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COMMUNITY COLLEGE MISSION INFLUENCE ON CULTURE:
AN ORGANIZATIONAL ANALYSIS

By

E. Gerome Stephens
B.A., Morehead State University, 2001
M.A., Morehead State University, 2003

A Dissertation
Submitted to the Faculty of the
College of Education and Human Development
of the University of Louisville
in Partial Fulfillment of the Requirements
for the Degree of

Doctor of Philosophy

Department of Leadership, Foundations, and
Human Resource Education
College of Education and Human Development
University of Louisville
Louisville, Kentucky

May 2013

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A Dissertation Approved

April 17, 2013

By the following Dissertation Committee

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DEDICATION

This dissertation is dedicated to my parents and brother.
Without their unending support and encouragement this once distant dream
could have never been realized.

They can never know the full impact of their selfless love and support.

In honor of Jerry W., Patsy A., and Jerry G. Stephens.

“Really great people make you feel that you, too, can become great.”

~Mark Twain

ACKNOWLEDGEMENTS

I first want to acknowledge my dear friends who have lived with me and stayed by my side through this process. These friends reminded me to keep going, not stop living, and to enjoy the process. The memories I have made with these friends over the past five years have made this stop in Louisville unforgettable and truly life altering. Through this process they have helped me better define my personal mission and establish a clear vision of what the future can hold. As Emily Dickinson described more eloquently than I ever could, “My friends are my estate.” While there are too many to friends to mention them all by name, I would be remiss to not thank my dear friends Jenny, Josh, Elisabeth and Robert.

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To Dr. Rod Githens for serving as my committee chair over the past year, your guidance and encouraging style have brought me through some very challenging days. This project has been both demanding and rewarding. You

have helped me see the necessity of both of these attributes. Thanks for pushing me to be better than I am and for celebrating the little victories with me.

I am not sure how to articulate the heartfelt thank you my committee deserves. Dr. Amy Hirschy, I will never forget the pages of typed notes you provided following my proposal defense. To this day it is the most constructive and detailed review of my work I have ever received. Dr. Bridgett Pregliasco, you have been a tremendous advocate for me over the past two years. Your continual support and willingness to troubleshoot with me is appreciated more than you can know. Dr. Laura Naff Smith, your insight into the two-year college has added immeasurable value to my research. I recognize your job as Dean of Students to be vitally important to the success of students. Thank you for committing to my success in this project.

A few friends have been not only encouraging along the way, but also willing to help me at the drop of a hat. I want to thank my classmates Brittany and Katy for being there for me through the entire process. You both made night classes, article reviews, and comprehensive exams something I could look forward to. To my graduate assistants during this process, Lauren and Natasha, you both have been a joy to work with. I apologize for the days when my head was so busy I couldn't focus on anything you said and thank you for being amazing young professionals. Ryan, thank you for reading chapters 4 and 5 aloud with me. Those weekends and nights at Heine Brothers Coffee are some of the most memorable of this process. You helped me say more clearly what I was learning.

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My time at the University of Louisville was to be focused on attaining a degree. I made that decision in the spring of 2007. After getting to UofL I knew there was so much more in store for me. The opportunity to grow the co-curricular leadership development programs at the institution has been a true joy. During the past five years I have been lucky to have a supervisor to model for me what great leadership can look like. Pam Curtis has not only encouraged me to see my full potential, but has walked by my side through the process. I thank her for her understanding, consistency, encouragement, and friendship.

More than 25 years ago I was in a second grade. I cannot say I was ever an outstanding student winning awards for the best grades. Teachers would

more likely describe me as social or energetic. Mrs. Brenda Wells was one of the first teachers to encourage me in a way that made me want to be better and, more importantly, helped me know that I could. She was tough, but I also remember having more fun learning and exploring ideas with her as a teacher than I can at any other point as a child. Because of her I wanted to be a teacher. I believe I recognized at that age it was possible for me. Because that seed of courage was planted, I have been able to find my way here. My goals have been more defined since those days, but she helped me see that it was possible to aspire for greatness.

To all the people who have been there along the way to encourage and support me, I thank you. Mark Twain said, "Really great people make you feel that you, too, can become great." I do not claim to have achieved greatness, but have been encouraged to aspire and continually reach beyond the ordinary by some extraordinary people.

ABSTRACT

COMMUNITY COLLEGE MISSION INFLUENCE ON CULTURE: AN ORGANIZATIONAL ANALYSIS

E. Gerome Stephens

April 17, 2013

Strong agreement of mission and culture has been found in more effective colleges (Fjortoft & Smart, 1994). For leaders, the culture of an organization provides the context for which decisions about organizational change processes can be made (Malm, 2008). The purpose of this study was to explore the culture present within a community college through the lens of institutional mission implementation and to examine the perceived relationship of the mission statement to culture by those within the organization. Using qualitative methodology, this research explored the mission of a state community college system in the Midwest and studied the existing culture of one institution within the system.

Examined were the implementation of institutional mission, departmental understanding of institutional mission, and collective culture present within the Student Affairs division of the selected institution. Used as the constructs of culture in this study, Levin's (2000) Five Windows into Culture: Inquiry Methods were adopted by the researcher to observe and codify the data. These windows

were referred to in the research as constructs of culture. The constructs were as follows: leadership; norms and practices; symbols; stories and legends; traditions and rituals; and organization symbols. An additional inductive construct, space, emerged during data analysis. The construct of space became a significant part of the findings and implications of this organizational analysis.

More effective use of mission has been correlated to the commitment of top management in developing and using it to drive their practice (Mullane, 2002). Three main implications were cited from this research. Each implication focused on the management of mission and recognition of culture development at the base of the organizational hierarchy. While it is important for leaders to be highly committed to organizational mission, engagement with mission related activities should not stop with leaders.

The first implication for practice is the need for leader-guided institutional mission reinforcement activities for departmental staff. The second implication for practice is the need to take into consideration culture-focused goals and outcomes during strategic planning. The last implication is the need for intentional analysis and management of physical space to create desired culture focused outcomes.

The gap that exists for leaders between mission use and culture development proves to be challenging. This organizational analysis provides insight into how leaders may more effectively approach culture development in relation to institutional mission. This Student Affairs department examined in

this research provided evidence of the culture supporting the formal institutional mission.

The researcher found disconnect between this culture and staff members perceptions of the usefulness of the institutional mission. As a result, it is recommended that leaders approach culture development from this perspective. It could be the leader's job in this context to guide staff to positive ways the formal institutional mission could be used to impact their practice at the base of the institution's hierarchy. Allowing staff in non-leadership positions to interact with the institutional mission and align it with their personal work-related values could make for a culture that embraces mission-focused strategic goals.

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CHAPTER I

INTRODUCTION

Study Significance

This study explored the impact of institutional mission on the culture present within a community college campus in Kentucky. The system in which the campus exists is a product of the Kentucky Postsecondary Education Improvement Act of 1997 (KPEIA), commonly referred to as House Bill 1, which merged the state's 16 community and technical colleges located on 68 campuses. The merger of Kentucky's community colleges was intended to create one comprehensive community college system that would share resources as well as a common mission as demonstrated by House Bill 1.

[Assuring] access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens. (House Bill 1, 1997, Section 2.2.e)

House Bill 1 intended that these goals be achieved by 2020. The mission statement challenges the community colleges with achieving statewide focus within the new system.

Schein (1992) defined the cultures of organizations broadly by recognizing the complexity of how they can be built and observed. Culture within an organization can be used to explain and understand the dynamics of an organization. As Schein acknowledged, “the only thing of real importance that leaders do is to create and manage culture; that the unique talent of leaders is their ability to understand and work with culture” (2004, p. 11). A culture built securely around the mission of the institution can drive positive practice and is the key to successful reform (Fjortoft & Smart, 1994).

Studying culture in a community college (known for its ever-changing procedures, policies, mission focus, and stakeholders) is particularly interesting. Schein (1992) explained that the concept of culture assumes the presence of structural stability within the organization. Culture is also predicated on the recognition of patterns or the repetition of actions, thoughts, and ideas in an organization. Culture is the collected manifestation of traditions, norms, behaviors, and rituals over time. Observing the culture of an organization known for frequent change and adaptation through the lens of the organization’s mission can expose the impact of mission-focused practices in systemic reform.

The mission and the collective culture of the organization should have a symbiotic relationship: the mission of the organization should direct the culture, and the culture should be built to reflect the mission. Institutions that are most effective have clear alignment of their missions and cultures (Fjortoft & Smart, 1994). Connections can be made linking mission to culture by identifying the pattern of actions, thoughts, and ideas in an organization and providing evidence

that these are either in support of or unrelated to the mission of the institution and guided by institutional leadership.

Student Affairs was selected as the focus of this study due to their ownership of the development of student support services. The researcher made the decision to explore the department of Student Affairs based on the important role the department plays for community colleges. Mancuso's (2001) benchmarking study explicated the importance of support services and policies being operationally directed by the institution's mission. Each of these student-need focused components can be clearly connected to the Student Affairs division of a community college. Mancuso also cited non-competitive admissions processes, easily accessible student services, and campus wide collaboration as being key best practices of the best community colleges.

Culture is the driving force behind organizational development and successful reform processes (Fjortoft & Smart, 1994). A 2001 benchmarking study of community colleges found that "adult learner center institutions have a culture in which flexibility, individualization, and adult centered learning drive institutional practice" (Mancuso, 2001, p. 165). The same study presented 13 best practices for community colleges, the first supporting the rationale for this dissertation:

Institutions have clearly articulated missions that permeate the institution and inspire practice. The institutional mission goes beyond the usual written mission statement designed to identify the goals and aspirations of the institution. Faculty, students, administrators, and staff clearly understand that they are part of an institution that has a very specific and special role to play in higher education: to assure that adult learners succeed. The mission operationally directs the institution's curricula, support services, organizational structure, policies, and procedures, and

the level of presoak attention devoted to students. (Mancuso, 2001, p. 170)

Mancuso's benchmarking study of best practices found support for the development of a best culture within community colleges and for the impact that a well-directed mission can have on institutions of this kind. Mancuso (2001) followed this primary finding with themes that permeated best practices for community colleges. Some of these best practices included: shared decision making that uses campus-wide collaboration; curricula designed to meet individual needs; multiple methods of instructional delivery; learning processes that are centered around the work and personal lives of students; non-competitive admissions processes; on-going educational planning services for students; easily accessible and readily available student services; and deliberate efforts to make education both quality and affordable. Informing a community college mission with these best practice recommendations and building a culture that supports these values will create a strong, student-need-centered environment.

Background

According to the National Center for Statistics, there were 1,045 community colleges in the United States in 2006–2007, enrolling 6.2 million students or 35% of all postsecondary students enrolled that year (Provasnik & Planty, 2008). In 2008, community colleges enrolled 7.3 million students or 38% of all postsecondary students (National Center for Education Statistics, 2008). With a still-growing population that exceeds one third of our nation's college students in community colleges, it is imperative that these institutions create

cultures that facilitate student learning and support the missions they are intend to fulfill.

The Kentucky Community and Technical College System (KCTCS) enrolled 100,348 students in the fall of 2009 (KCTCS Fact Book, 2010). In the fall of 2010, KCTCS enrollment increased 6.1% to 106,500, showing the highest percentage of growth of any of Kentucky's state institutions of higher education. This is a 79.2% increase over the past decade (Truman, 2010). Kentucky's community and technical colleges are providing valuable access to a broader student population with the expectation of meeting these students' needs and achieving a clearly articulated institutional mission.

Mission statements have continued to grow in popularity, particularly within the corporate realm. Both the development of mission statements and perceived necessity of an organization to have a written mission have increased over time. Like many management fads and ideas, the mission statement found its way into the corporate world first and was explored in business research before making its way into education, specifically higher education research studies. Richman and Farmer (1974) explained that in relation to effective management in higher education, systematic consideration of goals seems to be the most important thing that an academic manager or administrator can do.

McKelvie (1986) stated that the time had come for universities to get serious about their goal development. The reasons for this charge were rooted in effective resource management and greater need for accountability to governmental agencies and accreditation boards. The development of an

institution's mission, and subsequently defining of goals around the mission, ensures the organization understands its purpose and can remain effective in the long term (McKelvie, 1986).

Defining mission, vision, and goals is important in the process of strategic planning for an organization. These terms have become increasingly interchangeable, and it is increasingly difficult to distinguish among these in finished university plans. Statements of mission are typically more general in nature and explore the essence of the work of the organization. A mission statement should act as a standard by which programs develop and decisions are made (McKelvie, 1986). As it relates to the accreditation process, a mission statement should reflect the reason the institution exists. The congruence between the mission of the institution and its decision-making, programs, and policies is typically evaluated in the accreditation process. The Principles of Accreditation: Foundations for Quality Enhancement lays out the guidelines for accreditation of an institution. The first comprehensive standard described relates to the mission of the institution:

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (Southern Association of Colleges and Schools, 2009, p. 28)

The mission reflects the work of the university and the constituents that it serves (Smart & Hamm, 1993). Mission statements are not expected to include clear directives, but rather a description of the ideal institution envisioned by its stakeholders.

A good mission statement captures an organization's unique and enduring reason for being, and energizes stakeholders to pursue common goals. It also enables a focused allocation of organizational resources because it compels a firm to address some tough questions: What is our business? Why do we exist? What are we trying to accomplish? (Bart, 1998, p. 68)

Often seen alongside the mission statement of an organization is the vision statement. It is not uncommon for the vision to be confused with the mission. Those leading the organization to describe the future state it wishes to attain most often develop the vision. To be most effective, the vision should be short, memorable, and have an element of emotion. Greengarten-Jackson's (1996) study of mission statements and vision statements found that 65% of service companies included a statement about being the best in their field. The study identifies general themes addressed in mission statements and what they are unable to address as it relates to the purpose of the organization. Greengarten-Jackson concluded that "they [mission and vision statements] provide an overall unifying vision and mission for multi-division companies. Second, they help leadership create constancy of purpose in quickly changing times" (p. 59). This research found great value in the development and implementation of mission and vision statements. While community college systems do not have all of the attributes of companies, parallels can be drawn between the multi-divisional issues of large higher education organizations and those of multidivisional companies.

A strong culture is identified by consistent patterns and adopted group understanding that drive the organization. To be adopted and secure, culture must be seen as relevant enough to teach to new members of an organization.

Members of an organization do not always recognize shared assumptions, but these assumptions can be seen when they are consistently communicated and acted out by members of an organization in day-to-day operations (Schein, 1992).

Statement of the Problem

The usefulness of mission statements is debated. As more time and money are being spent on the creation and communication of these statements, it is imperative to examine the impact or importance they have for an institution. This is especially true for institutions and educational systems during systemic reform.

There are two basic schools of thought concerning the usefulness of mission statements. The first, mission statements are the guiding document for the institution and are of vital importance to the future growth of the organization. The literature that has emerged over the past 30 years within the corporate world supports this claim (Baetz & Bart, 1996; Bart, 1998; Drucker, 1973; Greengarten-Jackson, 1996). The second, mission statements are merely symbolic. They are only “feel good” slogans to use in the external marketing of the organization or university. Research suggests that “mission statements . . . [are] a collection of stock phrases that are either excessively vague or unrealistically aspirational” (Morphew, 2006, p. 456). With Kentucky’s focus on the development and growth of the state’s community and technical college system, it is critically important to know how the mission is being carried out on the campuses that are the system’s

lifeblood. How does the mission of KCTCS move beyond symbolic and drive the culture of its campuses and decision making of the system as a whole?

The focus of this research study was in the KCTCS, which enrolls over 100,000 students and offers 600 credit program options. As described on its website, KCTCS is the newest postsecondary education institution in the Commonwealth. KCTCS was created in 1997 by the KPEIA. Campus demographics are included in Chapter Three.

Study Questions

This study explored the culture present within a selected Student Affairs division in the Kentucky Community and Technical Colleges System through the lens of mission implementation and examined the perceived relationship of the mission to culture present in the organization. Hofstede (1990) provided six agreed-upon attributes of culture, explaining that “it is holistic, historically determined, related to anthropological concepts, socially constructed, soft, and difficult to change” (p. 286). Levin (2000) said his experience with survey methods designed to measure culture “did not seem to measure culture at all but rather its surface level expressions” (p. 84). As a result, he formulated the *Five Windows into Organization Culture* as a qualitative approach to culture research. These windows will be referred to in the writing as *constructs of culture*. Used as the constructs of culture in this study, Levin’s (2000) windows were adopted by the researcher to observe and codify the data. They are as follows: leadership; norms and practices; symbols; stories and legends; traditions and rituals; and organization symbols. These constructs guided the development of the interview

protocol, found in Appendix A, to be used with participants. Appendix B, which guides the protocol, is adopted from *Five Windows of Culture: Inquiry Methods* (Levin, 2000, p. 91). The definitions of each of these constructs are based on Levin's model and were expanded by the researcher using numerous research studies examining organization culture.

Strong agreement of mission and culture has been found in more effective colleges (Fjortoft & Smart, 1994). For leaders, the culture of an organization provides the context for which decisions about organizational change processes can be made (Malm, 2008). Figure 1 displays Levin's (2000) culture assessment graphically. The constructs or windows of culture direct the researcher's inquiry and observation of culture.

The research questions are as follows:

RQ1) What is the perceived relationship of institutional mission and culture by the institution's leadership regarding Student Affairs at the following levels:

- a) system level leadership (system president)?
- b) campus leadership (campus president and dean of Student Affairs)?
- c) Student Affairs division (Student Affairs staff)?

RQ2) How has the institution's leadership used the institutional mission to impact the development of procedures and/or strategies to impact the culture within the Student Affairs division?

RQ3) To what extent does the culture of the Student Affairs department support with the institutional mission?

Figure 1. Five windows culture assessment (Levin, 2000, p. 86)

Participant interview and observation addressed research question one. While the answer to this question may have emerged through the interview questions guided from Levin's (2000) framework, the researcher developed additional probing questions for the protocol that addressed elements of mission. The questions directly addressed their perceptions of the relationship between culture and mission. Asking for perceptions of mission in separate questions aided the interviewer in keeping the line of inquiry clear and developing a more organized data set. Separating the two lines of questioning also maintained a

non-leading environment for the interviewee as it related to the relationship between culture and mission. Semi-structured interviews and constant comparative analysis allowed the researcher to develop follow-up interviews as necessary based on the responses of the participants.

Research question two focused on the organization's practices that were manifested through interviews, document collection, observation, and focus groups. Norm checklists aided in the validation of the observed practices and procedures as part of the culture of the organization. Making clear, data based connections of these practices and procedures to the organization's mission was key in addressing what mission-driven impact the institution's leadership had made on the organization's culture.

To address research question three, constructs of culture from Levin (2000) provided a means by which the institution's culture could be described. The organizational culture profile that emerged using the cultural constructs as headings provided a means by which the culture and mission could be evaluated for mission support. The use of constructs of culture as headings ensured that the researcher did not omit key elements of culture. The windows of culture allowed the data to be organized and provide a clear picture of the institution's collective culture in relationship to the institutional mission.

Definition of Terms

This case study includes language from past research of strategic planning and organization culture. To aid the reader, terms were defined to clarify their usage in this study. Two sets of definitions are listed below in

alphabetical order. The first set is related to *strategic planning in higher education* and the second defines the *constructs of culture* used for this research.

Higher Education Strategic Planning Definitions

Community college: an institution of higher education that offers two-year associate degrees of varied curricula including transfer coursework for those students who wish to transfer to a baccalaureate degree-granting institution, workforce degrees and certifications that prepare students to enter the workforce, as well as preparatory programs. Community colleges are traditionally known for their adaptation to the needs of the regions or communities that they serve (Cohen & Brawer, 2008).

Institutional mission: the combined *mission*, *vision*, and *strategic goals* of the institution. In current strategic planning processes, each of these is created as an inseparable and complementary element.

Mission statement: a definition of the purpose of the organization that includes value statements important to the stakeholders of the organization.

Strategic goals: more specific directions decided for the institution, typically timely and measurable.

A *vision statement* describes the future state it wishes to attain and is usually very short and motivational. The inclusive definition of *institutional mission* used in this research will be referring to a combination of mission, strategic goals and vision (Bastedo, 2003; Greengarten-Jackson, 1994; Morphey, 2006).

Constructs of Culture Definitions

Constructs of culture: inductive constructs that can be found in Levin's (2000) assessment framework for culture research. The five adopted constructs are leadership; norms and practices; stories and legends; traditions and rituals; and organization symbols. Each is individually defined. Assumptions, beliefs, and values are also defined for the research. These are components of culture that are manifested through the five constructs.

Cultural collectivity: the culture that can be described using the collected cultural constructs found in the research data (see constructs below). The collective culture of each campus will be described through the use of thick description and with the manifestation of the constructs of culture (Fjortoft, 1994; Hofstede, 1990; Tierney, 2000).

Assumptions: embedded beliefs that show up as matter-of-fact comments describing the status quo. These are derived from the values embraced by an organization. Norms are the observable actions created by assumptions (Hofstede, 1990; Latta, 2009; Schein 2002).

Leadership: in the context of the culture of an organization, this term references the feelings, values, and beliefs of current and past leaders toward the organization. It references what is important to the leadership, how resources are allocated, what is rewarded in the organization, and to what they give their attention (Levin, 2000; Tierney, 1988).

Norms (observed behavior) and practices: constructs that appear as the ideas or preferred actions within the organization that are understood to be common practice and purposeful. These would show up as matter-of-fact comments that describe “how we do things.” These are the accepted behaviors of the group (Hofstede, 1990). These can be both written and unwritten rules of the organization. They are often described as the expected conduct for a member of the organization (Levin, 2000).

Stories and legends: oral traditions, significant persons, or referenced organizations used to describe the characteristics that are important to the organization. The opposite may also be used to describe what is not valued in the organization or interpretations of how people and the organization should not act. The stories are used to share lessons of the organization or key values (Hofstede, 1990; Levin, 2000).

Symbols: specific words, gestures, pictures or objects that are used to describe the organization. These could also include references to documents or resources used to exemplify occurrences in the department. These can include logos, slogans, titles, office layout, special language, expectations of dress, and organizational charts (Hofstede, 1990; Levin, 2000).

Traditions and rituals: practices performed by the organization because they simply are. They may have no real function but can be symbolic for members. These repetitive practices may also be highly practical in function. Traditions and rituals can be work-related or play-related (Hofstede, 1990; Levin, 2000; Schein 2002).

Values: “conceptions of the desirable that guide the way social actors select actions, evaluate people and events, and explain their actions and evaluations” (Schwartz, 1999, p. 24). Different than assumptions, a value can be personal. When clearly adopted by the group or organization, a value will become an assumption. Values may be manifested in organization decisions, personal narratives of feelings toward work, and behavior. Values can appear in any of the five adopted constructs of culture (Hofstede, 1990; Latta, 2009; Levin, 2000; Schein 2002).

Chapter Summary

This chapter introduced background information for community colleges and their mission as well as an overview of culture within organizations. Presented were the purpose, background, and the significance of the research area. This qualitative inquiry explored the extent to which the institution’s mission and culture were in support of one another, examined the perceived relationship between mission and culture by internal stakeholders, and identified what mission-based procedures and/or strategies were used to impact the institution’s culture.

In Chapter two, a literature review provides a frame for this study. The research foundations for this study emerge from the fields of sociology, business, and education. The review begins with a broad overview of mission statements and their development in organizations in the past 40 years, moving from corporations into the field of higher education. A more focused look at the history and purpose of community colleges prepares the reader to understand current

mission statement research in community colleges. Finally, the review builds to an understanding of cultural collectivity through discussion of past research examined in the context of higher education.

Chapter three discusses the research methodology in depth and creates the case for the use of qualitative research methods with a case-study design. The context for the study is described and justified. A description of the data collection and analysis is also provided.

Chapter four organizes the data set from the case study. The chapter is organized to guide the reader through a description of the existing culture of the organization through the three levels provided in the research framework and provides evidence of the current mission understanding at each level. Data used to increase the validity of the qualitative data set is also included from the norms checklist focus group and corresponding survey.

Chapter five provides an overview of the research including implications for practice and future research. The chapter shares three major findings that include how mission can be used to reinforce organizational culture, the importance of culture-focused goal setting, and the impact of physical space on culture. The chapter closes describing the critical relationship between the inherent or understood mission and formal intuitional mission statement.

CHAPTER II

LITERATURE REVIEW

Introduction

Chapter two is an overview of past literature that frames and creates a foundation for this research. Organizational mission statements, organizational culture, and the presence of each in higher education are reviewed and connected as constructs for the research.

A brief history of the development of mission statements will lead into a discussion of the use and effectiveness of mission statements in higher education. The history of community colleges will be discussed through research that has studied the purpose and role of community colleges. A section focused toward research studies that specifically address community college mission implementation transitions into a review of research on organizational culture. A brief analysis concludes and connects the research areas into the current research problem.

This review of literature develops a backdrop for the exploration of culture in a community college setting and creates connections between existing culture and mission implementation. Mission elements are understood through the channels from which they are communicated. These elements are interpreted and put into action by players within in the organization. Figure 2 displays three levels of mission implementation and culture development. The figure graphically

displays the concepts found throughout the literature in relation to cultural strength, mission communication, and perceptions of mission (Latta, 2009; Smart, 1996; Velcoff & Ferrari, 2006). At each level, there exists a bilateral relationship with the mission of the institution and the development of the organization's culture. The figure is a graphic representation created by the researcher to display a broad understanding of the connections between

Figure 2. Levels of mission implementation and culture development.

institutional mission and institutional culture. Mission communication implementation and culture development progress downward from system level leadership through local leadership to the organization's departments, where the

intended mission is understood and a culture is created. Mission communication moves in both directions through the hierarchy. This model is not intended to display the development of an institutional mission, but rather the communication of mission and the creation of culture. This model provided structure to explore the study's questions.

Mission Statements

Mission statement research began to grow in popularity during the early- to mid-1970s in business administration literature. Drucker (1973) asked, "What is our business?" (p. 122). This question encouraged research on the topic of organizational mission. By the late 1980s the question had become, as present in popular organizational effectiveness research, "What is our mission?" (David, 1989). It was not until the early 1990s that a critical mass of mission-focused research began to develop within higher education literature. The following section describes the progression of mission statement development and usage in corporations and extends to higher education. The review progressively narrows its focus to mission statement development and usage in community colleges.

Mission Statements in Corporations

Baetz and Bart (1996) examined practitioner views on the role and the process of creating mission statements. The following questions guided the research: (a) How prevalent are mission statements?; (b) why are they or are they not used?; (c) what is contained within mission statements?; (d) what is the degree of satisfaction managers have for the statement and the process by

which it was created?; and (e) who is involved in the creation of mission statements? A purposeful sample of the 500 largest industrial companies in Canada received a questionnaire with a personal letter describing the research sent to the CEO. The survey used a 5-point Likert-type scale.

A total of 135 organizations completed the questionnaire, and nine responded with specific reasons for not participating. The CEO of the responding organizations completed 38% of the questionnaires. A designee of the CEO responded to the remaining surveys. Of the 135 organizations that responded, 116 indicated they had a mission statement, and five others were in the process of developing a mission statement. Ninety-three firms submitted their mission statements with the survey as asked.

For Baetz and Bart's (1996) study, grounded theory provided the analysis of the mission statements to create inductive categories. The researchers developed categories based on the data provided. They found the following typical element present in the mission statements: one financial objective, one or two non-financial objectives, the organizational definition of success, the organization's top priority, the organization's definition of strategy, and a reference to one stakeholder. The most significant reason firms had mission statements was to guide strategic planning. There were eight basic responses from the firms with no mission statement. Due to the low number of these firms responding, no frequency was given. Sixty-eight percent were satisfied with their mission and 78% were satisfied with the process used to develop the statement.

Satisfaction with the process increased as the number of stakeholders involved in the process increased.

Baetz and Bart (1996) recommended that firms without mission statements create them to guide their strategic planning. They concluded that using a greater number of stakeholders in the development process would increase the satisfaction with both the process and the finished statement. Future research can be conducted to investigate firms without mission statements.

Greengarten-Jackson, Yau, Gitlow, and Scandura (1996) constructed a qualitative content analysis to examine the mission statements of top service and industrial corporations. They addressed the following two research questions: (a) What issues are addressed by existing mission statements?; (b) what issues can and cannot be addressed to guide organizations in their pursuits of constancy of purpose?

The purposeful sample consisted of the 50 largest service organizations and the 50 largest industrial corporations as identified in 1992 by *Fortune* magazine. From these corporations, mission statement data were collected by telephone interviews. A copy was requested from the companies who responded “yes” when asked if their company had a mission statement. There was a 100% response rate to the first interview, and three service organizations refused to release their statement. The first phase of data analysis was coding of statements into component statements. The mission statements were broken down into smaller pieces, and an index card was created for each component

statement. The cards included the statement and the name of the company. An affinity diagram was created that produced 52 inductive groupings. Cards that fit into more than one category were duplicated. Check sheets were created to display the number of each respective company classification in each grouping and the classifications were combined.

In this study by Greengarten-Jackson, Yau, Gitlow, and Scandura (1996) the most common category for industrial corporations was to provide shareholder wealth, whereas the most common category for service organizations was to be the best in the field. Industrial companies tended to place higher emphasis on ethics and integrity. Service organizations displayed characteristics that implied a focus on improving life quality and meeting the needs of customers. Generic mission and vision statements were developed as a result of the study that service or industrial corporations could employ as best practices. The vision statement read: "We want to succeed by having by having long-term growth and being one of the best companies to work for" (Greengarten-Jackson et al., 1996, p. 59). The mission statement read: "We will become a total quality company by respecting our employees and partnering with our customers" (p. 59). The most common reasons for a company not to have a mission statement were time, multiple division structure, and quick rate of change in the industry.

Fairhurst, Jordan, and Neuwirth (1997) identified and tested the influences that lead individuals to actively manage the meaning of a company's mission statement. The research included nine hypotheses, with three relating directly to mission statements. These included (a) H2: The greater the work unit

commitment, the greater the management of meaning of the mission statement; (b) H3: The greater the trust in upper management and the greater the trust in one's immediate supervisor, the greater the management of meaning of the mission statement; and (c) H7: Those in managerial or supervisory roles should manage the meaning of the mission more than those in other organizational roles.

The correlation study used the data from a communication audit of 2,300 government and corporate employees who received mail surveys for response. There were a total of 984 questionnaires returned with a final usable *N* of 745. The questionnaire included 95 closed-ended questions and 11 open-ended questions with the following topic areas included for analysis: (a) management of meaning, (b) information environment, (c) work unit commitment, (d) trust, and (e) organizational role.

Fairhurst, Jordan, and Neuwirth (1997) tested the hypotheses using a structural equation model. Relationships among all present variables were freed to test the correlation hypotheses. Hypothesis 2, designed to measure the correlation between work unit commitment and management of the mission statement, was significant at $p < .05$. Hypothesis 3, designed to measure the trust of the immediate supervisor and upper management as it related to meaning management, was not supported. Hypothesis 7 expressed an expectation that role in the organization would directly effect the management of meaning and was supported with $p < .05$.

Culture often reflects the differences present between the stated and lived organizational mission. The research of Fairhurst, Jordan, and Neuwirth (1997) explored the discourse when what employees and stakeholders experience is different than that of the expressed or celebrated mission. The implementation and communication of mission, according to this study, must be delicately balanced with the perception of the institution's actions.

Higher education follows management trends of the corporate world. Klemm, Sanderson, and Luffman (1991) explored the usage of mission in a corporate context 20 years before Morpew and Hartley (2006) conducted a similar study in the context of higher education. Klemm, Sanderson, and Luffman investigated the increasing use of a company mission statement using a quantitative mail survey method. The primary question to be answered by the research was, "Are mission statements primarily used for the motivation and training of staff or for external image building?" There were 168 participant companies purposefully selected from the U.K. Times 1000 list, based on a ranking of 247 or higher. A total of 59 questionnaires were returned for a rate of 35%. There were no reliability measurements listed in the article.

Companies have no single definition for mission statements, but companies included the following terms: mission statement, corporate statement, vision statement, aims and values, purpose, principles, goals, objectives, and responsibilities. Using these terms, the researchers adopted an inclusive definition of mission and found that 88% of the responding companies had a published organizational mission.

The surveyed companies in the Klemm, Sanderson, & Luffman (1991) study found the collaborative formulation of mission useful for all constituents in the corporation. The process identified several useful questions: “What business are we in? What do we want to do? What do we need to do to survive?” (p.75). The study provided that mission statements were most importantly used to create “better leadership.” The second most important value of the statement was “improved staff morale.” And low on the list of uses was “improved public image.”

The results suggest that managers view mission statements more important internally than externally. The missions within these corporations were more often published to staff than to external stakeholders. The most important finding of this study was that mission statements are most important for leadership directives and consistency within the organization. Figure 3 displays the primary finding of Klemm, Sanderson, and Luffman’s (1991) research.

Figure 3. Value of mission from Klemm, Sanderson, & Luffman (1991).

This research supports the necessity of clarifying how mission is communicated because it directly impacts the culture that exists in the organization. The researchers define culture as one of four areas in which mission is used to make an impact.

Connection of Corporate and Education Missions

Schein (1992) described in his writing the importance of institutional values being clearly communicated and acted upon by organizational leaders. He defines embedding mechanisms that are used to create culture. One of these is the formal statements of organizational philosophy and values. The leader should use such statements to create a strong and consistent culture. A more primary mechanism for embedding culture is the observed or understood criteria a leader uses to make important decisions for the organization; these may include criteria for allocating rewards, distributing scarce resources, and recruiting (p. 230). It can be assumed that a leader who consistently uses the written values and mission of the organization to make decisions and drive actions of leadership is creating a more stable culture for the organization. This remains true for all leaders, from the corporate world of leadership to the world of leadership in educational institutions. If leaders are using the institutional mission to direct their actions, the value of the mission and the positive perceptions of their leadership will increase.

Mission Statements in Higher Education

Morphew and Hartley (2006) examined mission statements by considering the two perspectives of their usefulness. The first perspective suggests they are strategic expressions of institutional distinctiveness and the second, that they are organizational “window dressings.” The study examined over 300 randomly selected mission statements from U.S. four-year institutions. This question guided the study: “How do college and university mission statements differ in context, and are any differences reflective of recognized difference between institutional type?” Trained graduate students coded mission statements from which 118 distinct elements emerged. Coding several of the same missions by different researchers increased reliability of the data. The mission statements were taken from the World Wide Web. This provided electronic versions of the text and made gaining a representative sample more convenient.

The findings of this study were organized into three brief summaries and the researchers discussed each at length. This data supported that public versus private institutional control was a stronger predictor of mission elements than the Carnegie Classification. A few elements appeared frequently across all types of institutions. These included ideas like diversity and providing a liberal arts education. There is a continued use of “service” in the statements. The definition of service varied between public and private institutions. The research shows an overarching need for mission statements to provide clarity of purpose for external constituencies.

The debate of mission statements as a symbolic document or useful tool may still remain. A surprising lack of institutional aspiration is found in the statements. Morpew and Hartley (2006) found that mission statements were expected to carry messages of “the desire to be the best” or declaring institutional prestige. This may be a case for the utility of the statements. While aspiration elements may bolster the institutions reputation, they are not clearly connected to strategic planning. Future research recommendations of this study were made to divide the mission statements into classifications other than the Carnegie Classification. Other classifications that may impact mission include urban colleges, women’s colleges, and HBCUs. Morpew and Hartley (2006) recognized that there may also be important regional differences. Additionally, research may be done to determine how internal and external constituencies view the institutions’ missions.

Fugazzotto (2009) showed how mission statements embodied culture and space in higher education and how physical space then reflected institutional mission and organization values. The paper was organized into three sections: (a) cultural and structural bases of effectiveness on higher education, (b) mission statements’ embodiment of structure and culture, and (c) linkage between mission statements and campus space. The review of space, culture, and mission statements attempted to present campus leaders with concrete ways to reexamine and change structure and culture.

Fugazzotto (2009) referenced structure as what higher education used to describe institutional type (e.g., state university, research university). Culture

was specifically referred to in terms of the type of organization that existed within the institution (e.g., hierarchy, bureaucracy, market culture). The strong culture hypothesis suggested that shared values among members of an organization must align with organizational activities to make the organization most effective. According to the author, mission agreement or *members' buy-in* to purpose tended to create greater performance. Adhocracy cultures were described as most effective in two-year colleges because of the flexibility shown when handling the external environment.

Fugazzotto's (2009) study found that structure helped to create institutional identity when identified within the organization's mission. The linkages created by this organizational identity created a normative bond for those who may not otherwise have been connected at the institution. The more loosely built structures tended to create more identity-related tension. A manifestation of this was the sacrificing of one part of the mission for another. This created a fractured identity. The researcher concluded the ability to view objectively an institution's structure and culture allowed for the creation of more effective change strategies. The mission of the organization can work as a tool for change if viewed through the lens of structure and culture.

Feldner (2006) examined the ways in which communicating a spiritual mission enriches and constrains individual members and the organization as a whole within the context of U.S. Jesuit Catholic universities. The following question guided the research: "How did organizational members make sense of and assign meaning to their institution's mission building efforts?" The

participants for this in-depth case study of faculty, staff, and administrators from Jesuit institutions were attendees at a 3-day mission-focused conference.

Researchers contacted all 489 conference participants, and 26 volunteered to participate in the study. Seventeen participated in interviews via phone and nine interviewed in person. The 45–90-minute interviews focused on participants' responses to the conference, understanding of the conference purpose, and individual thoughts on the mission of their respective institutions.

Analysis of the data was conducted using constant comparative analysis of 300 single-spaced, typed pages of transcribed interviews. Two themes emerged as concerns for the participants. The researcher explained that missions are both inspiring and overwhelming, and participants identified tension between the message of the mission and specific actions of the organization. The researcher found that communicating the religious mission could be successfully empowering but may also overwhelm or overwork employees. This directly conflicted with what employees saw as the expectations of the whole, not just the individual. Employees described conflict in the way institutional leaders “did not live” the mission of the institution. The majority of those interviewed had buy-in to the Jesuit mission but expected it to be embodied by the university as a whole.

Examination of the paradox that mission can create was recommended for future research. Past research has examined ways in which organizational efforts can work against themselves. According to Feldner (2006), the split between the perception of the individual's responsibility and perception of

organization's responsibility created a case for future research that examines mission and culture agreement.

Limitations to this study existed in the small sample size from the conference attendees who self-selected to attend a mission-building conference. Some of the respondents in the study made comments explaining that faculty are less likely to buy into mission or mission planning. Feldner (2006) stated that future studies should examine populations who both identify and do not identify with the idea of mission planning and adoption.

Velcoff and Ferrari (2006) focused on the perceptions of institutional mission statement and the activities proposed to support the mission among senior administrators. This correlation study proposed to answer two questions: (a) How did male and female senior administrators embrace their institutions mission?; and, (b) How did they believe faculty engaged in activities that supported the mission? Surveys administered to 17 deans and 18 vice presidents at a large, private, Roman Catholic institution included 39 items. Those included in the research represented a 33.6% return rate of all the current senior administrators at the institution. All participants identified with a Christian faith affiliation, with 76% being Catholic. Participants completed Velcoff and Ferrari's (2006) two-section DePaul Mission and Values Instrument. Questions answered using Likert-type scales focused on two areas: (a) perceptions of the university culture, and (b) the presence of mission-driven activities.

Analysis included a zero-order correlation among the five subscales on the DePaul Mission and Values Instrument. Between groups, ANOVA was run to

test for differences between sexes and between administrator types. There were no significantly different relationships between either sexes or administrator types. Similar institutional perceptions within a group of institutional administrators created consistent governance across an institution. Intuitional mission, mission-focused activities, and expectations to support the mission were perceived similarly among all senior administrators at this institution.

Limitations included a low number of participants and the use of only one institution for data collection. These limitations diminished the ability to generalize the results. Velcoff and Ferrari (2006) recommended similar studies including larger sample sizes and multiple institutions would be useful to inform the implementation and perception of mission at like institutions.

Konz and Ryan (1999) explored mission statements to reveal the difficulties present for an organization in balancing the roles of manager and spiritual guide. Using qualitative methods of analysis, the researchers attempted to demonstrate the difficulties of developing and maintaining organizations with distinctive spiritualities. The content analysis aimed to reveal if the 28 Jesuit colleges and universities in the United States were able to maintain their spirituality. Mission statements collected from university catalogues were used for examination, and only one of the 28 institutions did not have a published mission statement. Specific methods for analysis of the statements were not described.

The examination of Jesuit institution mission statements revealed the complexity of maintaining organizational spirituality. Organizational mission

served as a key point for potential members to gain insight into the organization. The study found that many Jesuit universities have taken on less-specific mission constructs of spirituality due to the pluralistic nature of the university setting in relation to the religious and spiritual traditions of their students and employees. The analysis of Jesuit mission statements displayed language that made the spiritual intentions seem less harsh, using words like “inspired by” or “recognizing” to refer to Jesus Christ. These phrases allow for interpretation and adaptation to a more progressive and inclusive age in education.

Summation of Mission Research

Since the 1990s, mission statements have become increasingly popular for universities, following popularity in corporate America in the previous two decades. Birnbaum (2000) noted that most trends of this nature make their way into academia after their introduction in the corporate realm. Mission statements provide institutional distinctiveness for decision-making and can act as reflections of relevance or purpose for the institution (Morphew, 2006). Velcoff and Ferrari's (2006) study exemplified the perceived differences that exist between the perceptions of mission between stakeholders on a college campus. Research has shown that most common uses of mission statements are to direct strategic planning, to provide common purpose and direction, and to guide leadership styles (Baetz & Bart, 1996; Fugazzotto, 2009; Hegeman, Davies, & Banning, 2007).

Institutional mission can impact the perceived access for students at two-year colleges. Many states, including Kentucky, are looking to community

colleges to increase the number of four-year degree holders by increasing services that encourage transfer to four-year institutions. This type of focus impacts the mission of the institution and can cause the perception of access to decrease if associate degree and two-year certificate programs are not maintained (Askin, 2007; Bastedo, 2003).

Greengarten (1996) combined the constructs of institutional mission and vision to empirically study the design of mission statements to develop an ideal statement that may be employed within any organization. The research intended to create an ideal mission and vision statement to offer organizations a way to align the statement with both strategy and organizational behavior.

Organizational culture should be built around the mission and vision of the institution. The research of Klemm, Sanderson, and Luffman (1991) further supported the idea that mission statements play a key role in building a better culture within an organization when adopted into practice by leadership at all levels. In contrast, Feldner (2006) described the conflict that occurred when stakeholders perceived institutional leaders not acting in ways consistent with the mission of the institution.

While the collective culture of an organization will be much larger than what can be written in the institutional mission, leaders should use these statements as the base. They are used for a consistent means to “rally the troops” and must be core to the fundamental assumptions of the organization (Schein, 1992).

Community Colleges

Community colleges have student-focused missions that are specific to their role to the populations present in the regions they serve. The following section reviews research that examines background for the development of community colleges followed by research that specifically addresses mission statements in the community college context.

Historical Context of Community Colleges

Kane and Rouse (1999) explicated four goals for their paper: (a) to provide background on the history and development of community colleges, (b) to survey the impacts on community college attainment and earnings, (c) to explore the impact of public subsidies on enrollment at community colleges alongside the weaknesses in the current higher education financing structure, and (d) to discuss how students who have responded to the rise in education payoff can be absorbed into higher education institutions.

Kane and Rouse (1999) explained that the history of community colleges can be traced to the late 19th century with the development of junior colleges. These developed as a plan of President William Harper from the University of Chicago. His idea was to create university-affiliated, 6-year high schools, then known as junior colleges. The idea spread across the country, taking on different structures, but the overarching goal was initially to increase access to higher education and decrease the burden of existing four-year colleges. These colleges initially focused on the function of transfer to a four-year college and functioned with an open admission policy and lower tuition—typically half that of

traditional colleges. One third of high school graduates will attend community college at some point during their academic career. These students are more likely to be the first in their family to attend college, attend only part-time, work while enrolled in classes, and be older than students enrolling in four-year institutions for the first time.

Community colleges are changing and, as with their founding, are flexible to meet the needs of their communities and students. The majority of community colleges offer remedial courses and contract training for businesses or industries. This speaks to the flexibility in culture for these institutions. The common concern for these institutions from critics focuses on the non-traditional delivery of educational services and the demographic of students who begin at two-year colleges are far less likely to complete any degree or certificate program. Research shows that some of this may be attributed to the positive peer effect that may occur for traditional students living on campus (Kane & Rouse, 1999).

Current U.S. Census data do not reflect institution type. The data only report the years of schooling completed and the degrees received for the past 10 years. Some research reflects similar estimated value of community college credit and four-year college credit. The attainment of credit has similar earning values between institutional types. Findings show that this varies greatly between course credit types. Ultimately, the research is lacking to make significant statements about community college credit attainment and labor market payoff. While credit hour completion cannot be clearly linked to increased

earnings, completing an associate's degree can be associated with 15% to 27% increase in earnings (Kane & Rouse, 1999).

Community colleges continue to be the access point for the marginally enrolled student. They offer the incentive needed for students who may have not otherwise enrolled in traditional colleges. Community colleges are expected to continue seeing increases in enrollment as the demand for degree completion increases in the labor market. Technology and distance learning will allow both community colleges and traditional colleges to be even more responsive to the changes in higher education. There is no research-based prediction of how technologies will impact the competition between the two institution types and the quality of instruction offered by each (Kane & Rouse, 1999).

Grubb (1991) examined past research on community colleges relating to the declining transfer rates of community colleges. This was particularly important because of the heightened encouragement of community colleges by respective states and governing boards to increase the number of students transferring to complete four-year degrees. Grubb reviewed national longitudinal surveys as well as incorporated vital community college statistics in the review. Three important reasons were cited for the importance of community college transfer: (a) community colleges are confirmed in their academic purpose by their transfer of students, (b) many community college students claim to aspire to a four-year degree, and (c) access to higher education for those who would not otherwise have it is a claim of community colleges.

Grubb (1991) cited the rise of vocational programs as one reason for the decline in community college transfer to four-year institutions. More important, the cause of the decline may have been caused by the weakening of the academic programs offered by two-year institutions. From 1972 to 1980, there was a steep decline in transfer from community colleges that is attributed to the inability to transfer academic credit. Distinct differences were noted in the demographics of those transferring between 1972 and 1980. While there were clear increases in the female, Hispanic, and Black demographics at community colleges, the increases in transfer were steeper for white students and males (Grubb, 1991).

These trends have continued to improve as community colleges focus more on the graduation of their constituents and the quality of the education offered. The 1980s were a time for two-year colleges to take a less laissez-faire approach to tracking and student counseling. Grubb (1991) recommended a more holistic approach to students' development. This means that community colleges must focus on the whole process of the student experience as well as a more broad understanding of their mission statements.

Tidal Wave II was the 1990's predicted bulge of American high school graduates wanting access to higher education. This would be the largest surge since in college enrolment since the 1960's baby boom (Hardy, 2007). The increase in American college enrollment was expected to begin around 1998 and last until 2010. The prediction held true with a 30% increase in enrollment for community colleges between the years of 2000 and 2006. Kerr (1994) predicted,

“Tidal Wave II will start in 1997 or 1998, when the grandchildren of WWII GIs enter college” (pp. 5–6). He claimed that the surge was inevitable and would last until about 2010. The most critical demographic impact of Tidal Wave II, as predicted by Kerr, has been the influx of traditional-aged students to community college systems (Bryantt, 2001). Kokjaku and Nunez (1999) recognized in their research that 59% of all first-time students under 24 years of age at public two-year and four-year colleges were at community colleges.

The changes in the demographic of students entering community colleges, paired with dramatic increases in enrollment in the past 15 years, have caused extensive discussion of policy and strategic mission for community college systems. These areas are of specific concern to financial aid, access, and academic focus for community colleges (Kokjaku and Nunez, 1999).

Hardy, Katsinas, and Bush (2007) examined the impact of Tidal Wave II on community college enrollment at different classifications of community colleges and amount of financial aid that is awarded. The researchers analyzed existing data sets of 5 academic years, 2000–2001 to 2005–2006, from the National Center for Educational Statistics. The data were organized using the Carnegie Foundation’s 2005 Basic Classification of Associate’s Colleges. This classification system divides community colleges into four basic categories: rural, suburban, urban, and other. Types of financial aid awarded also organize the data.

The use of the Carnegie Foundation’s 2005 Basic Classification of Associate’s Colleges to organize data was consistent with the idea that

community colleges serve unique local service areas. Through organizing the existing enrollment data with these classifications, a better understanding of the broad direction of community college enrollment demographics was gained.

According to the Carnegie classification, 94% of the total community college enrollment is identified within rural, suburban, and urban associate's colleges. This accounts for 9,540,925 students. Of these main classifications, enrollment distribution is 33% rural, 29% suburban, and 31% urban. Forty-three percent of all students enrolled in two-year colleges are at the nation's 154 urban and 97 suburban multi-campus institutions, which make up only 25% of all two-year institutions.

From the beginning of the 2001 academic year to the end of the 2005 academic year, rural institutions accounted for the largest percentage of the enrollment growth, at 43% of the overall growth for all institutions. Suburban and urban institutions accounted for 27% and 23% of the growth, respectively. These differences can inform policy decisions as they relate to operating budgets and financial aid.

From the beginning of the 2001 academic year to the end of the 2005 academic year, the average in-district tuition and fees charged at rural, suburban, and urban public associates colleges rose 66%, from \$1,231 to \$2,046. During the 5 years studied, the average in-district and in-state tuition rose by \$869 and \$960, respectively. During the 2005 academic year, the average amount of grant dollars per student was \$648.

Implications from this study impact all areas of planning and policy for community colleges: academics, Student Affairs, and finance administration. Community colleges must begin to create plans for expanding infrastructure and facilities. This is especially true as policy makers are looking to community colleges to meet the need for access to more students entering college. In contrast, swift rises in tuition and lack of assistance may prevent or reduce the participation of economically-challenged individuals who are already underrepresented in community colleges (Hardy, 2007).

Policy Concerns for Community Colleges

Phelan (2000) explored an array of policy options that may be considered enrollment solutions at community colleges, taking into consideration the dramatic changes for the previous 15 years. The policy paper discussed the position of the community college as a point of access to students who may not otherwise have access to higher education. He both embraced and challenged the ideas of open access and open enrollment with different approaches to policy development.

Phelan (2000) presented five “Enrollment Options” for policy development: (a) limit enrollment and access by capping the number of students who can be accommodated on campus; (b) tie legislative support for institutional accountability to the clarification of enrollment outcomes and assessment of student performance; (c) establish a coherent, strategic-based funding policy for community college operations; (d) have community colleges provide developmental education for incoming students prior to their enrollment in

college-level work as a way to reduce cost of remedial education; and, (e) restrict or prioritize enrollment for students who already possess associate's, bachelor's, master's, and doctorate degrees.

Capping enrollment would create a more stable structure in which to plan for community college student enrollment. Limiting the number of students that can enroll in systems creates several issues that are built around a non-competitive, open enrollment process. Most community colleges systems traditionally have value-based mission statements that focus on access and affordability. Caps could also decrease the ability for community colleges to meet industry and business needs (Phelan, 2000).

Developing accountability mechanisms that are based on institutional performance would give policymakers insight into the impact of their investment. This may mean measuring outcomes of institutions based on the academic intent of the students rather than the number of students awarded an associate's degree or who transfer to complete a four-year degree. Nationally, less than 30% of those who enroll in community colleges complete an associate's degree. This is especially critical when recognizing that many states are measuring degree attainment and student transfer to four-year programs to gauge community college success. Many enroll in community colleges to remain competitively employable or to gain a specialized skill (Phelan, 2000).

Developing clear funding strategies for state community colleges could highlight the importance for educational funds as the amount of funds being allocated to prisons and programs like Medicaid continue to increase. Many

times, laws are made that regulate the amount of funds for these kinds of state services, and consequently the perceived importance of education decreases. Without a clear and futuristic plan for funding, the open-door role two-year colleges play for states may be threatened (Phelan, 2000).

Remedial education is necessary for between 30% and 70% of enrolling students. Developmental coursework rarely applies toward degree completion and accounts for \$115 billion of annual on higher education spending. One option is to limit remedial education only to returning adults. This would make school districts accountable for additional preparation of their graduates before entering college. A more attainable option may be fostering linkages between high school courses and college preparation. A controversial option some states are exploring is the outsourcing of remediation to private organizations (Phelan, 2000).

Restricting enrollment to those who have already obtained a degree poses more problems than solutions. The positive implication would be minimizing state aid to those who already hold a degree. Limiting the potential for personal development for any reason could conflict with the mission of community colleges to create a stronger workforce and may unintentionally decrease the readiness of their populations to meet the needs of local industry and business by creating barriers (Phelan, 2000).

Bryant (2001) continued Phelan's (2000) policy discussion with analysis and review of current trends in admission criteria and open access for community colleges. Bryant also explored institutional responses to assessment, tracking,

and retention efforts. Finally, this review reports outcomes like transfer function and post-college earnings.

The demographic of community college admission is much more diverse than that of a traditional four-year college. Just over half of community college students enroll with the intention of attaining a certificate degree or transferring to a four-year program. Community college students tend to have very practical reasons for enrolling, and their reasons are typically directly connected with specific career goals. Community colleges have higher percentages of women and minorities than do traditional four-year colleges.

Continued debate exists around readiness assessment and academic placement of community college students. Open admission leaves assessment data incomplete, as the data are not required for admission, and entrance exams are only used for placement. Other placement assessments administered by institutions have been under scrutiny because correlation between placement scores and resulting course grades is not significant. Student disposition has proven to be a much stronger predictor of academic success than are test scores. Reports show student success to be higher when students feel socially integrated into the institution. While integration correlates to student success, community college students are less involved than are their four-year college counterparts. This is most directly related to their extensive work schedules. Bryant's (2001) research displayed the employment status of students during the 1995–1996 academic year using data from the 1999 National Profile of Community Colleges' Trends and Statistics. Table 1 displays these statistics.

An updated version of this table is found in Table 2. The data were updated using statistics published by the American Association of Community Colleges (2011). The data comparisons among the 11 years show that the number of community college students not working has remained steady. There has been a slight shift from full-time to part-time employment for both full-time and part-time students.

Citing Shaw and London, Bryant (2001) emphasized that a culture well suited to the needs, aspirations, and attitudes of the student population contributed to higher transfer rates. Shaw and London (1995) studied four urban community colleges with unusually high transfer rates. Striplin (1999) provided reasoning that extensive counseling and advising improved the transfer rates of first-generation community college students. Ultimately, the review of research showed an increase in earning after degree and certificate completion for all demographics.

Community College Mission

Mancuso (2001) addressed the increasing number of adult students present within today's colleges and universities. She defined adults as "persons who have assumed major life responsibilities and commitments such as work, family, and community activities" (p. 166). The research was guided by the following question: "What are the themes of 'best practices' in adult learner-centered institutions that model ways to meet the needs of adult learners in higher education?" The researcher was also focused toward developing methodology for benchmarking in higher education. Six "best practice"

institutions were selected through a screening process. The selection was purposefully based on the reputation of the schools' excellence in adult learning.

Table 1

Community College Student Employment, 1995–1996

Attendance Status	Percentage
<hr/>	
Exclusively Full-Time Enrollment	
Not Working	24.7
Working Part-Time	45.1
Working Full-Time	30.3
Exclusively Part-Time Enrollment	
Not Working	13.7
Working Part-Time	31.9
Working Full-Time	54.4

Adapted from National Profile of Community Colleges' Trends and Statistics, 1999 as cited by Bryant, 2001.

Mancuso (2001) pioneered a six-step benchmarking process used as this study's methodology. The steps included (a) forming a benchmarking group, (b) planning the research project, (c) developing a screening survey for best practice institutions, (d) selecting the best practice sites, (e) conducting site visits, and (f) identifying and analyzing best practices. The site visits included the qualitative research portion of the study. A 30-question interview guide directed day-long data collection from faculty, staff, and students. All of the interviews were transcribed and organized with individual notes and numerous documents.

Table 2

Community College Student Employment, 2007–2008

Attendance Status	Percentage
<hr/>	
Exclusively Full-Time Enrollment	
Not Working	20
Working Part-Time	59
Working Full-Time	21
Exclusively Part-Time Enrollment	
Not Working	13
Working Part-Time	47
Working Full-Time	40

*Adapted from American Association of Community Colleges, 2011 Community College Fast Facts, retrieved on January 1, 2012 from:
<http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2011.pdf>*

The most significant finding among the 13 listed in the study stated that best institutions clearly articulate their mission in a way that can direct practice. The second finding noted a clear theme that decision-making is a shared responsibility that uses a collaborative process. The themes in the findings show a presence of a clear culture of student-focused decision-making and developmental services in the best community colleges. The researcher concluded that “adult-centered institutions have a culture and ethos in which educating and serving adult learners is seen as the role of every employee and is

reflected in flexible, individualized practices” (Mancuso, 2001, p. 179). This research creates questions surrounding how these practices impact student learning, satisfaction, and retention. Finally, a question for future research concluded by the study is: “How can adjunct faculty be successfully acculturated into the culture, mission, and practices of the college when their connection to the college is limited in time and duration?” (p. 180)

Smart and Hamm (1993) proposed their study on two dimensions: (a) to assess the applicability of Cameron’s (1978) nine dimensions of organizational effectiveness in a nationally representative sample of two-year institutions and (b) to examine variation in the perceptions of organizational effectiveness among two-year colleges that have decidedly different missions. (The authors did not include research questions for this correlation study, but the questions were implied in the purpose.) A two-stage stratified random sample was used to select participants who completed a 36-item survey instrument. There were a total of 1,332 faculty and administrators at 30 community colleges surveyed. Six hundred sixty-two or 51.3% of the responses were complete and used for analysis. Respondents provided information on their respective college’s mission.

Three patterns of organizational mission emerged: (a) a clear, singular mission emphasizing career and technical programs, (b) a dual mission emphasizing both technical/career programs and transfer programs, and (c) a tripartite mission emphasizing technical/career programs, transfer programs, and adult/continuing programs. Respondents also responded through a 4-point

Likert-type scale to two items that addressed the level of financial difficulty experienced by the institution.

Analyses were performed using two methods. First, factor analysis was used in the 36 effectiveness items, and scale reliability estimates were computed for the organizational dimensions. The findings supported the use of the dimensions of organizational effectiveness. This is helpful in that it has been difficult to define and measure effectiveness due to the loose coupling and minimal relationship between resources and products in higher education. The usage of these nine dimensions is key in understanding and improving institutional performance. Smart and Hamm (1993) assumed that the same definition of organizational effectiveness could be used for the four-year and the two-year colleges. This is in opposition to past research. While two-year colleges tend to have more complex missions, there is no obvious connection between mission complexity and effectiveness. Effective two-year colleges are ones that have campus leaders that can embrace a comprehensive mission. The researcher recommended future research to examine the extent to which there is internal agreement on the espoused mission.

Abelman and Dalessandro (2008) provided a comparative measurement of the statements of institutional vision at public community colleges, four-year colleges, and proprietary institutions. Three questions are presented in the research: (a) What constitutes institutional vision at community colleges as compared to other types of institutions?; (b) to what extent are expressions of institutional vision at community colleges in correlation with the characteristics

that facilitate acceptance and adoption by stakeholders?; and (c) is there a relationship between the nature of the institutional type and the components of its vision?

The comparative content analysis design examined the Web-based representation of institutions' missions and visions as a combined construct and as separate features when both a mission and vision were present. The mission and vision statements were downloaded from institutions' websites using a stratified, random sample of 30 community colleges, 30 proprietary institutions, and 30 schools from each type of public and private institution (doctorate-granting, master's-granting, and baccalaureate-granting colleges). The total sample included 240 institutions. If the statement was not found on the Web, school catalogs were searched (Abelman & Dalessandro, 2008).

A team of two coders classified each of the 240 institutions' vision and mission statements into the following three categories: (a) mission statement, (b) vision statement, or (c) both a vision and a mission statement. DICTION (Version 5.0), a text-analysis software, was used to code and compare linguistic elements in the verbal messages of the collected mission and vision statements (Abelman & Dalessandro, 2008).

In the Abelman and Dalessandro (2008) study, community colleges were found to have a higher rate of both vision and mission statements as part of their written vision. The institutional vision of community colleges was more shared, and more complex than that of four-year institutions. Community colleges also appeared to be less clear than four-year institutions. There also seemed to be

more words in the mission and vision statements of community colleges. The researchers found that characteristics that create greater buy-in from stakeholders are more prevalent in mission and vision statements of community colleges. The data showed that mission statements of community colleges tend to be more market-driven, like those of proprietary institutions.

Hegeman, Davies, and Banning (2007) used interpretive qualitative design to analyze institutional missions of community colleges. Their study identified, described, and interpreted the missions as printed by the institutions. Institutions were selected using specific and purposeful criteria that described comprehensive and state-governed community colleges. Four community colleges met the criteria for study, and pseudonyms were assigned to each. Locating and capturing the websites of the institutions served as the data collection for the study.

Newsom and Haynes's (1990) mission statement component framework provided means for deductive analysis of data. Identifying and describing emergent themes from mission statements and websites allowed the researchers to interpret mission statements and identify omissions from each. Themes developed through the website immersion of page text, links, and graphics. Constant comparative analysis provided themes from each individual site. A checklist provided the means to compare website messages and omissions to the missions of the institutions.

The three messages expressed most frequently from each website were access, diversity, and service area. The analysis revealed components,

including text and graphics, of the websites that communicated open access. Diversity, while mentioned in many community college mission statements, was omitted by one of the community college mission statements. The diversity message emerged through the descriptions of the institutions' demographics, graphics, and text. Community college literature speaks clearly of the importance of service area to two-year institutions. All four institutions defined their service area on their websites. One institution described online learners as part of their service area. This increased the perceptions of openness of this institution to full-time, online learners in any geographic area.

Implications from Newsom and Haynes (1990) research can inform the use of mission statements for community colleges. The necessity for the entire campus community to understand the mission statement is inherent. Websites reflect the practices of institutions and should reflect the missions of institutions as well. The communication of institutional mission is sometimes unintentionally skewed by the omission of material that may increase the perception of one of the three main focuses of community college mission as expressed in this study: access, diversity, and service area.

Bastedo and Gumport (2003) compared two public higher education systems to explore the nature of contemporary policy dynamics in public higher education. Examining the systems for rationales underlying policy initiatives, evidence of stratification effects, and emergent themes, the researchers' goal was to examine the tension between access and mission differentiation. Analysis of this comparative case study focused on two cases and explored the

rationale of state policy makers, impact of policies on mission differentiation, and implications for academic stratification. Michigan and New York were chosen using Yin's (1994) description of purposeful sampling.

The Massachusetts system consisted of 29 campuses coordinated by a Board of Higher Education with a full-time enrollment of 120,000. New York was divided into two large systems by geography. This research focuses on the City University of New York System (CUNY) that has a fulltime student enrollment of more than 200,000. The governance of CUNY is one of the most complex in the country, as it includes its chancellor, a Board of Trustees, the state Board of Regents, the Mayor of New York, the Governor, and Legislature. For both Michigan and New York, system-wide data and archival documents were collected. Content analysis was conducted and interpretation included three themes: academic program termination, remedial education, and honors programs (Bastedo & Gumport, 2003).

The two cases were vastly different in the amount of public attention and scrutiny of academic policy initiatives. Massachusetts had little debate over the three policy-change areas. The CUNY system has been under intense scrutiny since the 1970s. The environmental context of each state causes these vastly different outcomes. Massachusetts has a strong administrative leadership, and New York is the opposite. Both cases displayed that policy changes are mission-driven and that the ultimate goal is differentiation across and within institutions. The explicit rationales were to increase system legitimacy, to concentrate resources, and decrease duplication (Bastedo & Gumport, 2003).

When discussing the importance of access for a reform process that may decrease either access based on geography, program availability, or academic preparedness, the implication from Bastedo and Gumport's (2003) study is the imperative need to answer the question: "access to what?" For future research, answering the higher education question "access to what?" would allow states to better determine the direction of mission differentiation in the public systems.

There has been a great deal of debate as to the mission and priorities of community colleges. Askin (2007) investigated the question, "From where should funding for community colleges come based on institutional outcomes?" The research was guided by this question: "Are there substantive differences between colleges that receive appropriations from local and state coffers and those funded only from state appropriations?" The 1999–2000 data used to explore the question came from the National Center for Educational Statistics' Integrated Postsecondary Education Data System. In this correlation study, 781 colleges were divided into two groups. There were 372 institutions identified as state-funded and 454 identified as dual-funded.

The study found that the percentage of part-time students increased as the percentage of local contribution increased for dual-funded colleges. The programs offered by the colleges in the study also illustrated organizational mission. Dual-funded colleges most likely offered both occupational programs and academic programs. While this was true, dual-funded colleges in the study were far behind in measurable student outcomes. State-funded colleges produced more certificates and associate's degrees than did dual-funded

colleges. Locally funded colleges offer a wider array of programs, have lower tuition, and attract more part-time students than do state-funded community colleges. Institutions with the smallest share of local funding award the highest number of degrees.

Implications of Askin's (2007) study further extended the debate over access. Based on the findings of this study, the type of institution available in specific communities is dependant on the type of funding and support they receive. The institutions that make up the community college sector are as complex as the constituents who use them. As institutions define mission, it is important that they understand whom they intend to serve. Policy decisions, especially about assessment procedures, need to take into consideration how access is defined. Accordingly, determining to what students are gaining access and how local and state funds might bend the mission of an institution is imperative.

Malm (2008) identified the challenges and uncertainties of six community college presidents in Maryland. The researcher aimed to identify these pressures and the organizational change processes implemented by these presidents to address these community college-specific issues. The researcher did not describe the selection of the six presidents for this qualitative ethnomethodological study. Guided conversation provided data for the study as described by Rubin and Rubin's (1995) seven-stage process of interviewing. Questions for the interview focused on three areas: (a) What are the most significant environmental challenges and uncertainties for organizational change

at their institution?; (b) what organizational change processes are implemented to overcome the challenges?; and (c) what leadership approaches are employed to lead their organizational changes?

Malm (2008) did not provide details of the analysis process, but a table was provided to illustrate the similarities and differences of the presidents' responses. Seven challenges emerged from the data as identified by the presidents: fiscal issues, internal culture, employee recruitment and retention, external community relationships, campus infrastructure, student access to baccalaureate degrees, and new learning programs and demands. Twelve different change process steps emerged, and from these processes emerged two change process categories: general organizational activity and specific leadership behavior. All of the presidents defined leadership by mentioning either influence on others or facilitating groups to accomplish shared objectives. The majority of the presidents described their leadership approach as situational, and all of the presidents claimed to have a collaborative approach.

The study provided support for the importance of executive leadership in mission and vision implementation. While the results from Malm (2008) may not be generalizable across state boundaries, it can be understood that there is no one process, leadership style, or approach that works best for every community college and that leadership is most often perceived as situational.

Summation of Community College Research

Reform in higher education continues to focus on how the two-year college can increase access to students who may not otherwise attend a traditional four-

year college out of high school. Kane and Rouse (1999) discussed the debate over how to offer greater access. Access is connected to affordable tuition, a wide range of program offerings, remedial education, transfer services, and so on. Kane and Rouse suggested that two-year colleges ultimately allow access to those on the verge of enrolling, including older students, and those who cannot attend fulltime. As it relates to the purpose of higher education reform in Kentucky, to increase degree attainment, the community college has become a significant focus for increased enrollment and transfer to four-year colleges.

With the KPEIA of 1997 came a new structure for the Commonwealth of Kentucky's community college system. The new structure was comprehensive and combined the efforts of the current community colleges under one system structure: the Kentucky Community and Technical College System. This system now works under one unified mission. Mancuso's (2001) benchmarking study explicated the significance of this statewide statement intended to guide community colleges. The research identified the first of the thirteen best practices for adult center institutions as the presence of a clearly articulated mission that is conceptually able to direct practice. Researchers have recommended and laid groundwork for studying the support of organizational mission by the organization's culture (Feldner, 2006; Fjortoft & Smart, 1994; Locke & Guglielmino, 2006; Smart, 1993).

Culture and Cultural Collectivity

Culture is "a holistic, context bound, and subjective set of attitudes, values, assumptions and beliefs" (Kuh & Whitt, 1988, p. 95). Clark (1984)

definition was more broadly defined with mission-focused language:

A college's culture is a framework that helps faculty, students, alumni, and others to understand institutional events and activities, to create and define an internal self-image and external reputation, to develop loyalty and commitment, to acquire external resources for the college, and generate "more capital"—a deep belief in the value of the institution that gives direction to institutional leaders and supporters in times of crisis. (as cited in Kuh & Whitt, 1988, pp. 46–47)

This definition offered operation insight to how culture could be used within an institution.

Hofstede, Neuijen, Ohayv, and Sanders (1990) developed a mixed-method, multiple case-study design to examine differences among units within corporations. The design of the study consisted of three phases. Nine informants from each unit were interviewed in-depth in the first phase. Purposefully selected participants identified by recommendation of their superior were interviewed, using the same open-ended question checklist, by trained interviewers. A qualitative, empathetic description of the culture of each of the cases was created from these interviews. A standardized survey questionnaire consisting of 135 questions was administered to a random sample from each unit. The questions aimed to collect information on four deductive constructs of culture. The final phase used questionnaires and personal interviews to collect data related to constructs such as employee strength and historical facts.

To analyze the data, four deductive categories were used from Deal and Kennedy's (1982) terminology to manifest constructs of culture. These manifestations were symbols, heroes, rituals, and values. A Scree test showed that within these manifestations of culture, the optimal number of dimensions was

six: process oriented vs. results-oriented, employee-oriented vs. job-oriented, parochial vs. professional, open system vs. closed system, loose vs. tight control, and normative vs. pragmatic. For Hofstede, Neuijen, Ohayv, and Sanders (1990), the six-dimension model was the major research outcome. There was no definitive finding that a position within any of the dimensions is good or bad. Rather, the usefulness of the dimensions is in demystifying culture. Cultural differences are common between different types of organizations. The best practices are better determined through qualitative analysis of the descriptions of the organization.

Latta (2009) modeled the interaction between organizational culture and change. The study presented a model for organization change in cultural context (OC3) that reflected stages in the change process where culture exerts influence. The research questions focused on (a) how knowledge of organizational culture is acquired by newly appointed leaders, (b) how culture knowledge affects the process of change implementation, and (c) how tactic elements of organizational culture influence efforts to effect changes. The author stated that the overarching question of the research was to determine whether cultural dynamics influence the process of effecting organizational change in a uniform manner or differently throughout different stages of the implementation.

Latta (2009) conducted this qualitative study at a top-25 research university. Ethnographic data were collected over 2 months by observations, interviews, and “reflexive hypothesis testing” as the researcher took up residency at the institution. Eighty-six individuals systematically selected to be interviewed

made up the 100 interviews guided by open-ended questions on critical incidents influencing organizational culture and emotional reactions to campus events. A key informant was the university provost, who was seen as the primary change agent at the institution.

A symbolic approach was used for the analysis of the data. Comprehensive ethnographic profiles were created for the dominant organizational culture and a comparative analysis across the organization's units. According to Latta (2009), the seven-staged OC3 model displays the interaction between organizational culture and change. The model makes two assumptions: (a) different dimensions of organizational culture influence change implementation at each stage of the process; and (b) a leader's degree of cultural awareness will determine his or her effectiveness in facilitating organizational change. He claimed that the OC3 model advances theoretical perspectives in terms of understanding the linkages between stages of change and how change leaders can consider culture in each of these stages. The researcher implied that a leader needs to be fully aware of culture and how it can impact the change process to be an effective change agent. Usage of the OC3 model for leadership development training can increase capacity for navigating multiple dimensions of organizational life.

Westerman and Cyr (2004) extended person-organization (P-O) fit research by (a) examining whether P-O fit is multidimensional and (b) by examining if P-O fit effects on variables are more complex than direct relationships. Their hypothesis stated that the constructs directly related to

cultural impact on employee satisfaction, including values congruence, work environment congruence, and personality, would each account for unique variance in prediction of employee satisfaction and commitment. Data were collected by two surveys that first measured employees' ideal work environment and then measured perceptions of their personalities and the organization's environment. Six different organizations in the western United States provided the subjects for the study, with 105 complete responses supplying a response rate of 64%.

Values congruence was found to be a direct and significant predictor of employee satisfaction, commitment, and intention to remain with an organization. The research suggested that longitudinal studies should be conducted to take into consideration the way an organization defines its organizational culture and the desired culture of the employee to assess job satisfaction. This study had the limitation of time, and a longitudinal study may have been more effective in examining P-O fit. The overarching recommendation from the study was to increase the amount of personality screening through precise P-O fit questions during interviews to create more effective employee selection.

Cultural Collectivity in Higher Education

Kezar and Eckle (2002) examined the impact of cultural change strategies as they relate to the awareness of the culture of the organization. Bergquist's (1992) four academic cultures and Tierney's (1991) individual institutional framework were adopted to look at the connections between culture and change. Two questions were addressed in this research: (a) Is the institutional culture

related to the change process, and how is it related?; and, (b) are change processes thwarted by violating cultural sensitive strategies? Violating culturally sensitive strategies describes the negative impact of disregarding existing culture. Data were collected by analysis of six, purposefully selected institutions engaged in a change process. The qualitative case study methodology took place over a four-year period and included interviews, document analysis, and observation. The analysis included the examination of five core change strategies. The change strategies framework included senior administrative support, collaborative leadership, robust design or vision, staff development, and visible actions.

Kezar and Eckle's (2002) results supported the assumptions from cultural theory. Specifically, results supported the significance of culturally appropriate strategies, the importance of examining multiple layers of culture, and the potential to predict which strategies could be more important. The findings challenged the traditional idea that process can be implemented without the awareness of the cultural impact on the process. Three of the six institutions were presented as profiles in the results. These profiles included descriptions of the institutions and their change initiatives; profiles were presented alongside the way the cultures were perceived to have bearing on institutional change strategies.

The first research finding presented a relationship between all change strategies and the culture present at each institution represented. Where strategies violated cultural norms, change was not likely to happen. The second

finding made clear the relationship between the way the change process was enacted and the cultural archetype of the institutions. Third, the archetype alone could not be used to explain the institution's change process, as the institutional culture needed to be examined in more depth. Finally, the research suggested that the combination of the identification of institutional archetypes and unique institutional cultures could help determine what strategies are most important in the change process. Implications included the importance of campus change agents to become outsiders to examine the culture present in the institution. Campuses interested in change should be aware of the four cultures potentially present and how their campus reflects these cultures. Future research may examine the potential for the necessity of violating cultural norms in specific situations, such as crisis, to make change. Subcultures present within the greater campus culture were not taken into consideration by this study. Designing future studies to investigate subcultures was recommended (Kezar & Eckle, 2002).

Locke and Guglielmino (2006) provided community college leaders with a deeper understanding of the role of subcultures in planned change. Past research findings of subcultures being the most advantageous in gaining insights to positive change validated the rationale for a qualitative exploratory case study design. The research was guided by three questions: (a) How did subculture groups within a community college experience, respond, and influence organizational change?; (b) do distinct subculture groups differ in their perceptions of planned change?; and (c) applying Schein's (1992) three-tier

model of organizational culture, at which levels are differences among subculture groups most evident?

Locke and Guglielmino's (2006) study identified that each group exhibited distinct subcultures. Each group was found to respond to and influence organizational change in a distinct way. Commonalities also existed between each subculture group. All groups believed the change process intended to move the college "from good to great," valued open communication, and maintained a commitment to continuous improvement. Differences existed most clearly between the faculty and administrative groups in the study.

Administrative groups viewed the change as important to improved collaboration on the campus and saw community outreach as central to the institution's mission. Faculty expressed an orientation that was focused clearly in the classroom and with student achievement. Junior faculty members were most aggressive and accepting of the change efforts and embraced the change as a natural process. Administrators showed a more customer-oriented approach to students, whereas faculty were more focused on the commitment of the student to work hard.

Locke and Guglielmino (2006) reinforced the existence and importance of subcultures in relation to the change process. Subcultures must be taken into consideration when developing any type of institutional change process and can be leveraged to facilitate change. In an opposite way, subcultures can hinder the change process or even stop it all together. This study also highlighted the

importance of time to the change process. No change is immediate, and different subcultures embrace change at different rates.

Deshpande and Webster (1989) surveyed the emerging literature on organizational culture within the field of organizational behavior to (a) integrate it into a conceptual framework and (b) develop a research agenda in marketing. The review and analysis of literature was intended to encourage the stream of research on organizational culture in marketing. The conceptual framework used to organize the literature was Smircich's (1983) descriptions of five paradigms of organizational culture. The paradigms were comparative management, contingency management, organizational cognition, organizational symbolism, and the structural/psychodynamic perspective. The first two represented culture as a variable while the last three identified culture as a metaphor.

The recommendations of the review of literature on organization culture have significant implications to increase ethnographic and phenomenological research. The research recommended this methodology when viewing culture as a metaphor, recognizing that generalizability may be sacrificed. The depth and usability of the data was increased by this anthropological methodology. Deshpande and Webster (1989) supported developing qualitative research studies that examine organizational culture.

Fjortoft and Smart (1994) examined the independent and conditional effects of organizational culture type and level of mission agreement on organizational effectiveness of four-year colleges and universities through a multivariate exploratory study. The basic constructs for the correlation study

were organizational culture and mission agreement. The researchers adopted a fourfold typology from the past research of Cameron and Ettington (1988) to define institutional culture. The typology was based on two dimensions: (a) dynamism versus stability and (b) internal versus external orientation. Mission agreement was defined as the level of consensus that exists among the organization's members regarding the purpose of the institution. The researchers did not explicitly express research questions.

Fjortoft and Smart's (1994) data were obtained from 334 four-year colleges and universities in the United States that were representative of the nation's institutions in terms of enrollment and institutional control. The president from each institution designated a contact person to provide names of trustees, administrators, and chairpersons who were viewed as the major decision makers at the institution. The participants completed a single survey instrument designed to measure perceptions of mission agreement, organizational culture type, and organizational effectiveness. There was an overall response rate of 49% with an average of 10.2 respondents per institution based on 332 respondents providing information on all variables.

The results of the study illustrated the importance of mission agreement and organizational culture to effective performance of four-year colleges. This study only took into consideration the perceptions of major decision makers as defined by the researchers. Other constituencies may have differing perceptions. The study reported that institutions with high levels of mission agreement generated higher perceptions of effectiveness. The research also supported the

claim that perceptions of the performance of four-year institutions were linked to their organizational culture type.

Culture has been one of the central constructs used to improve organizational effectiveness. As it relates to mission, culture is a key indicator of how the mission is being played out by internal decision makers. Culture should match the goals of the institution for the organization to be most effective (Fjortoft, 1994). Linking the written mission of an organization to the culture of the organization can be difficult. Hofstede (1990) used four constructs of culture: symbols, heroes, rituals, and values. The purpose of the research was to demystify culture as an organizational trait. These constructs can be clearly linked to ideas addressed within institutional mission and vision statements. Different dimensions of culture influence the change process in different ways and can be detrimental in the change process for an organization.

Being aware of organizational culture can help institutional leaders make strategic decisions during the change process (Latta, 2009). For leaders, the culture of an organization provides the context for which decisions about organizational change processes can be made (Malm, 2008). Culture plays a key role in decision-making, and organizations with agreement between mission and culture are most effective (Fjortoft & Smart, 1994; Fugazzotto, 2009; Locke & Guglielmino, 2006). Malm (2008) connected institutional leadership decisions about mission implementation to the importance of the recognition of institutional culture in the decision-making process.

Study Significance and Summation

Through the review of past research, a three-pronged understanding of this study's significance emerges. First, the importance or usefulness of mission statements has been debated for three decades in business and academic research. The continued study of what makes mission planning impact guides future development and institutional planning. Second, culture has only in recent years been connected through academic research to mission development and strategic planning. Organizational culture is a key element in organizational development and reform. By studying the connection of culture to mission communication and understanding, institutions may be better equipped to guide change and reform efforts. Third, the community college context for this study is especially timely, as these institutions have seen the most systematic, programmatic, and demographic changes during the past 30 years. The necessity for community colleges to meet the academic expectations being placed upon them by state governing boards and the communities in which they are located is more critical than at any time in the history of the nation's higher education system.

The development of an institution's mission and subsequent defining of goals around the mission ensures the organization understands its purpose and can "remain effective in the long term" (McKelvie, 1986). Richman and Farmer (1974) stated that, in relation to effective management in higher education, "systematic consideration of goals . . . seems to be the most important thing that an academic manager or administrator should be doing now" (p. 8). For reasons

of resource management, McKelvie (1986) challenged universities to get serious about their goal development.

The understanding and impact of culture on organizational change are key in organizational leadership. Schein (2004) acknowledged that “the only thing of real importance that leaders do is to create and manage culture; that the unique talent of leaders is their ability to understand and work with culture” (p. 11). A culture built securely around the mission of the institution can drive positive practice and is the key to successful reform (Fjortoft & Smart, 1994). Culture is the driving force behind organizational development and successful reform processes (Fjortoft & Smart, 1994). A 2001 benchmarking study of community colleges found that “adult learner centered institutions have a culture in which flexibility, individualization, and adult centered learning drive institutional practice” (Mancuso, 2001, p. 165).

The current state of community colleges and their significance in the achievement of national and state goals for higher education makes the reflection on their mission development and communication of vital importance. According to the National Center for Statistics, in 2006–2007, there were 1,045 community colleges in the United States, enrolling 6.2 million students or 35% of all postsecondary students enrolled that year (Provasnik & Planty, 2008). With over one third of the nation’s college students attending community colleges, it is imperative that these institutions create cultures that facilitate student learning and support the mission they intend to fulfill. The development of an institution’s

mission, and subsequently the defining of goals around the mission, ensures the organization understands its purpose and can remain effective (McKelvie, 1986).

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to explore the culture present within a community college setting through the lens of mission implementation and to examine the perceived relationship of the mission statement to culture by those within the organization. Using qualitative methodology, this research explored the mission of a state community college system in the Midwest and examined the existing culture of one institution within the system. Studied were the implementation of mission, departmental understanding of institutional mission, and collective culture present within the Student Affairs division. The methodology was a qualitative case study. The research addressed the following questions:

RQ1) What is the perceived relationship of institutional mission and culture by the institution's leadership regarding Student Affairs at the following levels:

- d) system level leadership (system president)?
- e) campus leadership (campus president and dean of Student Affairs)?
- f) Student Affairs division (Student Affairs staff)?

RQ2) How has the institution's leadership used the institutional mission to impact the development of procedures and/or strategies to impact the culture within the Student Affairs division?

RQ3) To what extent does the culture of the Student Affairs department support with the institutional mission?

Study Design

A case study was conducted to examine and describe the mission implementation, the multi-level understanding of the relationship of culture to mission within the institution, and the collective culture present within a department at a specific campus of a large, statewide, community college system. A case study is "an exploration of a bounded system or a case over time through detailed, in-depth data collection involving multiple sources of information rich in context" (Creswell, 1998, p. 60).

Denzin and Lincoln (2005) described the reasoning for using qualitative methodology as a means to explore the meaning made by an institutional division of their organization's mission and the processes present for mission implementation. Based on past research, connecting mission to culture through qualitative design is fitting. Examining and interacting with the experiences of the organization and allowing the players within the organization to describe their daily experiences best leads to the discovery of the clear understanding of an organization's culture. Qualitative methods reach "beneath the surface and uncover the meanings attributed to the observable elements" of culture and culture development (Levin, 2000, p. 84). As noted by Denzin and Lincoln:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible [...] This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (2005, p. 3)

Merriam (1998) explained that case-study design is especially suitable for a researcher interested in process. This study examined the process of mission communication and culture development. "As the product of an investigation, a case study is an intensive, holistic description of a single entity, phenomenon, or social unit" (p. 34).

Context

To examine the impact of mission on the culture of an organization in reform, it was important to find settings where these elements were at work and there was a clear mission set for the institution. The study focused on a Student Affairs division at one college within a statewide system of community colleges.

The System

The system began a reform process in 1997 that integrated all of the state's community colleges and campuses into one unified system working under the same mission. At the time of this study KCTCS enrolled over 100,000 students and offered over 600 credit program options. As described on its website, KCTCS is "the newest postsecondary education institution in the Commonwealth. KCTCS was created by the Kentucky Postsecondary Education Improvement Act of 1997." KCTCS consisted of 16 colleges and 68 campuses in the state of Kentucky. According to Welsh (2005), "KPEIA forced the public institutions to reinvigorate their strategic planning activities by promoting greater

participation and support by campus constituencies” (p. 20), including campus administrators.

KCTCS expected all of its 68 campuses to adopt and make decisions based on the mission provided for them by the Kentucky Council for Postsecondary Education. Each institution was asked to develop a mission and strategic goals that supported the broader mission of the system. Each of the 16 colleges had a president who was a member of the President’s Leadership Team. The Leadership Team strove to see that the goals of the Kentucky Community and Technical College System were achieved.

The Campus

The selected campus, referred to in this study as Middleville Community College, was selected for proximity to the researcher and willingness to participate in the study. The fall 2010 enrollment was near 8,000 students, making Middleville a mid-sized community and technical college within the greater state system. Enrollment is nearly 60% women and over 80% White, non-Hispanic. Freshmen make-up over half of the full-time enrollment. The college employs nearly 130 faculty members and over 150 full-time staff. The community college and technical college were located next to one another and were merged under the direction of the KPEIA of 1997, creating a comprehensive main campus on that site. It had two satellite campuses.

The Researcher

Lincoln and Guba (1985) described the idea of “human-as-instrument” in qualitative research. Recognizing and accepting the context from which the

researcher entered the site and understood the questions was important. As a professional in Student Affairs for more than 10 years, the researcher expected to create rapport (Douglas, 1984) easily and encourage honest perspectives from participants who may feel uncomfortable talking about the inner workings of their workplace and their feelings about the mission and culture of their institution. The researcher's role as a doctoral student and outsider may have also resulted in a desire to say the "right thing" or a fear of "over-sharing" the internal dynamic of their work environment.

Spradley (1980) informed the decision to inform the participants about the research being conducted, the confidentiality of their identity, and the intended use of the collected data. Most important, it was essential to be forthright and honest about the entire project and the participants' involvement. It was essential to separate the perceived personal relationship of the researcher from the dean or upper leadership. While creating a relationship with the department leadership was essential to gaining access to the research site, the researcher's relationship had to remain and appear professional to maintain a spirit of trust with all participants. Levin (2000) described the researcher's role in assessing culture in this way:

Surfacing and examining these assumptions require structured facilitated inquiry by someone either marginal to the culture or external to it. This is important because the assessor(s) has to be able to look at the culture with a fresh set of eyes unencumbered by the culture's influence. The marginal or outsider status, with its associated naiveté, permits inquiry and exploration into almost any cultural area ranging from the most accepted to forbidden. (p. 86)

The researcher's position on the topic, while being more informed by past research, was focused on answering the research questions honestly and without preconceived or intended outcomes for the research. While the researcher advocates the effective use of mission statements in organizations, the researcher recognized the use of mission statements in organizations to be greatly inconsistent and outcomes vary. "Relative neutrality" (Miles & Huberman, 1994, p. 278) on the part of the researcher allowed for objectivity in relation to the context and research environment in which he was working. The study was conducted with intentional self-awareness that the findings did not need to validate the researcher's own beliefs, but rather highlighted and explored the potential for culture to be or not to be built around institutional mission.

Site Selection

Of the 16 colleges in the state system, one was selected for the study. Purposeful sampling, as recommended by Merriam (1998), is considered to be the one of the best in solving qualitative problems (p. 61). The selected community college campus was part of a greater unified system that works within the mission determined for it by the state's governing board. Based on the proximity to the researcher, the specific campus was selected due to its willingness to participate in the study.

The Student Affairs division was selected due to their ownership of the development of student support services. The researcher made the decision to explore the department of Student Affairs based on the important role the department plays for community colleges. Mancuso's (2001) benchmarking study

explicated the importance of support services and policies being operationally directed by the institution's mission. Each of these student-need focused components can be clearly connected to the Student Affairs division of a community college. Mancuso also cited non-competitive admissions processes, easily accessible student services, and campus wide collaboration as being key best practices of the best community colleges. Each of these were housed and overseen by staff within the division of Student Affairs at Middleville Community and Technical College.

Participants

Two interviews preceded the data collection within the division of Student Affairs. The president of Middleville Community and Technical College and the dean of Student Affairs at the selected campus were interviewed prior to entrance into the department. The researcher organized these interviews to inform the institutional profile and the context of the study. After the data was collected from the department of Student Affairs the researcher interviewed the president of the Kentucky Community and Technical College system.

"Snowball sampling," also known as network sampling, was used to gain participants for individual interviews within the division. As described by McMillan and Schumacher (2001), each participant recommended other participants who had a unique perspective or understanding of the topic. In this case, the participants who fit the profile were perceived to have unique understandings of the culture present within the division, represented the varying demographics of the department, willing to volunteer, and able to articulate the kind of information

needed for the research. Participants could also recommended subgroups, such as a committee or taskforce, to observe or interview. Every person or subgroup within an organization has a unique understanding of the mission and processes present. The research intended to explore these differences as they related to the cultural collectivity and mission implementation of the institutional division.

Gaining Entry

The researcher gained entry through the dean of Student Affairs of Middleville Community and Technical College. An initial email sent to the dean of Student Affairs described the research intent. The dean received a mailed letter of intent describing the study in-depth the week following the email. The correspondence requested an in-person interview with the president of the college to be scheduled. In the email and mailed letter, the researcher requested a phone conversation with the dean to discuss potential entry dates to conduct interviews and observation within the site. The dean provided 3 weeks of consecutive 5-day blocks for potential staff interviews and observation. It was requested that at least one block be built around a pre-scheduled division meeting and each block be a consecutive 5-day workweek. Phone conversations were recorded with consent, and a short initial interview was conducted with the dean to probe for a base understanding of the division and to request referrals for potential interview participants. Participants were limited to those who were staff within the division of Student Affairs at the selected institution.

Data Collection

Data were collected using interviews, observation, document analysis, and a norm checklist. Data were organized throughout the collection process using the “stacking method” to create spreadsheets. The site was treated as an independent case study.

Interview

The researcher conducted semi-structured, in-depth interviews with each participant. The interviews occurred with participants in their respective office settings. The researcher had two jobs throughout the interview process: “to follow [his] own line of inquiry, as reflected by [his] case study protocol, and to ask actual conversational questions in an unbiased manner that also serves the need of [his] line of inquiry” (Yin, 2003, p. 89). Yin explained,

. . . most commonly, case study interviews are of an open-ended nature, in which you can ask key respondents about the facts of a matter as well as their opinion about events [. . .] you may even ask the respondent to propose his or her insights into certain occurrences and may use such propositions as the basis for further inquiry. (p. 90)

Semi-structured questions were used in the interview protocol because they “have no choices from which the respondent can select an answer” (McMillan & Schumacher, 2001, p. 269). This choice of question format provided flexibility for the researcher. The interview protocol focused on the key components of the research questions and topics covered in the literature review. A framework provided by Levin’s (2000) *Five Windows of Culture: Inquiry Methods* guided the development of the interview protocol.

The initial interview protocols are provided in Appendix A. The researcher guided the interview protocol with inquiry methods in Appendix B from Levine's (2000) *Five Windows of Culture: Inquiry Methods*. The researcher completed an interview summary form (Appendix C) immediately following each interview. Spradley (1979) informed the researcher's development of descriptive and structural questions for the interview protocols for the president of the system, the president of Middleville community college, the dean of Student Affairs, and the Student Affairs staff. The researcher's goal was to focus attention on the "concern with meaning of the actions and events" (p. 5) of the people within the division of Student Affairs (Spradley, 1979).

When deemed necessary by the researcher, a follow-up interview focused on questions created by the researcher using a *constant comparative method* (Merriam, 1998). The researcher did not repeat questions that had been clearly addressed by the participants in their first interview, but looked for gaps in the data or ideas that could be further addressed by the participants. The interview summary forms (Appendix C) from the participants' initial interviews were used to inform the researcher's inquiry for the follow-up interviews. If conducted, a second interview summary form was completed following a participant's follow-up interview.

Observation

The "reason to conduct observations is to provide some knowledge of the context or to provide specific incidents, behaviors, and so on that can be used as reference points in subsequent interviews" (Merriam, 1998, p. 96). Recorded

observations added insight for the researcher and informed the developed interview protocol and questions.

The two types of observation that were recorded were observations about physical space and observations of meetings. Fugazzotto (2009) connected the exposed value that may be present in the usage of space to how mission can impact the use of space. Space often reflects organizational value. Notes taken during interviews reflected the placement and proximity of participants' offices. In addition to the initial observation, the interview protocol included questions that probed for participant insight on space. This allowed for more informed observation of the historical intentionality of the physical layout of the department.

For each meeting, the researcher created observation transcripts. The researcher organized notes from each meeting on detailed notes pages (Appendix E). A meeting observation summary sheet (Appendix D) completed the meeting documentation, with collected documents attached to the summary sheets.

Document Collection

Documents were collected throughout the research process. "The researcher must keep an open mind when it comes to discovering useful documents. Being open to any possibility can lead to serendipitous discoveries" (Merriam, 1998, p. 121). Merriam (1998), citing Burgess (1982), explained that documents should not be used in isolation. The researcher used a document summary form (Appendix F) to keep accurate notes and to connect the document

to research questions. The documents that were discovered during this research were used to support developing themes and to triangulate the collected data. Documents included in this data set included: letters to students, KCTCS brochures, KCTCS marketing publications, websites, reporting documents, and mission related performance review documents.

Norm Checklists

During data collection, the researcher created a norm checklist for the campus. Adopting the process used by Keedy and Simpson in 2002, the researcher created a list of norms for the site that exemplified the department-based culture developed using the collected observation and interview data. “Group members tend to form and conform to norms. Norms are rules of behavior, proper ways of acting, which have been accepted as legitimate by members of a group” (Hare, 1976, p. 19). Interviewees reviewed the list to make recommendations during two separate focus groups consisting of three to five participants. The focus groups recommended additions or suggestions for changes in wording for the list of norms.

Focus group participants were selected based on criteria sampling. Criteria were the participants’ ability to communicate ideas clearly, understanding of cultural norms, and cooperation during individual interviews. Criteria rated by the researcher on 10-point Likert-type scales were used to select the members of the focus group (Appendix C).

From the collected data set and from focus group participant recommendations, the researcher created the final checklist of norms. Norm

checklists containing department-based norms were emailed to the participants, each receiving the checklist for his or her respective department, in the form of a Web-based survey. The survey included instructions asking staff members to respond (a) “yes” on norms perceived as operating in their department, (b) “no” on norms not operating, and (c) “unsure” on norms questionable as to their generalizability in the department. Norms were reported individually, including the total response rate from the department, the agreement rate of total responses to positive responses, and the percent of norms agreed upon. The checklist data further validated the research findings and the reliability of the research methods. Table 3 further illustrates how the checklist data were used and analyzed.

Data Organization and Analysis

The stacking of interview data using five deductive constructs of culture determined by past research (Levine, 2000) and allowing other inductive constructs to emerge allowed for themes to develop freely throughout the data collection process. As these themes developed, the researcher used the constant comparative method, which “involves comparing one segment of data with another to determine similarities and differences” (Merriam, 1998, p. 18).

The stacking of data was useful for both analyzing and organizing complex sets of qualitative data sets. Miles and Huberman (1994) recommended weaving data collection and analysis together from the start. “Stacking comparable cases” allowed the data to be organized into a spreadsheet matrix that allowed the interrelationships among data to be identified more readily (p.

176). Table 4, which displays how data may look after being stacked, was constructed by the researcher prior to data collection. Columns two through five represent interviewees. The rows are organized by the deductive constructs of

Table 3

Statistical Treatment of Norm Checklist Data

<i>Norm Checklist Statistical Treatment</i>				
# of Staff	# of Norms	SRR ^a	SAR ^b	PNA ^c
<i>N</i>	<i>X</i>	<i>aN/N</i>	<i>pN/aN</i>	<i>aX/X</i>
^a Staff Response Rate: Total of actual staff responses (aN) divided by the total of possible responses (N). ^b Staff Agreement Rate: Total positive staff responses (pN) divided by total actual responses (aN). ^c Percent of Norms Agreed Upon: Norms agreed upon (aX) by at least 70% of the departments respondents (aX/X).				
Adapted from: Keedy & Simpson (2002) p. 17				

culture. The contents of the grid can be read from left to right. The first number is the interview number with that participant, the second number represents the page number of the reference, and the third number is the paragraph in which the reference is found. The word or phrase refers to the specific comment made by the participant.

Levine (2000) provided the five constructs of culture by which the data were collected and coded. This approach, described in *Five Windows into Culture: Inquiry Methods* (see Appendix B), has been used in past qualitative studies of organizational culture. These windows provided the researcher with a guide for creating the protocol for semi-structured, in-depth interviews. If the

“snowball sampling” continuously returned the researcher to previous participants, saturation was recognized and the researcher stopped data collection.

Table 4

Sample Stacking Matrix of Interviewee Comments on Cultural Constructs

Constructs of Culture	President	Dean	Staff A	Staff B
Leadership	1.7.1.1.sacrifices 1.7.1.2.sacrifices	1.1.3.location 1.2.5.email 1.7.4.magazine	1.2.4.location 1.3.8.water 1.5.5.hung	1.5.5.location
Norms and Practices	1.7.5.president 1.3.3.president	1.2.5.president 1.2.9.competition 1.5.2.previous 1.7.7.president	1.7.5.home 1.8.6.quality	1.1.6.roles 1.2.3.service 2.1.2.university 2.1.4.measurable
Stories and Legends	1.3.3.student 1.3.4.relationship 1.6.8.real person	1.1.9.mission	1.1.2.account 1.6.3.reality	1.1.5.reality 1.2.1.suspension
Symbols	1.2.2.yearly 1.3.4.strategic planning	1.1.7.meeting	1.5.7.yearly	1.7.2.strategic planning
Traditions and Rituals	1.1.1.developmental	1.1.9.diversity 1.6.7.models	1.4.5.access 1.4.7.models	1.6.3.access 1.6.3.statewide

Credibility and Transferability

The credibility of the presented research was taken into consideration during the development of the research methods and while in the field. The following methods increased the credibility of this research: intentional sampling methods, triangulation, iterative questioning, and thick description (Guba & Lincoln, 1989; Lincoln, 1995; Merriam, 1998; Miles & Huberman, 1994; Preece, 1994; Shenton, 2004; Yin, 1994). The sampling methods cannot be considered random; they were directed by the participants and not by the researcher. Within

the division, the interviews were not limited to a specific number of participants but rather by the presence of saturation in the data.

Triangulation allowed the findings to be supported through multiple methods of data collection (Merriam, 1998). Cresswell (1998) stated, "In triangulation, researchers make use of multiple different sources, methods, investigators, and theories to provide corroborating evidence. Typically this process involves corroborating evidence from different sources to shed light on a theme or perspective" (p. 202). Triangulation of in-depth interview data from multiple participants, the use of observation notes of space, the collection and analysis of supporting documents, and the norm checklist added credibility to the research.

The researcher used iterative questioning to develop and rephrase questions based on the responses of the participants. Thick description allowed the research findings to be well understood by the reader and showed in-depth examples of the research constructs. "Rich, thick description," as described by Merriam (1998), provides "enough description so that readers will be able to determine how closely their situations match the research situation, and hence, whether findings can be transferred" (p. 210). The norm checklist offered a participant verification of the researcher's findings and assumption of the existing cultural collectivity.

The transferability of this case study will be limited to community college systems that are similar to the one being studied. In this study, the development of patterns was used in creating naturalistic generalizations that could inform

other similar research or populations. These types of generalizations emerged from data analysis, and “people can learn from the case either for themselves or for applying it to a population of [similar] cases” (Cresswell, 1998, p. 154).

Limitations

This research was confined to studying one campus within a statewide community college system in a reform context. No past research studies have used these specific methods to understand the constructs of mission and culture in a unified study.

Qualitative studies are at risk for researcher bias during data interpretation. The researcher took specific steps to limit subjectivity and to increase the credibility of the study. Transferability of this study may be limited to community colleges in similar contexts.

One researcher within the confines of limited time and resources conducted this study. For 3 weeks, the researcher made observations and conducted participant interviews at the site. The researcher also conducted follow-up interviews and communicated via phone or email when necessary.

Chapter Summary

This chapter outlined the qualitative methodology of the study. A case study approach was used to examine the culture present in a two-year community and technical college through the lens of mission implementation. The case study was set within one statewide community college system and examined one department located within the larger system. The chapter included the reasoning for the choice of a qualitative methodology, described the site and

participant selection processes, detailed the data collection and analysis processes, and made a case for the credibility and transferability of the findings.

CHAPTER IV

STUDY FINDINGS

Introduction

The following research findings reflect the organizational levels at which the data were collected. The organization of the data directly addresses the levels presented within research question one: system level leadership, campus leadership, and departmental leadership. The system level leadership data consists of only one interview from the community college system president with minimal observation and document review. Campus level leadership data includes interview and observation of the President of Middleville Community College and the Senior Student Affairs Officer. The departmental leadership data consists of twenty in-depth interviews with staff, several weeks of observation within the division of Student Affairs, and document review.

The institutional levels are presented as the main headings for the chapter in the order by which the researcher conducted the interviews: campus level leadership, Student Affairs department, and system leadership. Within each level of the system the data is sorted by deductive constructs using Levine's (2000) five windows of culture by which the data were collected and coded: leadership, norms and practices, stories and legends symbols, and traditions & rituals. An additional inductive construct, space, emerged during data analysis.

The construct of rituals and traditions was not used to present the data as it did not appear to the researcher as significantly developed. While rituals and traditions did reveal themselves, the researcher found these to fit more clearly within other constructs. These constructs are used as sub-headings in each section of the chapter. Following the presentation of cultural constructs at each organizational level the researcher discusses institutional mission understanding as it relates the decision making process for policies and procedures thus addressing research question two: How has the institution's leadership used the institutional mission to impact the development of procedures and/or strategies to impact the culture within Student Affairs?

The chapter concludes by addressing research question three: To what extent does the culture of the Student Affairs department support the institution's mission? The researcher presents data from all of levels of the research to display the support of the existing culture for institutional mission.

Because cultural constructs are often hard to define, it may be possible for descriptions to be coded under more than one construct. The researcher chose the appropriate coding based on the defined definitions of culture and the researcher's perception of best fit for the organization of the data. Names and some defining campus details have been changed. Direct quotes are otherwise taken directly from interview transcripts and collected research documents.

Campus Leadership

Hired during the merger of state community colleges and technical schools nearly 15 years ago, the president of Middleville Community and

Technical College (MCTCS) has seen tremendous growth and change on the MCTC campus. President Smith's professional background includes both academic affairs and Student Affairs at various institutional levels and colleges. Through positions at previous institutions Dr. Smith gained experience in different regions of the United States within several different state community college structures.

In his tenth year in the role as Chief Student Affairs Officer, Dean Daily previously held positions as full-time faculty, career counselor, and director of admissions. Having over 35 years of experience at Middleville Community and Technical College, as Chief Student Affairs Officer, Dean Daily currently oversees numerous areas of the institution including financial aid, counseling, admissions, records, testing and assessment, disability service, and veterans affairs.

The following sections describe the culture of the institution as understood collectively by these two local community college campus leaders. Table 5 summarizes the emergent cultural themes in this section.

Leadership as a Window to Culture

Leadership references the feelings, values, and beliefs of current and past leaders toward the organization. It references what is important to the leadership, how resources are allocated, what is rewarded in the organization, and to what they give their attention (Levin, 2000; Tierney, 1988). While leadership style may be addressed by this construct of culture, this section develops a broad

Table 5**Emergent Themes of Culture from the Perceptions of Campus Leadership**

Window to Culture	Emergent Themes
Leadership:	<ul style="list-style-type: none">▪ Campus leadership describe the consolidation as defining the way they have led over the past ten years▪ Both leaders describe Student Affairs as key to student success at a community college▪ President Smith describes her leadership style as formal▪ Dean Daily described his leadership style as relational and informal
Norms & Practices:	<ul style="list-style-type: none">▪ President Smith feels faculty and staff have had unrealistic expectations of her to be present in the day to day work of the institution▪ Dean Daily feels it is his responsibility to personally check in with his staff on a regular basis▪ It is an exception that students do not get the runaround▪ Faces of students drive decision making
Stories & Legends:	<ul style="list-style-type: none">▪ The campus leaders describe the resistance of staff to separate from the University of Kentucky in the early stages of the consolidation▪ The student population is described as different than that of a traditional university thus changing essential services provided
Symbols:	<ul style="list-style-type: none">▪ Student independence is described as an important outcome of student services▪ MCTC is described as not a “baby university”
Space:	<ul style="list-style-type: none">▪ The building of the Student Education Center was guided by campus leadership with goals to connect the campus and create a better student experience▪ The center created a better work environment for staff

understanding of the organization’s leaders. Because this section reviews the campus level leadership directly, the background of the leaders is included in the data analysis to better understand how decisions are made and what may be viewed as important to these individuals. These individuals also describe how they perceive the leaders they are following in the organization.

The role of the Middleville president over the past 15 years has been a particularly challenging one. During an interview in the president's office on the second floor of the now eight-year-old building, Dr. Smith described the turbulent first few years of her position and the challenges that it provided for even a "seasoned" administrator. The defining challenge for her presidency is the merger that created the KCTCS system and the subsequent name change.

President Smith described the consolidation:

You will hear a lot that consolidation was the biggest crisis we have had. I think that has been the biggest major crisis that we have had in the past 10 years. It was difficult. It was extremely difficult because it happened very quickly after one crisis. The first crisis was the legislation that created KCTCS and took the colleges from under the University of Kentucky. That happened in legislation that was passed in 1997 and in 1998, they were looking at trying to implement that.

President Smith described the reaction of those faculty and staff not in favor of the merger. This challenge has defined her presidency and how she is perceived as the leader of the institution. There had been opportunity for constituents to share their ideas and feelings about the joining of the community college and technical school, but as with most major institutional decisions, there were strong proponents on both sides of the argument locally and across the state. President Smith continued:

If you know about change theory, there are always those who are still in denial. They say, 'it is not going to happen and if we continue fighting hard enough, we will turn it back.' A lot of their energy those first years was to try to turn it back. They spent a lot of time not trying to help us build whatever the new college was. The cultures were so different that it was difficult to look at the consolidation. We also had community leaders who saw that as the right thing to do as well, so we had community support.

Dean Daily described the merger in a similar way from the perspective of mid-level campus leadership. The name change that followed the merger created its own set of issues and challenges. Some colleges who had been through SACS accreditation early during merger did not change their name or were able to choose their own name for the accreditation process.

Later, those who had not yet entered the accreditation process were directed to change their name.

You know, the growing pains of putting this together and the growing pains of having whole new processes and procedures for business and academic functions... we got adjusted to that and then they throw out the name change and then that was an issue among the community folks and the employees here, “just which one, what will they do with me?” Middleville Technical and Community, Middleville Community and Technical, and so on. In that whole name changing process, the colleges had to go through Southern Association of Colleges and Schools (SACS) accreditation all over again. After so many went through that [choosing the institution name], my understanding is that the system came down from this point forward – Community and Technical and so people were upset, ‘why didn’t we go early so we wouldn’t have to change our name?’

Individual schools created from the merger were frustrated by how the “rules had changed” as the state system made its way further into the merger process. The naming of the institutions was an extremely sensitive issue as a great deal of identity and history for some of them was connected to what they had called themselves from their initial founding.

Leaders are often defined by the crises they are asked to manage. In the case of MCTC, the campus leaders were managing a situation they were given and not one they had created. Dr. Smith described the role of a campus president as “well defined within the administrative regulations” of the system. While “the day-to-day operations of the college are done by the local president,”

including budget management, hiring, and committee duties, there are clear directives set forth by the state system. Her background, experience, and values further define Dr. Smith as a leader. Dr. Smith describes a strong belief in Student Affairs.

Quite frankly, I think Student Affairs is extremely important. When I came 15 years ago, Student Affairs did not have a major role. They were mainly concerned with enrollment management and financial aid and maybe a little bit of student life, but not much of that. It was very narrowly focused as far as I was concerned. I have a background in Academic Affairs, as well as Student Affairs. I have been a Program Coordinator and I have also been an Executive Dean of Student Affairs so I know how both sides work and how they should work together. I see Student Affairs with a much greater role in student development outside of the classroom and a lot of student support, services for students who need assistance to get where they need to be so they can be successful.

Dr. Smith goes on to describe the division of Student Affairs working cooperatively with academic affairs to ensure students are able to easily navigate the campus. She uses the example of advising as a shared function of academic affairs and Student Affairs. The function is managed by Student Affairs at the institution, while faculty members are expected to act as academic advisors for students.

Dean Daily's beliefs resonate with President Smith's. The dean has a strong student support focus as he describes the purpose of Student Affairs. This is important within the construct of leadership as it further defines the focus and resources the campus leadership place on the Department of Student Affairs.

You know, the textbook answer is we support the academic mission of the college. But what Student Affairs does, we are the first people to touch a student and the last person to touch a student. So from recruitment to graduation and in giving them the final transcript, we serve students every

process along the way. And so our role is to help people maneuver process and deal with the road from where they are to where they want to be.

Dr. Smith felt her role as president has been defined by the institutional merger and believes that the division of Student Affairs is integral to the success of students at the institution. Dean Daily has had a much longer career at the institution, but agrees that the merger has been a large focus of his leadership efforts over the past ten years. Both the KCTCS president and the division of Student Affairs support the idea that much of the change required for the consolidation to be successful rests within Student Affairs. The change that must occur is placed within the services provided for students to be successful. While the academic units are important to the college experience, the needs of community college population are met by the services within Student Affairs. Some of these include navigation of registration process, financial aid, and academic advising.

Norms & Practices as a Window to Culture

While exploring the norms and practices of Middleville Community and Technical College with these two leaders, there emerged a clearly defined difference in the leadership practices of the two administrators. With this difference, both describe a powerful and foundational expectation they have for their work and the expectation they have for others in their organization.

Norms (observed behavior) and practices appear as the ideas or preferred actions within the organization that are understood to be common practice and purposeful. These show up as matter-of-fact comments that describe “how we

do things.” These are the accepted behaviors of the group (Hofstede, 1990).

These can be both written and unwritten rules of the organization. They are often described as the expected conduct for a member of the organization (Levin, 2000).

Dr. Smith explained how her leadership has not always been fully understood or accepted by some leaders in the organization. The existing culture when she took the role of president, from her perspective, was an unrealistic expectation to be present in the day-to-day work of the departments.

Once we consolidated we added probably seven new faculty members and at least six or seven additional staff. We have close to 300 people now. It is not that easy. Some people [within the institution] think I can still go and walk around and sit in everybody's office and chit chat all day like we used to. I can't do that. That is just almost impossible.

The perception that staff had of the job of President of MCTC was tightly connected to being present in the day-to-day activities of their offices. Dr. Smith explained that her ability to be a successful administrator at a larger, more comprehensive institution was dependant on her ability to take care of the high level decision making of the college.

Dr. Smith went on to describe the way she shares information with members of the institution. She depends on her leaders to share information, but also recognizes the necessity to make opportunities for Middleville employees to hear information directly from her and ask questions.

I have to depend on my division leaders to really get some of the information out and it doesn't always get out. That is one reason I do the open forums because whenever I feel a void [in communication] and hear the gossip and I know something is not right, then it is time for me to get in there and say, this is how it really is.

As President of MCTC Dr. Smith felt it was her duty to allow those within the institution to hear important information directly from her and allow them to ask questions of her during times of confusion or conflict.

Dean Daily has the opposite approach to his leadership practice. He is regularly in the offices of his staff members and prefers to share information in a more informal and personal setting. He describes his relationships in this way:

I try to get around every day to say hi to everybody and I try to ask them how they are doing most days. We have meetings at least twice a month with the professional staff. The office staff, the clerical staff, we don't meet that often. I think I have an okay relationship with the staff, I think, just by being here so long and they know me pretty well.

Dean Daily has a similar approach with other directors and colleagues on the Middleville campus. He says if he has a question, he often walks over to the office of the person he needs to speak with. He explains, "we [MCTC] are small enough that if I need to talk to the Business Dean, I'll walk down the hallway and across campus and I'll talk to the Business Dean."

The president of MCTC functions on a formal and highly administrative level with staff. Meetings are scheduled with the President's Leadership Council a couple times each semester. The cabinet is made up of the seven deans at the institution: academic affairs, Student Affairs, institutional effectiveness, advancement, workforce development, business affairs, and professional development. Each of these deans reports to the president. She usually schedules a campus-wide forum at the beginning of each semester.

Dean Daily describes his relationships with his staff by describing close relationships and attempting to create an environment in which people desire to

be. He believes it is his responsibility to foster that environment. He described his expectation:

I think the people here know that I value what they do and that I value them as people first. I'll do what I can to help them do their job and again we are small, we are basically in one hallway. If I don't go down the hallway and say hello to everyone, there's no excuse not to. There really isn't... either on the way in or at lunch or on the way out or just anytime.

A shared expectation of the two leaders is that “students should not get the runaround.” They each described their expectation for staff and procedures to minimize the strain on students. Dr. Smith describes her feelings toward “the runaround” in this way:

I have been strongly in favor of having things as convenient to students as possible, especially if you have a large campus. I think we make a lot of assumptions that everybody can walk, everybody can get there, everybody can read, everybody can do this and everybody can do that, when we know that everyone comes with different abilities [...] We stand up all of the time and say we are student centered and we are student friendly, well I believe that many of the processes will speak louder than your words on whether you are student friendly or not.

Dean Daily believes the work being done in Student Affairs is driven by “the faces of students.”

That mission says that we are here to serve and provide a quality education in a global economy. I think if you break down those fancy words and then say why we are here, I think it would say the same thing [driven by the faces of students]. Yeah, it just doesn't look as good on paper... So I think if you interview students, a majority of them would tell you that they feel like this is a good place to go to school because, “I have a chance – people care about me.”

Later interviews with Student Affairs staff describe a similar approach to their way of doing business. While the president of MCTC describes her position as limiting her daily interactions with staff, she encourages MCTC staff to be relational in their interactions with students. She recognizes this fosters an environment that

encourages value on the individual while freeing her to be an effective administrator.

Stories & Legends as a Window to Culture

Stories and legends show up in the research data as significant persons or referenced organizations used to describe the characteristics that are important to the organization. The data set also includes descriptions and examples of what is not valued in the organization. These stories are used to share lessons of the organization.

The University of Kentucky was continually referenced as the institution in which the community colleges in Kentucky found their value prior to the creation of the independent statewide community college system. Prior to the merger, community college faculty and staff in Kentucky had been employees of the University of Kentucky. A great deal of pride had been placed in this relationship.

Dr. Smith described her perceptions of relationship with the University of Kentucky at length. She described the feeling of loss that the previous Kentucky community colleges felt:

KCTCS was just formed, but it had already been legislated that it would not be a part of the University of Kentucky. The University of Kentucky was not hiring any more [community college] people after the 1997 legislation and the beginning of 1998. People were still grieving over that loss. They considered it as a loss when the legislature took the community colleges from under the University of Kentucky. There were members of the college and community that thought they could reverse that.

Those who had developed loyalty and a sense of belonging in the University of Kentucky ownership of the community colleges were left searching for their identity. The University of Kentucky is the flagship of the Commonwealth.

The relationship came with ties to strong academic programs, nationally ranked athletic teams, and positive recognition throughout the state. While the separation of the community college system was painful, it allowed for greater focus to be placed on the specific community and technical college institutional mission. Dean Daily described how he used UK and other state schools to describe to a new staff member what KCTCS is not. The young staff member had attended Greenville State (pseudonym) and often reflected on her personal college experience as a context for her current work.

“... we are not Greenville State, you know,” and I tell her “remember who we’re serving.” It is important to remember that our role is different and our clients, our students, are different than the Greenville State students who she went to school with or the students at UK.

The student population continued, throughout the researcher’s time in the field, to be the strongest descriptor of the organization. The story of the typical student who is most likely to attend a community college is described at all levels of the organization.

As described by Dean Daily, first generation college students and students returning to college are populations to whom MCTC caters their focus:

We have a lot of first generation students. We have a lot of returning students, returning to school after being out of school for a number of years, 10, 20, 30 years possibly. The challenge, the biggest challenge is communicating with them in enough ways and in a manner so that they understand what we have available to them... some of our population, for example, may be at the 10th grade reading level or even below.

Dr. Smith continued to reference students when describing how decisions are made at MCTC. There was an underlying assumption in her language that

the average student at the institution had needs that may differ from those of the traditional four-year college.

The merger and separation from the University of Kentucky continued throughout the research as a significant story for those within the organization. The stories of specific students appear throughout the interviews with Student Affairs staff. These stories describe the work and inherent mission of the institution. The technical schools were previously part of a more loosely coupled network within the Kentucky Department of Education. The technical schools opposed losing their autonomy and not being able to focus primarily on providing technical education. While the community colleges were mourning their separation from University of Kentucky, the technical schools were in fear of being absorbed by the more academic mission focus of the community colleges.

Symbols as a Window to Culture

The MCTC President and Dean of Student Affairs referenced only two symbols to describe the work of the institution. The symbols are core to the goals of the systems and both described Student Affairs as integral in achieving the goals.

The first symbol is described as independence of the student. On the cover of the 2012 System Profile printed by the KCTCS Marketing and Communications Department, the slogan 'Go You!' appears just below the title of the 50 page, full-color brochure. Inside, each institution in the system is profiled. A student photo and quote appears with each profile. The student quotes describe how the institutions are meeting the specific needs of the students and

changing their outlook on personal ability. As a symbol, this represents the importance the institutions places on the role it plays in helping students create their own success.

The second symbol emerged less clearly as a descriptor of the college. In her words, Dr. White believes that “you need to clearly understand the mission of community colleges and not try to make them baby universities.” This symbol is a descriptor of what community colleges are not. It was supported by Dean Daily as he described the difference between traditional four year institutions and community colleges. He said, “Our students are different than the Western students or the UK students.” In their understanding community colleges are not intended to be just smaller or less comprehensive versions of the traditional college, but rather carry a purpose and design that is unique. Dean Daily elaborated on the uniqueness of community colleges in this way:

If we are comparing community college students to traditional university students, I would stay that many of the community college students may not be as prepared academically and possibly socially or emotionally as university students. Many community college students do not meet the entrance requirements to college level courses and will need to take “developmental courses” to become college ready. With this, comes a lack of confidence and they may not feel as ready to face the world and to navigate the college system as university students.

Dean daily continued by listing the “key associated services” that he felt were primary to the mission of community colleges. He listed the following services that are supported to “offset the needs of community college students:” flexible scheduling, tutoring and learning centers, early alert programs, refined academic advising and testing programs, and “a philosophy that *all* on a community college campus are there to encourage and support the student.”

Space as a Window to Culture

During data collection the researcher spent most of his time in the newest building on campus, the Student Education Center. The building was built after the inception of KCTCS. It connects the formerly separate community college and technical college. The space is bright and welcoming. As a new visitor, the researcher made note that the building appeared to be the center of campus. The building includes all of the essential student services including admissions, financial aid, and the academic counseling center all in one open corridor.

The construct of space developed throughout the research process. It was clear that the Student Education Center along with the campus geography played a significant part in the feelings employees had about their work. The two campus leaders examined in this section were involved in the design and planning of the facility. Their feelings and strategies toward the building and the buildings impact on the campus are described. Time is relevant as it relates to how the changing physical space is experienced by staff and students during the institution's history. Also significant were the varied experiences of study participants with changes in physical space during their tenure with KCTCS. For example, staff that were new to the institution had a limited perspective of the value that was created by updated and new facilities. Staff who had been at the college for 20 years or more had a heightened awareness and deeper appreciation of the tremendous changes in the staff and student experience created by the changes in facilities.

President Smith described her feelings toward the building of the Student Education Center in this way, “As they say, you have a once in a lifetime opportunity to build it the right way and that was the attitude I took when I built this building.” She described the vision for the project:

I have always been one to feel students should not have the runaround... My vision was when students walk into this building, I want them to feel welcome. Whether you say it or not, the place and the space should say welcome. Number two, it also should say, “I care about you and we are not going to have you run all over the place to figure out what you need to do.” When we designed all of that, it was to be a one-stop shop. I thought, “we always say those things,” but it never works out to be that. But in this case it does. So here we have [...] everything within walking distance...

Dean Daily has been at MCTC for more than 30 years and understands the impact the space has had on the work being done. He believes it has changed the students’ perceptions about where they are attending college. He described the community college staff being reluctant at first to “come down the hill” to the new space. After moving they were quickly happy with the newness and the spaciousness of their work areas. He described the enthusiastic reaction of students. He said students feel like “this is a real college” and “this is bigger than my high school.” He feels that the space helps battle “the community college image of being an extension of high school.”

Student Affairs Department

After initial entrance into the institution the researcher immersed himself into the Student Affairs Department at Middleville Community and Technical College. The data set for the Student Affairs department includes 20 in-depth interviews with department staff, three weeks of observation by the researcher, and document collection. The data has been organized in the following

subsections with constructs of culture used as headings. Following the sections of cultural constructs is a final section that explains the understanding of institutional mission by the Student Affairs Department. Table 6 summarizes the emergent cultural themes from this section.

Leadership as a Window to Culture

To examine the construct of leadership within the Student Affairs Department, the researcher explores what the departmental staff perceive is important to the current leadership and what was important to past leadership of the organization. Middleville Community and Technical College has leaders that have remained at the institution for many years. This was reflected in the interviews, but differences existed in the values that were brought from the previously separate community college and technical school. Specific attention is given to areas of the organization that are perceived to get priority attention.

The Dean is viewed as the primary driver of Student Affairs and as an influential leader on the Middleville Community and Technical College campus. All twenty interviewees in the department referenced Dean Daily's leadership when describing the environment in which they worked. The majority of those

Table 6

Emergent Themes of Culture from the Perceptions of Student Affairs Staff

Window to Culture	Emergent Theme(s)
Leadership:	<ul style="list-style-type: none">▪ Dean Daily is the primary driver of the work environment within Student Affairs▪ Informal relationships exist between staff and Dean Daily▪ Students needs are perceived by staff as the greatest value of by the current leadership
Norms & Practices:	<ul style="list-style-type: none">▪ Removing barriers to students is viewed by staff as primary to their daily work▪ Open access is broadly defined by staff and is referenced as a reason for removing barriers and when making policy decisions
Stories & Legends:	<ul style="list-style-type: none">▪ The student registration process is referenced by staff to describe the difficulty in making departmental decisions▪ Individual student stories are told by staff to emphasis the importance that every student has their own specific barriers▪ “Up and down the hill” is used to describe the history of and feelings between the previously separate community college and technical schools
Symbols:	<ul style="list-style-type: none">▪ Letters sent to students by the department are symbolic of communication and collaboration between staff▪ Student Affairs is described as the bridge to student success
Space:	<ul style="list-style-type: none">▪ The Student Education Center is described as physical connector and its completion a turning point for the relationship between the community college and technical sides of the institution.▪ Staff who were at the institution before the consolidation and staff hired after the consolidation have significantly different views toward their work and the division of Student Affairs

within the department recognized his contributions to the existing campus culture and policy decisions.

Betsy, a twenty-six year employee of the institution explained that the dean creates the culture in the organization:

I think Dean Daily has created our culture. I think he is a really good, leave you alone, lets you do your job, leader. He is there if you need him in the backyard, but he is not breathing down your neck and checking on you.

Betsy's description of the dean's style gives insight into a value that is perceived by other staff within Student Affairs. Dean Daily is recognized for his relational style of leadership and the trust that he places in his team. As a member of the institution for nearly 30 years, Betsy recognized the autonomy the dean allows of his staff.

Marla, a staff member who has been in the division for just over two years in as newly developed position, described the dean as a good leader and manager who is concerned about the wellbeing of his staff:

He really is somebody who is very concerned about relationships and helping us [the staff], reminding us continually that it is all about the students, it's all about working together, we need to remove barriers between us because it really does matter how we get along... how students are going to perceive us and be helped by us.

The importance Dean Daily places on relationships is rooted in his communication of what was described as most important to the leadership, students. The Student Affairs staff continually referenced students as the driver for how decisions are made in the organization. Specific stories of individual students were told to describe how decisions were made and students are viewed. Elizabeth, an employee that had only been fulltime in the organization for about one year described her observation of the division in this way:

There is a lot of handholding here that I am definitely not used to. My first semester at a traditional four year university, we had someone sign us up for classes at an orientation with hundreds of other students. And after that you signed up for classes on your own... That doesn't really fly here. It's more, well come here in my office and let me tell you exactly what you need. There is a lot of handholding, a lot.

Viewing students' needs as a priority over the institution's rules and policies emerged as a leadership value reflected in the organization's practices and decision-making. Perceived student needs also appeared to direct procedure and policy decisions. Betsy, the 26 year employee of the institution, described the downside of this leadership culture:

A lot of the time when making a decision we are like what about so and so? We often don't do something that will help 5,000 students because there are three that don't know how to use the computer. We ask questions like: what if they [the students] don't know this or have never done that? Then, okay, we can't do that.

There were consistent frustrations described by both new and senior staff. What might seem to be obvious decisions were often difficult to make due to focus on individual student needs. Staff seemed to fear policy or procedure would ignore specific student demographics or create barriers for the institution's target populations. The means by which these frustrations were managed by Dean Daily helped create a balanced feeling between progress and tradition in the division. During the researcher's observation of a staff meeting, the dean encouraged open dialogue about the division's orientation policies. While staff were able to share their ideas, they were unable to make any definitive decisions. Dean did not force a decision, but rather encouraged staff to continue to think about what may be best for students.

Matthew, a four-year employee of Student Affairs at MCTC and a twenty-year higher education employee at multiple institutions, describes his current work environment as "a good Student Affairs Division." In relation to leadership and perceived values of Dean Daily he said:

He sets a great example of what the culture should be. He is very caring, very compassionate, and very passionate about Student Affairs. He sees it as a profession, as I do, but I think sometimes people don't.

As a senior Student Affairs professional with experience at multiple institutions, Matthew has a unique organizational perspective. He is relatively new to this organization and has experience with past leaders. Matthew describes a similar view as Betsy. He supported the description of Dean Daily as both supportive and hands-off. Matthew said, "I consider him as a mentor and I think anyone new should look to him as a mentor and discuss Student Affairs with him."

The Dean is seen by Student Affairs staff to be the primary driver of the work being done within Student Affairs. While Student Affairs staff mentioned other formal leaders, interviewees returned to the dean when describing how decisions were made and what was seen as valuable to the organization. The dean models the importance of positive interdepartmental relationships.

Decisions within the Department of Student Affairs are primarily made by taking into consideration the needs of students. Specific student needs are often seen as important exceptions to the existing rules and the creation of new rules.

Norms & Practices as a Window to Culture

The construct of norms and practices embodies the preferred behaviors or ideas in the organization that are understood to be common practice. Norms and behaviors often, but do not always reflect the values of the organization and the values of the leadership. Norms and practices can also be disconnected from the values of the organization. They can be a product of time and embedded routine actions (Levin, 2000).

As described in the construct of leadership, the leaders within the organization value both strong relationships and attention to the needs of the individual student. This section primarily explores the behaviors and practices supporting these values.

Student Affairs at MCTC has striven to make decisions that support their student population and create the most seamless experience for those attending the community and technical college. Matthew, the twenty year higher education professional, was able to list and describe the procedures that had been put in place to “remove barriers” from their students. He described the decision for offices to be open until six o’clock in the evening during the first weeks of each semester. This decision allowed students who work during regular hours to visit Student Affairs offices in order to arrange classes, meet with advisors, and have general questions answered in person.

Open access is a required, system-wide policy for most community and technical colleges in the United States. The way open access is defined has become a debated issue within Student Affairs Departments across the Kentucky Community and Technical College System. There are on-going conversations about “removing barriers”, a foundational concept of open access. While the meaning of open access only refers to an unrestricted admissions policy for the institution, this community college expands the definition by considering what may allow more students to enroll. One employee described the desire to create a class registration deadline for students. The reason she cited for not creating

one: “Our campus president wants the student to be able to walk in our office and get in classes that same day. And that’s why we don’t have a deadline.”

Stories & Legends as a Window to Culture

The stories and legends of any organization tend to embody the values and beliefs of people in the organization. These references are usually not written down, but rather oral traditions that are generally recognizable by members of the organization as a way to describe the work or decisions of the group (Hofstede, 1990).

There were three significant stories and legends that emerged from the Student Affairs division at MCTC. First, the staff continually returned to the registration process as a significant reminder of the types of policy and process decisions that impact the student experience. Second, staff continually responded to questions about the way they served constituents (and their feelings toward their work) by telling the stories of individual students that were exceptions to rules. The third significant story and legend was the reference to the merger of the technical and community college to create one campus.

The Student Affairs staff meet regularly to make department wide decisions and to share information. During each of these meetings that were observed by the researcher, the staff discussed the registration process for their students, the first example of stories and legends. The staff was divided on the best way to conduct registration. Student Affairs was attempting to revise the process. They are moving from “cattle call registration” to a more relational model of registration. Cattle call registration, also referred to by the staff as “arena

registration,” involves stations set-up around a large room where students are able to work through the registration process. The students work with a staff person to create their schedule and then move to another station to have a staff person input their schedule to the system. The new process would allow academic advisors to help the student select classes and input the students’ class schedule during a single session. Betsy is helping lead the staff towards buy-in to the new process, but explained that all of the staff are not “on board” with the idea because it is such a change from the system that has always been used. In frustration she sarcastically described her view of the irrational fear some staff have of moving to a system that would let academic advisors input student schedules:

We can’t trust a 12-month employee who has got a doctorate degree, who has been teaching here for 30 years, but we can trust Bonnie Sue who works halftime and she is a workstudy. It drives me crazy. Well, they don’t know how we can trust them [faculty academic advisors] to do that [to input schedules].

Arena registration versus a more personalized advising structure isn’t the only challenge in the process of inputting student schedules. Late registration was a reoccurring theme in staff meetings and research interviews. Robert, the career counselor and employee with over 30 years of experience at MCTCS, told a story of losing the late registration war:

After regular registration is over and when classes start, we might see a hundred people who walk in on the first day of classes wanting to start to school. That is a hard thing to process because everybody else is already doing their jobs and a hundred people want to register... I was in the room with more than fifty people waiting in line to sign up and there were only two or three of us acting as advisors. The second guy in was in military uniform. He waited his turn and when he approached me he said, ‘I don’t mean to be disrespectful sir, but it appears to me you are losing the war’.

Both students and staff recognize the problems with the current registration process. Multiple interviewees cited registration as a crisis of the organization. The crisis has grown over the years since the merger in 1997. Robert went on to explain, “it has been a hundred people wanting to come in and ten years ago it was thirty. The bigger we’ve grown, the bigger that problem has become.”

Second, the telling of individual student stories created an institution story and legend. These stories told by staff created the institutional legend of individualized service to students. While all of the stories and scenarios were not about the same student or situation, all of them carried the same unified message: Every student is different and brings their unique barriers that Student Affairs staff can help remove. The researcher noticed the removal of barriers was a point of pride for all of the staff and each had their own success stories with individual students. These stories appeared to act as motivation for the staff to work even harder to serve each student as a unique case.

A testing center staff told her story of a single parent who needed special attention:

A lady came in to take a test and she had her baby with her. We couldn’t let her take the test because she was in a group of other people. It was against policy. A member of the Student Affairs staff jumped in and took care of her baby while she took her test. So, I think we bent over backwards. I feel so sorry for single parents. So yeah, she took care of the baby and walked the baby for an hour, while this lady took her test, so that she could get into school.

A part-time member of the Student Affairs staff described a personal experience with the division. He recalled how easy the staff made his daughter’s

registration experience and how as an employee and a parent he was very impressed:

There are just a lot of people that help each little step of the way and it seems like the people on campus here are really particularly good about that. I remember, because I had daughters that went to school here. One of my daughters needed to have COMPASS test scores and it was just so streamlined. Here we were in registration line and they said, "well, she needs to take the COMPASS test" and so they zipped me out there and we came over here and it was just really fast and we went back to the line... They [Student Affairs staff] do work really well together.

The registration process emerged throughout the researcher's time with the organization as a disruptive part of the operation of Student Affairs. In contrast, stories of individualized attention during registration, like the one above, appear as success stories for the Student Affairs team. The MCTC student experience seemed to be more defined by positive interactions with staff rather than by their negative experience with seemingly inefficient processes.

Third, the last emergent theme within the construct of stories and legends was the description of the two unique parts of the intuition, the community college and the technical college. Over half of the staff referenced the campus culture as "up the hill" and "down the hill." Before the merger the community college campus was located geographically on the top of the hill and the technical school was located at the bottom of the hill. A road and parking lots divided the two campuses. "Up the hill and down the hill" language appeared to be used by staff to described not only the fusion of two very different cultures, but also the mindset that still exists on the campus:

The faculty up the hill have masters degrees, doctorates, and the people down the hill have not even two year degrees. They all wanted to be treated the same. They all want the same money and they all want the

same contracts. It's hard. Now, we still have a faculty down the hill that think the faculty up the hill don't do anything and vice-versa. The faculty down the hill say they teach like six or seven classes, but those six or seven classes were taught two [classes] at a time [with five to fifteen students]. They [community college faculty] are teaching 35 people in one class to give speeches. It's hugely different.

This staff member was describing the differences that existed in how the community college faculty and the technical school faculty perceived their work.

This example described how technical school faculty could be teaching two sections of a similar class during one time period. While they had fewer students they believed their workload to be more strenuous than that of the community college faculty.

During the interviews a theme of competition emerged of who was more valuable. Another staff described how she “felt like we were trying to mush an apple and an orange together...” The way the students “down the hill” were served prior to the merger continued to be a point of disagreement between staff as well. The staff that came from the technical school miss the direct contact they had with every student. The previous example describes the academic workload in terms of number of students served. Student Affairs staff, as a relevant example of the differences that divide their staff, described how a larger student population doesn't allow some of the processes that were normative in the technical school before merger.

A staff person who previously worked at the separate vocational school says this: “It was rewarding for me back then. I'm from the vocational side. I worked there for 20 years. I really got to know students when I was down the hill and I hate that I don't have that now.” The vocational staff, requesting to keep

paper files on all of the students, frustrates the newer staff and those from up the hill, the previous stand-alone community college. With fewer students the technical school was able to use different processes that, in their opinion, were more student focused and allowed for stronger relationships with staff. In the new system the two sides, up and down the hill, are asked to treat all students the same.

Symbols as a Window to Culture

The researcher coded two descriptors as symbols of the organization. The symbols were used to exemplify the organization's values, beliefs, and assumptions. While the previously described "up the hill" and "down the hill" could be an organizational symbol, this theme is an example of the researcher as instrument. The researcher believed the idea to be a better fit as a story of the organization. There is a unintentional symbolic reference, but the "up and down the hill" exists in the stories of staff and new staff experience the story as a legend of the organization.

The two symbols coded by the researcher are more specific and can be clearly defined as symbolic of the practices of the organization as opposed to a developing and ongoing story. The first symbol is used to describe a challenge of the staff to communicate with their student population. Mass mailings of paper letters became this symbol in the department. Each staff seemed to understand the challenge to communicate with students and used these letters as an example of how they dealt with the challenge. The observation of staff meetings and office interaction led the researcher to notice the mass mailings to students

to be referenced on a regular basis by staff. The specific informational content of the letters became secondary to the importance of the collaboration in developing and understanding the content of the letter. The letter emerged as a symbol of collaboration and open communication within Student Affairs. Matthew described his understanding of mass mailings:

Anytime we [offices within Student Affairs] do a mass mailing to students, we try to let each other know. Those students are going to show up anywhere and ask questions about what they got in the mail. So, it helps to know. It is crucial to how we serve students.

Letters were read and revised aloud in meetings. Staff discussed the content, the specific language, and the reading level at which the receiver would need to comprehend. Ultimately, it was important that messages were concisely written for the student and fully understood by the staff. There were multiple cases where the letter forced the staff to unify on a process decision. Letters concerning student registration were of key importance to the division during the researcher's time in the field.

Second was the symbolic analogy describing the Department of Student Affairs as "a bridge to success for students." Only one staff specifically described Student Affairs as a bridge at the institution however, multiple staff described the idea but did not use the imagery of a bridge. The researcher chose to accept the analogy as cultural construct based on repeated description of the division as the "unifier" and "middleman" for the institution. Elizabeth, an admissions advisor that had only been fulltime at the institution a little over a year, described the Student Affairs bridge in this way:

I think Student Affairs in general, but especially at MCTC, is all about networks, about being a bridge. And this is what I tell students, 'I don't know all the answers, but I am not going to laugh at your questions. If I don't know the answer I will find it out.' So, I don't think it's so much about knowing everything. It's about knowing who to talk to... It's about not burning bridges, because sooner or later, you're going to have to go those people to get the things that you need. We in Student Affairs are the bridges at MCTC.

The bridge descriptor was tested in the norms checklist survey to further validate the researcher as an instrument.

Space as a Window to Culture

A unique construct emerged during the research and was developed by the researcher. Some elements of space could fit into one of the inductive constructs of culture from Levine (2000). The researcher found the themes to be so prevalent within this Student Affairs context that a new construct of *space* was added for the presentation of the data. The physical space and the changes of physical space over time had a significant impact of the described experiences of both students and staff. Space seemed to be intentionally manipulated over time to create a desired experience and positively impact the culture of the organization.

The comments of five staff are presented in this section to describe their feelings and what they see as the impact of space on: their work, the student experience, and the existing culture at the institution.

Jenny, who describes herself as "still a newbie after 5 years" at the institution, works as an assistant in the office of admissions. Her experience working at MCTC has been primarily in the new Student Education Center. She spent only a few months "up the hill" in the old admissions office located in what

had been previously belonged to the community college. She described her understanding of the impact of the construction of the Student Education Center:

It seemed almost as if, until this building was built, it was almost like we were still split in a way. They were like, well the technical school is down there and the rest is up here. Whenever this building was built, it's like we were connected.

Jenny described the impact of the building as helpful in the shift from two separate organizations to one. She went on to describe the confusion the merger caused for older students in relation to how the new space made them feel. This admissions staff person explained that students who had past experience with the technical school would say things like, "I only want to go to the tech school." She explained to the researcher that it was hard for "older students that come in" to understand how the community college and technical school were now one organization with the same enrollment process. The new building, in her words, "feels more like a traditional university." The procedures of the technical school had been created with greater staff to student ratio than what was created newly formed consolidation. This had allowed staff to take more time with each individual student. The registration process was individualized.

Elizabeth, also a newbie to the institution, echoed much of what MCTC President, Dr. Smith described as her vision for the building. Dr. Smith described a place where "students wouldn't get the runaround." Elizabeth shared an analogy that she uses to help students understand the services that are present in the single-hallway building:

I tell students this building is like a strip mall. And usually I will relate to girls saying, “if you go to a prom, you go here to get your nails done and you go next door to get your hair done, and then you get your dress and your shoes. So it is like that... admission, then records, then counseling. It is set-up like a one-stop shop.” We no longer have to send students all over campus to different buildings to “get ready” to be a student.

The impact on the student experience was Elizabeth’s primary focus when describing the impact of the space. She did also explain that she was happy to have a “new office with matching furniture and a door.”

Josh, the registrar at MCTC, has worked for a Kentucky Community College in some capacity his entire career. He has been at Middleville Community College in some capacity for the past ten years. He described features of the building that make it both convenient for staff and students.

We have both front doors that the students and the community use and then we have our backdoors that allow us to handle our office work by going to other offices. We can go down the back hallway and directly into other offices. We’re not having to go through [the student entrances] and the students don’t get the impression we are cutting in front of them to handle situations.

Josh went on to describe at length how the proximity of the offices to one another increased the effectiveness of staff working together. He also described the ease in helping a student get where they need to be. Students will not get told “go outside, past two buildings, around a statue, up the steps to this office.” He described students can be told, “walk to the next door down the hallway.” Staff members, if necessary, are able to quickly walk students over to the staff they need to meet with.

Lauren, a 1two-year member of the financial aid staff, described the new space as a blessing. Lauren had spent a great deal of time helping students

understand the process of financial aid. The financial aid process can be confusing for any student, but Lauren described some of the experiences she has had with the student population at MCTC. The students were not always comfortable sharing their stories in the open setting of the financial aid office that existed before the new Student Education Center was built:

The new Student Affairs complex has been a blessing. It gives students the opportunity to come behind closed doors, explain their family situation, and get any kind of encouragement they need. They don't want to explain in front of everybody. It has made it so much better for everybody. There is more room, [it is] handicap accessible, there is more area for wheelchairs, for strollers. All of that is a lot better than our previous space.

Lauren explained that her mood is different in the new space. She feels more equipped to effectively do her job. The space has allowed her to “feel comfortable discussing some of the student's situation, their financial aid details.”

Lauren had been a successful student at Middleville who is pleased with the educational experience she had. She feels confident that she is able to give students an even better experience than she had because of the new building.

Betsy, with her near 30-years experience at Middleville Community College, said this of the new building:

I think that it [the Student Education Center] solidified that we are one because before, most of Student Affairs was up the hill. We called the two [Community and Technical] up the hill and down the hill.

The researcher coded “up the hill and down the hill” as a story and legend of the institution. “Up and down the hill” references more than space, and when referenced by staff it consistently described a long oral history of two unique organizations' feelings toward one another. Betsy described the impact the new building had on these feelings. “It solidified that we are one” was a summation for

the researcher. The phrase linked cultural elements and strategic planning into progress toward positive change in the organization's culture. Delineating the construct of space allows it to be evaluated in relation to other constructs of cultures.

System Level Leadership

The final interview of the research was scheduled with Dr. McCall, the 14 year president of the KCTCS system. Dr. McCall was appointed in December 1998, more than a year after House Bill One of 1997 was passed in Kentucky's General Assembly. He has over 40-years of experience with community and technical colleges and is known for his team-oriented management. He described his job as president, "My role is as Chief Executive Officer of our system [KCTCS] of 16 colleges across the state, so we are in a policy role to govern and manage these 16 colleges to serve the needs of Kentucky."

During the two-hour interview with President McCall in his office, located in the KCTCS central office in Versailles, Kentucky, the researcher explored strategies, feelings and observations of the system's leader. The researcher was able to draw questions and insight from his time at Middleville Community and Technical College. Probing questions were asked in relation to previously emergent themes in the data and specific references were made to the MCTC campus. The following section presents the data collected from Dr. McCall's interview, researcher observation while at the central KCTCS office, and documents collected from the leader. This section will also reference the local leadership data and the Student Affairs department data to support and

Table 7**Emergent Themes of Culture from the Perceptions of the KCTCS President**

Window to Culture	Emergent Themes
Leadership:	<ul style="list-style-type: none">▪ The current system president has a strong focus on strategic planning and believes that every decision should be grounded in the institutional mission▪ The current system president recognizes the greatest challenge of his position has been managing the relationships between the community colleges and technical schools
Norms & Practices:	<ul style="list-style-type: none">▪ The term consolidation is still used to describe the expectation of the formerly separate sides of the institution to become one in relation to services and programs▪ Student Affairs was of key importance in offering associated services described by House Bill 1 (HB1)▪ The reporting of data and processing of student information remains as a division between the community college and technical sides of the institution
Stories & Legends:	<ul style="list-style-type: none">▪ The previous relationship with University of Kentucky was a fallback option for the newly formed institution, all the while the goal was to have a community and technical college system independent from the state's flagship institution▪ The community colleges were accredited by SACS prior to the consolidation and the technical schools were not▪ Prior to the consolidation community colleges and technical schools were not expected to, and often did not, communicate with one another
Symbols:	<ul style="list-style-type: none">▪ The goal of consolidation was to be the "best of the best" community and technical college system▪ The KCTCS was created to "improve the quality of life for Kentuckians"▪ The central office of KCTCS is symbolic of the independent system that was created by HB1
Space:	<ul style="list-style-type: none">▪ The central office for KCTCS brought the staff of KCTCS together under one roof▪ Developing new buildings on campuses was used to unify and integrate staff, service and programs of the previously separate community and technical colleges

triangulate the findings. Table 7 summarizes the emergent cultural themes from this section.

Leadership as a Window to Culture

Being that Dr. McCall is the first and the current president of the Kentucky Community and Technical College System, the construct of leadership reflects his views and understanding of the organization. This section describes his values and beliefs in relation to his leadership role as well as specific challenges he has faced that have defined the way he has interacted with the colleges in the system.

Dr. McCall was introduced as the founding president of KCTCS in December of 1998. He described what he felt his job to be when he began:

My job as a founding president was to implement the change. [It was] clearly understood from the Board of Regents that my job was [about leading] change; I was a change agent. So it wasn't anything other than that. I made no bones about it, and they [the Board of Regents] said you make it happen and we'll work with you. So, candidly – the legislation was written, so my job was to implement and interpret the legislation.

The knowledge that he brought from past experiences with community and technical colleges guided his leadership in those first years. The unique position he faced as the first leader of the organization conflicted with his personal views on the strategic planning process. He described the impact of legislation on his leadership:

I am a strong believer in strategic planning, and so as part of strategic planning you've got to have your vision, and then, "what is your mission?" Now, what we built on was the unusual piece in House Bill One. The mission was actually laid out in legislation... I don't know of anywhere else in the country where the mission itself was laid out [by legislation].

As a “strong believer in strategic planning” the new KCTCS president had to work backwards creating buy-in from the previously separate 28 institutions that were now 16 consolidated institutions existing within one statewide system.

While the institutional mission provided by legislation was a challenge and there was pushback from individuals within the institutions throughout the state, Dr. McCall found strength in the not having to generate initial buy-in from individual institutions. He said, “the legislation was beautiful for me, because I didn’t have to go and say, what is our mission? I said, here it is, right now.” In the state there was not an option of creating a new institutional mission. He explained, “the only question on the table was ‘how are we going to do that [implement the mission]?’”

Initially there were 16 districts created under House Bill One that were intended to be the precursor to the 16 colleges. He described this as his greatest challenge and this was where buy-in had to be created. He said, “we used the word consolidation very clearly in relation to functions, services, and programs of our colleges.” The districts were asked to consolidate what had been two or more business offices, admissions centers, and other functional areas of the institutions in each district. He described the process as “community driven” and “not mandated on a time dilemma.” Institutions were asked to work together to decide how they wanted to make the consolidation happen.

As the system president, Dr. McCall recognizes his greatest challenge has been managing the relationships between the community colleges and technical schools:

We had colleges [created out of consolidation] that were a technical school and a community college that– well in some cases they were separated by road and they never crossed that one path. They just never interacted with one another. You could literally see the differences. Some were maintained well, some were not, they would be next door to one another. There were visible differences and invisible differences that existed.

Dr. McCall's description of the created colleges is still playing out within the norms and practices that have emerged within the MCTC campus. Opposing views toward student registration and record keeping are still discussed within the institution. The strategic decision of Dr. McCall's leadership allowed the newly created colleges to figure out what would be the best outcomes for process and personnel.

Norms & Practices as a Window to Culture

Norms and practices are preferred actions within an organization (Hofstede, 1990). In the case of the colleges within KCTCS many of these norms and practices are mashed-up versions of what existed within the community colleges and technical schools before the consolidation. Dr. McCall's interview offered insight into how these new norms and practices were created. In addition, there is a greater understanding of "how things are done" within the KCTCS system.

In reference to the creation of KCTCS, Dr. McCall drew attention to the term *consolidation* to describe the expectation created for the formerly separate

institutions to become one in relation to services and programs. The competitive relationship between the community college and technical schools sides displayed itself very early to Dr. McCall:

When I brought all 28 CEOs together you would see, just like they had their own church seat, they sat in 1 place. It was technical versus community colleges... As I went to the technical colleges there was this fear that I was going to turn them into community colleges. They said, "I don't want to deal with those academics." And when I went to community college, oh, "you're going to turn us into those god awful technical schools."

Dr. McCall was challenged to create a consolidated system that clearly valued both the previously existing institutions. He had to bring these sides together to function. He went on to explain:

So, there was a fear that I was going to turn one into the other. I explained to them and tried to encourage them, "we are not going to do that. Matter of fact we are creating what's best for Kentucky."

One of the primary gains of the consolidation would be more comprehensive and consistent student support services. The previously separate sides of the institution had to come together to develop the consolidated processes. Student Affairs was of key importance in offering the associated services described by House Bill One. Dr. McCall explained what wasn't clearly defined within the legislation:

Students Affairs is critical because in order for us to... provide student services, they do it all. They are absolutely incredible. We had to flesh out what associated services were... associated services were all the services that we provide to our students, the financial aid, counseling, guidance, registration... those were all together under student services. It was a critical element.

Dr. McCall further described a specific example of how the community college and technical schools had to consolidate their process in terms of student services:

It was a real challenge. Think about it. How did they counsel [students] in the technical schools and how did they counsel [students] over in the community colleges? It's still a challenge today. We have taken it on and we are going to [continue] under our new vision. We are looking ahead towards student services being a critical component of what we do.

President McCall described the foundational reason for why the researcher focused this research within a Student Affairs division. Student Affairs provided much of the consolidated services provided by a community and technical school.

Not all of the decisions for process within the state system have been left up to the colleges to figure out. While some pieces of the student registration process remain from both sides, Dr. McCall and his team made the decision early in the process to adopt a unified electronic data collection system. As a "data driven person," Dr. McCall noticed they "had no substantive data" on the students within the colleges. He went on to describe:

Tongue in cheek I say the data was a legal pad and a number two yellow pencil. I remember the first time I asked what our enrollment was. It was like pulling our teeth and I mean it was terrible. In the meantime, one of the very first decisions made was to consolidate and put in together a data collection system. My position was we can't make any decision without the data, and the data has got to be data that has integrity.

Returning to observations made at MCTC, technical college staff remain unhappy with getting rid of the paper system they had used previously. The reason technical staff gave for liking the system more was the "closeness with students." The issue of accurate and comprehensive data was not of

consequence. The paper system is viewed by those previously associated with the community college as cumbersome and ineffective with the number of students they are now asked to keep track of. A product of a unified system was increased efficiency and stronger statewide data that could be used to make decisions. Dr. McCall described his stance on the use of the online system:

I said, "I don't care quite honestly what was over here and what was over here. As time moves on, our database is going to be PeopleSoft and it's only as good as what we put into it." The data was very, very important for us to be able to drive this.

Stories & Legends as a Window to Culture

Stories and legends represent those stories, people and organizations that are continually referenced to describe an organization (Levin, 2000). Dr. McCall's interview supported the stories that were told by staff at MCTC. The community colleges' relationship with the University of Kentucky remained a prominent piece of the data. The differences that exist between the previously independent community colleges and technical schools were also described with descriptive, conflict filled stories.

Dr. McCall's introductory experience with the University of Kentucky was rooted in the language of House Bill One. He described the relationship to the University of Kentucky was "a fallback plan" for the newly formed institution had the consolidation not been able to be successful. He describe that the goal was to have a community and technical college system independent from the state's flagship institution:

There were a lot of tiebacks to the University Kentucky because there was a lot of concern about whether or not is this new institution [would work], and I think they [legislators] had the idea that if it didn't work then

there was a fallback position to go back to where it was. It was passed, I think with some skepticism, but also enthusiasm.

While the staff at MCTC described the separation from the University of Kentucky as unwanted by those associated with the community college side of the organization, the decision was viewed as one that would allow the institutions to better serve the state in terms of workforce and transfer education. President McCall described how the legislature viewed the decision:

The need [existed] that in order to serve the business stream [the state had to] connect the workforce and the community college. They [community and technical] didn't even talk to one another previously... It was the task to bring together those 28 institutions and create a master plan on how we could best serve the state utilizing the facilities that we had, the colleges that we had, and the people we had.

The community colleges didn't like losing prestige that was associated with the University of Kentucky and the technical schools were reluctant to accept the more academic feel of a combined institution. The community colleges were accredited prior to the consolidation and the technical schools were not. The newly formed organization would be fully accredited. Technical credits could be applied to transfer and toward community college degrees. These were major shifts in what had existed previously.

Symbols as a Window to Culture

Symbols are specific words, gestures, pictures, or objects that are used to describe the organization (Levine, 2000). As the founding president of a newly formed state system Dr. McCall was charged with unifying and rallying the 16 colleges within the system. The language that he used to describe the broad goals of KCTCS was intentional and was repeated throughout the

researchers time with him. Dr. McCall explained how he has used the language over the past 14 years to emphasize to KCTCS faculty and staff how important they were to the process.

The goal of consolidation was to be the “best of the best” community and technical college system in the nation. This is the message he laid out when asked by the researcher to explain how he approached the division that existed between the community colleges and technical schools:

There was fear that I was going to turn one into the other and as I explained to them and tried to encourage them, we’re not going to do that. [I’d say] “Matter a fact we are doing what is best for Kentucky. We are going to take the best of the best and create a comprehensive community and technical college.” It is not an either or.

The Kentucky Community and Technical College System was created to “improve the quality of life for Kentuckians.” Dr. McCall used this language straight from the preamble of House Bill One:

This was our mission and the preamble to it was to improve the quality of life [of Kentuckians]. The educational systems... should be equal to the standard of the rest of the country. We knew we were down and we need to bring the quality of life and standard of living up in the educational offerings we had.

The language was extremely important to Dr. McCall as he described the intent of the consolidation and the now functioning 16 colleges in the system. The language, he said was linked to and driven by the institutional mission: “I drive it on the mission. Everything we do is mission, mission, mission.”

The central office of KCTCS is symbolic of the independent system that was created by House Bill One. It was several years in the making and a great deal of planning and strategy went in to developing the space. The leadership

of KCTCS realized that the building would become a symbol for the institution. The funding, timing, and placement of the central office were critical in the final decisions in bringing all of the central offices staff together in one building. The fear described by Dr. McCall was creating a perception that the central office was getting a new building, while there were “colleges that wanted new instructional space and new lab space which they needed.” Dr. McCall explained how he felt compelled to manage the internal process and external perceptions:

The governor didn’t want the central office right in the middle of the University of Kentucky campus. He didn’t want it in Frankfort at all. He said Frankfort is the sign of a state government agency. I agreed with it, even though in most states the central office is in the capital. I started really looking around for space and this building [in Versailles, Kentucky] was vacated.

He went on to describe the funding and development of the building. He described the excitement of the small central Kentucky community to have KCTCS in their town and for a previously vacant, large building to be reinvented:

It was a manufacturing facility. I worked with the city government and the mayor. Texas Instrument donated the building, then the city spun off what they call a public partnership corporation. It was a self-funded project that was backed by the city then ultimately through the state. We entered into a long-term lease purchase. We cobbled together all of our leases that we were paying together and financed \$6.3 million to renovate this building. We gutted it from one end to the other, and this is what we have as a result of it. There was a 20-year lease purchase. At the end of the lease we will purchase it for a dollar.

The community and business partnerships created even greater external buy-in for KCTCS and the development was perceived as a wise investment and low-cost by those who were within the 16 colleges. He said, we “converted a manufacturing facility nobody in their right mind would want. The city loves us

and we have over 200 good paying jobs. It is a win for a city, a win for me, and a win for the system.”

Space as a Window to Culture

The development of space and time as a construct allowed the researcher to further explore the impact of changing physical space and perceptions over time. As with any attempt to describe cultural elements, there can be clear overlap of descriptors and even of the perceptions. Dr. McCall’s use of the central office as a symbol of the development of the new KCTCS goes beyond the researcher’s observation of space.

In this case the central office building can be both an intentional symbol and an example of the impact of space on culture. For a new employee joining the staff in the central office the building creates context for how they understand the organization. The symbolism is of secondary importance to the building’s immediate impact on their perception of the organization and the way they work. Employees who were with the system before they moved their office have their own perspective of how the building has impacted the institution.

Dr. McCall mentioned space and the development of buildings repeatedly. Emphasizing the importance of space by clasping his hands together he said, “buildings are a sign of growth and progress.” He again merged the construct of symbols and space. He directly referenced the building developed in the middle of the MCTC campus and the intended impact:

She [MCTC President, Dr. Smith] saw the need to literally physically connect those two campuses. She did that with the first building that she acquired and she knew that her last piece was to bring together the student services in one building. That was the final bridge from one

college to the other. I think it's a model. It's a strong message when you are walking in. It's focused on students.

Dr. McCall uses the symbolic language of a bridge. Student Affairs staff also used this symbolic language to describe their work at MCTC. The building was used to unify and integrate staff, service, and programs of the previously separate community and technical colleges.

Norms Checklist Validation Method

Eleven norms emerged from the research data and were agreed upon by two focus groups made up of Student Affairs staff selected by the researcher using criteria sampling. During interviews with Student Affairs staff members the researcher selected participants based on their ability to communicate ideas clearly, their understanding of cultural norms, and their cooperation during individual interviews. The focus groups were structured as informal conversations. The staff members were presented with an initial set of cultural norms and were asked to share their perceptions of the norms list. The researcher took notes seeking consensus agreement on each norm. The final list of norms was turned into a survey sent to twenty staff within the department of Student Affairs. The Dean of Students sent the survey electronically and responses were collected anonymously. A response rate of 75% makes up this data set. Table 8 displays the treatment of the data as replicated from the past culture research of Keedy and Simpson (2002).

Table 8

Norm Checklist Statistical Treatment of Data

<i>Norm Checklist Statistical Treatment</i>				
# of Staff	# of Norms	SRR ^a	SAR ^b	PNA ^c
20	11	75	76	73

^a **Staff Response Rate:** Total of actual staff responses (aN) divided by the total of possible responses (N).

^b **Staff Agreement Rate:** Total positive staff responses (pN) divided by total actual responses (aN).

^c **Percent of Norms Agreed Upon:** Norms agreed upon (aX) by at least 70% of the departments respondents (aX/X).

Adapted from: Keedy & Simpson (2002) p. 17

Seventy percent of the norms were agreed upon by at least 73% of the staff that responded. Table 9 displays each norm from the checklist and the actual response from the Student Affairs staff survey. Staff were able to respond with *agree*, *disagree*, or *unsure* to each norm.

Of the 11 norms in the checklist eight (70%) were agreed upon by at least 73% of those responding to the survey. These eight norms can be considered significantly agreed upon by the organization. Three of the norms in the list were agreed upon by 100% of Student Affairs staff responding. All three were related to staff perceptions of their impact on the student experience. The responding staff all agreed their department could be described as a “bridge to

student success,” that their job makes a difference for students, and that their day-to-day work is often guided by the needs of students.

The majority of staff agreed (87%) that the Student Education Center has had a positive impact on the daily work of the Student Affairs staff. There were no staff who disagreed with this norm. A staff responded *unsure* to the norm in the survey noted they had not worked at institution prior to the construction of the facility. Their ability to judge to impact of the facility on the work of the Student Affairs was limited by their time at the institution.

Two norms referenced the division between the community and technical sides of the institution. For each norm just under half of the responding Student Affairs staff responded in agreement. The use of “up the hill” and “down the hill” was only agreed upon by 40% of respondents. This may reflect the positive change toward consolidation that has occurred in the organizational culture since the merger of the two sides of the institution.

The least agree upon norm in the list focused on the decision making process for procedural decisions about the student registration process. Of the responding staff members only 20% agreed that registration decisions were hard to make for fear of isolation students who may struggle with technology or other related issues. The majority of staff (67%) disagreed that this was true for the organization. The researcher recognizes that the conflict may not be a norm, but rather a significant occurrence during the on-site data collection. The norm survey was sent nearly six-months after the researcher initial data

Table 9**Norms Checklist Individual Results**

Norm (percentage agreed upon)	Agree	Disagree	Unsure
Up the hill and down the hill is still used to describe the relationship between the community and technical sides of MCTC. (40)	6	7	2
The building of the Student Education Center has helped in the process of unifying the community college and technical sides of the institution. (87)	13	2	0
The Student Education Center has helped create a better student experience. (93)	14	1	0
Procedural decisions for student registration and advising are often hard to make because there is fear of isolating students who may struggle with technology or other related issues. (20)	3	10	2
Because our department helps students navigate the university experience I could describe Student Affairs at MCTC as a "bridge to student success." (100)	15	0	0
The KCTCS mission can best be described as <i>student focused</i> . (87)	13	2	0
The Student Education Center has had a positive impact on the daily work of Student Affairs staff. (87)	13	0	2
I believe my job makes a difference for students. (100)	15	0	0
Staff within Student Affairs often describe the staff environment as a family . (73)	11	2	2
Our day-to-day work is often guided by the needs of students in our offices. (100)	15	0	0
Staff often are still identified as from the community college or technical side. (47)	7	8	0

collection. This time frame allowed for the norms list to be tested for endurance over a short period of time. The researcher may have also over simplified the context for the registration decision-making process.

Mission Understanding and Communication

The interpretation and understanding of institutional mission by those within the organization moves the formal institutional mission from words on a page into the life of the organization (Morphew, 2006). The degree to which those in the organization understand the institutional mission can impact decision-making and the culture that exists within. The importance placed on institutional mission at various levels of the organization further impacts the way in which the mission is used and understood by the organization.

The following sections describe institutional mission understanding within the organization as it relates the decision making process for policies and procedures thus addressing research question 3: How has the institution's leadership used the institutional mission to impact the development of procedures and/or strategies to impact the culture within Student Affairs? In answering this question greater attention is given to how the institutional mission has been used and communicated. While the content of the institutional mission is important, less emphasis is placed on the mission itself and focus is given to the meaning made from the mission. The researcher probed for the usage of the institutional mission and the work being done to incorporate it into the organization.

KCTCS President

Dr. McCall, the system president and CEO, had a clear stance of his view of the institutional mission and how it should be used. He said, "If it is not in our

mission don't do it. It just got simple." He described consultants who had worked with the system and were impressed by how the leadership was "wrapping everything around our [the KCTCS] mission."

Dr. McCall described the difficulty in communicating the institutional mission that had been adopted for the institution by the state legislature in 1997 House Bill One. He said of this mission, "People couldn't remember it... we need to move toward a mission that values and protects what it is." His frustration with the institutional mission had not been the lack of clarity, but rather, the complexity of the wording that seemed inaccessible past the higher levels of leadership. He continued by describing the process of mission review that began in 2010:

I think we [KCTCS] had the credibility to wordsmith it [the mission]. Not change it [the mission], but interpret it in a way that was more understandable. In 2010 we were able to do the collaborative process of mission planning. It was very clear people within KCTCS felt we had a long mission statement and we said, 'you're right, how can we change it to better understand the meaning?'

Dr. McCall describe the process of mission and strategic planning as "a very strong collaborative process" that included every institution that is part of the system. The goal was to challenge the members of the organization to reflect on the meaning within the current institutional mission and move it to a place that is more understandable. The result was the development of three focus areas for the institution he described in this way:

The first part is very similar to what is always was, but then it moves into three very clear areas. What I now call the three buckets of what we do. We provide regular community college education [associates degrees], we provide workforce education, and we provide transfer education. Everything we do ultimately falls into one of these those three buckets. If I had done that [interpreted the mission collaboratively] in 2000 I would have gotten so much kickback. I knew I couldn't do that.

Appreciative inquiry was described by Dr. McCall as his way of sharing the institutional mission with campus level leadership and constituents of KCTCS. He said the appreciative inquiry process allowed him to show value for opinions of faculty and staff in the system. Cooperrider and Whitney (2001) described appreciative inquiry (AI) process:

Appreciative Inquiry is about the co-evolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives 'life' to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential.

Using the positive questioning and conversation technique he "engaged a lot of people." He used this appreciative inquiry method to create buy-in and conversation across the state as he visited each of the 16 campuses.

Dr. McCall continued by describing his perspective of making change slowly over time and asking, "can they [KCTCS campuses] take on anymore change?" He explains the need for campuses to put the changes into measurable increments. This feeds his scientific background as a physicist and allows the system to measure and gage successes during the change process.

Campus Leadership

Dr. Smith made no differentiation between the system mission and the institutional mission of MCTC. She described initial interaction with KCTCS faculty and staff concerning the new institutional mission was "strange." Her interactions were strange because she was accustomed to a culture built around a comprehensive institutional mission that included both technical and general

education. Many in the organization could not understand how this could be effective. She was hired shortly after the consolidation and had only had experience with comprehensive community colleges that provided both workforce and traditional college education. She described:

When the missions merged, this was similar to all the missions I am accustomed to working with because my experiences have all been at comprehensive community colleges. It was difficult for native Kentuckians to see that those two could go together because they had been separate for so long; the associates degrees, the workforce education, and certified programs. They had been split down the middle as two separate missions for so long.

Dr. Smith's past experience with comprehensive community college missions framed her views of how the college could work with an institutional mission that was not singularly focused. The consolidation of the two institutions to create MCTC presented a conflict. She continued to describe how the community college responded to the more comprehensive institutional mission:

When the consolidation took place there was a lot of emphasis on workforce development and technical programs. That presented a little bit of a clash for some of the old board who had been here forever and were accustomed to transfer [education] as the primary mission of the college.

The MCTC president described that the 15 year-old institution has been through three strategic planning processes. Each time, she described, "we always go through the mission and vision of the institution." The institutional mission is used to refocus strategic goals and create new ones. She now believes that those within the institution have accepted the comprehensive mission that includes different ways of providing education. She describes that, at the system level, KCTCS began by focusing on workforce education. In more recent years the system has focused strategically on transfer education. She

believed the alternating system focus between workforce and transfer education has helped with the adoption of the comprehensive mission.

Dr. Smith and Dean Daily agreed that the mission of MCTC is in Dr. Smith's words "nearly identical" with the institutional mission of KCTCS. Dean Daily describes that the institutional mission guides him in departmental decision making. He explained, "I think it is important to have a mission statement so that I know where we [MCTC] want to go. That's the value of a mission statement." He explained that institutional mission may not help him know how to manage his staff on a day-to-day basis, but it does help him know where to focus effort. He used the example of transfer education as an area of focus for his staff.

Dr. Daily's matter-of-fact view highlighted how he believes others in the institution feel about the institutional mission's usefulness: "I think some people will tell you it's the driving force and that's it is the reason we are here... and that we follow it to a tee." He believes it is most important for his staff to understand:

that students need our help and that everyone who walks in that door is trying to change their life situation for the better. If we can help them do that, then all the economic development that the state wants us to do will happen.

Student Affairs Department

The understanding and perception of the institution's mission within Student Affairs was consistent throughout the interviews with staff. When asked to describe the mission of KCTCS, Student Affairs staff communicated three key ideas: open access, removing barriers, and student driven. These fit clearly within the values found in the KCTCS mission statement (Appendix I). The system is focused strategically on flexible delivery, responsiveness to students

and access. While the majority of staff were able to describe these ideas as foundational to their work, the staff placed low value on this institutional mission as it related to their day-to-day work. A financial aide staff said, “I don’t think mission statements are all that important. I don’t think I’d be the only one to say that.” An admissions staff member described, “ I think the individual people make the culture far more than the statement.” The staff member felt that Dean Daily created a “good dynamic” for the work being done within Student Affairs. This staff member went on to say that she felt a mission statement “is a blanket, generic statement that gets put on the website for people to read that makes us sound important.”

Director level staff within Student Affairs at MCTC made reference to the annual performance planning and evaluation process. The process is guided by the KCTCS Performance Planning and Evaluation Form. The form was shared with the researcher by the staff. The form began with a statement that described, “all individual performance goals are in support of KCTCS and college strategic plans.” Following this statement are the vision, values, and mission of the institution. The directors described the process as essential for the accreditation process and for reporting. One director level said this of the process, “I don’t feel like that is what drives us.” This staff showed some hesitation in sharing that she was late in finishing the form to turn into Dean Daily. This process was tightly connected to the institutional mission, but a great deal of time or focus was not placed on completion of these by staff.

The staff below the director level within Student Affairs referenced the institutional mission as “showing up from time to time” and “it is hanging in our office.” The perceptions of the significance of institutional mission appeared to lessen down the organizational chart, while the institutional mission was consistently described using the key phrases of open access, removing barriers, and student driven. While the Student Affairs staff may not value the language of the institutional mission, this mission is reflected very clearly in their work and decision-making. Staff members do not value their need to communicate the written institutional mission statement, but have a strong connection to the concepts that are embodied within the KCTCS mission.

CHAPTER V

IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

Introduction

Chapter five presents a discussion of this study including a short summary of the research, a review of major findings, and key connections to the literature. The chapter continues by addressing implications for practice and recommendations for future research. The researcher concludes by revisiting the perceived connections that exist between mission and culture at the three organizational levels addressed in this study by referencing to the research model presented early in chapter two.

Summary of the Study

A good mission statement captures an organization's unique and enduring reason for being, and energizes stakeholders to pursue common goals. It also enables a focused allocation of organizational resources because it compels a firm to address some tough questions: What is our business? Why do we exist? What are we trying to accomplish? (Bart, 1998, p. 68)

The Southern Association of Colleges and Schools recognizes institutional mission as foundational to the process of institutional enhancement (2009). For accreditation an institution's mission should be both updated regularly and communicated to constituents.

The excerpt from Bart's (1998) article on the importance of mission does not describe the consensus of those within our institutions of higher education in the United States. While those in upper level administration work closely with the institutional mission and strategic plan, working in higher education for more than ten years has allowed the researcher to experience the divide between those within institutions who believe in the necessity of the formal institutional mission statement and those who feel that it serves no functional purpose. This research study suggests that staff at the bottom of an institution's organizational chart may connect with the organization's mission or purpose, but they may not feel invested in the formal or written institutional mission.

Past research reflects both sides of the mission statement debate. Are mission statements vital to the growth of organizations or are they simply aspiration, feel-good slogans? The debate will likely continue within research. For institutions of higher education the fact remains that institutional mission and the planning of strategic goals are key to gaining accreditation. The connection to the accreditation process implies that institutions clearly connecting their mission to strategy are more aligned to serve students effectively. Best practice studies and benchmarking of community colleges suggest that institutions that have missions that permeate practice and align with the culture are more effective (Fjortoft & Smart, 1994; Mancuso, 2001).

Research questions. This study explored the culture present within a Student Affairs division within the Kentucky Community and Technical College System through the lens of institutional mission implementation. The researcher

examined the relationship between the existing culture within the division and the institutional mission. Qualitative case study methodology was used to conduct this research study. The researcher created a three level framework to organize the research that included multiple sources of data collection within a rich context.

The research questions aimed below the surface level understandings of culture and mission. Ten years after the creation of the Kentucky Community and Technical College System, this organizational analysis examined the culture that now exists within the created institution this is working within an institutional mission adopted by the Kentucky General Assembly. The research addressed the following questions:

RQ1) What is the perceived relationship of institutional mission and culture by the institution's leadership regarding Student Affairs at the following levels:

- g) system level leadership (system president)?
- h) campus leadership (campus president and dean of Student Affairs)?
- i) Student Affairs division (Student Affairs staff)?

RQ2) How has the institution's leadership used the institutional mission to impact the development of procedures and/or strategies to impact the culture within the Student Affairs division?

RQ3) To what extent does the culture of the Student Affairs department support with the institutional mission?

Data were collected through two weeks of field observation, document collection, and interviews that included 20 Student Affairs staff, two institutional leaders, and the system president. Because culture is created over time and preexisting in the organization the researcher used the interviews as the grounding data source. Observation and document collection were used to support and further develop emerging themes during the coding of data.

Discussion

This primary focus of this study was to draw connections more clearly between the use of institutional mission and the creation of culture within the context of a community college system. Fjortoft and Smart (1994) found that strong agreement of mission and culture exists in more effective colleges. Hofstede (1990) described that culture “is holistic, historically determined, related to anthropological concepts, socially constructed, and difficult to change.” While it has been determined that alignment of institutional mission and culture creates a better institution, to measure this concept is difficult. There are few existing research studies that explore the support of culture for institutional mission in higher education.

The following section explores how the culture may support the mission of Kentucky Community and Technical College System (KCTCS) through a qualitative data set. The researcher connects past research to the findings of this study.

Culture Support for Mission

Past research cites culture as an important area in which institutional mission can be used to make an impact on organizational functions (Kelm, Sandderson, & Luffman, 1991). The primary context of which this study focused was the Department of Student Affairs at Middleville Community and Technical College. The context for the existing culture of the department was extended beyond the department's perspective to include interviews of Middleville's campus president and the President of KCTCS. The following sections discuss the researcher's analysis of cultural support as presented by the data.

Understanding the support of institutional culture for mission requires differentiation between the formal or written institutional mission of the institution and the inherent or understood mission of the institution. The researcher defined *institutional mission* for this study as "the combined formal *mission*, *vision*, and *strategic goals* of the institution." Also existing is the inherent or understood mission of the institution. For clarity, the term *inherent mission* will be defined separately as the mission that is perceived by staff as characteristic of the institution but may not be clearly connected to the institution's formal written mission. The inherent mission of the institution is imbedded in the beliefs and assumptions of those within the institution. The formal written mission will continue to be referenced as institutional mission.

The alignment of the institutional mission and inherent mission helps describe the support present between culture and the formal mission. At Middleville Community and Technical College staff were able to articulate an

inherent mission of the institution that fit within the formal institutional mission. They were less able to describe or reference the formal institutional mission. In some cases staff displayed resistance and anxiety when talking about the institutional mission. While these two were in support of one another, staff did not necessarily see value in the institutional mission. A paradox existed between the deep, heartfelt investment in the inherent mission and the disconnect staff felt with the institutional mission. The following sections explore the use of institutional mission within the three levels of the institution explored in this research.

System Use of the Institutional Mission

The use and integration of institutional mission is of very high importance to the president of the Kentucky Community and Technical College System. The intentionality of aligning the institutional mission with his actions may be what has allowed the president of KCTCS, Dr. McCall, to remain in leadership for more than 10 years. Schein (1985) described the need for leaders to assist the organization in applying new cultural assumptions and letting go of existing assumptions. Often through a highly turbulent change process the change agent is unable to manage a successful reworking of the culture in turn causing their actions to be viewed as the reason for unwanted change.

Strategically valuing the mission. Dr. McCall explained his strategy in gaining trust from the newly formed KCTCS institutions by investing in infrastructure on the campuses rather than focusing on building a new central office early in the change process. This decision displayed campus-focused

value to the newly developing KCTCS system-wide culture. The President wanted to reinforce that the system was interested in creating better learning environments for students and was aware of the need to create better facilities to house student services. This research study focused only on MCTC and can only draw conclusions as it relates to one institution in within KCTCS. Dr. McCall recognized that buildings were also a sign of “growth and progress” for campuses. He wanted this progress to be visible on the system’s campuses and did not want to create the perception that the central office was getting a new space at the expense of creating new much-needed, more functional spaces on campuses.

Dr. McCall described the need for the development of a central office for KCTCS. He recognized that the building of a new facility for the central office might cause campus constituents from the system’s colleges around the state to feel that the leadership was only focused on their own needs and not the needs of the individual campuses and KCTCS students. Feldner (2006) found that university employees were less likely to have buy-in to institutional mission when they saw that institutional leaders “did not live” the mission of the institution. Dr. McCall attempted to create an authentic leadership identity by making decisions that deeply and directly supported the student-focused mission of KCTCS. The central office building of KCTCS is used only for administrative purposes and is not connected to or in close proximity to any of the system’s campuses. Dr. McCall explained that the central administration building should not be connected to any of the system’s colleges. This would cause a perception that the campus

was more important to the system. McCall said he had been in a system that had the central office on a campus and “other colleges feel like you give favoritism to the local college.” He intended to intentionally manage the perception that the development of the central office was of greater importance than the development of campus-focused spaces for the system’s colleges.

President McCall’s use of appreciative inquiry to allow KCTCS campus constituents be heard and show value to their opinions is supported by the research of Klemm, Sanderson, and Luffman (1991). While the institutional mission is used to a lesser extent externally to manage public image, in change management the mission can be used to a greater extent to increase morale and efficiency (Klemm, Sanderson, & Luffman, 1991). While more may be done in the organization to clearly communicate mission, Dr. McCall has clearly identified appreciative inquiry as one way in which value in the mission can be increased through his direct communication with faculty and staff. This questioning process values the people and ideas within the organization while creating stronger connection to the leader’s mission driven strategies.

Mission as the driving force. The KCTCS president is committed to creating a culture in which the institutional mission is the driving force for all decision-making. Mancuso (2001) described the first of 13 best practices for community colleges: “The mission operationally directs the institution’s curricula, support services, organizational structure, policies, and procedures, and the level of presoak attention to students.” Dr. McCall is committed to the system’s

mission planning process and to, in his own words, “drive it [KCTCS] on the mission.”

In attempt to create an institutional culture that is built around the institutional mission, President McCall described his focus on creating buy-in from institutional leaders for the strategic plan. His primary strategy in rewriting the institutional mission to be more understandable was to create mission focused language to be used on campuses. The “three buckets of what we do” he described as college and workforce readiness, transfer education, and workforce education and training. These are now clearly communicated in the institutional mission. Prior to 2012 the following six areas were listed in the institutional mission: (a) Certificate, diploma, associate degree, and transfer programs; (b) Workforce training to meet the needs of existing and new businesses and industries; (c) Remedial and continuing education; (d) Short-term, customized training for business and industry; (e) Adult education; and (f) associated services (Appendix H). Dr. McCall believes that a more precise and easy-to-communicate mission will be more assessable to staff.

This restructuring and defining of the formal institutional mission supports the research findings of Fugazzotto (2009). This institutional mission focused research made connections to how mission statements, when clearly written, could help create organizational identity and support the development of normative bonds for those who may not otherwise feel connected at the institution. The studied implied that institutions with more loosely built structures tended to exude more identity-related tension. The less concise institutional

mission of KCTCS used prior to 2010 may have increased the tension between the community college and technical school sides of the institution. The more clearly defined mission can be viewed in Appendix I.

Institutional Mission Use

Those in supervisory roles should manage the meaning of the mission to a greater extent than those in other organizational roles (Fairhurst, Jordan, & Neuwirth, 1997). This concept was validated by the existing campus culture of Middleville Community and Technical College. Both the President of the institution and the Dean of Students described the implementation of institutional mission as part of their job duties. Dr. Daily felt it was his role to understand the institutional mission and less important for his staff to understand the specifics of institutional mission. He did, however, believe that his staff should understand that students need the help of Student Affairs and “that everyone who walks in the door is trying to change their life situation.” As a leader he felt it more important to receive the emotional buy-in to the mission than for staff to interact with the formal institutional mission. Staff members are then able to communicate an inherent mission that is aligned with and in supported of the institutional mission. This further reinforced the idea that supervisors are more responsible for mission than non-management staff.

Creating mission buy-in. Mullane (2002) expanded on research in support of the effective use of institutional mission stating, “The mission statement is what the top executives make it.” This research supports top management being fully engaged in managing the meaning and the use of the

institutional mission. Without the critical buy-in from the top, the institutional mission can become a “window-dressing.” The focus of the KCTCS President to incorporate the institutional mission into the decision making process of the institution increased the legitimacy of the formal institutional mission. Mullane (2002) described the focus of two organizations on helping staff recognize the connections between their work and the institutional mission. MCTC Student Affairs staff members were not making strong connections between their work and the institutional mission. These staff did make clear and emotional connections between their work and the inherent mission of the institution. Guiding staff to see that their views of the inherent mission and the meaning of the formal institutional mission are connected could increase buy-in. It appears that KCTCS does not currently draw intentional connections between the work of lower-lever staff and the achievement of the institution’s mission driven strategic goals.

Impact of mission focused reporting. Student Affairs staff reporting directly to the Dean of Students are asked to complete a formal annual performance appraisal. The appraisal is organized in a form that acts as a template to guide them through each of the strategic goals of KCTCS. These goals are directly tied to the institutional mission elements of the system. The form headed includes the formal institutional mission. This institutionalized procedure, while being tied directly to the institutional mission, did not appear to have meaning to the work of Student Affairs staff. They viewed it as a necessary, yet laborious reporting mechanism. Directors were willing to share

their view that the reporting had little impact on their work and that they were not deeply concerned with making it a priority. This attitude does not necessarily reflect the staffs' lack of buy-in for the institutional mission, but rather the lack of buy-in for a process that takes them away from other seemingly more important job functions.

Processes such as these appear to create negative feelings or disinterest toward institutional mission related conversations and activities. The reporting was not connected to performance related rewards. The importance of processes like these should be focused on the implementation process and not on the final product (Mullane, 2002). By staff not seeing clear connections to their work, the perception of the usefulness of institutional mission was actually decreased. Staff appeared to be more unified by disliking the annual performance appraisal process than by the institutional mission. It was evident that the resistance toward the formal institutional mission might be tied to these processes that have low buy-in by staff.

Student need focused. While Student Affairs had mixed reactions to the usefulness of institutional mission as it relates to their day-to-day work, feelings about the impact of their daily work were more uniform. The results from the Student Affairs norms survey showed that 100% of the staff responding believed their job made a difference for students and that the department of Student Affairs at MCTC could be described as a “bridge to student success.” The survey also validated the researchers finding that the work of staff within Student Affairs at MCTC is guided daily by the needs of students. Staff recognized that

their role went beyond the written mission. In this way, Student Affairs at MCTC is in support of a best practice for community colleges as described by Mancuso (2001):

... staff clearly understand that they are part of an institution which has a very specific and special role to play in higher education: to assure that adult learners succeed. (p 170)

Staff may be more energized by the formal institutional mission if organizational leaders encouraged them in the ways they are already directly achieving mission related goals.

Mission and Culture Revisited

From the perspective of the researcher, within Middleville Community and Technical College the culture's support for institutional mission was high. The perceptions of departmental staff toward the usefulness and impact of institutional mission were low. This could be caused by the inability for staff to make their own personal connections with the formal institutional mission. The research of Klemm, Sanderson, and Luffman (1991) supported the idea that institutional mission statements play a key role in building a better culture within an organization when adopted into practice by leadership. The upper level leadership of KCTCS, specifically President McCall, has made intentional attempts to communicate mission-related decisions and has adopted measures to create greater buy-in for the institutional mission. While this is the case, positive attitudes toward working with the institutional mission decrease down the chain of command. While this may not cause a lack of staff morale or negatively impact staff feelings toward the inherent mission, they may be less interested in

activities focused toward the formal institutional mission (e.g. annual performance appraisal).

While the collective culture of an organization is much larger than what can be written in the institutional mission, leaders should use the formal institutional mission statements as the base. They are used for a consistent means to “rally the troops” and must be core to the fundamental assumptions of the organization (Schein, 1992). Rather than use the mission to only assess and evaluate work, campus leadership could validate and encourage institutional mission focused staff performance by connecting specific departmental level work to the institutional mission.

Schein (1992) addresses the trouble that may occur when the espoused values of the leaders of the organization are not aligned with those of the general culture. President McCall shares a high level of interest and places a great deal of importance on the written institutional mission. Student Affairs staff members closer to the bottom of the organization’s hierarchy have a strong interest in the inherent mission yet show resistance to the formal institutional mission statement. While the levels of buy-in for the inherent and formal mission are vastly opposing, the two are nearly identical in meaning. Staff already have buy-in for the meaning of the mission, but do not tie that to the institutional mission. Connecting these would begin to close the gap that exists for staff members that do not see how their work is tied to institutional mission related goals. If staff at all levels are able to see these clear connections between their work, the

inherent mission, and the institutional mission, more buy-in could be created for procedures linked to the formal institutional mission.

Limitations and Transferability

This study explored the culture within one division of Student Affairs. The researcher set out to make connections between culture development and institutional mission. Hofstede (1990) described culture as “historically determined, ...socially constructed, soft, and difficult to change” (p.126). These attributes of culture make it particularly difficult to define and study. The researcher intended not to gauge surface level manifestations of culture that may have been measurable by quantitative methods, but rather dig deeper into the meanings and manifestation of culture that can best be examined by qualitative methodology.

The nature of this culture focused research poses some inherent limitations. Culture is created and changes over time. The onsite research and data collection was conducted over a single two-week period. The research perspective is limited to the perspectives that were presented by staff and occurrences observed during these two weeks. A norm checklist was used to reassess the researcher’s data analysis six months after the initial entry. This allowed for occurrences that may have been situational, rather than cultural to be tested adding greater credibility to the research.

Only one Student Affairs department within the KCTCS system was focused upon to create this data set. The results are limited to the perceptions and practices of this specific department and may omit important cultural

elements that exist within other areas of the institution. While implications for best practice may be concluded from the study for similarly structured community college departments, the data set only represents what was reflected by this specific organization and functional area.

Qualitative data sets are at risk for researcher bias during data coding and analysis. For this type of study, the researcher is the instrument by which the data is interpreted as described by Lincoln and Guba (1985). The use of thick description in the presentation of data and a norms survey were intended to decrease potential for researcher bias. The researcher had no previous relationship with institution where the data was collected and all relationships with the staff and the institutional constituents were created primarily for the purpose of the research.

Implications for Practice

This study sought to find mission focused procedures and strategies that were used within an organization to create desired cultural outcomes. Three implications for practice are discussed from this research study. The first implication for practice is the need for leader-guided institutional mission reinforcement activities for departmental staff. The second implication for practice is the need to take into consideration culture-focused goals and outcomes during strategic planning. The last implication is the need for intentional analysis and management of physical space to create desired culture focused outcomes.

Mission Reinforcement

Leaders have the opportunity to manage and guide the development of culture within their organizations. Schein proposed, “the only thing of real importance that leaders do is to create and manage culture” (2004, p. 11). Leaders have the opportunity to reinforce positive cultural elements by making clear connections of these elements to the formal institutional mission statement. This reinforcement may be one of the missing links between connecting organizational culture to institutional mission. The use of the formal institutional mission can be used to keep the inherent mission in focus. If staff are unable to see the connections, it may be more difficult to describe mission related institutional goals.

If there is buy-in, the institutional mission might also be used to redirect unwanted culture elements that are present in an organization. For example, the Student Affairs staff at Middleville Community and Technical College displayed differing opinions on how student relationships should be managed. Those from the previously existing technical school preferred the more personal, one-on-one approach to student advising. The staff from the community college found necessity in processes that were more web-based and less staff intensive due to the larger student-to-staff ratio that was continuing to grow.

In a case like this, organizational leaders have the opportunity to guide these differing opinions to consensus through conversations that are focused on using institutional mission focused, culture-building language. While the more personal approach to advising seems preferred, it may not “increase the

employability” of their students. Students that are more independent and learn to successfully navigate and become responsible for their programs of study are gaining necessary life skills for employment. Reframing situations and conflicts may help create alternatives to processes and policies while still supporting student learning in a modern day campus environment. The paper-driven and staff heavy procedures of the technical side of the institution were created before interactive online student management systems were in broad use and when student populations were much smaller.

One of three focuses of the KCTCS mission is transfer education. Creating a culture of transfer education at the department level is different than creating an expectation of increased transfer from the top of the organization. Mission focused reporting mechanisms often focus on quantitative measures of success. In this case, a central question addresses the number students who transfer from the institution. Reinforcing positive attitudes toward transfer advising and encouraging casual staff conversations with students about the possibility of transfer can increase the students’ willingness to consider the idea as an option. The Director of Advising at MCTC shared the lack of a “philosophy about transfer.” During her work with a transfer focus group she recognized that the institution did not have a unified philosophy that helped understand transfer. She described the committee’s reaction:

... let's create one [a transfer philosophy]. And so, [we] talked to different people and ended up with our philosophy of transfer. Our philosophy is that we want to see students have seamless pathways to transfer. We want students that didn't think about transferring to have the opportunity. To show them that this [transfer] is viable.

This transfer focus group was created to address an institutional mission-focused goal. The goal was to transfer more students to a four-year degree. The committee recognized a gap between the goal and the institution's unified feelings or philosophy toward transfer. By creating a philosophy of transfer the mission related goal was reinforced with the inherent mission that was understood by the institution. She continued:

Well that's probably what we all thought anyway. But we just didn't have a specific transfer philosophy written down. So that's how you know that we're on the same page. I think that happens by talking to other people and... gaining some of their perspective.

The work of this committee helped align the inherent mission, "what we all thought anyway," to a written statement that allowed the organization to rally around the institutional mission as it relates to transfer. Student Affairs staff recognized that MCTC students say they only want technical education or an associates degree. Rather than the Student Affairs staff members being frustrated by the intuitional focus of transfer education, staff are able to see how their positive feelings toward transfer may encourage those students who did not see transfer as a possibility.

A front line staff member, such as a secretary, has the opportunity to ask students if they have ever considered the possibility of transfer, thus encouraging a student who had never consider the idea to envision the possibility. Members of an organization do not always recognize shared assumptions, but they can be seen when they are constantly communicated and acted out by members of the organization (Schein, 1992). Creating a culture that encourages casual

conversations about transfer education may increase the number of students who consider furthering their education after the community college experience.

Culture Focused Goals

The formal institutional mission most commonly guides strategic planning for institutions of higher education. The product that results is a list of strategic goals that can be measured to determine the success of the institution's attempts. The measures of success are often: reaching goals of accreditation, attaining certifications, budgeting strategy achievement, enrollment numbers, and the list goes on.

Often not considered are specific cultural outcomes as a measure of success. These types of goals would be difficult to measure, but the attempt to create cultural norms that encourage strategic goal attainment could increase mission and culture alignment. A culture built securely around the mission of the institution can drive positive practice and is the key to successful reform (Fjortoft & Smart, 1994). Rather than focusing on creating strategic goals that are quantitatively measured, institutions should also focus on creating goals focused toward cultural outcomes.

The existing strategic plan for KCTCS states that the current number of transfer students from the system is 8,983 students. As a performance measure for transfer education, the 2016 target transfer is 9,735 students. While quantitative focused measures are necessary to gauge success, the development of a culture related target might be more effective in creating

desired outcomes than that of a number driven system. This is especially true at the bottom levels of an organization's hierarchy.

Increasing the day-to-day conversation about transfer during staff interactions with students would begin to create a culture where transfer becomes a natural next step for students. Increasing staff knowledge about transfer education, encouraging academic advisors to engage students about future career goals that may require further education, and preparing staff to encourage students who may be apprehensive in their ability to transfer would begin to create a culture that recognizes staff to student relationships are the key to meeting quantitative targets. A culture-focused target may read: staff will develop and act upon a plan to impact student awareness of transfer education as it relates to student success and future employment.

Management of Physical Space

Past research suggests that space can be used to reinforce and create culture. Space often reflects organizational values (Fugazzotto, 2009). A reoccurring theme in this research study was the impact of space on the work, attitudes, and impressions of both staff and students. Of the MCTC Student Affairs staff responding to the cultural norms survey, 87% agreed that the building of the Regional Post-Secondary Education Center had a positive impact on the daily work of Student Affairs. The other 13% of staff were unsure of the impact. No staff disagreed with the building having a positive impact on the work of the division. The same percentage of staff, 87%, agreed that the building had helped the process of unifying the community and technical sides of the

institution. These results support the use of space in creating cultural change. The use and development of space should be considered as a means by which organizational culture can be managed. In this case the intentional development of the Regional Post-Secondary Education Center had a positive impact on the unification of previously separate pieces of the institution and had a positive impact of the work of staff.

The development of new space and the use of existing space can also impact external constituents and non-employees. Of the Student Affairs Staff responding the norms survey, 93% agreed that the building had a positive impact on the student experience. The Dean of MCTC said that the building made the students feel as if they were at a “real college.” The President of MCTC described that she had a once in lifetime chance to create an environment that would allow students to “not get the runaround” and to be able to take advantage of all available student services in one location.

Recommendations for Future Research

The researcher is recommending three focus areas for future research. Each focus area is tied to the three implications for practice from this research. The first is the use of mission by non-leaders in an organization. The second recommendation is to examine the use and development of culture focused goals. Third, future research can continue to examine how higher education can effectively manage and plan space to create culture.

Non-leader Focused Mission Use

Mission related activities are often left to supervisors and managers. Past research suggests that managers should be more connected to mission than their subordinates (Fairhurst, Jordan, & Neuwirth, 1997). It is suggested that research studies be developed that examine the effective use of institutional mission by faculty and staff who are categorized within the lower levels of institutional hierarchy. Effective mission development and strategic planning processes strive to create buy-in from all levels of the institution, but current research is lacking to support the use of mission for non-leaders.

Mullane (2002) further supported the case for top management increasing the effectiveness of institutional mission by being highly committed to the process of developing and using the institutional mission. This research supported past research encouraging managers to use formal institutional mission to create energy in the organization and develop new strategies (Campbell, 1992; Klem, Sanderson, & Luffman, 1991). Findings from these studies do not directly address the impact of the mission commitment for those at lower levels in organizations.

The research findings presented in this study differentiate between the inherent institutional mission and formal institutional mission. Past research suggests alignment of the inherent and written missions of institutions can create more effective colleges (Mancuso, 2001). While this is true, the researcher

Figure 4. Schein's levels of culture

suggests that future studies address how staff perceptions toward the use of formal institutional mission may impact the effectiveness of mission implementation strategies at lower levels in the institution.

Schein (1992) described the levels of culture as artifacts, exposed values, and basic underlying assumptions. Artifacts are visible within the organization, but may be hard to assign, as they should be clearly connected to strategies and goals. Viewing the institutional mission as an artifact, rather than attempting discern the support or alignment of the mission meaning with the culture, will allow research questions to focus on what may cause resistance to the use of formal institutional mission. An artifact may be hard to understand. In the case of MCTC is clear that the institutional mission and inherent mission are in support of one another, yet staff still display resistance to the formal written mission statement. At the deepest level of culture Schein explains there exist feelings and organizational perceptions that ultimately drive action. While staff feelings

were in support of the institutional mission, they felt the institutional mission had little practical use for them. Figure 4 displays Schein's (1992) explanation of the levels of culture.

As it relates to future research, studies should be constructed that explore the formal institutional mission statement as an artifact. Viewing the institutional mission as an artifact would allow the perceptions and feelings toward the institutional mission to be explored in relationship to the effective use of institutional goals. Within Middleville Community and Technical College there was a clear alignment between the inherent mission and the institutional mission. This study focused on culture support for the institutional mission. Future studies may address how staff build resistance toward formal institutional mission statements with which they are in agreement. Could more positive feelings toward the formal mission create better strategy development at lower levels in the organization? What could be done to create more positive views and buy-in for the formal institutional mission?

Culture as a Strategic Goal

This research suggests that culture driven strategic goals and initiatives may be used to create greater alignment of institutional mission and culture that is found to exist in more effective institutions (Fjortoft & Smart, 1994). There is only limited research that evaluates the development and use of strategic goals with culture driven outcomes in higher education.

Baetz and Barts (1996) provides support for the use of mission claiming the most significant reasons organizations have mission statements is to guide

strategic planning. Their research also encouraged the inclusion of greater numbers of stakeholders in the mission development process to increase satisfaction with the finished product. Increased satisfaction in the institutional mission at lower levels of organizations may increase buy-in for the formal mission and be used to guide strategies that build a culture well-aligned with mission.

An example found in this organizational analysis is the transfer focus group made up of staff that developed a “philosophy of transfer education.” This exemplifies lower level organizational buy-in to cultural related goals that support the institutional mission. Could culture-focused strategic goals have a greater impact on institutional outcomes than goals primarily focused on quantitative outcomes? How can institutions develop culture-building strategies to support the use of the institutional mission statement?

Space and Culture

Research exists that links the impact and use of space for culture development (Fugazzotto, 2009). The findings from this study imply that space was one of the clearest ways for leaders to guide and change culture. Within higher education the departmental use of space could be studied in relation to the student experience, the staff experience, and the creation of specific cultural outcomes.

Temple and Barnett (2007) describe how the use of space continues to be an obscure part of institutional strategy building. Their space research explores implications from decisions that institutions have made regarding space and how

these decisions are often connected to complicated policy decisions. Temple (2008) goes on to discuss the challenges related to the study of space in the college environment. There are obvious connections to space in the development of organizations, but there are few studies that make clear connections between academic spaces and institutional practice. In what ways can space be used to create more effective campus cultures within the community college context?

Conclusion

This study explored organizational culture through the lens of institutional mission implementation at Middleville Community and Technical College within the Kentucky Community and Technical College System. The researcher examined the support for the institution's mission by the culture of the Student Affairs department at MCTC. At three levels of the organizations the relationship between institutional mission and culture was assessed. The study also sought to address how the institution was using the formal institutional mission to impact culture.

In chapter two the researcher created a graphic based on past research to display how mission and culture could be connected in institutional practice (Figure 2). Key findings of this study include the impact of the alignment of the inherent mission and the formal institutional mission at the departmental level. Alignment of these implies cultural support for the mission. At the local leadership level the reinforcement of existing positive culture using the formal institutional mission can create greater staff buy-in for mission related activities.

An implication for the system level leadership is to take into consideration the inherent mission understood by those in the lowest levels of the organizational hierarchy.

By the organization's leadership being astutely aware of what is understood by staff at the department level, the inherent mission, they are more able to reinforce their ideas by using language from the formal institutional mission. This research develops an importance for understanding the difference between the inherent institutional mission and formal institutional mission. The staff members at an institution collectively understand the inherent mission. This understanding, in the case of MCTC, was both emotionally driven by belief in the work being done and by the connection staff had to the population of students they served.

The inherent mission was clearly connected and aligned with the formal institutional mission. While this was the case, Student Affairs staff members were unified in their lack of interest and resistance to the formal written mission. When staff members were asked to share the institutional mission some reacted with hesitancy and some with discomfort. When probed by the researcher to describe what they felt the mission was, most Student Affairs participants were able to cite specific pieces of the formal mission or in their own words define the mission of KCTCS. All of the staff felt their job made a difference for students and were able to describe the needs of the population with which they worked. Aligning these views creates buy-in for the importance of the formal institutional mission. Department level staff being encouraged to use the institutional mission

to not only report up the chain of command, but also create their own meaning and understanding may create a more mission-driven culture. Past research has focused on the importance of those in positions of leadership to manage culture and being highly committed to mission (Mullane, 2002; Schein, 1992). The intentional management of culture by those at the lowest levels of the organization may increase organizational effectiveness especially in relation to institutional mission use.

Review of Implications

More effective use of mission has been correlated to the commitment of top management in developing and using it to drive their practice (Mullane, 2002). Three main implications were cited from this research. Each implication focused on the management of institutional mission and recognition of culture development at the base of the organizational hierarchy. While it is important for leaders to be highly committed to institutional mission, engagement with mission related activities should not stop with leaders.

Summary of mission reinforcement. Reinforcing the institutional mission using existing values imbedded in the organizational culture can create a more cohesive organization. Leaders can guide the development of a mission-focused culture by helping staff members understand how they are already achieving mission related goals. The mission can be used to more clearly define how meanings within culture are being developed. This research study provided insight into conflicts related to differing opinions during organizational change. When staff hold on to old processes they may be doing so because they have

attached the process to a guiding value. At MCTC the staff from the previously existing technical school were resistant to a more online system for student registration. They valued the personal interaction that a paper driven system had provided. In reinforcing the value staff had for student success by helping staff see how online registration could create independence, progress was made in aligning the staff with the formal institutional mission. The online system not only made the student experience more streamlined, but helped students become more independent by managing their own experience.

Summary of culture focused goals. Klemm, Sanderson, and Luffman (1991) supports clearly articulating institutional mission in order to more effectively guide the development of organizational culture. This research implied that institutional mission is of greater value internally than externally. Schein (1992) encouraged leaders to clearly communicate and act on organizational values within their organizations. Values are deeply imbedded within organizational culture and can be a key in achieving strategic mission related goals. At Middleville Community and Technical College staff were unified in their belief in helping students be successful. Connecting this belief to institutional goals of transfer creates an environment where mission is seen as a guiding document that is aligned with beliefs. By staff creating a philosophy for transfer education that was rooted in their values, it reframed a quantitative goal of transfer student attainment by guiding departmental staff to see how their positive feelings toward transfer may help students see possibility that they may not otherwise see. The goal was more able to guide culture when it was, not

about attaining a numeric goal but, about creating a culture that fostered student achievement.

Summary of management of physical space. Space reflects the values present within an organization (Fugazzotto, 2009). At all levels of an institution space can be used to guide and mold culture. The change process at MCTC was positively impacted by the creation of a new space that connected the previously independent sides of the institution. By institutional leaders strategically considering how a new building could positively impact the student experience, staff members were able to see how their work was positively impacted. Staff agreed that the building had a positive impact on the unification process of the community college and technical school.

Closing

“It can be argued the only thing of real importance that leaders do is to create and manage culture; that the unique talent of leaders is their ability to understand and work with culture” (Schein, 2004, p.11). Schein asserted the importance for leaders to be aware of their ability to create and mold culture. Past research has clearly defined two attributes that make this job more complicated than practical. Culture is hard to define and difficult to change (Hofstede, 1990). This organizational analysis approached culture by focusing on the use and understanding of institution mission. Benchmarking has provided support that strong agreement of culture and mission is said to be present in more effective community colleges (Mancuso, 2001).

The gap that exists for leaders between institutional mission use and culture development proves to be challenging. This organizational analysis provides insight into how leaders may more effectively approach culture development in relation to institutional mission. This Student Affairs department examined in this research provided evidence of the support of the formal institutional mission by the organization's culture. The researcher found disconnect between this culture and staff members perceptions of the usefulness of the institutional mission. As a result, it is recommended that leaders approach culture development from this perspective. It could be the leader's job in this context to guide staff to positive ways the formal institutional mission could be used to impact their practice at the base of the institution's hierarchy. Allowing staff in non-leadership positions to interact with the institutional mission and align it with their personal work-related values could make for a culture that embraces mission-focused strategic goals.

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APPENDIX A - Interview Protocols for Participants

Interview Protocol 1: KCTCS President

Interview Protocol 2: Middleville Community College President

Interview Protocol 3: Middleville Community College Dean of Student Affairs

Interview Protocol 4: Middleville Community College Student Affairs Staff

NOTE: The following protocols are based on James P. Spradley's (1979) ethnographic elements using Levin's (2000) Windows of Culture as a guide for questioning.

Interview Protocol 1: KCTCS President

Opening Remarks & Explicit Purpose:

Thank you in advance for your participation and for taking time to share your experience with me. This interview will last no more than 90 minutes and will be recorded digitally and transcribed. If you would like, I will share the transcript with you after the interview so you can clarify any comments you made in the interview. The transcripts and recordings will be kept secure.

I recognize your understanding of the organization is valuable to understanding this community college system. You have valuable understandings of the state system and the inner workings that make you the expert. I am looking specifically for your understanding of culture of KCTCS. I am also interested in your understanding and perceived value of the KCTCS mission and how it is communicated. I am specifically interested in the Student Affairs divisions of the system.

The college level and divisional participants of the research project will not be identified in the research and steps will be taken to take out all identifying information. Because you are the president of the system, it may be possible for your comments to be identified as your own.

Please let me know at any time if you are uncomfortable with any of my questions. I don't expect any of the questions to be invasive, but I want you to know that you can choose not to respond, or you may come back to questions if you would like.

Are there any questions or concerns before we proceed?

Guiding Questions:

This interview will focus on your experiences at KCTCS, your feelings about the institution, and your views on the mission of KCTCS.

1. Describe your role as President of KCTCS. (norms & practices, symbols)
2. Describe the leadership structure of the system. (leadership, norms & practices)
3. How would you describe the culture that exists among the leadership of the KCTCS system?
4. Describe your relationships with the KCTCS leadership. (leadership, norms & practices)

5. What role do you see Student Affairs playing within KCTCS institutions?
(norms & practices, symbols)
6. In your own words, what is the mission of KCTCS? (norms & practices, symbols)
7. What role does the mission play to your job as president?
8. What are some of KCTCS's critical events, incidents, or crises and how did the leadership respond? (leadership, stories and legends)
9. How is it communicated and how often? (leadership, norms & practices, symbols)
10. How is the mission of KCTCS used to make decisions? If it is not, how is used? (norms & practices)
11. How do you share organizational information? Describe how information is distributed. (leadership)
 - a. What meetings do you know you will have on a regular basis?
Please describe. (norms & practices, traditions & rituals)
12. Who makes system-wide decisions and what strategies are used?
(leadership, norms & practices, traditions & rituals)
13. What is expected from leaders at KCTCS to be successful? (leadership, norms & practices)
14. Are there people or other organizations that the KCTCS see as models?
(leadership, stories & legends)

15. What would a new person to KCTCS need to know to be successful and how would they learn these things? (norms & practices, traditions & rituals)
16. How do you feel about your work and what impact does it have? (leadership, stories & legends)
17. How are resources allocated within the KCTCS? (norms & practices)
18. Is the culture of KCTCS driven by the mission? Explain.
19. In what specific ways is the mission used within your organization?
20. How do you believe college leaders within KCTCS would respond to these questions about the usefulness of mission?

The purpose of this study is to explore the culture present within a community college setting through the lens of mission implementation and to examine the perceived relationship of the mission statement to culture by those within the organization. The research intends to explore the mission of a state community college system and examine the existing culture of a Student Affairs division of one institution within the system. I'm looking at the implementation of mission, departmental understanding of the mission, and collective culture present within the Student Affairs division.

21. Is there anything else I should know that we were not able to discuss?

Interview Protocol 2: Middleville Community College President

Opening Remarks & Explicit Purpose:

Thank you in advance for your participation and for taking time to share your experience with me. This interview will last no more than 90 minutes and will be recorded digitally and transcribed. If you would like, I will share the transcript with you after the interview so you can clarify any comments you made in the interview. The transcripts and recordings will be kept secure.

I recognize your understanding of the organization is valuable to understanding this community college system. You have valuable understandings of the state system and the inner workings that make you the expert. I am looking specifically for your understanding of culture of KCTCS. I am also interested in your understanding and perceived value of the KCTCS mission and how it is communicated. I am specifically interested in the Student Affairs divisions of your college.

The college level and divisional participants of the research project will not be identified in the research and steps will be taken to take out all identifying information. Your institution will be assigned a pseudonym. Basic institutional demographics of your institution will be used.

Please let me know at any time if you are uncomfortable with any of my questions. I don't expect any of the questions to be invasive, but I want you to know that you can choose not to respond, or you may come back to questions if you would like.

Are there any questions or concerns before we proceed?

Guiding Questions:

This interview will focus on your experiences at KCTCS, your feelings about the institution, and your views on the mission of KCTCS.

1. Describe your role as President of Middleville Community College. (norms & practices, symbols)
2. Describe the leadership structure that you work within. (leadership, norms & practices)
3. How would you describe the culture that exists among the leadership of the KCTCS system?

4. Describe your relationships with the KCTCS leadership. (leadership, norms & practices)
5. Describe your relationships with the Middleville leadership. (leadership, norms & practices)
6. What role do you see Student Affairs playing within your college? (norms & practices, symbols)
7. In your own words, what is the mission of KCTCS? (norms & practices, symbols)
8. What role does the mission play to your job as a college president?
9. What are some of KCTCS's critical events, incidents, or crises and how did the leadership respond? (leadership, stories and legends)
10. How is the mission communicated and how often? (leadership, norms & practices, symbols)
11. How is the mission of KCTCS used to make decisions? If it is not, how is used? (norms & practices)
12. Does your college have a mission that is different than the KCTCS mission? Please explain.
13. Do your divisions have their own mission statements?
14. How do you share organizational information? Describe how information is distributed. (leadership)
 - a. What meetings do you know you will have on a regular basis?
Please describe. (norms & practices, traditions & rituals)

15. Who makes system-wide decisions and what strategies are used?
(leadership, norms & practices, traditions & rituals)
16. Who makes institutional decisions and what strategies are used?
(leadership, norms & practices, traditions & rituals)
17. What is expected from leaders at KCTCS to be successful? (leadership, norms & practices)
18. What is expected from your divisional leaders at Middleville to be successful? (leadership, norms & practices)
19. Are there people or other organizations that Middleville views as models?
(leadership, stories & legends)
20. What would a new person at Middleville need to know to be successful and how would they learn these things? (norms & practices, traditions & rituals)
21. How do you feel about your work and what impact does it have?
(leadership, stories & legends)
22. How are resources allocated to your institution? (norms & practices)
23. How are resources allocated within your institution? (norms & practices)
24. Is the culture of Middleville driven by the mission? Explain.
25. In what specific ways is the mission used within your organization?
26. How do you believe campus leaders within KCTCS would respond to these questions about the usefulness of mission?

The purpose of this study is to explore the culture present within a community college setting through the lens of mission implementation and to examine the perceived relationship of the mission statement to culture by those within the organization. The research intends to explore the mission of a state

community college system and examined the existing culture of a Student Affairs division of one institution within the system. I'm looking at the implementation of mission, departmental understanding of the mission, and collective culture present within the Student Affairs division.

27. Is there anything else I should know that we were not able to discuss?

Interview Protocol 3: Middleville Community Dean of Student Affairs

Opening Remarks & Explicit Purpose:

Thank you in advance for your participation and for taking time to share your experience with me. This interview will last no more than 90 minutes and will be digitally recorded and transcribed. If you would like, I will share the transcript with you after the interview so you can clarify any comments you made in the interview. The transcripts and recordings will be kept secure.

I recognize your understanding of the organization is valuable to understanding the greater community college system. You have valuable understandings of the state system and the inner workings that make you the expert. I am looking specifically for your understanding of culture of KCTCS and your division. I am also interested in your understanding and perceived value of the KCTCS and Student Affairs mission and how it is communicated to you.

The college level and divisional participants of the research project will not be identified in the research and steps will be taken to take out all identifying information. Your institution will be assigned a pseudonym. Basic institutional demographics of your institution will be used.

Please let me know at any time if you are uncomfortable with any of my questions. I don't expect any of the questions to be invasive, but I want you to know that you can choose not to respond, or you may come back to questions if you would like.

Are there any questions or concerns before we proceed?

Guiding Questions:

This interview will focus on your experiences at KCTCS, your feelings about your division, and your views on the mission of KCTCS.

1. Describe your role at Middleville Community College. (norms & practices, symbols)
2. Describe your role in the division of Student Affairs. (norms & practices, symbols)
3. Describe the purpose of division of Student Affairs. (leadership, norms & practices)
4. How would you describe the environment among the leadership at Middleville? (norms & practices, symbols)

5. Describe your relationships in your division. (leadership, norms & practices)
6. Describe some of the important working relationships in the division.
(leadership, norms & practices)
7. How do you feel about the physical space you and others work in? How do you think the physical space impacts the work you do? (leadership, norms & practices, symbols)
8. In your own words, what is the mission of KCTCS? (norms & practices, symbols)
9. What is the mission of your college?
10. How do you know the mission? How is it communicated and how often?
(leadership, norms & practices, symbols)
11. What is the mission of the Student Affairs division?
12. How is the mission used to make decisions? If it is not, what is used?
(norms & practices)
13. Where do you get updates information about decisions and policies of the KCTCS? Describe how information is distributed. (leadership)
 - b. What meetings do you know you will have on a regular basis?
Please describe. (norms & practices, traditions & rituals)
14. Who makes policy decisions and what strategies are used for decision making? (leadership, norms & practices, traditions & rituals)

15. What are critical events/incidents/crises and how did student college leaders respond? Were KCTCS leaders involved in the response? How was your division involved? (leadership, norms & practices)
16. Who are the formal leaders in the division?
17. Who are the informal leaders in the division? (leadership)
18. While I am observing your department are there formal or informal things that I will see happen over and over? What if I observed for an entire year?
19. Are there people or other organizations that the division see as models to follow? (leadership, stories & legends)
20. What would a new person need to know to be successful in the division and how would they learn these things? (norms & practices, traditions & rituals)
21. How do you feel about your work and what impact does it have?
(leadership, stories & legends)
22. How are resources allocated within your division? (norms & practices)
23. Is the culture of your division driven by the mission of KCTCS and your college mission? Explain.
24. Is the culture of your division driven by the mission of your division?
Explain.
25. In what specific ways are the KCTCS and divisional missions used within your organization?

26. How do you believe others in your organization would respond to these questions?

The purpose of this study is to explore the culture present within a your Student Affairs division and to examine the perceived relationship of the mission statement to culture. I'm looking at the implementation of mission, departmental understanding of the mission, and collective culture present within the Student Affairs division.

27. Is there anything else I should know that we were not able to discuss?

Interview Protocol 4: Middleville Community College Student Affairs Staff

Opening Remarks & Explicit Purpose:

Thank you in advance for your participation and for taking time to share your experience with me. This interview will last no more than 90 minutes and will be digitally recorded and transcribed. If you would like, I will share the transcript with you after the interview so you can clarify any comments you made in the interview. The transcripts and recordings will be kept secure.

I recognize your understanding of the organization is valuable to understanding the greater community college system. You have valuable understandings of the state system and the inner workings that make you the expert. I am looking specifically for your understanding of culture of KCTCS and your division. I am also interested in your understanding and perceived value of the KCTCS and Student Affairs mission and how it is communicated to you.

Your identity as a participant will not be revealed at any point during this research. While I am using recommendations from others in the division for interviewees, any information that you reveal in these interviews that may identify you will be removed upon the transcriptions of the interviews.

Please let me know at any time if you are uncomfortable with any of my questions. I don't expect any of the questions to be invasive, but I want you to know that you can choose not to respond, or you may come back to questions if you would like.

Are there any questions or concerns before we proceed?

Guiding Questions:

This interview will focus on your experiences at KCTCS, your feelings about your division, and your views on the mission of KCTCS.

1. Describe your role in the division. (norms & practices, symbols)
2. Describe the purpose of division of Student Affairs. (leadership, norms & practices)
3. How would you describe the environment you work in? (norms & practices, symbols)
4. Describe your relationships in your division. (leadership, norms & practices)

5. Describe some of the important working relationships in the division.
(leadership, norms & practices)
6. How do you feel about the physical space you and others work in? How do you think the physical space impacts the work you do? (leadership, norms & practices, symbols)
7. In your own words, what is the mission of KCTCS? (norms & practices, symbols)
8. How do you know the mission? How is it communicated and how often?
(leadership, norms & practices, symbols)
9. What is the mission of the Student Affairs division?
10. How is the mission used to make decisions? If it is not, what is used?
(norms & practices)
11. Where do you get updates information about decisions and policies of the KCTCS and Student Affairs? Describe how information is distributed.
(leadership)
 - c. What meetings do you know you will have on a regular basis?
Please describe. (norms & practices, traditions & rituals)
12. Who makes policy decisions and what strategies are used for decision-making? (leadership, norms & practices, traditions & rituals)
13. What are critical events/incidents/crises and how did student college leaders respond? Were KCTCS leaders involved in the response?
(leadership, norms & practices)
14. Who are the formal Student Affairs leaders? (leadership)

15. Who are the informal students affairs leaders? (leadership)
16. While I am observing your department are there formal or informal things that I will see happen over and over? What if I observed for an entire year?
17. Are there people or other organizations that the division sees as models to follow? (leadership, stories & legends)
18. What would a new person need to know to be successful in the division and how would they learn these things? (norms & practices, traditions & rituals)
19. How do you feel about your work and what impact does it have?
(leadership, stories & legends)
20. How are resources allocated within your division? (norms & practices)
21. Is the culture of your division driven by the mission of KCTCS? Explain.
22. Is the culture of your division driven by the mission of your division?
Explain.
23. In what specific ways are the KCTCS and divisional missions used within your organization?
24. How do you believe others in your organization would respond to these questions?

The purpose of this study is to explore the culture present within a your Student Affairs division and to examine the perceived relationship of the mission statement to culture. I'm looking at the implementation of mission, departmental understanding of the mission, and collective culture present within the Student Affairs division.

25. Is there anything else I should know that we were not able to discuss?

APPENDIX B - Five Windows Into Culture: Inquiry Methods

Window	Inquiry Methods
1. Leadership	<p>-Founder/Significant Past Leaders</p> <ul style="list-style-type: none"> ☐ What were their personal beliefs & values? ☐ How are they remembered? ☐ What actions did they take to demonstrate those beliefs/values <p>-Current Leader(s)</p> <ul style="list-style-type: none"> ☐ Who are personal heroes & qualities most admired? ☐ Key personal “learning moments/turning points” ☐ What are accomplishments most proud of? ☐ What legacy would he/she like to leave behind? <p>-Organization History</p> <ul style="list-style-type: none"> ☐ What were the critical events/incidents/crises and how did leadership respond?
2. Norms & Practices	<p style="text-align: center;">Norms</p> <ul style="list-style-type: none"> ☐ What are the unwritten rules of conduct? ☐ How does one succeed within the organization? ☐ What are considered taboos/blasphemies? <p style="text-align: center;">Management Practices</p> <ul style="list-style-type: none"> ☐ What do goals/strategies convey about beliefs about markets/customers/competitors? ☐ How are decisions made? ☐ How are resources allocated? (operating budgets) ☐ How is information communicated? ☐ What are important policies & what messages do they convey?
3. Stories & Legends	<p>-What are the key stories/legends told?</p> <ul style="list-style-type: none"> ☐ What was the heroic effort? ☐ What crisis was averted? ☐ What major blunder(s) were made? <p>-Who are the heroes and what are their attributes?</p> <p>-What are the key messages/morals of the stories/legends?</p>
4. Traditions & Rituals	<p>-What are key ceremonies and messages they convey?</p> <p>-What are key “rites” and how are they conducted?</p>
5. Symbols	<p>-Dress/attire</p> <p>-Office design</p> <p>-Organization charts/position titles</p> <p>-Logo</p> <p>-Marketing slogans</p> <p>-Language/jargon</p>

(Levin, 2000, p. 91)

APPENDIX C - Interview Summary: Culture and Mission Study

Interviewed:

Institution:

Phone:

Date of Interview:

Interview Location:

Title:

Years at the institution:

Email:

Today's Date:

Length:

Background of interviewee and position information:

What were the main issues that struck you in this contact:

Summarize the info you got or failed to get for each question?

Whom did they refer you to for further exploration?

Attach and explain any documents references during the interview?

What new questions do you have based on this interview?

Ability to Communicate Ideas Clearly

1- unable to communicate Ideas 10- communicates with a high level of clarity

1 2 3 4 5 6 7 8 9 10

Understanding of Cultural Norms

1- has no understanding 10- well-developed understanding

1 2 3 4 5 6 7 8 9 10

Cooperation During Interview

1- did not cooperate 10- highly cooperative and high level of sharing

1 2 3 4 5 6 7 8 9 10

APPENDIX D - **Meeting Observation: Culture and Mission Study**

Meeting leader:

Meeting title:

Institution:

Date of Meeting:

Today's Date:

Meeting Location:

Length:

Background of Meeting:

Meeting Attendees:

Describe the room:

What were the main issues that struck you in this meeting observation?

Summarize the key ideas that may inform each research question:

What new questions do you have based on this meeting observation?

What questions developed that can be asked of specific meeting participants?

Attach and describe any documents that were referenced or used in the meeting:

APPENDIX E - **Detailed Notes: Culture and Mission Study**

Meeting or Interview:

Date:

Time:

Keyword or reference (approximate time)	Detailed notes (page ____ of ____)

APPENDIX F - **Document Collection: Culture and Mission Study**

Document Title:

Collected from:

Institution:

Date Collected:

Today's Date:

Pages in Document:

What is the purpose or description of the document?

How is this document significant to the research?

Is this document available in electronic or web form?

What were the main issues that struck you from the document?

Summarize the key ideas that may inform each research question:

What new questions do you have based on this document?

APPENDIX G - Research Methods Overview

Research Schedule	Task	Location	Researcher Task(s)	RQ
Organization Leaders:				
	Interview with KCTCS President	Office of the President of KCTCS	Appendix A, B, & C: Protocol and Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ2
	Interview with Campus President	Office of the President of local campus	Appendix A, B, & C: Protocol and Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ2
	Interviews with Dean of Student Affairs	(1) Phone Interview	Appendix A, B, & C: Protocol and Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ2
		(2) Office of the Dean of Students Affairs	Appendix A & B: Protocol and Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1 RQ2
Week One:				
	Campus Tour		Appendix D	RQ1
	Department Tour		Appendix D	RQ1
	Meeting and Interview with the Dean of Student Affairs		Appendix C: Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1 RQ2
	Observation of Site		Appendix E	RQ1 RQ3
	Observation of Departmental Staff Meeting & Introduction of Researcher		Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ3
	Initial Participant Interviews	Staff Member's Office	Appendix A & B: Protocol and Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1 RQ2 RQ3
Week 2:				
	Committee or Office Meeting Observation 1	Student Affairs Department	Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ1 RQ3
	Committee or Office Meeting Observation 2	Student Affairs Department	Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ1 RQ3

	Committee or Office Meeting Observation 3	Student Affairs Department	Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ1 RQ3
	Committee or Office Meeting Observation 4	Student Affairs Department	Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ1 RQ3
	Initial Participant Interviews	Staff Member's Office	Appendix A & B: Protocol and Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1 RQ2 RQ3
	Group Norms Focus Group 1: Norm Checklist	Student Affairs Department	Appendix E, Create Transcript	RQ1 RQ3
	Participant Follow-up Interviews	Staff Member's Office	Appendix B: Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1,2,3
	Group Norms Focus Group 2: Norm Checklist	Student Affairs Department	Appendix E, Create Transcript	RQ1 RQ3
Week Three				
	Committee or Office Meeting Observation 4	Student Affairs Department	Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ1 RQ3
	Committee or Office Meeting Observation 5	Student Affairs Department	Appendix D: Complete Observation Summary Sheet, Create Transcript	RQ1 RQ3
	Participant Follow-up Interviews	Staff Member's Office	Appendix B: Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1,2,3
6 Months After On-site Collection	Norm Checklist Survey Distributed	Online Survey	Appendix B: Questions, Appendix C: Complete Interview Summary Sheet, Create Transcript	RQ1 RQ3
On-Going	Review Data Set		Schedule additional follow-up interviews, schedule additional observations, and summarize collected documents (Appendix F) to complete the data set	RQ1,2,3

APPENDIX H – The KCTCS Mission (2006)

To improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of:

- Certificate, diploma, technical degree, associate degree, and transfer programs
- Workforce training to meet the needs of existing and new businesses and industries
- Remedial and continuing education
- Short-term, customized training for business and industry
- Adult education
- Associated services

KCTCS 2006-10 Strategic Plan Goals and Core Indicators

Promote excellence in teaching and learning

Core Indicators:

Productivity/Effectiveness
Remediation/Developmental Education
Student Engagement

Increase student access and success

Core Indicators:

Affordability
Completers/Attainers
Enrollment
Retention
Transfer

Expand diversity and global awareness

Core Indicators:

Enrollment Diversity
Global Awareness

Enhance the economic development of communities and the Commonwealth

Core Indicators:

Business/Industry Services
Licensure and Certification
Workforce Development

(KCTCS fact book, 2006).

APPENDIX I – The KCTCS Mission (2010)

Our Vision

At KCTCS, our vision is to be the nation's premier community and technical college system.

Our Mission

In everything we do, our mission is to improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of:

- College and Workforce Readiness
- Transfer Education
- Workforce Education and Training

Our Values

When we say "Higher Education Begins Here," we take it seriously. KCTCS has been given great responsibility for the prosperity and well-being of all Kentuckians. Our values reflect that, and include:

- Responsiveness to students, employers, and communities
- Access with innovative and flexible delivery
- Trust, respect, and open communication
- Continuous improvement
- Inclusion, multiculturalism, and engagement

(KCTCS fact book, 2010)

CURRICULUM VITAE

E. Gerome Stephens

EDUCATION

Ph.D.- Higher Education Leadership, May 2013
University of Louisville- Louisville, Kentucky

Dissertation Research

Community College Mission Influence on Culture: An Organizational Analysis

- *Summary:* The culture of an organization provides the context for which decisions about organizational change processes are made. This study explores the implementation of institutional mission through the lens of organization culture.
- *Research Interests:* organizational culture, strategic planning, and qualitative assessment strategies

Master of Arts- Public Communications, December 2003
Morehead State University- Morehead, Kentucky

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Coordinator of Student Leadership and Service Learning
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