." As we turned the page on the leadership conversation, Best said, "If I had to pick a style that describes me, I am intentionally collegial." As with other interviewees, I asked questions specifically about the pilot.

"What was the reason that Northeast applied for the pilot," I asked. Best said, "We met as a team and discussed the pilot opportunity." He went on to say, "By the end of the meeting, we decided first, that we could meet the guidelines and expectations of the pilot, and second, that

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we needed the opportunity because it would allow us to serve low income students." I asked specifically if gaining new enrollment was a factor. Best told me that the dual enrollment academy had an enrollment cap that the college established to ensure a high quality student experience. "We were not focused on numbers; we were focused on equity." I asked about lessons learned because of participation in the pilot. Best said, "Early on, we had a moment of real pause." He shared the same story that Mr. Benjamin told an hour earlier. "We found out that students admitted into the program would not be responsible for any costs above their Pell award. The realization hit us that the college would have to absorb costs for some students." Best said that after the team made projections and evaluated their scholarship dollars, the risk was high. He called the state higher education office and was offered access to a reimbursement account to fund any unfunded charges related to the pilot. "There were only two of us in the state that were approved for this pilot and the other college withdrew. The state leaders wanted the program, so funding was guaranteed if we needed it." He said, "At that point, I think we all did a little dance because we cleared the one hurdle that would prevent us from doing the right thing." He said that the funding gap was the only real challenge but there were small system adjustments necessary to award aid. Best said, "I am sure it was more complicated than Benjamin has suggested, but we had to reprogram our system to award the Pell Grant to these students." He added, "On the academic side, the dual enrollment program has been in place for years so we did not have issues there." He did say that there was a considerable effort made by Mr. Benjamin and Dr. Taylor to "sell" the program to the community. I told him that I had rescheduled with Dr. Taylor because of her illness and that she was on my schedule for the next morning. I ended the interview with CEO Best and asked that he complete my survey. After he was finished, I thanked him for the opportunity to conduct research at Northeast College and wished him well. He stated that they were happy that I was there and to contact him if I needed anything in the future. I then collected my items and left the campus for the day.

The next morning, I arrived at campus promptly at 8:00 am to meet with Dr. Taylor who served as the Chief Academic and Student Affairs Officer. The day before, she rescheduled our time because she became ill and was out of the office. That meant that her time would be limited because, like my interview, she had to push other meetings. As I parked my car, I was thankful that the weather was warm and pleasant and that my walk to the Administrative Building was dry. However, I did miss the sidewalk greeting by Sylvia. I later learned that she was out for the day. I entered the Administration building and located Dr. Taylor's front office. Doris, Dr. Taylor's assistant, said, "You must be that researcher from Oklahoma." I said, "Yes ma'am." She said, "The whole campus has been talking about you and how far you came to learn about us. Everyone feels special." I replied, "You are special and it has been my pleasure to be here." Doris then knocked on Dr. Taylor's door, whispered something inaudible, and then told me to go in. I thanked Doris and walked past her into Taylor's office.

"Good morning!" Dr. Taylor said with a raspy voice. "I'm not contagious and I sound much worse than I feel." She said, "We have just under an hour so let's get started so we don't run out of time." I agreed. As with all other interviews, I presented my research information, secured consent, and prepared to start the interview.

Dr. Taylor responded to my first question by telling me about her journey in postsecondary education as a student and professional. Like Benjamin, Dr. Taylor started her student career at Northeast College. When she spoke about life challenges that required her to take the long route toward earning each college degree and attaining an advanced postsecondary role, I could not help but think that she had been the very student recruited for the pilot. She shared that it was such a privilege to be a leader at the college that shaped her mind and abilities. I took that opportunity to ask about how she described her leadership style and that of the people connected to the pilot.

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Taylor said, "I am a servant-leader." She didn't pause. She didn't ponder. She responded confidently. "Serving others has always been at my core," she added. "Whether at church, in my community, and especially on campus, I am here to serve." She told me about a button that she created to show others her service attitude. Then she pulled the button from the top drawer of her desk. The button was approximately two inches in diameter, bright red, and in white lettering read, "How can I serve you?" She said that each semester when the college holds enrollment dates and during the first two weeks of class, she wears the button and makes a point to walk across campus frequently so she can interact with the campus community. She said, "The button became such a big hit, that everyone wanted one, even Dr. Best. "Suddenly, I was in the button making business." Because of her confident self-identity, I asked her to describe the other leadership styles at the college. "The CEO, he is a consensus builder and collaborator. Most of the deans and directors are service driven. We all value open communication, focusing on things that make a difference, and support a positive workplace culture." She added, "We are truly blessed to have great people working here that will do anything to help our students succeed; it's true in the academic departments; it's true in student services." I then asked her about the challenges and successes of the pilot.

She asked if I had been told the story about not charging students for any cost above their Pell grant. I told her that I heard it twice yesterday. "Let's not waste time with that then." She went on to overview the same pros and cons that had been presented in all the interviews the day before. I asked her why the college applied for the grant. She said, "We met as a team to decide if we would apply. After about a three-hour meeting, we all agreed that it was the right thing to do; we were all in." At that time, Doris knocked on the door and peeked her head in. She whispered, "Your 9:00 am is here." She then closed the door. To respect Taylor's time, I quickly closed the interview and handed her the survey. "Because we are out of time, can you complete this and send it to me via email," I asked. She agreed to do so. I thanked her for her time and

exited her office. I took a final walk around campus before unlocking the car door and sitting down. As I reflected on the research journey, I had visited three sites in three different states and met with 13 participants. I looked forward to visiting my final site.

Northwest College

After approximately one month's time, I boarded an airplane once again to conduct research. My final destination was to visit Northwest College to explore the experiences of campus stakeholders who participated in the Department of Education's Dual Enrollment Experiment. Northwest College had been the most challenging with which to schedule a visit. I had to complete their IRB process and have two telephone meetings with their CSAO. After months of email and telephone communication, I was about to meet their dual enrollment leaders in person.

Considering it was December, the weather was surprisingly warm and comfortable. The sun was shining brightly as I drove from my hotel to the campus, which was located downtown. The road traffic was surprisingly light and I was able to arrive at Northwest College about 15 minutes earlier than planned. When I arrived at the campus, I searched all three parking lots for a location to park. After spending the 15 minutes that I had gained, I decided to park down the street from the college and walk a couple of blocks. Reaching the campus, and not focusing on available parking, I was able to see the modern architecture of each campus building and notice the well-manicured flowerbeds that lined the sidewalk. I walked up a flight of stairs before opening the oversized glass doors. As I pushed on the silver door handle, the power assistance feature pulled the doors open. Just inside the entrance doors, there was a large welcome mat that spanned the full width of the doors. It read, "Welcome to Northwest College" in the college's colors. I took a moment to read the office directory then walked up the glass stairs to the second floor. At the top of the stairs, I turned left and walked to the door that read, "Office of Student

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Affairs." I tried to enter but the door was locked. I checked my watch to review the time then walked to a set of chairs located a few feet down the hall. After I sat down, I reviewed the email that I received the day prior to verify the time and location for my first interview. After confirming that I was in the correct location, I saw Dr. Blackmon top the stairs. She asked, "Are you Mr. Phillips?" She apologized for her tardiness and welcomed me to follow her into the office suite.

"I had a meeting across town this morning so I apologize for you needing to wait. I am not sure why my assistant is not here," she stated. I assured her that I understood. Dr. Blackmon was dressed professionally in a black pantsuit accented with a purple blouse. Adorned around her neck was a small string of pearls. Her office was well organized and elegantly decorated. She offered for us to sit at a small, round conference table, but I suggested that because her assistant had yet to arrive that it she should sit behind her desk in the event she needed to answer the phone. I sat across from her on the other side of the desk and retrieved my materials from my bag. I presented the two IRB documents and the informed consent. After she signed the consent, we began the interview.

Like many times before, I began the interview by exploring Dr. Blackmon's background and pathway to her current role. Blackmon offered that she had just completed her 18th year in higher education. She said that she began her career as an admission counselor and then progressed through numerous student services roles before becoming a college administrator. She said that her educational journey happened in steps with small pauses between her baccalaureate, masters, and doctoral programs. She stated that she was completing her first year at Northwest after working at four other colleges. I shifted the conversation to leadership styles. She said that her work centered on student development and that service was a guiding principle for her pragmatic approach. She did not say that she was a servant-leader, per se, but that helping others achieve their best self was her leadership focus. When I asked her to describe the

leadership styles of other at the campus and those directly supporting the pilot, she paused before answering. "Our current CEO arrived at Northwest just before I did. I would classify her as a transformational leader." She added, "The Chief Academic Officer is more structural or procedurally focused." As she discussed those directly involved with the pilot, she said, "They are all in new roles and developing as leaders." As she offered her perceptions about leadership at the college, she wanted to make sure that I was aware that nearly all of the individuals who were involved with applying for and starting the pilot were no longer with the college. This information caused me to modify my interview questions from "why" did they apply to "how" did you continue an inherited program.

Dr. Blackmon said that because she was service oriented and considered herself a change agent that it was important to pull all the data together about the program, which she said was very limited, so that all of the stakeholders could make a strategic review about how to move forward. I suggested that it sounded like the program was slow to start and she agreed. "I am not sure what the first year was like," she said. "We basically had to start from scratch because there were no notes or any other information left behind." Because we had ventured into my "lessons learned" questions, I asked her to name the top challenge her team faced with the pilot. She said the largest problem was delivering clear and efficient messages to the students and their families to promote the opportunity. She added that technology was a big issue. "As I am sure you have learned, all approved colleges had to modify their student information system to award the Pell Grant. On top of that, ED [Department of Education] did not have any real support or at least not for our computer system." Outside of communication and technology, she said that the college's transition presented its own challenges. Dr. Blackmon told me that one of her staff who was a part of the original pilot team had taken a position outside of the college but that he was now connected to the state-wide dual enrollment program. At that time, Dr. Blackmon's phone rang and because her assistant had not arrived yet, she asked if I minded if she answered the call. I

nodded my head up and down, pointed at the phone, and said "please." I took that time to review my interview questions to see what I would explore next. After about five minutes, she said, "Where were we?" I provided a short overview of our discussion and asked if we could talk about the long-range outlook for the pilot.

"Because this is a federal pilot, I am not sure it will get renewed," she said. "Funding priorities always change with a new administration," She added. I asked her if the college would be able to identify a funding source to continue the program after the pilot ended. She said, "Maybe." I reiterated that I understood about the college's transition and that no one currently employed at the college was a part of the decision process, but asked her to speculate why the application was submitted for the pilot. She was reluctant to answer because she did not have the facts. She implied that the college had experienced an enrollment decline, which was one reason for the leadership transition. She said that a positive outcome from the pilot was that it allowed them to help low income students of color earn college credits. About that time, Mr. John knocked at her door. She said, "We are just about finished. Do you mind waiting in the conference room?" It was perfect timing because I had asked my last interview question. I offered the opportunity for her to share any information not discussed and she said she had nothing else. I ended the interview and asked her to complete the survey. About five minutes later, Dr. Blackmon stood and shook my hand. I thanked Dr. Blackmon for her time. She asked if I cared to join her for lunch at noon and I accepted.

We walked about 20 steps and entered a long rectangular conference room. There was a light tan colored table and approximately 20 blue and silver office chairs. Mr. John stood and Dr. Blackmon introduced us. After shaking hands and sitting down, Dr. Blackmon exited the room and closed the double doors. I presented my research to Mr. John and collected his signature on the informed consent form. Then, I asked, "Are you ready to begin?" Mr. John nodded in agreement.

I asked Mr. John to talk about his pathway in higher education. He presented an interesting story of personal development by talking about his undergraduate education and his time as a student assistant, peer advisor, and then academic advisor after receiving his degree. He then spoke about his master's program and his graduate assistantship in the undergraduate academic resource center where he advanced his experience within student services. He shared that he had been at Northwest for about eight months and that he was preparing to apply to doctoral programs. As I listened to Mr. John, I could hear his passion for student success and helping others. I then asked how he would describe his leadership and that of others connected to the pilot. After pausing to self-reflect [looking to the ceiling], he offered different thoughts.

"I would like to say that I am a change agent," he said. "I don't think I am an authoritarian or the do as I say type. I guess I would say that my leadership style is transformational." Then he followed by suggesting that he had not done anything transformational yet. We both laughed. As he shifted to his perceptions about others, he offered, "I have not been here too long so it is difficult to describe others. I can say that I generally get along with people who want to work together and everyone here does." When asked about the Northwest's culture, he suggested the environment was accepting and empowering and a place that he plans to stay at for a while. "I don't think it was like that before the new [CEO] arrived because lots of people were leaving." I told him that I learned that the dual enrollment team was relatively new. He said, "We are all new." Mr. John was the coordinator for the program and worked under the supervision of Dr. Blackmon. He spoke about the challenges with continuing the work of the first team because there was a lack of institutional knowledge retained about the pilot. He said that his office had worked closely with financial aid because that was a key element of the program. I asked him about lessons learned because of the experience. He said jokingly, "Make sure everyone takes notes and shares them!" I asked him if he believed the program had been successful. He responded, "It has not fulfilled its potential. Because we are in

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the second year of a three-year pilot, we may not have time to achieve all of our goals." As we discussed his thoughts on his new role, I asked why he thought the college had applied for the pilot. He said, "I don't have evidence, did I tell you that we don't have any notes? I think it was to increase enrollment." He went on to say, "It was not a good strategy because there is a state level scholarship that supports dual enrollment already in place." He added that the state scholarship had been one challenge to get families interested in the Pell experiment. After exhausting my questions, I asked Mr. John if he wanted to add anything else. He shook his head no. I then asked him to complete the survey as I packed up my materials. After he was finished, I thanked him, shook his hand again, and said goodbye as he left the conference room. Mary Jane, Dr. Blackmon's assistant, entered the room and said that Mr. Tyrone, my last interview, would not be able to make it but that he could call into the interview. She pointed and said that I could use the telephone in the conference room. I sat at the end of the long rectangular table close to the black multi-line phone. I got ready for the interview and then dialed the phone.

"Hello, you have reached Mr. Tyrone, please leave a message," I heard through the telephone handset. I left a message and waited about five minutes before calling back. The second time, Mr. Tyrone answered. He apologized for changing to a telephone interview, but he had to travel across the state for a meeting. I presented my research methods and then read the consent form verbatim. I asked that he verbally agree or disagree with participation and he agreed to participate in the interview. I told him that I would email him the consent form and survey. I asked him to complete both and email or fax them to me. He agreed. I then began the interview.

I asked Mr. Tyrone to discuss his professional background leading to his current position. In a deep tone and slightly raspy voice, he shared that he had been a student assistant in a recruitment office during his undergraduate studies. Then he was hired as a recruiter after graduation. He maintained that role for about a year before he joined Northwest College as a

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recruiter. He stayed in that role until the college applied for and received permission to participate in the dual enrollment pilot. I asked if he was a part of the decision team that reviewed the opportunity. He responded, "I was not involved with the decision." He stated that the decision was made by the former CEO and CAO. "Most of us did not know anything about the pilot until we had a meeting to talk about how to implement it." I asked if the rationale was shared in the meeting. He said, "No, but it was probably to grow enrollment." Mr. Tyrone retuned to the timeline of his professional roles and said that he left Northwest College to become the state coordinator for dual enrollment. He said it was a new role for him that he started about six months prior. I congratulated him.

I shifted the conversation toward the topic of leadership. Mr. Tyrone presented himself as a pragmatic and that he did not think of himself as a leader. "In my current role, it is just me. I guess I am my own leader," he said. I asked him to describe the leadership at the college while he was there. His only response was, "It was bad." I tried to get him to elaborate but he only said that the new group was better. Mr. Tyrone's response to each question was becoming shorter and he sounded distracted. In an effort to improve his engagement, I asked him to provide his perspective of the pilot using his current role as state coordinator. I hoped to identify a quasi-independent view of any successes or challenges.

Mr. Tyrone said that he never agreed with applying for the pilot because there was a state scholarship to fund dual enrollment. He said that dual enrollment in the state was only offered to high school seniors and the scholarship covered about 95 percent of the tuition and fees. "The books are even covered," he said. "The pilot was a hard sale and there is a lot of skepticism by parents." He said that Mr. John and Dr. Blackmon had promoted the pilot but that its popularity was weak, which suggested they might not meet their goals. He followed by saying, "The pilot is half over and will not likely be renewed. [Northwest] has invested time and energy and the return on investment appears to be small." I asked his opinion about what the college could do better

and he did not offer any insights. Again, I was getting the impression that Mr. Tyrone was distracted or had another meeting occurring soon. I told Mr. Tyrone that I was appreciative of his time and asked if he had any final comments. He responded, "No." I stated again that I would email him the documents to complete. He said he would be able to return them at the end of the week and thanked me for including him in my process. We both said goodbye and ended the call. I then packed my materials and opened the door to the conference room. Mary Jane asked if I was ready for lunch and gave me the address to the restaurant. She said that Dr. Blackmon was downtown at a meeting and would meet me. I thanked Mary Jane for her help. I enjoyed lunch with Dr. Blackmon at a popular, local restaurant and then proceeded to the airport.

Participant Information

In this study, individual interviews were a rich source of information. This section provides information about: participant roles (i.e., CEO); longevity in terms of average years in current role, at the research site, and within higher education; and their self-described leadership orientation.

The participant role was important data because it defined the level of responsibility and accountability within the college. The role of Chief Executive Officer was represented at all four research sites. The role of Chief Academic Officer was a participant at three sites but not at SWC because of a vacancy. Only one participant, at NWC, held the role of Chief Student Affairs Officer. The Chief Enrollment Management Officer role was held by participants at NEC and SEC. Only one participant, at NEC, held the role of Director of Institutional Research. At all four sites, the roles of Dual Enrollment Administrator was a participant. The Financial Aid Administrator was involved at all sites but NWC; however, that site had an external participant who had previously worked with their dual enrollment population.

Table 2

Participant Data

College	Role	Name	Self-described Leadership Orientation	Years in Role	Years at Site	Years in H.Ed.
Northeast College	CEO	Dr. Best	Transformational	7	7	34
Northeast College	CAO	Dr. Taylor	Servant	12	19	28
Northeast College	CEMO	Mr. Benjamin	Collaborative	10	10	14
Northeast College	FAA	Mrs. Williams	Service	3	3	6
Northeast College	DIR	Mrs. DeVille	Service	4	11	11
Northwest College	CSAO	Dr. Blackmon	Service	1	1	23
Northwest College	DEA	Mr. John	Transformational	1	1	11
Northwest College	External	Mr. Tyrone	Pragmatic	1	3	4
Southeast College	CEO	Dr. Smith	Laissez-Faire	3	3	24
Southeast College	CAO	Dr. Edwards	Collaborative	6	18	24
Southeast College	CEMO	Mr. Franks	Political	1	5	5
Southeast College	FAA	Mrs. Ashley	Collaborative	16	16	24
Southeast College	DEA	Mrs. Isner	Servant	2	2	2
Southwest College	CEO	Dr. Harris	Authoritarian	10	10	42
Southwest College	DEA	Mrs. Oliver	Servant	2	2	2
Southwest College	FAA	Mr. Shelby	Transactional	9	9	21

As displayed in Table 2, each leadership team has varying lengths of time working in their role and at their respective college. At NEC, the average longevity of role was 7.2 years across all five administrators with the group averaging 10 years of experience at the college. Collectively, the group averaged 18.6 years of postsecondary education experience. At NWC where the team was relatively new to the college, the average longevity of role was only one year with the group of three administrators averaging 1.6 years of shared experience at the college. With regard to years in postsecondary education, the group averaged 12.7 years. SEC had five administrators with a combined average longevity of 5.6 years in their current role. As for average time at the college, the longevity was 8.8 years at the college with an average 15.8 years in higher education. SWC, who had three administers that participated in this study, had an average role longevity of seven years with the average years at the college being the same.

Looking at the average experience in postsecondary education for the group, SWC's

administrators had an average of 21.7 years of experience because of the CEO's career longevity.

Adding to the richness of the data, each administrator offered their self-described

leadership orientation. As presented in Table 2, the leadership styles identified were

transformational, servant, collaborative, pragmatic, Laisses-Faire, political, authoritarian, and

transactional. Following each interview, 15 of the 16 participants [the CAO at NEC did not have

the time available] completed a survey than explored their attitudes about distributed leadership

[Appendix E]. In Table 3, the frequency of responses is presented.

Table 3

Frequency of Survey Responses

Statement	Disagree Strongly	Disagree	Neither Agree or Disagree	Agree	Agree Strongly
High team performance is more likely to occur when one person leads.	2	6	1	4	2
It might be challenging if leadership responsibilities were divided across a team.	0	8	3	4	0
Team performance might be at risk if everyone has a leadership role.	3	4	2	6	0
To achieve high team effectiveness, there should be multiple leadership roles within a team.	0	3	0	8	4
A team will be more efficient if only one person is responsible for important team decisions.	4	4	2	3	2
If would be less beneficial for a team to make one person responsible for the group's performance.	2	6	1	5	2
The most efficient team model has one person in charge.	1	7	2	5	1
Team accomplishments will be minimalized if all team members share leadership responsibilities.	3	8	1	3	0
It is best for a team to appoint the most capable person to lead.	0	3	3	9	0
A team is more vulnerable when multiple people are responsibility for leading.	0	6	1	8	0
Having a central leader detracts from the team's potential.	0	11	3	1	0
Productive teams are a result of multiple people contributing to leadership.	0	1	1	8	5
It is beneficial to maximize each person's leadership capabilities to the fullest.	0	0	1	7	7
Total frequency of responses	**15**	**67**	**21**	**71**	**23**

Response to Research Question Two

The second research question asked, how, if at all, did leaders use a distributed leadership framework to implement the experiment at their campus? As discussed in Chapter II, the CALL framework uses five domains and multiple subdomains to identify distributed leadership. Using the CALL framework as a lens, this section explores if and how each campus used a distributed leadership framework.

Table 4 provides a visual representation of observed frequency of each domain and subdomain as represented by research site. The Evaluation Matrix was designed as a consolidating document developed from a similar tool used to chart the occurrences of each CALL domain and sub-domain. Analyzing data from each site participant, a number was placed into the corresponding domain, or sub-domain, and frequency cross-section. For instance, if data from three participants at the same site led to a high observation of the first domain, a "3" was entered. Each domain was reviewed against the data to complete a matrix for each campus. After conducting four independent reviews for each campus, the Observation Matrix was developed to illustrate the observation frequency for the case and present the information.

Table 4

Observation Matrix

	Observation Frequency			
	High	Moderate	Low	Not Observed
CALL Domain 1.0 Focus on Learning				
Subdomain 1.1 Maintaining a School-Wide Focus on Learning	2	1	1	
Subdomain 1.2 Formal Leaders Are Recognized as Instructional Leaders	1	1	2	
Subdomain 1.3 Integrated Instructional Designs		1		3
Subdomain 1.4 Providing Appropriate Services for All Students	3		1	
CALL Domain 2.0 Monitoring Teaching and Learning				
Subdomain 2.1 Formative Evaluation of Student Learning			1	3
Subdomain 2.2 Summative Evaluation of Student Learning	4			
Subdomain 2.3 Formative Evaluation of Teaching				4
Subdomain 2.4 Summative Evaluation of Teaching				4
CALL Domain 3.0 Building Nested Learning Communities				
Subdomain 3.1 Collaborating School-Wide Focus on Teaching and Learning	2		2	
Subdomain 3.2 Professional Learning	3			1
Subdomain 3.3 Socially Distributed Leadership	1	1	1	1
Subdomain 3.4 Coaching and Mentoring			2	2
CALL Domain 4.0 Acquiring and Allocating Resources				
Subdomain 4.1 Personnel Practices	4			
Subdomain 4.2 Structuring and Maintaining Time			4	
Subdomain 4.3 School Resources Are Focused on Student Learning	2		2	
Subdomain 4.4 Integrating External Expertise into School Instructional Program	1		3	
Subdomain 4.5 Coordinating and Supervising Relations with Families and the External Communities	4			
CALL Domain 5.0 Maintaining a Safe and Effective Learning Environment				
Subdomain 5.1 Clear, Consistent and Enforced Expectations for Student Behavior	2			2
Subdomain 5.2 Clean and Safe Learning Environment	3			1
Subdomain 5.3 Student Support Services Provide Safe Haven for All Students	3			1
Subtotal	35	4	19	22
Total	39		41	

CALL Domain 1.0: Focus on Learning

Finding 1: Some leaders did not appear to focus on learning.

Subdomain 1.1: Maintaining a School-Wide Focus on Learning

Of the four sites, two demonstrated a clear school-wide focus on learning. All five leaders at Northeast College described how the campus culture allowed transparency and inclusion for all decisions. They also spoke frequently about student success paralleling academic success. At Northwest College, all three participants painted a picture of institutional transformation because of a renewed focus on supporting the students' educational journey.

Subdomain 1.2: Formal Leaders Are Recognized as Instructional Leaders

The observed frequency for subdomain 1.2 was relatively low. Across each site, only two participants were described by their peers as academic administrators. Neither Northwest, Southwest, nor Southeast College indicated a belief that formal leaders were instructional leaders within the context of the pilot. Northeast's CEO and CAO were both recognized as instructional leaders.

Subdomain 1.3: Integrated Instructional Designs

Integrated instructional design did not appear to be a central focus at any site. Materially, all four campuses relied on traditional lecture style delivery for its courses. Within the scope of the pilot, there seemed to be an invisible line between the recognized leaders and the academic enterprise of the college. There was only one site in which instructional design was mentioned. Northeast College leaders shared that their dual enrollment academy curriculum was developed years earlier and was reviewed annually for improvement opportunities. They seemed to trust the school dean to maintain the learning environment.

Subdomain 1.4: Providing Appropriate Services for All Students

Three of the four sites demonstrated a strong commitment to student services. At Southwest College, not one of the three leaders discussed services for students. If I had not seen a black and white flyer promoting peer tutoring each Thursday night in the Library, I would have to only assume services existed. At Southwest, some of the leadership connected to the pilot clearly stated that communication was not effective and that they operated like an assembly line; each focused on their role and stayed out of other areas.

CALL Domain 2.0: Monitoring Teaching and Learning

Finding 2: Aside from the Department of Education mandate, evaluation was minimal.

Subdomain 2.1: Formative Evaluation of Student Learning

None of the four sites openly discussed any formative evaluation of student learning. Only Northeast College implied they had learning objectives in their dual enrollment curriculum. Because their academy was developed many years prior to the *Dual Enrollment Experiment,* participants referenced that the curriculum had received full academic review. Like Northeast, Northwest College had an existing dual enrollment academy but none of the leaders discussed academic information during their interview.

Subdomain 2.2: Summative Evaluation of Student Learning

As noted earlier, the Department of Education required monthly reporting and an annual summary. The reporting format focused on financial details and academic metrics. Each FAO was required to provide information on high school GPA, college course grades, and ACT/SAT scores. Outside of these required data, no other summative evaluation of student learning was identified.

Subdomain 2.3: Formative Evaluation of Teaching

None of the 16 participants provided any information about a formative evaluation of teaching.

Subdomain 2.4: Summative Evaluation of Teaching

Mirroring the response to subdomain 2.3, no information about summative evaluations of teaching were discovered.

CALL Domain 3.0: Building Nested Learning Communities

Finding 3: Only 50 percent of the sites illustrated a commitment to learning communities.

Subdomain 3.1: Collaborating School-Wide Focus on Teaching and Learning

Neither Southwest nor Southeast College appeared to focus on teaching and learning. Emerging from the coding process, both colleges implied that their participation in the pilot was to improve student enrollment and not materially to improve student success. Both of the northern colleges spoke about elements within their mission statements and values that focused on student success, which implied a commitment to teaching and learning. Additionally, Northeast College's culture seemed to reward individual commitment to serving students.

Subdomain 3.2: Professional Learning

Data from three of the four sites suggested a commitment to staff and faculty development that matched their focus on student learning. Northeast College directly connected its investment in professional learning to student success. Data from Northwest and Southeast College suggested their commitment to professional learning, but it was not overtly visible within the campus culture. Southwest College did not indicate any professional learning for its campus community.

Subdomain 3.3: Socially Distributed Leadership

Northeast College clearly demonstrated socially distributed leadership. Each participant shared information about their personal opportunity to be informed with all campus information, provide input on college decisions, and work collaboratively on strategies to improve student success. At Northwest College, the new leadership was returning to a true shared-governance model that allowed students, faculty, and staff the opportunity to shape the future of the college. With the context of the pilot, the participants that I interviewed said communication was open and transparent so they could all work together. The top ranking leaders at Southeast College said that they were one big team; however, the data suggested that perception and reality did not align. At Southwest College, the college leadership model was clearly authoritarian and absent of socially distributed leadership.

Subdomain 3.4: Coaching and Mentoring

Coaching and mentoring initiatives did not directly emerge from the data, but both Northeast and Northwest leaders described a campus culture where stakeholder development was a primary focus. Participants from both sites talked about support and development opportunities that allowed them to improve their knowledge and experience.

CALL Domain 4.0: Acquiring and Allocating Resources

Finding 4: Although each college met the academic support service mandate, dual enrollment support services did not increase.

Subdomain 4.1: Personnel Practices

The data collected at each site suggested that all campus CEOs were committed to ensuring adequate staffing patterns to support and deliver dual enrollment. The data further suggested that vacancies were filled relatively quickly and positions were created when necessary. There were some human resource gaps, specifically stated by all FAOs, that did not appear would be filled. For example, all of the financial aid offices increased their workload but none received additional staff to facilitate the work.

Subdomain 4.2: Structuring and Maintaining Time

Although not overtly illustrated, each dual enrollment academy seemed to have a well-structured calendar and process flow. Each site was diligent to ensure that students had no time restrictions that might negatively influence their ability to participate in the academy. With the exception of Southwest College, all sites held meetings on a consistent basis after they launched the pilot.

Subdomain 4.3: School Resources Are Focused on Student Learning

When asked why their college decided to participate in the pilot, all five leaders at Northeast College said, "It was central to our mission." Northeast seemed to have a campus-wide commitment to support its students in all aspects of the learning process. Northwest's leaders also stated that implementing the pilot was the "right thing to do." Their statement implied a connection to their role, scope, and mission. Participants at Southeast College touched briefly on student learning as a goal but seemed to be more concerned with student enrollment as were participants at Southwest College.

Subdomain 4.4: Integrating External Expertise into School Instructional Program

Integrating external expertise seemed to be a gap at all sites. Southeast College was the only college that provided clear examples about external partnership to address challenges to facing the start of their academy. However, several participants at Southeast said there were tense and challenging situations as they worked with area secondary schools to develop the academy framework. They suggested that there were many meetings to discuss expectations and program requirements before the academy began. One stake holder said, "I did not know if we would ever find middle ground."

Subdomain 4.5: Coordinating and Supervising Relations with Families and the External Communities

Of the 16 interviews, all participants said that promoting the pilot to families was a key challenge. All four colleges dedicated significant time to holding open house meetings to explain the benefits of using the Pell Grant for dual enrollment. The dual enrollment program leaders suggested that many families were skeptical about the program and often swayed the opinions of other parents. Additionally, all colleges but one, Northeast College, faced challenges convincing the high school principals and counselors to support the opportunity for their students.

CALL Domain 5.0: Maintaining a Safe and Effective Learning Environment

Finding 5: Although administrators suggested a focus on student success, gaps existed with regard to the sub-domains.

Subdomain 5.1: Clear, Consistent and Enforced Expectations for Student Behavior

Although leaders at all sites talked about equity for students, only those at two sites expressly mentioned consistent expectations. At Southeast College, all five participants made comments that dual enrollment students were expected to follow the college's rules when on their campus. One leader said, "Dually enrolled students are in the classroom with our regular students. We treat them the same. We even allow the [high school] students, who have to wear uniforms, to change when they get to campus." Another leader at the campus spoke about the student code of conduct. "When they are on our campus, they are responsible to follow our student code." The academy design was different at Northeast College. Their academy was similar to a cohort because only dual enrollment students were in the classes. However, participants all shared that students had to know how the expectations at the academy were different than at their high school.

Subdomain 5.2: Clean and Safe Learning Environment

At three of the sites, safety and cleanliness appeared to be a priority. However, Southwest College's buildings looked unsafe because of the bars on some windows, broken glass, and overgrown landscaping. Perhaps the age of the buildings and visible deferred maintenance issues added to the perception of an unsafe environment. Operational survival seemed to occupy the CEOs attention over acceptable standards and safety perceptions.

Subdomain 5.3: Student Support Services Provide Safe Haven for All Students

Connecting to subdomains 1.4 and 4.3, Northeast, Northwest, and Southeast actively discussed how they complied with the pilot requirement to provide support services to dual enrollment students benefiting from the pilot. Each had a student success center that provided advising, tutoring, and other learning resources. In some cases, colleges had located their accommodation services and behavioral counseling into the same space as other support services, making it more convenient for students to locate resources.

Summary

This chapter presented information about the research sites and aligned observations and findings with the two research questions. The interview transcripts, participant surveys, and campus documents, coupled with my field notes, provided rich, thick data for this case study. Included within the data are the elements of role definition of each participant, their time in their current role, as well as years as the college and in postsecondary education, and their self-described leadership orientation. Using the CALL framework as a lens to analyze the data, five findings emerged that were connected to each CALL domain. In Chapter V, I overview the research design of this study and discuss the findings.

CHAPTER V

DISCUSSION

The purpose of this study was to explore distributed leadership within the lived experiences of campus administrators who implemented and facilitated the federal *Dual Enrollment Experiment*. This research has the potential to provide significance to leadership research and the use of dual enrollment programming as a high impact practice. As discussed in Chapter II, distributed leadership is rooted in primary and secondary education worldwide. This study attempts to shift the research focus toward a postsecondary educational context by exploring participant realities specifically at community colleges. As presented in Chapter IV, exploring the existence of a distributed leadership theory at four community colleges led to findings that informed the implications for research, theory, and practice.

In this chapter, I provide an overview of the research problem, research questions, and methods used in this study. Additionally, I discuss the research findings; implications to policy, research, and practice; recommendations; limitations to the study; and conclude this dissertation with my final thoughts about this study.

Summary of Research Design

Research suggests some primary and secondary education administrators have used a distributed leadership framework at schools or school sites (Spillane et al., 2004; Harris et al., 2004). Additionally, college and universities located outside of the United States have used the framework (Sillins et al., 2002; Mascall et al., 2008; Koh et al., 1995; Geijsel et al., 2003). As a potential postsecondary leadership framework, distributed leadership might improve the administration of America's colleges and universities, or specific programs like dual enrollment. As introduced in chapter I, this study utilized the Comprehensive Assessment of Leadership for Learning (CALL) as a conceptual framework to analyze the data collected from the lived experiences of 16 campus administrators at four community colleges where the *Dual Enrollment Experiment* was implemented and facilitated. The research design of this study was framed specifically to address the research problem and research questions.

Research Problem

Distributed leadership has grown in prominence in primary and secondary education systems worldwide (MacBeath, 2005; Park et al., 2009). However, distributed leadership, as a framework, has not been utilized at many Institutions of Higher Education (IHEs) in the United States (Kezar, 2012). Because distributed leadership shares its characteristics with other educational leadership models, the framework might aid IHEs, namely community colleges, with executing their role, scope, and mission.

This study resulted from a desire to better understand how campus administrators planned, implemented, and executed the *Experiment* at their campus. For this reason, I conducted a case study of administrator's experiences at four community colleges where CEOs participated in the *Experiment*. I suggest that the findings from this study provides new insights about the application of distributed leadership theory at community colleges or for the pragmatic implementation of student

success programs like dual enrollment. Accordingly, I designed the research study to answer two specific research questions.

Research Questions

Based on the research problem, there were two research questions that guided this case study:

1. What were the experiences of leaders during the first two years of the *Dual Enrollment Experiment* at four community colleges in a specific region of the United States?
2. How, if at all, did leaders use a distributed leadership framework to implement the *Experiment* at their campus?

After collecting data across five months, the analysis process lasted approximately one year and produced a thick, rich narrative that described each participant's experience associated with the implementation and facilitation of the *Experiment*. Using distributed leadership theory as a conceptual lens aided by the CALL as a tool, five findings emerged from the data and are presented for discussion in the next section.

<div align="center">

Discussion of Findings

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The Comprehensive Assessment of Leadership for Learning consists of five domains with each including multiple sub-domains. During data analysis, the coding of data from each research site yielded themes that were aligned with sub-domains thus leading to a finding associated with each domain.

Finding 1: Some leaders did not appear to focus on learning.

The literature suggests that community colleges have several tools or strategies designed to promote student success, which implies that learning is the anchor to all planning and leadership activity. Since the 1930s and 1940s when reading and learning skill courses emerged, we see the addition of other support structures like group-orientation guidance in the 1950s and 1960s which led

to the more comprehensive programming of tutoring, advising, and learning centers in the 1970s (Hatch 2016). Among these strategies are remediation (Bailey, 2009; Calcagno & Long, 2008; Martorell & Mcfarlin,, 2011), first-year seminars (Pascarella & Terenzini, 2005; Hatch & Bohlig, 2016)), student skill courses (Windham, Rehfuss, Williams, Pugh, & Tincher-Ladner, 2014), student support programs (Fike & Fike, 2008), and orientation programs (Bailey & Alfonso, 2005; Brownell & Swaner, 2009a; Crisp & Taggart, 2013; Swaner & Brownell, 2009), which all have been combined with dual enrollment. In recent years, more expansive inventories of special community college student success practices have been documented by the Center for Community College Student Engagement (2012, 2013, 2014). Although these strategies have shown positive results in student success measures, the literature also suggests that no one strategy yields complete efficacy. According to findings presented by Boatman & Long (2010) and Martorell et al. (2011), remediation, for example, can have limited benefits for some students or even have negative effects on student outcomes. Although programing and services play a role in community college student success, the classroom holds center stage for learning activities.

Community college instructors are typically part-time faculty. This suggests that not all instructors have teacher training or awareness of pedagogy to help students achieve success within their classes. They may not be aware that other teaching strategies exist outside of the traditional lecture, which is the most common teaching strategy used in postsecondary education (Lambert, 2012; Brown and Race 2005; Charlton 2006; Davis & Minife 2013; Roehl, Reddy, & Shannon, 2013). One teaching methodology that has shown success is active learning. This student-centered approach is a collaborative and engaging way to interact with course content (Prince, 2004) where the learner manages how their learning goals are accomplished (Ferreri & O'Connor, 2013; Taylor, McGrath-Champ & Clarkeburn, 2012). Not only does this strategy support compliance with student learning outcomes for the course, but it also aids the student with learning how to learn. However, active learning does require some foundational knowledge about the subject (Davie et al., 2013) and

is resource intensive when implemented on a large scale (Ferreri & O'Connor, 2013). Another teaching methodology is the flipped classroom where students are expected to engage with course content prior to each class meeting so that they build confidence and maximize learning time with the instructor (Strayer, 2012). The flipped classroom approach has specific benefits that are noted in the literature. These include an overall positive impact on learning (Frydenberg, 2013; Larson & Yamamoto, 2013, Lucke, Keysner & Dunn, 2013), limitless access to online media resources (Boucher, Robertson, Wainner & Sanders, 2013; Forsey, Low & Glance, 2013; Yeung & O'Malley, 2014), peer interaction (Ferreri et al., 2013; Ryan, 2013; Love, Hodge, Grandgenett & Swift, 2014), increased interaction with instructors (Lage, Platt & Treglia, 2000; Pierce & Fax, 2012; Slomanson, 2014), and increased self-confidence within the learner (Ferreri et al., 2013; McLaughlin, Roth, Glatt, Gharkholonarehe, Davidson & Grifin, 2014; Pierce et al., 2012; Sales, 2013). However, some learners shared negative attitudes about the flipped classroom that include having to watch long and boring videos (Boucher et al., 2013; Guerrero, Baumgartel & Zobott, 2013), constraints on personal time (Butt, 2014), and confusion of adapting to a new learning approach (Strayer, 2012). Although there are challenges for some learners, the flipped classroom has shown increased student engagement (Critz & Knight, 2013; Frydenberg, 2013; Lasry, Dugdale & Charles, 2014; Lucke et al., 2013; McLaughlin et al., 2014; Ryan, 2013).

Based on the data from this study as compared with the literature, learning did not appear to be a clear focus for most participants. Of the four campuses visited, leaders at only one site discussed learning as they described their participation within the pilot. All five participants at Northeast College (NEC) mentioned student learning during their interviews; specifically, as they talked about supporting students with low socio-economic status. Within the interviews, each campus administrator discussed how the *Experiment* supported the college's mission to serve and educate students. Additionally, they described how dual enrollment students were required to participate in a program orientation and co-requisite courses. Each also described the academic framework, school

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dean, and the selection of the highly qualified faculty who provide instruction within dedicated

instructional spaces equipped with STEM technology. The central aim for participation in the

Experiment was to ensure opportunities for equal student access into their dual enrollment

programming for low income students and students of color, while sustaining high rates of academic

success for the program. This aim is not only found in distributed leadership but in other educational

leadership models like transformational and participative leadership. According to Bush (2011), all

three of these models are considered descriptive of collegial leadership in an educational setting. In

these models, the formal aim is to support student development thus allowing learning to be the

primary objective of all activities. Interestingly, all of the participants at NEC described, and labeled,

their CEO as a transformational leader (Leithwood et al., 2006) who empowered all stakeholders at

the college. The other participants at NEC, were self-described servant (Greenleaf, 1970) or

collaborative (Ruben, 2009) leaders. In contrast to NEC, the other three sites mentioned minimal

information about learning as they discussed their rationale for applying for the *Experiment*.

At Southeast (SEC) and Southwest Colleges (SWC), both CEOs stated that the *Experiment*

would aid them with increasing their dual enrollment matriculation rates within socio-economically

challenged student populations. However, neither mentioned the possible impacts on college going

rates, persistence, or time-to-degree as part of their narrative, which might have suggested a direct

connection to student learning. The desire for these two CEOs to increase access into college courses

might be the only, yet somewhat ambiguous, connection to a focus on learning. Of the eight

participants interviewed at both sites, only one individual discussed learning activities associated with

the *Experiment*. Overall, there was no mention of instructor qualifications or the dominant learning

methodology used within their either program. Nor did they discuss any intentional and required

support programming outside of the academic support services that were available to all students, as

mandated by the *Experiment*. Generally, most of the participants described a focus on enrollment and

revenue as a priority over student learning objectives. Neither college had dedicated spaces for the

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orientation or instructional aspects of their dual enrollment programming. At SWC, their dual enrollment courses were essentially general education courses mixed into regular classrooms. Although SEC developed a health sciences academy as their dual enrollment program, no degree information was available to illustrate a course progression from general education to science courses. Both colleges appeared to operate more like a corporate business than a college. This focus appeared to be directed by each CEO and was reflected in the comments of other administrators. At SWC, the CEO followed a structural (Bolman et al., 2017) orientation with a hieratical, autocratic (Northouse, 2016) approach. This CEO appeared to be more focused on control of the organization than concerned about its direction or dedication to student learning. The other two participants at SWC described their leadership orientation as situational (Hersey et al., 1969) because of their discussion about the unstable campus culture. Following a different leadership orientation, the CEO at SEC seemed to subscribe to a Laissez-Faire leadership style (Schyns & Schilling, 2013), which in contrast with SWC focused less on campus operations and more on achieving goals. Interestingly, SEC participants presented the wide array of leadership orientations. The CAO suggested she was a collegial leader (Hoyle & Wallace, 2005), the CEMO suggested he used a transactional leadership approach (Bass, 1990a), the FAA echoed the CAO's collegial approach, while the DEA positioned herself as a servant leader.

At Northwest College (NWC), the limited institutional knowledge left behind by the prior administration prevented a clear understanding about the motivation to apply for the *Experiment*. However, some of the NWC participants offered why they believed the pilot was pursued. Mr. John and Mr. Tyrone, both, suggested that NWC's former CEO applied for the pilot as a method to offset the college's recent decline in enrollment. More specifically, Mr. Tyrone, who was no longer a NWC employee, stated, "I know it [applying for the pilot] was done to increase enrollment because they [past administration] wanted to produce more students." He went on to suggest that the administration had not established a plan for the pilot which was why the program had not been

successful. Although Mr. John, representative of moral leadership (Leithwood, Jantzi & Steinbach, 1999), and Mr. Tyrone, who favored a transactional model (Bass, 1990a) offered little insight about the former leadership's approach or model, they did say that the current CEO was leading with a servant's heart (Greenleaf, 1970) and involved everyone in the decisions made about the *Experiment*. At NWC, the discussion about their academic culture led me to believe that they held high standards for classroom success and selection of their faculty. The participants went on to say that support services used an instructor referral process to engage students and address any academic gaps. However, they did express that one challenge with providing support services was that the majority of the students participating in the *Experiment* attended classes at secondary school sites and did not have transportation to access the support resources at the college.

Across all four sites, no direct data were collected that could paint a clear and definitive picture about how each college focused on learning. This finding was especially concerning because of the sizable amount of literature aimed at community college learning and high impact practices in addition to the number of national organizations dedicated to supporting community college student success. Among the organizations are Achieving the Dream, American Association of Community Colleges, Center for Community College Student Engagement, and the Community College Research Center, to name a few. An assumption can be made that some administrators, namely at SEC and SWC, were unaware of common research best practices that might help achieve higher levels of student success. This finding is particularly damning for SWC and SEC because of the appearance that the CEOs deliberately utilized the *Experiment* to address pressures created from declining student enrollment [See Figure 7] at the sacrifice of student learning. Similarly, little evidence was uncovered about the evaluation or assessment processes for the pilot.

Finding 2: Aside from the Department of Education mandate, evaluation was minimal

At all IHEs nationally, assessment and evaluation is central to maintaining accreditation. According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), continuous quality improvement and accountability are two of their six core values. Because of these core values, one can assume that all four sites within this study were adequately prepared and focused on evaluating their participation in the *Experiment*. However, outside of the reporting required from the Department of Education, none of the administrators described an institutional assessment plan for their participation in the pilot.

At all four sites, participants discussed the monthly reporting and annual summary that was required for participation in the pilot. These reports were a data collection mechanism established by the Department of Education used to identify the number of students participating in the pilot and to record the academic performance. Additionally, these reports presented information associated with the receipt of Title IV student aid, namely the Pell Grant. Outside of these requirements, only one participant discussed their evaluation plan or program review process at the campus level. This might relate similarly to the lack of information collected about the focus on learning. Mrs. DeVille, the Director of Institutional Research at NEC, discussed how her office was responsible for tracking the students in the *Experiment* and comparing their data against the dual enrollment academy students who did not receive the Pell Grant. She said that outside of the receipt of grant funding, all students followed the same program requirements and had the equitable access to support services and learning resources. Perhaps other administrators had evaluation plans but they did not share any information about them during their interviews. Even though all four sites were required to submit data about students participating in the pilot, the limited evidence suggesting the existence of campus level assessment connected to the *Experiment* was surprising. This appeared to be a direct disconnect from the leadership styles represented by each campus CEO.

At SWC, the CEO could best be described as an authoritative leader. Because of the top down, controlling aspects of this style, one might assume that program reporting would be an instrumental tool used to evaluate productivity and take corrective action. However, Dr. Harris either did not believe that institutional research (IR) was important enough to discuss during his interview or he did not have the budget to support a researcher position. If the latter were true, this further supports the assertion that he used the *Experiment* as an opportunity to improve the operational efficacy at his college. At SEC, the CEO's Laissez-Faire approach might suggest a focus on statistical data to ensure that campus leaders achieved goals and objectives. Like at SWC, I could only assume that IR was not an institutional priority or a funded position within the organizational structure because of its absence on the college's organizational chart. At NWC, the servant leadership style of the CSAO suggests that institutional reporting was a highly valued tool to ensure the institutional stakeholders, namely concurrent students, were served. Dr. Blackmon did suggest that there were several administrative roles currently vacant at the college but did not specifically name any position titles. Additionally, she did not address any reporting or tracking activity outside of that mandated by the Department of Education. Finally, at NEC, the institutional reporting, described by Mrs. DeVille, ensured that the campus stayed focused on its institutional mission and the transformational style of its CEO. Although only one participant at NEC mentioned institutional data in detail, all participants did briefly discuss the federal reporting requirements.

All four Financial Aid Administrators (FAA) stated that the financial aid office was exclusively responsible for compiling data to complete the monthly report and annual summary; however, none of the FAAs provided the template for the report or extensively discussed its data requirements. Participants with the FAA role suggest that the report format required data about student demographic information, federal financial aid information from the college's computer system, and some academic outcomes to include the number of hours attempted, and earned, in addition to grade point average. However, it was unclear if other information was submitted by the

FAA. A theme that appeared to be absent from 15 of the 16 interviews concerned the sharing of data internally or with campus stakeholders. Only Mrs. DeVille stated that data about students in the Experiment were shared at regular team meetings. All 16 participants mentioned that the FAAs were required to complete and submit reports, but no participant discussed how, if at all, campus administrators used the data to make informed decisions about their dual enrollment program. A clear assumption was drawn that leaders believed the *Experiment* would not persist beyond the approved three-year cycle and decided not to redirect financial or human resources to collect and review program data. I did not find direct evidence supporting this assumption, but all participants consistently stated that they only had three years to use the Pell Grant to support their dual enrollment program. Because the pilot had a fixed lifecycle, unless extended, some of the CEOs did not add new resources or infrastructure to support dual enrollment students.

Finding 3: Only 50 percent of the sites illustrated a commitment to learning communities

Within the academy, there have been many high-impact practices defined in the literature that support student success at community colleges. Among these practices, learning communities have shown promise. According to the Center for Community College Student Engagement (2012), learning communities were designed to provide incoming students with the knowledge and support to be successful and persist in college (Prince & Tovar, 2014). Evidence suggests that these communities have the potential to improve student learning (Brownell et al., 2009; Crisp et al., 2013; Karp, 2011; Swaner et al., 2009; Sommo, Mayer, Rudd & Cullinan, 2012) although institutional prioritization of fiscal investment has limited the equitable application of learning communities (Lester, 2014). As noted by Gabelnick, Macgregor, Matthews and Smith (1990), the goal of learning communities is to provide students with, "opportunities for deeper understanding and integration of the material they are learning and more interaction with one another, and their teachers, as fellow participants in the leaning enterprise" (p. 19). Although the literature positions learning communities

as a viable strategy for community college populations, this study found that participants at only two sites shared information about the existence of learning communities.

Of the four sites, only leaders at NEC and NWC mentioned learning communities (Walker, 2010) in their narratives. Both sites had what appeared to be well established dual enrollment programming that demonstrated success with regard to student academic achievement. At NEC, the dual enrollment academy was well known and identified as a best practice model within their state. Likewise, NWC had a long running dual enrollment program despite the absence of an academy model. At SEC, the participants developed a dual enrollment academy as they launched the *Experiment* at their campus. Based on the CEO's narrative, I made the assumption that the college was approved for the pilot before committing to the development of their academy model. Again, this was another indicator that the CEO used the *Experiment* to advance the strategic goals of the college above the objectives of the federal pilot. Dr. Smith said, "Being awarded the grant, we were able to advance our planning for a health science high school academy." At SEC, the newness of their academy model appeared to limit the consideration or development of learning communities, which seemed contradictory in terms to their mission and purpose. At SWC, the dual enrollment programming was relatively general in design and did not guide students toward a specified academic pathway like at NEC or NWC. Additionally, I was not able to discover any data suggesting the existence of any learning communities, or any high impact practices, at SWC, or the CEO's intent to develop these resources for students. Again, this finding is concerning because it appears that both SEC and SWC used the *Experiment* as a way to improve student enrollment and address possible budget issues. Had these two administrators previously implemented high-impact practices, like learning communities, they might not be reliant on the potential student enrollment growth made available by participation in the *Experiment*. According to Walker (2010), "Leaders play a key role in shaping a learning community" (p. 194). The longevity of the dual enrollment programs at NEC

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and NWC suggests that learning communities did exist, but information about their existence was not expressly shared.

Although each site presented different motivating factors that led to their application for the pilot, participation mandated the establishment or expansion of academic support services for dual enrollment students.

Finding 4: Although each college met the academic support service mandate, dual enrollment support services did not increase

In today's postsecondary climate, administrators face daily challenges requiring decisions about where to apply fiscal resources to provide lift to one or more student success outcomes. In most states, the dependence on state appropriations and local ad valorem tax receipts makes these decisions challenging (Katsinas & Tollefson, 2009), especially when resources become scarce. These external influences [discussed later in this chapter] can drive the decision-making process about resource allocation and priorities. Two specific weaknesses, related to the discussion about Finding 1, are the inability, or lack of desire, to invest in the necessary instructional spaces (Katsinas et al., 2009) and the challenge of hiring and effectively training community college instructors (Bailey, Jenkins & Leinbach, 2005). Because information about creating or modifying instructional spaces did not emerge during data collection, this discussion will not address the planning and capital budget resources necessary to support the three-year *Experiment*. However, the literature suggests the challenge of providing dedicated and highly qualified instructors, not just subject matter experts, is not exclusive to this study. According to Morest and Jenkins (2007), many community colleges hire part-time instructors to teach courses, which suggests that there might be a lack of adequately trained educators who can conduct research and analysis of student-level data to improve their teaching abilities. Additionally, this practice, coupled with a shortage of instructors in key academic disciplines and a lack of professional development opportunities, has been linked with challenges

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meeting student learning outcomes (Calcagno, Bailey, Jenkins, Kienzl & Leinbach, 2008; Brock, Jenkins, Ellwein, Miller, Gooden, Martin, MacGregor & Pih, 2007). As a result, instructors are often not qualified to provide academic advisement (Person, Rosenbaum & Deil-Amen, 2006; Bahr, 2008) or share information about support programs and offices (Deil-Amen, 2006; Grubb, 2006). Although only NEC had a dedicated School of Arts and Sciences that provided instruction for their dual enrollment academy, all sites made available the minimum academic support programming (Hatch, 2016; CCCSE, 2012, 2013, 2014) mandated by the *Experiment*.

One requirement of the *Dual Enrollment Experiment* was for each college to ensure that all participating dual enrolled students would receive the same support services as a high school graduates upon matriculation into postsecondary education. Across all four sites, participants discussed academic support services during their interviews. However, services were not clearly evident at SWC.

While visiting SWC, I only interviewed three participants; one by telephone. All three worked at SWC's main campus but occasionally visited the other two campuses. Of the three participants, only one, Mrs. Oliver, made any reference to support services that were available to dual enrollment students. She made specific reference to the availability of tutoring, academic advising, and disability services. "Students in the pilot get to use the services we already have," said Oliver, "We don't offer things like medical services so they [students] have to use their parent's benefits if they have them." She went on to say that support services were more visible at the other two campuses. During my visit to SWC's campus, I was not able to identify signs promoting the services or wayfinding signs indicating where resources were located. When I met with the CEO, he said that services were available but did not elaborate further. With regard to instructors and academic spaces, participants did not discuss these topics, but the excessive deferred maintenance and poor condition of most buildings on campus suggested little to no financial investment for any classroom or instructional space. Additionally, these issues suggested significant budget challenges that likely

influenced the college's ability to attract and hire well-trained instructors. This is yet another indicator that Dr. Harris might have planned to use the funding received via the *Experiment* to address larger college financial challenges. However, all three participants did say the other campuses were much newer and priorities. At the other three research sites, the knowledge about support services was well known by participants.

At SEC, all interview participants discussed the availability of academic support services. Academic spaces seemed to be well maintained but no classrooms were specifically dedicated for academy student use. During the time of the site visit, no dual enrollment courses were scheduled in classrooms equipped with health science equipment but that might be connected to the course progression of the cohort. Additionally, there was no evidence that the program had instructors dedicated to teach dual enrollment students in the health science academy. However, all five participants described the services available to dual enrolled students as disability accommodations, career development, academic advising, tutoring and student development, the testing center, and transportation for students from rural areas who lived in a defined proximity from the campus. Dr. Edwards toured me through the two buildings that provided the services. One space was in the Library and the other in the Science Building. She explained that adding the dual enrollment students to their service model required them to relocate the services to the Library. She added that the tutoring and accommodation services would move inside the Library soon so that all services would be centrally located on the campus. At SEC, it appeared that everyone on campus was aware of the services and their location. However, Dr. Edwards reported that only a few dual enrolled students used the services because of their class schedules and the limited time they were on campus each day. The challenge of time did not seem to be an issue for students at NEC or NWC.

NEC had the longest running dual enrollment academy model. Because they had not modified the delivery of their program, they had well defined support services already dedicated to serving their dual enrollment academy students. All five participants listed the available services as if

reading from a list or script. Students were supported by testing and advising [academic and career], tutoring, disability services, behavioral health and acute medical services, and a peer support group. Because all five administrators listed the same services, nearly in the same order, I felt confident in my assumption that support services were intentionally planned and resourced to help achieve the goals and objectives of the academy. Additionally, the college hosted its dual enrollment academy in a school led by the Dean of Arts and Sciences. The instructional space was dedicated and resourced to support the pursuit of STEM disciplines. In a rebuilding effort, the administrators at NWC were working to ensure students had "wrap around" services but faced challenges because some dual enrollment courses were delivered away from campus.

NWC was an interesting site. First, they were apprehensive about approving my research because of the institutional transition since the pilot began; I learned that the CEO had concerns about my study characterizing them negatively because of the limited success attention dedicated to facilitating the *Experiment*. After visiting, I believed they had an amazing story about honoring past commitments to their students while working to transform the college. Although I was only able to meet with three participants because of scheduling conflicts, each articulated the development and use of support services for on-campus courses after the leadership transition. As Mr. Tyrone described NWC's student support during his tenure, "Dually enrolled students came to campus for classes then left." He implied that services were not readily available to students in the pilot or that they were poorly advertised. Of the two participants currently working at site, both shared that services were relatively unknown when they joined NWC but that resources were now "front and center" in all of the dual enrollment promotional information and easily located on campus. Both administrators said that students did not utilize the services as much as the college had anticipated, but staff were making focused efforts to connect dual enrollment students with academic support services.

Across all four sites, administrators worked to ensure that existing services were available to dual enrollment students, but none developed or implemented new support opportunities. Although

all participants communicated different motivations for participating in the pilot, front line administrators shared that they focused on student success.

Finding 5: Although administrators suggested a focus on student success, gaps existed with regard to the sub-domains

Nationally, there has been increased pressure for community colleges to improve student learning outcomes (Lester, 2014) and address poor graduation rates (Schneider et al., 2012). The colleges in this study, for differing reasons, sought to use the *Experiment* to address challenges respective to their campuses. The fifth CALL domain focuses on maintaining a safe and effective learning environment through three sub-domains: clear, consistent and enforced expectations for student behavior; clean and safe learning environment; and student support services provide safe haven for all students. During data collection, I was careful to explore the campus infrastructure for both physical and programmatic resources, and understand how the resources support the site's dual enrollment program.

At SWC, it was visibly obvious that most campus buildings suffered from deferred maintenance, which cast a shadow on the perception of campus safety. However, after hearing from the administrators, I learned that their other campuses benefited from past strategic investment leaving the main campus to suffer from the lack of prioritized resources. It is worth noting, a new building was being constructed and another being renovated while I was at the site. This was evidence that investments had been refocused toward SWC's main campus. However, neither the new building nor renovated space were connected to the college's dual enrollment programming. This suggested that budget prioritization had been focused at its other campuses, but it was unclear what percent of the dual enrollment programming was delivered outside of the main campus. In terms of exploring SWC's effectiveness in achieving student outcomes, the interview data suggested that students in the pilot were becoming a priority, but only because dual enrollment was generating

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new enrollment revenue for the college. Although the administrators did not increase funding and resources to support services or instruction, the some of the dual enrollment students at SWC seemed to perform as well academically as peers at the other three research sites. CEO Harris proudly stated, "Jasmine… was a shy, young girl who came from a challenged home. Last May, I was able to hand her a college diploma at the same time she completed high school." I could see the emergence of small cracks in his "my way or the highway" exterior and believed that he and the other administrators truly cared about the education goals of students attending his college. Perhaps he saw the *Experiment* as a way to revitalize his college.

At SEC, the campus had been well maintained and minimal deferred maintenance was visible. The grounds were well manicured and every inch of the campus was clean. As I engaged with non-participants while on site, all appeared to be happy and enjoy working to support student learning. According to the five participants, all suggested the primary motivation to participate in the pilot was to use the Pell Grant to increase student enrollment and subsequently improve revenue. Regardless of the reason that the CEO applied for the *Experiment*, SEC administrators seemed to embrace their responsibility to educate dual enrolled students. The administrative team created an academy director position, worked with community partners to provide transportation, applied academic support resources, and involved the faculty in the creation and delivery of the academy. Although participation in the *Experiment* had been unforeseeable during their strategic planning process, they quickly aligned program goals and outcomes with those of the college.

After visiting two sites that declared their participation in the pilot was to strengthen student enrollment and revenue, I was pleasantly surprised when I visited Northeast College. As I drove onto campus for the first time, the campus buildings looked well maintained, the grounds appeared well groomed, and wayfinding signs were visible and easy to read. Specifically, the building that housed their dual enrollment academy was well marked and identifiable. The programming at SEC and SWC was imbedded within multiple campus buildings so neither had unique dual enrollment spaces. As I

interviewed NEC administrators who were associated with the pilot, each effectively presented their respective responsibilities for the program but also articulated how they collectively and strategically worked to support student learning. It appeared obvious that NEC's mission and vision were supported by strategic action and their participation in the *Experiment* helped address equity goals for the college. While visiting the site, I observed that NEC's leadership team had clearly evidenced its intent to provide a safe and effective learning environment for all students, not only those studying within its dual enrollment academy. Similar to NEC, NWC also demonstrated a commitment to serving students.

NWC was the final site visit for my study. The campus had a modern and professional atmosphere; perhaps it was because the campus was located in the downtown area of the city and blended into the glass and steel facade of nearby buildings. As I reflected on my search for a parking space, I remembered the presence of campus police officers located at the entrance of the campus and their friendliness when helping me with directions. The campus, like most of the other sites, looked clean, professional, and inviting. As I entered the administrative building, I observed how everyone greeted me with a smile whether or not we spoke. During the interviews, each administrator's story told about the recent leadership transition at the college. The CEO was new. The CAO was new. The CSAO was new. In short, they were all new and had inherited a college that had lost its focus on student success. Although I was not able to meet with all campus leaders, the words from each participant clearly described a student focused philosophy that was threaded through their actions. Dr. Blackmon said, "First and foremost, we are here for our students. Without them, we have no purpose." The interview data suggested that the college had recently focused on ensuring that every person at NWC was committed to serving students and providing an environment where all students could achieve their goals. I do believe the narrative might have been different if I had visited NWC during their first year of the pilot. I likely would have heard about a different educational philosophy

and different reality for the NWC dual enrollment students. Although the current leadership had not

applied for the *Experiment*, they chose to stay committed to the program because it benefitted area

Possible Influence of External Factors

Following the idea that leadership is as leadership does, it benefits this study to discuss the

internal and external pressures that might have influenced decision-making within the case. This

section will address two specific factors: the longevity of participants at each site, and the suspected

budgetary challenges along with student enrollment impacts on decision making.

As noted on Table 2, administrators at each site had individual and group longevity that

varied from site to site. Northeast College administrators, which displayed the strongest alignment

with distributed leadership, self-described their leadership orientations as transformational,

collaborative, servant, and service focused. Although the group of administrators averaged 7.2 years

in their current roles, the three campus executives [chief officers] averaged 9.6, 12, and 25.33 years

respectively for the years in current role, years at NEC, and years in postsecondary education. The

longevity of this group of participants suggests that their past experiences informed their leadership

orientations and campus decision making as well as that for the *Experiment*. Consistent with Gibb's

(1954) framework, shared, individual responsibility emerged within each of the participants' stories.

Additionally, they defined the goals and objectives for the *Experiment* and then aligned the relevant

campus leaders according to their talents and abilities. At NWC and SEC, the leadership orientations

were less consistently aligned with distributed leadership and the leaders at each college had a lower

average time working together, one year and 5.8 years respectively. At NWC, the longevity of years

in role was understood because of the recent transition of administrators at the college. Similarly at

SEC, the participants averaged only 5.6 years in their role and only the CAO and FAA had been at the

college more than 10 years. Participants at both colleges did not implement the *Experiment* by using

distributed leadership theory but did show some indication that they had shifted toward shared

responsibility, which aligns with the theory. At SWC, the dominant, authoritarian philosophy of the CEO strongly limited any evidence of distributed leadership theory because of his, "My way or the highway" approach. Because of his long tenure in postsecondary education [42 years] and use of his legitimate power, the implementation and facilitation of the *Experiment* was a direct result of delegated responsibility. Within this case, the leadership disposition of participants and their role longevity likely influenced the decisions made about the *Experiment*. Adding to the influence of these internal factors, the external factors of budgetary realities and student enrollment challenges likely played a role in the decision making process of participants, specifically the CEOs.

In postsecondary education, state appropriations and other funding opportunities play an important role in the development of goals and the decisions about how to achieve defined outcomes. If a state legislature reduces funding to postsecondary education, then it can be expected that campus leaders will make strategic decisions about how to offset any loss in funding. In the State of Oklahoma, as one example, the current level of appropriations for higher education are in decline by 27.6 percent since Fiscal Year 2011 (OSHRE, 2018). Similarly, the four states where the research sites are located have experienced a reduction in state appropriations that suggests that downward pressure on student enrollment might have influenced participants' decisions to apply for the *Experiment*. Figure 5 depicts a relatively flat or declining enrollment for each research site prior to their authorization and implementation of the *Experiment*. As noted in the findings, SEC and SWC expressly stated that their primary decision to participate in the *Experiment* was because of the opportunity to sustain or increase their student enrollment trends.

Figure 5

Total Enrollment by College

TOTAL ENROLLMENT BY COLLEGE

Southeast College —■— Northwest College —▲— Southwest College —✕— Northeast College
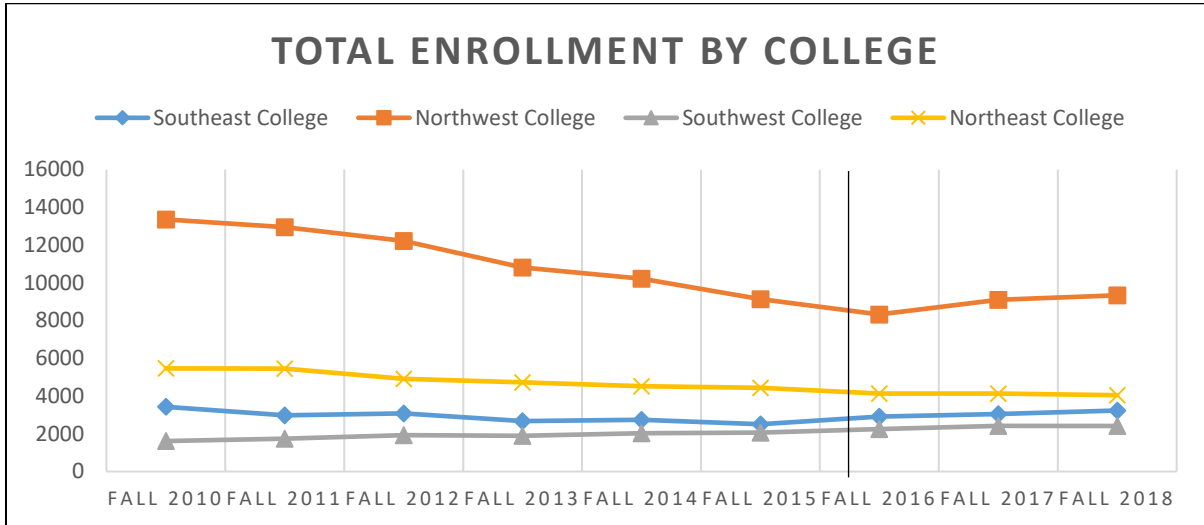
In addition to the influence of student enrollment on each college, price trend longitudinal data from the U.S. National Center for Educational Statistics suggest that state appropriations were likely in decline since 2010 because of the increasing price for tuition and fees [based on 30 college credits per year]. This reality for all four sites likely had an influence on each CEO's decision to apply for the *Experiment*. From a juxtaposed position, all of the FAAs shared that if they had been asked about pursing the *Experiment*, they would have recommended not to participate because the possible drain on existing college resources that might offset the added revenue from tuition and fees associated with dual enrollment.

Figure 6

Instate Tuition and Fees

INSTATE TUITION AND FEES

■ Southeast College ■ Northwest College ■ Southwest College ■ Northeast College

YEARS	Southeast College	Northwest College	Southwest College	Northeast College
2010	2488	3117	2470	3344
2011	2742	3381	3330	3481
2012	2820	3544	3870	3885
2013	3198	3641	3870	3564
2014	3522	3843	3860	4248
2015	3828	3963	3600	4470
2016	4258	4059	3880	4598
2017	4258	4155	4505	4726
2018	4730	4255	4505	4838

In conclusion, the findings presented within this study were a result of applying the Comprehensive Assessment of Leadership for Learning as a conceptual lens to view the data. The discussion of the findings reinforce the idea that one college, NEC, demonstrated the use of distributed leadership theory although it was not overtly defined by participants at that site. Another college, NWC, was in the process of transforming their college as well as redefining their commitment to the *Experiment*. Participant stories demonstrated some alignment with distributed leadership but, like at NEC, the theory was not used to address program goals or objectives. Both SEC and SWC, failed to meet most of the CALL domains and sub-domains. Many of the steps they took to plan, implement, and deliver the *Experiment* were required by the Department of Education but were afterthoughts following their approval to participate.

Although the findings suggest that little to no evidence of distributed leadership theory was evident within the case, NEC did demonstrate a close alignment with the theory. In the next section, I present the implications of the study which address how distributed leadership theory should be

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applied at community colleges or to student success programs [theory], the efficacy of the leadership theory [research], and how distributed leadership might influence organizational design [practice].

Implications of the Study

To be usable, research must connect to and seek to advance theory, research, and practice. In this section, I will discuss the implications that help advance this leadership construct within the academy.

Implications for Theory

Each of the five findings emerged by examining the data through the lens of the CALL framework domains and sub-domains. The framework was used as a tool to evaluate the presence of distributed leadership within this case. However, the conceptual framework was not originally intended to evaluate distributed leadership theory in the context of postsecondary education. In this study, it became apparent that the evidence of distributed leadership theory was minimal because the theory was not applied during the planning phase at each campus. In this section, I present the implications for distributed leadership theory.

As Gibb (1954) suggests, distributed leadership is an exercise in shared responsibility for an organization's goals and objectives. The central premise of distributed leadership is that although there may be one designated, top leader within an organization, the deployment of leadership activity is disbursed or shared across unit or sub-functional leaders. This idea means that power (Bolman et al., 2017) is sacrificed for the benefit of achieving organizational goals and learning outcomes. At SWC, the power was closely held by the CEO. Although it was rationalized as a responsibility to protect others at the college, the ownership of power was perceived as controlling and projected a disinterest in grass root ideas. The CEO at SEC, conversely, took a different approach because she allocated power to the individuals who were believed to be the organizational achievers. The CEO held stock in only one unit leader and did not disburse her trust across the "communities of practice"

(Walker, 2010, p. 180). At both NEC and NWC, the campus leaders did appear to be a team or unified group focused on serving dual enrollment students.

As noted in Chapter II, the literature suggests three central characteristics of distributed leadership. First, and in line with Gibbs, organizations have multiple leaders who share the responsibility of leadership (Printy, 2008). The data from three sites, SEC, NEC, and NWC, suggest that leadership responsibility was shared, in varying degrees. Second, leadership is rationally distributed because of the talent and abilities of unit leaders (Davis, 2009). Using this characteristic, only NEC and NWC can be described as strongly aligning distributed leadership. The data collected at SEC suggested that the CEO shared their power and trust with only one of the many campus leaders. The remaining leaders, who had specific and appropriate knowledge and experience for their functional responsibility, were not trusted with shared responsibility for the *Experiment*. Third, distributed leadership is constituent based and the responsibility is for the common good (Spillane et al., 2007). Using this third test, only data collected at NEC suggest that leaders were holistically focused on educating students within the *Experiment* with the aim of providing equal access to dual enrollment. NWC's leadership shared responses suggest they focused on the same goals and objectives, although more than one-half of the lifecycle for the *Experiment*, under the former leadership, failed to meet this characteristic. In addition to these three characteristics, Bennet et. al., identified three norms share by all authors.

First, distributed leadership requires collective engagement and interaction from all stakeholders. Applying this test, only the participants at NEC described an appropriate level of communication and collaboration needed to demonstrate evidence of distributed leadership. The participants at NEC also met the second norm which states that leadership boundaries are open to campus stakeholders. Within each participant's voice, themes of overlapping and interconnected ownership for success could be heard. The slight exception to this observation might be found with regard to the institutional reporting required by the *Experiment*. That responsibility did not seem to

be shared. The third norm in the literature is that expertise is disbursed throughout the organization

and not held by one or two individuals. Although the CEO and CSAO at NEC held responsibility of

a greater magnitude than other unit leaders, they both described the importance of serving and

supporting others' achievement of success within the learning environment. In their interviews, they

spoke about essential roles and contributions by each unit leader that allowed the team to follow

NEC's mission and achieve the goals of the *Experiment*. Since research on distributed leadership

began in 1954, scholars have described a construct that requires selfless application of one's

knowledge and experience. They described a shared responsibility for organizational success with

limits on individual power, and pursing the central focus of teaching and learning for the betterment

of all stakeholders.

This study suggests that the investigation of distributed leadership theory, as it applies to

postsecondary educational leadership or high impact practices, should occur during a planning phase

or be used as a formative approach to address goals and objectives through shared responsibility and

the strategic dedication of talent and resources. The implication for policy specifically points toward

how distributed leadership might be a viable leadership theory for postsecondary education. The next

section discusses the implications for research.

Implications for Research

This study begins to address the apparent gap in literature between distributed leadership

theory and its application to the postsecondary context. However, more studies are necessary to

understand how a community college organizational model using distributed leadership theory might

improve student success metrics, thus positively impacting accountability within the academy.

Additional studies need to be conducted to examine the efficacy of distributed leadership models

(Harris et al., 2004), the sub-layers of organizational dynamics between college administrators as they

work to pursue the college mission and vision (Bush, 2015), organizational stakeholder perceptions

about the desire to participate in a jointly constructed reality (Bennett et al., 2003), and the professional development needed to support administrator succession in a distributed leadership model. Additionally, the *Experiment* itself, established other implications for future research.

In this study, I investigated lived experiences at each research site in exploration for distributed leadership. Because any observance of distributed leadership at each site was unknown prior to this study, efficacy was minimally investigated. Future research might target distributed leadership efficacy on organizational or specific program goals and objectives. Within the study, and at each site, organizational dynamics seemed to be varied specifically around individual responsibilities, perceived valued from others, and investment to support the strategic direction of the college.

The primary implication for research is to identify community colleges or high impact programs that utilized distributed leadership theory as an approach to pursue goals and objectives. The focus of the research might target the efficacy of distributed leadership in relation to the skills and knowledge of college leaders, how responsibility was shared, the allocation of resources, and to what degree goals were attained. The implication for practice are discussed next.

Implications for Practice

The framework for this study was the Comprehensive Assessment of Leadership for Learning (CALL), which was designed to evaluate the use of distributed leadership predominately within primary and secondary educational settings (Blitz, et al., 2014; Halverson, et al., 2014; Kelley, et al., 2012). Applying the CALL framework to the data from this study shifted the focus away from the previously explored educational contexts and explored the leadership dynamics within postsecondary education. Additionally, this study's conceptual framework was applied as a summative evaluation for the data from this study, which is antithetical to its original design as a formative evaluation tool. The original intent of CALL was to align the skills and knowledge from various organizational

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leaders to address the goals and objectives of the organization. Although this study was not the first

to explore distributed leadership within a postsecondary education context, it adds to the limited

scholarship on the topic. However, it might be the first study to use CALL as a reflective tool to

evaluate a phenomenon. As noted in the findings, data analysis also identified the existence of other

leadership styles, or models, within the study.

During this study, the aim of the research was to explore for evidence of distributed

leadership. Participant interviews provided data suggesting the existence of other leadership styles.

Within the data, participants named or described various leadership models: servant leadership

(Greenleaf, 1970), transformational leadership (Leithwood, 1994), situational leadership (Hersey et

al., 1969), Laisses-Faire leadership (Schyns et al., 2013), and authoritarianism (Northouse, 2016).

These findings suggest that the practice of leadership might be fluid and flexible because of different

perceptions and values within the organization. To achieve organizational goals more effectively, a

community college administrator might draw from several leadership theories because of the multi-

dimensional aspects of postsecondary education. Rather than having one style, they might develop a

hybrid leadership methodology from multiple leadership theories.

At SWC, the dominant leadership theory was authoritarianism. After reviewing the data, I

contend that authoritative leadership was a comfortable approach for the CEO but not well received

by others involved with the *Experiment*. If the CEO could align their leadership style with the

audience, they might build trust within their team, thus empowering lower administrators to achieve

goals more effectively. At SEC, the CEO did not define her leadership style but her narrative

suggested a Laissez Faire approach. Interview transcripts from other administrators at SEC suggested

that each wanted the CEO to establish and communicate a well-defined framework for their dual

enrollment academy and set clear, attainable goals. The data suggest the distrust of some senior

administrators by those responsible for front line objectives. This likely had a negative effect on the

campus culture and placed unnecessary hurdles on the pathway to achieving goals within the

Experiment. At NWC, it was suggested that servant leadership was the overarching approach to campus operations. Because of the recent administrative transition of the CEO and CSAO, the previous leadership paradigm was unknown. The current CEO and CSAO seemed to be student focused and led by example. Transcripts seemed to echo this belief by other participants. NWC was a good example of how changing leadership approaches to support the organization might reinvigorate the culture and excite stakeholders about their work. At NEC, both transformational and servant leadership themes emerged. Based on the findings from the CALL conceptual framework, distributed leadership seemed to be more apparent at NEC than at the other three sites.

The implication for practice is for researchers to further apply CALL to the postsecondary educational context (Bolden et al., 2008), but to follow its original design and use as a formative assessment tool. In this study, the summative application of CALL did not allow it to fairly evaluate distributed leadership because it was not the central or singular leadership theory present at each site. The CALL has a place in postsecondary education, but only as a tool to investigate distributed leadership.

This section presented implications for theory, research, and practice that suggests the need for future research about distributed leadership theory. Next, I present recommendations from the study.

<center>**Recommendations**</center>

The research methodology guided this study and led to the previously identified findings. The findings then informed the implications for theory, research, and practice and were the basis for the recommendations presented in this section.

Following Gibb's framework (1954), the first recommendation is for future distributed leadership studies to first investigate and understand a program's goals and objectives. This study attempted to use the conceptual lens to explore the existence of distributed leadership after the

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implementation of a program. To investigate fairly distributed leadership, future research should explore what a program seeks to achieve to better understand how campus leaders followed distributed leadership theory.

Second, future studies should also investigate the decision-making process and allocation of resources to achieve program goals. Central to distributed leadership is the idea that responsibility is shared, which suggests that planning involves multiple stakeholders and shared fiscal, human, and space resources. This recommendation builds upon the first as it ties the development and identification of goals with the appropriate share of responsibility and resources.

Third, researchers should thoroughly investigate and develop an inventory of skills and knowledge for each campus leader when researching distributed leadership. The inventory data might serve as valuable evidence to discuss any findings associated with the shared responsibility of leaders and the ways they complete assigned program objectives. These data might help identify any misalignment of resources that created barriers to program success.

Fourth, researchers should evaluate the rationale behind how program objectives are assigned and pursued. This recommendation might help aid the future exploration for distributed leadership by investigating not only the interactions of leaders with other leaders but also frontline leaders with followers. This recommendation will allow researchers to understand fully if distributed leadership exists throughout the organization, or if it is only evident at the executive leadership level.

These recommendations support future scholarship aimed at exploring distributed leadership theory in a postsecondary education context. The hope is that this dissertation informs future investigative activity and provides a roadmap for distributed leadership studies, specifically those applying the Comprehensive Assessment of Leadership for Learning framework. Just as this study yielded recommendations connected to future research, it also provides lessons learned by presenting limitations.

Limitations of the Study

The results of this study contribute to the literature on distributed leadership theory. Any interpretation of these findings must be made with full awareness of the research limitations both in terms of inherent limits of qualitative methodology as well as the theory and conceptual framework.

Methodological Limits

As noted in Chapter III, qualitative case studies have inherent limitations. First, this study was bound in time. Data collection occurred across a five-month period with data analysis lasting another year. Because the study occurred during a limited snapshot in time, readers need to be conscientious about the limited generalizability of the findings. Should findings about a specific community college or dual enrollment program be of focus to readers, they need to realize that the time at each site was limited to eight to 16 hours.

Second, this study was bound by location. All four sites were located in the specific region of the United States. Although geographically grouped, each site was several hundred miles away from another and presented different participant realities influenced by the campus and community culture. The findings in this study are limited because they developed from the data at the four sites within this case. It is unlikely that future research would yield similar findings unless conducted at the same four sites.

Third, the study was limited because it occurred within the context of the *Dual Enrollment Experiment,* which created a unique situation that might not be replicated. The *Experiment* required participant colleges to comply with specific guidelines and reporting obligations that might have influenced the administrators' perceptions and actions. Because of this possible factor, the data that was collected and analyzed, which led to the development of findings, might be biased. Future federal or state experiments might have different scopes, durations, or goals leading to different lived experiences of participants.

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Fourth, the findings of this study is not generalizable to other postsecondary educational institutions, namely four-year universities. This study reports observations made at community colleges which have a different role, scope, and mission than four-year universities. Community colleges primarily serve to support local workforce development and provide courses leading to an associate's degree or transfer to a four-year university. Universities on the other hand, provide courses leading to a baccalaureate degree or higher, focus on academic research and scholarship, and typically serve a broader geographic student base. Because of these differences, four-year universities might have a larger organizational design or have more administrators available to address goals and objectives. Applying this study to a different organizational context is a limitation.

Theory and Conceptual Framework Limits

First, the Comprehensive Assessment of Leadership for Learning (CALL) was applied as a summative assessment, which is contrary to its design by the Department of Education. Because it was used as a reflexive tool, the CALL framework did not adequately explore the use of distributed leadership within this case.

Second, this study did not identify the goals and objectives developed by college administrators for their participation in the Experiment. Because the goals and objectives of an organization drive its use of distributed leadership theory, the findings are limited. As noted previously in this chapter, the existence of distributed leadership theory was scarce at three of the four research sites. If this study had first identified the goals and outcomes connected to each site's participation in the *Experiment*, data supporting distributed leadership might have been more evident within participant stories.

In summary, this study had inherent limitations connected not only with qualitative case studies but also with the application of the theory and conceptual framework. In the next section, I present my closing statements to this study.

Conclusion and Final Reflection

The federal *Dual Enrollment Experiment* began in 2016 and ended in 2019. During the three-year pilot, 44 colleges and universities were authorized to provide Pell Grant funding to students participating in dual enrollment programming. The goal of the federal pilot was to study the influence of grant funding on college access within high school student populations that participated in college courses. Using the context of the *Experiment*, I developed this study to explore the possible existence of distributed leadership at four community college sites. Utilizing a qualitative case study, I collected and analyzed data acquired from 16 individual stories. Every participant's narrative added a vibrant thread that colored the fabric of this research.

This was a leadership study. Specifically, it explored a narrowly defined segment of higher education with the aim of identifying distributed leadership using the Comprehensive Assessment of Leadership for Learning (CALL) conceptual framework. Largely, the study suggested that distributed leadership, in and of itself, was not intentional at any of the four community colleges. The application of CALL as a summative assessment likely contributed to the limited evidence of distributed leadership theory. However, the participants at one site did connect with all five CALL domains. Participants at one of the sites seemed to meet three domains, while the leaders at two other sites only met one. Of the 16 participants, interestingly, not one mentioned distributed leadership, per se, or described it as they reflected on their personal leadership style. Perhaps the fact that distributed leadership theory is an approach designed to address organizational goals and objectives by defining how responsibility is shared by leaders explains why I did not find clear and direct evidence of this construct at all four community colleges. My study took place after each site began participation in the three-year *Experiment* and decided how to implement and facilitate the program at their college. However, some participants did list shared governance, collegial leadership, and team building as components within their leadership toolbox, which suggests that distributed leadership had some roots within their college culture. It is noteworthy that the leaders at NEC, who met all five CALL

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domains, stated consistently that they focused on the mission of their college and goals that serve their students. Anything that did not pursue one of those two aims did not receive time, energy, or resources from that team.

My journey during this process was educational. As a researcher, my data collection skills improved with each individual interview. As I analyzed data, my ability to draw connections between direct and indirect themes strengthened and helped me better understand the multiple perspectives of the stories I explored. As I developed and discussed the findings, I realized the impact of my decisions as a researcher, for better and worse. As a pragmatic, this experience helped me look beyond the shiny façade of organizational structures and listen to the heart of the village and its people with the aim of understanding the role of campus culture as it relates to leadership.

In conclusion, I explored the implementation of the *Dual Enrollment Experiment* at four community college campuses in the United States with the aim of conducting a case study and using data from participants' stories to explore for the existence of distributed leadership theory. Although this study did not yield the findings and recommendations that I anticipated, I am grateful for the experience and privilege afforded to me by the 16 participants who shared their stories. I contend that distributed leadership theory has value in postsecondary education and can be an innovative approach to support student success.

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APPENDICES

APPENDIX A

RECRUITMENT COMMUNICATIONS

Initial Email (merge)

To:

From: jerrett.phillips@okstate.edu

Subject: Doctoral Research Participation Requested

Dear <Participant Name>,

I hope you are well.

I am a doctoral candidate at Oklahoma State University investigating leadership constructs. I am contacting you because your college is participating in the *Dual Enrolment Experiment* that allows high school seniors to utilize the Pell Grant to pay for dual enrollment expenses. Using the context of the federal pilot, I am conducting case study research at four campuses to explore the leadership styles associated with the implementation and facilitation of the *Experiment*.

I am writing to explore your interest in participating as a research subject in my study. The methodology will include a 10 minute survey and a one-hour interview to collect data. My study presents minimal risks and you can withdraw your consent to participate at any time.

I would like to share more information about my study and discuss your participation. Please reply to this email regardless of your interest to participate. I will follow up accordingly.

Thank you in advance for your consideration.

Jerrett D. Phillips, Doctoral Candidate
Oklahoma State University

Please click here to opt out from future communications

<u>Follow Up Email (merge) – Seven days after initial email</u>

To:

From: jerrett.phillips@okstate.edu

Subject: Research Participation Request

Dear <Participant Name>,

I am following up to my email send on _____. I am a doctoral candidate at Oklahoma State University exploring leadership constructs at select campuses participating in the *Dual Enrollment Experiment*. Because your campus participated in the federal pilot, I believe you can provide valuable information about the leadership dynamics involved in the decision to participate as well as describe the experience of implementing and facilitating the pilot.

I realize your time is important. Participation in my study will require approximately 1.5 hours of your time. The data collection methods consist of one self-assessment survey lasting approximately ten minutes and a one-hour interview. After data collection is complete, I will present you with the opportunity to review the interview transcript which should require only minimal time.

I would like to share more information about my research and address questions you may have. Please reply with "interested" or "not interested" in the subject line. If you respond affirmatively, I will contact your office by phone to discuss the next steps.

I appreciate your consideration and hope you have a great day!

Jerrett D. Phillips, Doctoral Candidate
Oklahoma State University

Please click here to opt out from future communications

<u>Follow Up Phone Call – Fourteen days after the initial email</u>

Hello, my name is Jerrett Phillips and I am a doctoral candidate at Oklahoma State University. I am calling to follow up to the emails I sent on _____ and _____.

I realize you have a busy schedule so I will be brief. I am recruiting participants for my research study about leadership styles and the participation in the *Dual Enrollment Experiment*. I believe you can offer great insight about the experience on your campus and ask you to consider participating in my research. Are you interested?

Response "no" – Thank you for your time and consideration. I will note your response and close my recruitment process. Have a great day!

Response "yes" – Thank you for agreeing to participate. Is now a good time to discuss your availability? If not, when can we schedule a 10 minute phone call?

APPENDIX B

IRB APPROVAL LETTER

Oklahoma State University Institutional Review Board

Date: 04/18/2018

Application Number: ED-18-41

Proposal Title: The Dual Enrollment Experiment: An Exploration for Distributed Leadership

Principal Investigator: Jerrett Phillips

Co-Investigator(s):

Faculty Adviser: Steve Wanger

Project Coordinator:

Research Assistant(s):

Processed as: Exempt

Status Recommended by Reviewer(s): Approved

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 223 Scott Hall (phone: 405-744-3377, irb@okstate.edu).

Sincerely,

Hugh Crethar, Chair Institutional
Review Board

APPENDIX C

ADULT CONSENT FORM

PROJECT TITLE:

The Dual Enrollment Experiment: An Exploration for Distributed Leadership

INVESTIGATORS:

Jerrett Phillips, Doctoral Candidate, Oklahoma State University

PURPOSE:

The purpose of this study is to investigate the implementation of the *Dual Enrollment Experiment* at four community colleges using the framework of distributed leadership. The study will explore the lived experiences of participants as they reflect on the planning, implementation, and delivery of the federal pilot at their campus.

PROCEDURES

You will complete a short questionnaire. The questionnaire will ask about your attitudes on leadership and take approximately ten minutes to complete. Additionally, you will participate in an interview discussing your experiences with the federal Dual Enrollment Experiment on your campus. The interview is semi-structured and will last approximately one hour.

RISKS OF PARTICIPATION:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

BENEFITS OF PARTICIPATION:

The direct participant benefit might be an increased understanding of organizational dynamics with regard to campus collaboration and decision making. Indirectly, participants might benefit because of the study's reflective nature and identify insights connected to their program implementation. Additionally, the study's findings might inform a comparative experience because the institutions share the same accrediting agency, regional location, and offer a dual enrollment academy model. If you are interested, we will send you a copy of the results of the study when it is finished.

CONFIDENTIALITY:

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records.

COMPENSATION:

There is no compensation for participation in this study.

CONTACTS:

You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Jerrett Phillips, Doctoral Candidate, 3109 NW Liberty Avenue, Lawton OK 73505, 918-521-1605 or Stephen Wanger, Ph.D., Faculty Advisor, 309 Willard Hall, Dept. of Higher Education and Student Affairs, Oklahoma State University, Stillwater, OK 74078, (405) 744-3982. If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

PARTICIPANT RIGHTS:

I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time, without penalty.

CONSENT DOCUMENTATION:

I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of my participation. I also understand the following statements:

I affirm that I am 18 years of age or older.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my participation in this study.

_____   _____

Signature of Participant   Date

I certify that I have personally explained this document before requesting the participant sign it.

_____   _____

Signature of Researcher   Date

APPENDIX D

QUALITATIVE INTERVIEW GUIDE

1. Please tell me about your career in higher education including the different titles you held and various leadership roles.

2. Please tell me about the different leadership philosophies that inform your professional role.

3. Please describe your thoughts on the various leadership constructs that exist at this college.

4. Please share how long have you have been at your current college and what leadership roles you held.

5. Please describe the college's decision making process about applying for and participating in the *Dual Enrollment Experiment*.

6. Please describe how the college planned the implementation of the federal pilot.

7. Please describe your role connected to the *Dual Enrollment Experiment*.

8. What other positions/titles have a role in the *Experiment*?

9. Please describe the interactions between individuals with roles central to the facilitation of the pilot.

10. In context of the Experiment,

    a. What do you believe is the reason the college applied for the pilot?

    b. What challenges did the college face during implementation?

    c. How did stakeholders interact during the implementation?

    d. What were the successes of the first year of the pilot?

11. In terms of leadership, what do you identify as lessons learned because of participation in the pilot?

APPENDIX E

ATTITUDE ABOUT DISTRIBUTED LEADERSHIP SURVEY

Attitude about Distributed Leadership Survey

Please circle the number that indicates the level you agree or disagree with each statement.

	Disagree Strongly	Disagree	Neither agree nor Disagree	Agree	Agree strongly
1. High team performance is more likely to occur when one person leads.	1	2	3	4	5
2. It might be challenging if leadership responsibilities were divided across a team.	1	2	3	4	5
3. Team performance might be at risk if everyone has a leadership role.	1	2	3	4	5
4. To achieve high team effectiveness, there should be multiple leadership roles within a team.	1	2	3	4	5
5. A team will be more efficient if only one person is responsible for important team decisions.	1	2	3	4	5
6. It would be less beneficial for a team to make one person responsible for the group's performance.	1	2	3	4	5
7. The most efficient team model has one person in charge.	1	2	3	4	5
8. Team accomplishments will be minimized if all team members share leadership responsibilities.	1	2	3	4	5
9. It is best for a team to appoint the most capable person to lead.	1	2	3	4	5

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10. A team is more vulnerable when multiple people are responsible for leading.	1	2	3	4	5
11. Having a central leader detracts from the team's potential.	1	2	3	4	5
12. Productive teams are a result of multiple people contributing to leadership.	1	2	3	4	5
13. It is beneficial to maximize each person's leadership capabilities to the fullest.	1	2	3	4	5

Survey adapted from an instrument developed by Erika Engel Small for her dissertation titled "Shared Leadership: A Social Network Analysis".

APPENDIX F

TEMPLATE FOR OBSERVATION FIELDNOTES

Date and Time:

Site Name:

Location:

Description of site:

General observations:

Connection to data:

Analysis/conclusion:

Follow up:

Photos taken: Y / N

APPENDIX G

CALL OBSERVATION MATRIX

	Observation Frequency			
	High	Moderate	Low	Not Observed
CALL Domain 1.0 Focus on Learning				
Subdomain 1.1 Maintaining a School-Wide Focus on Learning				
Subdomain 1.2 Formal Leaders are Recognized as Instructional Leaders				
Subdomain 1.3 Integrated Instructional Designs				
Subdomain 1.4 Providing Appropriate Services for All Students				
Call Domain 2.0 Monitoring Teaching and Learning				
Subdomain 2.1 Formative Evaluation of Student Learning				
Subdomain 2.2 Summative Evaluation of Student Learning				
Subdomain 2.3 Formative Evaluation of Teaching				
Subdomain 2.4 Summative Evaluation of Teaching				
Call Domain 3.0 Building Nested Learning Communities				
Subdomain 3.1 Collaborating School-Wide Focus on Teaching and Learning				
Subdomain 3.2 Professional Learning				
Subdomain 3.3 Socially Distributed Leadership				
Subdomain 3.4 Coaching and Mentoring				
Call Domain 4.0 Acquiring and Allocating Resources				
Subdomain 4.1 Personnel Practices				
Subdomain 4.2 Structuring and Maintaining Time				
Subdomain 4.3 School Resources are Focused on Student Learning				
Subdomain 4.4 Integrating External Expertise into School Instructional Program				
Subdomain 4.5 Coordinating and Supervising Relations with Families and the External Communities				
Call Domain 5.0 Maintaining a Safe and Effective Learning Environment				
Subdomain 5.1 Clear, Consistent and Enforced Expectations for Student Behavior				
Subdomain 5.2 Clean and Safe Learning Environment				
Subdomain 5.3 Student Support Services Provide Safe Haven for All Students				
Subtotal				
Total				

VITA

Jerrett D. Phillips

Candidate for the Degree of

Doctor of Philosophy

Dissertation: THE DUAL ENROLLMENT EXPERIMENT: EXPLORATION FOR
DISTRIBUTED LEADERSHIP

Major Field: Educational Leadership and Policy Studies

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Educational Leadership
and Policy Studies at Oklahoma State University, Stillwater, Oklahoma in December
2020.

Completed the requirements for the Master of Human Relations at the University of
Oklahoma, Tulsa, Oklahoma in 2002.

Completed the requirements for the Bachelor of Science in Criminal Justice at
Northeastern State University, Tahlequah, Oklahoma in 1996.

Experience:

Cameron University, Lawton, Oklahoma
        Vice President for Enrollment Management and Student Success: July 2017 –
        Present
Louisiana State University at Eunice, Eunice, Louisiana
        Vice Chancellor for Enrollment Management: April 2016 – July 2017
Northeastern State University, Tahlequah, Oklahoma
        Director of Student Affairs – Branch Campuses: June 2013 – April 2016
        Executive Director for Enrollment Management: May 2011 – June 2013
        Director of Enrollment Management/Student Services: August 2005-May 2011
Bacone College, Muskogee, Oklahoma
        Director of Admissions and Enrollment: December 1999 – August 2005

Professional Associations:

American Association of College Admissions Officers and Registrars
National Association of Student Financial Aid Administrators
Oklahoma College Student Personnel Association