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Pepperdine University

Graduate School of Education and Psychology

AN ANALYSIS OF ACTUAL AND DESIRED ROLES OF TRUSTEES AND
PRESIDENTS OF COMMUNITY COLLEGES LINKED TO BOARD–PRESIDENT
RELATIONSHIP AND ITS IMPACT ON COLLEGE EFFECTIVENESS

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

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July, 2009

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DOCTOR OF EDUCATION

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*'Yet in the maddening maze of things,
And tossed by storm and flood,
To one fixed trust my spirit clings,
I know that God is good!'*

John Greenleaf Whittier

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ABSTRACT

This study's primary purpose was to examine whether or not there were differences in the roles community college boards of trustees and presidents said they currently perform and those they said they should perform. In addition, the study sought to determine whether or not the relationship between trustees and the president impacted the effectiveness of community colleges in California, USA.

The following research questions were used to guide the study. Was there a significant difference between what roles trustees of California Community Colleges said they perform and the roles they said they should perform? Was there a significant difference between what roles presidents of California Community Colleges said they perform and the roles they said they should perform? Did the perceived relationship between board of trustees and president impact the effectiveness of community colleges?

Data collected did support the existence of a disparity between what trustees and presidents said they did and what they said they should do and indeed there were statistically significant differences between *do* and *should do* average scores.

Trustees underperformed in the areas of leadership regarding:

- creating a positive climate and providing effective leadership by modeling integrity, vision, and ethical behavior;
- establishing and enforcing policies that ensure the legal, ethical, and prudent management of college resources; and
- ensuring that administrative procedures exist and are followed to comply with laws and regulations.

Presidents underperformed in the areas of leadership regarding:

- creating a positive climate and providing effective leadership by modeling integrity, vision, and ethical behavior; and
- ensuring that administrative procedures exist and are followed to comply with laws and regulations.

Also the study found that from the perspective of trustees, there was a positive correlation between the impact of the perceived relationship between trustees and presidents and the effectiveness of community colleges as measured by enrollment, attrition, retention and goal attainment which is designated by graduation. However, from the perspective of presidents, there was a negative correlation between the impact of the perceived relationship between presidents and trustees of community colleges and the effectiveness of these colleges.

Chapter One: Background

Community Colleges

The California Community College system which is the largest higher educational system in the nation is composed of 72 districts and 109 colleges with more than 2.5 million students per year. Community colleges supply workforce training and basic skills education, prepare students for transfer to four-year institutions, offer associate degrees in a variety of disciplines, and offer opportunities for personal enrichment and lifelong learning. Community colleges were established to enrich and diversify education at the tertiary or post-secondary level. According to Walsh (2005) “community colleges are multi-disciplinary, post-secondary institutions offering education and training from diverse entry points and leading to various tertiary levels. Community colleges offer two main pathways to students. The first is preparation for higher education and the second is occupational skills for students who wish to enter the labor force” (p. 222).

In an age of globalization and a greater realization that the world is flat, it is imperative that the education offered by community colleges is relevant and practical. It is the belief of this researcher that community colleges must offer courses that are less insular and more global in order to equip students to live in a world that is small with regard to knowledge and transfer of ideas. According to Friedman (2006) “a lot of new middle jobs will involve collaborating with others or orchestrating collaboration within and between companies, especially those employing diverse workforces from around the world” (pp. 281–282). In such an atmosphere a skilled and educated labor force will be better able to take advantage of technological innovations and advancement. Such a labor force will be more adaptable to changes in economic conditions.

Community colleges must prepare students to function effectively in a new arena of global flatness. Globalization in leadership outlook, perspective, and practice are key pieces of the mosaic of both the roles of presidents and of boards of trustees. Friedman (2006) felt that the further the boundaries of knowledge and innovation are pushed the more necessary it becomes to be wise about the fact that the world is flat. In addition, Rawlings (2000) indicated that where community college students are exposed to a curriculum that transmits “a vision of an interdependent global society, promote an ethic of service, preserve cultural heritage, and promote international understanding” they are more likely to develop as parts of globally oriented student communities (p. 365).

Community Colleges–Board of Trustees

Many of the leadership studies in higher education have focused on the role of the president or other administrators but the leadership role of the board of trustees has been largely ignored. However, as Donahue (2003) pointed out, the leadership of the chair of the board of trustees and the leadership of trustees themselves play a critical role in the effectiveness of the president and ultimately in that of the community college. The effectiveness of the president depends on the effectiveness of the chair of the board of trustees because the chair acts as a liaison between board and president. Cooperation and collegiality are keys to a successful partnership. From his research Donahue believed that governing boards in higher education focus on the mechanical, legal, and financial responsibilities of the board member. As Donahue continued, the seven to nine individuals who make up the board of trustees in any California Community College are elected and have responsibility to the community. However an elected board of trustees

operates without a chain of command and so decisions have to be made that reflect collaboration often brought about by facilitation of the board chair (Donahue, 2003).

Community Colleges–Presidents

The president of the [community] college, as the chief executive officer, is employed by the publicly elected board of trustees to develop and administer the board's policies within the various laws, rules, codes set out by state and federal regulations and policies (Myers, 2005, p. 2). The president must be sensitive to, and sensitize faculty, administrators, students, and the general public to changing trends which affect the student as a consumer of the educational process (Vaughn, 1989).

The minimum educational requirements for attaining the office of president in the community college system in California, USA are similar to those required in the rest of the United States. According to Bogue-Feinour (2006), "The minimum qualifications for service as an educational administrator shall be both of the following (a) possession of a master's degree; and (b) one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment" (p. 37). However, it must be noted that more and more a doctoral degree is regarded as giving an edge to prospective presidents of community colleges.

McFarlin, Crittenden, and Ebbers (1999) found five factors that are positively related to being an outstanding community college president. These factors are "completion of a terminal degree, study of higher education and community college leadership, frequent experiences with publishing and presenting scholarly work, preparation as change agents, and extensive involvement in both peer networks and mentorship relationships" (p. 29).

Community Colleges–Presidents’ Leadership Styles

Sullivan (2001) believed that the most effective leadership style for current presidents of community college would be team leadership. This researcher believes that no matter what the leadership style or the organizational structure ethical and servant leadership need to play key roles and leaders need to be transformational. The leadership theories examined in this research are team leadership, ethical leadership, servant leadership, and transformational leadership.

Team leadership theory examines the leadership of groups made up of interdependent members who share common goals and who work together to accomplish these goals. Servant leadership uses service as the means of getting followers to accomplish goals. Ethical leadership is a thread that also should run through any leadership style. Transformational leadership theory focuses on the charismatic qualities of leadership and it examines the processes that change and transform individuals in an organization. It involves visionary leadership.

Community Colleges–Shared Governance

Alfred (1998) defined governance as “the act of decision making” (p. 1). In addition, Holding and Burke (2005) said that governance, the formal and informal arrangements that allow institutions to make decisions, “includes external governance, which refers to relations between individual institutions and their governing bodies” (p. 405). Alfred saw shared governance as a “process that defines the roles trustees, administrators, instructors, and students should play in ‘shared responsibility’ and ‘cooperative action’ for operating institutions” (p. 1). In addition, Alfred viewed shared governance as “collegial decision making or the process for distributing authority, power,

and influence for academic decisions among campus constituents” (p. 1). Alfred continued that California community colleges were mandated into shared governance through Assembly Bill 1725 passed in 1988 and California is the only state with mandated shared governance.

As community colleges grew in size and complexity, a pyramid structure for governance developed in which the president was at the apex of the pyramid and power flowed from him or her through layers of administrators. The interests of faculty, presidents, administrators, and trustees were often very different. In the 1990s, the context of shared governance changed dramatically. This change was caused in part by greater and greater pressures for accountability, competition amongst institutions, stakeholders being more critical of quality, and four-year institutions setting new rules for student transfer (Alfred, 1998). According to Sheldon and Durdella (2006) for community college practitioners from presidents to boards of trustees “the need to build consensus through shared governance committees and the reliance on the support of peers are integral to successful implementation and management of institutional assessment programs” (p. 93).

Community Colleges–Effectiveness

Organizational effectiveness is a critical component of organization theory but measures of organizational performance do not seem to be readily available in management literature (Rojas, 2000). According to Rojas, some of the older models for measuring organizational effectiveness were goal based, that is, they tied measures of organizational effectiveness to selection of adequate goals. One main limitation to such models was the fact that the selection of inadequate goals cannot lead to effective

organizations. In addition, as Herman and Renz (1999) pointed out the goal models of organizational effectiveness assume that:

Organizations have goals; that the goals can be discovered; that the goals are somewhat stable; that abstract goals can be converted into specific, objective measures; and that data relevant to those measures can be collected, processed, and applied in a timely and appropriate manner. (p. 108)

Other models included the systems resources model which examined effectiveness on the basis of viability or survival. This model measured effectiveness on the basis of the ability to exploit resources for achieving organizational goals. The reputational model associated effectiveness with the reported opinions of key persons in the organization (Forbes, 1998). These models proved inadequate as processes in the organizational system could lead to undesirable external consequences. More modern models for measuring organizational effectiveness have been multifaceted and have attempted to examine not only internal, but also external constructs. Forbes (1998) explained that multidimensional approaches to measuring effectiveness incorporate both goal and system resources approaches. Furthermore, Sawhill and Williamson (2001) felt that one challenge in the quest for measuring organizational effectiveness involved moving beyond measuring activity to measuring mission impact. They developed a model, a family of measures, for measuring organizational effectiveness that has three components: impact, activity, and capacity (p. 372).

Community college effectiveness is measured via a number of activities including evaluating instructional programs and services and assessing student achievement. Mayes (1995) pointed out that institutional effectiveness was not a new concern but has received more and more attention in recent times. Mayes continued that because community colleges reflect the communities they serve, programs to assess their

effectiveness must involve a broad based approach that allows each college the flexibility of incorporating the uniqueness of its constituents. One major focus for improving institutional effectiveness is establishing or expanding campus strategic planning, assessment, and evaluation capacity. However, external demands for accountability from community colleges will continue to fuel the need for campus leaders such as presidents to continue to struggle with measuring institutional effectiveness (Skolits & Graybeal, 2007).

Holding and Burke (2005) believed that “good governance for tertiary education is essential and absolutely necessary [and] the effectiveness of any organization depends upon the effectiveness of its management and governance arrangements” (p. 405).

Furthermore Alfred (1998) contended that “speed and efficiency are critical concepts for community colleges facing formidable competitors, students with changing needs, and challenges to existing boundaries [and] institutions that move slowly or fail to respond to change will be left behind” (p. 7). Shared governance is an integral part of any examination of community college effectiveness. In addition, recent research tends to favor college practices, student retention, and completion data as means of assessing institutional effectiveness (Jenkins, 2007).

Jenkins (2007) believed that community colleges would be more effective if they:

1. have an institutional focus on student retention and outcomes, not just enrollment
2. offer targeted support for underperforming students
3. have well designed, well aligned, and proactive student support services
4. provide support for faculty development focused on improving teaching

5. experiment with ways to improve the effectiveness of instruction and support services
6. use institutional research to track student outcomes and improve program content
7. manage the institution in ways that promote systemic improvement in student success. (pp. 949–950)

However, it must be remembered that because community colleges are diverse institutions serving diverse populations comparing the performance of different colleges is complicated and needs to be approached with caution.

Measuring community college effectiveness is neither straightforward nor easy. However, Green and Madjidi (2001) stated that “even though there is difficulty in establishing commonly accepted measures of effectiveness or performance for different nonprofit organizations” there are studies from which comparisons can be made (p. 42). Green and Griesinger (1996) used accreditation reports, evaluation by an officer of an outside quasi-governmental agency, and their own rankings to measure effectiveness of non-profit institutions, a group to which community colleges belong. If the end of positive board–president relationship is an effective institution, then it may be deduced that there is a correlation between performance of these two entities and outcome-based measures of institutional effectiveness. Green and Madjidi felt that “continued research that examines the relationship between Board activities and organizational performance is warranted” (p. 51).

Community Colleges Effectiveness–Benchmarking

Seybert (2004) examined the tool of benchmarking as a means of helping community colleges to “compare their practices, outcomes, and productivity measures with those of peer institutions” (p. 65). As community colleges gather the data that allow them to participate in such an exercise, they will be able to examine their own effectiveness. Because community colleges like other academic institutions are subject to more and more scrutiny by stakeholders, they must spend more time assessing institutional effectiveness and student learning outcomes. Although benchmarking plays an important role in this process of shared governance, its tools are almost non-existent for the community college sector. The “Kansas Study” is a benchmarking initiative that has been undertaken to gather data from 100–200 community colleges so that a national database can be established to allow community colleges to compare “academic and fiscal resource utilization patterns with those of peer institutions” (Seybert, 2004, p. 67).

Weed (2007) did a follow-up report on one community college that participated in the “Kansas Study.” She found that the study did not yield any measure of absolute levels of skills or knowledge nor did it reveal clear corrective actions that need to be taken to improve the general education programs which are at the core of the community college mission. However, she believed that “the value of benchmarking should not be underestimated as colleges develop improvement plans” (p. 2). In the summer of 2006, the first national conference on benchmarking for community colleges was held on the campus of Johnson County Community College, Kansas. The second conference was held in August 2007 in Texas.

According to Seybert (2007), it has become “increasingly evident that peer comparisons and benchmarking can greatly enhance colleges’ efforts to improve teaching and learning, policy development, and planning and management” (p. 3). In addition, Weed (2007) found that the data gained from benchmarking studies “provide an objective basis for comparison, clarify the identification of strengths and weaknesses, and enable academic programs to formulate improvement plans” (p. 15).

Benchmarking can be effectively used to improve community college outcomes and performance (Sheldon & Durdella, 2006). Furthermore Sheldon and Durdella contended that there are three key parts to benchmarking: (a) examining internal processes, (b) seeking out best practices at other colleges, and (c) adapting those best practices. These three aspects of benchmarking must be embraced before improvement can occur. The end result of benchmarking needs to be improved processes and enhanced student learning (p. 91).

Benchmarking creates a culture of inquiry. Such a culture relates to the way presidents and boards of trustees of community colleges make the effort to find the best way to gauge institutional performance both through evidence and the interpretation of evidence (Sheldon & Durdella, 2006). Sheldon and Durdella concluded that given the national trend for more accountability in higher education, community colleges will need to continue to show their effectiveness by improving institutional performance and student outcomes. They believed that “benchmarking is critical to this process” (p. 98).

Benchmarking studies have limitations that must be taken into account. These studies examine benchmarks that institutions measure. Benchmarks are quantitative measures that reflect an institution’s performance but they do not provide any insights

into what influenced that performance. In addition, the data definitions may differ across community colleges. In the literature this seemed to be the biggest limitation of benchmarking studies. Another limitation of these studies is that by the nature of their mission, community colleges are local and unique. They are expected to respond to the needs of the local community (Bers, 2006).

Community Colleges Board–President Relationship

While there appears to be consensus that a good board–president relationship is crucial for the effective functioning of both board of trustees and president, it is unclear what constitutes a good relationship between board and president and how to measure whether or not the relationship is effective or how it affects the quality of the community college. However it seems likely that the success of a community college is significantly affected by the board–president relationship; without a sound relationship with the board, the president will be ineffective and in turn the college is likely to be ineffective in carrying out its mission (Henderson, 1976; Kauffman, 1980). Nason (1982) contended that a good relationship between the board of trustees and the president is central to a healthy community college.

Statement of the Problem

Although there is an extensive body of knowledge on the roles of boards of trustees and presidents of community colleges, there appears to be a dearth of information on differences between the roles boards of trustees and presidents say they perform and the roles they say they should perform. This difference has not been previously studied nor has the impact on college effectiveness of the relationship between the board of trustees and the president.

Purpose of the Study

The study's primary purpose is to examine the roles community college boards of trustees and presidents say they currently perform and what roles they say they should perform with the intent of developing an instrument to measure the difference between actual and desired roles. In addition, the study seeks to determine whether or not the relationship between a board of trustees and the president impacts the effectiveness of community colleges in California.

Research Questions

The following research questions were used to guide the study, to help to develop an instrument for measuring the alignment between what board of trustees and presidents said their roles were and what they said their roles should be, and to add to the knowledge of how the relationship between board of trustees and president impacts the effectiveness of the community college.

1. Is there a significant difference between the roles boards of trustees of California Community Colleges say they perform and the roles they say they should perform?
2. Is there a significant difference between the roles presidents of California Community Colleges say they perform and the roles they say they should perform?
3. To what extent does the perceived relationship between board of trustees and president impact the effectiveness of the community colleges they serve?

Significance of the Study

This study is important because it will add to the body of knowledge on what community college leaders namely boards of trustees and presidents in California, USA say are their current roles and what they say their roles should be. This study will examine whether or not a positive or good relationship between board of trustees and president impacts the effectiveness of the community college and its ability to further the development of a skilled labor force, and contribute to the opportunities for students to prepare themselves for the jobs available in a global environment.

This researcher believes that there exists a gap in the existing knowledge of how the relationship between actual (what is) and desired (what should be) roles of boards of trustees and presidents of community colleges impacts the effectiveness of community colleges in California, USA. Also this researcher believes that there are important implications for improved board of trustees and presidents performance if the gap between actual and desired roles of these two entities can be identified and narrowed or eliminated. Given the shared governance model of community colleges in the United States, hence in California, it is imperative that ways and means are found to ensure that both boards of trustees and presidents are performing at their optimal levels. It seems very important to find best practices in the areas of board and president relationship. This researcher believes that this is an important area that could help to inform practitioners in the field of community college education in particular, but also in the field of tertiary education in general.

Definition of Key Terms

Aspirational bias. One potential source of bias is what I will call an aspirational bias. If you ask a president or member of the board of trustee how important a good relationship between the board of trustee and president is, it is unlikely that any president or trustee is going to say it is not important.

Average score. For purposes of this study average score will be calculated using the mean as a measure of central tendency.

Benchmark. A benchmark is a metric or standard. It may be a threshold or minimum achievement that is acceptable. It may also be a goal that an institution seeks to reach. It may also define the norm of a given measure (Bers, 2006).

Benchmarking. Benchmarking consists of comparing “practices, processes, and outcomes to standards of excellence in a systematic way.” It is “an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another by bringing in external focus for internal activities, functions, or operations” (Sheldon & Durdella, 2006, p. 91).

Campus constituents. Campus constituents may include, but are not limited to, the board of trustees, faculty, students, staff, administrators, the faculty senate, and unions (Alfred, 1998).

Globalization. Globalization is international integration. It can be described as a process by which the people of the world are unified into a single society. This process is a combination of economic, technological, socio-cultural, and political forces (Friedman, 2006).

Governance. The term governance indicates the formal and informal arrangements that allow tertiary education institutions to make decisions and take actions (Holding & Burke, 2005).

Shared governance. Shared governance is the process for distributing authority, power, and influence for academic decisions among campus constituents (Alfred, 1998).

Tertiary education. Tertiary or post–secondary education refers to education beyond the high school level. According to Holding and Burke (2005) “tertiary education comprises education acknowledged by the state as a follow-up to general secondary education. It is the form of technical, vocational, professional, or academic training made available to adults and young adults who have had the benefit of primary [elementary] and secondary education, or equivalent training” (p. 380).

Delimitations and Assumptions of the Study

Initially, this study will confine itself to community colleges in California, USA. This study cannot be generalized to all community colleges boards of trustees and presidents. The findings of the study could be subject to other interpretations.

Organization of the Study

The study is divided into five chapters.

Chapter one introduces the topic and examines the background of the issue, solidifies the problem to be studied, outlines the purpose of the study, and states the research questions. Effectiveness of community colleges is examined as well as benchmarking as a tool for measuring effectiveness. In addition, key terms are defined; and delimitations, assumptions, and the significance of the study are explained.

Chapter two summarizes the findings of a literature review of key areas relevant to the study. These areas are: a brief history of community colleges; the organizational structure and governance of community colleges; the roles of boards of trustees and of presidents; the nature of the board–president relationship; measures of community college effectiveness are examined as are relevant leadership theories that might govern the leadership styles of community college presidents.

Chapter three discusses the research design and methodology. The research questions are reiterated. The study’s research design is described. This description includes the data source and unit of analysis. The variables for each research question are described. The research instrument is identified and its validity is discussed. Human subjects’ issues and procedures for protecting them are discussed. Finally, strategies for data collection and analysis methods are examined.

Chapter four discusses the findings of the study. This is done by looking at the variables for each research question in turn. The findings are displayed in both verbal and graphical forms.

Chapter five summarizes the study by drawing conclusions from the research findings. Also limitations and suggestions for further research are outlined.

Summary

This section of the study introduced the topic to be examined. It provided background information on community colleges, their governance structure, the composition of the board of trustees, the qualifications necessary for the position of president, and an outline of leadership theories that might govern the leadership styles of presidents. The chapter solidified the problem to be studied, the purpose of the study, and

the research questions that would be used to assist the researcher to develop a tool for measuring the difference between desired and actual roles of board of trustees and presidents of community colleges. In addition, key terms were defined, and delimitations, assumptions, and the significance of the study were explained. Also examined was the effectiveness of community colleges and how benchmarking might be used to measure college effectiveness. In addition, there was an examination of some of the limitations involved in using benchmarking data to measure effectiveness and as a test for whether or not community colleges are fulfilling their mission.

Chapter Two: Review of Related Literature

Introduction

This review of the literature relating to community colleges in California, will examine a number of areas. These areas are: a brief history of community colleges; organizational structure and governance; the roles of presidents; the roles of boards of trustees; board–president relationship and effectiveness of community colleges; and the leadership theories which may govern the leadership styles of presidents.

Community colleges are multi–disciplinary, post–secondary institutions offering education and training from diverse entry points and leading to various tertiary levels (Walsh, 2005). These institutions are specifically charged with educating those who come to them from the community. They are “open door” colleges, offering academic services to whoever applies as long as the individual may benefit from instruction (Beehler, 1993).

In general community colleges serve a wide variety of needs including “preparation for university study, [4-year colleges], training for various middle-level occupations, and continuing education of persons who had not successfully completed high school and personal development interests” (Miller, 2000, p. 123). The services of community colleges are shaped by the core values of open access, community responsiveness, resourcefulness, and a clear focus on teaching and learning (Boggs, 2003). Community colleges are non-profit entities.

The Community College League of California Web site (2000) and personal correspondence with two community college presidents revealed that there are 35 community colleges in California that satisfy the criterion of having board of trustees to

which presidents report directly. These colleges offer two main pathways to students. The first is preparation for higher education and the second is occupational skills for students who wish to enter the labor force (Walsh, 2005). Rawlings (2000) indicated that where community college students are exposed to a curriculum that transmits “a vision of an interdependent global society, promote an ethic of service, preserve cultural heritage, and promote international understanding” they are more likely to develop as parts of globally oriented student communities (p. 365).

A Brief History of Community Colleges

Mayhew (1977) pointed out, that in the late 1960s and early 1970s; higher education in California began to change dramatically in regards to meeting student needs and in providing new methods of instruction. Since the 1970s, these colleges have tried to survive economically while serving the diverse needs of their student populations. Volhontseff (1986) stated that for California, the passage of Proposition 13 in 1978 made economic survival a prime institutional concern and state funding was accompanied by state controls and more accountability (p. 18). Under Proposition 13, the real estate tax on a parcel of residential property is limited to 1 % of its assessed value, until the property is resold. This assessed value, however, may only be increased by a maximum of 2 % per year.

Rosen (1982) studied the effect of Proposition 13 on housing in San Francisco and the Bay Area and found that the tax cuts were not accompanied by any substantial cuts in services as surpluses in the overall California budget were used to subsidize local communities that experienced shortfalls in their tax revenues. The relative prosperity of the 1980s enabled the state of California to assume a larger portion of the cost of public

services and education in particular. However, the onset of recession in the early 1990s helped to clarify the real impact of Proposition 13 on the state as a whole. In the 1990s, a series of shortfalls in the state's budget made it necessary to shift costs of some public services to the local level.

As in the 1980s, so it is today. California community colleges face four basic issues. These issues are limited resources, increasing diversity of community college students, external and internal intrusion in the governance of community colleges, and new technology which requires a huge outlay of funds (Carroll, 1986). It is in this setting that boards of trustees try to retain control of the community college's destiny (Vaughn, 1985).

The 1990s saw a significant increase in the growth and reputation of community colleges, yet public funding has not caught up with that increase (Wenrich & Reid, 2003). Coupled with limited funding, costs have increased in part due to a depressed economy. Limited resources stem in part from the fact that institutionally, community colleges receive the lowest amount of state funding per full-time student at all levels of public education and have been affected by budget cuts and reduced state support. In such an environment, the community college president plays an important role as a guide in turbulent times and helps to create meaning during periods of uncertainty (Eddy, 2005). In addition, community college leaders have been forced to look for new sources of income.

The Community College President

The community college president serves in an environment where resources are limited, accountability and requirements are increasing, collective bargaining is

becoming more contentious, and society is more litigious than ever before (Boggs, 2003). In times of uncertainty and change, the members of a community college campus seek to make sense of new events and to find an understanding of how present experiences connect with past knowledge (Senge, 1994; Weick, 1995). However, as Weick (1995) said, “sensemaking begins with the sensemaker” (p. 18).

The community college president has to be the sensemaker especially in uncertain times. Additionally, Wenrich and Reid (2003) pointed out that “the increasing awareness of the impact of community colleges on the local economy allowed presidents to seek support from businesses . . .” (p. 28). This aspect of the role of a community college president will be further explored in looking at the president’s role as fundraiser. Ultimate responsibility for college resources rests both with the board of trustees and the president.

In the 1970s, external and internal intrusion in the governance of community colleges led to increased concern on the part of community college presidents regarding state control, collective bargaining, changing demographic patterns, and the need for diversity in the marketing and fundraising efforts on behalf of the college (Beehler, 1993). In the 1980s, the linkage between the community college and the wider community became stronger and so did the need for strategic responses to that larger community.

The role of community college presidents continues to include internal and external aspects making the presidents responsible for their colleges more than any other individuals could be. There has been an increase in scrutiny from state level boards, calls for more accountability, emphasis on nontraditional students and programs, and a number of forces that affect the performance of community college presidents (Beehler, 1993).

New technology which requires a huge outlay of funds also adds another dimension to the role of community college presidents – private fundraisers. Community college presidents are being asked to help bridge the digital divide and to prepare students to live in an increasingly global society and economy. The president must possess an excellent command of technology (Boggs, 2003). Distance education, especially its online variety, presents potential challenges to the community access mission.

Because on-line education could potentially be mounted from anywhere in the world, community colleges could lose their geographic advantages and their convenience and proximity to so many students. In addition, access to computers or the so-called digital divide, is another potential problem for low-income students. Introducing on-line courses may pose a threat to students who benefit from the support and structure enabled by face-to-face interactions with faculty and peers (Bailey & Smith Morest, 2006).

Measuring and Managing Community College Effectiveness

Community colleges, like other nonprofit organizations, face increasing competition for limited resources. Because of this competition the colleges need to measure how effective they are in accomplishing the goals and objectives of their mission. Kaplan (2001) proposed that effectiveness of nonprofit organization “should be measured by how effectively and efficiently they meet the needs of their constituents” (p. 353). In other words, any credible measure of an organization’s effectiveness must be related to overall organizational mission and objectives (Kaplan). However, Kaplan felt that there was not one universal model for measuring organizational effectiveness. He believed that it would be more instructive to develop frameworks for measuring effectiveness rather than theories of effectiveness. In fact, strategy and performance

measurements need to focus on what outcomes an organization such as a community college intends to achieve, not on what programs and initiatives are being implemented. However, measuring mission accomplishment and goals attained is an expensive proposition that often becomes too difficult with the limited resources at the disposal of community colleges and other nonprofit organizations.

Community colleges must develop effective measures in conjunction with strategic alignment of clearly defined measureable goals, objectives, and mission (Sawhill & Williamson, 2001). Moreover, Moskal, Ellis, and Keon (2008) pointed out that measures of institutional effectiveness are focusing more on accreditation assessment and student learning outcomes than they are on “operational factors such as student access and equity, enrollment, faculty qualifications, student retention and other similar indicators” (p. 270). They postulated that “results obtained from effective measurement of student learning can aid improvement in a program or institution by providing empirical evidence of strengths and weaknesses” (p. 272).

Herman and Renz (1999) pointed out that the most important challenge facing those who aspire to measure the effectiveness on non-profit organizations is what criterion should be used. They presented a number of indicators of effectiveness that may guide research. These include size of the institution, measured by revenues; age of the institution; growth in terms of responsiveness to needs of constituents. However, they believed that a more unbiased way to measure effectiveness is to measure how responsive the institution is to the needs of its constituents.

In their most recent work, Herman and Renz (2008) restated and updated their theses on non-profit organizational effectiveness. They stated that the effectiveness of

non-profit organizations is always a matter of comparison whether of similar organizations or of the same organization over two time periods. Secondly, such effectiveness is multidimensional. In other words such effectiveness cannot be assessed by using a single indicator. Thirdly, at least in some ways, boards of trustees make a difference in the institution's effectiveness and their effectiveness is related to organizational effectiveness. Fourthly, the more effective a non-profit institution, the more likely it is to use correct management practices. Fifthly, effectiveness is a social construction. Activities of the non-profit institution are not really significant until some judgment of effectiveness is formed and communicated to others. Finally, it is important to differentiate effectiveness at program, organization, and network levels. Organizational effectiveness is related to, but different from program and network effectiveness. Herman and Renz concluded that "the perceived effectiveness of an organization often depends on the effectiveness of other organizations and people with which it is interconnected and the ways in which they are interconnected" (p. 409). Furthermore, they stated that "non-profit organization effectiveness remains a complicated and challenging construct for researchers and practitioners alike" (p. 412).

In the 1998 study Forbes sought to answer three basic questions about the effectiveness of non-profit organizations by examining 21 studies that had been conducted over a 20-year period, 1977-1997. First, how should effectiveness be measured? Second, what organizational phenomena are associated with effectiveness? Third, how are assessments of effectiveness made in various organizational contexts? (p. 188). Their research found that "the most pressing need with respect to research in this area [organizational effectiveness] is for additional studies that clarify the way the

concept of effectiveness is currently being applied in non-profit organizations” (p. 196). In this study, this researcher will employ mainly a goal attainment approach since community colleges have goals and missions which are fairly well articulated. Various archival data will be used to measure attainment of goals and objectives. The quantitative data to be used will be discussed in the next section of this study.

Enrollment Growth

According to a report on the future of the community colleges in the United States, community colleges are experiencing unprecedented enrollment growth due in part, to a shift in the nation’s economy from an industrial to a knowledge-based economy (McClenney, 2004). This also applies to California community colleges. In addition, Martinez (2004) asserted that “community colleges have become an integral part of American postsecondary education, today comprising more than one-third of total college enrollments” (p. 21).

However, student enrollment patterns are not uniform. For example, some students enroll in more than one community college while others are high school students who are taking community colleges classes often to enhance their chances of getting into four-year colleges. The community colleges in the United States enroll almost half of the undergraduate population (Martinez, 2004). According to the Los Angeles Community College District Web site (n. d.), 60 % of the students who graduate from the California State University system have attended a community college.

People enroll in community colleges for various reasons. According to Wild and Ebbers (2002) “community college enrollment can mean the student is interested in a two-year associate degree, a one-year certificate or diploma in a career field, a series of

classes to re-train for job competitiveness, or completion of one course for personal interest or skill force development” (p. 508). In addition, students enroll so they can complete units required for transfer to four-year colleges and universities. Community colleges are deemed effective if they are helping students to attain their goals in any of the areas mentioned here.

Increased enrollment at community colleges is coupled with increasing diversity of students. Community colleges have opened access to higher education to those who would not otherwise have the opportunity because of financial or geographical limitations, and family or job obligations. Community colleges enroll the most diverse student body in higher education. Enrollment of a diverse student body should continue to increase in the coming years as children of “baby boomers” and new immigrants head toward higher education (Boggs, 2003). Boggs added that in 1999 the US Department of Education predicted that by 2009 three-quarters of high school graduates will enroll in higher education. Much of the increase in enrollment will be from minority and older populations that have traditionally been served by community colleges (Boggs).

Student Retention

In addition to enrollment rates, student retention is a very critical part of any measure of community college effectiveness. According to Wild and Ebbers (2002), “student retention is significant for measuring institutional effectiveness in the prevailing environment of accountability and budgetary constraints” (p. 503). They outlined a number of issues that are crucial for addressing student retention. These are: (a) the definition of student retention; (b) theoretical frameworks for student retention; and (c) the status of current research on student retention in community colleges (p. 503).

Defining retention for a community college is not as simple as it is for a university. Wild and Ebbers (2002) continued their discussion of this issue by stating that a definition of retention that is based solely on degrees completed is not very beneficial at the community college level. This is true because “graduation is not necessarily the goal of community college students” (Wild and Ebbers, p. 505). They felt that defining retention as “persistence rate” may be more meaningful because it considers goals other than graduation rates. They opined that a definition of student retention for community colleges, although difficult to establish, must include the “initial identification of the student’s goal; periodic verification or adjustment of the goal; and persistence of the student toward the goal” (p. 506).

Ebbers and Wild (2002) concluded that “community colleges are well known for the creativity and initiative they have brought to higher education. The issue of student retention in the community college must become a priority for community college leaders who will undertake the research on program development necessary to establish student retention theories. . . .” (p. 517).

Student Attrition

Another measure of a community college’s effectiveness is attrition rate. From the review of the existing literature, attrition rates appeared to be influenced by an interaction among many variables. Attrition rates for community college are not as clear cut as they may be for students who enroll in traditional four year colleges. The main reason for this, as Jones (1986) pointed out, is that many students who drop out of colleges were not necessarily in academic jeopardy. They were more likely to drop out for non-academic reasons. Students transfer to 4-year institutions but in addition, some students do not

enroll at community colleges with the intention of graduating with an associate degree. They enroll to take a single course or to get advanced placement credit for high school diploma completion, or to complete prerequisite courses for matriculation to 4-year colleges.

Zwerling (1980) looked at the factors that impact student retention at community colleges. He said, “To reduce significantly the staggering attrition at the average community college, it appears necessary to shift the focus from what is wrong with the student to what is wrong with the institution” (p. 56). Some of the factors contributing to high attrition rates identified by Zwerling included a lack of adequate advising, financial aid availability, and convenient times for counseling adult students.

Furthermore, Jones (1986) pointed out that because community colleges experience high and sustained attrition rates; keeping students has become as important as attracting them (p.14). Jones continued his discussion of attrition rates by stating that “successful strategies to reduce attrition can be developed; however, no cook-book formula works for all institutions” (p. 15). Jones also pointed out that not all attrition should be deemed unnecessary. However, it is unnecessary attrition on which community colleges need to focus their efforts.

Jones (1986) felt that a first step in addressing the attrition issue at community colleges is to make a campus-wide commitment to developing a comprehensive student-retention program. After this has been done, a concerted effort needs to be made to identify attrition related factors at the specific institutions. Research must be conducted and the findings used to develop a profile of the type of students who have dropped out of given community colleges. Jones concluded that one of the factors that appears to aid in

the retention of students is personal contact between campus employees and students.

“The single most effective means of reducing attrition are linkages through personal relationships, campus-based work assignment, and involvement in campus organizations” (Jones, 1986, p. 17). Reducing student attrition rates, although difficult, does not appear to be an impossible task.

Graduation Rates

The final measure of a community college’s effectiveness is graduation rate of students. However this community college statistic may be misleading if viewed on its own without further explanation. Bailey, Jenkins and Leinbach (2005) noted that “community colleges are open-door institutions serving many students with academic, economic, and personal characteristics that can make college completion a challenge” (p. 1). They continued by stating that although the graduation rates of community college students are low, graduation is not the main goal of community college students.

In the light of their findings, Bailey, Jenkins, and Leinbach (2005) felt that graduation rates should not be used to measure the effectiveness of community colleges. However, graduation rates may be used as guides for making improvements in these institutions. They concluded that simply looking at absolute graduation rate of individual community colleges would be misleading. However, if such a number were accompanied by an explanation of the many factors and influences that prevent retention and graduation, there might be a better understanding and appreciation for the contribution of community colleges.

Hayes (2005) stated that there was a gap between available community college retention data and the data needed “for timely formative and summative evaluation of

retention/graduation efforts at the community college level” (p. 2). Hayes felt that it was only by comparing peer institutions that the leadership of community colleges can find a useful context for measuring retention and graduation rates. The main problem is that such data are not available nationally. Hayes pointed out that there is insufficient data available to track the year-to-year retention, transfer, and graduation rates of community college students. If the data were available, institutions would be better able to assess the success or failure of their retention efforts. However Schuetz (2005) pointed out that although “nine out of ten first-time community college students intend to earn a certificate or associate degree or to transfer and earn a bachelor’s degree, only 36 % achieve a formal credential within six years” (p. 60).

Bailey and Smith Morest (2006) questioned how community colleges can continue to maintain their open-door policies, support under-prepared students, and struggle to help enrolled students complete degrees and certificates that prepare them for success in the workplace. All of this is taking place in a time when falling state budgets combined with growing enrollments, a greater emphasis on outcome-based accountability, competition from for-profit institutions, and growing immigrant student populations increase the challenges faced by community colleges. The challenges faced by community colleges impact their mission to provide educational opportunities for low-income students, students of color, and other underserved groups (Bailey & Smith Morest). In the final analysis the effectiveness of a community college is measured in whether or not a student attains the goal he or she had when he or she entered the college.

Organizational Structure and Governance

The Community College Policy Web site (n. d.) indicated that members of the board of governors of the California community colleges are appointed by the governor of California. The board is responsible for coordinating the state's two-year colleges through the chancellor's office. The chancellor's office is responsible for fiscal accountability of the community colleges in California, USA. The community colleges are in turn organized into autonomous districts with locally elected governing boards of trustees. The local boards of trustees approve new programs and courses and submit them to the state board of governors for final approval.

According to the California Education Code (1979), all community college districts must be under the governance and control of boards of trustees which may sue or be sued and which may hold and convey property for the benefit of the colleges. Each of the community colleges to be studied in California, USA has its own board of trustees which has members who are popularly elected. According to the LACC District Website, "Board members are elected at large for terms of four years. Elections are held every two years with three members being chosen at one election and four members at another." In addition to the popularly elected members, a student member is elected annually.

Boards of trustees fulfill certain purposes:

1. to keep in touch with the community
2. to support drives to recruit students
3. to support fundraising efforts
4. to accomplish public relations goals
5. to influence the legislature. (Roderer, 1976)

Furthermore Millar (2005) quoted Duca (1996) as listing seven responsibilities of non-profit boards which are similar to boards of trustees of community colleges. These responsibilities are as follows:

1. clarification of the organization's mission
2. interpretation of the mission to the public
3. establishment of goals, long-range plans, and strategic plans
4. setting policies and other major guidelines for operation
5. protecting the organization's financial stability and solvency
6. hiring, supporting, and assessing the performance of the executive [officer]
7. evaluation of the performance of the organization and the board itself. (p. 55)

The president of the community college, as the chief executive officer, is employed by the publicly elected board of trustees to develop and administer the board's policies within the various laws, rules, codes set out by state and federal regulations and policies (Myers, 2005). The president must be sensitive to, and sensitize faculty, administrators, students, and the general public to changing trends which affect the student as a consumer of the educational process (Vaughn, 1989).

The minimum educational requirements for attaining the office of president in the community college system in California, USA are similar to those required in the rest of the United States. According to Bogue-Feinour (2006), "The minimum qualifications for service as an educational administrator shall be both of the following: (a) possession of a

master's degree; and (b) one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment" (p. 37).

The California Education Code details and defines the roles of presidents and boards of trustees and the processes, authority, levels of consensus, and mandatory processes each party must follow as part of the governance of a college in California (Myers, 2005). However, Boggs (2003) pointed out that many community college presidents said they were unprepared for their roles of fundraiser and financial manager and for their work with boards of trustees. In fact many presidents looked for ways to survive their boards rather than viewing themselves and the boards as teams with a common purpose of providing direction and leadership to a complex organization.

Kauffman (1980) wrote that nothing was more important to a college president than a successful relationship with that institution's governing board and without a sound relationship with the governing board, the president could not be effective. In addition, Kauffman stipulated that regular efforts must be made to clarify the mutual expectations of the presidents and boards because a lack of clarity reduces the president's ability to function effectively. Furthermore, Kauffman believed that a healthy fiscal state tended to enhance the board-president relationship.

In the United States model and hence in California, public funding comes mainly from the county and state governments but the federal government and property taxes provide sources of funding. In addition, tuition charges are a major source of funding (Walsh, 2005). Any decision to pursue higher education is affected by the prospective student's socio-economic status and the ability to access funds. Inevitably whether or not students continue to pursue such an education will depend on the resources available to

them. According to McClenney (2004) in the American community college system “higher tuition rates and slashed state appropriations denied at least 250,000 prospective students access to college in the 2003-2004 fiscal year.” In addition, “the shift from grants to loans and from need-based to merit-based aid ... conspire to make participation [in community college] an ever greater challenge for low-income students” (p. 10).

Roles of Board of Trustees and Presidents

Roles of board of trustees. Chapter II, Article III of the California Education Code (1979) states that: “The Board of Trustees may execute any powers delegated by law to it or the District of which it is the governing board and shall discharge any duty imposed by law upon it or upon the District of which it is the governing board.” All trustees are expected to conduct themselves with trustworthiness, honesty, integrity, reliability, loyalty, respectability, responsibly, fairly, with caring, and citizenship. The board of trustees shall establish rules and regulations for the government and operation of the community colleges in the District and delegate authority to officers, employees, or committees of the District or the individual college.

The board of trustees holds a community college in trust, acts as fiduciary officer, and ensures that the college is operated effectively and efficiently in concert with its mission (Glass & Jackson, 1998). Furthermore Glass and Jackson stated that “trustees have three main roles: (a) establishing the mission and goals of the college; (b) appointing, evaluating, and terminating the president; and (c) raising funds” (p. 579). Drucker (2005) concurred that one of the main functions of a non-profit board such as that of the community colleges is fundraising. The board members govern the community colleges but they are also sponsors and as such they both give and raise money. In

addition, Drucker stated that the board members are ambassadors who must defend the mission of the colleges and also they are consultants.

Boards of trustees in California, USA are responsible for growth in both academic and physical areas of the colleges. As such, the boards establish policies for, and approve current and long term educational plans and programs and promote orderly growth and development of the community colleges within the County. The boards are responsible for establishing policies for educational programs and must approve the total educational program of each community college. The boards determine which holidays they will observe and on what days within the framework of providing the necessary number of days for instruction to qualify for state monies. The boards also are responsible for the establishment of academic standards, probation, dismissal, and readmission policies and graduation standards.

The boards of trustees determine and control the operational and capital outlay budgets of the community colleges. In addition, they manage and control community college property. Board may procure goods and services as authorized by law. The boards are responsible for setting student fees as authorized by law. Each fall, the boards must perform self-evaluation. Evaluation may include feedback from all stakeholders.

According to Dika and Janosik (2003), trustees play a major role in ensuring quality and effectiveness in higher education. However, research on the selection, training, and effectiveness of boards of trustees is limited. Boards of trustees have statutory authority over community colleges but in recent times they have become more than just guardians of the institutions, they are more active in addressing such issues as escalating costs, faculty productivity, and institutional effectiveness. In order to be

effective board members, trustees must possess demonstrated leadership skills, must have the ability to contribute and support the mission and needs of the institution, must have a commitment to the institution, must have personal integrity, must have a good knowledge of higher education, and must be familiar with the problems of higher education.

In terms of shared governance the board of trustees must work closely with the District Academic Senate. According to Chapter XVIII of the California Education Code (1996), the Academic Senate is made up of various representatives of College Academic Senates which are made up of faculty members. In conjunction with the District Academic Senate, the board of trustees develops policies regarding curriculum, grading policies, degree and certificate requirements, faculty development activities, processes for program review, processes for institutional planning and budget development, and other mutually agreed upon matters relating to academic and professional issues.

Boards of trustees act as governor, sponsor, ambassador, and consultant (Drucker, 2005). Drucker continued that trustees are trustworthy but they must also be “trustors.” To function well they must trust the president of the community college. If the president loses credibility with the board of trustees, this makes it impossible for the president to function effectively. It is to the benefit of the community colleges to have a strong board because the president will be more effective with a strong board.

Green and Griesinger (1996) offered ten areas of primary responsibility of a board of directors of non-profit organizations such as community colleges. These are as follows:

1. mission and policy
2. strategic planning

3. program evaluation
4. board selection and tenure
5. board development
6. selection and evaluation of chief professional officer
7. resources
8. financial management
9. community interaction
10. dispute resolution. (pp. 392-393)

Carver and Carver (2004) used a policy governance model to describe the relationship that the board of trustees ought to have with the president of a non-profit organization such as a community college. He believed that “the board exists to be accountable that its organization works. The board is where all authority resides until some is given away to others” (p. 1). Carver’s policy governance model requires that boards become more competent servant-leaders who are able to effectively govern the institution on behalf of its owners whether these are shareholders, taxpayers, or others. As such Carver postulated that the board has one employee, the chief executive officer whatever his or her title may be. According to Carver, the board’s evaluation of the effectiveness of the organization becomes an evaluation of the performance of the chief executive officer or president. In addition, when the board conducts a self-evaluation, it is comparing its accomplishments to the work it has put into the governance of the institution.

Roles of presidents. Research and discussion centering on the role of the community college president has intensified in recent times. This seemed to have

occurred in proportion to the popularity of the community college as an educational entity. However there is much vagueness in the perception of many stakeholders as to the role of the community college president (Saunders, 1978).

A community college president is appointed by a board of trustees to serve as the chief executive officer of the college. The president is the academic and educational leader, financial manager, chief fundraiser, and civic leader of the college (Bornstein, 2002; D'Aloia, 1984). The role of the president of a community college also includes community leader, government liaison, resource stimulator, physical plant/property overseer, and labor relations specialist. In addition, the president of the community college must be able to lead the college as both educator and community leader and is the nexus between the forces within and outside the college (Beehler, 1993).

Duvall (2003) presented a partial list of the issues with which a community college president will deal. These are as follows:

1. the application of technology in teaching and learning
2. the emphasis on assessing learning outcomes
3. public concerns for institutional accountability
4. the management of information (student, employee, financial) within the institution
5. community relations
6. raising funds from both public and private sources
7. media relations
8. federal and state legal issues
9. litigation

10. personnel management
11. internal constituent relations including governance
12. collective bargaining
13. state and local financial issues including facility bonds
14. facility management
15. accreditation requirements
16. fair treatment of intellectual property. (p. 66)

Beehler (1993) also contended that the community college president's role is one of response to institutional change while managing the changing nature of his or her role. In responding to college and community needs the president responds to change while being an agent for change. The paradox is that the community college president's role is never static but he or she must be stable while undergoing change (Beehler).

Vaughn (1989) suggested that a community college president should create a balance between the needs of internal stakeholders such as faculty, staff, and students and those of external stakeholders such as politicians, trustees, alumni, and business leaders. In addition, Vaughn postulated that the three main functions of a community college president are: managing the academic institution, creating the climate of the campus, and interpreting and communicating the college's mission. In addition, community college presidents play important roles as private fundraisers and team leaders, and they must focus on the future through strategic planning. To this end the community college president is a manager of limited resources, facilitator of planned change, and a team builder who must rely on flexible response to external changes (Glass & Jackson, 1998). As shown later, transformational leadership style is best suited to the president's role of

effective chief fundraiser. Also the creation of a campus climate that fosters fundraising involves gaining the trust of faculty, staff, and the board of trustees.

In general the community college president must present the value of a community college education to the community that the college serves, develop programs for research and public relations, and must also lead faculty, staff, students, and the community in maintaining the quality of the community college (D'Aloia, 1984). In addition, the president must inspire faculty and staff in curriculum and instruction matters, he or she must be ethical, and must provide vision for the college community. Glass and Jackson (1998) contended that the first and most essential element of a strategic plan and a fundraising program is that the community college president establishes a vision for the institution. Once this vision is established, the president's responsibility is to educate both internal and external stakeholders about the mission and vision of the institution. However, the president often faces the challenges posed by the irreverence and indifference of students, the resistance of faculty members, who prize their autonomy, and the challenges of members of the board of trustees trying to establish their authority (March & Weiner, 2003).

Saunders (1978) found that both the community college president and the board of trustees are viewed as major factors in establishing presidential role at a given institution. However, the board of trustees is perceived to have the greater influence. Presidents must look for allies among faculty, administrators, students, the community at large, and especially among members of the board of trustees.

In addition to the traditional roles that presidents and boards are expected to play in shaping the community college, charting its direction, mission, role, scope, and

destiny, they must also lead the charge for leadership development of future community college leaders. Vaughn and Weisman (2003) viewed this as a primary role of the president–board team as the shortage in community college leadership personnel is expected to reach ‘crisis’ proportions in the not too distant future. They believed that trustees and presidents should become actively engaged in leadership development on their own campuses. They concluded that the presidency of a community college is a complex position but the board of trustees and president must work as a team if the college is to operate efficiently and successfully.

Board–President Relationship and its Impact on Community College Effectiveness

Board–President relationship. Community colleges operate in a political environment in which it is the board of trustees’ responsibility to formulate policy. At the same time, the relationship between board and president depends on how much freedom or latitude the president is given to manage the day–to–day affairs of the college without intervention (Volhontseff, 1986). Indeed the board’s responsibility is to set policy and the president’s responsibility is to establish procedures to carry out these policies (Marsee, 1980). Drucker (2005) believed that building relationships with the board of trustees is a crucial and central part of the task of the president.

Success of the board–president relationship depends to a large extent on how well both understand mutual roles and responsibilities. Indeed no single factor is more important to the success and effectiveness of the community college than both president’s and board of trustees’ relationship in their leadership roles (Hua, 2005). According to Gilbert (1976) there are five key elements that contribute to the board–president relationship. These are a clear understanding of their respective roles, a clear view of the

mission of each college, a need for a code of ethics for trustees and presidents, an excellent grasp of the financial condition of the college, and an in-depth knowledge by trustees of how collective bargaining works.

In addition, Volhontseff (1986) postulated that there are two main factors that make for an effective board–president relationship: these are mutual trust and respect and the ability of both board and trustees to distinguish between policy and administration. Prescott (1980) confirmed that the key element in the board–president relationship is open, direct communication which can only occur in an atmosphere of mutual trust.

While there appears to be consensus that a good board–president relationship is crucial for the effective functioning of both the board of trustees and president, it is unclear what constitutes a good relationship between the board and president and how to measure whether or not the relationship is effective or how it affects the quality of the community college. However, it seems likely that the success of a community college is significantly affected by the board–president relationship and without a sound relationship with the board; the president will be ineffective (Henderson, 1976; Kauffman, 1980). Nason (1982) contended that a good relationship between the board of trustees and the president is central to a healthy community college. Additionally, Green, Madjidi, Dudley, and Gehlen (2001) found from their study of a national non-profit social services organization that “the more the CPO [chief professional officer] took over activities that are usually considered board responsibilities, the less effective the organization was judged to be by the board members” (p. 470).

Effectiveness of community colleges. Community colleges, like any other type of complex organization, must have competent leadership to be effective. In addition, as the

twenty-first century begins, community college leadership has become even more complex and challenging (Piland & Wolf, 2003). Hua (2005) examined the relationship between presidential leadership and the quality of community colleges. Green and Griesinger (1996) examined the relationship between the performance of boards of non-profit organizations and organizational effectiveness. They stated that “organizational researchers often find the concept of effectiveness problematic” (p. 382). However, from their research they found that there was “significant positive correlations between the overall board performance scores and organizational effectiveness for both the board reported data and the CEO reported data” (p. 390). In addition, they found that “boards of effective organizations tended to take their legal accountability more seriously than did boards of less effective organizations” (p. 391).

Madjidi, Green, and Hughes (2000) examined whether or not tension between the board of directors of a non-profit organization and the chief professional officer (CPO) makes a difference in the performance of the organization. They stated that “there is a debate in the literature about how to measure the effectiveness of organizations and currently there is a lack of consensus about how to operationalize this concept” (p. 31). Hence they substituted the concept of performance of organization for effectiveness of organization. Their study used accreditation data as its measure of organization performance. They found that “boards with marginal consensus with their CPOs have higher performance than boards with consensus and that the lowest performing organizations have a lack of consensus between boards of directors and their CPOs” (p. 29). Furthermore, they stated that, “clearly, some lack of consensus is associated with a higher level of performance, while a lack of any consensus seems to be

counterproductive” (p. 38). The board has to take a stand for its policies and has responsibility for the overall performance of the organization.

Meanwhile, in their continued research on the role of boards of directors and performance of non-profit organizations, Madjidi, Green, and Sparks (2003) found that there are specific tasks, the performance of which by the boards of directors or executive directors, “positively or negatively correlates to performance of the organization.” These tasks include boards “being active in providing direction for long-term planning, leading the long-term financial planning and setting the organization’s budget but being less active in the hiring and firing of executive [officers]” (p. 29). They also found that “organizations with higher levels of performance had larger degree of agreement between board units and executive [officers] in tasks such as providing direction and leading long-term planning and setting the organization’s budget and providing staff members and clients with access to dispute resolution” (p. 30).

Moreover Hua (2005) stated that “the quality of post-secondary institutions is based on four factors: reputation, resources, outcomes, and content views” (p. 32). Furthermore there are three categories, resources (monetary), faculty, and students that can be used to gauge the quality and effectiveness of community colleges. Resources have been a constant thread throughout the review of the literature. Money is vitally important to providing high quality resources including technological resources for faculty, staff, and students. The quality of the faculty can be measured in terms of highest terminal degree, real world experience, and salary earned. The quality of students can be measured by high school GPA and scores on admission tests such as SAT. Additionally, the quality of a community college can be measured by accreditation renewal or

maintenance teams of peer experts and by reputation built up over the years. It appears that quality of community colleges is viewed more on output and outcome rather than on process (Hua).

One important measure of the effectiveness of community colleges is student learning. Banta (2004) believed that good measures of student learning are scarce and that, like other academic institutions, community colleges are struggling with the challenges of effectively and reliably assessing student learning. The main reason given for this is that students enter the community college with diverse educational goals and are more likely to transfer or drop out.

However, Banta (2004) continued that community colleges stand out amongst higher education leaders in establishing indicators of their effectiveness, gathering benchmark data, and using their findings to improve student satisfaction and that of other constituents. Banta believed that community colleges led the way in demonstrating their accountability through the assessment of institutional effectiveness. However, over the years assessment has switched from institutional effectiveness to student learning and, as pointed out earlier, community colleges like other academic institutions are struggling because good measures of student learning are scarce.

In conjunction with student learning there has to be an examination of students' ability to meet the cost of higher education. As stated earlier, any decision to pursue higher education is affected by the prospective student's socio-economic status and the ability to access funds. Inevitably, whether or not students continue to pursue such an education will depend on the resources available to them and the cost of attending institutions of higher learning including community colleges.

Effectiveness of community colleges is hard to measure because the institutions are very complex and each is different from the other. Green, Madjidi, Dudley, and Gehlen (2001) noted that for non-profit organizations “the primary measures of performance tend to focus on the activities specified in the organization’s mission, goals, and objectives [but] these are often difficult to assess fully” (p. 460). As noted earlier, the goals of students of community colleges are not limited to academic achievement but expand also to personal growth, career enhancement, and preparation for the job market. Hua (2005) pointed to the fact that community college students are more diverse demographically than those who attend traditional four-year institutions. Indeed students enroll in community colleges because of the low tuition, proximity to their homes, convenience of class schedules, job training, and the quality of instruction.

The educational effectiveness of community colleges is under new scrutiny because of federal focus on accountability and also greater competition for the limited state funds. Stakeholders such as policymakers and parents, who now have to pay increased tuition, want assurances that returns will justify the cost of attendance. Any judgment about the effectiveness of community colleges depends, to a large extent, on an assessment of the meaning of student goals. Community colleges encounter many difficulties as they serve students with serious economic, social, and academic challenges. In addition, the colleges have less resource per student to draw on than other public tertiary institutions. Some community colleges have higher graduation rates than others and perform better on student outcome measures. It is the job of policymakers, researchers, and the colleges themselves to understand what distinguishes the more

successful institutions and how the effectiveness of all colleges can be improved (CCRC Brief, 2005).

Effective community colleges require effective leadership. Covey (2004) stated the seven habits that highly effective leaders such as presidents and trustees need to practice: begin with the end in mind; think win-win; seek first to understand and then to be understood; sharpen the saw; be proactive; put first things first; and synergize. Additionally, Hua (2005) found that the quality of presidential leadership is a key ingredient for maintaining and improving the quality or effectiveness of community colleges. It is a fundamental reality of leadership that it reaps the rewards of public satisfaction and bears the blame for public unhappiness. It does not matter whether or not a leader has done much to create the former or could have done much to prevent the latter (March & Weiner, 2003). As will be shown in the next section of this review, leaders of community colleges are expected to be transformational, ethical, team, and servant leaders.

Relevant Leadership Theories

Definition of leadership. Owens (1973) stated that leadership is a mysterious and vaguely understood ingredient of management. Rowley (1997) explained that leadership has three facets:

Leadership is concerned with a sense of direction and vision and the imparting of that vision. Leadership involves working with others, probably in teams, and the maintenance of relationships. Leadership is a careful and relentless process that involves attention to detail (p. 80).

In addition, Robbins (2005) stated that, "Leadership is the ability to influence a group toward the achievement of goals" (p. 156). While Weick (2001) explained that highly

effective leaders are effective because their teams know what the task is; are clear on boundaries, standards, and norms; and are knowledgeable about chains of command. Furthermore as stated by Koch (2004) “all leadership is about building relationships and the key to all successful relationships is trust” (p. 17).

It seems that most community college presidents are attracted to leadership out of a commitment to the educational and social ideals of the community college (March & Weiner, 2003). However, one of the most powerful definitions of leadership is that of Cashman (1998), “leadership is authentic self-expression that creates value” (p. 20). Cashman postulated that leadership is not hierarchical, it exists everywhere in organizations. Also although roles change the core processes of leadership remain the same. He believed that some people may self-express and create value through systems, others through ideas, others through people but the essence is the same (p. 20)

According to Sullivan (2001), in 2001 the community college system in the United States celebrated one hundred years of existence. Sullivan felt this milestone provided a good opportunity to examine the history of the leadership styles of community college presidents. The Sullivan article drew heavily on the Bolman and Deal (1991) frameworks for leadership. According to Bolman and Deal there are four frameworks within which leaders operate namely, structural, human resources, political, and symbolic. However, Bolman and Deal urged leaders to operate out of more than one frame of leadership.

The leadership theories examined in this research as pertinent to presidents of community colleges are team leadership, servant leadership, transformational leadership, and ethical leadership. Team leadership theory examines the leadership of groups made

up of interdependent members who share common goals and who work together to accomplish these goals (Northouse, 2004). Servant leadership uses service as the means of getting followers to accomplish goals (Greenleaf, 1970 & 1977; Myers, 2005). Transformational leadership theory focuses on the charismatic qualities of leadership and examines the processes that change and transform individuals in an organization. It involves visionary leadership (Burns, 1978; Northouse, 2004). Ethical leadership is a thread that should run through any leadership style (Northouse). Sullivan (2001) believed that the most effective leadership style for current presidents of community college would be team leadership. No matter what the leadership style or the organizational structure, ethical and servant leadership need to play key roles and leaders need to be transformational. The necessity of change is a mantra of leadership, as is the necessity of administrative leadership to effect change. This does not mean that all stakeholders will rally behind a transformational leader. There will be chasms that separate faculty from administration and administration from the board of trustees (March & Weiner, 2003).

Team leadership. Team leadership theory examines the leadership of groups made up of interdependent members who share common goals and who work together to accomplish these goals (Northouse, 2004). Servant leadership uses service as the means of getting followers to accomplish goals (Greenleaf, 1970 & 1977; Peete, 2005; Myers, 2005). The researcher believes that this is a concept that needs to be included across all leadership theories. Transformational leadership theory focuses on the charismatic qualities of leadership and it examines the processes that change and transform individuals in an organization. It involves visionary leadership (Burns, 1978; Northouse,

2004). Ethical leadership is a thread that also should run through any leadership style (Northouse).

Teams are organizational groups made up of individuals who are mutually dependent, who partake in common objectives and who must harmonize their functions to achieve these objectives. Furthermore Nelson (1995) defined teams as “cross-functional with each individual a part of the whole” (p. 57). Team leadership requires strong interpretational skills. Also trust and open communication are essential ingredients for a team to succeed.

The effective team leader is able to monitor internal and external factors that affect the team and helps the team members to adapt to the external environment. Also he or she is effective in taking remedial action and preventing harmful changes. Northouse (2004) pointed out that “team leaders must learn to be open and objective in understanding and diagnosing team problems and skilful in selecting the most appropriate actions (or inactions) to help achieve the team’s goals” (p. 210). Research on the efficacy of organizational teams has implied that the employment of teams has resulted in greater productivity, more effective utilization of resources, improved decisions and problem solving, ameliorated products and services and augmented novelty and imaginativeness (Parker, 1990).

Servant leadership. Servant leadership is one facet of ethical leadership that has gained prominence over the past three decades. The term servant leadership seems like a contradiction and may be deemed an oxymoron. Servant leadership was taught and practiced more than two thousand years ago by Jesus Christ. It is leadership that involves a deep commitment to serve others.

According to Peete (2005) a servant leader can be identified by the following characteristics:

1. listens intently and receptively
2. exercises empathy
3. nurtures healing and wholeness
4. applies ethics and values unwaveringly
5. builds team cooperation through persuasion
6. dreams big dreams
7. exercises foresight
8. understands service and stewardship as utmost priority
9. nurtures the growth of followers and
10. builds community within the organization. (p. 9)

Robert Greenleaf (1970, 1977) the main proponent of servant leadership based his theory on the premise that the servant leader leads people through service to be what they are capable of becoming. Servant leaders portray a resolute conviction and strong character by taking on not only the role of a servant, but also the nature of a servant. According to Greenleaf (1970, 1977) a servant leader focuses on the exigencies of followers and aids them to gain greater knowledge, freedom, self-governance and servitude. A servant leader empathizes and listens. From Greenleaf's point of view leadership must be focused on meeting the needs of others rather than on either the needs of the leader or those of the organization. Furthermore the servant leader must understand and embrace her role as a servant and focus primarily on meeting the needs of followers (Myers, 2005).

Transformational leadership. According to Northouse (2004) transformational leadership “is concerned with emotions, values, ethics, standards, and long-term goals, and includes assessing followers motives, satisfying their needs, and treating them as full human beings” (p. 169). This researcher believes that the transformational leadership style is vital to overcoming some of the challenges faced by community colleges as outlined in this research. A transformational leader is a change agent and such a leader and followers are bound together for a common cause.

Burns (1978) was the chief proponent of the transformational theory of leadership. Burns distinguished two types of leadership: transactional and transformational. Burns believed that effective leaders were able to draw upon the motives of followers in order to better achieve the goals of the leaders and followers (Myers, 2005). Furthermore Robbins (2005) defined transactional leaders as those who “guide and motivate their followers in the direction of established goals by clarifying roles and task requirements” (p. 166). On the other hand, Robbins (2005) stated that a transformational leader is one who “inspires followers to transcend their own self interest for the good of the organization” (p. 166). Dr. Martin Luther King, Jr. was an example of a transformational leader (Northouse, 2004, p. 172).

Kouzes and Posner (2002) through their Leadership Practices Inventory (LPI) identified five dimensions of leadership: challenging the process, which includes the degree to which the leader is willing to take risks; inspiring a shared vision; enabling others to act, this is the measure of participatory and cooperative decision making the leader allows; modeling the way, the congruence between actions and espoused values;

encouraging the heart, an assessment of the way the leader recognizes individual and team accomplishments and gives positive feedback.

Northouse (2004) described charismatic leaders as “strong role models for the beliefs and values they want their followers to adopt . . . [They] appear competent to followers . . . they articulate ideological goals that have moral overtones . . . they communicate high expectations for followers and exhibit confidence in follower’s ability to meet these expectations . . .” (pp. 171–172). In addition, Barbuto, Jr. (2005) stated that “charisma is believed to be the fundamental factor in the transformational process and is described as the leader’s ability to generate great symbolic power” (p. 28).

Transformational leaders recognize the need for change and act as change agents. They are skilled at institutionalizing change. Also they are adept at creating vision and getting the members of the organization to buy into their vision for the organization. The challenges faced by community colleges may need to be addressed by breaking down long held perceptions about the role of these institutions in the tertiary education sector. Harland, Harrison, Jones and Reiter-Palmon (2005) felt that transformational leaders may be able to convert crises into developmental challenges. They believed that “transformation meshes closely with the concepts of resilience and adaptive coping, which consistently emphasize achieving growth and greater strength” (p. 5).

Ethical leadership. Ethical leadership is a thread that needs to be woven into any leadership approach or theory. Ethical theory of leadership provides a system of norms, rules, and principles that guide decision making in different situations. In any given situation, ethical issues are either implicit or explicit. Northouse (2004) stated that dating

back to Aristotle there are five identified principles that govern ethical leadership namely respect, service, justice, honesty, and community (p. 310).

Ethical theories look at two broad areas: conduct and character of leaders. Leaders are influential and leadership carries a huge ethical burden and responsibility. Theories of ethical conduct focus on consequences of leader behavior. Characteristics such as courage, honesty, fairness, and fidelity are emphasized. This researcher believes that ethics is integral to leadership because of the influence that a leader exerts and the need she has to engage others to accomplish mutual goals.

McFarlin, Crittenden, and Ebbers (1999) found five factors that are positively related to being an outstanding community college president. These factors are “completion of a terminal degree, study of higher education and community college leadership, frequent experiences with publishing and presenting scholarly work, preparation as change agents, and extensive involvement in both peer networks and mentorship relationships” (p. 29).

In addition, Sullivan (2001) stated that the next generation of community college leaders must be Internet savvy and have been transformed both in their professional and private lives by the use of computers. They are skilled collaborators who emphasize workforce development rather than social justice. Although it will take a few more years to identify the collective leadership style of the next generation of community college leaders, it seems that one of their biggest strengths will have to be that of agents of transformation and change.

The leadership style of the president of the community college can significantly influence the nature of and the interaction between the president and the board of

trustees. The effectiveness of the president can be aided or hindered by the relationship between the president and the board of trustees (Myers, 2005). The cause and effect relationship of the congruence of roles will be addressed in the analysis section of this document. However, other factors besides role congruence may affect the effectiveness of the president and the quality of the community college.

Summary

The review of the literature revealed that community colleges have evolved as both liberal arts and vocational colleges catering to diverse groups of students. Also discussed were roles and functions of boards of trustees and presidents as they impact effectiveness. The leadership styles that are best aligned with the job of community college president were examined as well as the relationship between board of trustees and president which will be measured via self reporting. Effectiveness of board of trustees and presidents depends on mutual trust and respect; the effectiveness of the college depends on team work and collaboration between the board of trustees and the president. Ways of measuring effectiveness were discussed. Enrollment, retention, attrition, and graduation rates were examined as means of measuring college effectiveness.

Chapter Three: Research Design and Methodology

This chapter outlined the research design and methodology used in this study. First, the research questions were reiterated. Second, the nature of the study was described. Third, the methods and measures including the data source, collection strategy, data collection instrument, and the validity of the data collection instrument were described. Fourth, the data analysis process and design were described. Fifth, issues relating to protection of human subjects were discussed. Sixth, the strengths and weaknesses of the study were discussed.

Reiteration of Research Questions

1. Is there a significant difference between the roles boards of trustees of California Community Colleges say they perform and the roles they say they should perform?
2. Is there a significant difference between the roles presidents of California Community Colleges say they perform and the roles they say they should perform?
3. To what extent does the perceived relationship between board of trustees and president impact the effectiveness of the community colleges they serve?

Nature of the Study

This study examined the relationship between what roles members of the board of trustees of community colleges in California said they perform and what roles they said they should perform. Also the study examined the relationship between what roles presidents of community colleges in California said they perform and what roles they

said they should perform. The nature of the board–president relationship was measured using the created questionnaire plus the telephonic interview questions. Additionally, the impact of the perceived board–president relationship on the effectiveness of the colleges was examined. Community college effectiveness was measured using enrollment, retention, attrition, and goal attainment which was termed “graduation” and included basic skills training, degrees obtained, and transfers to 4-year colleges and universities. The data were obtained from the 2009 Accountability Reporting for the Community Colleges (ARCC) published by the California Community Colleges System Office.

This quantitative study used a five-point Likert scale to measure the difference between actual roles and what each board member or each president said desired roles should be. The differences were determined using paired *t*-tests for dependent variables. Finally, correlation analysis was used to examine the impact of the relationship between board of trustees and presidents on the effectiveness of the community colleges.

Methods and Measures

The study was completed using an investigative approach. There were two methodologies that were used in this study on what difference existed between desired and actual roles of boards of trustees and of presidents of community colleges and what impact the perceived relationship between the board of trustees and the president had on the effectiveness of community colleges. Descriptive and comparative analyses used both primary and secondary data.

First, a descriptive design was used as a simple tool to provide a summary of the characteristics of community colleges in California, USA. Description of the governance structure of the colleges was obtained from published documents. Historically reported

data were used for enrollment, retention, attrition, and goal attainment rates as these relate to the effectiveness of community colleges. In addition, the California Community Colleges System Office which is currently working on implementing the framework set forth by AB 1417 was used for gathering data on accountability of the community colleges. The implementation of AB 1417 is known as Accountability Reporting for the Community Colleges (ARCC). The purpose of this design was to characterize the community colleges as they were.

Second, a questionnaire designed for comparative research used numbers to compare the difference between what roles the members of the board of trustees said they currently perform and what roles they said they should perform. Additionally, the same questionnaire designed for comparative research used numbers to compare the difference between what roles the presidents said they currently perform and what roles they said they should perform at the community colleges. Green (1995) developed such a questionnaire for non-profit organizations. Based on the information on roles of board of trustees and presidents gleaned from the review of the literature, permission was sought and obtained to adapt Green's questionnaire and its subsequent revisions to this study.

The research questions that were examined in this study were (a) whether or not there was a significant difference between actual and desired roles of boards of trustees of community colleges (b) whether or not there was a significant difference between actual and desired roles of presidents of community colleges and (c) whether or not there was a significant correlation between board-president relationship and the effectiveness of the community colleges they serve.

According to McMillan and Schumacher (2006) “all quantitative research that is not simply descriptive is interested in relationships” (p. 218). McMillan and Schumacher continued by stating that such relationships can be found when one variable changes systematically with another variable. Differences or correlations allow researchers to preliminarily identify possible causes of important outcomes. These differences or correlations help to identify areas that may warrant further investigation. Differences or correlations allow researchers to predict one variable from another. Comparisons were made using descriptive statistics. Relationships were discovered by comparing differences or correlations. However, researchers always have to remember that correlations do not mean causation. The best that can be concluded is that there is a difference or a correlation between the two variables.

Data Sources

The analysis unit for this study was one president and one member of the board of trustees, both from the same community college. The data sources for this study were the presidents of community colleges in California, USA and the boards of trustees of these same California community colleges. The colleges that were included in this research were selected because they were single-college community college districts where the president reports directly to the board of trustees with no intervening level of bureaucracy. In other words, the president acted as a chief executive officer of the college. Because the number of respondents to the questionnaire was deemed by the researcher to be small, semi-structured follow-up telephonic interviews were conducted.

Each community college president was coded sequentially with a number. Each board of trustees also was coded sequentially with a corresponding number. The college

presidents were randomly numbered by the researcher. The boards of trustees also were randomly assigned numbers. Any subsequent correlation between a particular president or trustee and data was unnecessary. The list of which president or board corresponds to which number was kept by the researcher in a non-electronic format and was stored in a locked file drawer. All correspondence, surveys, and data gathered were stored on a flash drive in a secured location with other materials pertinent to the study. At the end of the research process all coding sheets were destroyed.

Data Collection

The researcher contacted the presidents of the community colleges and members of the boards of trustees by telephone or e-mail. The researcher introduced herself and explained the purpose of the study. Each was asked to participate in the data collection process. The researcher explained that participation was completely voluntary. If the trustee or president agreed to participate in the study, the researcher explained that she would send a data collection package consisting of a letter of introduction and a copy of the survey instrument used in the study. Each president or trustee was advised that the surveys were confidential. The purpose of the call was to ensure that the president or trustee would expect the package and it would not be treated as junk mail.

Two weeks after the packages had been sent a postcard was sent to each president and board chairperson with the following message:

“Dear (President or Trustee by name):

I am pursuing a doctoral degree at Pepperdine University and I am at the final stage of completing my doctoral dissertation. About two weeks ago I sent a package to you

containing a survey. If you have already returned the survey, please ignore this note. If you have not returned the survey, please do so at your earliest convenience.”

All surveys returned up to 6 months after the initial mailing were included in the study.

Data Collection Instrument

The Green study. The Green (1995) study, revised and updated in 2000, 2001, and 2006, was used as a base for one part of this study because there were similarities between boards of non-profit organizations and boards of community colleges. Green examined and evaluated the effectiveness of non-profit boards of directors in a study of a group of sixteen boards of directors of non-profit organizations that serve the developmentally disabled in Southern California. This researcher used the Green study because Green established a goal model that could be used as the basis for measuring board effectiveness and hence organizational effectiveness. It must be pointed out that Green’s literature review found that although the term organization effectiveness was widely used, there was often no clearly defined way to measure organization effectiveness. This study aimed to measure how the relationship between board of trustees and president impacted the effectiveness of the community college.

The Green (1995) study, updated over the years, employed the following research questions:

1. What should Board of Directors of nonprofit social service organizations do?
2. What do Boards of Directors of nonprofit social service organizations do? What do they think they should be doing?
3. How does the performance of Boards of Directors of social service organizations affect organizational performance?

From his research Green (1995) developed and validated an evaluation instrument for measuring how well boards might assess themselves on what they do and what they believe they should be doing. The Green research examined board performance of the following activities and their effect on organizational performance.

1. Determining/setting the organization's mission and purpose and setting policy
2. Strategic planning
3. Determining/evaluating the organization's programs and services
4. Board development
5. Selecting, evaluating, and terminating the executive director
6. Ensuring there are adequate resources, including fund development
7. Financial management (operating budget)
8. Interaction with the community
9. Serving as court of appeal. (pp. 7-8)

The instrument developed by Green (1995) evaluated how board members believe they perform their roles versus how they believe they should be performing their roles based on the goals established by Green. Green's instrument used a 5-point Likert scale for analysis of what boards do and what they feel they should be doing. The Green study concluded that there was a significant correlation between board performance and organizational effectiveness.

In addition to the Green (1995) study and subsequently revised versions of the questionnaire, the research instrument for this study was augmented by the current roles of boards of trustees and presidents in California, USA. Approximately one-third of the

items followed the Green study; one-third of them were based on the roles retrieved from the Community College League of California's Web site; and one-third of them, the demographic and open-ended questions, were created by the researcher. The questionnaire included as Appendix A is this researcher's original questionnaire. Appendix B has the validated questionnaire. The questionnaire was given to both members of the boards of trustees and presidents of community colleges in California, USA.

Validity of research instrument. Content validity was performed on the instrument created by this researcher using a selected three-member panel of experts. This panel of experts was made up of faculty members from the Graziadio School of Business and Management, Pepperdine University; Southern University, Baton Rouge; and a community college administrator. These experts are faculty members who have extensive research methods backgrounds and an administrator in the community college system who has expert hands-on knowledge. A copy of the instrument was modified for the validation purpose. Scoring scales were removed from the instrument. Below each question, three response options were provided. The response choices were as follows:

1. A – Keep the question as stated – the question appropriately represents a role of the president or the members of the board.
2. D – Delete the question – the question is not a relevant role of the president or members of the board.
3. R – Revise the question – space provided for suggested revision.

After the questionnaires were returned the questions were reviewed. A majority rule was applied in the analysis of the results, that is, when two members of the panel

made the same recommendation, the recommendation was adopted. The initial questionnaire consisting of 40 items was evaluated. Seven of these items had to be changed. One of these had to be replaced with a new item as it was discovered that items 23 and 30 were identical. The other six questions needed minor adjustments.

These were the revisions that were made to the items:

- Item 2. Periodically reviews and revises the college's mission.
Recommended change: "Periodically leads revision of the college's mission" (Item 14).
- Item 6. Monitors the college's courses and programs. Recommended change: "Monitors the college's courses and programs for effectiveness" (Item 18).
- Item 7. Initiates new courses. Recommended change: "Supports and approves new courses" (Item 19).
- Item 11. Leads and administers various fundraising efforts including foundation and asset management activities. Recommended change: "Leads various fundraising efforts including foundation and asset management activities" (Item 26).
- Item 17. Provides staff members with access for resolution of disputes.
Recommended change: "Provides faculty and staff with access for resolution of disputes" (Item 31).
- Item 28. Monitors how effective the college is in achieving its goals and student success. Recommended change: "Monitors how effective the college is in achieving its goals and student learning outcomes" (Item 22).

- Item 30. Ensures that budget planning is linked to college and program plans. Recommended change: Delete or replace. The item was replaced with “Requests legal advice in advance of potential problems” (Item 5).

However, the biggest issue that resulted from the validation process was that the items needed to be grouped into categories because that would make it easier for the respondents. There were various categories suggested. The seven that were deemed most appropriate were leadership, policy or mission development, planning, monitoring effectiveness, financial resources, human resources, and community relations. As a result of this grouping, all the items were renumbered.

A copy of the original questionnaire is included as Appendix A. The modified questionnaire submitted for validation is included as Appendix B. A copy of the revised questionnaire is included as Appendix C. In addition to the issues raised by the committee which validated the survey, questions were added that would enable the collection of demographic data. Also included were questions designed to elicit feedback on the perceptions of both trustees and presidents on how their community college is doing. In addition, open-ended questions were included to gather data on the perceived relationship between presidents and boards of trustees.

Data Analysis Process

The data source used in this research was relatively small. In order for the analysis of the data to be robust a number of data points were employed. Paired *t*-tests were used to analyze the differences between what roles trustees or presidents said they perform and those they said they should perform. In addition, correlation analysis was used to analyze the relationship between perceived board–president relationship and

its impact on the effectiveness of the community college. All statistical tests used in this research were conducted at a level of significance of $p = .05$. In other words, results were considered significant if $p < .05$. Because relationship data were self reported special care was taken to identify possible skewness that may have been the result of aspirational bias.

Issues Relating to Protection of Human Subjects

This study was designed in accordance with provisions mandated by the National Institutes of Health for Human Participation Protection as set forth on the Pepperdine University's Human Subjects Protection Web site and in the Pepperdine Institutional Review Board (IRB) Manual (Hall & Feltner, 2005). The researcher's certificate of completion of the National Institutes of Health course is included as Appendix D. An application was submitted to the Institutional Review Board (IRB), Pepperdine University, as exempt research and also for a waiver or alteration of the informed consent process. The IRB approval to conduct the research is included as Appendix E.

The application for exempt research was based on the following two reasons. The first was that "the study does not present more than a minimal risk to subjects" (Hall & Feltner, 2005, p. 20). The second was based on criteria for the research categories for expedited review which include, "research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies" (Hall & Feltner, p. 37). This provision applied because of the need to

collect data from presidents and members of boards of trustees in a timely manner that was not affected by the rapid turnover rate of presidents of community colleges and by trustee elections.

The application for waiver or alteration of the informed consent process was made to insure the confidentiality of the study process and a greater level of confidentiality for participants. If the participants were to be asked to sign waivers of consent, confidentiality could be jeopardized. In addition, the voluntary nature of participation in the study which was stressed in writing for both presidents and board of trustee members could be considered an appropriate affirmation of consent by participants. In addition, consent is not usually requested in these circumstances. Participants were informed in the cover letter that accompanied the questionnaire what measures would be taken to insure confidentiality and that any risk of disclosure of information was extremely low. Data were not collected until after IRB approval was obtained on September 8, 2008.

While conducting the research for this study, the utmost regard was given to maintaining confidentiality and to the voluntary status of the participants. All materials associated with the study were kept in a locked filing cabinet. The coding key was kept in another location in a locked filing cabinet. Board members and presidents were informed both by the researcher and in the survey materials that participation was voluntary.

Each community college president and each board of trustees also was coded sequentially with a number. Any subsequent correlation between a particular president or trustee and data was unnecessary. The list of which president or board corresponded to which number was kept by the researcher in a non-electronic format and was stored in a

locked filing cabinet. All correspondence, surveys, and data gathered were stored on a password protected flash drive in another location with any other materials pertinent to the study. At the end of the research process all coding sheets were destroyed.

Summary

Because the data source for this study was relatively small, it was not possible to make broad inferences from the data gathered. However, this researcher believes that the study will add very valuable data to the existing and ongoing research on the difference between actual and desired roles of presidents and trustees of community colleges. In addition, valuable data were obtained as to whether or not there existed a correlation between the perceived relationship of presidents and trustees and the effectiveness of community colleges they serve.

This chapter detailed the various quantitative aspects of the research methodology and procedures, including information about the data source, and data collection process. After implementation of a stringent set of procedures, a questionnaire was developed for the study. The following chapter examines results and findings for each of the research questions.

Chapter Four: Results and Findings

This chapter opens with a presentation of the demographic characteristics of the participants in the study followed by a presentation of the data collection process. Also the chapter presents the findings relevant to the research questions. The study reported here examined the differences between the roles boards of trustees and presidents of community colleges in California, USA said they performed and the roles they said they should perform. Also it investigated whether or not the perceived relationship between the board of trustees and the president impacts the effectiveness of a community college.

Demographic Characteristics of Participants

Trustees who responded ranged in age from 26 years to 66 or older. Two trustees were 66 or older, one was in the 56-65 age range, three were in the 46-55 range, four were in the 36-45 range, and three were in the 26-35 age range. Figure 1 shows the age distribution of trustees.

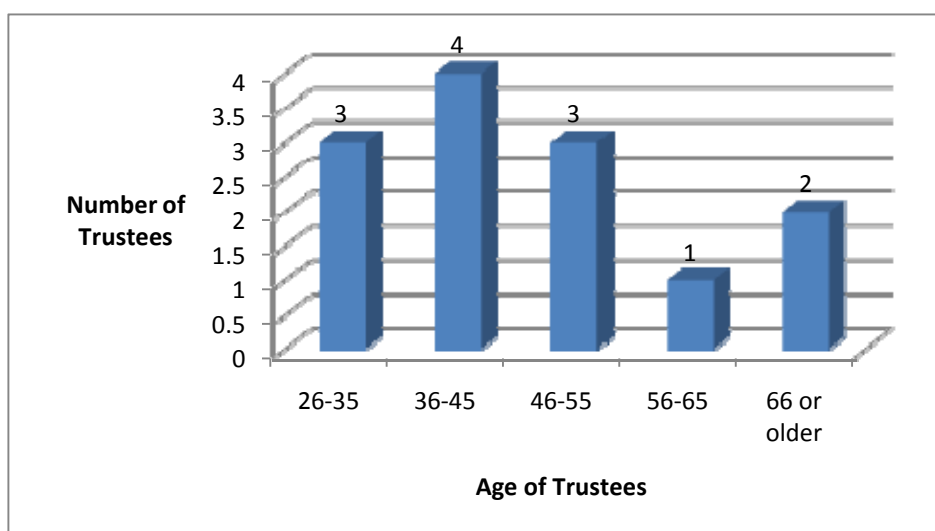


Figure 1. Age distribution of trustees ($n = 13$).

There were more male (7) than female (6) trustees but the disparity was not as wide as the distribution for presidents. Figure 2 shows the gender distribution of trustees.

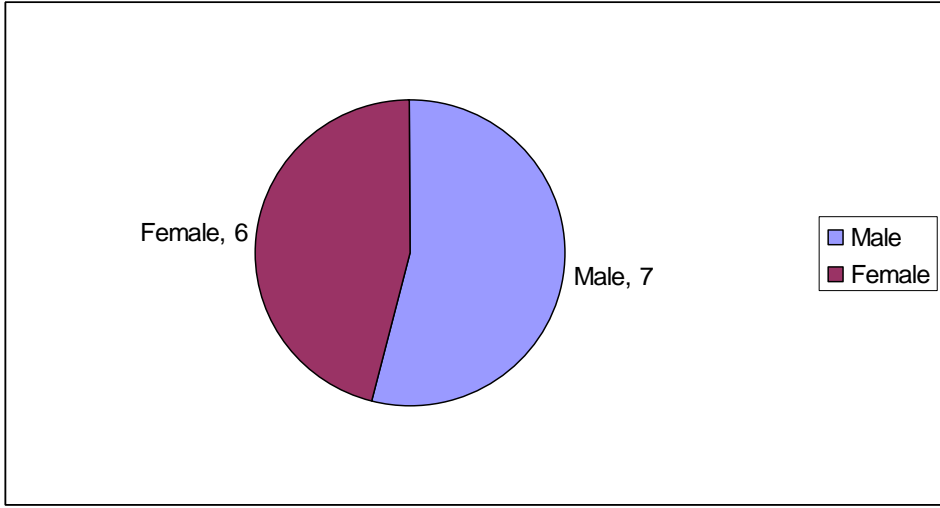


Figure 2. Gender distribution of trustees (n = 13).

One trustee had the minimum educational achievement of high school or equivalent. Two trustees had doctoral degrees while six had bachelor's degrees, and four had some college education. Figure 3 shows the educational qualification of the trustees.

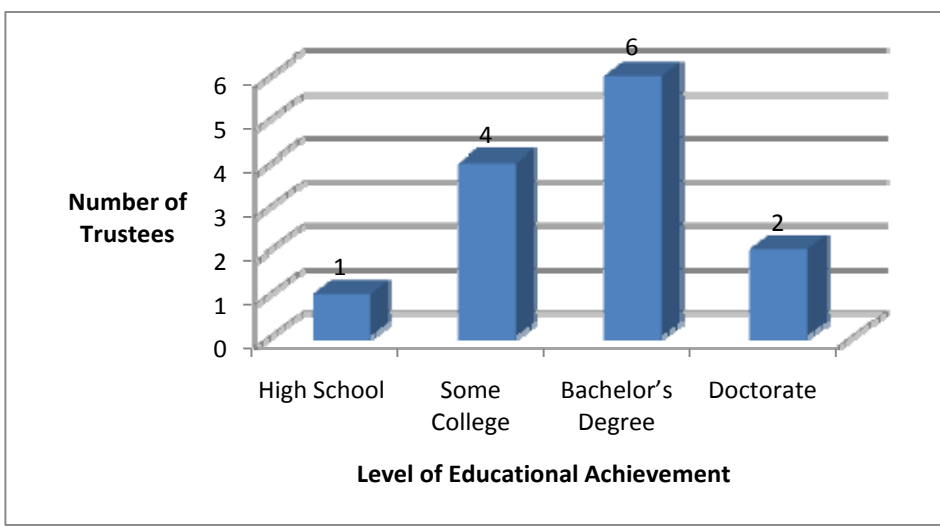


Figure 3. Educational qualification of trustees (n = 13).

Seven of the trustees attended 100 % of the board meetings held in the previous year, while five attend 75 %. One trustee did not respond to that item. Figure 4 shows percentage attendance by trustees at board meetings in the previous year.

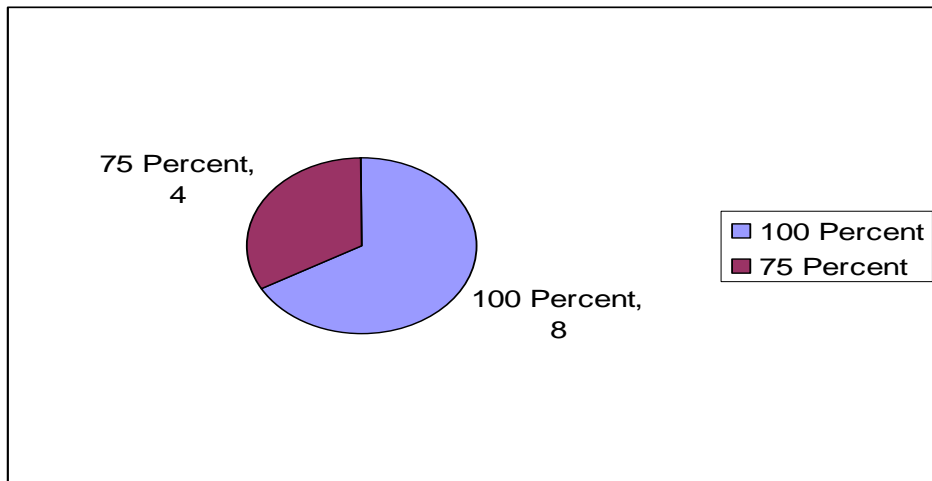


Figure 4. Percentage of board meetings trustees attended in previous year ($n = 13$).

The trustees formed a fairly diverse group representing Asian, Asian American, or Pacific Islander (2); Black, African American, or Non-Hispanic (8); Hispanic or Latino (1); and White, Caucasian or Non-Hispanic (2). Figure 5 shows the ethnic or racial composition of trustees.

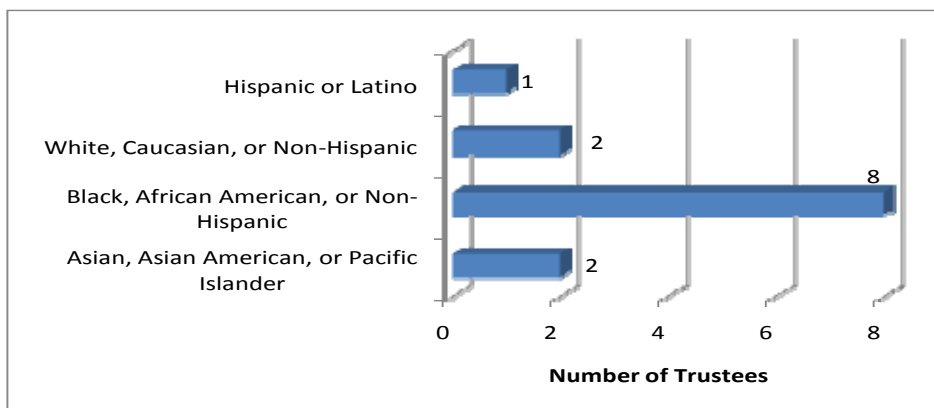


Figure 5. Racial or ethnic composition of trustees ($n = 13$).

An examination of the demographic characteristics of the presidents who responded revealed that none was under age 35. Two were between 36 and 45 and one was between 46 and 55. Most presidents (7) were between 56 and 65 years old. None was older than age 66. Figure 6 shows the number of presidents in each age group.

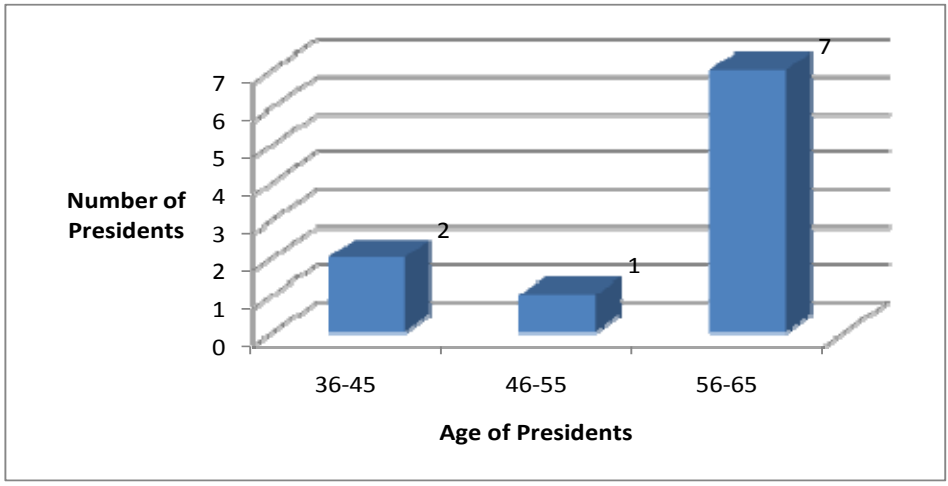


Figure 6. Age distribution of presidents (n = 10).

There were more male (7) than female (3) presidents. The gender distribution of presidents is shown in Figure 7.

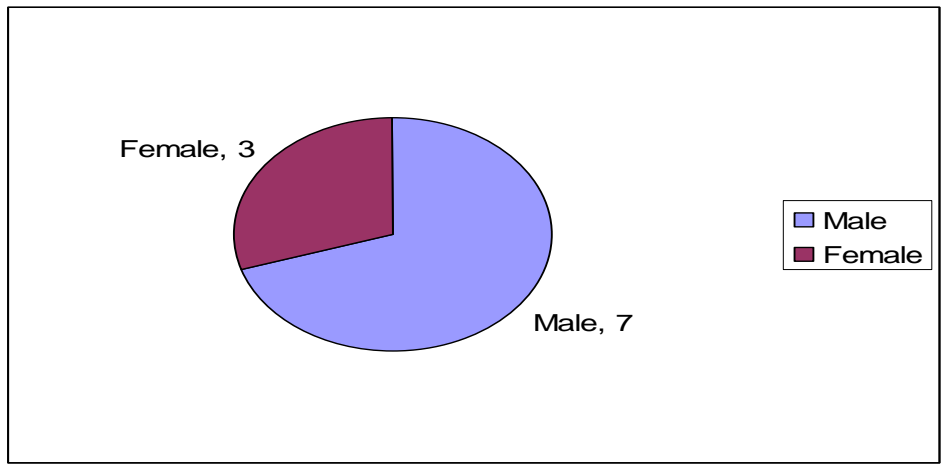


Figure 7. Gender distribution of presidents (n = 10).

The minimum educational achievement was a master’s degree (2). However, the ratio of doctoral degree to master’s degree was four to one. The educational qualification of presidents is shown in Figure 8.

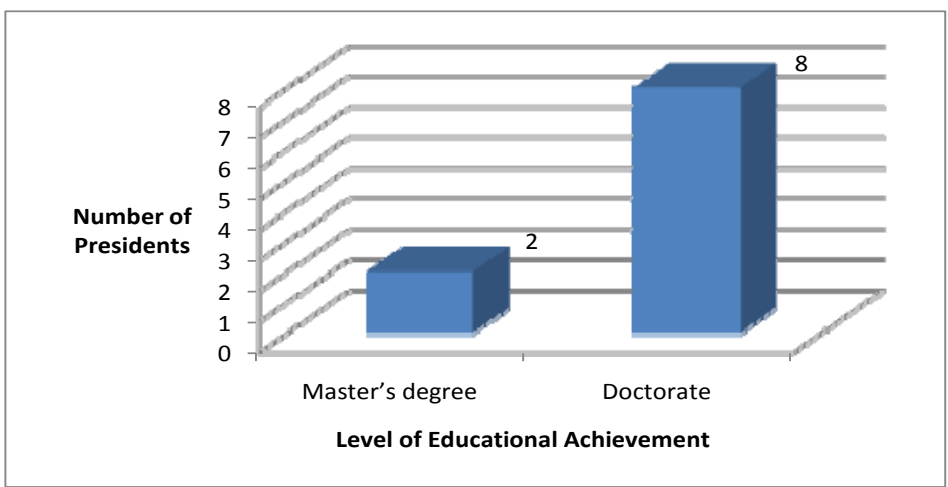


Figure 8. Educational qualification of presidents (n = 10).

Only one president attended less than 100 % of the board meetings held in the previous year. Nine presidents attended 100 % of the meetings. Figure 9 shows the percentages of board meetings attended by presidents in the previous year.

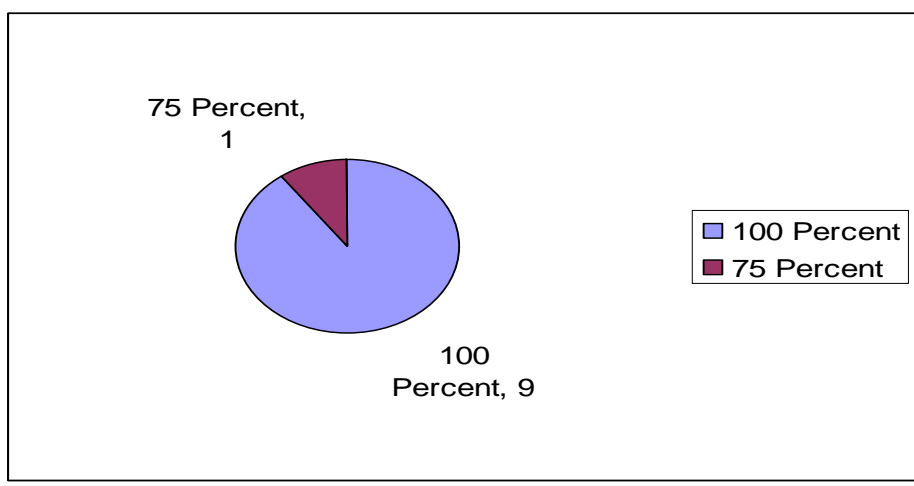


Figure 9. Percentage of board meetings presidents attended in previous year (n = 10).

Most presidents (6) were White, Caucasian or Non-Hispanic. There were two Hispanics or Latinos and two Blacks, African Americans, or Non-Hispanics. The presidents formed a less diverse group than the trustees. The ethnic or racial composition of the presidents is shown in Figure 10.

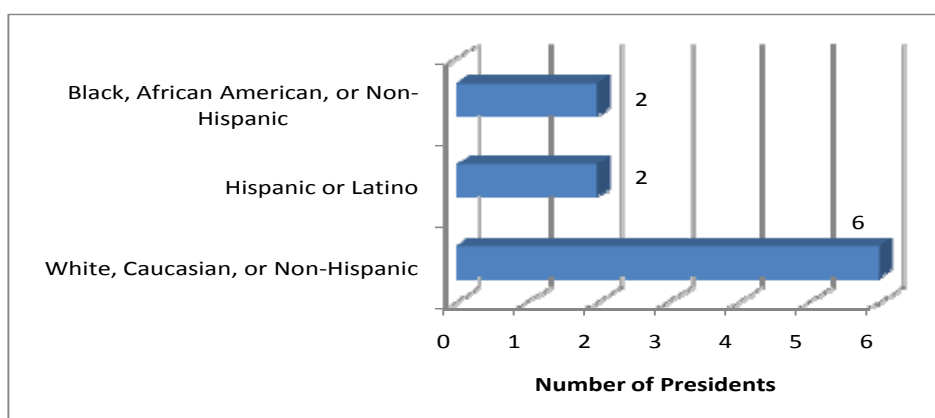


Figure 10. Racial or ethnic composition of presidents ($n = 10$).

Data Collection

After completion of the Institutional Review Board (IRB) process, (Appendix E) permission to proceed with data collection was received. Questionnaires were sent to presidents of community colleges that had been selected because they fit the criterion of having presidents who reported directly to the board of trustees. The initial aim was to ask the presidents to distribute the surveys to the boards of trustees. It quickly became apparent that not only were presidents unwilling to participate in the study, but they were also unwilling to ask their board of trustees to participate. The main reason given was a lack of time in which to complete the questionnaire. One president felt that the roles of presidents and boards were dictated by the state and neither presidents nor trustees would want anyone to feel they were underperforming. In addition, trustee elections were taking

place across the state of California and hence the timing seemed inconvenient for trustees.

Another issue that arose was the turnover rate of presidents. In a number of cases there was a change in president between the initial contact and the follow-up to see whether or not the survey had been completed. The turnover also impacted the study in that some presidents felt they were too new to the job or to the California Community College system to be able to complete the survey. They had not been in their jobs long enough to have built up a relationship with the board of trustees or to be able to tell whether or not they should be performing the roles delineated in the questionnaire. The IRB application was made for an exempt study provision because of the need to collect data from presidents and members of boards of trustees in a timely manner that is not affected by the rapid turnover rate of presidents of community colleges and by board elections.

After 6 months, a total of 23 out of 216 possible questionnaires were returned from ten community colleges. Of these, ten were from presidents and thirteen were from trustees. The community colleges surveyed had an average of five trustees per college. Of the thirteen questionnaires returned by trustees, three colleges each had two respondents. No college had all trustees responding. Ten community colleges account for 28 % of the 36 colleges that fit the criterion of direct report from the president to the board of trustees. The number of trustees who completed the survey represents 26 % of the trustees of these ten colleges.

Data Analysis

Research question one. Research question one stated: Is there a significant difference between the roles boards of trustees of California Community Colleges say they perform and the roles they say they should perform?

Paired *t*-tests were conducted on each question to obtain the difference between the average of the *do perform* and that of the *should perform* scores. Table 1 shows the averages and differences in averages of the paired *t*-tests for trustee participants.

Table 1

Paired t-Tests of Average Scores and Differences of Average Scores Based on Self-Reported Responses of Trustees (n = 13)

| Questions | Average <i>Do</i> Score | Average <i>Should</i> Score | Difference <i>Do</i> Less <i>Should</i> Score | Significant At P-Value Shown |
|---|----------------------------|-----------------------------------|--|------------------------------------|
| 1 Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior. | 4.3 | 4.91 | -0.61 | .001 |
| 2 Lead and manage visionary and comprehensive planning processes. | 4.08 | 4.42 | -0.34 | |
| 3 Ensure that college operations and budgets are aligned with plans. | 4.08 | 4.42 | -0.34 | |
| 4 Establish and enforce policies that ensure the legal, ethical, and prudent management of college resources. | 4.15 | 4.66 | -0.51 | .04 |
| 5 Request legal advice in advance of potential problems. | 4.15 | 4.58 | -0.43 | |
| 6 Review and approve significant changes to programs as required by state law and policies. | 4.15 | 4.58 | -0.43 | |
| 7 Ensure that college assets and personnel are adequately protected and secured. | 4.3 | 4.67 | -0.36 | |
| 8 Ensure that administrative procedures exist and are followed to comply with laws and regulations. | 4.31 | 4.73 | -0.42 | .04 |

(table continues)

| | Questions | Average <i>Do</i> Score | Average <i>Should</i> Score | Difference <i>Do</i> Less <i>Should</i> Score | Significant At P-Value Shown |
|----|--|----------------------------|-----------------------------------|--|------------------------------------|
| 9 | Provide students with access for resolution of disputes. | 3.69 | 3.75 | -0.06 | |
| 10 | Ensure that procedures exist and are followed for fair and equitable treatment of students. | 3.61 | 4.08 | -0.47 | |
| 11 | Attend conferences and other events to maintain own knowledge and skills. | 4.08 | 4.45 | -0.37 | |
| 12 | Are involved in policy formation. | 3.85 | 3.92 | -0.07 | |
| 13 | Adopt policies that define and require adequate risk management programs. | 3.82 | 3.8 | -0.02 | |
| 14 | Periodically lead revision of the college's mission. | 4.08 | 4.17 | -0.09 | |
| 15 | Accept legal accountability for the college. | 4.08 | 4.33 | -0.25 | |
| 16 | Lead the college's short-term planning. | 3.77 | 3.83 | | |
| 17 | Lead the college's long-term planning. | 4 | 4.41 | -0.41 | |
| 18 | Monitor the college's courses and programs for effectiveness. | 3.15 | 3.17 | -0.02 | |
| 19 | Support and approve new courses. | 3.67 | 4.18 | -0.51 | |
| 20 | Review organization structure to ensure achievement of institutional goals. | 3.77 | 4 | -0.23 | |
| 21 | Periodically assess the college's overall performance. | 3.46 | 3.83 | -0.37 | |
| 22 | Monitor how effective the college is in achieving its goals and student learning outcomes. | 3.62 | 4 | -0.38 | |
| 23 | Establish and maintain processes that foster quality, effectiveness, relevancy, and efficiency. | 4 | 4.08 | -0.08 | |
| 24 | Periodically report the fiscal condition of the college; provide summaries that clearly show the relationship of expenditures to budget. | 3.69 | 4 | -0.31 | |
| 25 | Periodically review key financial control mechanisms. | 4 | 4.17 | -0.17 | |
| 26 | Lead various fundraising efforts including foundation and asset management activities. | 3.23 | 3.45 | -0.22 | |

(table continues)

| Questions | Average <i>Do</i> Score | Average <i>Should</i> Score | Difference <i>Do</i> Less <i>Should</i> Score | Significant At P-Value Shown |
|--|----------------------------|-----------------------------------|--|------------------------------------|
| 27 Lead long-term financial planning. | 3.92 | 4.25 | -0.33 | |
| 28 Set the college's budget. | 3.69 | 3.5 | +0.19 | |
| 29 Conduct formal self-evaluation of performance. | 3.5 | 3.5 | 0 | |
| 30 Formally evaluate the performance of others. | 3.75 | 3.58 | +0.17 | |
| 31 Provide faculty and staff with access for resolution of disputes. | 3.83 | 4.09 | -0.26 | |
| 32 Ensure that there is adequate human resource development for the college's staff. | 4 | 4.25 | -0.25 | |
| 33 Ensure that information and training are provided to facilitate effective participation by college constituents in decision-making process. | 3.67 | 3.92 | -0.25 | |
| 34 Seek to achieve faculty and staff diversity that reflects college and community populations. | 3.83 | 4.17 | -0.59 | |
| 35 Ensure that personnel regulations and procedures are fair, legal, and equitable. | 3.91 | 4.08 | -0.17 | |
| 36 Encourage professional development and staff recognition programs. | 4 | 4.25 | -0.25 | |
| 37 Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future resources. | 3.91 | 4 | -0.09 | |
| 38 Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups. | 4.08 | 4.25 | -0.17 | |
| 39 Ensure that planning responds to current and future community needs. | 4.09 | 4.25 | -0.16 | |
| 40 Represent the college to the community. | 4.42 | 4.5 | 0.08 | |

In the case of trustees of community colleges, for the responses to questions that looked at leadership, the average of *should perform* scores was greater than *do perform* scores in all cases. The significant differences were for item one relating to the creation

of a positive climate and provision of effective leadership; for item four pertaining to establishing and enforcing policies that ensure the legal, ethical, and prudent management of college funds; and for item eight pertaining to ensuring that administrative procedures exist and are followed for complying with law and regulations. With regard to item one “create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior” the respondents indicated they were performing this role at a level (4.3) below the level they *should perform* (4.91) it. This difference (-0.61) was the largest absolute underperformance reported by the group. The difference was statistically significant at $p = .001$. Regarding item four “establish and enforce policies that ensure the legal, ethical, and prudent management of college resources” the respondents indicated they were performing this role at a level (4.15) below the level they *should perform* (4.66) it. This difference (-0.51) was only slightly less than the largest absolute difference and was statistically significant at $p = .04$. With regard to item eight “ensure that administrative procedures exist and are followed to comply with laws and regulations” the respondents indicated they were performing this role at a level ((4.31) below the level they *should perform* (4.73) it. The difference (-0.42) was among the larger absolute differences and was statistically significant at $p = .04$.

Research question two. Research question two stated: Is there a significant difference between the roles presidents of California Community Colleges say they perform and the roles they say they should perform?

In the case of presidents of community colleges, paired t -tests were conducted on each question to obtain the difference between the average of the *do perform* and that of

the *should perform* scores. Table 2 shows the averages and differences in averages of the paired *t*-tests for president participants.

Table 2

Paired t-Tests of Average Scores and Differences of Average Scores Based on Self-Reported Responses of Presidents (n = 10)

| | Questions | Average <i>Do</i> Score | Average <i>Should</i> Score | Difference <i>Do</i> Less <i>Should</i> Score | Significant At P-Value Shown |
|----|---|----------------------------|-----------------------------------|--|------------------------------------|
| 1. | Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior. | 4.4 | 5 | -0.6 | .02 |
| 2. | Lead and manage visionary and comprehensive planning processes. | 4.5 | 4.89 | -0.39 | |
| 3. | Ensure that college operations and budgets are aligned with plans. | 4.4 | 4.89 | -0.39 | |
| 4. | Establish and enforce policies that ensure the legal, ethical, and prudent management of college resources. | 4.6 | 5 | -0.4 | |
| 5. | Request legal advice in advance of potential problems. | 3.9 | 4.22 | -0.32 | |
| 6. | Review and approve significant changes to programs as required by state law and policies. | 4.3 | 4.44 | -0.14 | |
| 7. | Ensure that college assets and personnel are adequately protected and secured. | 4.5 | 4.78 | -0.28 | |
| 8. | Ensure that administrative procedures exist and are followed to comply with laws and regulations. | 4.2 | 4.78 | -0.58 | .04 |
| 9. | Provide students with access for resolution of disputes. | 4.2 | 4.44 | -0.24 | |
| 10 | Ensure that procedures exist and are followed for fair and equitable treatment of students. | 4.5 | 4.56 | -0.06 | |
| 11 | Attend conferences and other events to maintain own knowledge and skills. | 3.4 | 3.78 | -0.38 | |
| 12 | Are involved in policy formation. | 4.78 | 4.88 | -0.10 | |
| 13 | Adopt policies that define and require adequate risk management programs. | 4.2 | 4.33 | -0.13 | |

(table continues)

| | Questions | Average <i>Do</i> Score | Average <i>Should</i> Score | Difference <i>Do</i> Less <i>Should</i> Score | Significant At P-Value Shown |
|----|--|----------------------------|-----------------------------------|--|------------------------------------|
| 14 | Periodically lead revision of the college's mission. | 4.2 | 4.33 | -0.13 | |
| 15 | Accept legal accountability for the college. | 4.3 | 4.56 | -0.26 | |
| 16 | Lead the college's short-term planning. | 4.3 | 4.44 | -0.14 | |
| 17 | Lead the college's long-term planning. | 4.5 | 4.44 | -0.06 | |
| 18 | Monitor the college's courses and programs for effectiveness. | 4 | 4 | 0 | |
| 19 | Support and approve new courses. | 3.4 | 3.67 | -0.27 | |
| 20 | Review organization structure to ensure achievement of institutional goals. | 4.22 | 4.11 | +0.11 | |
| 21 | Periodically assess the college's overall performance. | 4.2 | 4.56 | -0.36 | |
| 22 | Monitor how effective the college is in achieving its goals and student learning outcomes. | 4.3 | 4.78 | -0.48 | |
| 23 | Establish and maintain processes that foster quality, effectiveness, relevancy, and efficiency. | 4.4 | 4.56 | -0.16 | |
| 24 | Periodically report the fiscal condition of the college; provide summaries that clearly show the relationship of expenditures to budget. | 4.4 | 4.67 | -0.27 | |
| 25 | Periodically review key financial control mechanisms. | 4.4 | 4.67 | -0.27 | |
| 26 | Lead various fundraising efforts including foundation and asset management activities. | 3.3 | 3.89 | -0.59 | |
| 27 | Lead long-term financial planning. | 4.1 | 4.22 | -0.12 | |
| 28 | Set the college's budget. | 4.6 | 4.67 | -0.07 | |
| 29 | Conduct formal self-evaluation of performance. | 4.2 | 4.44 | -0.24 | |
| 30 | Formally evaluate the performance of others. | 4.4 | 4.67 | -0.27 | |
| 31 | Provide faculty and staff with access for resolution of disputes. | 4.3 | 4.44 | -0.14 | |
| 32 | Ensure that there is adequate human resource development for the college's staff. | 4 | 4.33 | -0.33 | |

(table continues)

| Questions | Average <i>Do</i> Score | Average <i>Should</i> Score | Difference <i>Do</i> Less <i>Should</i> Score | Significant At P-Value Shown |
|--|----------------------------|-----------------------------------|--|------------------------------------|
| 33 Ensure that information and training are provided to facilitate effective participation by college constituents in | 4.2 | 4.56 | -0.36 | |
| 34 Seek to achieve faculty and staff diversity that reflects college and community populations. | 4.4 | 4.56 | -0.16 | |
| 35 Ensure that personnel regulations and procedures are fair, legal, and equitable. | 4.4 | 4.56 | -0.16 | |
| 36 Encourage professional development and staff recognition programs. | 4.3 | 4.11 | +0.19 | |
| 37 Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future resources. | 4.1 | 4.22 | -0.12 | |
| 38 Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups. | 4.3 | 4.56 | -0.26 | |
| 39 Ensure that planning responds to current and future community needs. | 4.2 | 4.44 | -0.24 | |
| 40 Represent the college to the community. | 4.6 | 4.67 | -0.07 | |

In the case of presidents, for questions that looked at leadership, the average of *should perform* scores was greater than *do perform* scores in all cases. The significant differences were for item one relating to the creation of a positive climate and provision of effective leadership and for item eight pertaining to ensuring that administrative procedures exist and are followed for complying with law and regulations. With regard to item one “create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior” the respondents indicated they were performing this role at a level (4.4) below the level they *should perform* (5.0) it. This difference

(-0.6) was the largest absolute underperformance reported by the group. The difference was statistically significant at $p = .02$. Regarding item eight “ensure that administrative procedures exist and are followed to comply with laws and regulations” the respondents indicated they were performing this role at a level (4.2) below the level they *should perform* (4.78) it. The difference (-0.58) was the second largest absolute difference and was statistically significant at $p = .04$.

Research question three. Research question three stated: To what extent does the perceived relationship between board of trustees and president impact the effectiveness of the community colleges they serve?

Secondary data for enrollment, retention, attrition, and graduation were obtained from the California Community Colleges Chancellor’s Office Web site (2009). In particular the data were obtained from the Accountability Reporting for the Community Colleges (ARCC). The term graduation is used to measure goal attainment based on the goals a student had for enrolling in a community college. The ARCC lists these goals as transfers to four year colleges, the completion of an Associate degree, the acquisition of basic skills, or completion of intended number of units. Persistence rate was used to measure retention and the difference between total enrollment and retention was used to calculate attrition rates. Table 3 contains the data.

Table 3

Community College Enrollment, Retention, Attrition, and Graduation Data Used to Measure College Effectiveness (n = 10)

| College | Enrollment | Retention | Attrition | Graduation |
|---------|------------|-----------|-----------|------------|
| 1 | 39388 | 29147 | 10241 | 19220 |

(table continues)

| College | Enrollment | Retention | Attrition | Graduation |
|---------|------------|-----------|-----------|------------|
| 2 | 2939 | 1323 | 1616 | 1452 |
| 3 | 22896 | 14928 | 7968 | 10372 |
| 4 | 21348 | 14325 | 7023 | 11528 |
| 5 | 10144 | 6391 | 3753 | 5813 |
| 6 | 3753 | 2916 | 837 | 2428 |
| 7 | 20271 | 13805 | 6466 | 8392 |
| 8 | 22171 | 14677 | 7494 | 11063 |
| 9 | 18639 | 11183 | 7456 | 8238 |
| 10 | 23491 | 17100 | 6391 | 12074 |

Note. The data in Table 3 were obtained from the 2009 Accountability Reporting for the Community Colleges (ARCC) published by the California Community Colleges System Office.

The Pearson's Product-Moment correlation was used as the measurement of the perceived relationship between board-president relationship and the variables enrollment, retention, attrition, and graduation or goal attainment. According to McMillan and Schumacher (2006), a high positive correlation value represents a high positive relationship whereas a low positive correlation value represents a low positive relationship. Since correlation can range from -1.00 to +1.00 the strength of the relationship becomes higher as the correlation approaches either +1.00 or -1.00. Correlations between zero and 0.49 or -0.49 are considered low, a correlation of 0.5 or -0.5 is considered moderate while correlations between 0.51 and 0.99 or -0.51 and -0.99 are considered high. In other words, the absolute value of the correlation coefficient gives the strength of the relationship. A correlation of zero indicates no relationship, while a correlation of one indicates a perfect relationship.

Table 4 and Table 5 show the results of the calculations of correlation coefficients as well as the coefficients of determination (r^2) which are the squares of the correlation coefficients. The value of r^2 indicates how much variability in either variable can be explained by the other variable. The data are grouped according to the perceptions of trustees and the perceptions of presidents.

Table 4.

Pearson's Product-Moment Correlation Coefficients of the Perceived Relationship Between Trustees and Presidents and Effectiveness Measures (n = 13)

| Trustees (n = 13) | Coefficient (r) | Coefficient of Determination (r^2) | |
|------------------------------|-----------------|--|---------|
| Enrollment | 0.20 | 0.0400 | (4.00%) |
| p-value | 0.51 | | |
| Retention | 0.22 | 0.0484 | (4.84%) |
| p-value | 0.48 | | |
| Attrition | 0.16 | 0.0256 | (2.56%) |
| p-value | 0.60 | | |
| Graduation (Goal Attainment) | 0.17 | 0.0289 | (2.89%) |
| p-value | 0.58 | | |

Table 5.

Pearson's Product-Moment Correlation Coefficients of the Perceived Relationship Between Presidents and Trustees and Effectiveness Measures (n = 10)

| Presidents (n = 10) | Coefficient (r) | Coefficient of Determination (r^2) | |
|---------------------|-----------------|--|---------|
| Enrollment | -0.15 | 0.0225 | (2.25%) |
| p-value | 0.68 | | |

(table continues)

| Presidents ($n = 10$) | Coefficient (r) | Coefficient of Determination (r^2) | |
|------------------------------|---------------------|--|---------|
| Retention | -0.23 | 0.0529 | (5.29%) |
| p -value | 0.53 | | |
| Attrition | 0.07 | 0.0049 | (0.49%) |
| p -value | 0.85 | | |
| Graduation (Goal Attainment) | -0.18 | 0.0324 | (3.24%) |
| p -value | 0.62 | | |

In the case of trustees' perceived relationship with presidents, a coefficient of determination of 0.0400 indicates that 4.0 % of the variability in enrollment of community college students can be explained by the perceived board–president relationship. According to McMillan and Schumacher (2006), this represents a weak positive relationship. That is, a stronger perceived board–president relationship would be synonymous with higher enrollment. Although there is a statistically significant relationship of -0.20, the perceived relationship between trustees and president makes a relatively small contribution to enrollment of students and offers little or no practical significance.

Similarly a coefficient of determination of 0.0484 indicates that 4.84 % of the variability in retention can be explained by the perceived board–president relationship. Again, this represents a weak positive relationship. Thus the perceived board–president relationship was synonymous with higher retention of community college students. Although there is a statistically significant relationship of 0.22, the perceived relationship between trustees and president makes a relatively small contribution to retention of students and offers little or no practical significance.

Likewise, a coefficient of determination of 0.0256 indicates that 2.56 % of the variability in attrition can be explained by the perceived board–president relationship. This represents a weak positive relationship. Although there is a statistically significant relationship of 0.16, the perceived relationship between trustees and president makes a relatively small contribution to attrition of students and offers little or no practical significance.

Regarding goal attainment as measured by graduation, a coefficient of determination of 0.0289 indicates that 2.89 % of its variability can be explained by the perceived board–president relationship. This too represents a weak positive relationship. Thus stronger perceived board–president relationship was synonymous with higher graduation numbers or attainment of goals. Although there is a statistically significant relationship of 0.17, the perceived relationship between trustees and president makes a relatively small contribution to goal attainment of students and offers little or no practical significance.

In the case of presidents' perceived relationship with trustees, a coefficient of determination of 0.0225 indicates that 2.25 % of the variability in enrollment of community college students can be explained by the perceived president–board relationship. According to McMillan and Schumacher (2006), this represents a weak negative relationship. Thus, a weaker perceived president–board relationship was synonymous with lower enrollment. Although there is a statistically significant relationship of -0.15, the perceived relationship makes only a small contribution to the level of enrollment of students and offers little or no practical significance.

Similarly a coefficient of determination of 0.0529 indicates that 5.29 % of the variability in retention can be explained by the perceived president–board relationship. Again, this represents a weak negative relationship. Thus a weaker perceived president–board relationship was synonymous with lower retention of community college students. Although there is a statistically significant relationship of -0.23, the perceived relationship between president and trustees makes a relatively small contribution to retention of students and offers little or no practical significance.

Likewise, a coefficient of determination of 0.0049 indicates that only 0.49 % of the variability in attrition can be explained by the perceived president–board relationship. This represents a weak positive relationship. Although there is a statistically significant relationship of 0.07, the perceived relationship between president and trustees makes only a very small contribution to attrition of students and offers little or no practical significance.

Regarding goal attainment as measured by graduation, a coefficient of determination of 0.0324 indicates that 3.24 % of its variability can be explained by the perceived board–president relationship. This too represents a weak negative relationship. Thus a weaker perceived president–board relationship was synonymous with lower graduation numbers or attainment of goals. Although there is a statistically significant relationship of -0.18, the perceived relationship between president and trustees makes a relatively small contribution to goal attainment of students and offers little or no practical significance.

In addition to the quantitative data obtained from the questionnaires, follow-up telephonic interviews were conducted with both presidents and trustees who had

indicated on their returned questionnaires that they would be willing to participate. These questions were designed to further qualify the relationship between boards of trustees and presidents. It is important to reiterate Drucker (2005) who believed that building relationships with the board of trustees is a crucial and central part of the task of the president. One president interviewed said he met on a regular basis with each trustee over coffee so that he could develop and sustain a personal relationship with each one so that their meetings would not be confined to board meetings.

In addition, presidents felt that the best thing for fostering good relationships was the element of “no surprises.” They explained that this meant that the board of trustees was informed of what the president was doing and the president was informed of what the trustees were doing. One president asserted: “No one wants to read in the newspaper about something he or she is unaware of about his or her college.” The main thread that ran through the interviews with both presidents and trustees confirmed what Prescott (1980) stated that the key element in the board–president relationship is open, direct communication which can only occur in an atmosphere of mutual trust.

Summary

This chapter presented the findings and analysis of the study. Chapter five will summarize, draw conclusions from the findings of the study, and make recommendations for future research. For research question one as to whether there is a difference between what roles trustees of California Community Colleges said they perform and the roles they said they should perform, it was found that there were statistically significant differences between what trustees said their roles were and what they said their roles should be across the areas examined. Trustees self-reported underperformance in all areas

of leadership that were measured, that is, the average difference between what they said they did and what they said they should do was negative. Also trustees self-reported underperformance in all areas of policy or mission development, planning, and monitoring effectiveness that were measured. In most areas of financial and human resources, the trustees also self-reported underperformance. Also in the area measuring community relations the trustees self-reported underperformance and there were no statistically significant differences between what they said they did and what they said they should do.

For research question two as to whether there is a difference between what roles presidents of California Community Colleges said they perform and the roles they said they should perform, it was found that there were statistically significant differences across some of the areas examined. Presidents self-reported underperformance in all areas of leadership that were measured, that is, the average difference between what they said they did and what they said they should do was negative. Also they self-reported underperformance in all areas of policy or mission development, planning, and monitoring effectiveness that were measured. In most areas of financial and human resources, they also self-reported underperformance. Also in the area measuring community relations presidents self-reported underperformance and there were no statistically significant differences between what they said they did and what they said they should do.

For research question three about whether or not the perceived relationship between board of trustees and president impacted the effectiveness of community colleges, in the case of trustees' perceived relationship with presidents, there were weak

positive correlations between that perceived relationship and the impact on enrollment, retention, attrition, and goal attainment as measured by graduation. In the case of presidents' perceived relationship with trustees there were weak negative correlations between that perceived relationship and the impact on enrollment, retention, and goal attainment as measured by graduation. On the other hand, there was a weak positive correlation between that perceived relationship and attrition.

Chapter Five: Summary, Conclusions, and Recommendations

Because community colleges play such an important role, this study helps to underscore the need for, and importance of, research into whether or not there is a difference between the roles community college leaders namely boards of trustees and presidents in California, USA say they perform and what they say their roles should be. In addition, if community colleges are to play an even more important role in career transition and retooling and in ministering to the needs of those they were created to serve, it is necessary to ascertain whether or not the perceived relationship between board of trustees and president impacts the effectiveness of the community college they serve and its ability to further the development of a skilled labor force, and contribute to the opportunities for students to prepare themselves for the jobs available in a global environment. This chapter culminates the study by reviewing the summary of findings, presenting conclusions, discussing the implications for community colleges, and offering recommendations for future research.

Summary of Findings

Research question one. Research question one asked if there was a difference between what roles boards of trustees of California Community Colleges said they performed and the roles they said they should perform. Data collected did support the existence of a disparity between what trustees said they did and what they said they should do and indeed there were statistically significant differences between *do* and *should do* average scores.

Research question two. Research question two asked if there was a difference between what roles presidents of California Community Colleges said they performed

and the roles they said they should perform. Data collected did support the existence of a disparity between what presidents said they did and what they said they should do and indeed there were statistically significant differences between *do* and *should do* average scores.

Research question three. Research question three asked to what extent the perceived relationship between board of trustees and president impacted the effectiveness of community colleges. While overall there was a weak positive correlation between perceived trustee–president relationship and its impact on college effectiveness, there was a weak negative correlation between perceived president–trustee relationship and its impact on college effectiveness. There was one finding that was completely different than would have been expected. The weak positive correlation between perceived trustee–president or president–trustee relationship and its impact on attrition seemed to indicate that as the relationship improved the attrition rate would be higher. This seemed an anomaly and was not expected.

Conclusions

Trustees self-reported that they underperformed in the areas of leadership regarding item one “create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior.” Trustees indicated they were performing this role at a level (4.3) below the level they *should perform* (4.91) it. This difference (-0.61) was the largest absolute underperformance reported by the group. Regarding item four “establish and enforce policies that ensure the legal, ethical, and prudent management of college resources” trustees indicated they were performing this role at a level (4.15) below the level they *should perform* (4.66) it. This difference

(-0.51) was only slightly less than the largest absolute difference. With regard to item eight “ensure that administrative procedures exist and are followed to comply with laws and regulations” the respondents indicated they were performing this role at a level (4.31) below the level they *should perform* (4.73) it. The difference (-0.42) was among the larger absolute differences and was statistically significant at $p = .04$. These were interesting findings as the literature seemed to support the idea that trustees would have been more likely to over-perform in this area. According to Millar (2005) who quoted Duca (1996) there are seven responsibilities of non-profit boards which are similar to boards of trustees of community colleges. These responsibilities are:

1. clarification of the organization’s mission
2. interpretation of the mission to the public
3. establishment of goals, long-range plans, and strategic plans
4. setting policies and other major guidelines for operation
5. protecting the organization’s financial stability and solvency
6. hiring, supporting, and assessing the performance of the executive [officer]
7. evaluation of the performance of the organization and the board itself. (p. 55)

In addition, this underperformance does not align with Donahue (2003) who believed that governing boards in higher education focus on the mechanical, legal, and financial responsibilities of the board member.

Presidents self-reported that they underperformed in the areas of leadership regarding item one “create a positive climate and provide effective leadership by

modeling integrity, vision, and ethical behavior.” Presidents indicated they were performing this role at a level (4.4) below the level they “should perform” (5.0) it. This difference (-0.6) was the largest absolute underperformance reported by the group. Regarding item eight “ensure that administrative procedures exist and are followed to comply with laws and regulations” the respondents indicated they were performing this role at a level (4.2) below the level they “should perform” (4.78) it. The difference (-0.58) was the second largest absolute difference. This finding is very significant as the president is the academic and educational leader, financial manager, chief fundraiser, and civic leader of the college (Bornstein, 2002; D’Aloia, 1984). The role of the president of a community college also includes community leader, government liaison, resource stimulator, physical plant/property overseer, and labor relations specialist. In addition, the president of the community college must be able to lead the college as both educator and community leader and is the nexus between the forces within and outside the college (Beehler, 1993).

Hua (2005) stated that success of the board–president relationship depends to a large extent on how well both understand mutual roles and responsibilities. Indeed no single factor is more important to the success and effectiveness of the community college than both president’s and board of trustees’ relationship. The telephonic interviews conducted with both presidents and trustees supported this point. One president said mutual respect, open communication, trust, confidence that each wants what is best for the community college, and a strong commitment to the students were the main ingredients in a great relationship between trustee and president. In addition, Hua found that the quality of presidential leadership is a key ingredient for maintaining and

improving the quality or effectiveness of community colleges. If this is the case, then it is interesting that there were weak correlations between all areas of effectiveness measured and the relationship between presidents and trustees.

Regarding the perceived relationship between the trustees and president, although there were statistically significant relationships, the perceived relationship accounted for only a small portion (4.0 %) of the level of enrollment of students; only a slightly larger portion (4.84 %) of the level of retention of students; a smaller portion (2.56 %) of the level of attrition of students; and a small portion (2.89 %) of the level of goal attainment. This would suggest that perhaps either it is not important for the trustees and president to have a good relationship or that although only small percentages of the enrollment, retention, attrition, and goal attainment numbers are accounted for by the relationship between trustees and president, it is still important for there to be a good relationship between trustees and presidents. The latter was supported by the telephonic interviews conducted with trustees and presidents. They expressed the importance of a good working relationship. In addition, Green, Madjidi, Dudley, and Gehlen (2001) found from their study of a national non-profit social services organization that “the more the CPO [chief professional officer] took over activities that are usually considered board responsibilities, the less effective the organization was judged to be by the board members” (p. 470).

With regard to the perceived relationship between presidents and trustees, although there were statistically significant relationships, the perceived relationship accounted for only a small portion (2.25 %) of the level of enrollment of students; only a slightly larger portion (5.29 %) of the level of retention of students; a much smaller

portion (0.49 %) of the level of attrition of students; and a small portion (3.24 %) of the level of goal attainment. This would suggest that perhaps either it is not important for the president and trustees to have a good relationship or that although only small percentages of the enrollment, retention, attrition, and goal attainment numbers are accounted for by the relationship between president and trustees, it is still important for there to be a good relationship between president and trustees. Furthermore, according to Gilbert (1976) there are five key elements that contribute to the board-president relationship. These are a clear understanding of their respective roles, a clear view of the mission of each college, a need for a code of ethics for trustees and presidents, an excellent grasp of the financial condition of the college, and an in-depth knowledge by trustees of how collective bargaining works. Also as Nason (1982) contended a good relationship between the board of trustees and the president is central to a healthy community college. From the telephonic interviews conducted with trustees and presidents it was learned that presidents did not like trustees to overstep their bounds and interfere with the day-to-day management of the community college.

Implications and Applications

There are three critical areas in the roles of both trustees and presidents where there were statistically significant findings. The first is leadership, namely, creating a positive climate and providing effective leadership. Both trustees and presidents under performed in this area. Similarly, in the area of ensuring that administrative procedures exist for compliance with laws and regulations, both trustees' and presidents' under performance levels were statistically significant. Trustees' under performance in the area

of establishing and enforcing policies for the legal, ethical, and prudent management of college resources is also a critical finding.

Although these three critical areas may or may not be directly related to the effectiveness measures of enrollment, retention, attrition, and goal attainment or graduation, they are critical to the overall successful operation of the community college. Perhaps one reason for this significant under performance is that there is such a high rate of turnover among presidents of community colleges. Also because trustees are elected, their term of service may mitigate against them getting any real foothold on the issues at hand. However, as Donahue (2003) pointed out, the leadership of the chair of the board of trustees and the leadership of trustees themselves play a critical role in the effectiveness of the president and ultimately in that of the community college.

The self-reported under performance of trustees in critical areas of leadership; establishing and enforcing policies that ensure the legal, ethical, and prudent management of college resources; and in ensuring that administrative procedures exist and are followed for complying with laws and regulations indicate that a training program in leadership, management, and legal compliance would be beneficial to trustees. These are crucial areas for leadership of a community college. Green and Madjidi (2001) felt that “continued research that examines the relationship between Board activities and organizational performance is warranted” (p. 51).

In a similar way, the self-reported underperformance of presidents in critical areas of leadership and ensuring that administrative procedures exist and are followed for complying with laws and regulations indicate that a training program in leadership,

management, and legal compliance would be beneficial to presidents. Also these are crucial areas of presidential leadership.

In addition, the literature suggested that in order to be effective board members, trustees must possess demonstrated leadership skills, must have the ability to contribute and support the mission and needs of the institution, must have a commitment to the institution, must have personal integrity, must have a good knowledge of higher education, and must be familiar with the problems of higher education. It would seem that there is a need for more emphasis on training and preparation for fulfilling both the roles of trustees and of presidents if community colleges are to enhance their ability to serve their constituents.

Recommendations for Future Research

It is the intention of this study that it will serve as a basis for future research in the area of differences between actual roles of both boards of trustees and presidents of community colleges and desired roles that these two entities believe they should or should not be performing. It is also the intention that this study will be used as a foundation for future investigative work on the impact of the relationship between boards of trustees and community college presidents on the effectiveness of these colleges. Results from this initial study indicate several areas in which further research is warranted. A larger number of community colleges that fit the criterion used for this study would generate more data for California Community Colleges. In addition, the study could be extended to other community colleges in the United States.

Further research could include a qualitative study on the differences between what trustees or presidents said they do versus what they said they should do. Such a study

could take a more in-depth look at the key areas examined in this study namely, leadership, policy or mission development, planning, monitoring effectiveness, financial resources, human resources, and community relations. In addition, each area could be studied separately either quantitatively or qualitatively.

More research is necessary to ascertain how best to measure community college effectiveness. In the review of the literature carried out for this study, benchmarking was given as a possible measure of effectiveness. This is an avenue for further research.

Another area of research could focus on faculty or staff perception of the board–president relationship and its impact on the effectiveness of the college. Do faculty or staff members perceive that the board–president relationship impacts the effectiveness of the college? In addition, it might be instructive to conduct a study of student perception of the board–president relationship and its impact on the effectiveness of the college. Each board of trustee has a student representative so it would not be too far fetched to conduct a study of how the student representatives perceive the relationship between the board and the president of the community college.

Final Summary

This is a study that focused on possible differences between the roles trustees and presidents of community colleges said they performed and the roles they believed they should perform. The central premise was that there would be a disparity between *do* and *should do* scores. A questionnaire was created to measure this disparity as it relates to the areas of leadership, policy or mission development, monitoring effectiveness, planning, financial resources, human resources, and community relations.

Research Question One asked if there was a difference between what roles boards of trustees of California Community Colleges said they performed and the roles they said they should perform. Research Question Two asked if there was a difference between what roles presidents of California Community Colleges said they performed and the roles they said they should perform. Research Question Three asked to what extent the perceived relationship between board of trustees and president impacted the effectiveness of community colleges.

A review of pertinent literature delineated the prescribed roles of trustees and the prescribed roles of presidents of community colleges. Also reviewed were measures of effectiveness. The work of Green and Madjidi played a prominent part in the review of the literature. A review of previous studies on the impact of the relationship between trustees and presidents of non-profit organizations on the effectiveness of the organizations they lead revealed that this dissertation is significant in that it examines a new group namely leaders of community colleges.

As explained in Chapter Three, the data that were examined were obtained from community colleges in California, USA which fit the criterion of having a president who reports directly to a board of trustees with no additional layer of bureaucracy. Both trustees and presidents self-reported their *do* and *should do* rankings for all questions in the survey. There were follow-up telephonic interviews with those trustees and presidents who indicated a willingness to participate in this aspect of the study.

Data collected did support the existence of a disparity between what trustees said they did and what they said they should do and indeed there were statistically significant differences between *do* and *should do* average scores. Similarly, data collected did

support the existence of a disparity between what presidents said they did and what they said they should do and indeed there were statistically significant differences between *do* and *should do* average scores. While overall there was a weak positive correlation between perceived trustee–president relationship and its impact on college effectiveness, there was a weak negative correlation between perceived president–trustee relationship and its impact on college effectiveness.

This fifth chapter concluded with some possible explanations as to why there were anomalies in the findings between where there was underperformance of roles where it was believed that there was more likely to be over-performance and why on the other hand there were over-performance in roles where it was believed there would likely be underperformance. Also there were possible explanations of the weak correlations between the perceived relationship between trustees and presidents and its impact on the effectiveness of community colleges.

Recommendations for future research included a qualitative study of the relationship between trustees and presidents, looking at the faculty, staff, and student perception of the impact of the trustee–president relationship on the effectiveness of the community colleges and leadership training and development for both trustees and presidents. It is the hope of this researcher that this study will serve as a basis for future research on the impact of board–president relationship on the effectiveness of community colleges.

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APPENDIX A

The Original Questionnaire Before The Validation Process

TRUSTEES AND PRESIDENTS OF COMMUNITY COLLEGES SURVEY

This survey is an important part of a doctoral research designed to study the actual and desired roles of Boards of Trustees and Presidents of Community Colleges. Your responses which will be strictly confidential are very important. Thank you for taking the time to complete this survey.

The following are roles of Boards of Trustees and Presidents. Please designate, for each item, the degree to which you, a member of the Board or President, **perform each role**. Then, please designate the degree to which you feel you, a member of the Board or President, **should perform** each role. Please rate each statement according to the following scale:

1=never, 2=rarely; 3=sometimes; 4=usually; 5=always

Please circle your choice in both columns for each item.

| | DOES PERFORM | | | | | | SHOULD PERFORM | | | | | |
|-----|--------------|---|---|---|--------|---|----------------|---|---|---|--------|------|
| | never | | | | always | | never | | | | always | |
| (1) | 1 | 2 | 3 | 4 | 5 | Is involved in policy formation. | 1 | 2 | 3 | 4 | 5 | (41) |
| (2) | 1 | 2 | 3 | 4 | 5 | Periodically reviews and revises the college's mission. | 1 | 2 | 3 | 4 | 5 | (42) |
| (3) | 1 | 2 | 3 | 4 | 5 | Accepts legal accountability for the college. | 1 | 2 | 3 | 4 | 5 | (43) |
| (4) | 1 | 2 | 3 | 4 | 5 | Leads the college's short-term planning. | 1 | 2 | 3 | 4 | 5 | (44) |
| (5) | 1 | 2 | 3 | 4 | 5 | Leads the college for long-term planning. | 1 | 2 | 3 | 4 | 5 | (45) |
| (6) | 1 | 2 | 3 | 4 | 5 | Monitors the college's courses and programs. | 1 | 2 | 3 | 4 | 5 | (46) |
| (7) | 1 | 2 | 3 | 4 | 5 | Initiates new courses. | 1 | 2 | 3 | 4 | 5 | (47) |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|------|
| (8) | 1 | 2 | 3 | 4 | 5 | Periodically assesses the college's overall performance. | 1 | 2 | 3 | 4 | 5 | (48) |
| (9) | 1 | 2 | 3 | 4 | 5 | Conducts formal self-evaluation of performance. | 1 | 2 | 3 | 4 | 5 | (49) |
| (10) | 1 | 2 | 3 | 4 | 5 | Formally evaluates the performance of others. | 1 | 2 | 3 | 4 | 5 | (50) |
| (11) | 1 | 2 | 3 | 4 | 5 | Leads and administers various fundraising efforts including foundation and asset management activities. | 1 | 2 | 3 | 4 | 5 | (51) |
| (12) | 1 | 2 | 3 | 4 | 5 | Ensures that there is adequate human resource development for the college's staff. | 1 | 2 | 3 | 4 | 5 | (52) |
| (13) | 1 | 2 | 3 | 4 | 5 | Leads long-term financial planning. | 1 | 2 | 3 | 4 | 5 | (53) |
| (14) | 1 | 2 | 3 | 4 | 5 | Sets the college's budget. | 1 | 2 | 3 | 4 | 5 | (54) |
| (15) | 1 | 2 | 3 | 4 | 5 | Periodically reviews key financial control mechanisms. | 1 | 2 | 3 | 4 | 5 | (55) |
| (16) | 1 | 2 | 3 | 4 | 5 | Represents the college to the community. | 1 | 2 | 3 | 4 | 5 | (56) |
| (17) | 1 | 2 | 3 | 4 | 5 | Provides staff members with access for resolution of disputes. | 1 | 2 | 3 | 4 | 5 | (57) |
| (18) | 1 | 2 | 3 | 4 | 5 | Provides students with access for resolution of disputes. | 1 | 2 | 3 | 4 | 5 | (58) |
| (19) | 1 | 2 | 3 | 4 | 5 | Attends conferences and other events to maintain own knowledge and skills. | 1 | 2 | 3 | 4 | 5 | (59) |
| (20) | 1 | 2 | 3 | 4 | 5 | Creates a positive climate and provides effective leadership by modeling integrity, vision, and ethical behavior. | 1 | 2 | 3 | 4 | 5 | (60) |
| (21) | 1 | 2 | 3 | 4 | 5 | Leads and manages visionary and comprehensive planning processes. | 1 | 2 | 3 | 4 | 5 | (61) |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|--|---|---|---|---|---|------|
| (22) | 1 | 2 | 3 | 4 | 5 | Ensures that planning responds to current and future community needs. | 1 | 2 | 3 | 4 | 5 | (62) |
| (24) | 1 | 2 | 3 | 4 | 5 | Reviews organization structure to ensure achievement of institutional goals. | 1 | 2 | 3 | 4 | 5 | (64) |
| (25) | 1 | 2 | 3 | 4 | 5 | Ensures that information and training are provided to facilitate effective participation by college constituents in decision-making process. | 1 | 2 | 3 | 4 | 5 | (65) |
| (26) | 1 | 2 | 3 | 4 | 5 | Ensures that procedures exist and are followed for fair and equitable treatment of students. | 1 | 2 | 3 | 4 | 5 | (66) |
| (27) | 1 | 2 | 3 | 4 | 5 | Establishes and maintains processes that foster quality, effectiveness, relevancy, and efficiency. | 1 | 2 | 3 | 4 | 5 | (67) |
| (28) | 1 | 2 | 3 | 4 | 5 | Monitors how effective the college is in achieving its goals and student success. | 1 | 2 | 3 | 4 | 5 | (68) |
| (29) | 1 | 2 | 3 | 4 | 5 | Establishes and enforces policies that ensure the legal, ethical, and prudent management of college resources. | 1 | 2 | 3 | 4 | 5 | (69) |
| (30) | 1 | 2 | 3 | 4 | 5 | Ensures that budget planning is linked to college and program plans. | 1 | 2 | 3 | 4 | 5 | (70) |
| (31) | 1 | 2 | 3 | 4 | 5 | Reviews and approves significant changes to programs as required by state law and policies. | 1 | 2 | 3 | 4 | 5 | (71) |
| (32) | 1 | 2 | 3 | 4 | 5 | Ensures that college assets and personnel are adequately protected and secured. | 1 | 2 | 3 | 4 | 5 | (72) |
| (33) | 1 | 2 | 3 | 4 | 5 | Adopts policies that define and require adequate risk management programs. | 1 | 2 | 3 | 4 | 5 | (73) |

- (34) 1 2 3 4 5 Periodically reports the fiscal condition of the college; provide summaries that clearly show the relationship of expenditures to budget. 1 2 3 4 5 (74)
- (35) 1 2 3 4 5 Seeks to achieve staff diversity that reflects college and community populations. 1 2 3 4 5 (75)
- (36) 1 2 3 4 5 Ensures that personnel regulations and procedures are fair, legal, and equitable. 1 2 3 4 5 (76)
- (37) 1 2 3 4 5 Encourages professional development and staff recognition programs. 1 2 3 4 5 (77)
- (38) 1 2 3 4 5 Sets criteria for salaries and benefits that establish competitive, fair wages and that protect current and future resources. 1 2 3 4 5 (78)
- (39) 1 2 3 4 5 Establishes a culture that fosters responsiveness to community needs and positive relations with the public and community groups. 1 2 3 4 5 (79)
- (40) 1 2 3 4 5 Ensures that administrative procedures exist and are followed to comply with law and regulations. 1 2 3 4 5 (80)

THE END

APPENDIX B

The Modified Questionnaire Sent To Validation Panel

Dear (*Validation Panel Member by Name*):

My name is Annette M. Gilzene. I am a doctoral student completing my dissertation research at Pepperdine University. The topic of my dissertation is “An analysis of actual and desired roles of trustees and presidents of community colleges linked to board–president relationship and its impact on college effectiveness.” The study will be conducted in California Community Colleges which are single-unit districts.

I have enclosed a modified questionnaire which identifies 40 activities deemed as roles of trustees and presidents of community colleges. Please read each item carefully and validate as follows. For each item there are three response options. The first is A – Appropriate. This choice says you believe this is a valid item for the questionnaire. The second is D – Delete. This choice says you believe this item needs to be removed from the questionnaire. The third is R – Revise. This choice says the item is appropriate but needs to be revised. The suggestion for revision must be written on the solid line provided at the end of the item.

If you have any questions about any of the items, please either call me at 310-568-xxxx or send me an email at annette.gilzene@xxxxxxxxxx.xxx. Kindly return your feedback to me via email by April 11, 2008 or at your earliest convenience.

Thank you for your assistance in this very important process.

TRUSTEES AND PRESIDENTS OF COMMUNITY COLLEGES SURVEY

This survey is an important part of a doctoral research designed to study the actual and desired roles of Boards of Trustees and Presidents of Community Colleges.

The following are roles of Boards of Trustees and Presidents. For each item there are three response options: A – appropriate; D – delete; R – revise as suggested below. Please indicate suggested revision on the solid line below the item.

- (1) Is involved in policy formation.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (2) Periodically reviews and revises the college's mission.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (3) Accepts legal accountability for the college.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (4) Leads the college's short-term planning.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (5) Leads the college for long-term planning.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (6) Monitors the college's courses and programs.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (7) Initiates new courses.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (8) Periodically assesses the college's overall performance.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (9) Conducts formal self-evaluation of performance.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (10) Formally evaluates the performance of others.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (11) Leads and administers various fundraising efforts including foundation and asset management activities.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (12) Ensures that there is adequate human resource development for the college's staff.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (13) Leads long-term financial planning.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (14) Sets the college's budget.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (15) Periodically reviews key financial control mechanisms.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (16) Represents the college to the community.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (17) Provides staff members with access for resolution of disputes.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (18) Provides students with access for resolution of disputes.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (19) Attends conferences and other events to maintain own knowledge and skills.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (20) Creates a positive climate and provides effective leadership by modeling integrity, vision, and ethical behavior.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (21) Leads and manages visionary and comprehensive planning processes.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (22) Ensures that planning responds to current and future community needs.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (23) Ensures that college operations and budgets are aligned with plans.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (24) Reviews organization structure to ensure achievement of institutional goals.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (25) Ensures that information and training are provided to facilitate effective participation by college constituents in decision-making process.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (26) Ensures that procedures exist and are followed for fair and equitable treatment of students.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (27) Establishes and maintains processes that foster quality, effectiveness, relevancy, and efficiency.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (28) Monitors how effective the college is in achieving its goals and student success.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (29) Establishes and enforces policies that ensure the legal, ethical, and prudent management of college resources.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (30) Ensures that budget planning is linked to college and program plans.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (31) Reviews and approves significant changes to programs as required by state law and policies.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (32) Ensures that college assets are and personnel are adequately protected and secured.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (33) Adopts policies that define and require adequate risk management programs.
A (appropriate) D (delete)
R (revise as suggested below)
-

- (34) Periodically reports the fiscal condition of the college; provide summaries that clearly show the relationship of expenditures to budget.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (35) Seeks to achieve staff diversity that reflects college and community populations.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (36) Ensures that personnel regulations and procedures are fair, legal, and equitable.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (37) Encourages professional development and staff recognition programs.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (38) Sets criteria for salaries and benefits that establish competitive, fair wages and that protect current and future resources.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (39) Establishes a culture that fosters responsiveness to community needs and positive relations with the public and community groups.
A (appropriate) D (delete)
R (revise as suggested below)
-
- (40) Ensures that administrative procedures exist and are followed to comply with law and regulations.
A (appropriate) D (delete)
R (revise as suggested below)
-

THE END

Thank you for your input regarding this questionnaire. Please indicate your name and the date in the space provided and circle the area where you have the greatest experience.

Name :

Date:

Community College Administrator or Academician/Researcher

APPENDIX C

Questionnaire After Validation With Accompanying Letter

xxxx Selby Avenue
Los Angeles, CA 90xxx

annette.gilzene@pepperdine.edu

310-555-5555 (Home)
310-xxx-5555 (Work)

Dear *Name of President or Trustee*:

The attached questionnaire is a part of my dissertation entitled “*An analysis of actual and desired roles of trustees and presidents of community colleges linked to board–president relationship and its impact on college effectiveness.*” The survey identifies activities deemed as roles of trustees and presidents of community colleges.

I am soliciting your help to complete this critical piece of my dissertation. Your participation which is extremely important will help to add to the body of research that is so lacking in this area both regionally and nationally. Your input is critical for the success of this study. However, your participation is completely voluntary.

All information pertaining to specific community colleges, presidents, and members of boards of trustees is strictly confidential.

If you have any questions about any of the items, please either call me at 310-xxx-5555 or send me an email at annette.gilzene@xxxxxxxxxxx.xxx

Kindly return your completed questionnaire to me in the stamped, self-addressed envelope provided by March 15, 2009 or at your earliest convenience.

Thank you for your assistance in this very important process.

Sincerely,

Annette M. Gilzene
Doctoral Candidate

TRUSTEES AND PRESIDENTS OF COMMUNITY COLLEGES SURVEY

This survey is an important part of a doctoral research designed to study the actual and desired roles of Boards of Trustees and Presidents of Community Colleges. Your responses which will be strictly confidential are very important. Thank you for taking the time to complete this survey.

The following are roles of Boards of Trustees and Presidents. Please designate, for each item, the degree to which you, a member of the Board or President, **perform each role**. Then, please designate the degree to which you feel you, a member of the Board or President, **should perform** each role. Please rate each statement according to the following scale:

1 = Never, 2 = Rarely; 3 = Sometimes; 4 = Usually; 5 = Always

Please circle your choice in both left hand and right hand columns for each item.

| | | DO PERFORM | | | | | SHOULD PERFORM | | | | | | |
|-------------------|---|------------|---|---|---|---|----------------|---|---|---|--------|------|--|
| | | Never | | | | Always | Never | | | | Always | | |
| LEADERSHIP | | | | | | | | | | | | | |
| (1) | 1 | 2 | 3 | 4 | 5 | Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior. | 1 | 2 | 3 | 4 | 5 | (41) | |
| (2) | 1 | 2 | 3 | 4 | 5 | Lead and manage visionary and comprehensive planning processes. | 1 | 2 | 3 | 4 | 5 | (42) | |
| (3) | 1 | 2 | 3 | 4 | 5 | Ensure that college operations and budgets are aligned with plans. | 1 | 2 | 3 | 4 | 5 | (43) | |
| (4) | 1 | 2 | 3 | 4 | 5 | Establish and enforce policies that ensure the legal, ethical, and prudent management of college resources. | 1 | 2 | 3 | 4 | 5 | (44) | |
| (5) | 1 | 2 | 3 | 4 | 5 | Request legal advice in advance of potential problems. | 1 | 2 | 3 | 4 | 5 | (45) | |
| (6) | 1 | 2 | 3 | 4 | 5 | Review and approve significant changes to programs as required by state law and policies. | 1 | 2 | 3 | 4 | 5 | (46) | |
| (7) | 1 | 2 | 3 | 4 | 5 | Ensure that college assets and personnel are adequately protected and secured. | 1 | 2 | 3 | 4 | 5 | (47) | |
| (8) | 1 | 2 | 3 | 4 | 5 | Ensure that administrative procedures exist and are followed to comply with laws and regulations. | 1 | 2 | 3 | 4 | 5 | (48) | |
| (9) | 1 | 2 | 3 | 4 | 5 | Provide students with access for resolution of disputes. | 1 | 2 | 3 | 4 | 5 | (49) | |

(10) 1 2 3 4 5 Ensure that procedures exist and are followed for fair and equitable treatment of students. 1 2 3 4 5 (50)

(11) 1 2 3 4 5 Attend conferences and other events to maintain own knowledge and skills. 1 2 3 4 5 (51)

POLICY/MISSION DEVELOPMENT

(12) 1 2 3 4 5 Are involved in policy formation. 1 2 3 4 5 (52)

(13) 1 2 3 4 5 Adopt policies that define and require adequate risk management programs. 1 2 3 4 5 (53)

(14) 1 2 3 4 5 Periodically lead revision of the college's mission. 1 2 3 4 5 (54)

(15) 1 2 3 4 5 Accept legal accountability for the college. 1 2 3 4 5 (55)

PLANNING

(16) 1 2 3 4 5 Lead the college's short-term planning. 1 2 3 4 5 (56)

(17) 1 2 3 4 5 Lead the college's long-term planning. 1 2 3 4 5 (57)

MONITOR EFFECTIVENESS

(18) 1 2 3 4 5 Monitor the college's courses and programs for effectiveness. 1 2 3 4 5 (58)

(19) 1 2 3 4 5 Support and approve new courses. 1 2 3 4 5 (59)

(20) 1 2 3 4 5 Review organization structure to ensure achievement of institutional goals. 1 2 3 4 5 (60)

(21) 1 2 3 4 5 Periodically assess the college's overall performance. 1 2 3 4 5 (61)

(22) 1 2 3 4 5 Monitor how effective the college is in achieving its goals and student learning outcomes. 1 2 3 4 5 (62)

(23) 1 2 3 4 5 Establish and maintain processes that foster quality, effectiveness, relevancy, and efficiency. 1 2 3 4 5 (63)

FINANCIAL RESOURCES

- | | | | | | | | | | | | | |
|------|---|---|---|---|---|--|---|---|---|---|---|------|
| (24) | 1 | 2 | 3 | 4 | 5 | Periodically report the fiscal condition of the college; provide summaries that clearly show the relationship of expenditures to budget. | 1 | 2 | 3 | 4 | 5 | (64) |
| (25) | 1 | 2 | 3 | 4 | 5 | Periodically review key financial control mechanisms. | 1 | 2 | 3 | 4 | 5 | (65) |
| (26) | 1 | 2 | 3 | 4 | 5 | Lead various fundraising efforts including foundation and asset management activities. | 1 | 2 | 3 | 4 | 5 | (66) |
| (27) | 1 | 2 | 3 | 4 | 5 | Lead long-term financial planning. | 1 | 2 | 3 | 4 | 5 | (67) |
| (28) | 1 | 2 | 3 | 4 | 5 | Set the college's budget. | 1 | 2 | 3 | 4 | 5 | (68) |

HUMAN RESOURCES

- | | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|------|
| (29) | 1 | 2 | 3 | 4 | 5 | Conduct formal self-evaluation of performance. | 1 | 2 | 3 | 4 | 5 | (69) |
| (30) | 1 | 2 | 3 | 4 | 5 | Formally evaluate the performance of others. | 1 | 2 | 3 | 4 | 5 | (70) |
| (31) | 1 | 2 | 3 | 4 | 5 | Provide faculty and staff with access for resolution of disputes. | 1 | 2 | 3 | 4 | 5 | (71) |
| (32) | 1 | 2 | 3 | 4 | 5 | Ensure that there is adequate human resource development for the college's staff. | 1 | 2 | 3 | 4 | 5 | (72) |
| (33) | 1 | 2 | 3 | 4 | 5 | Ensure that information and training are provided to facilitate effective participation by college constituents in decision-making process. | 1 | 2 | 3 | 4 | 5 | (73) |
| (34) | 1 | 2 | 3 | 4 | 5 | Seek to achieve faculty and staff diversity that reflects college and community populations. | 1 | 2 | 3 | 4 | 5 | (74) |
| (35) | 1 | 2 | 3 | 4 | 5 | Ensure that personnel regulations and procedures are fair, legal, and equitable. | 1 | 2 | 3 | 4 | 5 | (75) |
| (36) | 1 | 2 | 3 | 4 | 5 | Encourage professional development and staff recognition programs. | 1 | 2 | 3 | 4 | 5 | (76) |
| (37) | 1 | 2 | 3 | 4 | 5 | Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future resources. | 1 | 2 | 3 | 4 | 5 | (77) |

COMMUNITY RELATIONS

- (38) 1 2 3 4 5 Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups. 1 2 3 4 5 (78)
- (39) 1 2 3 4 5 Ensure that planning responds to current and future community needs. 1 2 3 4 5 (79)
- (40) 1 2 3 4 5 Represent the college to the community. 1 2 3 4 5 (80)

(81) How well do you believe your community college is doing in meeting the needs of students?

(1) Not well (2) Somewhat Well (3) Fairly Well (4) Well (5) Very Well

(82) How well do you believe your community college is doing in meeting its goals?

(1) Not well (2) Somewhat Well (3) Fairly Well (4) Well (5) Very Well

(83) How important is your board of trustees in assisting your community college achieve its goals?

(1) Not important (2) Somewhat Important (3) Fairly Important
(4) Important (5) Very important

(84) How important is a good relationship between your president and your board of trustees?

(1) Not important (2) Somewhat Important (3) Fairly Important
(4) Important (5) Very important

Please answer the following questions about you.

(85) You are a: (1) — Chairperson of the Board Trustee
(2) — President/Superintendent
(3) — Trustee

(86) Your age: (1) — 25 or under (4) — 46 to 55
(2) — 26 to 35 (5) — 56 to 65
(3) — 36 to 45 (6) — 66 or older

(87) You are: (1) — Male (2) — Female

- (88) The highest level of formal education you completed is:
- (1) — less than high school (2) — high school or equivalent
(3) — some college (4) — bachelor's degree
(5) — some graduate school (6) — master's degree
(7) — doctorate
- (89) Approximately what percent of board meetings did you attend last year?
- (1) — 100% (2) — 75% (3) 50%
(4) — 25% (5) — less than 25%
- (90) Which of the following best describes your racial or ethnic identification?
- (1) — Asian, Asian American, or Pacific Islander
(2) — Black, African American, or Non-Hispanic
(3) — Hispanic or Latino
(4) — Native American, American Indian, or Alaskan Native
(5) — White, Caucasian, or Non-Hispanic
(6) — Other (please specify) _____

Would you be available for an oral interview lasting no more than 20 minutes?

- Yes No

The interview questions for the telephonic interview are attached for your review.

Thank you for completing this questionnaire.

Telephonic Interview Questions

- (1) a) Describe your overall involvement in the day-to-day operations of your college.
- b) Are you over-involved, under-involved, or is your involvement just right?
- c) What would the trustees or the president say about your overall involvement?
- (2) a) In what areas would you like to increase the level of your overall involvement?
- Leadership?
 - Policy/Mission Development?
 - Planning?
 - Monitoring College Effectiveness?
 - Financial?
 - Human Resources?
 - Community Relations?
- b) In what areas would you like to decrease the level of your overall involvement?
- Leadership?
 - Policy/Mission Development?
 - Planning?
 - Monitoring College Effectiveness?
 - Financial?
 - Human Resources?
 - Community Relations?
- (3) As a trustee or a president how would you describe your working relationship with the president or trustee?
- a) In what areas does your relationship already excel?
- b) In what areas could your relationship improve?
- (4) What are some key factors in a great working relationship with the board of trustees or the president?

The researcher will ask the participant to indicate his or her role at the community college.

Trustee

President

APPENDIX D

Human Participants Protection Completion Certificate

**Human Participant Protections Education for Research Teams**

Completion Certificate

This is to certify that

Annette Gilzene

has completed the Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH), on 02/28/2007.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health

APPENDIX E

IRB Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

6100 Center Drive, Los Angeles, California 90045, 310-xxx-5555

September 8th, 2008

Annette Gilzene
xxxx Xxxxx Avenue
Los Angeles, CA 90xxx

Protocol #: E0808D01

Project Title: *An Analysis of Actual and Desired Roles of Trustees and Presidents of Community Colleges Linked to Board-President Relationship and Its Impact on College Effectiveness*

Dear Ms. Gilzene:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study *An Analysis of Actual and Desired Roles of Trustees and Presidents of Community Colleges Linked to Board-President Relationship and Its Impact on College Effectiveness*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html> that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b) (3) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (3) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph

(b)(2) of 45 CFR 46.101 if: (a) the human subjects are elected or appointed public officials or candidates for public office; or (b) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Based upon review, the GPS IRB has determined that your proposed study is exempt from further IRB review. In addition, your request to waive documentation of consent, as indicated in your Application for Waiver or Alteration of Informed Consent Procedures form has been approved.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a Request for Modification Form to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to “policy material” at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Doug Leigh, Ph.D. Associate Professor of Education
Chair, Graduate and Professional Schools IRB
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Graduate School of Education and Psychology
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