Pepperdine University

Pepperdine Digital Commons

Theses and Dissertations

2013

Community opinion and satisfaction with the leadership at an urban community educational learning center during an organizational transformational process: a frontline perspective from community stakeholders

Joseph Lee Lewis

Follow this and additional works at: https://digitalcommons.pepperdine.edu/etd

Recommended Citation

Lewis, Joseph Lee, "Community opinion and satisfaction with the leadership at an urban community educational learning center during an organizational transformational process: a frontline perspective from community stakeholders" (2013). *Theses and Dissertations*. 398.
https://digitalcommons.pepperdine.edu/etd/398

Pepperdine University

Graduate School of Education and Psychology

COMMUNITY OPINION AND SATISFACTION WITH THE LEADERSHIP AT AN

URBAN COMMUNITY EDUCATIONAL LEARNING CENTER DURING AN

ORGANIZATIONAL TRANSFORMATION PROCESS: A FRONTLINE

PERSPECTIVE FROM COMMUNITY STAKEHOLDERS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Joseph Lee Lewis

August, 2013

John F. McManus, Ph.D. – Dissertation Chairperson

This dissertation, written by

Joseph Lee Lewis

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

John F. McManus, Ph.D., Chairperson

J. L. Fortson, Ed.D.

June Schmieder-Ramirez, Ph.D.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

This dissertation is dedicated to my family, friends, Concerned Citizens, Inc., and my local Federation of Classified Employees Union colleagues who have had high expectations of me. It is because of these people I have strived for excellence in education. With the vote of confidence given to me as the Classified Union president they have encouraged me to do the best that I can to achieve legitimate and effective leadership. Doctoral achievement will not only be an individual accomplishment, but it will also be a source of pride for my family and associates to enjoy. The desire to be a leader is one thing, but leadership is like anything else; when the moment arrives one must be prepared. This dissertation is my testament to preparation for community and organizational leadership.

I dedicate this dissertation to all community members in order to inspire them to seriously consider the issues facing locally controlled community colleges throughout the nation by promoting an understanding as to why stakeholder voices are necessary when determining relevant performance objectives for their local community college. An educated community is a prosperous community.

ACKNOWLEDGMENTS

I want to thank Pepperdine University for providing me with the apparatus to achieve my educational goal of becoming a Doctor of Education and Organizational Leadership. Additionally, I want to express my appreciation to all of the community stakeholders for participating in this study by allowing me to use their opinions to develop a scientific conclusion about their perceptions of the leadership at their local community educational learning center.

It is with gratitude that I recognize the community based organizations like the Concerned Citizens, Inc., the Chamber of Commerce, the Community United, a Latino organization, and National Association for Equal Justice in America; all of which supported my efforts by allowing me access to their membership to conduct this study.

I want to also acknowledge my family, friends, and colleagues for their support and encouragement during this process. It was their belief in my ability to achieve this educational level that motivated me to persevere through the many distractions and life challenges I endured while staying focused on my personal commitment. I truly appreciate their tolerance and patience with me as I strived for educational excellence and true community leadership development.

To the people I have viewed as role models and subtly considered as my mentors, I want to thank them too for their accessibility, encouragement, and honest feedback. Finally, I thank the educational institutions I attended and the instructors for nurturing and challenging my intellectual development.

VITA

EDUCATION

2013	Ed.D.	Organizational Leadership
		Pepperdine University
		Malibu, CA

2013   Ed.D.   Organizational Leadership
                       Pepperdine University
                       Malibu, CA

2006   M.Sc.   Human Services - Organizational Management and
                       Leadership
                       Springfield College
                       Springfield, MA

1978   B.A.   Sociology and Economics
                       University of California, Santa Barbara
                       Santa Barbara, CA

1973   A.A.   Liberal Studies
                       Allan Hancock Junior College
                       Santa Maria, CA

PROFESSIONAL EXPERIENCE

1997-2011   Employment Development Specialist
               Career Center Activities Coordinator
               El Camino College Compton Center

2009-2012   Professor and Academic Resource Specialist
               Springfield College
               School of Human Services.

COMMUNITY INVOLVEMENT

President: Compton Community College Federation of Classified Employees

Vice President: Concerned Citizens of Compton, Inc.

Program Director/HR Specialist: Golden Wings Academy, Inc.

Executive Board President: Sunrise Youth Services Center, Inc.

Chief Executive Officer: J. Lewis Consultancy/Organizational Development

Administrator: Caldwell Adjustment Center Boys Group Home, Compton

Center Director: Youth Action Center for Positive Change/Constitutional Rights Foundation, Inc.

ABSTRACT

This study examined selected community stakeholders' perception of the current

leadership at their local community educational learning center during an organizational

transformation and cultural change process. The transition from a community college to

an educational learning center, mandated in 2006 by the Accredition Commission and

agreed on by the Chancellor's office, was facilitated by a community college of another

district. This process appeared to produce mixed reactions from various educational

learning center constituency groups. During the transformational process, opinions how

the institutional leadership addressed the task of developing a trusting and meaningful

relationship with community stakeholders surfaced. Based on the survey responses

gathered from selected community stakeholders from various community-based

organizations, this study identified prevalent perceptions regarding the current

educational learning center's leadership.

Previously, there has been no research examining how community stakeholders

feel about the current leadership, state take-over, and partnership phenomena born out of

a college district losing its accreditation. Therefore, while researching how satisfied

selected community stakeholders were with the current leadership under these unique

circumstances, this study also offered an in-depth look at college operations,

accreditation expectations, and community relations. The majority of stakeholders

surveyed were generally concerned about the current type of leadership at their local

educational learning center, and the manner in which the state take-over and partnership

impacted the subject community college district stakeholders during the organizational transformation and cultural change process.

While focusing on a transformational leadership theoretical framework, this dissertation revealed that generally, stakeholders had opinions that indicated they were not completely satisfied with the manner in which the organizational transformation and cultural change process is being conducted. The results of this study showed that community stakeholders were primarily dissatisfied with the type of leadership strategy facilitated during the transformational process; the manner in which communication is facilitated to the community and the quality of course program offerings. Opinions varied regarding campus services, facilities access and conditions. In the final chapter of this dissertation recommendations are offered to improve public and community relations under the unique circumstances of an organizational transformation and cultural change process of an urban community college.

Chapter 1: The Problem

The purpose of this study was to investigate the perceptions of community stakeholders regarding the current leadership at a local urban community college educational learning center during an organizational transformation and cultural change process. A new and unique organizational transformation process is occurring, and is being facilitated by multiple agency cooperation. Because of this unique situation both the community stakeholders and leadership of the local community educational learning center have a lot to learn as they move forward in building an effective and trusting relationship. This dissertation attempted to shed light on some of the perceptions of community stakeholders about the work that is being done at this community college that is now known as a community educational learning center.

The values and behaviors of community college stakeholders and user groups have served to help mold the educational systems as we know them. The main intent over the years was, and hopefully still is, to transform educational organizations to meet the needs of their users. Over the years, social and economic expectations have helped to form the missions of all community colleges throughout the state of California. As demonstrated in the development of the community college system, if a college is going to serve the needs of its constituency, total commitment appears to be required, and a comprehensive approach from all who are concerned with the performance of their respective community college is necessary. Therefore, it was the objective of this study to provide an analysis of the perceptions that exist concerning the many dimensions of the leadership at the subject local urban community educational learning center.

History of the California Community College System

Phillippe and Valiga (2000) explained that in 1907, the California legislature, seeing a benefit to society in education beyond high school, but realizing the load could not be carried by existing colleges, authorized the state's high schools to offer what were termed *postgraduate courses of study* similar to the courses offered in just the first 2 years of university studies. Thanks to the efforts of people such as Professor Alex F. Lange, Dean of the School of Education at the University of California, Berkley; the Junior College Act was passed in 1917, expanding the mission by adding trade studies such as mechanical and industrial arts, household economy, agriculture, and commerce (Cohen & Brawer, 2003). By 1932 there were 38 junior colleges in the state of California. The 1944 GI Bill dramatically increased college enrollment, and by 1950 there were 50 junior colleges in California. By 1960 there were 56 districts in California offering junior college courses, and 28 of those districts were not high school districts but were *junior college districts* formed expressly for the governance of those schools.

The 1960 Master Plan for Higher Education and the resulting Donahoe Act were a turning point in higher education in California. The UC and CSU systems were to limit their enrollments, yet an overall goal was to provide an appropriate place in California public higher education for every student who is willing and able to benefit from attendance. This meant that the junior colleges were mandated to fulfill this role. By 1967 studies showed that the California Department of Education was not doing an adequate job of leading the junior colleges, and legislation passed control from the Board of Education to a new community college system with a Chancellor's Office and Board

of Governors. The degree of local control in this system, a side effect of the origins of many colleges within high school districts, can be seen by the fact that 52 of the 72 districts (72%) govern only a single college; only a few districts in major metropolitan areas control more than four colleges (Phillippe & Valiga, 2000).

California residents do not pay tuition to attend community college. Rather, they pay an enrollment fee. Non-resident and international students, however, pay tuition, usually an additional $216 per unit (ELC Class Schedule, ca. 2013). In the past decade, tuition and fees have fluctuated with the state's budget. For much of the 1990s and early 2000s, enrollment fees ranged between $11 and $13 per credit. However, with the state's budget deficits in the early-to-mid 2000s, fees rose to $18 per unit in 2003, and, by 2004, reached $26 per unit, and during this study period 2012 the fee has risen to $46.00 per unit, the highest level in the state's history.

Like the two California university systems, the UC system and the CSU system, the California Community College System (CCCS) is headed by an executive officer and a governing board. The 17 member Board of Governors, appointed by the California Governor, determines the direction for the community college system. The Board appoints the Chancellor, who is the chief executive officer of the system. Locally elected Boards of Trustees preside over district policies and strategic matters with the Presidents and Superintendent who is responsible for enforcing policy and managing the daily business of the college campus. A check and balance hierarchy system of decision makers is in place to determine how a community college operates within the communities it serves. These decision makers are considered the college leadership;

having the task of determining how a college performs relative to its community stakeholders and the California Master Plan for Higher Education, (University of California History Digital Archives, 2006).

The community educational learning center that serves as the focus for this study was once one of the 112 community colleges in the state of California. However, as of 2011, it was omitted from the California Community College System list. Because of its loss of accreditation, it can no longer be listed as a college within the California Community College System. It is now listed as the lead accredited community college's name-without distinction. Because of its un-accredited status, it can only be recognized as an Educational Learning Center of another accredited community college district in order to continue offering access to higher education for the local constituents and stakeholders. To describe this situation succinctly, the following can be said: the organization that serves as the focal point for this study was once a fully accredited community college that now serves as a satellite learning center of a neighboring accredited community college (Chancellor's Office Executicve Report, 2010).

The original community college, before it lost its accreditation, was established in 1927. In fact, this community college (at the time referred to as "Junior College") is one of the oldest public community colleges in the state of California. Originally established as a department of a Union High School District, this particular junior college became one of the first 4-year junior colleges in the nation to combine grades 11 and 12 of high school with grades 13 and 14 of the college years, and operated as a single system institution. Before 1953, K–12 and junior college were a combined educational system.

Subsequently, in September 1953, the subject community college (educational learning center) became a separate 2-year post secondary education institution and moved to its present location, an 88 acre campus in a well known 10-square-mile city. Back then such notables as Pete Rozelle, NFL Commissioner (California Community College Chancelor's Office, 2012); Robert Prescott, the founder of Tiger Airlines; Ralph C. Dills, California State Senator (Dills, 2012); and Howard Bingham, Muhammad Ali's personal photographer were all graduates of this highly regarded learning institution (International Cinemetographers Guild, 2012). This traditional namesake community college with a rich history, more recently indentified as an educational learning center, continues to provide a source for secondary education and vocational training for constituents of seven surrounding cities; 29 square miles all within a southern urban region in Los Angeles County (FCMAT, 2006).

Background Issues

In 2006, the first community college district merger in the nation took place. The community college that is the subject of this dissertation lost its accreditation because of fiscal mismanagement and negligent leadership, and as a result of multiple considerations, legislative actions, negotiations, and a memorandum of understanding (MOU) now dictates the management of a community educational learning center by another accredited community college, which is located in another city within a nearby region that is contiguous to the boundaries of the subject community college district. The original stated intent and objective of this unique partnership was to implement a strategy

that would ultimately help the ailing community college recover its independent

accreditation status and regain local control (Russonello & Stewart ,2010).

This study focused primarily on the perceptions of community stakeholders

regarding the current leadership at the local community educational learning center. The

community educational learning center is located within a region where there is a large

Hispanic immigrant and African American population that desires access to quality

education. This study identifies the areas the community stakeholders feel need

improvement relative to several dimensions of the current leadership. During this time of

organizational transformation, it is important to consider what community stakeholders

believe is happening to ensure that the community educational learning center is on track

toward regaining its independent accreditation status as a locally controlled community

college.

In addition to issues of temporary governance, there are other specific matters that

are of concern to individuals in the education center district. These issues include: matters

surrounding a capital construction bond issue and access to facilities such as a swimming

pool at the location.   The campus swimming pool area which was once largely utilized

by the students and the community, served as a summer oasis. Now, it serves as a sore

spot on the campus. Community stakeholders deserve a reason why a facility such as this

is allowed to languish without any effort being made to revive the pool area. It is

questionable, as are other leadership decisions, as to why this type of facility neglect

persists over so many years.

At a Board of Trustees meeting in August 2011, this researcher witnessed citizens/community stakeholders complain that they were not notified of a track and field facility closure, and were not given, according to them, an acceptable reason why; or even given the opportunity to provide input on acceptable alternatives during the facility closure. This researcher also witnessed at a June 2011 Board of Trustees meeting where a majority vote was made to suspend certain important financial decisions until an actual and permanent budget was developed and submitted before an action was taken. However, the State Trustee over-ruled the majority vote of the elected Board of Trustees members thereby approving and ratifying agenda items that had a profound impact on college operations, regardless of the campus and community representatives' concerns. It is noteworthy that the State Trustee served from January to September 2011, and which, the elected Board of Trustees now serves only in an advisory capacity, this action further agitated the community stakeholders because their representatives were essentially discounted and their voices were negated. These are a few isolated examples that indicate concerns exist, and a positive community stakeholder relationship is at risk when stakeholders feel discounted and are not considered on issues that concern them.

According to an Extraordinary Audit, 2003-04, 2004-05 submitted by The Fiscal Crisis & Management Assistance Team (FCMAT) in California, between the years 2000 and 2004 when the educational center was a community college, its credibility was being questioned because of its internal administrative issues (pp.1-2). While operating as a functioning accredited community college, it was experiencing serious leadership and fiscal management challenges. In May 2004 the California State Chancellor intervened

and issued an executive order for its office to take over the community college's operation because of evidence concerning fiscal mismanagement and unethical leadership behavior by some members of the college administration.

With the help of an Assemblyman in 2005, and the Chancellor in 2011, two emergency assembly bills were crafted. The first was Assembly Bill 61 (2005) that gave the Chancellor unusual legal authority to suspend the authority of the elected board of trustees, which gave the Chancellor executive power over the college. Soon afterwards, the Chancellor appointed a Special Trustee to oversee and govern the college district's financial and legal business affairs. Simultaneously, an emergency Assembly Bill 318 was introduced, ratified and signed by the Governor in 2005. It provided a pathway plan for the colleges' recovery that included a $30 million loan to help sustain its operation during the organizational transformation and recovery process (CA State Assembly Bill 318, 2006).

During the take-over, to make administrative adjustments with the least resistance as possible, and to avoid local stakeholder interference, certain strategies were implemented without community input consideration. Announcements were only made to convince the community the plan for recovery was feasible, credible, and underway. At the onset of the take-over, in the absence of user groups and college community stakeholder input, concerns and matters of community interest, for example who would run the college, for how long, and when would it return to local control were in the forefront. At the time, it seemed illogical to think that the community would be totally in agreement with the State Chancellor's reorganization plan because change is difficult to

accept. According to Cummings and Worley (2007), "Change can generate deep resistance in people and in organizations, thus making it difficult, if not impossible, to implement organizational improvements" (p. 111). In 2011, 6 years after the take-over, the community was informed that accreditation and local control were at best 8 to 9 years away. In this case it appears that not only does change generate deep resistance, it also may cause deep concern of whether or not the subject educational center will ever return to local control as an independently accredited secondary education institution. As of January 2012, the subject community college district or educational learning center does not appear on the Chancellors' list of community colleges. Apparently, it has become a domain of the lead accredited community college, which is on the Chancellor's list. It is somewhat ironic that it has been omitted from the list of colleges, but the Chancellors office remains in local control of the college district affairs, existence, and future.

In Fall 2006 an accredited Community College District entered into an agreement with the Chancellor and the un-accredited Community College District to keep the doors of education open for its constituents. The first order of business was to stabilize the subject educational learning center and begin the organizational transformation and cultural change process. In the subsequent years, the lead accredited partner community college provided organizational transformational guidance, and resources to re-establish academic and student service programs; as well as help stabilize fiscal and administrative services at the facility now known as the community educational learning center instead of community college. The lead accredited partner community college and its community educational learning center contend that they continue to make significant

progress toward offering a comprehensive curriculum and providing services to new and

returning students. During the past 5 years, it is said by the leadership that course

programs and student services have been the main focus, and enrollment has increased

considerably each year since 2006. The partnership appears to be working in terms of the

educational learning center campus regaining its credibility and building capacity

(Comprehensive Assessment Third Progress Report, 2009).

   Relative to the accreditation goal, the educational learning center appears to have

made positive strides toward achieving the 21 standards for accreditation eligibility.

According to the current leadership, the next phase will include a focus on improving

student achievement and proficiency in areas including: planning, program review and

evaluation, and linking program review to the planning process, as well as with the

technology, institutional, and educational master plans. These must all be coordinated

and integrated to be in compliance with the expectations of accreditation requirements.

   As a backdrop issue to put into perspective why community stakeholder input is

essential to the operation of the educational learning center, exploration of a legislative

policy that encourages transparency and community input within the community college

structure is important to consider. There is an existing policy that mandates colleges to

utilize input from the college community and encourages college district leadership to

interact with its constituents. This legislative bill is called Assembly Bill 1725. It lays

out an initiative for a public input process. According to the 1988 California State

Assembly Bill 1725,

> In performing the functions specified in this section, the board of governors shall
> establish and carry out a process for consultation with institutional representatives

of community college districts so as to ensure their participation in the development and review of policy proposals. The consultation process shall also afford community college organizations, as well as interested individuals and parties, an opportunity to review and comment on proposed policy before it is adopted by the board of governors. (p. 19-c)

Stakeholders are considered interested individuals and parties affected by the policies set forth by the leadership at the educational learning center. The currently existing consultative council only serves as an internal recommending body, minus external community stakeholder input. This particular internal apparatus does not include external input, supposedly because it reviews and makes recommendations to the CEO regarding internal campus policies and fiscal affairs; in which this case study reveals stakeholders in general are not satisfied with policy implementation that affect the performance of their local educational learning center in terms of meeting their needs and desires.

It is this researcher's observation and inquiries that in 2003, and 2004, it appeared that the community fell asleep at the helm, which could have been one of the reasons why the subject community college administration failed to operate in an ethical manner. However, the question still remains; was there ample opportunity for community stakeholder involvement to correct the over-all college operation and ensure that the past leadership was held accountable? The answer to this question may rest with whether or not the current leadership will include community participation in the plans for recovery, which, in turn may make a statement on whether or not community stakeholders will be included regarding the educational learning center internal affairs. These inquiries are critical in this study to understand what community stakeholders believe is the case regarding the current leadership's effectiveness and responsiveness to community needs and concerns.

Having various Consultative Council Committees as a means for transparency that includes input from all stakeholders, including community stakeholders regarding organizational objectives appears to be one way to achieve the stakeholder desire for inclusiveness. Based upon this reasoning, the shared governance model is an established process that offers an opportunity to provide common ground for community stakeholders and administrators to communicate with each other.

Statement of Problem

The educational learning center studied in this research is currently a satellite campus of a neighboring accredited community college district. Based on newspaper accounts and community group discussions, it is assumed that some community stakeholders are dissatisfied with not having local control, and what effect that has concerning their interest in the center's service to its local community. One example that brings this issue to the forefront is the lack of communication concerning the $100 million bond citizens voted for to help restore the center's campus grounds and facilities, a bond that community stakeholders must pay taxes to support for the next few decades (General Obligation Bond Fund Financial Audit, 2010). An issue of not having bond oversight accountability and the lack of local control appears to have disenfranchised the community stakeholders from having any influence concerning how their tax dollars are being spent. The stakeholder perception of disenfranchisement has somewhat supported the notion of taxation without representation, which leads to the problem of poor public relation on the part of the current educational learning center leadership.

To date no research has been conducted and published that examines selected citizen groups and the community regarding their perceptions, opinions of , and satisfaction with the current leadership at their local community educational learning center. Furthermore, no research exists that analyzes critical variables, such as leadership performance expectations, outreach communication, course programs and services offerings, constituent awareness of the accreditation process, access to and condition of campus facilities, and desire for local control of the community educational learning center. It therefore seems essential that research be conducted to address the areas of concern as stated above.

Statement of Purpose

The purpose of this dissertation was to gather and assess data from individuals who belong to selected community groups regarding their opinions of the leadership at their local community educational learning center. It was hoped that this information would provide insight into the level of commitment and involvement on the part of selected community leaders in the operation of their local community college known as the learning center. Questions were asked of the data sources to provide a broad picture of community awareness and current perceptions across multiple dimensions. These dimensions include leadership performance, outreach communication, access and conditions of campus facilities, quality of course program and service offerings, desire for local control, and awareness of the accreditation process. In addition, data was gathered on the demographics of the individuals to allow the researcher to examine differences of perception based on variables such as gender, ethnic background, home

ownership, and community group membership. While examining how community

stakeholders are affected during the organizational transformation and cultural change

process, there are several other related dimensions that were discussed. These dimensions

included organizational transformation theory, leadership theory, how colleges operate

and are funded, accreditation requirements and standards. These are very important

factors that frame what a community college or educational learning center should look

like, and how it is expected to operate relative to meeting state and community

stakeholders' expectations.

Research Questions

Two major research questions drove the research for this dissertation. Research

Question 1: How do selected community stakeholders' rate the quality of leadership at

their local educational learning center; that is, the leadership of the Board of Trustees, the

State Special Trustee, the Learning Center Chief Executive Officer, and the Partnership

College District?

Research Question 2: In the opinion of members of selected community

stakeholder groups, what are the satisfaction levels with the various operational

components of the community learning center including leadership performance,

campus/community communication, services, course programs offerings, access and

condition of facilities?

Significance of the Study

Community Colleges statewide can incorporate the results of this study to ensure

effective leadership during unique situations relative to the needs of recovering colleges,

and in forming effective relationships with the communities they serve. Making sure community stakeholder groups have access to local higher education and vocational training so they can successfully participate in the local and global economy. One of the premises of this case study was that, with effective leadership during a merger between two community college districts, the unique needs of the community can be taken into consideration when creating a new direction for an ailing college. The significance of this study underscored the importance of providing equal and local access to campus facilities and quality education relative to the needs of the local business community workforce needs. This in turn substantiated the need to choose the appropriate leadership approach while implementing a new institutional direction through an organizational transformation and cultural change process.

According to Leigh and Gill (2007), "A lot can be learned about the way the California Community College System looks and operates" (p. 22). Therefore, the data in this study could be used for future partnerships or multiple campus districts in an attempt to determine an effective leadership strategy for incorporating community input when rebuilding a college. The results of this study can serve as a useful guide for other colleges to consider if faced with the challenges of making sure that community stakeholders' expectations are factored-in during an organizational change process.

Definition of Key Terms

Accreditation: The recognition and status a college needs in order to offer courses and programs financed through government sources and which qualifies students to transfer to 4-year colleges and universities (ACCJC/WASC).

Accrediting Commission of Colleges and Junior Colleges (ACCJC): An independent accrediting affiliate of the Western Association of Schools and Colleges (WASC), which serves as the western regional accrediting organization approved by the Secretary of Education, Washington, DC.

Board of Trustees: Locally elected officials who represent the constituents of the various 72 California Community College Districts.

Community Stakeholders: Students, local residents, home owners, business owners, and constituents who are registered voters involved regularly in community affairs through participation in community based organizations. Usually, community stakeholders participate in community based organizations so they can influence local community policies in order to address community issues and concerns.

Community Based Organizations (CBO): Local non-profit organizations representing a certain segment of the general population regarding various local and social concerns. For example, the NAACP focuses on civil rights issues. Concerned Citizens Group focuses on holding local government officials accountable for their actions. Community United focuses on Latino concerns. The Chamber of Commerce represents and supports local businesses. National Association for Equal Rights in America focuses on law enforcement and civil rights issues.

Community College: An accredited tertiary education institution that provides vocational training, basic education, and transfer courses for students desiring entrance into a 4-year college or university.

Community College District: The area or adjoining cities served by a community college.

Chief Executive Officer (CEO): Acts in the capacity of a President/Superintendent presiding over the Community College District affairs on a daily basis.

Educational Learning Center: The hybrid name of a satellite campus managed by an accredited community college district. It is not considered a college per se, it serves as an extension learning center to facilitate and offer accredited courses offered by the main remote community college campus.

Junior College: The original name of the tertiary education institutions before the name community college was adopted in the early 1970's by the state to solidify the relationship with the communities served by the community college system.

Memorandum of Understanding: A written agreement between two or more parties which has bi-lateral benefits in nature and meaning.

Partnership: The working relationship between two colleges whereby one college utilizes the accredited courses and programs of another to remain open and to operate for the good of the local communities.

State Chancellor: Appointed by the Board of Governors to regulate and manage all state funded community college affairs (California Community College Chancellor's Office, 2004).

State Special Trustee: The executive decision maker with extraordinary powers who acts above the Board of Trustees of a College District and is appointed by the State Community College Chancellor. The State Special Trustee oversees the financial affairs

and expenditures of the college and has fiduciary responsibility to review and approve all

district contracts with other business entities. One example is the established partnership

with another community college through a memorandum of understanding for the

purpose of providing accredited courses and programs (California Community Colleges

Chancellor's Office, 2004).

State Stakeholders: The Board of Governors and State Legislators; governing

bodies responsible for legislating policy and appointing representatives to enforce policy,

as well as convene sessions to follow-up on matters concerning colleges under their

domain (California Community Colleges Chancellor's Office, 2004).

Key Assumption

The researcher assumes that the responses offered by community stakeholders

would reflect their true feelings.

Limitations of the Study

The basic limitation of this study is that findings can only be applied to the

subject community college and cannot be generalized to any other community college.

Chapter 2: Literature Review

The Origin of and Purpose for a Community College Mission Statement

This study examines the leadership aspects relative to the learning center's operational performance with respect to community stakeholders opinions and satisfaction with the organizational transformation process. Looking at how the leadership style and approach is impacting the community offers some insight into how closely, or how far away the leadership initiatives are in achieving the learning center's goals and objectives as indicated in the institutional mission statement. The mission statement provides a snapshot of the institutional objectives, and thereby describes the path in which the leadership will follow when making decisions regarding the educational master plan, which includes technology and facilities planning. However, in this study chapter, it is observed that changes have been made in the current mission statement that redirect the focus of community service, which could explain why the community stakeholders feel disconnected, or disenfranchised from the institutional transition.

According to Nevarez and Wood (2010),

A mission indicates the core value-driven efforts undertaken by the community college to achieve its vision. More simply, it is the process in which a community college attains its long term aspirations. As noted, the mission outlines the essential elements of a strategic plan by which a community college stakeholders (e.g., students, faculty, staff, community members) work collectively toward realizing the college's vision. (p. 4)

Additionally, Wiesman and Vaughan (2006) identify the holistic attributes of the general community college mission as

serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students; providing a comprehensive educational program; serving the community as a community-based institution of higher education; teaching and learning; fostering lifelong learning. (p. 3)

The subject local community college's mission statement addressed meeting the needs of the individual and the community. However long it might have been, it focused on the needs of its community stakeholders.

According to this researchers interpretation, the new mission statement considered stakeholders as students and not necessarily the community at large. It disassociates the community's interest in the operation of the college and appears to set a path for community disenfranchisement. However, the philosophy, values, and guiding principle statements do refer to community stakeholders as a focus in the community college's service to students. It appears that the task of a college is to develop one succinct mission statement that is all inclusive, and which describes its intent toward the communities it serves. Within the following statements, it is not clear what community is being addressed, in that the lead accredited college (the managing college) originally serves a distinctly different demographic student and community population, as well as, operates under a different organizational culture than that of the subject local community college/educational center.

Educational Center's Mission Statement When it Was a College

The subject college seeks to optimize the human potential in a richly diverse, multicultural urban population. Uniquely situated to serve those who have historically not been well served by public education, the College is committed to a communal, learning-centered curriculum, on and off campus, to meet the entire spectrum of student need. The College aims to develop the whole person, not only the scholar and professional trainee, but also the parent, the citizen, and the lifelong learner. The College

joins in partnership with the communities it serves to provide strong educational

programs that measure success by the success of its students, (Institutional Self Study

Report, 2006).

According to Lutz and Merz (1992),

The purpose for studying schools/community relations is to help educators establish a system that, first, allows the schools to understand community values, preferences, and demands, and second, allows the community to understand the educational programs and procedures carried out by the schools. (p. 2)

In this researcher's estimation, the development of an appropriate mission

statement has to be more than just words from the college's point of view only. A

mission statement, according to past research, should reflect and embody the values of

the community it serves. In the past the mission statement for the subject community

college read as follows:

The Community College District is an urban community college dedicated to the individual citizens and the community. The Community College District strives to be an integral part of the community, reflecting the needs and aspirations of the community and providing leadership in educational and cultural affairs. The Community College District tries to respond to the many features of a cosmopolitan community by offering a variety of programs. The Community College District subscribes to the *open door* principle, and is open for enrollment to any member of the community. Committed to the integrity and worth of the individual, the Community College District attempts to help each person acquire the skills, attitudes and knowledge essential for personal well-being and productive living. Through its dual commitment to the individual, and to the community, programs and policies are continuously established to benefit the community stakeholders and the community the college serves. (Community College District Education Master Plan, 2000–2006)

Although this mission statement was rather long, in context it appeared to have

reflected the values and interest of the community at the time. Now that the subject

community college/educational center is governed by a remote accredited community

college, a new mission statement is presented as a manifesto of what its focus will be

under the new management. Below are samples of mission, value and philosophy statements, along with a set of guiding principles retrieved from the accredited partner college district master education plan description. These were obtained from Education Center Class Schedules. One task of this study was to sort-out whether or not these statements reflect the community stakeholders' concerns (El Camino College Compton Education Learning Center, 2012).

The New Mission Statement

The Lead Community College District offers quality, comprehensive educational programs and services to ensure the educational success from our diverse community. (Eligibility Subcommittee Report for El Camino College Compton Center's Accreditation, 2011).

Vision Statement

The accredited partner Community College District is the college of choice for successful student learning, caring student services, and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College is a leader in demonstrating accountability to our community (El Camino College, 2010)

Lead Partner College Mission Statement

The lead partner accredited Community College District offers quality, comprehensive educational programs, and services to ensure the educational success of community stakeholders from our diverse community.

Statement of Philosophy

Everything the lead accredited Community College District is or does must be centered on its community. The community saw the need and valued the reason for the creation of the lead accredited Community College. It is to our community that we must be responsible and responsive in all matters educational, fiscal, and social.

Statement of Values

Our highest value is placed on our community stakeholders and their educational goals, interwoven in that value is our recognition that the faculty and staff of the lead Community College District are the College's stability, its source of strength, and its driving force. With this in mind, our five core values are:

- People – We strive to balance the needs of our community stakeholders, employees and community.

- Respect – We work in a spirit of cooperation and collaboration.

- Integrity – We act ethically and honestly toward our community stakeholders, colleagues, and community.

- Diversity – We recognize and appreciate our similarities and differences.

- Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles

The following guiding principles are used to direct the efforts of the District:

The lead accredited Community College District recognizes the need to provide a multidimensional, multicultural and integrative general education curriculum, as the core of associate degree. With this objective in mind, the lead College pledges to develop and maintain a genral education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding. (Eligibility

Subcommittee Report for El Camino College Compton Center's Accreditation, 2011, p. 10)

Mission Statement Descriptive Impact on Community College Performance

The Community College District Mission Statement prior to the state take-over is different from the new mission statement. Both emphasize a commitment to providing a quality education, but each proposes a different approach. Based upon the differences in mission statements, it appears that as a community college evolves, or as in this particular study, goes through an organizational change process, so does the mission of the institution. Levin (2000) noted that "some scholars have focused on the curricular aspects of the community colleges, for example remediation and vocational education; some on purposes for economic development, social mobility; whereas others on its role of workforce preparation, and transfer" (p. 1). Similarly, Bogart (1994) stated that "traditional discussions of the community college mission have focused on its role, function, and purpose" (p. 60) terms that are often used interchangeably with the term mission. We delineate among these concepts and present the community college mission as a distinct notion, which is interrelated with its vision, function, and operations.

The previous mission statement framed the operational intent in a broad manner portraying a strong sense of customer service and satisfaction: "dedicated to the individual and the community" (Compton Educational Center Educational Master Plan, 2011). The current mission statement for the community college focuses more on the college environment, student service programs, and curriculum as a means of nurturing student growth and development, such as "dedicated to providing the residents of its service region with diverse educational, career, and cultural opportunities" (Educational

Learning Center Class Schedule, ca. 2011). The differences between the two mission statements are interesting because they illustrate how a college organization can evolve by simply reframing its goals and objectives. The mission statement adopted after the take-over framed its new service delivery objective, and provided some institutional guidance for addressing some of the perceived needs of the community.

The two mission statements are similar in terms of commitment to the community by providing a quality educational experience. They both focus on enriching the lives of their community stakeholders and serving as a resource for the community. However, the two mission statements do differ. The original mission statement was based on the individual's personal growth and community leadership, and the new statement focuses on the programs and services the college provides to meet the needs of the community stakeholders and the community. The new mission statement is more specific, technical, politically correct, and legally compliant, while the original was more philosophical with broader objectives.

Because of the uniqueness of the college partnership, and the fact that the lead community college is in the position to determine what courses are offered at the educational center, the lead accredited community college mission, value, and philosophy statement(s) describe the institutional impact on the communities served by stating how, why, and what educational support is provided at the educational center campus. The only significance of the changes to the mission statement is that it appears to be a permanent adjustment leading toward a permanent organizational cultural change development.

Fundamental Process for Organizational Transformation and Accreditation

As of January 2010, the subject local community college district/educational learning center has reconstituted its Board of Trustees which was suspended in May 2004. Although the Board of Trustees presently serves only in an advisory capacity to the State Special Trustee, this measure is a necessary criterion for accreditation eligibility. In order for the subject community college district to obtain its accreditation the Board of Trustees must be in place and have demonstrated effective leadership for a minimum of 2 years. This requirement coupled with the hiring of a permanent administrative staff, such as the District's Chief Executive Officer, Deans, and Vice President of Academic and Student Affairs, demonstrates leadership stability and certain assurances that organizational accountability is present. The unique structure of the district's organizational design allows the CEO to focus solely on College District affairs. While the Vice President's focus is primarily on the academic and student service programs, the CEO's responsibilities are to manage human resources, district financial business affairs, community relations, foundation fundraising, facilities and facilities planning, maintenance, and general operations. Figure 1 shows the administrative organizational chart.

Figure 1 illustrates the internal organizational structure as it relates to levels of authority and administrative responsibilities. The CEO is responsible for the day to day operation of the community college district and educational learning center's physical plant. The accredited partnership community college is responsible for the what programs and course are offered, how student services will be facilitated, as well as what

student services will be offered, and public relations concerning how the communities served will be informed about what is occurring at the educational learning center on a regular basis.
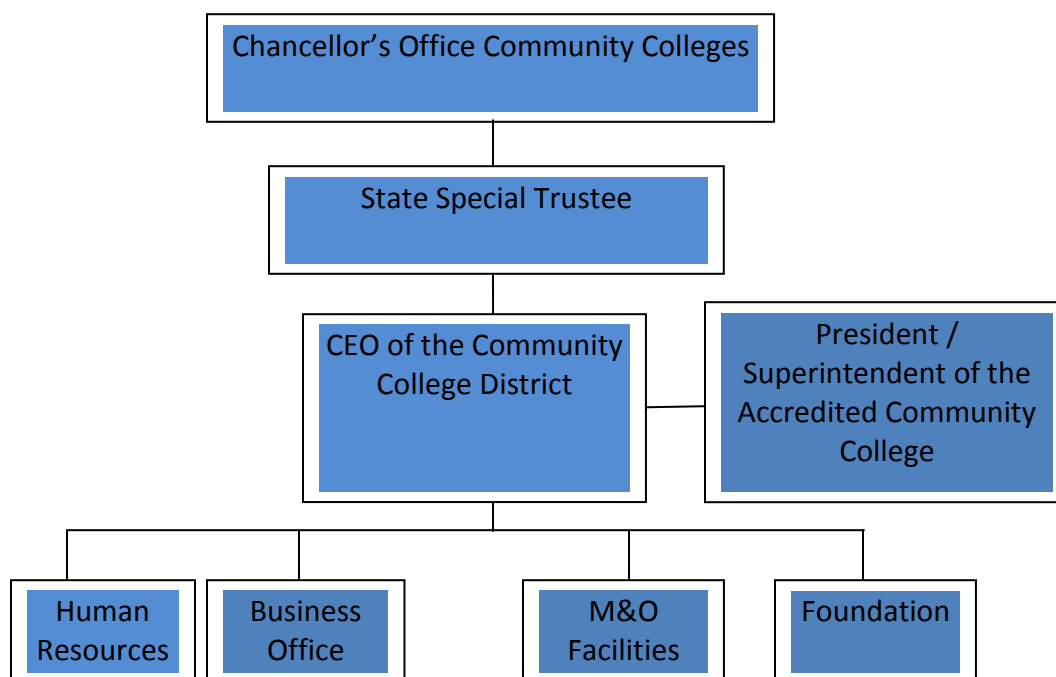
Figure 1. Administrative hierarchy of organizational leadership.

Whereas, the CEO used to answer to both the President and Superintendent of the accredited community college and the State Special Trustee; under the present organizational structure the CEO answers only to the State Special Trustee, who is advised by the elected Board of Trustees. The Vice President/Academic Affairs of the accredited community college stationed at the local educational learning center answers directly to the President and Superintendent of the lead accredited community college. Although this organizational structure is the first of its kind, it is easy to see the intent of

this collaborative process. The institutional components and the instructional components receive equal attention, which ensures a concerted effort organized to expedite the local educational learning center's ability to achieve accreditation. However, with all that is involved, it appears to remain a daunting long term and complex process.

During a 2010 interview, the CEO of the local educational learning center explained the complexities of the accreditation process: "There are two simultaneous efforts underway, which should both be completed at about the same time in a minimum of 6 years from 2010." The lead partner accredited community college, not the local educational learning center, must apply for accreditation- not re-accreditation. The accreditation process has three separate stages. First, the lead accredited community college must apply for eligibility for (accreditation) candidacy. Then it has to apply for candidacy, and finally it must apply for accreditation. Each phase takes a minimum of 2 years. The completion of this process will result in the independent accreditation of the local community college, which at that time will no longer be considered an educational learning center, but will still remain under the leadership of the lead accredited community college, and will not automatically result in local control by the local community college's institutional Board of Trustees. The switch-over in jurisdiction is a separate process that is done under the auspices of the State Special Trustee within the structure of the two community college district's memorandum of understanding agreement.

In 2013, the State Special Trustee agreed with the Interim CEO that the local educational learning center must become a satellite campus of the lead accredited community college first. Then, after accomplishing all accreditation requirements and independent accreditation is bestowed upon the educational center, the newly accredited college (no longer an educational center) becomes a college of the lead accredited college. Then, through a *subtenant change* agreement process it is anticipated that a transfer of accreditation back to the subject college district will occur. This requires collaborative agreement by the State Special Trustee as a representative of the State Community College Chancellor, the subject local community college CEO, President/Superintendent of the lead accredited college, and the Executive Director of the Accrediting Commission (ACCJC).

Steps in Establishing Eligibility for Accreditation

Accreditation serves the public interest by certifying that the institution meets or exceeds specific standards of quality. This certification is also used by the federal government and other entities to determine whether an institution, and its students are eligible for participation in federal financial aid programs or other forms of financial assistance to institutions. The peer-based nature of accreditation helps to maintain the value of higher education, particularly the values associated with academic freedom. Finally, the process of periodic self-examination and external peer review is a positive force in sustaining the quality of higher education and improving the effectiveness of accredited institutions.

The following benchmarks are intended to assist the Partner College Satellite Learning Center in establishing goals throughout the accreditation eligibility process for the Center. (El Camino College,2010).

Step 1: Getting started. 2010-2011: The Partner College Satellite Learning Center established an Accreditation Committee. Faculty members and administrators would participate in accreditation workshops, training and accreditation site visits to colleges to gain a better understanding of the accreditation standards. The Accreditation Liaison Officer and the Vice President of the remote's Center, through the ACCJC (Commission), would coordinate the training and site visits.

The Partner Community College District would ensure that all governance committees are established, and/or that current committees were restructured to improve their effectiveness. Additionally, all appointed members were to participate in the committees on a regular basis; and accurate agendas and minutes needed to be published on the Learning Center's website in a timely manner.

Faculty development workshops throughout the year were to include training for faculty and staff relative to the standards, themes, and purpose of accreditation. Workshops were to emphasize the importance of creating a culture of evidence based on data to improve decision making and information sharing.

Step 2: Applying for eligibility. 2011-2012: The Partner College Satellite Learning Center were to evaluate and prepare responses to the 21 eligibility criteria which would demonstrate readiness to apply for eligibility for accredited status. Additionally, the Center needed to meet the Standards for Accreditation as part of

realizing the 21 criteria for eligibility. Once the Partner Community College District had concluded that the Center had successfully met the 21 criteria for eligibility for accreditation and the Standards for Accreditation, the Partner Community College District were to submit an application for eligibility to the ACCJC. Upon review, ACCJC could grant or deny accreditation eligibility.

An assessment of the Partner College Satellite Learning Center's proficiency in each of the following 21 criteria for eligibility was required, along with a description, and relevant evidence:

- Authority

- Mission

- Governing Board

- Chief Executive Officer

- Administrative Capacity

- Operational Status

- Degrees

- Educational Programs

- Academic Credit

- Student Learning and Achievement

- General Education

- Academic Freedom

- Faculty

- Student Services

- Admissions

- Information and Learning Resources

- Financial Resources

- Financial Accountability

- Institutional Planning and Evaluation

- Public Information

- Relations with the Accrediting Commission

Step 3: Applying for candidacy when commission approves eligibility application. Once eligibility is granted by the ACCJC, the Partner Community College District will prepare to apply for candidacy status of its Center. The Partner Community College District will complete and submit a Self Study Report documenting how the Center meets the Standards of Accreditation and other ACCJC policies. The ACCJC will establish timelines for the Partner Community College District to prepare and submit a Self Study Report, which usually takes approximately 18 to 24 months.

Following acceptance of the Self Study Report, the ACCJC will send a team to visit the Partner Community College District Center to determine whether their standards, policies, and eligibility criteria have been met. The ACCJC may grant the Center candidacy or extension, deferral, denial, or termination of candidacy. If candidacy is granted, the remote district's Center must remain in compliance with the standards of accreditation throughout the entire candidacy period, which is at least 2 years. If denial occurs, the institution must start over and submit another application for eligibility to the ACCJC.

Step 4: Completing candidacy and applying for initial accreditation. The Partner Community College District will apply for initial accreditation for its Center. This process includes submission of a second Self Study Report using the Standards of Accreditation, the Self Study Manual, and other ACCJC policies and resources. The Self Study Report must be supported by evidence that the Center continues to meet the eligibility requirements as well as the ACCJC's standards and policies.

Once the report has been submitted to the ACCJC, a site team will visit the Center to determine whether it has continually met all standards and policies of the ACCJC. After the review of the Self Study and site visit team reports, the ACCJC will either grant initial accreditation to approve a new college, extend the period of candidacy, or deny initial accreditation.

Step 5: Sustaining accreditation. If initial accreditation is granted, the institution begins a 6-year cycle of periodic review for reaffirmation of accreditation which has several parts. These include a 6-year comprehensive evaluation, a midterm evaluation in the 3rd year, annual reports and annual fiscal reports to the Commission, and other progress and substantive change reports and visits as deemed necessary by the Commission.

According to the State Special Trustee at a Board of Trustee meeting in 2010, "In the case of this particular Learning Center, it has the challenge to comply with two evaluating agencies, the Fiscal Crisis Management Assistance Team (FCMAT), and the Accreditation Commission for Community and Junior Colleges (ACCJC), both of which

will determine the Center's readiness to return to a single district community college in good standing.

Figure 2 illustrates the sequential process in which the organizational transformation has occurred from the beginning, and in what direction it is supposed to move according to the initial presentation to the community stakeholders by the state representative stakeholders.
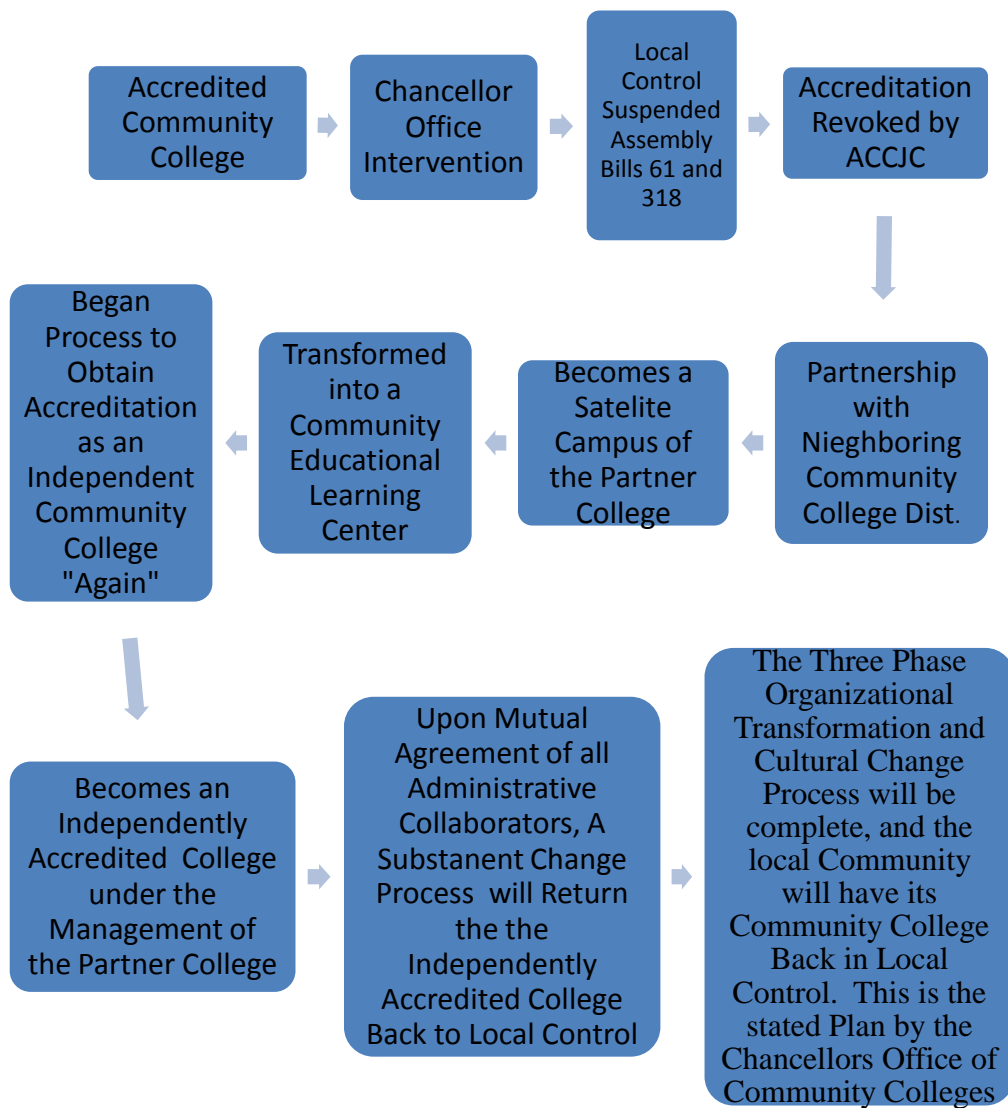
Figure 2. Organizational transformation process.

The Leadership Role in the Recovery Process

On August 22, 2006, the Board of Trustees of the lead accredited Community College District approved a memorandum of understanding with the subject community college district to establish an Educational Learning Center operated and managed by the accredited community college district. The lead accredited community college Educational Learning Center serves the previous community college's district service area with the expressed intent to re-establish an independently accredited college at the end of its' intended contractual term, which will take approximately 8 to 10 years.

One of the first key strategies implemented by the State Special Trustee of the college district in need of assistance was to hire a permanent Chief Executive Officer (CEO) who represents the ailing community college district. Secondly, making sure the CEO will work in concert with the accredited community college district's executive administrators, and thirdly, is capable of appropriately bonding with the community stakeholders while representing the educational learning center's interests. According to organizational leadership theory, "The concepts of leadership and administration when taken together provide community college leaders with a holistic approach to leading their institutions. This is accomplished by leaders supporting the foundational institutional structures while allowing the organization to be fluid," (Nevarez & Wood, 2010, p. 57). Adding to this citation, the CEO must also demonstrate integrity as well when stating to the community stakeholders his or her objectives toward the intended outcome.

It appears that competent trustworthy leadership with a vision for the future, and which is dynamic and inspiring is the characteristic needed for a campus leader/CEO at this time. As stated by Schein (2004),

> A paradox of learning leadership is that the leader must be able not only to lead but also to listen, to involve the group in achieving its own insights into its cultural dilemmas, and to be genuinely participative in his or her approach to learning and change….but in an organization, the leader has to work with the group that exists at the moment, because he or she is dependent on people to carry out the organization's mission. The leader must recognize that, in the end, cognitive redefinition must occur inside the heads of any members of the organization, and that will happen only if they are actively involved in the process. The whole organization must achieve some degree of insight and develop motivation to change before any real change will occur-and the leader must create this involvement. (p. 417)

The four most prevalent leaders in charge of operating the partnership between the educational learning center and lead partner accredited community college are the State Trustee, appointed by the California State Chancellors Office to oversee the organizational transformation process, the President and Superintendent of the lead partner accredited Community College, the CEO of the contracting community college district/educational learning center, and the Vice President of Academic Affairs who determines what courses, vocational programs, and student services are offered at the educational learning center on behalf of the lead partner accredited community college. All four administrators combined have a considerable number of years as leaders in post secondary education. In this case, both community college districts have a unique opportunity to do what has never been done before, that is to work as an administrative team to accomplish the twofold task of making sure a community has access to quality education and vocational training, and help an ailing community college regain its independent accreditation status

Figure 3 illustrates the relationship between the two college districts relative to the chain of command and organizational communication flow chart. The State Special Trustee, as an agent of the State Chancellors Office, is in a uniquely powerful position to essentially broker the partnership agreement between the two districts. The partner college not only determines what academic programs and student services are offered at the center, it also influences human resources in terms of what faculty and staff will be hired. Staffing patterns are influenced relative to student and academic service operations. The VP of Academic Affairs reports to both organizational leaders, but is a primary agent of the partner college. The CEO presides over the community college district affairs, such as Human Resources, Business Office, Maintenance and Operations, Facilities, Foundation, and District property. The CEO coordinates with the partner college and supervises the learning center's daily operations.
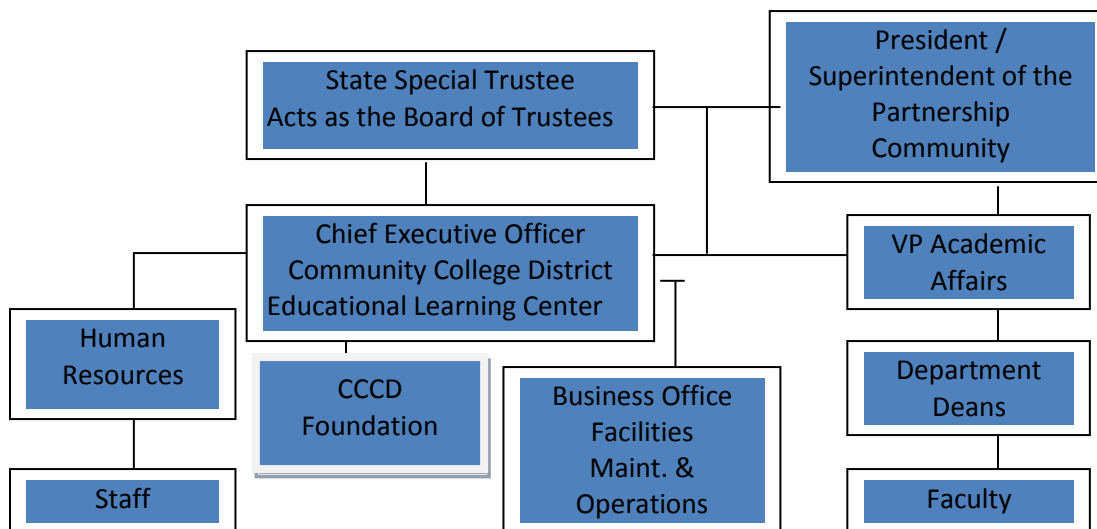
Figure 3. The partnership organizational leadership chain of command chart.

State Stakeholder Policy Influence

Policy development and implementation is the purview of administrators, whether it is the state administrators or college administrators. Local policy development is normally a function of a smaller group led by the Board of Trustees and facilitated by the President and Superintendent or CEO/Provost. However, in the case of the ailing community college district/educational learning center the State Special Trustee is the policy maker solely. Whereas, state policy development requires a larger consensus from state Board of Governors to ratify a policy referendum, statewide effects must be considered when addressing the entire state college system. State community college stakeholders have an interest in making sure that the college system works. Therefore, state policies provide guidelines and rules for system operations and expectations. The local implementation of statewide policies is the responsibility of local college boards and administrators to adhere to, reinforce, and find ways to use statewide policies to benefit the local college's delivery of services to its community. In a broader perspective, the community needs assurances that their college will remain useful while demonstrating credibility and stability. This is where policy is put to the test in this new and unique organizational transformation situation.

This literature review will initially refer to prior studies, journals, articles, and renowned authors in the field of leadership theory in order to subsequently frame the observations and perceptions offered by the stakeholder respondents in this dissertation. This study concentrates primarily on stakeholder perception concerning the quality and

type of leadership at the educational learning center during an organizational

transformation and cultural change process.

Internal/External Factors for College District Success

To paraphrase a journal written by Giles (2007), when renewing urban secondary

schools, internal and external factors must be considered if a college district is going to

be resiliently successful in regaining and sustaining its accredited status in the face of

standardized educational reform. Internally, the District must develop a comprehensive

integrative system with sustainable policies that support an operation that will foster a

healthy college. Externally, community stakeholder needs and concerns must be

addressed to regain the college center's credibility and usefulness to the constituency it is

meant to serve. A market research opinion poll conducted by Belden, Russonello, and

Stewart in 2010 concerning the image of the subject community college involved various

focus groups from surrounding communities consisting of community stakeholders of the

community college district and non-community stakeholders. They found that 66% of

the community stakeholders interviewed said they attend the subject community college

because it offers what they want, 64% said they attend because of its proximity, 75%

agreed that the location was convenient, 60% were very happy to attend , and 34% were

somewhat satisfied or happy to attend. Parking, safety, lighting, and building conditions

were an issue of concern; 45% of non-community college community stakeholders said

safety was a major concern. Only 76% of the people interviewed knew there was a

college in their community. One-third of the respondents referred to the subject

community college as a local college, and one-third referred to it by the lead accredited

college's name. When the respondents were asked if they were aware of the subject

community colleges past mismanagement problems, 30% heard a lot, 53% had not heard

anything, 22% heard a little, and 23% heard some. When community stakeholders were

asked what name the subject community college should have; 57% said the lead

accredited community college district name, and 37% said stay with the original college

name. Those community stakeholders who lived outside of the subject community

college's area said that the subject community college's name had negative connotations

and they would rather have the lead accredited community college district's name on

their degrees and certificates than have the original community college's name on their

degrees and certificates. However, community stakeholders who have attended other

community colleges stated that the quality of education at the subject community college

is equal to the other community colleges. Demographically, 65% of attendees at the

community college are female; 35% Hispanic; 50% are under 25 years old; and 35%

come from households that have an annual income of $2,500.00. This study focused

primarily on the image of the subject community college. However, the current study

focused specifically on what is the local community educational learning center

stakeholder's perception of the center's leadership quality of performance, and how

informed and/or involved local community stakeholders are with internal college affairs.

It is assumed that the word *community* in community college denotes community

involvement to a certain extent. Whether or not community involvement is truly

implemented remains to be a major concern to resolve in this study.

According to French and Bell (1999),

High organizational performance can be congruent with and supportive of a sense of community, and vice versa. Obviously it requires vision, time, empathy, skill, commitment, and hard work to achieve either or both. An assessment of where a group or various units of an organization are on each of the dimensions in the preceding list and then moving on to ask 'Where do we want to be?' are steps toward a shared sense of community as well as toward higher organizational performance. (p. 332)

Higher organizational performance, in the case of this study, focuses on three areas of organizational performance outcomes: (a) community stakeholders developing a vested interest in the reorganization of the educational learning center campus, (b) rebuilding a center whereby stakeholders become automatic beneficiaries relative to the improvement of the center's leadership performance, campus facilities condition, course programs and academic offerings, and (c) community educational learning center leadership developing a more positive synergistic relationship with the cities it serves to meet the needs of its constituents.

Internally, it is the responsibility of the administration and staff to work in unison to ensure operational systems are functioning as planned. Using an integrative systems approach to manage internal affairs, which include institutional, fiscal, and academic oriented processes, the educational center is expected to experience stability with the potential to stimulate student population growth. Externally, the community and user groups express a desire for the subject educational center to offer what they want. There are indications that this desire can be met through vigilant involvement and making their voices heard. The issue of local control addresses the benefit of immediacy with which community stakeholders can ensure receiving direct responses to their concerns. This reference is not to indicate that community stakeholders are not being heard, it merely

points out that there are reasons for local control and external input. The internal/external theory is that internal and external stakeholder and user group bi-lateral communication activities will certainly help the educational center maintain its organizational culture, resiliency, and sustainability.

Performance-According to Faculty and Staff

Wherein as meeting the challenges the community educational learning center is faced with in order to achieve its independent accreditation status, the center's leadership is responsible for conducting stakeholder and user group focus groups to determine the educational needs of its service region communities. Faculty's responsibility is to facilitate a self-study to audit syllabus design and through program reviews develop curriculums that will ensure relevant student learning outcomes. The expectations are that curricula and other campus programs reflect the community's needs and desires in order to be considered a useful secondary education community resource and experience. Traditionally, in the focus group process, the values and interests of the community stakeholders serves as a guide to help develop educational systems and transform educational organizations to meet the needs of its users. However, as much as feedback from community stakeholders is important in designing an effective college program, social and economic conditions and expectations have also driven the mission and purpose of community colleges. This study broadens the reader's understanding of why it is important to listen to community college stakeholders when developing organizational priorities and goals. It appears that transparent collaboration with community stakeholders, faculty and staff is essential to create satisfaction with the

educational learning center's operational process with respect to leadership direction, communication, programs, services and facility conditions. However, this is not to say that this approach is not currently practiced, it merely suggests it is important to report to what extent or degree in which community stakeholders are satisfied with what is occurring at their local community educational learning center (an accredited community college experience), and whether or not they feel included in the process.

Although this study takes a look at the issues surrounding the level of leadership commitment to involve community college stakeholders as a contributing factor, it also evaluates the existing comprehensive leadership approach used to develop a college program to meet the needs of its constituency. Community college stakeholders may want a first rate bookstore complete with a variety of books other than coursework related materials to expand their intellectual knowledge. Community stakeholders may appreciate a first rate restaurant or café with healthy food products, and students having access to a wireless internet (Wi-Fi) system so they can operate their computers from various college ground venues to do their schoolwork. Community stakeholder and student user group expectations and satisfaction levels appear to be determined by leadership responsiveness to their perceived needs.

There have been some data gathered to determine if the educational center's campus is responding to the needs and desires of its service region stakeholders. The results are somewhat interesting in that they gravitate toward the external factors, such as image, safety, and environmental more-so than the internal condition factors like leadership performance, the quality and variety of course offerings, condition of facilities,

and student services. The way in which administration conducted its study appears to have concentrated primarily on the external factors, rather than the internal factors in which this study focuses. This particular study concentrates primarily on how the internal factors influence the opinions of stakeholders as a major concern for its recovery and reorganization.

A brief review of the perceptions and opinions of college personnel correlated with student perceptions and opinions will provide some substantial insight into what is thought to be important to consider in the reorganization process. It seems reasonable to assume that local input regarding college courses and programs could contribute a great deal in the formation of positive community relations and best practices when implementing organizational change. It would also seem reasonable to assume that administrative practices should be all-inclusive, transparent, and relevant to the community stakeholders' interests. According to Olsen (2006),

> If we choose a future of equity and inclusion, we must commit ourselves to creating a community college system that can fulfill its democratic promise. To make equitable change, we must begin by listening to the voices of those within our community colleges. We must understand the barriers to providing-and receiving-a quality education. (p. 7)

To better understand the internal perceptions which help to put into context the external perceptions by community stakeholders, Belden et al. (2010) also gathered data to assess the internal operation. The following responses and information were solicited from administrators, faculty and staff; 40% of the community college staff have been employed for 10–19 years; those who took the survey were 9% administrators, 36% faculty, and 55% staff; when asked if they agree that the general atmosphere of the campus is improving; 13% strongly agreed, 19% mostly agreed, 49% agreed, 11%

disagreed, 6% mostly disagreed, and 2% strongly disagreed. When asked if they agreed that the physical appearance (building and grounds) of the campus was improving; 4% strongly agreed, 19% mostly agreed, 51% agreed, 15% disagreed, 6% mostly disagreed, and 6% strongly disagreed. When asked if they agree that generally more updates about the future of the subject community college are being shared; 15% strongly agreed, 17% mostly agreed, 56% agreed, 9% disagreed, 0% mostly disagreed, and 4% strongly disagreed. When asked if in their department, they would agree that communication was improving; 22% strongly agreed, 15% mostly agreed, 35% agreed, 7% disagreed, 11% mostly disagreed, and 9% strongly disagreed. When asked if the mission statement was clear, appropriate, and available; 24% strongly agreed, 14% mostly agreed, 55% agreed, 2% disagreed, 2% mostly disagreed, and 4% strongly disagreed. When asked if procedures were very clear for how to register complaints or concerns about general work related issues; 10% strongly agreed, 17% mostly agreed, 27% agreed, 17% disagreed, 13% mostly disagreed, and 15% strongly disagreed. When asked if they had access to the equipment and/or supplies necessary to perform their job; 22% strongly agreed, 11% mostly agreed, 22% agreed, 22% disagreed, 15% mostly disagreed, and 7% strongly disagreed. When asked if student learning was improving on campus; 10% strongly agreed, 20% mostly agreed, 57% agreed, 4% disagreed, 4% mostly disagreed, and 6% strongly disagreed. When asked if community residents were beginning to re-engage with the subject community college; 12% strongly agreed, 14% mostly agreed, 65% agreed, 4% disagreed, 2% mostly disagreed, and 2% strongly disagreed. When asked if generally, they believed things were improving at the subject college; 19% strongly

agreed, 15% mostly agreed, 50% agreed, 8% disagreed, 6% mostly disagreed, and 2% strongly disagreed. Although the responses vary considerably, it still gives a snapshot of how the local educational center campus personnel view some of the operational improvements and conditions on the subject educational center campus. On an average, this survey revealed that it was an approximate 50/50 split between those who agreed and those who disagreed that the campus was improving. The information gathered for this dissertation helped to clarify whether or not the improvements at the subject educational learning center were in concert with what community stakeholders expected to see, and whether or not in the absence of local control they believed their interests were being served.

Focus groups held on the subject community college campus comprised of the campus leadership, such as Executive Administrators, Board Members, Department Directors, Deans, Union and Student Leadership members to review and comment on the results of the study. There were three questions.

Research Question 1 asked what three concerns were heard today that are important for the future of the community college? The answers were:

- Safety concerns. People need to know how safe the subject college is to improve the perception.

- Physical environment, conditions, aesthetics have a huge bearing on the perception of the school.

- Image has to change. We need better outreach, better communication to the public, but the polling shows that residents outside of the community college's district region had the worst opinions.

- Polling shows that there isn't a great deal of diversity. There is an under-representation of Hispanics and other groups, (approximately 60% African American/40% Hispanic).

- Various single items stood out in the polling that seemed significant:

  o 75% of subject educational center community stakeholders are part-time.

  o Most educational center community stakeholders come from single-head family households.

  o Community stakeholders believe there is good flexibility in course offerings.

  o Parking is a concern.

  o A public perception is that the subject educational learning center offers low quality education and a low percentage of community stakeholder students enter the educational learning center from high schools. In fact, in the California College-Going Rate study conducted by the accredited partner community college district in 2008. That study found that of all of the subject educational learning center area feeder high schools that graduated 5,931 students, 3,629 (61%) transferred to Colleges and Universities; 2,328 transferred to

California Community Colleges (64.1%); and 171 (7.3%) transferred to the subject educational learning center. This seems to confirm that local stakeholder perception of their learning center, at the time, was not too positive.

- o Students make up their mind quickly, the initial impression of assistance received.

- o The subject educational center needs to do a better job with promoting our unique programs.

Research Question 2 asked what one thing does the subject educational center need to know more about? The following are some of the responses.

- Why community stakeholders consider going elsewhere/Why high school seniors do not want to attend the subject educational center?

- What are the needs and expectations of potential community stakeholders and how can the subject educational center meet them?

- The subject educational center needs to do a career related environmental scan or a job analysis so the subject educational center can tie its curriculum development to the emerging occupations.

- Why is Hispanic representation so low?

- Why do community stakeholders leave the subject educational center, before completing their educational goals?

- What do the subject educational center's competitors offer that it does not?

Question three asked what can the subject educational center do to make currently enrolled community stakeholder student user group more comfortable about staying, and those not enrolled more comfortable about coming to the subject educational center? The following are some of the responses.

- Improve image/marketing/better means of communication/communicate safe environment (student success stories, ambassadors, quality)

- Emphasis on student/customer services/programs/resources.

- Improve physical conditions/environment/cleanliness.

- Improve off/on campus offerings

- Create and communicate victories- Wi-Fi (Wireless Internet system) on campus, improved lights, escort to car, make people comfortable coming to educational center.

- Student generated content.

- Communicate weekend events, and community benefits.

As a result of the recently gathered data, it was found that not only does the subject local educational center have a need to restructure its curriculum to provide additional vocational courses related to emerging industrial workforce needs; the subject educational center also needs to address safety, customer service, and improve communication with its educational center stake holding constituency. Addressing these concerns will contribute toward improving the subject educational center's image and make people feel more comfortable using the subject educational center as a community learning resource.

It appears that constant planning, considering the needs of the district constituency, is on the minds of the educational center leadership. Recent developments indicate a concerted effort is being made to make the campus appealing and useful to the community. With recent opinion polls providing guidance, campus construction projects were set to begin in August 2011 to improve the campus environment. However, as of January 2012 construction projects still remain dormant. Nevertheless, it is apparent that constant planning is essential to perpetuate institutional growth. According to Bolman and Deal (2003), "An organization without a plan is seen as reactive, shortsighted, and rudderless. Planning, then, is a ceremony any reputable organization must conduct periodically to maintain legitimacy" (p. 279). The evolving process with respect to organizational transformation is led by daily and weekly planning. Reframing an organization essentially involves meeting, planning, analyzing, and evaluating the change process. This study evaluated and reported how effective continual planning efforts have been, and whether or not planning efforts were on target with respect to community stakeholders' expectations concerning the organizational leadership performance.

Therefore, it appears that program deliverables and environmental condition gaps are to be addressed to improve the image of the educational center. This study substantiated that the answers to what was needed to address critical issues, and achieve the goal of improving the subject educational learning center's image and public relations should include more input from college community stakeholders in important areas like leadership decisions, communication, course program offerings, services, facilities conditions and access. Whereas state college system and center administrators make

decisions about what is done to improve the image of the subject local educational center, this study intends to show how essential community stakeholder input is to the over-all process. Part of the information gathered from this study substantiated how the internal and external factors were influenced by stakeholder input as it related to the subject educational learning center recovery and organizational transformation process.

According to *Brick by Brick: The Road to Accreditation* (2010), a community communication pamphalet developed by the subject college district, the CEO stated that internally there are three overreaching priorities for the community college district as an educational center; enrollment, building institutional capacity, and restoring institutional credibility. The immediate objective is to restore enrollment to the level it was before accreditation was withdrawn, that is, 6,400 full time equivalent students (FTES). Building institutional capacity involves expeditiously developing a long-term strategy that identifies how the subject educational center will continue to strengthen enrollment and remain genuinely responsive to the evolving needs and expectations of the community. This includes filling key administrative and program manager positions with knowledgeable, skilled, permanent employees that will conscientiously implement improved internal systems and processes.

Externally, restoring institutional credibility is an important task to achieve and maintain. Thus far, the educational center is attempting to make progress guided by the recommendations made by the Fiscal Crisis Management Assistance Team (FCMAT) Comprehensive Assessment. In doing so, the educational center is consistently demonstrating that it can meet the State's requirements and operational expectations.

Strategic planning involving resilience building and sustainability as the main approach appears to be the subject educational center's ultimate goal in putting itself back into position to regain its accredited status, and restoring its pride and credibility. Although these challenges exist, there are still segments of the community population that appear to value higher education as a means to achieve personal economic and social success. For instance, take a look at how community stakeholders' view the value of the educational center's campus support programs. Since the subject local educational center serves primarily African American and Latino/Hispanic community stakeholders, the following data provided by Woodlief, Thomas, and Orozco (2003) could serve to frame what is believed by the community college center stakeholders,

> About half the community stakeholders interviewed for this study were part of a support program-either one of the programs described or a campus- specific program. Primarily, these community stakeholders were African American and Latino, many of whom claimed they would not have made it without the support of the program. Support programs were highly valued by the community college stakeholders due to personalized and intensive tutoring, the support of their peers in the program, and the extra financial help such as grants, childcare, and book and transportation vouchers. . . . Community stakeholders strongly praised their support program staff, who tend to be people with whom they identify – either because they share a language, ethnicity or culture, or simply because they are adept at building rapport. (pp. 161–162)

Educational center stakeholders', a member of the user group, appear to view the usefulness of an educational center based upon a professional relational bond with program staff (classified personnel), and access to available student support service programs.

Colleges throughout the state will no doubt, at some point, face serious challenges during their service to the community, and will need experienced guidance to help them navigate through these uncertain times. This study provided answers to critical questions

that could help colleges form an organizational culture that are able to avoid the advent of

a take-over, and help create a better understanding of stakeholder and user group

involvement. This study has produced valuable information that offers helpful strategies

for developing a system of best practices when implementing an organizational

transformation process on the community college level.

Theoretical Framework

The theoretical framework of this case study is transformational leadership theory

focusing on organizational transformation and cultural change at a local educational

learning center that functions as a community college. "Transformational leaders also act

as change agents who initiate and implement new directions within organizations. They

listen to opposing viewpoints within the organization as well as threats to the

organization that may arise from outside the organization" (Northouse, 2004, p. 183). In

this case study, outside input appears to be discounted as noted by stakeholders who have

expressed concern about the leadership's responsiveness to their needs and desires.

"Transformational leadership refers to the process whereby the individual engages with

others and creates a connection that raises the level of motivation and morality in both the

leader and the followers," (Burns, 1978, p. 18). However, in this case leadership and

change is facilitated in a unique manner. One organization is the leader the other. The

unique relationship between two separate community college districts that are working

together to achieve a paradigm shift and stated goal; which is to change the learning

center's operational culture and prepare it to achieve, once again, accreditation as a

locally controlled community college. This brings to the forefront some interesting

organizational transformation dynamics. This process has definite challenges concerning how this organizational transformation will occur, and how community stakeholders perceive the leadership during the transformational process.

There is no doubt the general consensus among the Chancellors Office, State Special Trustee, and the collaborative partnership between administrators that the ultimate goal is to reestablish an independently accredited community college. However, as stated before, according to the present Special Trustee and past CEO, the fact is that in order for this to occur, the community educational learning center must become an accredited satellite college campus of the lead partner accredited community college first. This sequential approach challenges the presumption that it will return as an independent "locally controlled" community college. Mainly because once it becomes an accredited college under the purview of the lead managing partner community college district, the question is, what incentive does the lead managing partner community college district have to give the newly accredited college back to the local community? The theoretical framework of this study takes into consideration the degree and time in which community disenfranchisement will exist, and how soon, if at all, will community stakeholder input and local control be re-instituted under the present leadership during the current organizational transformation process. According to Nevarez and Wood (2010),

> Leadership in the community college is complex and dynamic. Leaders must address the changing needs of the students they serve with fluctuating resources; tenuous relationships with faculty; financial uncertainties; ever-changing community needs; external stakeholder demands; and shifting federal, state, and local support. In light of these challenges, leaders need to exemplify sound leadership (working toward institutional stability, creating a climate of success, fostering positive relationships among constituents) in a climate that is seemingly unpredictable. (p. 53)

Therefore, the theoretical framework of this research study centers around how satisfied external (community) and internal (students) stakeholders are with the present leadership in managing the dynamic environment at the educational learning center during the current organizational transformation and cultural change process.

Organizational Leadership Theory and Approach

Based upon current observations, the leadership style practiced at the educational learning center and lead accredited college is transformational leadership. This approach appears to be an effective method in establishing and maintaining a productive change momentum in the re-organization of the local community educational learning center. According to Northouse (2004),

> Transformational leadership is a process that changes and transforms individuals and organizations. It 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. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. (p. 169)

As determined by the State Special Trustee, the present CEO of the subject community college district has the characteristics and traits of a leader. The CEO's task is to professionally bond with staff, faculty, and community stakeholders; and is expected to share the stated mission and vision of the educational learning center as it moves forward toward independent accreditation. In terms of cultural change, staff and faculty work ethic, and scholarly performance are integral in supporting a positive campus experience for its students. Community stakeholder participation on campus committees can serve as a proactive support system for the educational learning center's accreditation recovery objective. The buy-in of all reorganization objectives by stakeholders would

appear to galvanize a unified approach. It appears that transformational leadership is an appropriate approach in this unique case at the subject educational learning center. Burns (1978) attempted to link the roles of leadership and followership. He stated that "Leaders are individuals who tap the motives of followers in order to better reach the goals of leaders and followers," (p. 18). In the case of this study it is reported that stakeholders are in need of more involvement in the reorganization process. The community sentiment is that they are concerned that they will lose their traditional name-sake community college and local control forever. It is the task of the current leadership to manage college district affairs and bond with the community at the same time. The results of this study indicate that the bonding process is strained, and it seems unlikely in a short term period that bonding with current community stakeholders is a difficult task to achieve. The latest report by the CEO in a February 2013 community learning center update revealed that the accreditation process has moved even further up from 2019 to the year 2024. Several senior community stakeholders have voiced concerns about the lengthy transformational process and tenuous outcome.

The conscious choice of a leadership style and approach is an essential factor to foster a paradigm shift in the acculturation of staff and faculty during an organizational change. Leading an organization and attempting to inspire others to perform and follow new ways of doing business is a dynamic process that requires planning, training, and setting new standards and expectations. Administrators can only achieve their goals through cooperation from those who do the daily work. Presently, all staff, faculty,

administrators, and educational learning center stakeholders are encouraged to be

optimistic and proactive to achieve the stated goal of attaining accreditation.

As stated by Nevarez and Wood (2010),

Leaders use their language, actions, and overall being to motivate those around them. Second, effective leadership inspires those within the organization to go beyond contractual or obligatory goals, and actualize excellence in attaining goals not yet realized. As such, bearing these four components of leadership in mind as well our critique, we define leadership as leaders influencing and inspiring others beyond desired outcomes. (pp. 56–57)

Stakeholder satisfaction with the present leadership depends widely on how they

perceive the leaderships' efforts. Currently, as revealed in the results of this study, the

manner in which decisions are made supports the perception of unilateral decision

making in nature, which have apparently made stakeholders feel divested from the

process. Language, action, inclusiveness, and inspirational leadership serves better to

motivate stakeholders to subscribe to leadership influence, and thereby have a positive

effect on stakeholder satisfaction.

The Resilience Factor for Community College Organizational Reform

Transforming college organizations is possible under the appropriate leadership

and strategy. Such a complex organization that serves the community for the community

benefit has certain steps it must take in order to establish re-organizational benchmarks

while building organizational capacity, demonstrating resilience, and developing a

sustainable growth path with sustainability. According to Giles (2006),

Creating the necessary internal and external conditions to nurture organizational capacity for self-renewal has significant implications for future public policy. (p. 141)

In the case of the subject educational learning center, leadership miss-steps have somewhat alienated the stakeholders it is meant to serve. This study reveals that stakeholders have several issues relative to the learning centers' leadership transparency and genuineness in its efforts to include stakeholder input. Building capacity is a necessary objective to make an institution viable in terms of improved public relations those results in increasing the student population, and expanding facilities to accommodate the needs of a growing student body. In order to accomplish this goal, building positive community partnerships is important to support institutional resilience. The demonstration of operational strength and consistency will help to return the educational learning center to an independently accredited community college once again. "Implicitly, these studies have leaned more toward overcoming short-term capacity deficiencies so that schools are better able to realize current reforms," (Spillane & Thompson, 1997, p. 185). Such schools meet future needs by assimilating change over time. They resiliently withdraw from or shield against unwarranted change, adapting and asserting their organizational identity and purposes over short-termism, and bounce back from the adversity that some changes can inflict. Resiliency, therefore, is foundational to capacity building for sustainable self-renewal. Reforms that include stakeholder input suggest that everyone is in concert with what is occurring.

Summary

It is apparent that a mission statement is vital in framing a college's direction in achieving its intended goals and objectives. The strength of an institution is derived from its willingness to follow a series of complex principals to maintain and sustain stability

while meeting the needs of its constituents. Building a solid foundation from which all

performance objectives are measured is key to the resilience of an institution, specifically

the subject learning center that is the focus of this study. It was discerned in this chapter

that opinions varied significantly concerning the past culture of the college, and gave rise

to the mixed perceptions of what the college was historically, and what it has become in

the past decade according to a general consensus of people who were not necessarily

local community stakeholders. Therefore, organizational transformation that includes

certain reforms is expected; however, how the reforms impact the community

stakeholders is an important issue for transformational leadership to consider when

implementing forward moving initiatives and courses of action.

Chapter 3: Methodology

Measuring community stakeholder reaction and satisfaction levels with the current educational center leadership was an evaluative process. According to Stufflebeam (2001),

> The decision/accountability – oriented approach is applicable in cases where program staff and other community stakeholders want and need both formative and summative evaluation. It can provide the evaluation framework for both internal and external evaluation. When used for internal evaluation, it is often advisable to commission an independent metaevaluation of the inside evaluator's work. Beyond program evaluations, this approach has proved useful in evaluating personnel, community stakeholders, projects, facilities, and products. (p. 58)

This citation refers to the usefulness of an evaluative process facilitated by outside consultants and FCMAT (Fiscal Crisis Management Assistance Team) that can help form best practices by measuring the educational center's fiscal performance levels in each campus-wide area or department by meeting expected operational criterion.

Evaluation is an ongoing process that allows an organization to stay current with the needs of its constituents. To maintain quality performance, evaluations are a necessary tool to determine if an organization is meeting its goals and addressing its mission. In the case of this study, there was only one target measurement; that is, the perception of the quality of the subject educational center leadership. The quality of organizational leadership measurements looked at the community stakeholders' satisfaction levels related to how well the educational center leadership is doing as it works toward independent accreditation as a college, and regaining local control. This area of concern had core assumptions that created perceptive expectations, which can cause a transforming organizational culture to make a significant effort to meet community stakeholder's expectations. According to Schein (2004),

> At the core of every culture are assumptions about the proper way for individuals to relate to each other in order to make the group safe, comfortable, and productive. When such assumptions are not widely shared, we speak of anarchy and anomie. (pp. 178–179)

Community college stakeholders who were members of active community based organizations (CBO's) were surveyed in this study to determine if they were satisfied with what was occurring at their local community college district, and if not, what needed improvement to ensure a productive and responsive college leadership. The responses to the questions allowed for the assumptions of this study to be tested in order to determine which assumption was most likely correct, and to answer the two research questions. Subsequently, after the qualitative analysis, a quantitative analysis followed to differentiate the responses measured in percentage terms. The quantitative analysis revealed the degree of knowledge the respondents had concerning what was happening at their local community college district, and what they believe is the case concerning the educational center's leadership efforts. This comparative analysis research approach helped substantiate and measure the degree in which the assumptions were true and relevant to the hypothetical assumptions.

Research Questions

The two major research questions explored in this dissertation were

1. How do selected community stakeholders' rate the quality of leadership at their local educational learning center; that is, the leadership of the Board of Trustees, the State Special Trustee, the Learning Center Chief Executive Officer, and the Partnership College District?

2. In the opinion of members of selected community stakeholder groups, what

    are the satisfaction levels with the various operational components of the

    community learning center including leadership performance,

    campus/community communication, services, course programs offerings,

    access and condition of facilities?

Description of the Research Methodology

Two survey questionnaire instruments were used to gather pertinent information

from the selected community stakeholders. This particular research method employed a

Liker measurement system to analyze 22 specific quantitative survey questions and 9

face-to-face qualitative interview questions. The two types of comparative survey

questionnaires used in this study compared the data to determine the pattern, degree, or

level of satisfaction constituents have regarding specific aspects of the current leadership

at the local community educational learning center. This survey gathered responses from

members of several communities based organization groups, and conducted a

comparative analysis, based on selected demographic, dependent, and independent

variables. The purpose was to examine whether or not there were any differences

between the dependent variable of the demographic community stakeholders' perceptions

and satisfaction levels by allowing the stakeholders to express what they currently

believed regarding the quality of leadership at their local community college district

known as the community educational learning center. The goal was to develop a useful

study that would provide enough valid information to aid community college leadership

in determining whether or not they were meeting community stakeholder expectations, and in what areas they might be failing their constituents.

The survey questionnaire (see Appendix A) was designed to gather qualitative and quantitative information from members of several community organizations within the city of the local educational learning center. Community organizations are composed of voting citizens that are concerned with city institutions. These organizations were chosen because they represent a sufficient cross section of community stakeholders that not only utilize campus facilities and services, but also were enrolled in many of the courses. The questions in the survey queried how each respondent within each demographic group responded to a certain set of questions designed to extract an honest opinion of how they viewed, from their frame of reference, the quality of leadership at their local educational learning center, and whether or not the community college district is operating according to their expectations. This research method and approach provided data concerning how community college stakeholders felt their expectations were being met.

Information gathered from the respondents of this study provided data on (a) the satisfaction levels with the current college leadership, (b) Leadership communication (c) satisfaction level with programs and course offerings, (d) student and community services (e) access and condition of facilities. This was an assessment of stakeholder comfort with the local educational learning centers internal operation and responsiveness to community concerns. This study also measured the differences between stakeholder perceptions of the current state of the center's leadership and their desired state of the

same factor. The goal was to identify the differences or similarities, and develop recommendations to better address stakeholder needs and desires during the organizational transformation and cultural change process.

The data analysis phase of this study revealed that some of the stated assumptions exist, and significant revelations showed that community stakeholder input is a valuable resource to seek out and consider when reorganizing a community college. By putting "community" back into community college, a true sense of ownership and pride may help heal the wounds of the past.

Process for Selection of Data Sources

This dissertation research study required approval from the Leaders of Community Based Organizations (CBO) in order to facilitate data gathering from adult community stakeholders concerning their local community college. A request was made to have access to community based organization members who are community stakeholders. CBO members are voting citizens that have an interest and expectations on how their community is being served by their local community college. There are approximately 100 community stakeholders in each CBO. They represent a large random sample of community stakeholders that arre involved with all aspects of community affairs. They were in a position to answer pertinent questions about the quality of leadership, leadership communication, course and program offerings, facilities access, conditions, and community/student services. A formal request to the Directors of the various organizations outlined the purpose for the study and offered options on how the questionnaire could be conducted.

The organizations that were used for research, Concerned Citizens, the City Chamber of Commerce, NAACP, Latinos United for the City, and NAEJA were all from the same community college district service region. The Concerned Citizens organization has been in existence for approximately 15 years serving as a community advocacy and voters education group. Its primary objective is to educate the community concerning current issues, and holding local representatives accountable for their actions. It has a membership of over 150 who will rally at any given moment concerning local education, social, economical, and/or political issues that threaten to have an adverse effect on the quality of life of its citizenry. It meets twice a month and was in a unique position to cast an opinion about the local college because it has been very active trying to ensure the city will not lose its name-sake college institution.

The local Chamber of Commerce has a large membership of local businesses that participate in monthly meetings concerning business issues related to service collaborations, economic issues and business investment benefits, customer relations, employer/employee issues, workforce training and hiring issues. It is in an interesting position to give its opinion about the local college providing a prepared workforce.

The Latinos United for the City is a Hispanic community based organization approximately 5 years old that was primarily organized to look out for Latino interest in the city. The organization uses the college for various reasons, such a source to learn English as a second language, and as a means to introduce themselves and their children to the American culture.   NAEJA is a civil rights CBO that serves as a law enforcement watchdog. It attempts to hold local law enforment agencies accountable for their

community service behavior. All of these community based organizations provided a healthy sample of survey respondents/participants.

Description of Data Gathering Instrument

The two survey instruments used were designed to determine whether or not the community stakeholders were aware of what is occurring at the college, known as the *educational learning center*, and whether or not they are satisfied with the local community college leadership relative to stakeholder expectations. Another goal was to provide a statistical basis for recommending measures to support a more congruent operational leadership pattern that will be appreciated by community stakeholders, thereby improving the community stakeholder's satisfaction levels with the current learning center leadership, and improved learning center public relations.

Validity of Data Gathering Instrument

The validity of the research design and data gathering method was tested by comparing the research questions with the actual questions in the questionnaires. The content validity of the research questions relative to the survey questions was established by a survey review committee of three professionals prior to the facilitation of the study questionnaires (see Appendix B and Appendix C).

Data Gathering Procedures

Based upon signed approval by the organizational president or executive directors and a letter of permission to conduct a survey utilizing organizational members (see Appendix D), a formal request was made to speak with members of each organization at a designated meeting to explain the study and solicit membership participation. An oral

and written orientation script (see Appendix E) was provided. Those who agreed to

participate by signing the informed consent for participation in research activities (see

Appendix F) were given a survey questionnaire to complete, and some were randomly

chosen to participate in the face-to-face interview protocol process (see Appendix G).

Interviewees were asked to provide contact information to arrange a time, date, and place

for the interviews.

During the formal presentation, there was an opportunity to answer any questions

or concerns about the study. 125 participants were surveyed, including 25 face-to-face

randomly chosen interviewees in order to acquire a sufficient volume of cross-sectional

data for analysis. It took approximately 10 to 12 minutes to complete each survey, and 2

to 3 months to attend the organizational monthly meetings to facilitate the study activity.

One hundred questionnaires comprised of 22 survey questions each; and 25 face-

to-face interviews comprised of nine questions each provided an adequate volume of data

for analysis. Answers were recorded and placed in a ranking order that prioritized the

data for descriptive analyses. The survey questionnaire recorded and measured

quantitative data, and the face-to-face interviews recorded the qualitative responses

relative to the opinions and satisfaction levels community stakeholders had of the

educational learning center's current leadership performance during an organizational

transformation process. The face-to-face qualitative interview questions yielded a more

in-depth descriptive analysis of the opinions and satisfaction levels relative to the quality

of leadership at the learning center.

The answers to each question, compared with the five variables (leadership, communication, programs, services, and facilities), yielded percentage values, which is the t-test for the analysis of variance (ANOVA). To avoid a potential conflict of interest when facilitating the questionnaires within an organization the researcher may be a member of, or if its membership is familiar with the researcher, the Executive Director or President of the organization was asked to distribute and collect the questionnaires in order to ensure the anonymity of the participants. The face-to-face interviews were conducted the same way when the circumstances were the same.

Description of Data Analyses Processes

Raw data were gathered and put into a matrix used for descriptive analyses. The matrix was created by an Excel program to correlate the resulting information. A robust estimation of the means, variance, and covariance was charted to provide a clear understanding of what were the levels of community stakeholder satisfaction with the current leadership. The transcriptions from the interviews were coded and analyzed by recording the responses and comparing them with the theoretical framework, and questionnaire responses to discern similarities or differences worth measuring. The level of disparities between the responses contributed to the analyses concerning opinions and satisfaction with the current leadership at the community educational learning center. This procedure assisted in validating the consistency, inconsistencies, and reliability of the responses.

As mentioned earlier, descriptive statistics analyses was conducted to gain deeper insights from the survey responses regarding the research questions being analyzed. The

descriptive statistics results for the mean, standard deviation, and sample size were used

for hypotheses testing to determine whether various stakeholders view the situation any

differently. The 22 research questions were grouped in five categories covering

leadership, communication, services, programs and facilities. Within each category, the

responses were analyzed using gender, age group, ethnicity, and organizational affiliation

to determine whether there were differences in opinions and satisfaction levels among

community stakeholders. For example, the analyses attempted to determine whether

males and females differed in their opinions regarding leadership performance,

communication, and services. Similarly, analyses were conducted to see if there were

any differences between younger and older age groups, as well as for organizational

affiliation, concerning their satisfaction levels with the campus/community

communication, services, course program offerings, access and condition of the facilities

at the learning center.

Sample Tables for Data Analyses

Conclusions were formed by computing the mean and standard deviation in each

category. The results were displayed using a series of pie charts and bar graphs. These

showed the relationship between the independent variable (participant category) and the

dependent variable (survey questions). The sample tables relied on descriptive statistics,

computing summary statistics such as the means rating for questions, counting the

frequency of certain responses, and describing the variability in scores. This analysis

procedure correlated scores from different questions that measure different variable

responses. This approach determined whether the correlations were significant, and

identified significant differences between the various community groups surveyed. If appropriate an ANOVA was used to determine differences in responses among various community group members across selected variables. In any case, a t–test was used to determine if any significant differences existed between the various groups of respondents.

Plans for Institutional Review Board

The Institutional Review Board (IRB) plan encompassed a description of how, and of whom permission would be sought to gain access to the community stakeholders (respondents) of the specified community based organizations in order to gather data for this research case study. How data would be collected and analyzed was presented with emphasis on how participants would not be adversely affected. The research questionnaire instrument was designed to objectively solicit data regarding the research questions and assumptions. An exempt status was requested because the study did not entail surveying a protected species of human beings. The respondents are consenting adults under confidentiality protection. Appendix H contains the IRB approval to conduct the research.

Research Category for Exemption Review

This study was conducted using a confidential survey and face-to-face interviews with consenting adults only who are voting citizens, and are constituents of the local community educational learning center. They primarily reflected the demographics of the area made up of people of Latino and African American decent. Based upon signed approval by the executive directors (see Appendix D) of the community based

organizations (CBOs) a letter of request for the opportunity to speak with members of

each organization at a planned meeting to explain the study and solicit their participation

was drafted. Those who agreed to participate by a show of hands were given a survey

questionnaire to complete. Those who agreed to be interviewed for the face-to-face

protocol process were asked to provide contact information to arrange a time, date, and

place for the interviews.   A formal presentation was made where participants were given

the opportunity to ask any questions or voice concerns about the study.

Since this study was confidential, there would be no signatures or identifying

information other than the demographic information requested in the beginning portion of

the survey questionnaire. 125 participants were surveyed, including face-to-face

interviews to acquire a sufficient volume of cross-sectional data among several

organizations for analyses. It would take approximately 10 to 12 minutes to complete the

survey, and 2 to 3 months to attend the organizational monthly meetings to facilitate the

scheduled study activity.

Summary

According to the 2005-2010 Educational Master Plan, the Community College

District enrolls African-American and Hispanic community stakeholders in far higher

percentages than other community colleges generally. These two ethnic communities,

which account for 38.5% of enrollment statewide, make up 96.1% of community

stakeholders attending community colleges. Over the past 10 years, African-American

enrollment has stabilized, both in the community college and other colleges statewide,

while Hispanic enrollment has grown in both domains. The statewide figures for these

two ethnic communities closely mirror their numbers in the general population,
suggesting that community colleges remain the most attractive and accessible higher
education option for these communities. As mentioned, however, relative to their
numbers in the district resident population, Hispanic community stakeholders are
substantially underrepresented at the subject community college. This demographic
information is pertinent because it substantiates the need to establish a more equal input
process that represents the unique needs of a primarily minority population.

Since the challenge for the subject community college district, known as the
learning center, and the partner accredited community college district is to ensure
providing quality education and training that are commensurate with the local economy
and community labor market trends, this study will offer insight as to whether or not
community stakeholders believe their expectations and needs are being met according to
the vision and mission statements of their local community educational center. Also the
study examines whether or not the partner accredited community college is operating to
meet the standards set forth by the Memorandum of Understanding (MOU) Joint-College
Partnership Agreement, Accrediting Commission, Master Plan for Higher Education,
Assembly Bill 318, 2005 the merger legislation, as well as the Department of Education
Community College Labor Market Responsiveness Initiative. These all require
individual attention to specific mandated objectives.

Chapter 4: Results And Data Analyses

In 2006, the first community college district merger in the nation took place. The

community college that is the subject of this dissertation lost its accreditation because of

fiscal mismanagement and negligent leadership. According to an electronic file document

from the California Community College Chancellor's Legal Affairs Office (2004),

> Pursuant to the May 21, 2004, Executive Order of the Chancellor, a Special
> Trustee has been appointed. The Trustee assumes those legal rights, duties and
> powers of the Governing Board with respect to the management of the District or
> any of the District's assets, contracts, expenditures, facilities, funds, personnel or
> property, and is authorized to take actions that he deems necessary to achieve
> fiscal stability and integrity. (p. 3).

As a result of multiple considerations, legislative actions, numerous negotiations,

and a memorandum of understanding (MOU), it now operates as a satellite Community

Educational Learning Center of a neighboring accredited community college. The partner

accredited community college is located in another city that is contiguous to the

boundaries of the subject community college district. The intent and objective of this

unique partnership is to implement a strategy that will ultimately help the disaccredited

community college recover its independent accreditation status, and regain local control.

In Fall 2006 the accredited Community College entered into an agreement with

the Chancellor and the un-accredited Community College to keep the doors of the

institution open for its constituents. The first order of business was to stabilize the

subject educational learning center and begin the organizational transformation and

cultural change process. In the subsequent years, the accredited community college

provided organizational transformational guidance, and resources to re-establish

academic and student service programs, as well as help stabilize fiscal and administrative

services. The accredited community college and its Community Educational Learning Center satellite boasts that it continues to make significant progress toward offering a quality comprehensive curriculum and support services to new and returning students. During the past 5 years course programs and student services have been the main focus, and enrollment has increased considerably each year since 2006. To a certain extent, the partnership appears to be working in terms of the educational learning center campus regaining its credibility and building capacity.

As it relates to the goal of regaining independent accreditation, the educational learning center appears to be making significant strides toward meeting the 21 standards for accreditation eligibility. Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated missions through self study assessment to improve institutional effectiveness. According to the current joint leadership, the next phase will include a focus on improving student achievement and proficiency in areas including: planning, program review and evaluation, and linking program review to the planning process, as well as with the technology, facilities, and educational master plans. All of which must be coordinated and interfacing to be in compliance with the expectations of the 21 standards and requirements to be considered and eligible for independent accreditation.

Based on local newspaper accounts and community group discussions, some community stakeholders have expressed concerns about not having local control, and

what effect that has concerning their interest in the Center's service to its local community. One example that brings this issue to the forefront is the lack of communication concerning the dispersal of funds from the $100 million bond that citizens voted for to help restore the center's campus grounds and facilities, a bond that community stakeholders must pay taxes to support for the next three decades. Stakeholder perception of disenfranchisement appears to be a source of concern. According to one community stakeholder during a face-to-face interview, "Not having local control is a form of taxation without representation" (Interviewee 1, personal communication, August, 2012). This statement by the interviewee highlights the level of stakeholder dissatisfaction with the degree in which stakeholder input is seemingly ignored, and how the absence of local control is viewed. Additionally, concerns have surfaced regarding the quality of leadership at the educational learning center relative to genuinely implementing educational programs and services that meet the needs of the local stakeholders and community constituents. Community stakeholders concerns are important considerations in this study, primarily because it is their perceptions and opinions that help to determine the current satisfaction levels with the various aspects of their local community educational learning center. According to Cohen and Brawer (2003),

> The college serves as a focal point for community pride. The events that it sponsors enhance a sense of community in the district; the act of planning, teaching, and participating in recreational programs and personal help workshops fosters community spirit. (p. 308)

The current leadership at the educational learning center may perhaps consider this strategy as an approach to improve relations with the communities it serves.

To date no research has been conducted and published to assess the perception of members of selected citizen groups and community stakeholders concerning their opinions and satisfaction with the current leadership at their local community educational learning center. The purpose of this study was to gain a frontline perspective from community stakeholders' regarding their satisfaction with the current leadership at the local community educational learning center during a period of organizational transformation and cultural change. Furthermore, no research exists that offers stakeholder opinions on such critical variables, as leadership quality, communication outreach, awareness of the accreditation process, facilities access and conditions, course program offerings, student services, and level of desire for local control of their community educational center. This dissertation attempted to fill in that research gap.

The data analyses conducted on information gathered from survey questionnaires and face-to-face interviews regarding stakeholder opinions and satisfaction with the various aspects of leadership at their local urban community educational learning center during an organizational transformation process, offer some interesting results and answers to the research questions. The first major research question addressed was: How do selected community stakeholders' rate the quality of leadership at their local community educational learning center, such as that of the Board of Trustees, State Special Trustee, the Learning Center Chief Executive Officer, and the Partnership College District? The second research question was: In the opinion of members of selected community stakeholder groups, what are the satisfaction levels with the various operational components of the community educational learning center? These

components included: leadership performance, campus/community communication, services, course program offerings, access and condition of facilities.

To seek answers to the two research questions five Community Based Organizations (CBO's) were utilized in this study. The members of these CBO's are civic minded voters who have voiced their concerns about the issues facing their community.

Description of the Five Community Based Organizations

The Concerned Citizens group is composed of a multi-cultural membership of primarily seniors averaging 50 years of age and above. This was an interesting organization to survey because some members actually served on several committees at the local community learning center, and were part of the advocacy group which voiced its concerns when local control was lost. The group meets on the first and third Saturdays of every month. The researcher attended two group meetings in 1 month to facilitate the survey, and, to identify a sample group for the face-to-face interviews; 67 of 105 members agreed to participate in the survey and 19 participated in the face-to-face interviews. The participants were enthusiastically cooperative and expressed eagerness to learn the results.

Latinos United is a community group with primarily a Hispanic membership. Although the group is open to all who would like to attend its meetings, usually multi-cultural participation only occurs when issues arise that affect all citizens of the community. Primarily, the group focuses on issues that affect Latino interests and circumstances. I was invited by the group president to introduce myself, the study

objective, and the survey. However, because of the language barrier and to overcome the trust factor, the president of this group had to assist in the explanation and facilitation of both surveys; 18 of 62 members of this group agreed to participate in the survey, and four participated in the face-to-face interviews.

The local NAACP organization was an intended focus group. However, approval was not given to conduct a survey among its membership. Some data were reported incidentally only because members of other organizations expressed their affiliation; this is why the sample group of seven surveys were so small and no face-to-face interviews occurred. This experience underscored that with some organizations, it is somewhat complex to obtain permission to sanction and allow studies to be conducted. It would take almost a year and many levels of approval to acquire exclusive permission to conduct a study involving members at a NAACP organizational meeting.

The local Chamber of Commerce was identified as a group who could give its opinions regarding its relationship with the local community educational learning center. The Chamber meets once a month at noon. At two meetings, 25 members were asked to participate; although they said they would, because of their purported busy schedules, most members found it difficult to commit the time for both the survey and face-to-face interviews. Therefore, three members participated in the survey and none participated in face-to-face interviews.

The NAEJA, a local civil rights group agreed to participate. The group meets the first Monday evening of every month. The president allowed a group meeting presentation about the survey, its objectives, and confidentiality. Directly after the

meeting 26 group members took the survey, and two members participated in the face-to-face interviews. The members of this group were very well versed in the circumstances surrounding the college's transition to a learning center.

Although permission was given by leaders of the five selected Community Based Organizations to conduct the survey, the challenge was to get individual members who expressed interest in the study to take the time to do the surveys and sit through a face-to-face interview. Thus, the process took 4 months to complete, and it was discovered that several surveys were incomplete. At subsequent meetings where it was identified that incomplete surveys were gathered, the groups were asked if there was a problem with completing all of the questions. Individuals responded that they had no knowledge concerning the question and they failed to circle not applicable (N/A), therefore, during the data calculations, no answer was denoted N/A. Although it was a challenge to facilitate the research questionnaires for various reasons, throughout the process it was important that those who participated did so willingly.

Analysis of Surveys

Survey information from all respondents was combined for each of the 22 survey questions. In addition, ANOVA statistics were run on each of the 22 survey questions to determine if there were any significant difference by (a) civic action group, (b) gender, (c) ethnic background,(d) age, (e) leadership, (f) communication, (g) services, (h) programs, and (I) facilities. No two-way ANOVA statistics were run. In this section, only the significant ANOVA findings were reported. There were a total of five significant differences. A summary of the ANOVA results is reported in Appendix I.

Response Rate

One hundred subjects completed the 22 question survey to extract objective quantitative data, and 25 participated in the nine question face-to-face protocol interview to acquire subjective qualitative data. Originally it was intended that all face-to-face interviews would be recorded, but the researcher realized very quickly in the process that the issues were so controversial that a suggestion to record the interviews would most likely have resulted in no willing respondents. Therefore, the idea of recording interviews was abandoned, and the researcher instead took field notes. The trade-off was that perhaps some richness of analysis was lost by the inability to record the interviews. However, by not asking to record the participants' responses, the researcher was able to get the in-depth opinions of all 25 interviewed participants.

Illustrations of the Respondents Survey Results

Figures 4 to 10 represent various demographic breakdowns of respondents. Figure 4 show that 62% of the participants were females while 38% were males. More females than males had knowledge about the Community Educational Learning Center, and were willing to participate in the survey.
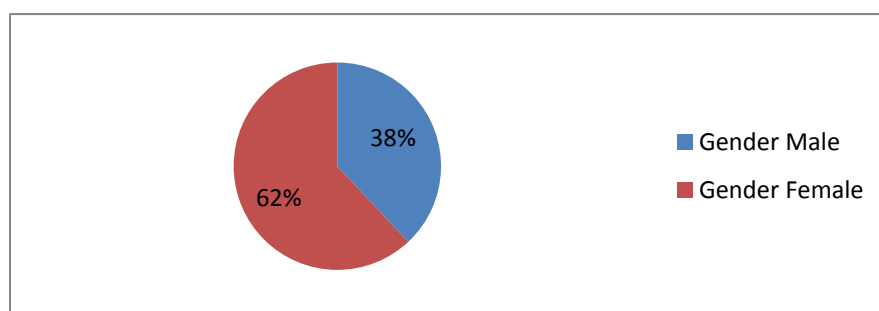

Figure 4. Gender distribution of participants.

In Figure 5, the age groups of the respondents revealed that 21% were between the ages of 18 and 28, 20% between 29 and 39, 22% between 40 and 50, and 37% age 51 and above. Older adults gave their opinions more readily than the younger respondents.
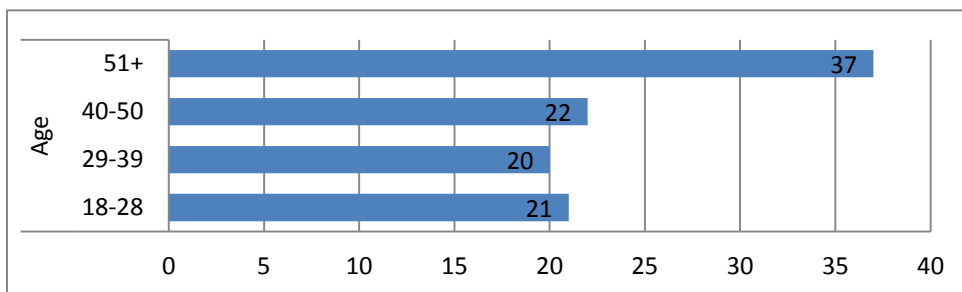

Figure 5. Age distribution of participants.

Figure 6 shows the ethnic groups which are the primary constituents of the learning center, and those ethnic groups which were accessible for gathering the research data. Seventy-eight percent were African American; 18% Hispanic, 3% Caucasian, and 1% Asian. In Figure 7, the 5% of the total ethnic breakdown that were of mixed ethnicity reflected the melting pot culture of the subject community. Figure 8 illustrates the combined comparative ratios of ethnic diversity.
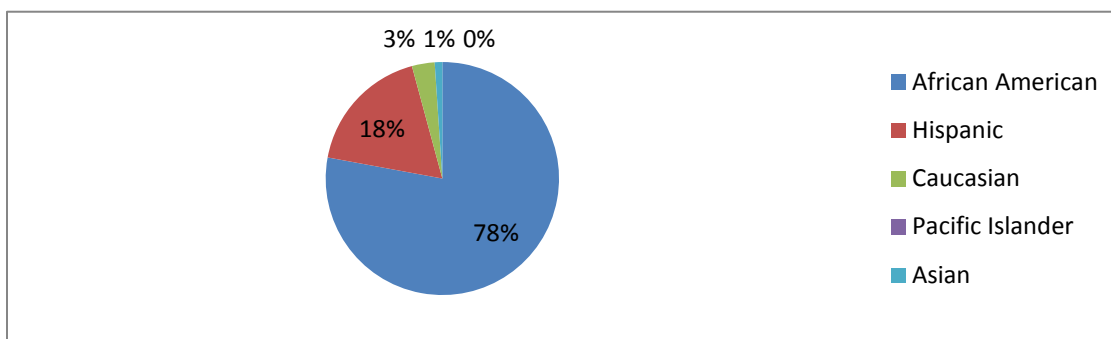

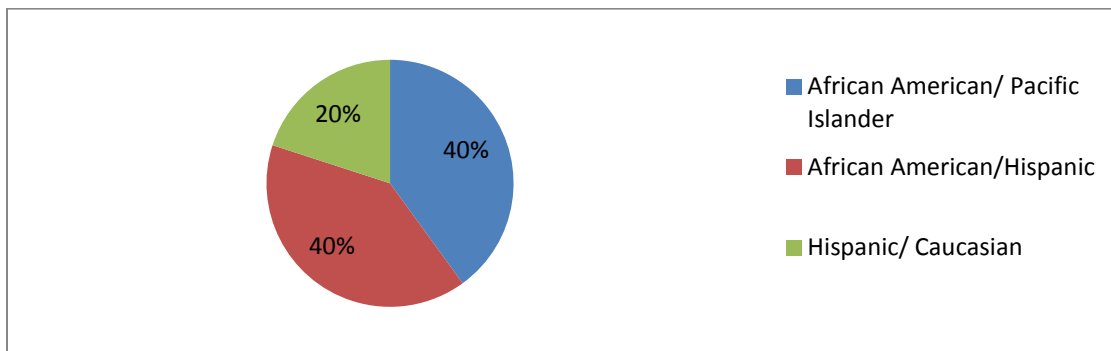*Figure 6*. Ethnic distribution of the participants.

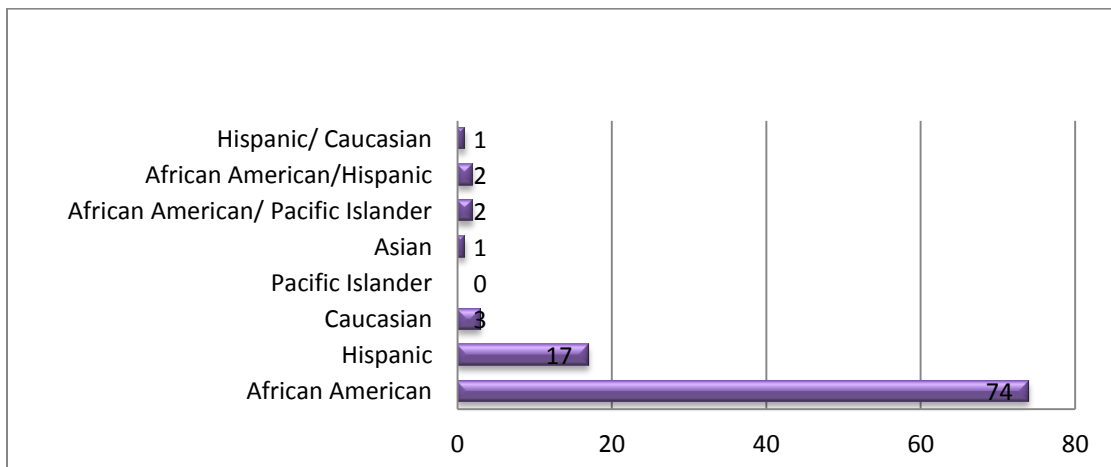*Figure 7.* Distribution of participants of mixed ethnicities.

Figure 8. Participants combined comparative ratios of ethnic diversity.
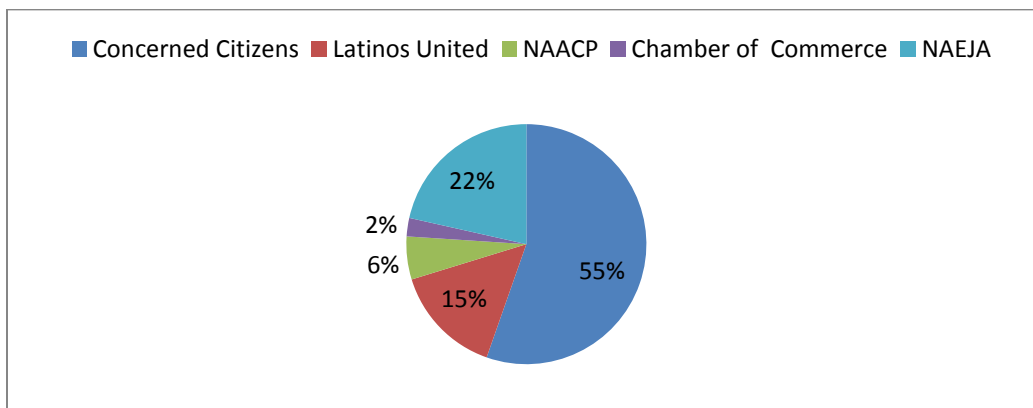

Figure 9. Distribution of participants by organization affiliation.

Figure 9, gives the breakdown of organization affiliations; 67 participants were members of the Concerned Citizens group, 18 were from Latinos United, 7 were from the NAACP, 3 were from the Chamber of Commerce, and 26 were from the National Association for Equal Justice in America (NAEJA). More concerned citizens participated than any other group. In Figure 10, the stakeholder relationship with the center is broken down as follows: 14 were facility users, 38 were students, 23 had family members who attend the center, 15 were parents of students, and 38 were home owners who pay taxes that support the learning center.
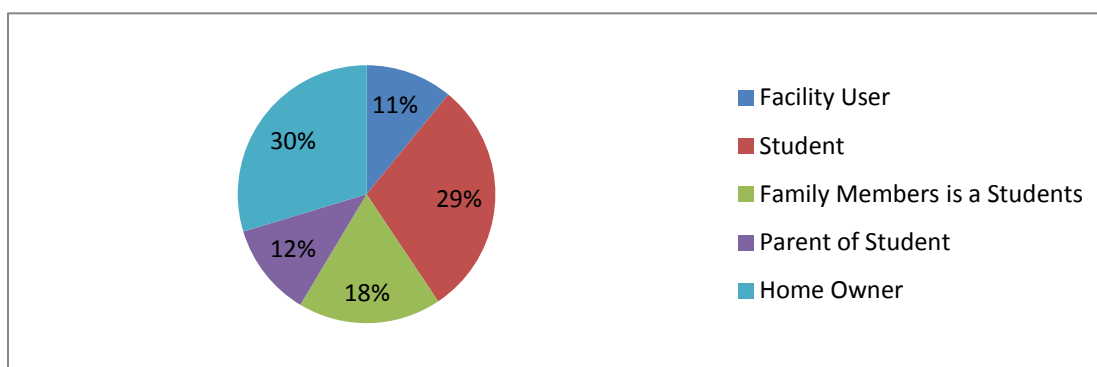
Figure 10. Breakdown of stakeholder relationship with learning center.

Figures 11 to 32 show the results of the comparative analyses of responses to the 22 questions in the confidential survey. The comparative analyses ratios were calculated on an Excel spread sheet. Percentage results were calculatedon the bases of the number of respondents who chose a certain numerical independent variable with a 1 to 6 rating scale. The following rating key was used to evaluate the responses of the stakeholders: 1 = *unsatisfactory*, 2 = *poor*, 3 = *fair*, 4 = *good*, 5 = *excellent*, and N/A = *have no knowledge*.

Question 1 dealt with satisfaction with board of trustees representation of concerns (see Figure 11). Aggregately, 37% believed the board of trustees' performance was unsatisfactory, 16% believed their performance was poor, 19% fair, 5% good, 4% excellent, and 19% had no opinion at all. It was apparent that the majority of stakeholder respondents agreed that the board of trustees was ineffective.
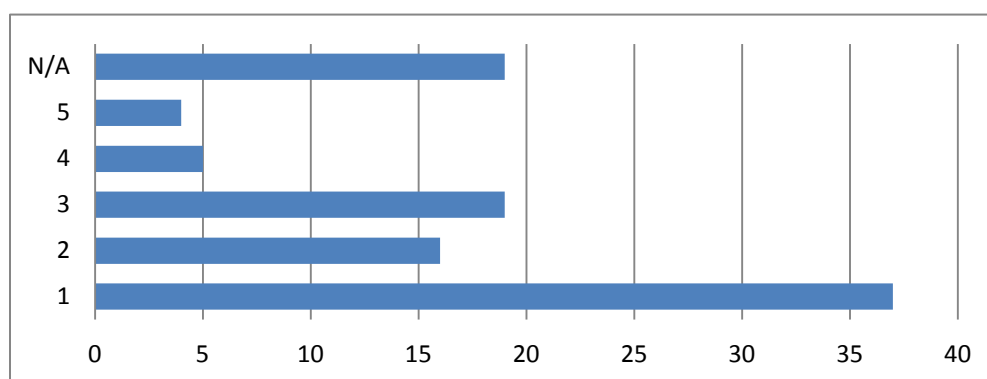
Figure 11. Satisfaction with board of trustees representation of concerns.

Question 2 dealt with satisfaction with board of trustees level of usefulness (see Figure 12). Aggregately 36% believed the board of trustees' usefulness was unsatisfactory, 21% poor, 14% fair, 8% good, 1% excellent, and 20% had no opinion at all. The overwhelming unsatisfactory/poor percentages were interpreted by the researcher to indicate that the stakeholders viewed the board of trustees as not having the power to act on their behalf; it was therefore not very useful. However, 27% believe that the college district board members do attempt to advocate on stakeholder behalf concerning their interests.
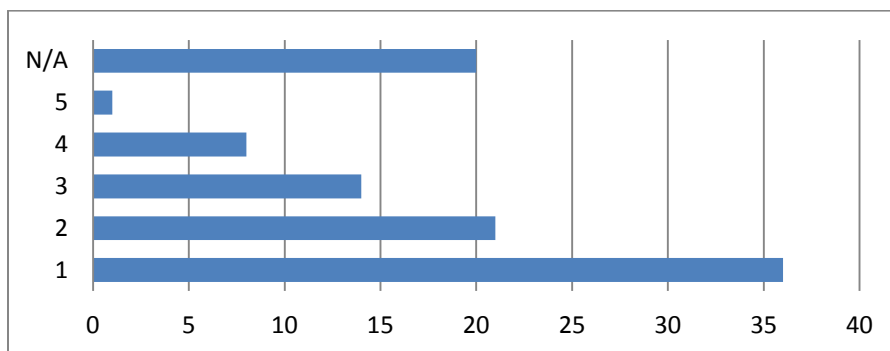
Figure 12. Satisfaction with board of trustees level of usefulness.

Question 3 dealt with satisfaction with board of trustees leadership (see Figure 13). Aggregately, 33% believed the board of trustees leadership was unsatisfactory, 19% poor, 22% fair, 5% good, 2% excellent, and 19% had no opinion at all. The results show 52% were dissatisfied with the board's performance in figuring out how to represent the community's interest concerning current issues; 42% believed that the board was not showing leadership regarding current issues. For example, at a face-to-face interview, the participant shared disappointment with what occurred during the redistricting process of the college service region. The participant believed that the board failed to effectively communicate and influence the issue relative to losing local political power.
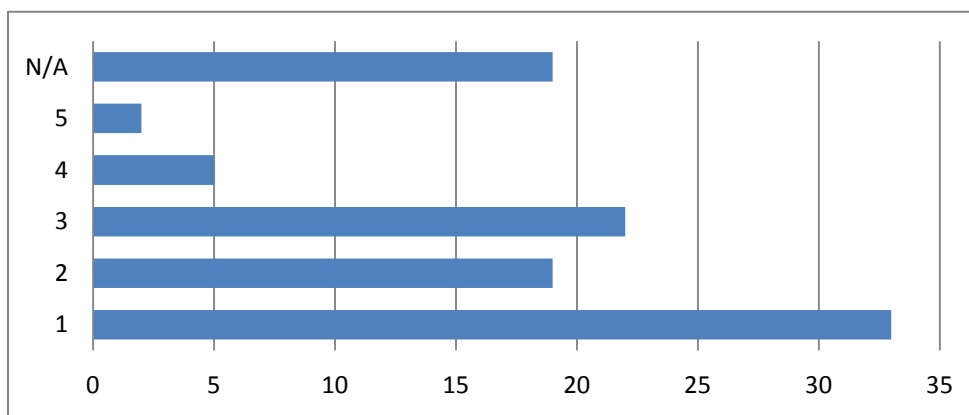
Figure 13. Satisfaction with board of trustees leadership.

Question 4 dealt with satisfaction with board of trustees reflection of community demographics (see Figure 14). Aggregately, 30% believed that the board's reflection of the demographics of the community was unsatisfactory, 16% poor, 14% fair, 14% good, 4%, excellent, and 22% had no opinion at all. Whereas 46% believed the board did not necessarily reflect the demographics of the community, 32% believed it did, and 22% were either unaware of the demographic composition of the board, or were unfamiliar with who are the board members.
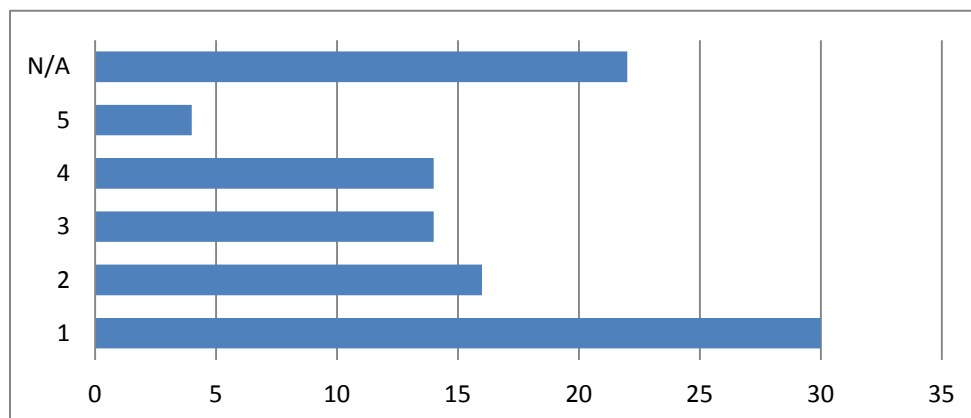
Figure 14. Satisfaction with board of trustees reflection of community demographics.

Question 5 dealt with satisfaction with college facilities condition (see Figure 15). Aggregately, 12% believed the college facilities were unsatisfactory, 18% poor, 34% fair, 19% good, 5% excellent, and 12% had no opinion at all. Whereas 58% rate the college facilities fair to excellent, 30% of respondents believed the college facilities are unsatisfactory to poor. Comparatively, the younger stakeholders were more satisfied than older stakeholders.
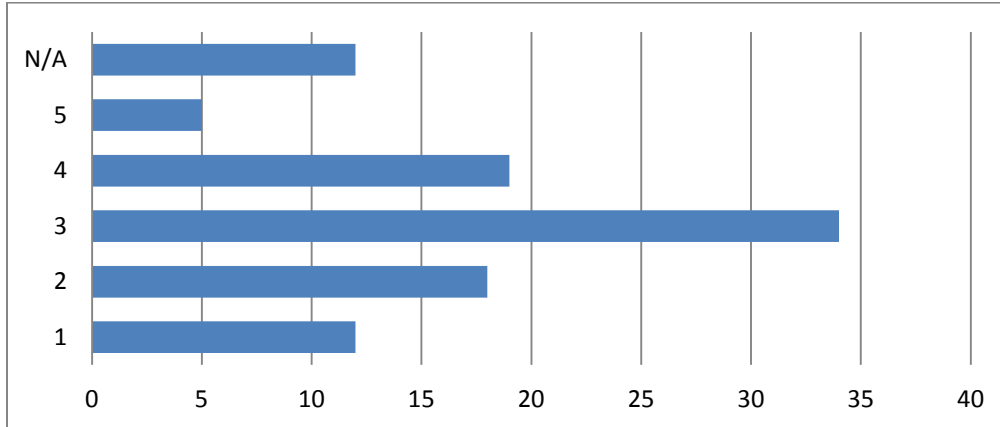
Figure 15. Satisfaction with college facilities condition.

Question 6 dealt with satisfaction with access to college facilities (see Figure 16). Aggregately, 9% believed access to the college facilities was unsatisfactory, 20% poor, 26% fair, 25% good, 9% excellent, and 11% had no opinion at all. Whereas 60% rate access and condition of the college facilities fair to excellent, 29% believed access and condition of the college facilities was unsatisfactory to poor. It was interesting to note that the older generation was more critical about the facilities than the younger generation (see Appendix I).
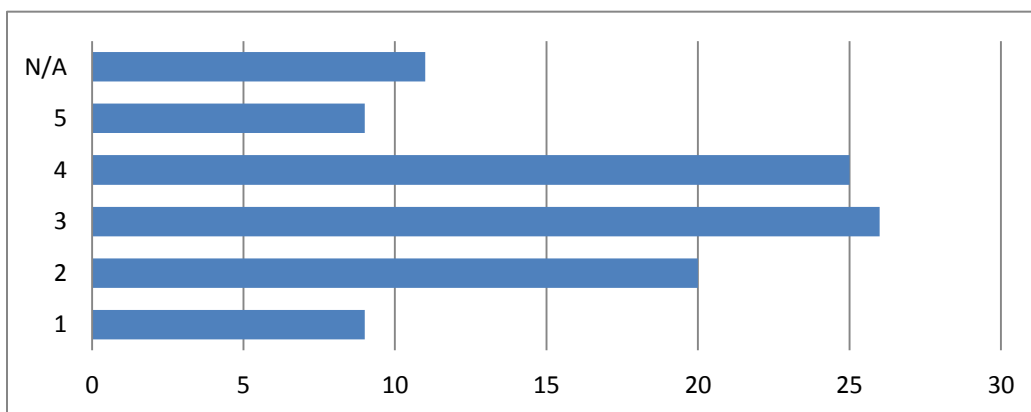
Figure 16. Satisfaction with access to college facilities.

Question 7 dealt with satisfaction with current academic programs (see Figure 17). Aggregately, 8% believed the academic programs were unsatisfactory, 19% poor, 29% fair, 20% good, 6% excellent, 18% had no opinion at all. Whereas 55% rate the academic programs as fair to excellent with 27% believed the academic programs were not satisfactory.
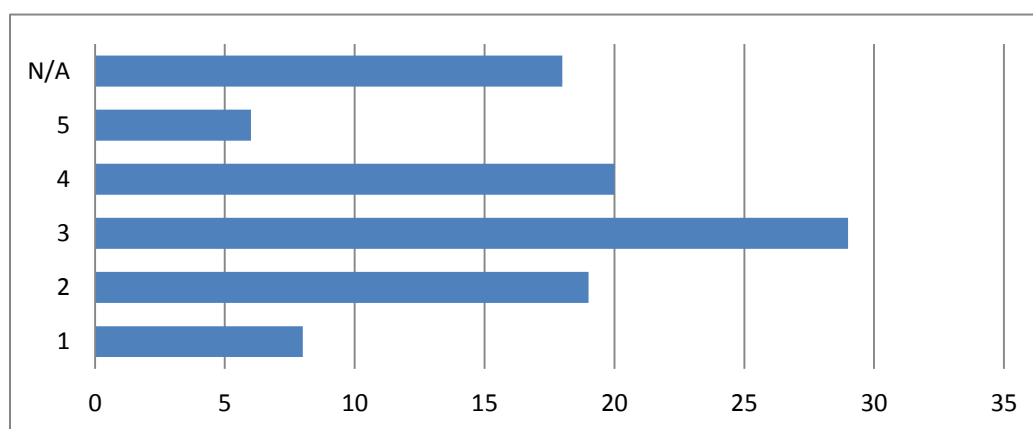
Figure 17. Satisfaction with current academic programs.

Question 8 dealt with satisfaction with current academic services (see Figure 18). Aggregately, 8% believed academic services were unsatisfactory, 14% rated them poor, 33% rated them fair, 22% rated them good, 5% rated them excellent, and 18% had no opinion at all. Whereas 60% rated academic services fair to excellent, 22% were dissatisfied with academic services.

Question 9 dealt with satisfaction with chief administrator/CEO (see Figure 19). Aggregately, 22% believed the CEO's performance was unsatisfactory, 14% poor, 21% fair, 13% good, 3% excellent, 27% had no opinion at all. Whereas 37% rated the CEO's performance fair to excellent, 36% believed the CEO's performance was unsatisfactory.
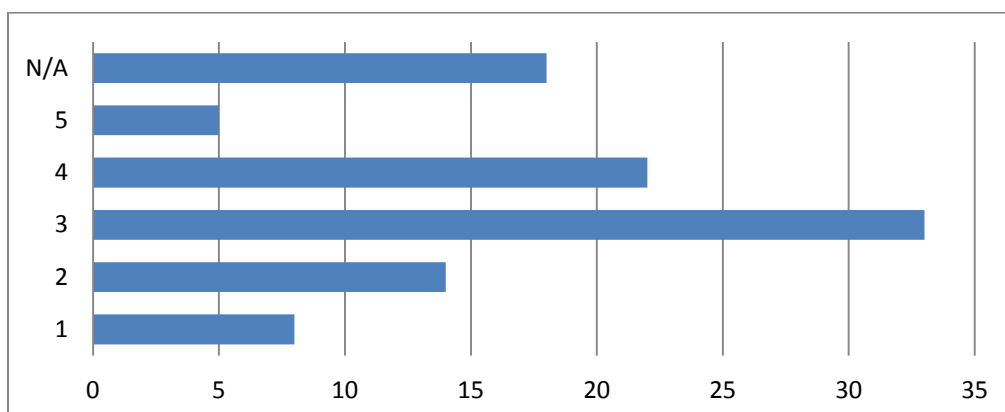
Figure 18. Satisfaction with current academic services.
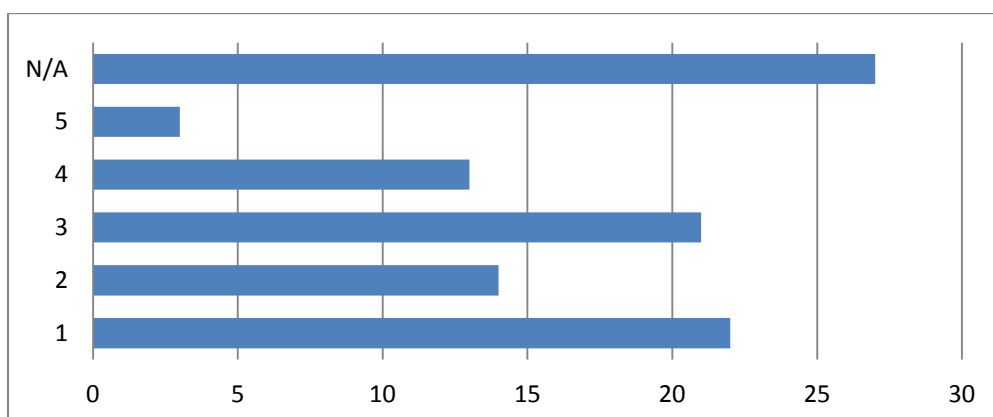
Figure 19. Satisfaction with chief administrator/CEO.

Question 10 dealt with satisfaction with current state special trustee (see Figure 20). Aggregately, 31% believed the current state special trustee's performance was unsatisfactory, 12% poor, 20% fair, 2% good, 4% excellent, 31% had no opinion at all. Whereas 43% believed the special trustee's performance was unsatisfactory, 26% rated the special trustee fair to excellent. It was interesting to note that many respondents were unfamiliar with the state special trustee. However, those who offered an opinion about the state special trustee showed significant dissatisfaction with this person's leadership.
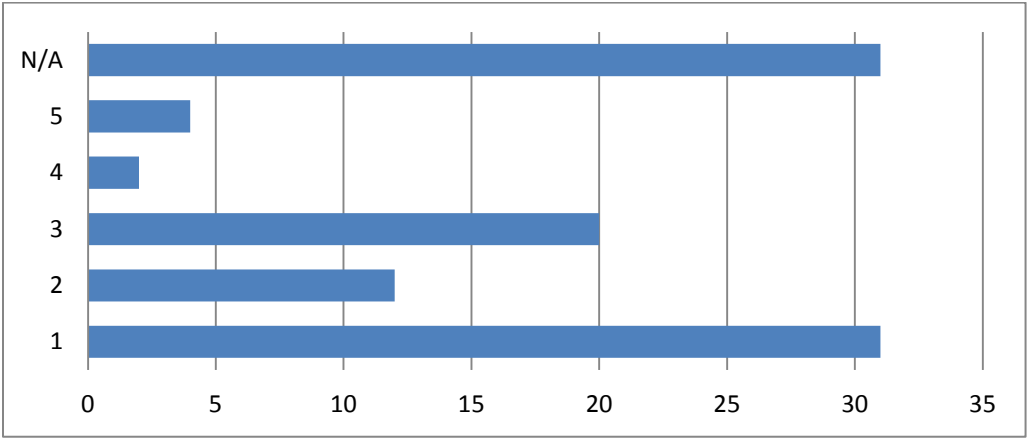
Figure 20. Satisfaction with current state special trustee.

Question 11 dealt with satisfaction with present college name (see Figure 21).

Aggregately, 57% believed the present name of their college was unsatisfactory, 14%

poor, 8% fair, 4% good, 8% excellent, 9% had no opinion at all. Whereas 71% believed

the present college name was unsatisfactory, 20% rated the present college name fair to

excellent.
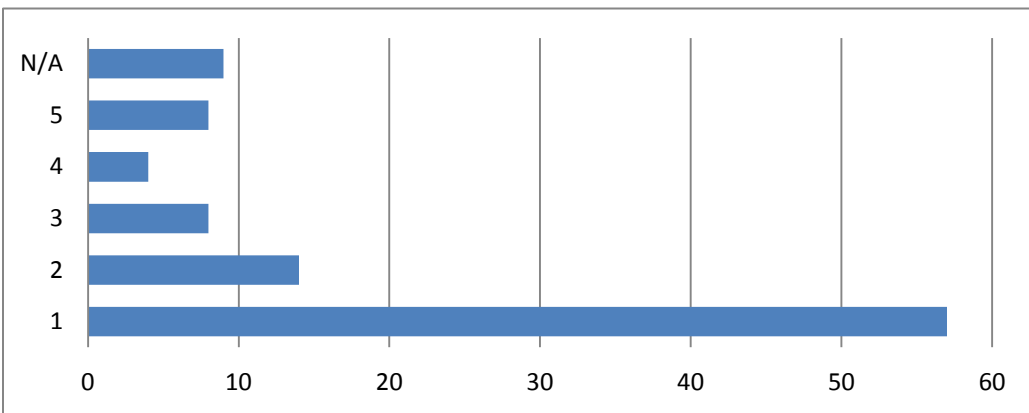
Figure 21. Satisfaction with present college name.

Question 12 dealt with satisfaction with neighboring community college

governance (see Figure 22). Aggregately, 32% believed the current governance

leadership was unsatisfactory, 18% poor, 23% fair, 1% good, 3% excellent, 23% had no

opinion at all. Whereas 50% believed the current governance leadership was

unsatisfactory, 27% rated the governance fair to excellent. Figure 22 indicated that the

joint-partnership was not meeting the stakeholders' expectations. Perhaps, because of the

high unsatisfactory ratings, course programs received a substantially high rate of

dissatisfaction regarding the joint-partner's leadership.
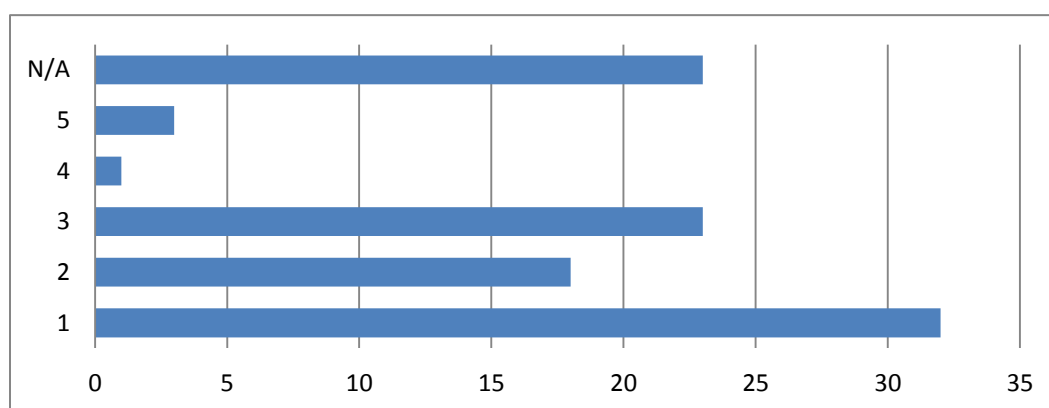
Figure 22. Satisfaction with neighboring community college governance.

Question 13 dealt with the desire for the original name of the learning center (see

Figure 23). Aggregately, 8% believed the original name was unsatisfactory, 11% poor,

5% fair, 3% good, 62% excellent, 11% had no opinion at all. Whereas 70% rated the

desire for the original name fair to excellent, 19% believed the original name was

unsatisfactory. Figure 23 indicates that the original college name was highly desired by

stakeholders as the commercial name. It was apparent that the college name was a source

of pride for the primary urban community it serves.
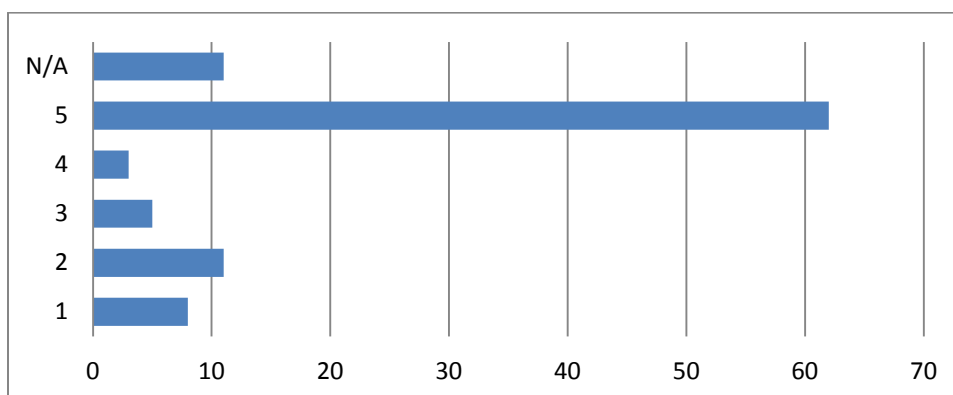
Figure 23. Desire for the original name of the learning center.

Question 14 dealt with current accreditation process familiarity (see Figure 24). Aggregately, 8% believed their knowledge of the current accreditation process was unsatisfactory, 18% poor, 23% fair, 16% good, 9% excellent, 26% had no opinion at all. Whereas 48% rated their knowledge of the current accreditation process fair to excellent, 26% were unfamiliar with the current accreditation process. Figure 24 indicates that the majority of surveyed stakeholders were satisfied with their awareness of the accreditation process. However, there was a significant number of stakeholders who were unsatisfied with the knowledge they have about the accreditation process.
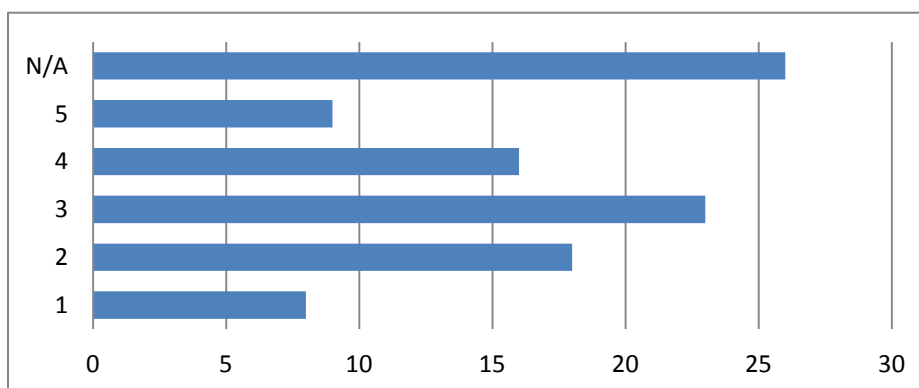
Figure 24. Current accreditation process familiarity.

Question 15 dealt with satisfaction with academic facilities (see Figure 25). Aggregately, 12% believed the academic facilities were unsatisfactory, 20% poor, 30% fair, 14% good, 3% excellent, 21% had no opinion at all. Whereas 47% rated the academic facilities fair to excellent, 32% believed the academic facilities were unsatisfactory.
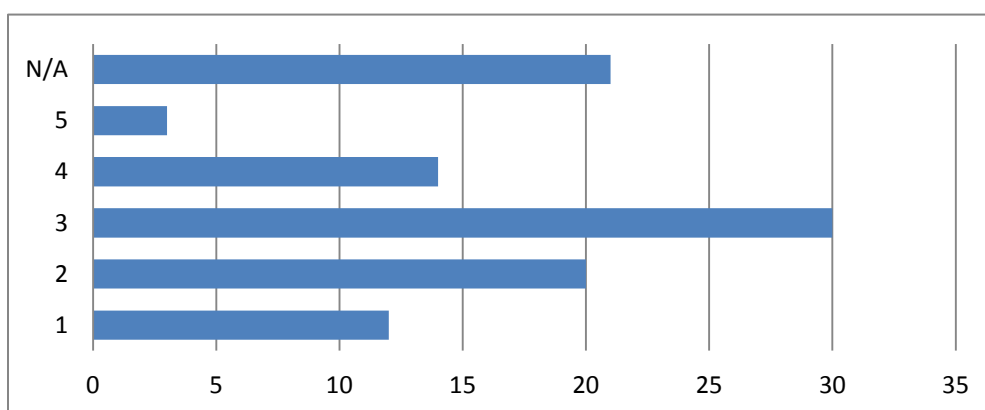
Figure 25. Satisfaction with academic facilities.

Question 16 dealt with satisfaction with how tax dollars are spent on the college (see Figure 26). Aggregately, 27% believed how tax dollars were spent was unsatisfactory, 22% poor, 19% fair, 9% good, 3% excellent, 20% had no opinion at all. Whereas 49% were dissatisfied with how tax dollars were spent on the college, 31% rated the tax dollar expenditures on college fair to excellent. Figure 26 indicates that a majority of the respondents were dissatisfied with how tax dollars were being spent at the center.

Question 17 dealt with satisfaction with college support staff (see Figure 27). Aggregately, 9% believed college support staff's performance was unsatisfactory, 13% poor, 31% fair, 19% good, 7% excellent, 21% had no opinion at all. Whereas 57% rated support staff fair to excellent, 22% believed support staff's performance was

unsatisfactory. Figure 27 illustrates that most stakeholder respondents were satisfied with

the support staff performance.
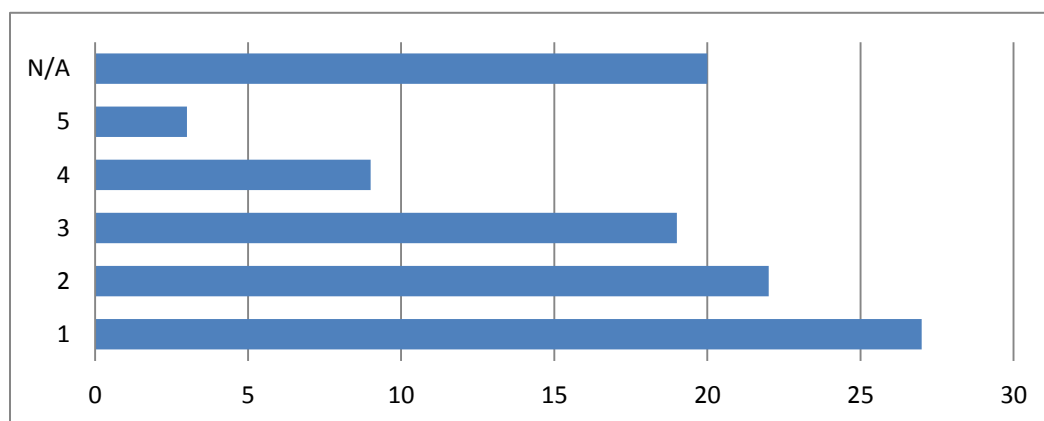
Figure 26. Satisfaction with how tax dollars are spent on the college.

Question 18 dealt with satisfaction with college faculty (see Figure 28).

Aggregately, 8% found the faculty to be unsatisfactory, 15% poor, 25% fair, 26% good,

5% excellent, 21% had no opinion at all. Whereas 56% rated faculty performance fair to

excellent, 23% believed college faculty performance was unsatisfactory. Figure 28

illustrates that most stakeholder respondents were satisfied with faculty performance.

This could mean that faculty teaching abilities met stakeholder expectation.

Question 19 dealt with satisfaction with college administrators (see Figure 29).

Aggregately, 11% believed college administrators' performance was unsatisfactory, 19%

poor, 29% fair, 17% good, 2% excellent, 22% had no opinion at all. Whereas 48% rated

the administrators' performance fair to excellent, 30% believed college administrators'

performance was unsatisfactory. According to Figure 29 most stakeholders were

satisfied with college administrator performance.
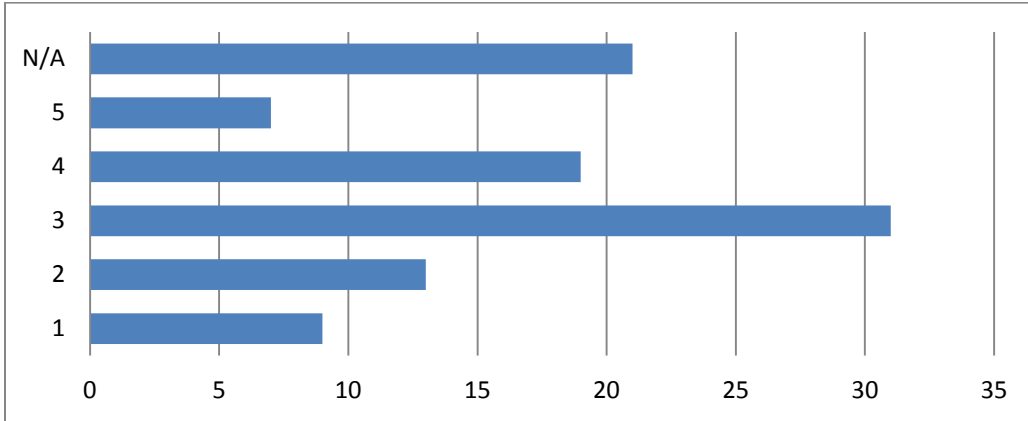
Figure 27. Satisfaction with college support staff.
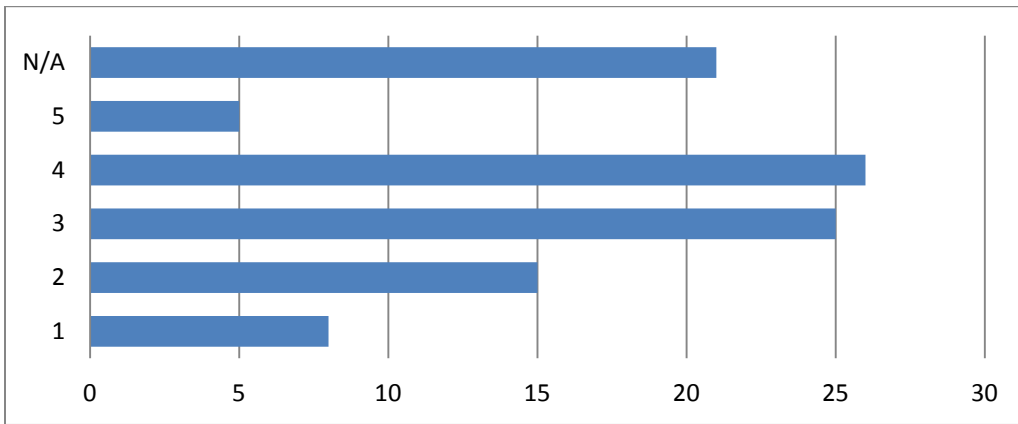
Figure 28. Satisfaction with college faculty.
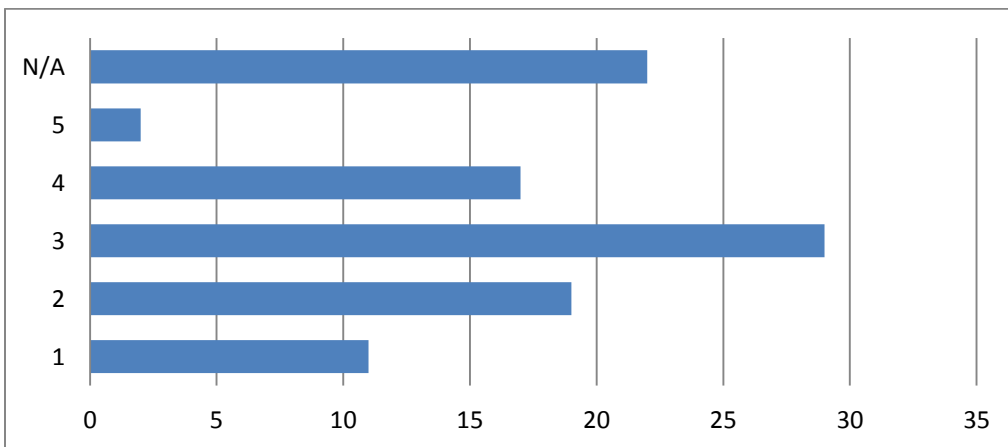
Figure 29. Satisfaction with college administrators.

Question 20 dealt with satisfaction with recreation facilities (see Figure 30).
Aggregately, 9% found the recreation facilities to be unsatisfactory, 20% poor, 31% fair,
17% good, 2% excellent, 21% had no opinion at all. Whereas 50% rated recreation
facilities fair to excellent, 29% believed college recreation facilities were unsatisfactory.
Once again, the statistics showed a majority satisfaction rate for facilities; in this case,
recreational facilities. This may imply that the facilities were generally considered
functional and useful.

Question 21 dealt with satisfaction with college communication with community
(see Figure 31). Aggregately, 21% found college communication with the community to
be unsatisfactory, 27% poor, 25% fair, 11% good, 3% excellent, 13% had no opinion at
all. Whereas 48% believed the college communication with the community was
unsatisfactory, 39% rated the college communication efforts fair to excellent.
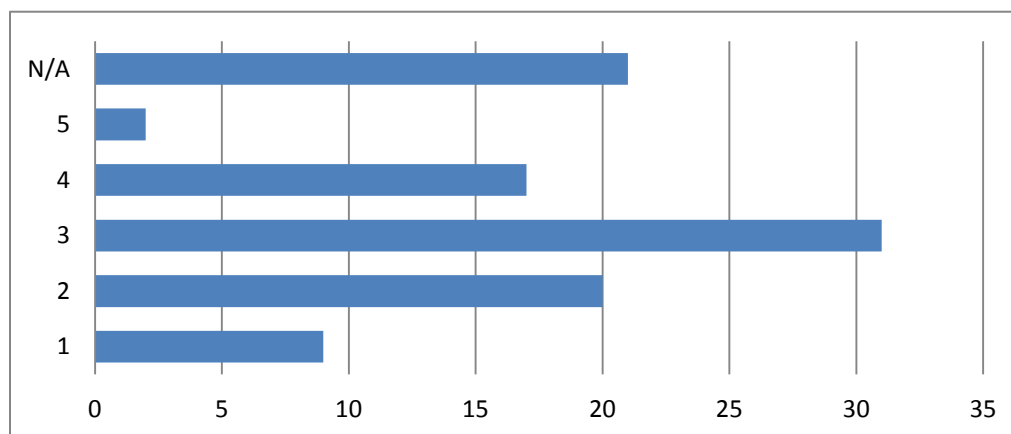
Figure 30. Satisfaction with recreation facilities.
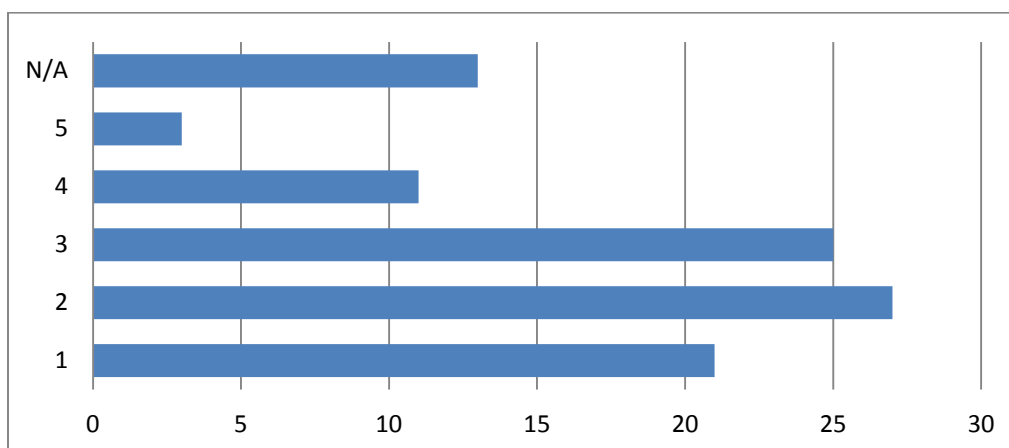
Figure 31. Satisfaction with college communication with community.

Question 22 dealt with satisfaction with college responsiveness to community concerns (see Figure 32). Aggregately, 27% found college responsiveness to community concerns to be unsatisfactory, 25% poor, 21% fair, 7% good, 3% excellent, 17% had no opinion at all. Whereas 52% believed college responsiveness to community concerns was unsatisfactory, 31% rated college responsiveness fair to excellent. As indicated in Figure 32, the majority of stakeholder respondents were unsatisfied with the leadership's responsiveness to their needs and desires.
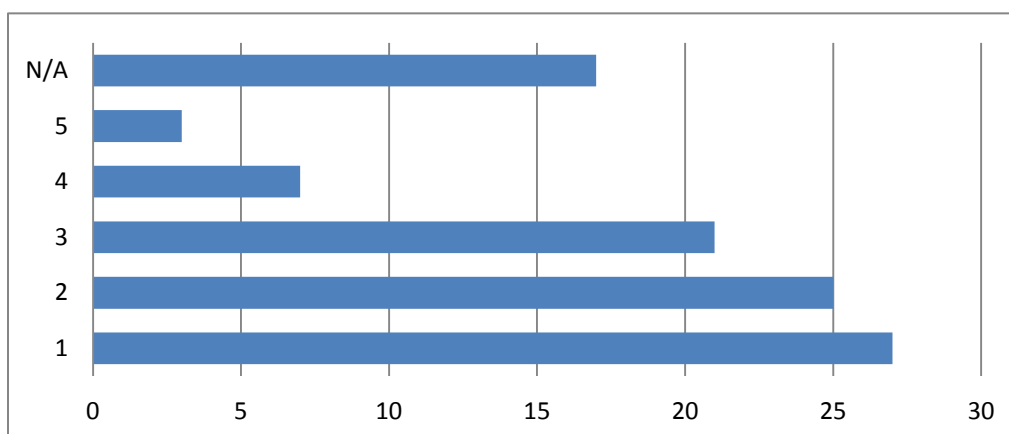
Figure 32. Satisfaction with college responsiveness to community concerns.

In conclusion, the response rates demonstrated a trend that validated the assumption that most community stakeholders were generally dissatisfied with how the current leadership was performing relative to the learning center's overall operation during the organizational transformation process. The questionnaire responses substantiated that the current leadership should consider doing a better job at communicating with its constituents, offering better course programs, and expediting facility improvements. During this study some of the issues described were being addressed, indicating that the leadership was aware of these shortcomings, and was attempting to improve some physical conditions. However, the responses appear to suggest issues remain regarding the lack of transparency, community inclusiveness in determining what course programs are more desirable for their future personal and vocational development, what method is most effective in communicating with stakeholders, and how community stakeholder representation can be improved. It is apparent that there is a need for the current leadership to be more authentic in its use of stakeholder committee recommendations, it needs to conduct a labor market environmental scan to determine what courses best suit the needs of the community and current students, and it needs to allow some type of leadership oversight to exist to ensure accountability to constituent groups. These actions would certently improve community relations and provide a platform for positive community stakeholder partnerships to exist.

Analysis of Face-to-Face Interviews

The following responses were analyzed utilizing coded themes of the actual field notes acquired from the 25 face-to-face interview respondents. It is important to reiterate

that during the interviews, it was determined that some of the issues that were being

discussed were of a very emotional nature relative to the general climate of the

environment being studied and hence, recording the responses was not advisable...

Although the initial intent was to record the interviews and analyze the responses, it was

determined that the issues were too personal and therefore, it was decided to take field

notes instead. The following responses are coded themes of the actual field notes

acquired from the 25 respondents.   Nine questions were asked; three were demographic

in nature and six were specifically related to participants' opinions relative to their

perception of what they believed was the current state of the learning center. The

following are the questions that were asked in the interview sessions:

1. Are you a home owner in learning center area?

2. Do you vote in municipal school board elections?

3. How long have you been involved in community affairs?

4. What is your level of concern with your local community learning center
   having full local control?

5. In the future will you attend the community learning center Board of Trustees
   meetings?

6. Have you had the opportunity to hear from the community learning center's
   leadership?

7. Are you satisfied with the partnership between your local college/community
   learning center and another community college district?

8. Are you interested in serving on any learning center committees?

9. If there was one significant thing you could change at your local community
   learning center, what would it be?

Coded Themes

In this section of qualitative response analyses the number of *Satisfied* responses is denoted by (S), and the number of that *Not Satisfied* is denoted by (NS).

The face-to-face interviews revealed more detailed findings relative to the theoretical framework of transformational leadership. A majority of the interview respondents strongly desired local control. It was believed that, with local control, the current leadership could be held more accountable to community stakeholders, rather than any other entity. Apparently, it was felt that current organizational decisions were not in the best interest of the local constituency. It appeared to be a lack of trust and a disagreement concerning the quality of educational experience at the learning center. However, all of the respondents were appreciative that they have had the opportunity to attend board meetings to voice their concerns. It was also revealed that a majority of interviewees were not satisfied with the level or type of communication received from the current leadership. In fact those interviewed believed that their participation on institutional committees was ineffective. The general consensus was that they saw no evidence of their input being utilized. Therefore, it was perceived that there is a lack of genuineness with respect to bilateral communication.

The Concerned Citizen group participated at a higher rate than other community based organizations (CBOs). This is a 14-year-old CBO with more community experience and historical knowledge about the college. The other two CBO's are

approximately 2 to 3 years old. Nineteen Concerned Citizens members, four Latinos United members, and two NAEJA members participated in the interview process. The CBOs offered a representative cross section of the community demographics, and offered a mature perception of what they believe is occurring at the learning center.

For interview Question 1 18 of 25 respondents (72%) were home owners. Most of the interviewees were community college stakeholders because of their home ownership and community college tax contribution status. This was significant because their opinions were important to the quality of this study.

For interview Question 2 all respondents (25/25) voted in municipal school board elections. All of the interviewees were voting members of the community and appreciated the importance of voicing their preference through the electoral process. This was significant because it offered credibility to the responses gathered.

For interview Question 3 respondents participation in community affairs ranged from 18 to 50 years. The interviewed participants had been involved with community affairs for a number of years. This was important to the authenticity of the responses.

Interview Question 4 asked about the level of concern with the local community learning center having full local control (LC). Eighteen participants were not satisfied while seven were satisfied.

Aggregately, 72% of the participant's desired local control, thinking that with local control there would be more responsiveness to community concerns relative to course and program offerings, access and condition of facilities, plus the constituents would be in a better position to hold the current leadership accountable to community

stakeholders. 28% of the participants were satisfied with the current control of the learning center. They believed it did not matter who controls the center, as long as it remains open for business. The difference of opinions can be attributed to a divide in interest for local control, and perhaps indicate a vote of confidence and trust in the current partnership and learning center leadership.

Interview Question 5 asked whether in the future the participant would attend community learning center Board of Trustee meetings. If yes, why; If no, why not. Twenty-five said they would; no one said he or she would not attend

Aggregately, 100% of the interviewees were satisfied with having access and the opportunity to attend monthly Board of Trustees meetings in order to express their concerns. However, they expressed that time constraints prevented them from attending as many meetings as they would like, and the importance of current issues that affect them or their family student(s) would usually drive their desire to attend board meetings. Although access to board meetings was available, attendance was not consistent among community stakeholders for various individual reasons. It is the observation of the researcher that four Board of Trustees meetings were poorly attended by community stakeholders. On an average, approximately 12 attendees are personnel members, 5 are students, 5 are guest or contractors, and 6 are community resident stakeholders.

Interview Question 6 asked if the participant had had the opportunity to hear from the community learning center's leadership and what was his or her impression. If yes, how; if not; why? Twenty-two were not impressed or satisfied with the communication efforts, three said they were impressed.

Aggregately, 88% of the participants were not satisfied with the level and type of communication received from the current leadership, while 12% were satisfied with the level and type of communication received from the current leadership. The majority of participants learned about leadership presentations on the status of the center usually after a presentation had been made, or when they received second-hand information at community meetings. Under the present circumstances stakeholders believe the current leadership was not effectively communicating at a grassroots level, nor was it making itself available to answer questions about the status of the learning center accreditation and the organizational transformation process.

Interview Question 7 asked if the participant was satisfied with the partnership between the local college/community learning center and another community college district and what was his or her awareness level of this partnership. Eighteen participants were aware but said they were not satisfied; 7 said they were aware and were satisfied.

Aggregately, 72% of the participants were not satisfied with the circumstances of the partnership and were not totally knowledgeable about the details of the partnership agreement; 28% were knowledgeable and satisfied with the partnership circumstances. It appeared that a minority of respondents were more familiar with the partnership than was the majority. It was expressed by some interviewees that they were unclear about the time-table for the duration of the partnership. Some were even skeptical that the center would ever return to local community control.

Interview Question 8 asked if participants were interested in serving on any learning center committees and if so, which type of committees' interested them.

Thirteen said they were interested in serving and would be satisfied with the opportunity, 12 said they would not be satisfied with the opportunity.

Aggregately, 52% of the interviewees were satisfied with opportunity to serve on learning center committees. 48% were not satisfied with the opportunity to serve on any committee for a variety of reasons such as *no time, no confidence that their input will be seriously considered, not having the opportunity to choose what committee they want to serve on*, that is, *budget and consultative council committees*.

Interview Question 9 asked if there was one significant thing the participant could change at the local community learning center what would it be. Twenty-four were not satisfied with with the leadership and wanted change; one was satisfied and felt that no change was needed.

Aggregately, 96% were not satisfied with the conditions of the campus and facilities and would recommend changing the leadership, which includes the State Trustee, CEO, and the partnership. They were dissatisfied with the current leadership primarily because it was believed that it was not making decisions in the best interest of the local community and students. However, 4% of the interviewees were satisfied with the conditions of the campus and facilities, and the current leadership performance. They recommend no changes.

A majority of participants were not satisfied with the current partnership between the two colleges. They expressed concern with course and program offerings, as well as with how students and staff are treated relative to addressing student complaints concerning classroom conditions, and staff working conditions. In the absence of first-

hand knowledge, it appears, from words of mouth from current students and staff, that there is a general dissatisfaction with the decision influence of the lead accredited college regarding local institutional affairs. A significant majority were not satisfied with campus facilities condition, and expressed a desire for change in the type of campus leadership.

Analysis of Variance Statistical Analyses

In order to determine how the stakeholders view the current leadership, the survey's results were dissected and statistically analyzed to determine how the stakeholders rate current leadership performance. Appendix I displays the average ratings along with the standard deviation for each group of stakeholders. The point behind this analysis is to gauge the viewpoint of each group regarding the current situation at the Community Educational Learning Center. The in-depth analysis attempts to compare groups viewpoints (or ratings) based on gender, age, ethnicity and organizational affiliation. ANOVA statistics were run on each of the 22 survey questions to determine if there were any significant difference by (a) civic action group, (b) gender, (c) ethnic background,(d) age, (e) leadership, (f) communication, (g) services, (h) programs, or (I) facilities. No two-way ANOVA statistics were run. In this section, only the significant ANOVA findings are reported. There were a total of five significant differences. A summary of the ANOVA results is reported in Appendix I. The individual analyses are presented in Tables 1, 2, 3, 4, and 5.

It is interesting to see that regardless of how the data is analyzed; the community stakeholders rate the leadership performance as *poor*. When looking at how men rated

the leadership performance, they average 2.19 with a standard deviation of 1.19, whereas

women rated it at 2.12 with a standard deviation of 1.17. It does appear that there is no

difference between men and women regarding their view on leadership. Independent

sample *t*-test is conducted to confirm whether a difference exists. Table 1 shows the *t*

value of this test to be 0.29 (*p* = .774), both indicating that there is no difference between

the two groups on their view regarding leadership. They both see it as *poor*.

When analyzing the data from another angle, it is interesting to see that younger

(those 39 years or younger) stakeholders (*M* = 2.04. *SD* = 1.17) and older stakeholders

(*M* = 2.23, *SD* = 1.17) also view leadership as being poor. There is no statistical

difference in their view regarding leadership where *t* is −0.8 and *p* is .426. Similar

conclusion is obtained when analyzing the data from African-American stakeholders

versus Latinos. Both view leadership as being *poor* without statistical difference.

Moreover, looking at the data from the concerned citizens (*M* = 2.07, *SD* = 1.08) versus

other stakeholders who have memberships with other organizations (*M* = 2.00, *SD* =

1.39), both view leadership as *poor* and no significant difference in their views.

Table 1
Leadership Analysis

	t value	*p* value	Any view difference
Male vs. female	0.29	.774	No
Younger vs. older	−0.80	.426	No
African American vs. Latinos	−1.49	.140	No
Concerned citizens vs. others	0.28	.783	No

The analysis is repeated using the responses of stakeholders regarding communication and how effective it is. As seen in Appendix I, male has $M = 2.72$, $SD = 1.48$ and female has $M = 2.69$, $SD = 1.47$ which mean they rated communication as being *somewhat fair*. There was no statistical difference between the groups when it came to communication. They both view its effectiveness equally. Table 2 shows a *t*-value of 0.1 and a p-value of 0.921 indicating there is no statistical difference between the two groups. When looking at the data from the age perspective the younger group ($M = 2.67$, $SD = 1.49$) and older ($M = 2.72$, $SD = 1.47$) are rating communication as being *somewhat fair*, and both groups are viewing it in a similar manner; that is, no statistical difference in their average ratings ($t = -0.17$, $p = .868$).

When looking at the data from an ethnic background, it can be seen that Latinos ($M = 2.72$, $SD = 1.49$) believe that communication is slightly more effective than African American stakeholders ($M = 1.67$, $SD = 1.20$); nevertheless, both groups think it is on the *poorer* side with Latinos rating it a bit better ($t = -2.06$, $p = .042$). When grouping the data by concerned citizens versus others, there is a bit of a difference as concerned citizens see it as *somewhat fair* while others consider it *poor* ($t = 2.14$, $p = .035$). Table 2 shows the detailed *t*-tests results.

The independent *t*-tests analysis is repeated using the responses of stakeholders regarding services. As mentioned earlier, Appendix I shows the averages and standard deviations of the various data based on how they were grouped. Table 3 shows the *t*-tests results for services analysis. It is clear that stakeholders regard services as being *fair*. Moreover, they do not differ in their views whether analyzed based on gender, age,

ethnicity or organizational memberships. They all believe that services area is *fair* and

view in an equal light. The average rating, regardless of how the data is grouped, is about

3.0 indicating a *fair* rating for that area.

Table 2
Communication Analysis

	t value	*p* value	Any view difference
Male vs. female	0.10	.921	No
Younger vs. older	−0.17	.868	No
African American vs. Latinos	−2.06	.042	Yes
Concerned citizens vs. others	2.14	.035	Yes

Table 3
Services Analysis

	t value	*p* value	Any view difference
Male vs. female	0.27	.788	No
Younger vs. older	0.23	.819	No
African American vs. Latinos	0.13	.900	No
Concerned citizens vs. others	−0.81	.421	No

The independent *t*-tests analysis, once again is conducted on the responses related

to the programs area. Table 4 shows t-tests for the programs analysis. Appendix I shows

the average rating based on the various categories (gender, age, etc.) It can be seen that

average ratings are between 2.3 and 3.2, indicating *poor* to *fair* ratings. Again, it does

appear that stakeholders do not think too highly of the programs offered. No statistical

difference between how men versus women view this area. Similarly, the two age groups

see it in a similar fashion, and so does the two main ethnic groups. All *t*-tests results

indicate no statistical significance between the groups.

Table 4
Programs Analysis

	t value	*p* value	Any view difference
Male vs. female	0.59	.559	No
Younger vs. older	0.19	.852	No
African American vs. Latinos	−0.20	.840	No
Concerned citizens vs. others	−1.44	.153	No

It is interesting to see when analyzing responses regarding the facilities section of

the survey that there are statistical differences between Latinos and African America on

how they view performance in this area. Table 5 displays t-tests for the facilities

analysis. Latinos' rating ($M = 3.35$, $SD = 1.07$) is statistically different than African-

American's rating of ($M = 2.68$, $SD = 1.05$). This statistical difference is proven via the *t*

value of −2.79 and a *p* value of .006. Similarly, there is a statistical difference on how

concerned citizens versus others rate this area. Concerned citizens ($M = 2.68$, $SD = 0.99$)

rate this area as being *poor* to *fair* versus a rating of $M = 3.21$, $SD = 1.21$ for the others

which can be considered more solidly fair. The *t* value and *p* value for this test are −2.34

and 0.022 respectively. When it comes to gender and age, there are no differences in

their ratings where the average ratings however around 2.8, a relatively *fair* rating.

Appendix I shows the detailed *t*-test results.

Table 5
Facilities Analysis

	t value	*p* value	Any view difference
Male vs. female	0.40	.688	No
Younger vs. older	0.14	.892	No
African American vs. Latinos	−2.79	.006	Yes
Concerned citizens vs. others	−2.34	.022	Yes

Conclusion

The above analysis clearly indicates that stakeholders view performance poor to fair in most areas. One can easily conclude stakeholders are not happy with the current situation in all fronts. Ratings of all areas are mostly poor to fair. This proves resentment and dissatisfaction. Whether you are a Latinos or African American, younger or older, male or female, or a member of any organization, the data indicates unhappiness and dissatisfaction with the current leadership.

Statistical data presented by the tables indicates that the answer to research question number one is stakeholders think very poorly of the current leadership, including the relationship with the neighboring college that governs the academic and student service offerings. Furthermore, regarding research question number two, the stakeholders expressed dissatisfaction with the leadership performance, facilities access and conditions, academic programs and services, but gave a fair assessment response concerning the leadership's attempt to communicate with its constituents.

Analysis of the Findings for the Research Questions

Regarding Research Question 1, stakeholders rated the current leadership as unsatisfactory in its facilitation of the organizational transformation and cultural change process. Specifically, the Board of Trustees, State Special Trustee, Chief Executive Officer, the partnering college district, and academic course offerings generally received a combination unsatisfactory to poor ratings. Data gathered for Research Question 2 revealed that stakeholder opinions were not favorable regarding the current leadership performance, campus/community communication, and quality of course programs. However, services and facilities were rated fair in some demographic categories, specifically by Hispanics, and some surveyed community based organization members other than the Concerned Citizens group. The members of Concerned Citizens were clearly unimpressed with the campus services and facilities. It was apparent that additional work should be done to improve local stakeholder opinions, specifically with the local African American stakeholders and multicultural community based organizations with a large African American membership. Research has shown that African Americans with knowledge of the history of the college appear to be more critical of the current learning center leadership, primarily because they believe their interests and needs are not being met.

Summary

In summary, the data gathered from the responses to the questionnaire and face-to-face interviews were divided into five categories. Additionally, citations from noted

researchers supported the conclusions this researcher made regarding the results of this study.

In terms of transformational leadership, it is important for a transformational leader to empower followers to subscribe to a clearly stated vision. This requires effective communication by repeating the vision and enlisting moral leadership among the followers. However, it appears that the manner in which leadership is facilitated at the center, the local community stakeholders are not impressed, or are not in agreement with how changes are occurring. This study revealed that community stakeholders were generally dissatisfied with the performance of the current type of leadership during the ever present organizational transformation and cultural change process. The results were determined by dividing the research analysis focus into five comprehensive group categories that encompassed all of the operational areas of concern, and utilizing stakeholder respondents that represented a cross section of individuals who are the primary constituents of the learning center as the source for acquiring the research data.

The stakeholders surveyed had various but similar levels of opinion relative to their satisfaction with the center's leadership performance, its level of communication with the communities served by the center, the quality of support services, course program offerings, facilities access and conditions. Stakeholders stated; "We are paying taxes for campus construction improvements and have not seen any progress as of yet." Others have said; "We need new and experienced leadership." One interviewee stated; "They are telling us we are going to get our college back, but each year they tell us that its going to take longer to complete the accreditation process, and seem to be giving the

partnering lead college more control. I just don't trust them." A stakeholder who is a

student stated with frustration, "I'll be lucky if the necessary courses are available for me

to graduate in 2 years, with the course cut-backs and all." The current leadership has

much to do with respect to bonding with the communities it serves, while attempting to

restructure the learning center as an independently accredited community college. A

strong emphasis on building trust, credibility, and stakeholder inclusiveness appears to be

paramount to gain community stakeholders acceptance of the leadership's mission and

vision. Fundamentally, it is almost impossible to have a thriving community college

without community acceptance and support. A community college must meet the needs

of its community constituents in order to be deemed as a useful local learning institution.

In essence, it appears that the spirit of community has to be put back in the mission of the

meaning of community college, or in this particular case; the educational learning center.

Chapter 5: Findings, Conclusions, Links to Frameworks, and Recommendations

Findings

This dissertation focused on what community stakeholders believed was the case concerning the quality and type of leadership at their local urban community college that functions as a community educational learning center. It investigated the opinions and satisfaction levels from a variety of demographic constituents of a local learning center relative to specifically selected aspects of the college center's operation. By utilizing survey questionnaires and field face-to-face interviews, data from stakeholders were gathered and analyzed. The results revealed a general dissatisfaction with the leadership's performance during the organizational transformation and cultural change process. Stakeholders believed that there was a lack of transparency, inclusiveness, and genuine responsiveness to the needs of the local community, and they strongly desired local control as a means to hold the center's leadership accountable to its constituents.

Regarding Research Question 1, stakeholders rated the current leadership as unsatisfactory in its facilitation of the organizational transformation and cultural change process. Specifically, the Board of Trustees, State Special Trustee, Chief Executive Officer, the partnering college district, and academic course offerings generally received a combination unsatisfactory to poor ratings. Data gathered for Research Question 2 revealed that stakeholder opinions were not favorable regarding the current leadership performance, campus/community communication, and quality of course programs. However, services and facilities were rated fair in some demographic categories, specifically by Hispanic stakeholders.

Stakeholders surveyed had various but similar levels of opinion relative to their satisfaction with the center's leadership performance, its level of communication with the communities served by the center, the quality of support services, course program offerings, facilities access and conditions. However, percentage-wise, the majority of stakeholders were unimpressed with how the current leadership managed the organizational transformational issues and local concerns. Perhaps, the low participation rate of Chamber of Commerce business members was evidence that the learning center had neglected to develop a useful relationship with its local community business stakeholders resulting in reluctance to utilize the center as a workforce resource. It was apparent that in order to establish a positive relationship with community stakeholders the current leadership must make a concerted effort to be more transparent, inclusive, and genuine in responses to all local stakeholder needs and desires.

Conclusions

This study's data were separated into five statistical groups for analyses: Group 1: Leadership, Group 2: Communication, Group 3: Services, Group 4: Programs, and Group 5: Facilities. The Mean and Standard Deviation were calculated for each group.

The statistical analysis for Group 1 indicated that most stakeholder participants were dissatisfied with the campus leadership, and interviewees specifically pointed out that there were reservations relative to serving on campus committees. They believed that their input was not considered, and the leadership had already decided on what it was going to do. Their sentiment was; why bother participating if my input is not being heard or considered. It was determined by the results that several respondents who sat on

various committees believed that they saw no proof that their recommendations were ever considered for implementation. They also expressed the belief of being *used* just so the leadership could say a committee process was utilized to arrive at certain decisions. As far as stakeholder participants were concerned, full transparency did not exist, and the committee structure, as stated by one face-to-face interviewee, was mere window dressing for appearance only.

The statistical analysis for Group 2 demonstrated that stakeholder participants were not impressed with the leadership's efforts to fully communicate with them. Invitations to special institutional update presentations only reached out to selected community leaders who did not necessarily impart the information to a significant cross-sections of stakeholder constituent sat the grassroots level, and traditional communication media outlets were not reaching the general public in a meaningful way. It appears that the current leadership is somewhat reluctant to visit community based organizations to discuss what is occurring at the center. It is a simple process to request to be on a CBO's monthly meeting agenda. None of the CBO's utilized in this research study was visited by the current educational learning center leadership. It seems reasonable to assume that if factual communication were to be achieved, CBO's would be the best grassroots venues to visit on a regular basis in order to build trust and confidence in information sharing relative to the organizational transformation process. During the time period this study was conducted, there was no evidence to suggest that the current leadership was considering this communication strategy.

The statistical analysis for Group 3 indicated there were some *fair* assessment rates from some African Americans and the majority of Hispanic stakeholder participants regarding services at the campus. Although most variables were rated *poor* to *unsatisfactory* in three group categories, services appeared to be one of two variables rated *somewhat acceptable* primarily by the Hispanic participants. The services rated *fair* and *somewhat satisfactory* were the book store, cafeteria, and student support programs like tutoring services, book vouchers, and access to child care. Services provided at the center are fairly standard throughout all college systems. The quality of some services was somewhat suspect; like a timely financial aid process and availability of campus Wi-Fi internet systems. A focus on improving internet service access and reaching out to students with timelines for systems and course offering improvements would most likely help to increase student satisfaction levels. The research showed that stakeholder satisfaction levels were directly related to the quality of campus environment and services provided.

The statistical analysis for Group 4 indicated that stakeholder participants were not impressed with the courses and programs offered at the center. Primarily, community colleges throughout the state offer three types of course programs: (a) courses and programs that equip students to transfer to 4-year colleges and universities, (b) vocational education training that provides occupational skills immediately marketable in the local labor market, and (c) basic academic education that provides students with skills necessary to succeed in regular academic majors and vocational training courses. Statistically, the research revealed that stakeholder respondents were not satisfied with

the quality of the three curriculum program types and variety of course offerings at the learning center. Apparently, according to the participants surveyed, the current offerings at the center did not necessarily meet student or community stakeholder expectations and needs relative to current labor market and higher education technical demands. The opinions were that only basic fundamental courses were offered, minus the quality and sequence of academic and vocational education courses, local constituents consider exciting and useful relative to today's technology and job market demands. It appears that a labor market environmental scan would serve to provide the current leadership with direction concerning what courses are most appropriate for students seeking opportunities in today's job market. Generic course offerings may serve to support a basic education system, however, in meeting the upwardly mobile expectations of the current student population, and to meet community stakeholder expectations, it is the responsibility and obligation of the leadership to offer local students a quality educational experience. The research showed that student and community stakeholder satisfaction levels were directly related to the quality of course program offerings.

The statistical analysis for Group 5 indicated that across demographic variables facilities were rated as *poor*. However, Hispanics and younger participant group members surveyed, other than the older Concerned Citizens membership, rated the facilities as being *fair*. Those who were not satisfied indicated in the interviews specific dissatisfaction with classroom discomfort, heating and air conditioning, campus roads and lighting. At the time of this study, surveyed stakeholder participants were not aware of any specific timelines and efforts to improve the facilities. The research revealed that

stakeholder participant satisfaction with facilities access and conditions differed between Hispanic and some African American participants. The indications are that the more mature African American participants surveyed in this study based their opinions regarding their satisfaction with facilities on their historical experience with the learning center; whereas, the more recent resident community stakeholders base their opinions on more current perceptions without the benefit of historical comparisons. This fact explains the statistical variance between the arrays of demographic groups surveyed.

The categories selected to rate stakeholder participant's satisfaction levels were: leadership performance, communication with the community, services, programs, and facilities access and conditions. Although there was some *t*-test variances identified between the African American and Hispanic stakeholders, the variances were too insignificant to draw any relevant conclusions other than that African American stakeholders had a more historical perspective of the college center than the Hispanic stakeholders; thereby noting that African Americans remembered when the college center was regarded as a highly rated secondary educational institution, and the more recent Hispanic residents have not had the benefit of historical perspective comparisons when asked about their perception of the current college center operation or leadership performance. The following conclusions compare and contrast the research data to form a theoretical perspective that provides an interesting view of evidence based observations and suggestions to improve and sustain positive community stakeholder relations during an organizational transformation and cultural change process.

Links to Theoretical Frameworks and Key Authors

The theoretical framework of this study was based on organizational

transformation and cultural change leadership. This section refers to key authors who

have substantiated various types of leadership styles and approaches that were most

appropriates under certain circumstances. Transactional, transformational, and cultural

leadership are the three most explored leadership styles discussed as a means to address

the issues and concerns revealed in this study regarding the organizational transformation

and cultural change process of an urban community educational learning center

attempting to regain its institutional credibility, independent accreditation status, and

local control. This research makes a significant contribution to the conversation about

community college leadership during an organizational transformation process.

A transactional leadership approach during the facilitation of institutional

committees will almost certainly offer stakeholder constituents the perception of

inclusiveness, being valued, and genuinely accepted. A negotiating and rewarding

approach, in this case, may appear to be a sound public relations strategy that supports

the overall institutional goals and objectives. However, according to Northouse (2004),

> Burns (1978) made a rather interesting and useful distinction between what is
> called transactional leadership and transformational leadership. Transactional
> leadership refers to the bulk of leadership models, which focus on the exchanges
> that occur between leaders and their followers…..The exchange dimension of
> transactional leadership is very common and can be observed at many levels
> throughout all types of organizations. (p. 170)

This is an interesting approach however, based upon the data gathered from stakeholder

participants who served on committees, none of the transactional characteristics

described were apparently applied. In fact, evidence shows that the transactional

approach occurred more often for individuals rather than full committee group effort, such as a democratic vote on what committee recommendations would be presented to the leadership, as a way to monitor which recommendations were transparently utilized. According to this research, by identifying an individual committee member for rewards of any type, rather than the group, was considered *selective constituent building*. The purpose for selective constituency building was to encourage or coerce others to follow if they desired to share in the exchange of rewards, security, or tenure, a performance reinforcement. This is an often used political strategy to build a constituent base to gain more power rather than achieve leadership through consensus. It is this researcher's opinion that selective constituency building, a transactional leadership approach, is a divergent from transformational or cultural leadership, which engages stakeholders to voluntarily subscribe to a clearly stated mission and vision statement that is transparent and inclusive in nature.

Although there was some community involvement on a few committees, most stakeholders interviewed believed their interests were not being considered, specifically within the five statistical group categories. Facilitating different types of leadership roles is paramount when applied appropriately. In other words; using the right tool for the job makes the job easier. According to Burns (1978),

> [Transformational leadership] looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and evaluation that converts followers into leaders and may convert leaders into moral agents. (p. 4)

Managing the transformation of a community college usually involves a systematic approach. Systems that are result oriented, support and drive the direction of an

institution. Community stakeholders, as end users of the institution, are just as much a part of the system as any other institutional component. One of those systems is successfully facilitating a cultural change.

"Cultural leaders articulate the philosophy and values of an organization. They codify those values as mission statements, they exemplify them in their behaviors, they represent them to the community, and they defend them when they are challenged" (Marion, 2002, p. 242). This reference frames what is expected of leadership during a cultural change process. The dynamics of an institutional cultural change process affect many in different ways. In the case of this study, the community has not had the chance to mourn and reconcile with the loss of control of their learning institution, and apparently the leadership has been unsuccessful in facilitating the mourning process. This could be the root of the stakeholders' dissatisfaction with the current leadership. According to Deal and Peterson (1991), "The cultural leader is a healer. By that they meant that such leaders help their cultures mourn losses (as when tragedy strikes), weather transitions, and reconcile differences"(p. 197). Perhaps, there is much to be learned from this citation with respect to the current leadership developing a positive community relations campaign, which could possibly improve stakeholder satisfaction with what is occurring at the learning center.

Perhaps the leadership's strategy for communication should be modified to enlist the elected Board of Trustees as allies who will attend, as guest speakers, monthly community based organization meetings in their districts whereby they would introduce the current learning center leadership to meet and perform a state of the learning center

presentation to their constituency. This approach will surely offer an olive branch to

community stakeholders who want to hear from their local representatives directly as

they are involved in the process. According to Cummings and Worley (2007),

> It involves determining needs of particular stakeholders and presenting
> information about how the changes can benefit them. This relatively straight
> forward approach is based on the premise that information and knowledge can
> persuade people about the need and direction for change. The success of this
> strategy relies heavily on the change agent's knowledge base. He or she must
> have the expertise and information to persuade stakeholders that the changes are a
> logical way to meet their needs. (p. 116)

At this point, the statistical analysis for this study supports the notion that stakeholders

were not getting the message, or were not being provided with enough information and

knowledge in a way that satisfied them, so they could report first-hand to their

community at large the benefits of the current organizational transformation process.

Therefore, stakeholder participants of this study, for the most part, do not feel they are

part of the process. On the contrary, they feel they are observers only, and what they see

does not necessarily meet their expectations or approval. Considering this circumstance,

it is improbable that the current learning center leadership can convert community leaders

into followers or moral change agents. Without building a public relationship of trust

that is mutually beneficial, according to the surveyed stakeholders, satisfaction with the

current leadership will continue to remain at an all time low. A best practice strategy is,

through grassroots communication, the development of an effective public relations

program to gain support for acceptance and change. Lutz and Merz (1998) explained that

> a public relations program as a communications system within the context of
> democratic governance, allowing the people to receive important information
> about schools and to express their opinions in open fashion to policymakers, is
> perhaps the most important tool for the schools in forestalling devastating
> political conflict. (p. 182)

The stakeholder participant data analysis interpretation by this researcher concurs with Lutz and Merz (1998) regarding an effective stakeholder public relations strategy relative to improved satisfaction levels, specifically in the research category of communications.

Although certain program services scored *fair*, apparently most community stakeholders at large feel excluded. An inclusive strategy that focuses not only on offering quality course programs is needed. A wider array of services to the students and community that involves sponsoring special events like Independence Day celebrations, farmers market, community dinners and recognition ceremonies, community forums with special scholarly guest to enhance community education and institutional pride, would serve the purpose of fostering goodwill on and off campus. Therefore, a data analysis trend indicates that by responding to community concerns and desires, significant progress toward bonding with constituents can be achieved. The by-product of a focused outreach effort is that stakeholders would begin to trust and share in the leadership's vision. This type of transformational leadership approach would foster trust, respect, and an improved level of credibility and stakeholder satisfaction. Kouzes and Posner (2003) offered an interesting explanation: "The kind of leadership that gets people to infuse their energy into strategies is called transformational leadership" (p. 122). According to Burns (1978),

> Transformational leadership occurs when, in their interactions, people raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused. . . . But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both the leader and the led, and thus it has a transforming effect on both. (p. 18)

This citation substantiates the need for moral and ethical leadership styles during an organizational transformation process. In addition to appropriate leadership style, community and stakeholder relations are important aspects to achieve and maintain the primary focus of providing a quality educational experience for students and community learning resource is the basic fundamental reason for all interactions.

Data suggest that with a closed system regarding curriculum development without stakeholder input or consideration creates a community acceptance challenge for the institutional leadership. Currently, according to the stakeholder participants, the absence of quality course offerings that are commensurate with today's job market, during the organizational transformation and cultural change process, suggests stakeholders will continue to express dissatisfaction with the leadership's performance relative to nurturing student transfer and occupational development success. It is this researcher's experience and observation that, if a labor market environmental scan were utilized, this scientific approach could drive curriculum decisions concerning what course programs to offer in order to meet emerging labor market needs; thereby producing students, the future workforce, with marketable skills and technical abilities to compete for gainful occupational opportunities. Research data analysis and results suggest that a labor market environmental scan along with community input would certainly improve satisfaction levels among college and community stakeholders, such as local businesses, students, parents, and local community and civic leaders. Kasper (2002) stated,

> The role of community colleges in preparing students for occupational licensure and certification requires careful attention to the interest of the local public, the occupation, consumers, and employers. . . . To achieve this goal, community

> colleges often design and implement critical training programs for consortiums of small and medium sized employers. (p. 16)

This citation is significant to the suggestion that a current labor market environmental scan and community input is essential to designing a curriculum that would meet stakeholder expectations and increase current satisfaction levels. According to Marion (2002),

> Culture is influenced by the totality of the organizational experience; the physical layout of a school plant is an important determinant of culture, as is the way the school day is divided into periods and the nature of instruction that goes on in a classroom. (pp. 227–228)

I refer to this citation to underscore the need to develop and maintain campus esthetics to enhance the student learning experience. Campus culture is framed by the appearance of the campus and condition of the facilities. Perhaps, because it has been in its present condition so long, there is no expectation of facilities improvement and therefore, stakeholders marginally disagree in opinion regarding their satisfaction with the campus facilities. The result of this portion of the study assumes that physical plant improvements will definitely improve the opinions of the stakeholder perception of the campus learning environment. At the time of this study no construction or facility improvements have begun. The result of the findings is that various stakeholders were not impressed with the current leadership performance and other selected aspects at the local learning center. The t-test tables (see Appendix I) indicate very little variances between the subject's opinions; however, regarding services and facilities some stark differences were revealed between the opinions of African American and Latino stakeholders. Once again, this researcher attributes the difference of opinion to the long standing relationship most African Americans have had with the center over the years

where they have observed the organizational change and feel affected by the organization

transformation more-so than those who have not had such a long time to know what is

different than before. In any case, the results of this study indicate that a better job must

be done by the current leadership if it is ever to forge a partnership with the community it

serves.

The leadership has clearly made some missteps with stakeholders during the

organizational transformation and cultural change process. The past and present approach

of not being stakeholder inclusive has turned the restructuring process into a bitter pill for

the community and most stakeholders. With a lack of access to important courses, lay-

offs of long time staff and teachers, sub-par facilities, and a community that feels it has

lost control of its traditional namesake secondary education institution, there is not too

much positive optimism expressed by local community leaders and significant

community college stakeholders.

It could be true that there are always uncomfortable circumstances and casualties

during an institutional transformation process and everyone will not be satisfied with the

changes. But, it is also true that it is not always the issue of what a certain leadership

does during a transitional process, in as much as *how* one goes about doing what is

important for a successful organizational transformation and cultural change process to

occur, while at the same time developing and maintaining positive community relations.

This study substantiated the need for the subject educational learning center leadership to

consider using a transformational leadership style, consensus building, genuine and

effective communication facilitated through an effective public relation program,

comprehensive labor market driven course programs, quality support services, modern and functional facilities to have an institution that meets the expectations of its stakeholder constituency. This study was evidence based and proved that transparency, trust, and ethical leadership is essential to the credibility of an organizational transformation and cultural change process. Diagnosing, planning, and implementation for change by utilizing the findings of this study offers a change model that makes evaluating success non-complicated and fuses community and schools together.

Recommendations for Further Research

Recommendations for further research is that it is not only important to know what stakeholder opinion and satisfaction levels are regarding the current leadership and the local college learning center performance, research concerning how this institutional transition has impacted student success levels in the various course program offerings is a worthy research angle to explore. This research could substantiate what specifically is needed to improve course offering relative to a student's personal and professional growth and development, as well as meeting today's labor market needs and demands, a community colleges' mission, and Department of Higher Education mandate. It is recommended that other researchers continue addressing the evolutionary process of the community college systems nationwide when faced with reorganization challenges.

Summary

This research on organizational transformation and cultural change at an urban community educational learning center, a frontline perspective from community stakeholders, examined the history and purpose of the community college system, and scientifically queried the satisfaction levels of stakeholder constituency groups concerning the leadership efforts, during a new and unique organizational partnership under the auspices of helping an ailing community college regain its independent accreditation status and local control. This was an evidence based study that relied primarily on stakeholder opinions converted into quantitative and qualitative statistical data concerning satisfaction levels with the current leadership style and type, during this reorganization process.

A conversation ensued about attending to current issues, leadership styles, and community participation in the reorganizational process within five specific categories of the subject college center's operation. An examination of internal committee structure and external public relations influence provided opportunities to explore institutional resilience factors and discover how certain practices are, or were not applied appropriately during the reorganizational strength building process.

In order to conduct this research several selected community based organizations were enlisted to gain access to a diverse cross section of local civic minded voting citizens, to ask questions and measure the response rates concerning their satisfaction with what was occurring in the five selected operational categories, at their local secondary learning institution. It was determined that the stakeholder participants were

generally dissatisfied with the current leadership's efforts to provide a quality educational learning environment and experience. Most stakeholder participants desired local control as a means of ensuring that the learning center would be responsive to their expectations and provide a means to hold the leadership accountable. Other results revealed a strong belief that political dominance took precedence over the pursuit of quality educational programs and genuine institutional leadership. Although it was determined that the learning center was in the process of complying with the 21 standards for eligibility to be considered for an independent accreditation status, there were so many issues to be addressed, accreditation would most-likely not be achieved for another 5 to 6 years from the time this dissertation is published. Perhaps, with so much time going by, the institutional memory and community activist seeking to ensure the return of local control of their traditional name-sake college would have succumb to the institutionalization and ownership of the current partner community college district. Only time will tell, however it would be interesting for future research to re-visit this subject college center to see what the true outcome of the organizational transformation and cultural change has turned out to be.

REFERENCES

Belden, N., Russonello, J., & Stewart, K. (2010). Voices of the Compton community and local college students: Analysis of opinion research about the role of El Camino College Compton Educational Center. Retrieved from http://www.brspoll.com/reports.

Bogart, Q. J. (1994). The community college mission. In G. A. Baker, III, J. Dudziak, & P. Tyler (Eds.), A handbook on the community college in America: Its history, mission, and management (pp. 60–73). Westport, CT: Greenwood Press.

Bolman, L. G., & Deal, T. E. (2003). Reframing organizations: Artistry, choice, and leadership. San Francisco, CA: Jossey-Bass.

Burns, J. M. (1978). Leadership. New York, NY: Harper Row.

California Community College Chancellor's Office. (2004). College district management review. Submitted by the Fiscal Crisis & Management Assistance Team with the assistance of Kessler International, Nov. 2006. Kern County, Ca.

California Community Colleges Chancelor's Office. (2012). Pete Rozelle-NFL commissioner, NFL hall of fame-Compton College. Retrieved from htttp://californiacommunitycolleges.cccco.edu/Newsroom/NotableAlumni/PeteRozelle.aspx

California Community College Chancellor's Office Executive Report. (2010). Focus On Results. Accountability Reporting for the California Community Colleges (p.182).

California State Assembly Bill 318. (2006). Introduced by Assemblyman Mervyn

    Dymally. Retrieved from ftp://www.lhc.ca.gov/pub/05-06/bill/asm/ab_0301-

    0350/ab_318_bill_20060630_chaptered.html

Cohen, A. M., & Brawer, F. B. (2003). The American community college (4th ed.). San

    Francisco, CA: Jossey-Bass.

Compton Community College District. (2010). Brick by brick: The road to accreditation

    [Printed pamphlet]. Compton, CA: Author.

Compton Educational Center Educational Master Plan. (2011). Retrieved from

    http://www.compton.edu/adminandoperations/provostceo

Community College District Education Master Plan. (2000–2006). Compton, *CA*.

    Retrieved from http://www.compton.edu/administration/archives/ed.masterplan

Cummings, T. G., & Worley, C. G. (2007). Essentials of organization development and

    change. Mason, OH: Thomson South-Western.

Deal, T. E., & Peterson, K. D. (1991). The principal's role in shaping school culture.

    Washington, DC: U.S. Department of Education, Office of Education Research

    and Improvement, Programs for the Improvement of Practice.

Dills, R. C. (2012). Ralph C. Dills Papers. Retrieved from

    http://www.oac.cdlib.org/findaid/ark:/13030/kt6h4nc8z2/entire_text/

El Camino College. (2010). Process to accreditation: An internal planning document.

    Retrieved from http://www.compton.edu/campusinformation

    /accreditation/docs/CEC-Accred-07-18-2012.pdf

El Camino College Compton Education Learning Center . (2012). Educational Learning

Center Class Schedule. Retrieved from

http;//www.compton.edu/studentservices/admissionandrecrods/classschedule.aspx

Eligibility Subcommittee Report for El Camino College Compton Center's Accreditation.

(2011). Retrieved from

http://www.elcamino.edu/academics/slo/SLOassessmentprinciples.asp.

Fiscal Crisis & Management Assistance Team (FCMAT). (2006). Extraordinary Audit,

CCCD. Submitted by FCMAT and Kessler International, Sacramento, CA.

French, W. L., & Bell, C. H. (1999). Organizational development behavior: Science

interventions for organization improvement (6th ed.). Upper Saddle River, NJ:

Prentice Hall.

Giles, C. (2007). Capacity building: Sustaining urban secondary schools as resilient self-

renewing organizations in the face of standardized educational reform.

The Urban Review, *40*(2), 137–163. doi:10.1007/11256-007-0068-4.

Institutional Self Study Report in Support of Reaffirmation of Accreditation. (2006).

Submitted by Compton Community College District. Compton, CA.

International Cinemetographers Guild. (2012). Howard Bingham Biography. Retrieved

from www.cameraguild.com/AboutUs/memberspotlightcustom/member-

spotlight-howard-bingham.aspx.

Kasper, H. T. (2002). The changing role of community colleges. Office of Occupational

Statistics and Employment Projections. Retrieved from http://web.BLS.gov

Kouzes, J. M., & Posner, B. Z. (2003). Credibility: How leaders gain and lose it, why people demand it. San Francisco, CA: Jossey-Bass.

Legal Affairs Division of the Chancellor's Office California Community Colleges. (2004). Procedure and Standing Orders of the Board of Governors, July 2004 Edition. Text of Bagley-Keene Open Meeting Act (Government Code sections 11120 et seq.), Sacrameneto, CA.

Leigh, D., & Gill, A. M. (2007). Do community colleges respond to local needs? Evidence from California. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

Levin, J. S. (2000). The revised institution: The community college mission at the end of the twentieth century. Community College Review, 28(2), 1–25. Retrieved from http://web.crw.sagepub.com

Lewis, R. G., & Smith, D. H. (1994). *Total quality in education*. Delray Beach, FL: St. Lucie Press.

Lutz, F. W., & Merz, C. (1998). The politics of school/community relations. New York, NY: Teachers College Press.

Marion, R. (2002). Leadership in education, organizational theory for the practitioner. Long Grove, IL: Waveland Press.

Nevarez, C., & Wood, J. L. (2010). Community college leadership and administration: Theory, practice, and change. New York, NY: Peter Lang.

Northouse, P. G. (2004). Leadership, theory and practice. Thousand Oaks, CA: Sage.

Olsen, J. P. (2006). Maybe it is time to rediscover bureaucracy? Journal of Public Administration Research and Theory, *16*(1), 1–24. doi:10.1093/jopart/mui027

Phillippe, K. A., & Vilaga, M. J. (2000). Faces of the future: A portrait of America's community college student. Washington, DC: American Association of Community Colleges.

Schein, E. H. (2004). Organizational culture and leadership. San Francisco, CA: Jossey-Bass.

Spillane, J. P. & Thompson, C. L. (1997). Reconstructing conceptions of Local Capacity: The local educational agency's capacity for ambitious instructional reform. Educational Evaluation and Policy Analysis. 19(2), 185-203.

Stufflebeam, D. L. (2001). New directions for evaluation: Evaluation models. San Francisco, CA: Jossey-Bass.

Tanner, D., & Tanner, L. (2007). Curriculum development, theory into practice (4th ed.). Upper Saddle River, NJ: Pearson Education.

University of California History Digital Archives. (2006). California Community Colleges. Retrieved from Sunsite.berkeley.edu/ ucalhist/.

Wiesman, I. M., & Vaughan, G. B. (2006). The community college presidency. Washington, DC: The American Association of Community Colleges.

Woodlief, B., Thomas, C., & Orozco, G. (2003). California's gold: Claiming the promise of diversity in our community colleges. Oakland, CA: California Tomorrow Non-Profit Research, Technical Assistance and Advocacy Organization.

APPENDIX A:

Opinion and Satisfaction Survey Questionnaire

The purpose of this questionnaire is to seek your opinion and measure your satisfaction levels with various aspects of the current leadership at your local community educational learning center. Below you will see twenty-two questions that follow the request for demographic information. Your task is this: At the right of each question circle the number that best describes your opinion or satisfaction level with each selected aspect of the local community educational learning center or college. The "Liker Measurement Scale" has the numbers 1 through 5, with the words, Unsatisfactory, Poor, Fair, Good, and Excellent. Continue the same process throughout the questionnaire. If you are unable to respond to the question, or have no knowledge of the question, then circle N/A. It is estimated that this task will take no more than 10 to 12 minutes of your time.

Date: _____

Gender:

Male: ____

Female ____

Age: ___

Ethnicity:

African American__

Hispanic__

Caucasian __

Pacific Islander __
Asian __

Mixed race ___+___+___+___

What organization do you represent? (Check participant categories that apply to you)

Concern Citizens: ____ /Latinos United: ____/NAACP (Local Branch): ____

Chamber of Commerce: ____/National Association for Equal Justice in America: ____

What is your organizational position? _____

What is your relationship with the local community college? (Check all that apply)

Facility User: ___ / Student: ___

Family member is a student: _____

Parent of student(s): _____

Home owner who pay taxes for the college: ____

Please rate your opinion of the following programs and services of the Community college.

Rating Key: (1) Unsatisfactory (2) Poor (3) Fair (4) Good (5) Excellent (N/A) Have no knowledge

Please rate your satisfaction level with the following aspects of the community educational learning center:

	Current Case
1) Board of Trustees represent your concerns	1 2 3 4 5 N/A
2) Board of Trustees level of usefulness as you see it	1 2 3 4 5 N/A
3) Board of Trustees leadership on current issues	1 2 3 4 5 N/A
4) Board of Trustees reflect community demographics	1 2 3 4 5 N/A
5) College facilities	1 2 3 4 5 N/A

6) Access to college facilities   1 2 3 4 5   N/A

7) Current academic programs   1 2 3 4 5   N/A

8) Current academic services   1 2 3 4 5   N/A

9) Chief Administrator (CEO)   1 2 3 4 5   N/A

10) Current State Special Trustee   1 2 3 4 5   N/A

11) Present college name   1 2 3 4 5   N/A

12) Current college governance by a neighboring community college

                                           1   2   3   4   5   N/A

13) Desire original name of your local college   1   2   3   4   5   N/A

14) Familiar with current accreditation process   1   2   3   4   5   N/A

15) Academic facilities   1   2   3   4   5   N/A

16) How your tax dollars are spent on college   1   2   3   4   5   N/A

17) College support staff   1   2   3   4   5   N/A

18) College faculty   1   2   3   4   5   N/A

19) College administrators   1   2   3   4   5   N/A

20) Recreational facilities   1   2   3   4   5   N/A

21) College communications with community   1   2   3   4   5   N/A

22) College responsiveness to community concerns   1   2   3   4   5   N/A

End of Survey-Thank you

APPENDIX B:

Validation of Data Letter

Dear Professional Panel Member:

I am completing my doctoral dissertation for Pepperdine University. For this study of stakeholder satisfaction with the current Community Educational Learning Center (community college) leadership and operation during the organizational transformation process, I am seeking to survey and interview members from various community based organizations within the city of the subject community college. As part of my doctoral work at Pepperdine University, I must make sure my questions in the research instrument appropriately relate to the two research questions presented in the study.

The purpose of this research is to develop a profile of leadership expectations community stakeholders have of the local college leadership, e.g., State Special Trustee, Chief Executive Officer, Board of Trustees, and the accredited partnering community college. And, to measure how familiar the local community stakeholders are with what is occurring at their local Community Educational Learning Center (community college).

You are invited to participate on a panel of experts to review the validity of two survey instruments. Your recommendations are important in determining the appropriateness of the questions in the survey questionnaire. Accordingly, please take time from your schedule to complete the enclosed survey packet. Please record the time it takes for you to complete the survey, mark items you find vague, difficult to understand, or inappropriate with suggestions for improvements. Please feel free to

comment on questions or aspects of the questionnaire that warrant criticism. Included are the two research questions with its corresponding survey questions identified. Also, note whether you believe the survey questions appropriately relates to the research questions.

A return envelope is enclosed for your convenience. Your response by April 15, 2012 will be greatly appreciated. Thank you in advance for your time and cooperation.

Sincerely,

Joseph L. Lewis

APPENDIX C:

Validity Questionnaire

Please answer the following questions to determine the validity of interview questions to be asked of the participants who are community stakeholders of their local community college district and members of civic community based organizations. Do the organization interview questions correspond to the two research questions? The research questions addressed in this study are:

Research Question 1: How do selected community stakeholders' rate the quality of leadership at their local educational learning center, i.e. 1) Board of Trustees, 2) State Special Trustee, 3) The Learning Center Chief Executive Officer, 4) The Partnership College District and its Academic offerings?

Research Question 2: In the opinion of members of selected committee stakeholder groups, what are the satisfaction levels with the various operational components of the community learning center? These components include: academic offerings, administrative support, and physical plant and athletic and recreation facilities, and community access to both leadership and the community learning center itself.

Table C1

Research Questions and Survey Items

Research Questions	Survey Questionnaire	Is the survey question a match?	Suggestion
1	1,2,3,4,9,10,12,19,21,22	Yes or No	
2	5,6,7,8,11,13,14,15,16,17,18,20	Yes or No	
	Face to Face Interviews Questions		
1	1,3	Yes or No	
2	2,4,5,6,7,8,9	Yes or No	

APPENDIX D:

Letter of Permission to Conduct a Survey Utilizing Organizational Members

Dear President/ Executive Director
Community Based Organization
July 31, 2012

      In accordance with the Internal Review Board requirements at Pepperdine University, I am hereby requesting permission to perform my research for my dissertation utilizing the adult members of your organization. Soon I will present to the IRB my dissertation proposal and discuss the objective, method, and target group to be researched. My explanation will be that I am requesting an exempt IRB status because I will not be using any members of a protected species, e.g. children under the age of 18, individuals that are the ward of the court, or mentally or physically incapacitated on any level. I simply plan to survey community stakeholders of a local community college to learn their opinions and satisfaction with the current leadership at their local community college.

      The survey will discern how familiar community stakeholders are with what is occurring at their local community educational learning center concerning the college meeting their service needs and expectations. I chose community based organizations as a source for participants because they represent a diverse cross section of civic minded citizens that participate in voicing their opinions on community affairs. A copy of the two questionnaires is included with this letter for your review and approval consideration. Both, the survey and face-to-face interview questionnaires should take no longer than 10 to 12 minutes to complete. The plan is to facilitate this "confidential" survey questionnaire and conduct the face-to-face interviews during a specified organizational meeting time and place in person. It is approximately 50 to 100 members in each organization. I am interested in surveying a selected group of participants of at least 25 members in each organization over a short period of time. I will meet with each organizational leader for initial approval to survey and interview members of their

prospective organizations. I will explain in a brief formal orientation about the survey and what I plan to accomplish with their help prior to distributing the consent form(s), survey(s), and interview questions. I am seeking from all organizational leaders' approval in writing.

I want to thank you beforehand for your time and consideration of this request. If you choose to permit me to go forward with this research project during an organizational meeting, or otherwise, please sign below to verify the approval of this request. I assure you if permitted to go forward I will use the utmost professionalism and respect for all organizational members during this process.

Sincerely,

Joseph Lewis   Date: _____

Doctoral Candidate

Pepperdine University

I hereby grant permission to Joseph L. Lewis to conduct a survey utilizing organizational members for his doctoral dissertation. I believe this survey will not only be beneficial to him, but to the community/organizational members as well. If you may have any questions, please feel free to contact me.

Sincerely,

President/ Executive Director

Organization:

_____

Date: _____

APPENDIX E:

Research Study Orientation Script

I am a post graduate student at Pepperdine University. I am currently writing my dissertation for my Doctorate of Education/Organizational Leadership. This research conducted is a partial fulfillment and requirement of the course of completing my dissertation. The purpose for this orientation presentation is to explain my research study project, its objectives and to seek your participation in the study. The title of this study is: Community Opinion and Satisfaction with the Leadership at an Urban Community Educational Learning Center during an Organizational Transformation Process: A Frontline Perspective from Community Stakeholders.

This study will investigate what is the community stakeholder satisfaction with the current leadeship at a local community educational learning center. It will measure local stakeholder familiarity or non-familiarity with what is ocurring at the learning center. This process entails surveying active community members at local community based organizations in order to analyze at what level or degree you are satisfied with the current leadership during an organizational transformation process. More specifically this study will attempt to determine if community stakeholders are satisfied with the merger between the two college districts, and how the current leadership is handleing it's uniques circumstances.

The ultimate objective is to determine whether the local community college leadership is meeting stakeholders expectations. Community Stakeholders are considered to be students, local residents, home owners, business owners, and constituents who are

registered voters who are involved regularly in community affairs through participation within the structure of community based organizations. Community based organizations (CBO's)were chosen for this study because as a local non-profit organizations, they serve to represent various segments of the general population relative to different local and social concerns.

I am asking for your voluntary participation in a anonymous and confidential survey by completing 22 questions on a survey questionnaire, or participate in a 9 question face-to-face one-on-one interview that will take no longer than 10 to 12 minutes total. You can choose not to answer any questions for any reason. You may discontinue your participation at any time during the process if you feel uncomfortable with the questions or procedure without fear of any consiquences related to your job, livelyhood, or community standing.

In order to begin, I must ask you to fill out a breif research consent form required by the Internal Review Board at Pepperdine University. Your participation will be greatly appreciated. If you have any questions or concerns I will answer them now.

APPENDIX F:

Informed Consent for Participation in Research Activities

Participant: _____

Principal Investigator: <u>Joseph L. Lewis</u> _____

Title of Project: Community Opinion and Satisfaction with the Leadership at an Urban Community Educational Learning Center during an Organizational Transformation Process: A Frontline Perspective from Community Stakeholders.

1. _____ I, , agree to participate in the research study

    under the direction of Mr. Joseph Lewis. I understand that while the study will be

    under the supervision of Dr. John McManus, other personnel who work with them
    may be designated to assist or act in their behalf.

    I _____ , agree to participate in the research study

    being conducted by Mr. Joseph Lewis under the direction of Dr. John McManus.

 2. The overall purpose of this research is:

    This study will investigate what the community stakeholder's opinion and satisfaction is with the current leadeship at their local community educational learning center. The purpose is to measure local stakeholder familiarity or non-familiarity with what is ocurring at their local urban community college.

3.   My participation will involve the following:
    Complete a survey questionnaire "or" participate in a face-to-face one-on-one interview. _____

4.   My participation in the study will last no longer than 10 to 12 minutes. The study shall be conducted at the community based organization of which I am a member. Organization Name:

    _____

5.   I understand that the possible benefits to myself or society from this research are: Having the ability to express my opinion and satisfaction with the current leadership at my local learning center is important. Which intern will provide society; in general, with some knowledge concerning what local community stakeholders believe is the case concerning the college's usefulness to the communities it serves.

6. I understand that there are no apparent risks or discomforts that are associated with this research.

7. I understand that there is no estimated recovery time associated with this study.

8. I understand that I may choose not to participate in this research.

9. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

10. I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records, and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others.

11. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. John McManus at Pepperdine University, West LA Campus (310) 568-5600 if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Jean Kang, CIP (310) 568-5753, Chairperson of the Manger, GPS IRB & Dissertation Support, Graduate School of Education & Psychology at Pepperdine University, West L A Campus.

12. I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

13. I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

14. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

Participant's Signature	Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

Principal Investigator	Date

APPENDIX G:

Face to Face Interview Protocol (Sub-Questions)

Note: The following nine questions are intended for in-person face to face interviews with a selected group of 10 community college stakeholders. The purpose is to gather a qualitative perspective from each participant regarding their awareness and satisfaction level with what has or has not occurred at their local community college/learning center.

1) What is your level of concern with your local community learning center having full local control?

_____

_____

2) In the future will you attend community learning center Board of Trustee meetings? If yes, why. If no, why not.

_____

_____

3) Have you had the opportunity to hear from the community learning center's leadership? If yes, how or if no, why not? What is your impression?

_____

_____

4) Are you satisfied with the Partnership between your local college/community learning center and another community college district? Yes ___ No___ what is your awareness level of this circumstance?

_____

_____

5) Are you interested in serving on any learning center committees? Yes ___ No __
   Which type of committees' interest you?

   _____

   _____

   _____

6) If there was one significant thing you could change at your local community learning center, what would it be?

   _____

   _____

7) Are you a home owner within your community learning center area? Yes_ No_

8) Do you vote in municipal and school board elections? Yes ___ No ___

9) How long have you been engaged in community affairs? Years__ Months ___

<div align="center">End of Interview Sub-Question Survey</div>

APPENDIX H:

Institutional Review Board Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

May 31, 2012

Joseph Lewis

Protocol #: E0412D11
Project Title: *Community Opinion and Satisfaction with the Leadership at an Urban Community Educational Learning Center During an organizational Transformation Process: A Frontline Perspective From Community Stakeholders*

Dear Mr. Lewis:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, *Community Opinion and Satisfaction with the Leadership at an Urban Community Educational Learning Center During an organizational Transformation Process: A Frontline Perspective From Community Stakeholders*. 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)(2) 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 (2) 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, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

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/).

6100 Center Drive, Los Angeles, California 90045   310-568-5600

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,

Jean Kang, CIP
Manager, GPS IRB & Dissertation Support
Pepperdine University
Graduate School of Education & Psychology
6100 Center Dr. 5th Floor Los
Angeles, CA 90045

W:
F:

cc:Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Yuying Tsong, Interim Chair, Graduate and Professional Schools IRB Ms. Jean
Kang, Manager, Graduate and Professional Schools IRB
Dr. John McManus
Ms. Christie Dailo

APPENDIX I:

Summary of Statistical Analyses

Table I1
Summary of Statistical Analyses

	LEADERSHIP	COMMUNICATION	SERVICES	PROGRAMS	FACILITIES
MALE					
Mean =	2.19	2.72	2.98	2.49	2.91
Standard Deviation =	1.19	1.48	1.01	1.19	1.04
FEMALE					
Mean =	2.12	2.69	2.92	2.34	2.82
Standard Deviation =	1.17	1.47	1.12	1.27	1.11
YOUNGER					
Mean =	2.04	2.67	2.99	2.35	2.87
Standard Deviation =	1.17	1.49	1.14	1.47	1.16
OLDER					
Mean =	2.23	2.72	2.94	2.30	2.84
Standard Deviation =	1.17	1.47	1.02	1.20	1.02
AFRICAN AMERICAN					
Mean =	1.95	1.67	3.03	2.95	2.68
Standard Deviation =	1.13	1.20	1.03	1.03	1.05
LATINOS					
Mean =	2.35	2.72	3.00	3.00	3.35
Standard Deviation =	1.31	1.49	1.10	1.23	1.07
CONCERNED CITIZENS					
Mean =	2.07	2.55	2.96	2.85	2.68
Standard Deviation =	1.08	1.19	1.05	1.00	0.99
OTHERS					
Mean =	2.00	1.96	3.14	3.18	3.21
Standard Deviation =	1.39	1.50	1.04	1.22	1.21