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DIRECTIONS FOR LEADERSHIP OF THE ASSOCIATION  
OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS  
IN THE 1990'S

by

Judith Anne Strattan

A dissertation submitted in partial fulfillment  
of the requirements for the degree of

Doctor of Education

University of San Diego

1990

Dissertation Committee

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DIRECTIONS FOR LEADERSHIP OF THE ASSOCIATION OF CALIFORNIA  
COMMUNITY COLLEGE ADMINISTRATORS IN THE 1990'S

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Director: Wallace Cohen, Ed.D.

ABSTRACT OF THE DISSERTATION

California's community colleges and the Association of California Community College Administrators will face some difficult challenges as we approach the 1990's. ACCCA's primary purpose is to present a statewide administrative perspective on issues facing all California community colleges. The purpose of this study was to determine the extent to which the Association was effective in meeting member needs through its goals and activities and to recommend some directions of leadership of the organization for the 1990's.

This study was conducted with an ethnographic research design and methodology. Seven past presidents were interviewed to address the history of the Association and views on future planning for ACCCA. Three hundred members were surveyed to obtain a composite view of member evaluation of the organization's effectiveness. The survey

assessed the extent to which ACCCA met its goals and purposes, individual member needs, representation of the organization to others and coordination efforts with other professional organizations.

Some of the major findings and conclusions of the study were: (1) ACCCA has focused on and effectively pursued a leadership role on statewide issues affecting community colleges. (2) Members believe the organization is meeting its goals and purposes. (3) ADCOM, management reports, drive-in workshops and annual conferences were rated as effective services provided by the organization. (4) There was some uncertainty as to the extent ACCCA coordinates with other professional associations but the Association was rated effective in representing community colleges to state agencies. (5) There was no agreement as to whether the Association should hire a salaried director or where the office should be located.

Recommendations for consideration in future studies are: (1) replicate the design of the study in 1995 and assess the degree to which ACCCA's leadership was effective in providing assistance to California community colleges in implementing the reforms contained in Assembly Bill 1725; (2) Compare the member demographics now with those in 1995 and determine if the Association membership reflects state demographics and affirmative action guidelines; and (3) if

specific recommendations of the study are implemented,  
conduct another member survey in several years to assess how  
well the Association is meeting member needs.

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DEDICATION  
TO MY MOTHER

To Mary Catherine Strattan who is my role model. The goal of completing the doctoral program could not have been accomplished without the following philosophy of life that is grounded in a foundation of love and support given by my mother throughout my life:

- . stretch yourself when you become comfortable so you might continue to learn
- . like yourself and be kind when you err
- . believe in yourself and appreciate your uniqueness
- . remember to listen well so you might learn more
- . share praise and let others know that you appreciate them
- . be gentle with others feelings and don't be hesitant to show that you care
- . strive for goals that you believe are beyond your ability to achieve
- . maintain an unwavering, optimistic attitude that you can control situations and make them better
- . take pride in doing things well
- . remember that you are always in a process of "becoming....."

## ACKNOWLEDGEMENTS

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CHAPTER I  
INTRODUCTION

Background

Today people view community colleges as a means of accessing higher learning. According to Diener (1986) providing easy access and promoting tangible academic success evolved as the mission for community colleges throughout the years. The initial mission of the junior college was to offer two years of classwork beyond the high school and prepare students for transfer to a senior college for third and fourth year studies. Vocational or job training became a part of the mission in the 1930's as business and commerce expanded. By the late 1940's, the community college developed an "open door" admission philosophy which resulted in many academically underprepared students entering the community colleges by the 1960's. The 1980's mission encompasses transfer and vocational preparation, developmental skills and non-credit or continuing education. In 1988 there were over 1200

regionally accredited technical, community and junior colleges enrolling over five million credit students and another four million non-credit and continuing education students (Commission on the Future of Community Colleges, 1988).

Among the states, California has experienced the greatest growth in the number of community colleges. Since the first California junior college opened in 1907, two-year institutions in California have grown to 109 colleges contained in 72 districts. Concurrent with the growth of the community colleges is the explosion of the state population and the multiplicity of ethnic peoples migrating to California.

In the decade of the 1980's, state and governmental leaders identified the need for a re-examination of mission, access and success of students and academic standards. From 1984 to 1988 the Commission for the Review of the Master Plan in Higher Education and the Joint Committee for the Review of the Master Plan in Higher Education investigated, reviewed, redefined and revised the mission and functions of California community colleges. Their work culminated in Assembly Bill 1725, the major reform legislation for California community colleges. Fully cognizant of the state's population growth and increasing ethnic diversity,

the 55 recommendations of the reform bill addressed the anticipated demographic changes facing California in the next twenty years.

A tremendous impact will be felt by community colleges as they prepare for the influx of new majority students and their demand for post-secondary education. These individuals, in many cases, have the widest scope of educational needs in the history of community colleges. By the year 2000, California's population will have increased another twenty percent and the state will be comprised of a majority of non-Caucasian persons. For community colleges these changes translate into a student body encompassing more part-time, female, returning adult, Asian, Black, and Hispanic students. Many of them will be underprepared students. It also means the student population will show a decrease in Caucasians and high school graduates and an increase in persons with limited English skills. The underemployed, unskilled and unemployed will continue to seek assistance from community colleges in greater numbers (Looking Ahead . . . Data for Planning, 1987; California Faces . . . California's Future, 1988; Contours of Change, 1985; Hodgkinson, 1986).

This study focused on a unique professional community college organization, the Association of California

Community College Administrators (ACCCA). ACCCA members are administrators responsible for guiding their institutions in a direction to meet the diversified needs of current and future students. Prentiss (1983) wrote "organizations achieve uniqueness in their functions despite similarities in their structure. This uniqueness which is peculiar to a specific organization is accomplished as the organization works to survive in the environment by modifying and controlling its behavior, as well as the internal and external influences on the organization." (p.1). External influences on ACCCA will become even greater than at any time in the past history of the Association.

ACCCA is a professional community college organization whose members are identified by Senate Bill 160 as "management". The legislation contained provisions for collective bargaining by faculty and defined those persons who could not strike as management personnel. The terms management and administration are used interchangeably to refer to the membership of ACCCA. Members pay individual dues to belong to this voluntary, non-union association. ACCCA interacts with state agencies, the Board of Governors of the California Community Colleges (BOGCCC) and many campus organizations.

In 1975 nearly 200 California administrators, representing all segments and levels of public community college management employees, convened in Los Angeles to create this new organization. In 1989 the organizations' membership roster included more than 1200 dues paying members. The Association of California Community College Administrators was formed in 1975 complete with constitution, a board of directors, elected officers, and an individual fee structure to fund Association activities. Prior to 1975, community college administrators were members of various faculty associations such as the American Association of University Professors (AAUP) and California Association of Community Colleges (CACC). The strengthening of the faculty role by the creation of the Academic Senate for California Community Colleges in 1968 and the advent of collective bargaining in 1974, gave impetus to the need for an organization separate from the faculty. There was a desire to form an organization whose principal purpose would be to provide a united voice and present an administrative point-of-view on critical issues facing the community colleges.

ACCCA is recognized by the Board of Governors and the Chancellor's Office of the California Community Colleges as an organization representing community college employees of

vast expertise. The membership includes chief executive officers, chief instructional, student services and business officers, and persons in positions as supervisors and confidential employees. This great diversity of management positions supports the acknowledgment by state agencies of its representation as a united, single voice for community college administration. As a result of this recognition, the executive board, ACCCA's political action committee, and members of the finance, personnel, and legislative commissions have provided written input and verbal testimony before the state legislature and Board of Governors regularly.

Throughout its 14-year history ACCCA has taken steps to represent the administrative opinion on major issues affecting community colleges. The presence of the organization on the political front was evident in the person of a legislative advocate as early as 1976. The Association presented views on collective bargaining, Senate Bill 160; the Jarvis-Gann initiative which reduced local tax revenue support for community colleges; and Senate Bill 851, the legislation allowing a first-time ever enrollment fee (tuition) for California community college students. Recently, the current legislative advocate, Arnold Bray, has been responsible for arranging and coordinating testimony on

the report of the Joint Committee for the Review of the Master Plan in Higher Education, Assembly Bill 1725 and Proposition 98.

Though Assembly Bill 1725 will be funded incrementally, each of the major sections requires well-planned constructive changes and a tremendous impact will be felt by every community college. Administrators must be prepared to lead their institutions to meet the challenges of the 1990's. ACCCA is the statewide organization providing support and information to institutions through management development activities, management reports, ADCOM monthly newsletters, legislative testimony and individual professional guidance.

#### Statement of the Problem

Administrators are the persons most knowledgeable about student demographics and are responsible for assuring the community colleges respond to the variation and multiplicity of needs of the changing student body. Administrators on individual campuses will plan and develop methods by which to address the needs of current and future students. However; a statewide organization of community college administrators can best provide a collective expertise to

provide visionary leadership for all community colleges.

California has the largest system of community colleges in the nation and the Association of California Community Colleges Administrators (ACCCA) is the largest organization of its type in the state and the nation. However, there has been no research about the organization's origin and development; characteristics of the membership; effectiveness of representation, and coordination with other professional organizations as determined by the members; degree to which objectives are met; or directions for leadership of the organization in the future. Survey opinions have been limited to responses from ACCCA's management development commission members about commission related functions.

An extensive review of the literature revealed studies on the history of similar educational organizations (Case, 1968; Case, 1971; Brubacher & Rudy, 1976; The International Encyclopedia of Higher Education, 1977; Prentiss, 1983). Research also discovered studies assessing the effectiveness of a professional educational organization (Prentiss, 1983) and management development needs of administrators (Wiedman, 1978) as perceived by the membership.

Reports and studies were reviewed which addressed community college leadership (American Association of

Community & Junior Colleges, 1988; League for Innovation, 1988), community college reforms (The Master Plan Renewed, 1987; California Faces . . . California's Future, 1988; Assembly Bill 1725, 1988) and demographics (Contours of Change, 1985; Hodgkinson, 1986; Data for Planning, 1987). Published reports from the California Association of Community Colleges and the Academic Senate of California Community Colleges directed at future needs of community colleges were reviewed.

This study addressed areas of critical interest to community college administrators and the future of California community colleges. Student demographics, mandated legislation, mission and future of community colleges were a few of the investigated topics.

There was agreement in the literature on the importance of community colleges, the significance of the legislative reforms, the changing demographics, and the need for some strong, visionary leadership of the community colleges as we approach the 1990's. The California Community College's Chancellor has designated the Association of California Community College Administrators (ACCCA) as the state organization to represent the administrative leadership point-of-view in the state consultative process to the Chancellor's Office.

### Purpose of the Study

This study focused on the Association of California Community College Administrators. Nationwide, it is the largest professional education organization exclusively representing community college administrators. The Association leadership has acknowledged the importance of this study and intends to effect change in the organization based on the findings and recommendations.

The main objectives of the study were to:

1. trace the origin and development of the organization
2. identify member perceptions of the organization
3. identify societal and legislative issues that impact California community colleges
4. recommend some directions for leadership of the organization for the 1990's

### Research Questions

The specific research questions answered by the study were:

1. What circumstances brought about the development of the Association of California Community College Administrators as a statewide organization?
2. Does the membership believe that the Association is meeting its goals and purposes?
3. Is ACCCA meeting individual member needs through sponsored activities?
4. To what extent is the Association effective in representing community colleges to state agencies and coordinating with other state professional organizations?
5. How do past presidents believe ACCCA should be planning for its future?

### Significance of the Study

Steele and Mackett (1982) in their writings about preparing leaders to anticipate and manage the future suggest "whatever else may be uncertain, educational managers can be certain that--because of the links between society, culture and education--the future will hold many challenges and conundrums, those difficult and perplexing problems for which sure and permanent solutions may never be found." They continue by stating that administrators planning for the future may assume the relationship between society and education is undergoing major changes and that many currently acceptable educational management practices may become obsolete.

The need for this study reflects Steele and Mackett's advice to administrators to assume the demise of currently acceptable management practices. It seeks to identify those arenas in which the leadership and membership think there is incongruity or ambiguity. Where this occurs, ACCCA must evaluate, pursue alternatives and provide direction for the membership which incorporates change.

This study was supported by Steele and Mackett's statement about assumptions for future leadership directions. This study not only contributes to the

educational literature but it contributes to the community college administrative leadership.

The researcher exerted her leadership by volunteering to conduct such a comprehensive study of ACCCA. The researcher's leadership skills were enhanced by the methods of research used to conduct this study. She gained meaningful insight on perspectives for future planning from the leaders of ACCCA throughout its history. The information derived from this study will be useful for providing leadership directions for the Association. The board of directors of the organization made a commitment to use the results of the study as:

1. a tool for comprehensive planning,
2. a resource for guidance in the continuance and expansion of member opportunities for participation in professional development activities and advanced studies,
3. an indicator of member attitude about monitoring and influencing legislation,

4. a guide for establishment of annual goals and objectives of the commissions and committees,
5. an instrument for establishment of the priorities of the organization as we proceed into the 1990's and as
6. an avenue for exploration of the most suitable location of the Association of California Community College Administrators office for influence on matters of significance to community college leaders.

The board is committed to giving consideration to future planning based upon:

1. an assessment of how member needs are being met;
2. the major reform mandates of Assembly Bill 1725;
3. the changing demographics and student profile projections for California community colleges; and

4. the visions and writings of state and national leaders about the future of community colleges in the next two decades.

#### Definitions of Terms

The following definitions of terms are used throughout this study.

Association of California Community Administrators: An organization comprised of community college administrators and confidential employees.

Assembly Bill 1725: California Assembly legislation authored by John Vasconcellos and considered to be the major reform legislation for community colleges. In its impact it is comparable historically to the inclusion of the community colleges in the Master Plan for Higher Education as an equal partner with the University of California and California State University system.

Community College: A public post-secondary institution offering transfer curricula, vocational/technical certificates and associate degrees, developmental programs and fully fee-funded community service education.

Community College Administrator: A person whose position title is chancellor, superintendent, president,

(assistant to any of these) vice-president, dean, associate or assistant dean, coordinator, director, manager, supervisor or confidential employee.

Limitations of the Research Methodology  
and Basic Assumptions

This study incorporated a research design and procedures characteristic of ethnographic/naturalistic inquiry. Some observational and data collection techniques used for monitoring relevant variables in the organization studied were interviews, observation, questionnaires and archival records. Lawler, Nadler & Camman (1980) described a comprehensive study as one which includes an evaluation of the organization, its actions with other systems, a description of its objectives and of its leadership. All of these factors were incorporated in this study. It is important to note that the study did not address the effectiveness of individual leaders but rather the effectiveness of the organization.

Lawler, Nadler & Camman (1980) state that research should focus on the whole organization, its task performance, and the use of multiple methods of measurement over time. Information gathered in this study was derived

from multiple sources and focused on the whole organization throughout its 14-year history.

Goetz & LeCompte (1984) state that ethnographies are analytic descriptions of reconstructions of intact cultural scenes and groups. They further state that ethnographies recreate shared beliefs, practices, artifacts, knowledge and behaviors of some group of people. Archival records were reviewed that covered the 14-year history and presidential interviews were conducted that spanned that same time period. Additionally twenty-five percent of the membership was surveyed including some respondents who have been members since the inception of the organization.

This study used a structured interview format. Some experts assume that the unstructured interview is a better method for assessing the goals, intentions, purposes and behavior of another (Brenner, Brown & Canter, 1985; Hammersley & Atkinson, 1984). Others, however, reveal a major weakness of the unstructured interview to be that different information is collected from different people with different questions and it is, therefore, less systematic and comprehensive (Patton, 1980).

Hammersley & Atkinson (1984) state in many respects ethnography is the most basic form of social research. Not only does it have a long history, but it also bears a close

resemblance to the routine ways in which people make sense of the world in everyday life. Some commentators regard this as its basic strength. LeCompte & Goetz (1984) indicate the strength of ethnographic design is in its internal and external validity due to the richness of the data, non-simultaneity of treatment across persons, multiple sites and times.

Though validity is a strength, reliability is a limitation of ethnographic design. Replicating the reporting of natural occurrences is very difficult. The researcher attempted to specify exactly the research design and methods to control for the threat to the reliability. Presidential interviews in the study were self-reporting of a phenomenon and, therefore, can be challenged on the basis of truthfulness and the inability to replicate the findings.

There is always the possibility of researcher bias in the preparation of the summary. This may especially occur if the study is in a field or of an organization to which the researcher is closely related. The researcher in this study has been a community college administrator in two states, at three institutions, over a 21-year period. Additionally, the researcher has been an active member of the organization studied for a period of five years. This experience gave impetus to an interest to do a

comprehensive, in-depth, multi-faceted study of the organization since its inception. It was felt that such a study would contribute to the further strengthening of the organization. Standardized questions were used to further assure against potential bias. In addition, several independent parties reviewed all the materials and results. They included community college administrators, both members and non-members of ACCCA.

The following assumptions were made concerning this study:

1. The presidents interviewed provided responses that were more knowledgeable than those of a random sample of the membership.
2. The ethnographic/naturalistic research method was an appropriate and useful technique to trace the origin and development of the organization, identify member perceptions of the organization, identify societal and legislative issues that impact on California community colleges and to recommend some directions for leadership of ACCCA in the 1990's.

CHAPTER II  
REVIEW OF THE LITERATURE

Introduction

The review of the literature section is designed to provide a foundation which integrates historical information for a better understanding of the development, growth and changes of the Association of California Community College Administrators.

The chapter is divided into five sections. Section one will provide the reader a brief historical review of the development of community colleges. Section two will provide a foundation for understanding organizational theory. Section three will briefly review the development of two similar professional education organizations, the American Association of University Professors (AAUP) and the Academic Senate for California Community Colleges (ASCCC). Section four will summarize demographic data that will affect California community colleges during the next decade. The final section will review recent reform mandates and legislation that will affect California community colleges in the 1990's.

Some of the documents obtained for review were secured through the ERIC Clearinghouse for Junior Colleges located at the University of California, Los Angeles. Other sources of literature reviewed were doctoral dissertations; dissertation abstracts; and ACCCA archival records including ADCOM, the monthly newsletter, constitution, bylaws and minutes of meetings.

#### Historical Development of the Community College

A review of the growth of higher education in this country leads to the observation that a major national goal, expressed and emphasized repeatedly, is to increase access to higher education and to continuing or lifelong education for all citizens. Community colleges have become a vehicle for accomplishment of that goal.

By late in the 19th century certain fundamental issues emerged which constituted themes of the junior colleges: the debate over definition, nature, and scope of secondary education; the promulgation of the associate degree; and the university efforts to separate general from specialized learning (Gleazer, 1968).

A number of forces supported and nourished the growth of junior, and later, community colleges. The public had

faith in the efficacy of education for the building of the nation. Early university reformers of higher education urged reorganization to bring about efficiency. Their efforts helped promote the junior college as an educational and social instrument that prompted efficiency and order.

Near the beginning of this century, William Rainey Harper, President of the University of Chicago, encouraged the school authorities in Joliet, Illinois, to offer two years of classwork beyond the high school. Students who successfully completed this work could be accepted by the University of Chicago in its senior college (third and fourth year of college work). This action, in 1902, signaled the organized beginning of the public junior college. (Gleazer, 1968).

The second decade of the 20th century saw colleges eliminating two years of instruction, high schools adding 13th and 14th year curricula, technical or vocational schools attempting some collegiate level instruction, and a few major universities redesigning undergraduate programs to distinguish the first two years as "junior college" and the last two years as "senior college" for those in the pursuit of a liberal arts baccalaureate degree (Blocker, Plummer and Richardson, 1965; Cohen & Brawer, 1982).

From about 1900 until the 1920's, numbers of junior colleges were formed which attracted and served students in sufficient numbers that accrediting agencies and state departments of education took notice. The tedious task of sorting out collegiate from pre-collegiate and secondary from higher education was begun by accrediting institutions. The diversity of junior colleges continued in later years with the university two-year extension centers, temporary federally supported emergency colleges activated during the depression of the 1930's, two-year finishing schools primarily for young women, federally established colleges (e.g., the Community College of the Air Force), normal schools for teachers, privately owned two-year colleges, and the comprehensive community colleges (Diener, 1986).

As the junior colleges of the United States grew in numbers and the country became more heavily industrialized with business and commerce expanding, the junior colleges began to add vocational programs to their existing transfer programs. By the 1930's vocational or job training became an important function of the mission of the junior college (Hillway, 1958; Thornton, 1966; Zwerling, 1976).

In 1947, the report from President Truman's Commission on Higher Education declared that approximately half the people of the United States have the ability to profit by

some form of education beyond that offered at the high school. Based on this belief, the Commission Report recommended a vast expansion of American two-year college facilities. The Report further predicted that by 1960 as many as two and a half million young people might be enrolled as freshman and sophomores. A considerable portion of these, given the opportunity, would enroll in junior and community colleges (Hillway, 1958).

People viewed the community college as a ready point for access to higher learning. The post-World War II "open door" philosophy of admission to education attracted a wide range of talent, including those who did not have requisite academic preparation. Diener, 1986 stated:

The concept of adding value--taking the learner where he or she is and promoting tangible academic success--became a mission, a hallmark, of the two-year community college movement (p.9).

Because the junior college in the United States took so many forms of sponsorship and control, it was difficult to understand. People asked if it was a high school and part of secondary education or collegiate and a part of higher education. Some asked if the junior college stood separate

from both and yet linked them in new ways. Though definition and organizational form of the junior college was perplexing at times, a core of functions began to emerge which helped to determine the essence of a junior college (Gleazer, 1968).

Blocker, Plummer & Richardson (1965) wrote that:

Though the two year college appeared new and unique, it was, because at that time it occupied the center of the educational stage, holding forth great promise while concealing its weaknesses behind unclear role definition. In the twentieth century, higher education has emerged as a predominant requirement for enjoyment of the good life. The four year institution, like the classical high school, cannot serve the needs of the heterogeneous population that has come to view higher education as a necessity and a birthright. Consequently, another institution, the two year college, has evolved to attempt to meet this need (p. 286).

Thornton (1966) defined a community junior college "as a free public two-year educational institution that attempts

to meet the post-high-school educational needs of its local community" (p. 279). He further elaborated that in the early stages of their development these colleges were progressing steadily toward a definition. Thornton stated:

They have explored various patterns of organization and experimented with types of control, concepts of function, and provisions for support. There have emerged from their accumulated experience, a clarification of their role, a comprehension of the scope of their educational responsibility, and a well defined direction for future development. At the same time, a study of their present status discloses a series of problems and issues that must be resolved as community junior colleges, fully aware of the scope of their educational tasks, progress toward the period of their most rapid development and most significant service (p. 279-80).

Gleaser (1968) suggested that a national overview of the profile of the community college would see it as:

1. A part of higher education in a state plan.
2. Receiving an increasing proportion of financial support from the state.
3. Established and operated under standards set at the state level.
4. Admitting all students who can benefit by a program.
5. Charging little or no tuition.
6. Having almost entirely students who commute.
7. Increasing the number and variety of technical and semi-professional programs.
8. Comprehensive in its programs.
9. Providing services to aid under-educated students of post-high school age.
10. Looking to a state-level junior college board for coordination of planning, programs, and services and for state aid.
11. Represented in a state board or council for coordination with other institutions of higher education.

12. Having a separate and distinct district board, facilities and budget.
13. Locally initiated and controlled, with sufficient state participation to maintain standards (p. 36-37).

The two-year college offering the freshman and sophomore courses was advantageous because it supplied people with a basic general liberal education. Students could transfer these course credits to a senior institution and begin their specialized or professional studies. The junior college assumed responsibility for providing a complementary non-instructional activity of guidance and counseling for students to assure success at the junior college and a smooth transition to the university for qualified students. The technological developments, adopted by American business and industry, created fewer jobs for the unskilled and the training needs of the U.S. economy provided a strong impetus for establishing technical junior colleges or including technical and business programs in the curricula of existing junior colleges. The national and regional agencies insistence on insuring quality in the institutions and a major drive to extend educational access to more and more citizens were important in the growth and

development of the junior community college (Thornton, 1972; Zwerling, 1976; Cohen 1982).

A number of trends have been evident in the 20th century development of the junior and community college: the focus of control has swung from private to public; the curriculum was enlarged to include vocational and career-oriented courses and programs in addition to general education college offerings; the involvement in civic education was expected by the public; there was a shift from local coordination and control to state-wide coordination and control; urbanization of the junior colleges resulted as large enrollments came from urban and suburban areas; diversification of purposes and programs occurred; a change in student clientele and campus climate was obvious; and there was a call for accountability not considered by the early colleges (Zwerling, 1976; Cohen & Brawer, 1982; Commission for the Review of the Master Plan for Higher Education, 1987).

According to Deiner (1986):

Consumer groups, accrediting agencies, federal bureaus, civil rights activists, and modern concepts of goal-oriented management helped create an aura in which the public community college not

only could but should reveal its means of organization, program development, financing, and control. Beyond that, accountability meant actively pursuing and using a range of citizen, employer, and student representatives to help develop institutional policies and service. Perhaps this is the most American feature of this American invention: that the community college is of the people, by the people, and for the people. It arises from the aspirations and faith of the people of a locale or state; it holds itself open to rapid change; it adapts and reshapes its organization and offerings in response to changing societal needs (p. 16-17).

The first eight two-year colleges in 1900 were private. By 1949 there was a nearly equal division of public and private within the 650 two-year colleges. The private colleges then began a decline. By 1980, of the 1,231 two-year colleges, only 182 were private (Cohen & Brawer, 1982).

From 1965 to 1980, community colleges underwent several major changes. Cohen & Brawer (1982) wrote:

During that time, the number of public two-year institutions nearly doubled, and their enrollments quadrupled. The relations between administrators and faculty changed as multi-campus districts were formed and as contracts negotiated through collective bargaining became common.

Institutional financing was affected both by tax limitations and by a continuing trend toward state-level funding. The proportion of students transferring to universities fell from one in three to less than one in ten, outnumbered by those transferring from universities to community colleges. The collegiate function was shaken as career and community education made tremendous strides and as the college grappled with problems of teaching the functionally illiterate (p. xvi).

Thornton (1966) believed that, "the community junior college has successfully traversed the trials of infancy and adolescence." Several changes have occurred throughout the years and will continue, by necessity, to occur to better serve the people for whom they were developed. Community colleges will continue to play a major part in American society.

The importance of community colleges is echoed by Diener (1986):

The junior and community college is an important American invention which despite imperfections, was and is remarkably effective. While all of American higher education has broadened its vision of who ought to be taught what and how, the community college has been the principal way by which the United States, in the post-World War II era, has in fact offered valid and expanding educational opportunities to increasing portions of our citizenry (p. 14).

The community colleges continue to influence the American higher education scene. Diener (1986) emphasizes, "The impact of the community college by the 1980's is aromatic and massive: it enrolls over one of every three students in American higher education and over half of all entering freshmen." (p. 10).

A brief historical perspective on the development of community colleges in California will be provided since the study addresses an administrative association for California community colleges.

California's junior/community college development was consistent with the nationwide pattern. The first junior college in California opened in 1907. The colleges experienced a slow, steady growth until the 1950's and 1960's (Thornton, 1966).

California permitted two types of local districts to establish junior colleges; the unified school district which was responsible for kindergarten through high school or through the junior college, if one was established; and the special junior college district, which could be created in one or more high school districts by the vote of the people in the proposed district. Legal criteria had to be met and approval had to be received from the state department of education following a survey of the district (Medsker, 1960).

The funding mechanisms provided California community colleges have varied throughout the years. Medsker (1960) reported that "In the past the state has contributed approximately one-third of the total expenditures for junior college operation, but with the rapid increase in enrollment accompanied by an increase in cost per student, the proportion of cost borne by the state is decreasing."

With the passage of proposition 13 in 1978, the funds derived from local taxes no longer met the needs of the

community colleges. The state portion of funding increased again but not to the level needed by community colleges to continue to meet the varying educational needs of their many publics. California's 109 colleges within 72 districts serve over one million students in 1989. An enrollment fee was charged to California community college students for the first time in 1984.

A new funding formula was proposed in the 1989 Assembly Bill 1725. The bill shifts major authority for developing and administering the community college finance mechanism from the Legislature to the community college system. The use of average daily attendance (ADA) as the single workload measure for funding community colleges will be replaced by a more sophisticated and cost-based set of workload measures known as "program-based funding." Implementation of program based or differential funding in the 1990's still may not meet the financial requirements of the largest system of community colleges in the nation.

The passage of the Donohoe Act in 1960 translated the California Master Plan for Higher Education into law. Junior/community colleges were granted status and recognition as one-third of the partnership of higher education in California along with the University of California system and the California State University

System. By 1963 the community colleges became autonomous districts with their own governing boards and were legally separated from local school boards. Though many of the community college leaders deny that the colleges are a "system", 1967 brought the establishment of a Board of Governors and a Chancellor for California community colleges.

In 1968, Gleaser, in writing about the development of community colleges, stated:

Now there is unquestioned need for those who know the community college well through their own administrative practice and teaching experience to step up communication with both national and international educational leadership. . . Nothing will further its work more than its recognition and acceptance of its own individuality in a context of relationships. The community college is necessary. It has emerged out of societal needs and aspirations. These are the sources of its identity. Its great worth will be achieved as it confidently takes hold of its special assignment as an institution in its own right within a complete program of educational services

throughout the nation. The community college is a member of the educational family - a member that needs to share in family conversation and to carry its part of the total family responsibility. Not only will it benefit from this association but it has something unique and vital to give (p. 136).

Although Gleaser voiced this opinion in 1968, the same mission can be voiced emphatically today, especially as we embark on meeting the educational challenges of the 1990's.

#### Organizational Theory

Organizations differ with respect to history, purpose, structure, degree of moral and cultural integration and the extent to which core values and exemplary behavior is expected. The leadership of organizations needs to be able to describe, analyze, compare, interpret, explain and evaluate their organization and others in relation to a theoretical foundation. By understanding the relation between theory and the "real world" of their organization, leaders will increase their effectiveness and freedom to lead through using multiple vantage points.

Bolman and Deal (1984) describe four frames of perspectives based on major schools of organizational research and theory. They state that it is nearly impossible to understand the complexity of modern organizations if leaders are wed to a single, narrow perspective. Those who understand their own theoretical framework and who rely on more than one perspective, will be prepared to understand and manage the complex everyday world of organizations.

Each of the four frames; structural, human resource, political and symbolic, offers its own reality and a vision that will assist administrators in exploring the depth of the organization through a theoretical foundation (Bolman & Deal, 1984). Organizational theory is a distinct field of study. A chronological awareness of its historical development is helpful to understanding the assumptions of the perspectives.

### Structural Frame

The structural theory of organizations has two main veins of history. The "principles of scientific management" developed by Frederick W. Taylor in 1911 was aimed at determining how organizations could best be constructed to

obtain maximum efficiency. He was interested in lowering the unit cost of factory production (Taylor, 1947). Taylor felt that the manager was responsible for selecting and training the best personnel, providing the right tools to do the job and providing incentives to workers in order to gain high reproduction and motivate workers. Taylor believed that the adoption of scientific methods would increase worker dignity and welfare, and he did not imagine that an adoption of his scientific principles could result in an almost inhuman society (Herzberg, 1971). Taylor is the intellectual father of the time and motion study. His concept dealt primarily with breaking tasks into minute detail and worker concentration on the tasks performed with minimal interpersonal contacts between workers (Owens, 1970; Bolman & Deal, 1984).

Another contribution to the scientific management school of theorists was Henri Fayol, a French industrialist. While American management practices were being impacted by Taylor's scientific principles and focus on the worker, Fayol was concentrating on the manager. He believed that in order to improve the operations of increasingly complex organizations, a trained administrative group was essential. He separated administrative and operational functions and emphasized common elements of the processes in different

organizations (Owens, 1970). Fayol defined management as consisting of the following functions: forecasting, planning, organizing, directing, coordinating, and controlling (Tannenbaum, 1961). Other theorists who contributed to the scientific management school at this time were Lyndall F. Urwick and Luther Gulick. The primary focus of Fayol, Urwick and Gulick was on developing a set of management principles encompassing specialization, span of control, authority, and delegation of responsibility (Bolman & Deal, 1984).

The second branch of the ancestry of scientific management or structural tradition began with the work of German sociologist, Max Weber (1947). Formal organization was a relatively new pattern replacing the patriarchal organization pattern where a single person yielded almost unlimited power over others. Weber, aware of limitations to rational decision making in patriarchal organizations, developed an administrative system called a "bureaucracy" to maximize rationality (Bolman & Deal, 1984).

Weber's bureaucracy was designed to be very impersonal, minimize irrational personal and emotional factors and leave bureaucratic personnel free to work with a minimum of confusion or friction. He envisioned six major dimensions

of bureaucracy which are, to a degree, administrative principles:

1. A division of labor based on functional specialization.
2. A well defined hierarchy of authority.
3. A set of general rules that govern performance.
4. A system of procedures for dealing with work situation.
5. Selection of personnel based on technical qualifications.
6. Employment viewed as a career by organizational participants (Owens, 1970).

An extension to Weber's model of bureaucracy was contributed to by other organizational theorists: Blau & Scott (1962), Perrow (1972), and Hall (1963) among others. Their work examined the interrelationship of the elements of structure, why organizations selected one structure or another, and the impact of structure of an organization on morale, productivity and effectiveness (Bolman & Deal, 1984).

Taylor's scientific principles, Fayol's emphasis on manager preparation and Weber's bureaucratic model of organizations led the way in studying the problems of management of complex organizations resulting from the industrial revolution.

The structural theory probes the context in which people work and relate together. This perspective is sometimes undervalued because it is equated with rigidity or bureaucracy. Restructuring can be overused without taking account of non-structural factors that need to be addressed or under-used by implementing massive people-change programs as a solution to basic problems that may be something else. Structures can be created that work for, rather than against, people and purposes in organizations by using this perspective in conjunction with others to understand and remedy problems (Bolman & Deal, 1984).

#### Human Resource Frame

The human resource theory or frame adds to the rationality motif of the structural perspective by providing the dimension of the interplay between organizations and people. This frame is based on the premise that people are the most critical resource in an organization. The skills,

insights, ideas, energy and commitment of people can make an organization a success or a failure. Environments that are dehumanizing or frustrating, alienate people and waste human talents. Organizations need to create environments that are energizing, productive and rewarding for the individual as well as the system (Bolman & Deal, 1984).

A concern developed over the effect human factors had on production efficiency with World War I and the boost to technological production and the expansion of big business. Mayo (1946) discussing the political changes since the end of World War I said: "As ever in human affairs, we are struggling against our own ignorance and not against the machinations of a political adversary" (p.11).

Mayo and some Western Electric industrial psychologists conducted a three-year study, beginning in 1926, to look at worker fatigue and boredom. Various changes were made in working conditions during numerous experimental periods. Production continually increased and a much more positive mental attitude developed as the workers were consulted before every change. The conclusion was drawn that the change in the quality of supervision improved attitudes and increased production. The research team decided to interview all workers with respect to attitudes about their jobs, working conditions and supervision (Mayo, 1946).

In writing about the Hawthorne experiment, Hersey said the workers felt they were an important part of the company. In the Bank Wiring Room of the Hawthorne experiment a norm of a "fair day's work for a fair day's pay" evolved. A new social assumption was made that employees are motivated by a need to relate well to peer and membership groups. The illustrated restriction of output indicated this motivation often overrides the economic self-interest of more take-home pay. The attention the psychologists gave them during the experiments met their needs for affiliation, competence and achievement (Hersey, 1977).

Laboratory training developed from the human resource frame. State Teachers College in Connecticut became the site for a 1946 workshop. Under the leadership of Lewin, Benne, Bradford and Lippit participants engaged in activities to improve human relations. A year later in Bethel, Maine a three-week summer session was held. This session developed into the National Training Laboratories for Group Development (French, 1973). The focus of the National Training Lab was upon personality, interpersonal and situational variables. Groups were placed in an experimental mode to increase interpersonal effectiveness of the individuals through improving human relations (Tannebaum, 1961).

The human resource perspective draws from a body of resources built around several assumptions:

1. Organizations exist to serve human needs.
2. Organizations and people need each other.
3. When the fit between the individual and the organization is poor, one or both will suffer. When it is good, both benefit (Bolman & Deal, 1984).

Though it is difficult to define what needs people have or how to measure those needs, the concept of need is important from a human resource perspective.

Maslow (1970) developed one of the most influential theories about human needs. He started from the premise that people have a variety of needs and that some needs are more fundamental than others. Maslow's hierarchy of needs had five basic categories: physiological, safety, belongingness and love, self-esteem and self-actualization. He believed that lower needs dominated behavior when they were not satisfied. Higher needs become important only after lower needs are met.

One of the most widely read classics about the history of organizational behavior was a set of ideas developed by Douglas McGregor in 1957. He added to Maslow's theory of motivation the central idea that the perspective a manager holds about people determines how the others will respond. McGregor stated that most managers held a theory he called "Theory X." Theory X maintains that subordinates are by nature indolent, have little ambition, are self-centered and resistant to change. He further believed that nearly all management practices were built on these Theory X assumptions (Bolman and Deal, 1984).

McGregor suggested a view different from the conventional view. He proposed that managers needed a new theory about people: people are not by nature passive or resistant to organizational need; the motivation and potential for assuming responsibility for organizational goals is inherent. Theory Y proposes that "it is the task of management to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives" (McGregor, 1957). Management must unharness this potential for self-directed, motivated workers.

Argyris (1953) provided another early statement in the human resource frame. Though not identical to Maslow's need hierarchy, it was similar. His analysis of organizations looked at how their bureaucratic structures psychologically impacted upon workers creating a dependency of the subordinate on the leader, irrespective of whether the leader's behavior was democratic or autocratic. Argyris maintained that people move through developmental stages from passivity as infants to activity as adults; from high to low levels of dependency on others; from a narrow to a diverse range of interests and activities and from low to high levels of self-awareness and self-control. He felt that "healthy individuals will tend to have their self-actualization blocked or inhibited because of the demands of the formal organization" and will tend to experience "frustration, conflict, failure, and short-term perspective" (Argyris, 1957). Bolman and Deal (1984) wrote that Argyris viewed the developmental trends as predispositions that could be modified as a result of experience and that he expected that his theory could be useful in describing individuals' levels of development.

Various approaches to implementation of better human resource management developed. Herzberg (1966) was an influential exponent of "job enrichment" or "job

enlargement". He proposed redesigning the job to reduce person/system conflicts. His two factor approach involved: 1) "motivators" or those things that brought job satisfaction, like achievement, recognition, advancement and learning and 2) "hygiene" or those things that produced bad feelings like working conditions, organizational policies or supervision. Herzberg promoted the view that job enrichment was the way to motivate people through "vertical job loading" or giving the person more freedom and authority, accountability, feedback, challenge and use of skills (Herzberg, 1966). Many critics of Herzberg's work maintain it oversimplifies questions of human motivation because it was based entirely on what people said about good or bad work experiences. However, it is consistent with the human resource theorist view of Maslow, McGregor and Argysis to name a few. These theories point out that job enrichment is a way to produce a better fit between individual and organization.

Another classic work in the human resources tradition was that which Rensis Likert discussed in his 1961 book, New Patterns of Management. He stressed the need for a new pattern in management that would involve those employees affected by a decision in the formulation of it. He distinguished between "job-centered" and "employee-centered"

management style and pointed out research indicated that higher-producing units were those with employee-centered supervisors (Likert, 1961). His theory was not unlike McGregor's Theory X and Theory Y. Likert's studies found that organizational management styles could be placed on a continuum from System 1, a task-oriented, highly structured authoritarian management style, to System 4, a relationships-oriented management style based on teamwork, mutual trust and confidence (Hersey, 1977). Likert developed an instrument that is used by organizations to analyze their management systems in relation to the continuum. His view of the new management system retained the basic hierarchal structure of organizations. However, greater emphasis was placed on groups and on the quality of interpersonal relationships (Bolman and Deal, 1984).

It became apparent that there was a need for the development of managers as efforts were made to integrate concerns for production with concerns for the human side of the organization. To manage more effectively they needed more development. Drucker (1973) believed that "management is the organ on which the performance and survival of an institution depends." Likert's interpersonal relations and effective groups emphasis was consistent with laboratory training assumptions. T-groups and survey research were the

foundation of organizational development. T-groups or "sensitivity training" as it was often referred was an experimental learning method. It was a type of laboratory human relations training where learners had the opportunity to "learn by doing." Organizational development became the manner by which human resource theorists were trying to improve organizations (Bolman & Deal, 1984).

The membership of the American Society for Training and Development increased from 15 in 1943 to over 5,000 in the 1960's and in excess of 12,000 in 1977 (ASTD, 1977). Organizational Development (OD) consultation has grown tremendously since the middle 1960's. Though very few organizations or managers had heard of OD in the mid-sixties, most had tried it by the mid-seventies. Though OD has experienced many failures as well as successes, it continues to grow in importance because it is about the only solution to human resource problems. Organizational Development is a highly personalized activity with the style of the consultant a significant determinant of the nature of the consultation (Bolman & Deal, 1984).

Fullan, Miles and Taylor's (1981) review of OD concluded it is "sufficiently ill-defined and amorphous, important to distinguish from organizational training and other organizational improvement methods." (p.5). The

general future of OD is fairly safe to predict. It will continue to grow as its knowledge base improves. It will become more professionalized as it becomes more precise and differentiated and able to develop more cures for specific organizational problems (Bolman & Deal, 1984).

Theory Z, published in 1981 by William Ouchi, a Japanese-American organizational behavior researcher, was so widely read that it occupied a place on the non-fiction bestseller books list in the United States for many weeks. Ouchi studied the Japanese and American approach to management of organizations and described major differences between the organizations in the two countries. He felt the cultural differences between the United States and Japan made it impossible to import all of the Japanese approach to American organizations but developed a theory which blends the two approaches.

Ouchi's Theory Z is a management philosophy which includes many of the assumptions of the human resource frame. Commitment to the workers is its primary value. The theory promotes "humanized working conditions" and suggests that productivity and profit will increase while raising the self-esteem of employees. Ouchi (1981) stated: "Up to now American managers have assumed that technology makes for increased productivity. What Theory Z calls for is a

redirection of attention to human relations in a corporate world" (p. 165).

An important addition of Theory Z to the human resource frame is its emphasis on organizational philosophy and culture. Americans may learn to help enhance the effectiveness of their management and organizations by questioning some of the implicit values in their management theory (Bolman and Deal, 1984).

Human resource theorists may be too optimistic about the congruence between individual and system. However, though that integration may be only a dream, or wish, believing that it is possible will allow us to move beyond the status quo (Bolman and Deal, 1984).

Human resource theorists generally have not said much about power and the allocation of scarce resources. They tend to view organizational politics as a problem, if they mention it at all. These theorists believe that it is possible to benefit the organization and the worker concurrently. The focus is on improvement in organizational climate, management style, and management skills rather than radical changes in the distribution of power. In the future human resource theorists may have to deal directly with the fact that power and politics of scarcity are a fundamental

barrier to an increase in the congruence of individual and organization (Bolman and Deal, 1984).

### Political Frame

Bolman and Deal (1984) summarized the political frame with five propositions:

1. Most of the important decisions in organizations involve the allocation of scarce resources.
2. Organizations are coalitions composed of a number of individuals and interest groups.
3. Individuals and interest groups differ in their values, preferences, beliefs, information, and perceptions of reality. Such differences are usually enduring and change slowly if at all.
4. Organizational goals and decisions emerge from ongoing processes of bargaining, negotiation, and jockeying for position among individuals and groups.

5. Because of scarce resources and enduring differences, power and conflict are central features of organizational life (p. 109).

Structural theorists are generally fascinated with authority as defined by legitimate, formal prerogative of making decisions which are binding on others. On the other hand, human resource theorists have generally given little emphasis to power even with their focus on decision making. They tend to emphasize the limits and difficulties inherent in the exercise of authority and focus instead on forms of influence that enhance mutuality and collaboration in decision making. Authority is viewed as one among many forms of power by the political theorists. Their focus is on situations of scarce resources and incompatible preferences where there is a collision of needs (Bolman and Deal, 1984).

Divergent interests and conflict over scarce resources is viewed by political theorists as a fact of life and they tend to be less optimistic about distinguishing between better or worse solutions. An analysis of the political process by Gamson in 1968 focused on two major players in a social system. His players were "authorities" and

"partisans". He defined authorities as persons entitled to make binding decisions, recipients or targets of influence and the initiators or agents of social control. Potential partisans, on the other hand, have the opposite role. Partisans are agents or initiators of influence and targets or recipients of social control (Gamson, 1968).

The capacity to make decisions depends on the social control of authorities. Their positions could be undermined if the partisans gain too much control. Partisans may or may not have a stake in maintaining existing authority systems. The degree to which partisans trust authorities may be the determining factor. Though authorities have exclusive access to the powers of position, they are only one among many contenders in the organization. Preferences and beliefs of contenders are different and each have access to various forms of power. All contenders compete for their share of scarce resources in a limited organizational whole. An ongoing process of bargaining and negotiating occurs among the major interest groups. Political theorists suggest that from this process emerges structure, goals and process. They suggest that the exercise of power is a natural process (Bolman and Deal, 1984).

Though the structural perspective emphasizes social control and norms of rationality, the political perspective

does not necessarily view conflict as a problem. Political theorists do not focus on resolution of conflict as structural or human resource theorists might. They focus on tactics or strategies of conflict. Coalition formation, bargaining, and "game theory" are central aspects of the tactics of conflict. A basic assumption of the political frame is that people have a better chance of being winners in a world of scarce resources if they understand the strategic implications of conflict (Bolman and Deal, 1984).

People desiring to change an organization or make it better would follow different paths depending on the frame pursued. Advocates of the structural frame would consider the goals of the system, its tasks, and how the system is structured to achieve the tasks. Those favoring the human resource frame would suggest that greater levels of collaboration and learning, more meaningful work, and genuine exercise of participation in decision making would reduce or reconcile fundamental conflicts between the individual and the organization. Followers of the political frame believe that power and pursuit of self-interest is a basic process in an organization and organizational change is always political and that there is no such thing as permanent improvement. They state that to make significant changes there will be shifts in the balance of power and

conflict will be a natural part of the process (Bolman and Deal, 1984).

Critics of the political frame maintain that it is so focused on politics that it underestimates the significance of the rational process in the structural frame and the collaborative process in the human resource frame. They also claim the political frame is too pessimistic and normatively cynical. Though it may have shortcomings, the political frame says some important things about organizations much more clearly than either the structural or human resource frames. Each of the frames has something to learn from the others (Bolman and Deal, 1984).

Though the frames of structural, human resource and political are different, each has some common assumptions. They all assume a world that is relatively certain, rational and linear. The degree to which the assumptions are invoked is different in each frame. The assumptions will affect significantly how individuals in organizations define situations, act, and evaluate the consequences of their actions. A fourth frame, the symbolic theory, assumes the world departs significantly from the traditional tenets of rational thought (Bolman and Deal, 1984).

### Symbolic Frame

Bolman and Deal (1984) list a series of basic assumptions about the nature of organizations and human behavior from the symbolic perspective:

1. What is most important about any event is not what happened but the meaning of what happened.
2. The meaning of an event is determined not simply by what happened but by the ways that humans interpret what happened.
3. Many of the significant events and processes in organizations are substantially ambiguous or uncertain.
4. Ambiguity and uncertainty undermine rational approaches to analyses, problem solving, and decision making.

5. When faced with uncertainty and ambiguity, humans create symbols to reduce the ambiguity, resolve confusion, increase predictability, and provide direction. Events themselves may remain illogical, random, fluid, and meaningless, but human symbols make them seem otherwise (p. 149-150).

Organizations with unclear goals and uncertain technologies will find the symbolic frame most applicable because ambiguity is everywhere. Organizational life is viewed as more fluid than linear. Sociologists, psychologists, political scientists and organizational theorists have studied symbols and symbolic phenomena. Symbolism cuts across disciplinary boundaries and forms a conceptual frame for ideas from many disciplines.

The symbolic frame focuses on the concepts of meaning, belief and faith as people create a variety of symbols to cope with confusion and uncertainty. Myths, metaphors and scenarios assist in providing explanation, comprehending confusion, and giving direction in areas of uncertainty. The symbolic perspective judges organizations not so much by what they do as by how they appear. The right formal

structure provides a ceremonial facade that gives a signal to the appropriate audiences who receive assurances and maintain faith that allows the organization to remain viable. The structure assists participants to cope, find meaning, and act or react in a correct way. Leaders within the organizations are attributed power through myths. From a symbolic frame, individuals have power if others believe that they do. Symbolic theorists believe that it is fallacious to think leaders make a real difference. They theorize leaders make a difference not so much in what they do but as in how they appear. By constructing new myths that alter the beliefs of relevant audiences leaders can make a difference in a more proactive sense (Bolman and Deal, 1984).

Bolman and Deal (1984) summarize the symbolic frame thus:

The symbolic frame introduces and elaborates concepts that have rarely been applied to organizations. Those concepts sharply redefine organizational dynamics and have significant implications for managing and changing . . . In a world of chaos, ambiguity, and uncertainty, individuals search for order, predictability, and

meaning. Rather than admit that the ambiguity may not be resolvable and the uncertainty may not be reducible, individuals and societies create symbolic solutions. Organizational structure and processes then serve as myths, rituals and ceremonies that promote cohesion inside organizations and bond organizations to their environments (p. 188).

Each major perspective: structural, human resource, political and symbolic, is valid but each provide only a part of the answer for organizations. Bolman and Deal (1984) state "The relative scarcity of work that comprehends multiple perspectives corresponds to our view that pluralism is the current state of organization research. That is where the field is, but that is not where it needs to go" (p.233).

It is important that leaders of organizations are cognizant of the four frames of organizational theory. Leaders must be diagnosticians who use the perspectives to focus on some things while ignoring others. The frames will assist them in being aware of what questions to ask, the information to be collected, the problems needing defining and the actions which will ultimately be taken.

The four frames must not be viewed as competing with one another or that one is better than another. Alternate or overlapping frames may be best. An integrated approach whereby the manager can apply the strategies encompassed in a foundation of understanding of each frame is what is hoped will occur. Managers are more likely to become leaders if they possess an appreciation and understanding of organizational theory viewed through a critical and integrative process.

Generally managers tend to think rationally or humanistically and leaders are able to see all dimensions including political and symbolic levels of human behavior. Leaders are more flexible in their thinking and their actions. Present management approaches will not measure up to the tests of the future and will not serve organizations well. Leaders must be able to see organizations through a complex prism. The theoretical framework of the four perspectives provides a sound understanding of how organizations work. Leaders of the future must have a commitment to values, and an integrated theoretical approach to complex organizations (Bolman and Deal, 1984).

### Historical Development of Similar Organizations

To assist in understanding the development of the Association of California Community College Administrators (ACCCA) a review of literature pertaining to the concept of a formal voluntary organization which is composed of professionals and founded in academic tradition is provided. Additionally, the early development of the Association of University Professors (AAUP), and the Academic Senate of California Community Colleges (ASCCC), organizations similar to ACCCA, is traced.

Chopin & Tsouderos (1955) defined a voluntary association as: "a group of people who have a formal structure in which membership is open to all who share a particular occupation or profession and who have a common interest and participate in their own decision" (p.306). Evan (1957) indicated:

. . . the ideal voluntary association is one in which, among other things, decision making is decentralized to include the membership at-large in order to ensure government by consent, though authority is also delegated through an elected leadership. In contrast, the ideal-type

administrative type organization is one in which, among other things, authority is centralized and concentrated in the hands of a non-elected leadership (p.149).

In the early 1900's professors felt they had no recourse to the law for redress of grievance at the violation of their academic freedom. The courts had no inclination to interfere in the internal administration of colleges and universities. They were willing to examine the legal authority for acts of the administration but not their propriety. Academic freedom was viewed as a matter of propriety rather than a legal right (Brubacher & Rudy, 1976).

Since under the circumstances it was vain to expect presidents and governing boards to guide themselves by mere discussion of principles, it was necessary for the professors to have recourse to other methods of self-protection. January, 1915 marked the organizational meeting of the American Association of University Professors (AAUP). At the instigation of a small group of faculty members from John Hopkins University, over six hundred professors met in New York to form the AAUP. John Dewey, Professor of philosophy at Columbia University became the first president

and A. O. Lovejoy, philosophy professor at John Hopkins University was elected the first secretary (Brubacher & Rudy, 1976).

According to the constitution adopted at its first meeting, the purpose of AAUP was to facilitate a more effective cooperation among teachers and investigators in universities, colleges and professional schools to promote interest in higher education and research. In general, the purpose of AAUP was to increase the usefulness and advance the standards and ideals of teaching (The International Encyclopedia of Higher Education, 1977).

The main achievement of the American Association of University Professors when initially organized was the declaration of a body of principles. The core of the declaration asserted that the prime nature of the academic calling is to deal first hand, after prolonged technical training, with the sources of knowledge. To discharge the function properly, professors must be free to come to conclusions about knowledge unaffected by factors which are irrelevant to the validity of that knowledge. The declaration was the main success of the Association's first year and it became the leading and most effective defender of academic freedom in the country (Brubacher & Rudy, 1976).

Several professional associations did not approve of the American Association of University Professors and some went beyond more or less passive resistance to active opposition. The Committee on Academic Freedom of the Association of American Colleges, composed of college presidents, considered it could speak more effectively for the professors than they could speak for themselves through the American Association of University Professors. This position widened the gap of alienation and mistrust between faculty and administration.

The misgiving was so great that from the outset presidents were excluded from membership in the American Association of University Professors. Even the membership of deans was hedged by provisos which showed clearly they did not enjoy the full confidence of the professorial body (Brubacher & Rudy, 1976).

The main efforts of AAUP have been directed toward its defense, both procedurally and substantively, of academic freedom and tenure. The Association became the recognized guardian of these principles in United States higher education under the auspices of its committee A on Academic Freedom and Tenure. The AAUP and The Association of American Colleges jointly authored the basic document of this defense in 1940 with the Statement of Principles on

Academic Freedom and Tenure. By 1974 the statement had become regarded as the basic charter of academic common law and was endorsed by over ninety professional and learned societies in the United States (The International Encyclopedia of Higher Education, 1977).

The success of the American Association of University Professors was measured by its influence on subsequent declarations of principle on academic freedom by other professional organizations and by its growth from 900 to 60,000 members fifty years later (Brubacher & Rudy, 1976). Over 75,000 members comprised 1355 chapters in 2200 institutions in 1974 (The International Encyclopedia of Higher Education, 1977).

Yearly a large number of faculty members requested association assistance. Cases of faculty claiming injury under a serious abrogation of the principles contained in the 1940 statement were investigated by an ad hoc committee that submitted reports to Committee A. The quarterly AAUP bulletin contained significant reports authorized by Committee A. At its annual meetings in the 1950's and 1960's, the association placed an institution on its list of censured administrations on the basis of the report. The censure was removed when questions of redress were resolved and when institutional regulations on academic freedom and

tenure were consistent with policies and principles supported by the association (The International Encyclopedia of Higher Education, 1977). The influence of the AAUP was evident in the number of institutions who complied with report recommendations.

A second major program of AAUP was an annual survey of faculty salaries. The number of institutions participating grew from nearly 300 in 1958 to over 1600 in 1974. The survey was published every summer in the AAUP Bulletin and used by internal college groups, boards, faculty, administration; and, external groups, economic analysts, legislators and committees at state and federal levels. Local AAUP chapters became the exclusive representatives for the faculty at collective bargaining sessions at many institutions (The International Encyclopedia of Higher Education 1977).

The Donohoe Act of 1960 translated the Master Plan for Higher Education into law, giving recognition to community colleges as one-third of the partnership in California higher education with the University of California and California State University. This was the same time faculties became interested in sharing in the governance of the colleges.

A more recently developed organization with characteristics similar to ACCCA's is the Academic Senate for California Community Colleges (ASCCC), representing community college faculty, and founded in 1968.

In 1963, junior/community colleges were legally separated from local school boards and became autonomous community college districts with their own governing boards. In the same year, junior/community college faculties were granted the legal right to participate in policy formation on academic and professional matters. California Assembly Concurrent Resolution No. 48 (ACR 48) was passed and gave the legal impetus for establishment of academic senates on each junior/community college campus in order to participate in policy formation (Prentiss, 1983).

Case (1968) reported that major junior college instructor organizations joined in advocacy for the resolution though controversy surrounded the passage of ACR 48. It was believed that faculty would soon lose enthusiasm because of the tiring burden of responsible participation. However, it was also felt that the presence of a senate on a college campus would be the sign of a bona fide higher education status. The 1963-1964 year was one of study and debate. Though ACR had directed the establishment of

senates, there was little information on how to go about it (Case, 1968).

The five year period, 1963-1968, was a constitution-making time that preceded the actual initiation of a senate. A faculty majority on the campus had to approve the constitution in order to legitimate the senate by the body politic. Exploration, discussion, and debate took place to try to determine what a senate could or should be. This process touched boards and administrators as faculty searched for their senate's identity. The Board of Education enacted Sec. 131.6 of Title V, California Administrative Code, as a means by which to interpret the issues raised during the early stages of implementation. Section 131.6 legitimated faculty authority and by 1967 faculty participation was an accomplished fact (Case, 1971).

By 1980, 102 of the 107 community colleges had formed individual senates and 96 had affiliated with the statewide Academic Senate. A position paper of the organization stated "thus it is the responsibility of the ASCCC to inform local senates as well as to coordinate and represent their views on statewide educational issues such as academic standards, accreditation, articulation, basic skills, credentialing, curriculum, community involvement, grading policies, professional growth, student services, and the

like" (Academic Senate for California Community Colleges, 1980, p.2).

Like the American Association of University Professors (AAUP), the Academic Senate membership is eligible to teachers, librarians and counselors with faculty status. However, members are employed only in community colleges and only in California whereas the AAUP is a national organization open to faculty in colleges and universities as well as community colleges.

Though both organizations are voluntary collegial organizations, the Academic Senate does not derive its funds from individual member dues. The Senate revenues came from institutional member dues and funds allocated by the California Legislature.

During the early 1970's several marker events led to the development of adversarial positions by faculties and administration. Governance concerns and eventually collective bargaining focused attention on the need for community college administrators to become better organized.

#### Demographics Affecting California Community Colleges in the 1990's

The most fundamental purpose and role of the community college has been to provide educational opportunities to all

persons in its service area and to extend these opportunities to larger and more diverse groups of the population (Blocker, Plummer & Richardson, 1965; Evans & Neagley, 1973). Medsker (1972) noted that the community college "faces an enormous problem in making education meaningful to its diverse student body... [and]...must be concerned about how to direct its total effort toward the end of servicing the many different needs of students" (p.3).

California is first among all states in America in the number of foreign born residents and it is predicted that by 1990 California's school age population will be 52 percent ethnic minority (Giles, 1988). In the fall of 1985 only 15 percent of the Los Angeles school children were Caucasian out of a total enrollment of nearly 500,000. By 1990, a population as large as the Los Angeles school system will be added to the California public school enrollments (Hodgkinson, 1986). The movement into California of such diverse populations with all their accompanying special needs will impact not only the public school system but the postsecondary educational institutions. The direction is obvious, "Community colleges should prepare for increasing and changing demands for their educational services over the rest of this century" (Contours of Change, 1985, p.6).

During the next decade, it is predicted that California will gain an additional four million residents. The state population will not only be more ethnically diverse but will be older (Hodgkinson, 1986). The most rapidly growing student segment in the community colleges is the low income student who often is the first in her family to attend college and who often possesses limited English skills (Giles, 1988).

Recently published demographic predictions state that more than three million adult Californians have reading skills below the fourth-grade level. They also state that recent statistics indicate that more than 235,000 students are enrolled in remedial education classes at the University of California, Cal State University and the California Community Colleges (Chancellor's Office, 1988).

Much of the burden of education, being caused by such great diversity in the population, is falling on the community colleges. The California community colleges are admitting a larger number of poorly prepared students, while simultaneously pushing to produce a larger number of well-qualified graduates who will transfer to the University of California and California State University (Hodgkinson, 1986).

Forty-five percent of community college enrollments are comprised of persons attending the first time who want to learn an occupational skill or prepare to transfer to a four-year institution. This group will be decreasing in number and will be a smaller proportion of the total enrollment until the mid-1990's (Contours of Change, 1985; California Faces. . . California's Future, 1988).

The group that will increase dramatically during the next decade and into the next century will be the older student. These persons may be unemployed and be seeking new job skills to enable them to enter a new career. Others will be working, have children, and may be coming to college to upgrade present competencies. Expectations from community colleges will include flexible class scheduling, convenient class locations and child care to assist these older students in their educational pursuits. The needs this group brings will increase dramatically the rest of the century (Contours of Change, 1985; Data for Planning, 1987).

One of the most rapidly growing gender/age cohort among community college students has been females aged 20-24. This trend is expected to continue through the early 1990's. Many of these students will be single, head of households, and preparing to enter the labor market for the first time. Financial assistance, child care, convenient locations and

flexible scheduling will top their list of needs in order for community colleges to provide them access (Contours of Change, 1985; Looking Ahead. . . Data for Planning, 1987).

The smallest, but most rapidly growing, of the current community college student groups is the foreign born who possesses limited English skills and who came under-prepared for college or employment. Nearly all come from a minority racial and ethnic background, low income circumstances and are the first in their families to pursue post-secondary education. The special needs of this group will require more availability of English as a second language and remedial or developmental coursework (Contours of Change, 1985; Looking Ahead. . . Data for Planning, 1987; Giles, 1988).

Research Alert, a publication which looks at the impact of demographics trends in America, published data in January, 1988 which will help to guide the long-range planning of college and university administrators. Some points to ponder:

Recruitment efforts will be more broad-based as two-thirds of all households are childless.

Communication to students and staff must be kept simple and clear as some portion of all reading material will be misunderstood by as much as 98 percent of the adult population.

The proportion of young adults will decrease in the 1990's as the rolls of the middle-aged swell. The current median age in America is 31 years.

According to the 1980 U.S. Census Bureau projections, by 1990 over 50 percent of the students enrolled in the nation's 3100 accredited colleges and universities will be over twenty five and the majority of them will be women with full-time jobs. California reports that the average age of a part-time community college student is 30.8 years (Campus Focus, 1988).

Providing quality educational programs and instruction to students who need the most structured support, maintaining strong academic programs for well-qualified students, and responding effectively to the needs of local communities is the leadership challenge of the 1990's for community college administrators (Roueche, Baker & Rose, 1988).

The demographic projections make it clear as to the shifts that will be occurring in the numbers and types of populations community colleges will be called upon to serve. There are many other changes not addressed here that will also have an affect on California community colleges. Suffice it to say at present, California community colleges should anticipate serving a student body in the 1990's that will reflect a:

1. decrease of recent high school graduates
2. decrease of full-time students
3. decrease of Caucasian students
4. increase of returning adults
5. increase of female students
6. increase of minority racial and ethnic students (Hispanic, Asian and black)
7. increase of under-prepared students
8. increase of unskilled, unemployed and under-employed adults
9. increase of need for greater financial assistance and child care (Contours of Change, 1985; Hodgkinson, 1986; Looking Ahead...Data for Planning, 1987; Giles,

1988; California Faces...California's  
Future, 1988).

Planning for higher education must, of necessity, focus on a future involving all constituencies in an examination of their environment. The Association of California Community College Administrators (ACCCA) should provide leadership to all California community colleges in preparing for the challenges inherent in the demographic changes predicted for the 1990's.

Roueche, Baker & Rose, (1988) observe:

No institution of higher education has ever undertaken a more challenging and difficult educational mission than the open door college. The open admissions policy admits the most heterogenous and diverse student body to be found in any educational setting in the world.

(p.49).

Legislative Reform Mandates for California Community Colleges

Contours of Change (1985) states: "America invented the community college and reinvents it as needed. How else would we have fulfilled the American dream and practical goal of education adequate for all our citizens" (p.v).

During their history, community colleges have many times drifted and social pressures have buffeted and outpaced the advances in education attempted through reinvention. Hodgkinson (1986) redirects our attention: "It is time for California's business, political, educational and civic leadership to begin looking at California's total educational system, the people served and the results attained" (p.12).

The decade of the 1980's brought California community colleges under close study and scrutiny. The public call for reform and revitalization of the total educational system resulted in reviews and studies by various professional organizations, task forces appointed by the Chancellor of the California Community Colleges, lay commissions and joint legislative commissions.

Educational leaders must review the past, assess the present, and forecast and plan for the future if they are to view the challenges of the 1990's as opportunities to

provide the public a quality educational experience in a quality environment. If California expects to maintain its tradition of excellence in education, college leaders must accept that changing circumstances require changing practices.

Some fundamental challenges confronting community colleges are to:

- . make certain the quality education is available to the increasing number of adults who must gain access to postsecondary education but who are underprepared and for whom English is often a second language
- . design new ways of teaching the broad skills and values of general education as a foundation for the special skills required for work in a society that is becoming more technically-complex
- . introduce new technologies of instruction to complement effective traditional methods

- . strengthen assessment and tailor instruction more to individual needs in order to upgrade student performance
- . take responsibility for adult literacy and productivity in cooperation with other providers of postsecondary education
- . demonstrate the results of community college education by the measurement of what students learn and the ways they use that learning
- . recognize that a common statewide interest cannot be served unless local colleges are able to respond to community needs that vary dramatically across the state (Contours of Change, 1985).

California's 1960 Master Plan for Higher Education was a blueprint to provide order to the rapid growth that characterized California's educational system. The system is comprised of the nine campuses of the University of California, renowned for research; the nineteen campuses of the California State University; a number of independent

colleges and universities; and the 107 community colleges, which provide for community-based lower division academic studies and vocational instruction. (A new CSU-San Marcos campus and a new community college, Los Positas, will open in the early 1990's).

The Master Plan expectation was that community colleges would remain accessible to all and provide undergraduate education leading to transfer and vocational and technical training leading to employment. California has experienced many societal, economic, and demographic changes. California's educational institutions have not escaped these changes. The impact has been immense as higher education has fallen short of keeping pace with the challenges. The public's expression of criticism of academic standards and student success rates gave impetus to the initiation for many studies and recommendations for reforms in California community colleges.

In the latter part of 1985, a Commission for Review of the Master Plan for Higher Education began what was to be a two-and-a-half year task. The representation of the Commission was broadly based. They studied and reviewed the 1960 Master Plan for Higher Education as it related to the present challenges and those forecasted for California. In July, 1987, the Commission adopted its report, "The Master

Plan Renewed: Unity, Equity, Quality and Efficiency in California Postsecondary Education" (Commission for Review of the Master Plan for Higher Education, 1987).

Two-and-a-half years of intensive investigative study made the commissioners true advocates of California's education system playing a major role in responding to the needs of the diverse population and the many challenges it would present in the future. The Commission's report directed its recommendations toward the achievement of the four goals identified in the title of its report:

Unity, to assure that all elements of the system work together in pursuit of common educational goals;

Equity, to assure that all Californians have unrestricted opportunity to fulfill their educational potential and aspirations;

Quality, to assure that excellence characterizes every aspect of the system; and

Efficiency, to assure the most productive use of finite financial and human resources (Commission for the Review of the Master Plan for Higher Education, 1987, pp. 2-4).

The reforms the Commission addressed in its 48-page report were considered to be essential for California and its higher education system to meet current and predicted future changes. The report supports community colleges as equal partners in the tripartite system of higher education along with the University of California and the California State University. Though the Commission presented thirty-three recommendations, those of major interest to community colleges addressed mission, governance, affirmative action, recruitment, articulation, admission requirements, assessment, counseling, remedial education, retention, student outcomes and student success. Major points include:

- . The transfer function shall be recognized by the Governor, Legislature, and governing boards as a central institutional priority of all three segments of postsecondary education.
- . A guarantee of future enrollment as upper division students of University of California or California State University to the campus of first choice for otherwise eligible students who elect to attend a community college,

coupled with a guarantee of equal opportunity with continuing students for admission to programs.

- . A requirement that students not regularly eligible for admission to University of California or California State University as freshmen complete an intersegmentally developed transfer core curriculum at a community college.
- . The Community Colleges shall be expanded as necessary to accommodate growth in demand for lower-division academic and vocational instruction for credit
- . The California Community College shall be funded by the State through the annual budget act according to standards and workload measures appropriate to their status as postsecondary institutions (Commission for the Review of the Master Plan for Higher Education, 1987).

Under the visionary leadership of Assemblyman John Vasconcellos a committee of legislators also conducted a

study of higher education. Assembly and Senate members of the California Legislature formed the Joint Committee for the Review of the Master Plan for Higher Education. The Joint Committee reviewed the work of the Commission and produced their own study and recommendations following nearly four years of work. Their report, California Faces...California's Future...Education for Citizenship in a Multi-Cultural Democracy, became the basis for Assembly Bill 1725. On September 19, 1988, Assembly Bill 1725, Chapter 973 became the landmark statute for community college reform. The multimillion dollars required to fund the recommended reforms will, in major part, determine the timeline for and effectiveness of the implementation of the many components of the legislation. If it becomes adequately funded, the impact of AB 1725 will be staggering not only in the 1990's but well into the next century.

Two months after the signing of AB 1725, the Chancellor of the California Community Colleges, David Mertes, told leaders in California: "We are at a historic moment for community colleges. The passage of AB 1725 signals closure to an era of scrutiny, self-study, and reform. We have entered into a new era . . . AB 1725 is a template for community colleges at the turn of the century." (Mertes, 1989, p.3).

Ernest Boyer, former United States Commissioner of Education and current president of the Carnegie Foundation for the Advancement of Teaching, states:

The nation could not survive without community, technical, and junior colleges. . . They are unique and one of the most consequential developments of this century. . . They are occasionally undervalued, but I see community college education in America entering an important and exciting new chapter for the next century (p.7).

AB 1725 reform recommendations are exceptionally comprehensive though they focus specific attention to program improvement and faculty professionalism. Eight major areas are encompassed in the bill: mission, governance, finance, new programs and services, affirmative action, employment policies, accountability and conditions and appropriations for reform (Board of Governors, 1988).

Some brief comments about the major components of the bill include:

Mission: The bill revises the mission and function of community colleges and establishes priorities for the first

time. A primary mission provides for a provision of quality transfer education to include a general education core curriculum that would satisfy the lower division general education requirements at the University of California and the California State University. Vocational and technical education became the second primary goal. Articulated programs are to be developed and maintained between high schools, community colleges and California State Universities.

Important and essential functions identified were remedial education with a 30 unit limitation imposed, English as a Second Language and programs in adult education.

The provision of community service courses and programs is an authorized function so long as the provision is compatible with the primary missions.

Governance: The governance section of AB 1725 makes a clear distinction between the role of the Board of Governors (BOG) of the California Community Colleges and the role of the local board of trustees. The composition of the BOG was modified to require the Governor to appoint two current or former district trustees and a second faculty member. The role of the academic senate is stressed throughout the bill giving rise to greater strength in the role of faculty.

Finance: The bill extends the current average daily attendance (ADA) funding system for two more years, until July 1, 1991. It will replace the single workload measure of ADA funding with a new, cost-based set of workload measures known as program-based funding to begin in the 1991-92 fiscal year. AB 1725 also establishes a transitional funding mechanism for program improvement with revenues allocated to districts based on an amount per ADA, adjusted to equalization. Districts are required to first expend these funds to reimburse state-mandated local program costs and then to implement specified reforms and make authorized program and service improvements.

New Programs and Services: AB 1725 identifies community colleges as the educational segment to receive specific funding for staff development. Funds were actually provided for the development of faculty, staff and administrators in 1988-89 academic year. The bill also revises the authorization for the Fund for Instructional Improvement and authorizes language to update and establish career and placement centers.

Affirmative Action: Considerable recognition is given to affirmative action within the bill. A clear message is directed to community colleges to increase the pool of qualified minorities and underrepresented groups from which

they recruit new personnel. Districts are required to develop hiring criteria for faculty and administrators that include understanding and sensitivity to the diverse student populations the colleges are serving.

Employment Policies: No longer will K-12 employment policies govern community college hiring practices. Credentials will no longer be required of personnel. The systemwide governing board will establish minimum qualifications for the employment of faculty and administrators which will be applied by the local colleges. When funding is provided, academic senates and collective bargaining representatives will be assisting in developing and administering the new structure.

Probationary period for tenure has been extended to four years with probationary employees being evaluated at least once an academic year, tenured employees evaluated at least once every three academic years and part-time faculty evaluated within the first year and every six semesters thereafter.

Accountability: The community college Management Information System (MIS) will be of primary importance in the effort to improve accountability. The MIS is to be the data collection and reporting system for all community colleges. By July 1, 1990 the Board of Governors is

required to develop and recommend implementation of a comprehensive community college educational and fiscal accountability system. Specific instruction will be provided to define and measure, quantitatively and qualitatively, student access, achievement, success, transfer rates, satisfaction with courses, program and services and goal satisfaction and achievement.

Conditions and Appropriations: With the enactment of AB 1725, \$7.25 million has been provided from the General Fund to the Board of Governors in the 1988-89 fiscal year. Nearly \$6 million of it is going to the colleges for faculty development programs and initial program improvements. The remaining \$1.25 million was provided to the Chancellor's Office for further development of the accountability and new funding systems as well as administration of other provisions of the bill.

There will be two transitional phases of program improvement. Nearly \$70 million would be required in phase one to begin the repeal of the credentials laws and implementation of new laws governing the minimum qualifications and criteria for hire, promotion and tenure of community college personnel, peer review and faculty service areas (Board of Governors, 1988).

During phase two of transitional program improvement another \$70 million would be required for the final set of reforms, including extension of the faculty probationary period, faculty layoff and arbitration procedures and implementation of program-based funding. These funds would be in addition to the continuance of the \$70 million from phase one (California Community Colleges, 1989.)

The 55 recommendations of AB 1725 address many issues. Only highlights of the eight major areas of mission, governance, finance, new programs and services, affirmative action, employment policies, accountability and conditions and appropriations for reform have been included here (California Faces . . . California's Future, 1988).

Predicted future conditions of a more diverse population and more rapid economic and social change gives direction to the need for more diversified and strengthened community colleges. The familiar challenge of ensuring a literate, skilled and responsible citizenry will become more difficult for community colleges in the future (California Community Colleges, 1985).

The Association of California Community College Administrators (ACCCA) has a leadership role in assisting those who plan and allocate resources within the community colleges to identify responsible policy directions based, in

part, upon future trends. The Association must be not only an information disseminator but a facilitator of discussion about the future role of the community colleges in the postsecondary educational system in California.

ACCCA was very active during the development of AB 1725. Members assumed leadership roles in coordinating meetings with other professional education organizations and state officials. ACCCA's finance commission members provided input on the finance implications of the Bill and ACCCA's personnel commission chair led several task forces on tenure, credentials, qualifications and administrators rights issues. ACCCA's legislative advocate and legislative commission members were called upon several times to present testimony before the Joint Committee. The Association must remain equally active in supporting the funding for the bill and leading assessment, analyses and planning for the efficient implementation of this major reform legislation.

CHAPTER III  
RESEARCH DESIGN AND METHODOLOGY

Research Design

The main objectives of this study were to trace the origin and development of the Association of California Community College Administrators (ACCCA), identify member perceptions of the organization, identify societal and legislative issues that will impact upon California community colleges, and to recommend some directions for leadership of the Association for the 1990's.

The reader was provided with extensive information about ACCCA; its history and evolution, organizational structure and position in the arena of higher education. Also provided was an overview of organization theory and relevant research, demographic data relating to California with projected community college student body composition, and legislation reforms that will have a wide scope of influence on the ability of community colleges to meet the needs of future students.

Specific research questions answered by the study were:

1. What circumstances brought about the development of the Association of California Community College Administrators as a statewide organization?
2. Does the membership believe that the Association is meeting its goals and purposes?
3. Is ACCCA meeting individual member needs through sponsored activities?
4. To what extent is the Association effective in representing community colleges to state agencies and coordinating with other state professional organizations?
5. How do past presidents believe ACCCA should be planning for its future?

An ethnographic research design and qualitative methodology were used for this study. Goetz and LeCompte (1984) state that "ethnographies are analytic descriptions or reconstructions of intact cultural scenes and groups"

(p.2). Kirk and Miller (1986) state that qualitative methods wherein meanings rather than frequencies assume paramount significance are blatantly interpretive. Goetz and LeCompte (1984) suggested using five conventions in an ethnographic research design:

1. The place of the theory in the research: The theories develop as the phenomena are studied, instead of proposing hypotheses to be tested.
2. Selecting and sampling: Informal selection is used, not probability sampling to search for comparability and translatability of the data.
3. Preconceptions and postconceptions: The researcher must recognize subjectivity and avoid researcher bias.
4. Accommodation and manipulation: The phenomena are studied as they occur or occurred versus manipulating in advance.
5. Triangulating and converging: Data is cross checked to prevent accepting initial impressions to enhance scope density and clarity of constructs.

To employ triangulation, two data sources are related to a third to test for comparison phenomena. For this study

data sources included interviews, surveys, and documents or accounts of relevant events. Hammersley and Atkinson (1984) state, "what is involved in triangulation is not the combination of different kinds of data per se, but rather an attempt to relate different sources of data in such a way as to counteract various possible threats to the validity of our analysis" (p. 199).

### Interviews

The study provided data useful for planning and decision making by administrators as they face the challenges associated with California's changing demographics and reform legislation in Assembly Bill 1725 (AB 1725). To gather this data, chief executive leaders of ACCCA throughout its existence were interviewed to gain a foundation of history and a view on perspectives for future planning.

Interviewing may follow several formats as a data gathering technique. Regardless of the form it takes, interviewing is a one-to-one experience. Guba and Lincoln (1981) indicate that an interview may be highly structured--the equivalent of an oral questionnaire; it may concentrate

on a single event; it may be covert so that the subject is unaware of being interviewed. Patton (1980) stated:

the singular purpose for all interviews is to determine what is on someone's mind--and generally, interviews are conducted to find out those things that cannot be observed; thoughts and feelings, knowledge, a person's perspective (p. 197).

Patton (1980) describes the standardized interview as "an open-ended interview in which a set of questions is asked of each respondent in the same order" (p. 198). The primary reason interviews were established as a method of choice for this study is that in order to arrive at the best and most complete responses to this study's questions, the thoughts and feelings of certain key people needed to be sought, analyzed and understood. The interview methodology allows for this to happen. It was determined that each president of the Association could best provide the continuity of development and comprehensiveness of information.

### The Respondents

Guba and Lincoln (1981) indicate that respondents are generally chosen because they have special characteristics; such as special familiarity or knowledge of situations, special status, or information to which others are not privy. The individuals chosen for interview were selected because of their special characteristics. They were specifically selected because they held the chief administrative position in ACCCA at some point in the history of the organization. It was believed that their responses would enlighten the research objectives. The respondents, all of whom served as president of ACCCA between 1975 and 1988, included: A. Robert DeHart, Frank Pearce, Jack Bessire, Gerald Angove, Joseph Newmyer, Phyllis (Wiedman) Peterson, and Tom Van Groningen.

### Arrangements and Sites

Respondents were contacted by telephone and provided an explanation of the general research topic, were told why their area of expertise was of particular relevance to this study, and were requested to give consideration to participating in a standardized interview process. A follow-up letter was mailed providing written data. A list of interview questions was included and a request made for a

one-hour interview to be conducted at their convenience. They were informed that a call would be made within one week of receipt of the letter to determine their willingness to participate. No one refused to be interviewed and all interviews were conducted in January and February, 1989.

Four of seven interviews were conducted in the campus offices of the former presidents of ACCCA. One interview was held on the interviewee's campus but not in his office. Two former presidents were interviewed prior to and following an ACCCA meeting. All interviews were taped with the permission of the respondent and field notes were taken throughout the hour interview. Prior to beginning the process, the respondents were provided a typed list of questions identical to that mailed to them earlier when their participation was being solicited. Each interview was completed within the one-hour time frame established.

#### Survey Questionnaire

The research design for this study encompassed several data-gathering methods. Each method was chosen because it was most appropriate for a particular element of ACCCA's development. The environment of the Association of California Community College Administrators is dispersed and

dissimilar. Over 1200 administrators are located in 107 community colleges throughout the state. The Association's activities allow ACCCA and its representation to interact with a wide variety of individuals, organizations, state agencies and interest groups. Use of a survey questionnaire was selected as the most appropriate means to gather information from the general membership.

Since a primary objective of this study was to assess the degree to which the membership believed that the Association was meeting its goals and purposes, was meeting individual member needs, and was effective in representing the organization to others, a survey questionnaire was used.

The purpose of the survey was to obtain a composite view of what the membership believed was the organization's effectiveness. The survey questionnaire was a Likert-type scale instrument containing 25 items. Respondents selected from among six possible response choices. Demographic information was requested also. (See Appendix F for sample questionnaire.) The response items were divided into five groups: demographic information; extent to which needs are met through sponsored activities; I. 1-7, representation to state agencies; II. 1-5, coordination efforts with other professional organizations; III. 1-5, and, finally, the

objectives and purposes of ACCCA as described in its constitution; IV. 1-6.

Respondents were given a balanced number of response choices to use for assessing quality levels in order to avoid measurement bias. The choice of 'some' was located in the middle of the alternate choices. Use of unbalanced response choices in which more opportunities are available for a favorable or unfavorable response would have tended to yield responses in the direction of the imbalance. The questionnaire requested the respondent to evaluate the extent to which ACCCA was effective by selecting one response along a continuum from "to a very small extent," "to a small extent," "to some extent," "to a great extent," "to a very great extent" and "don't know" choice responses. Respondents were encouraged to comment on any items and to give specific reference to desired leadership direction for the future and needed sponsored activities.

For purposes of analysis, the researcher used demographic data received only in the areas of: position at the institution, active/passive involvement, north/south location, size of institution and number of years in ACCCA. The remaining response items were included and data collected for the purpose of providing ACCCA leadership

additional information and are not included in this research design.

### Procedure

The survey was designed to be administered one-time only for the purpose of assessing one element of ACCCA effectiveness. Backstrom & Hursh-Cesar (1981) indicated:

in a one-time survey we take a quick measurement, from many respondents, of aspects of behavior. What we hope is that our measure of that behavior is stable enough so that we don't report variability where it doesn't exist, or fail to see where it does exist. But our measures of human behavior are error prone, because we can never know all aspects of any behavior at a single time" (p. 35.)

Williamson, Karp, Dalphin & Bray (1982) indicated that use of survey questionnaires has increased in popularity largely because of their positive effect on measurement reliability. The surveys assure that the same question is asked each time. This consistency makes the instrument more reliable.

The reliability of the survey instrument used for this research was established by performing an item analysis to revise unclear statements or delete duplicate items during a pilot study. Selection of a Likert scale measurement device also assisted in establishing instrument reliability. Phillips (1982) stated "the use of a Likert-type scale provides a form of built-in instrument reliability because the respondent chooses from a set of responses and thereby increases instrument precision and reliability" (p. 206).

#### Validation of the Instrument

From July through October, 1988 validation of the questionnaire occurred. The initial version of the survey was reviewed and suggested revisions were made by four community college administrators who serve as the oversight committee of ACCCA. Additionally, a retired community college administrator reviewed the instrument. A refined version was then distributed to the fifteen-member board who comprised the validation group of administrators. All members returned the questionnaire.

The respondent group of the validation study was comprised of persons holding all levels of administrative positions within the organization with the exception that no confidential employee representative serves on the board.

The group had 8 women and 7 men with 7 representatives from the Southern and 8 from the Northern areas of the state.

Data analysis was accomplished on an IBM XT-compatible personal computer using the same statistical package, CRUNCH, and procedures to be used with the research data. The frequency of response and percentages of response for each item were tabulated.

Data derived from the validation group resulted in several minor word changes in the survey instrument prior to printing and distribution.

#### Description of the Instrument

The questionnaire was accompanied by a set of instructions and a letter requesting participation, stating how the data would be used, and informing respondents of completion time. The letter was signed by the president and vice-president of the organization along with the researcher.

The survey instrument was professionally printed for ease in reading and coded so the researcher would know who had responded. The questionnaires were mailed with individually addressed labels. A stamped, self-addressed envelope to the researcher was included with each instrument. The response time for completion was predicted

to be ten minutes and the mailing schedule was designed so the surveys would reach offices in early December, 1988. All respondents received an identical questionnaire regardless of the administrative position they held on their campuses or in their district.

#### Sample Selection

The research sample was selected from the 1200 members of the Association of California Community College Administrators.

Using standard statistical sampling procedures one-quarter of the membership or 300 persons was determined to be an appropriate sampling size. Cluster sampling is used when it is more feasible to select groups of individuals than it is to select individuals from a defined population. A cluster sampling method was used to select the 300 persons to be surveyed from among the 1200 members. It was also decided to divide the sample equally between active and passive members. A member was considered to be active if he/she had attended one or both of the annual conferences in 1987 and 1988. The conference sites are located north and south on alternate years. The passive members were determined to be those who had not attended an annual

conference for two years or a management development activity for one year.

To determine those persons who would comprise the sample, the researcher acquired the membership list, address labels for all members, conference registration lists for 1987 and 1988, management development sponsored activities registrations for 1988, and ACCCA envelopes. These documents were provided by the secretary/office manager of ACCCA.

The researcher decided to survey the board and finance, legislative, management development and personnel commission members separately from the general membership under the assumption that their responses would be considerably different from the general membership. Alternate names were chosen from this group and the survey instrument coded with a letter designating the commission on which they served or their board membership. Twenty-six people were selected to receive surveys. Their responses were not used in the study. A composite data report was provided them for discussion at a Board of Director's meeting.

The conference registration lists were reviewed and the researcher compiled a list of persons qualifying as "active" for purposes of the study. A stratified sampling technique was used to assure certain subgroups of the membership

population were represented in the sample in proportion to their numbers in the membership itself. Within the active cluster sample, subgroups by location and size of institution were selected. An ACCCA published document entitled "President's Load Study" was used to determine if a college was listed as north or south or as large or medium/small. Random sampling was used within identified stratified groups by size and location. Following this determination, every fifth name was selected from the large college choices and every second name from the medium/small group. This was repeated through the list until 150 persons were selected as the participants in the sample. The researcher then coded 150 survey instruments by north/south, and large or medium/small. Lastly, the surveys were then numbered A1 through A150.

The same process was followed to select the 150 "passive" members after all the remaining active members were removed from the group from which selection was to be made. The only difference in coding of the surveys was a "P" designation for "passive" in the numbering of P1 to P150.

#### Distribution of the Survey

The total number of instruments distributed was 300. There were 150 surveys mailed to active members and 150 to passive members. The cover letter, survey and stamped, self-addressed envelope were placed in the envelope after the address label was affixed. All surveys were delivered to the post office for bulk mailing on December 5, 1988. There were 139 returned prior to the Christmas holidays. A reminder post card was sent mid-January and 205 had been received by early February. At that time the researcher decided not to send another reminder and accept the number of surveys returned as sufficient for the study.

#### Comments

A comment sheet accompanied all survey instruments so that respondents might comment on any or all items (Appendix G). Of the 205 members who returned the survey, 110 also returned the comment sheet. Fifty-one percent, 66 of the 127, active members who responded also returned a comment sheet. Fifty-seven percent, 44 of the 77, passive members returned comment sheets.

All comments were recorded and a tabulation maintained of the number of times a specific item was mentioned. ACCCA was provided all comments in a composite format for use by

the commissions or committees. For purposes of the study, only comments stated by a minimum of five persons were listed as a recommendation in chapter five.

#### Archival Records

The researcher obtained all issues of ADCOM, the monthly newsletter of the Association of California Colleges Administrators, published from 1975 to 1988. The copies were made available from the office manager of ACCCA or the researcher's own collection. Additionally, the constitution, bylaws, minutes of board and commission meetings, and the yearly goals were reviewed for the same time period.

Information from all historical records was incorporated into a triangulation with the presidential interview information and data received on the survey to make a comparison of the same phenomena. The researcher did not attempt to combine data but rather to relate the different sources of data in such a manner as to counteract any possible threats to the validity of the analysis.

In particular, the section on the history of ACCCA was substantiated by relating ADCOM reported information and

events, and purposes and achievements as reported through the presidential interviews.

### Data Analysis

#### Interviews

The researcher transcribed the taped interviews and field notes and integrated the data to form one comprehensive, verbatim interview document for each of the seven presidents interviewed. This information was then arranged in chronological order from the date of inception of ACCCA to the current year.

An analysis was made of the answers to each of the ten interview questions by matching them against the association's published information in ADCOM, the monthly newsletter, and minutes of board and commission minutes during the years each president served. The researcher was attempting to determine the continuity and agreement between what was recorded or published and what their presidents remembered or perceived occurred during their tenure. The data analysis consisted of rereading and assembling the data into a meaningful record of the history of the organization.

Goetz and LeCompte (1984) summarized the analytic process as making inferences and then integrating and

interpreting the data, going beyond description and treating words as symbols and data with attributes of their own. This study used the constant comparison method of Glaser and Strauss (1967). Their method combines inductive category coding with a simultaneous comparison of all social incidents observed, which is a continuous process throughout the research. The goal is to delimit the categories to define and describe the trends and themes that exist from the phenomena being studied.

#### Survey Questionnaire

The data received from the survey responses was analyzed using the following format. The percentage of response was calculated for each response category of each statement on the questionnaire. One of the objectives of the study was to provide a composite picture of member assessment of the effectiveness of the organization. As a means of synthesizing the data, concentrations of responses were identified and translated into evaluation patterns labeled "Not Effective", "Moderately Effective", "Effective".

The concentration of response was identified by summing the percentages of the response in the sequential categories on the scale. The evaluation patterns were established by

separating the response scale into three groups. The three groups and their labels are illustrated by the following chart.

Moderately Effective				
To A Very Small Extent	To A Small Extent	To A Some Extent	To A Great Extent	To A Very Great Extent
Not Effective			Effective	

Cross-tabulations were run to determine if the number of years of membership in ACCCA and the position held in a college district influenced the degree of effectiveness of the organization as determined by the respondents.

The research design and methodology used in the study created extensive information to answer each of the research questions. Interviews, surveys, comment sheets and historical records provided the researcher with a comprehensive foundation of data.

CHAPTER IV  
RESULTS AND ANALYSIS

Introduction

The purpose of this study was to provide the Association of California Community College Administrators comprehensive information about the origin and development of the organization, to identify member perceptions of the association, to identify societal and legislative issues that impact upon California Community Colleges and to recommend some directions for leadership of the organization in the 1990's. The Association leadership has acknowledged the importance of this study and intends to effect change within the organization based on the findings and recommendations.

The results of this study will be used as a tool for comprehensive planning, a resource for guidance in the continuance and expansion of member opportunities for participation in professional development activities, an indicator of member attitude about coordination and representation functions of the organization, a guide for establishing goals and

objectives of committees and commissions, an instrument for establishment of the priorities of the organization for the 1990's and as an avenue for exploration of the most suitable location of ACCCA's office in order to maintain legislative influence on matters of significance to community college leaders.

This chapter presents and analyzes the data gathered through review of archival records, interviews with past presidents of the Association, distribution of a questionnaire to a sample of the membership and a review of the literature.

The data presented addresses the following research questions:

1. What circumstances brought about the development of the Association of California Community College Administrators as a statewide organization?
2. Does the membership believe that the Association is meeting its goals and purposes?
3. Is ACCCA meeting individual member needs through sponsored activities?

4. To what extent is the Association effective in representing community colleges to state agencies and coordinating with other state professional organizations?
  
5. How do past presidents believe ACCCA should be planning for its future?

The analysis of the data for this study is organized into five sections to address the five research questions. This format presents survey results and interview responses as they relate to each research question. A brief history of the development of the Association as derived through archival research and interview responses is also presented as an answer to research question number one.

Interview information is presented in text and survey data depicted in graphs and text for each of the research questions.

### Survey

The survey instrument was designed to obtain data on the perceptions of members on how effective ACCCA is in various areas. The questions were directed at measuring effectiveness in four key areas:

- o carrying out its purpose and objectives
- o meeting individual needs
- o representing community colleges
- o coordinating with other professional organizations

The data were analyzed using several methods. Frequencies were run for all variables. Cross-tabulations were reviewed for all questions related to effectiveness versus the following: years of membership in ACCCA, position in the institution, north/south location of college, and small-medium/large size of college. There were no significant differences among these various groups in terms of their responses.

### Comments

A comment sheet accompanied the survey to gain ideas or suggestions from the members about activities

or directions they would like the Association to pursue during the next decade. Though members gave the Association high marks in effectiveness in the four key areas identified in the survey; objectives, individual needs, representation and coordination, they also wrote comments addressing ways to further increase the effectiveness of ACCCA in the 1990's. If five or more members stated the same idea or suggestion, it was listed as a recommendation in chapter five.

#### Interviews

The interviews were designed to collect information based on the following interview questions:

1. You served as president of the Association of California Community College Administrators from 19-- to 19--. What were the major issues confronting community colleges during your tenure?
2. What were member needs and problems of the Association when you served as president?
3. What do you recall as the major accomplishment of the Association during your presidency?
4. In what ways do you believe ACCCA has changed

since you served as president?

5. Do you believe ACCCA is an effective organization? In what ways? Would it have been more effective if the Association office were located elsewhere?
6. What do you believe are two relative weaknesses of the Association?
7. Does the Association represent all administrators well? Who does it represent well? Who does it not represent well?
8. If you were (since you are) in an ACCCA leadership role today, what would be (are) your priorities for the Association?
9. What do you believe to be the most important planning variables/documents that ACCCA should consider in providing leadership in the 1990's?
10. How would you influence the leadership direction of ACCCA?

#### Archives

The review of the archival documents supported and substantiated presidential interview responses with respect to identification of major issues, member needs

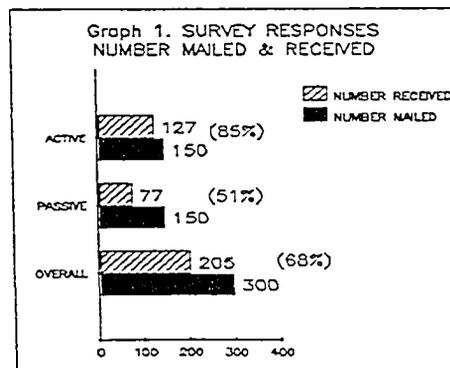
and problems, accomplishments and activities of the Association throughout its history.

### Respondents

#### Survey

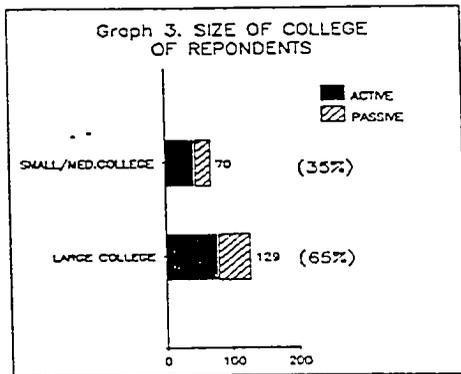
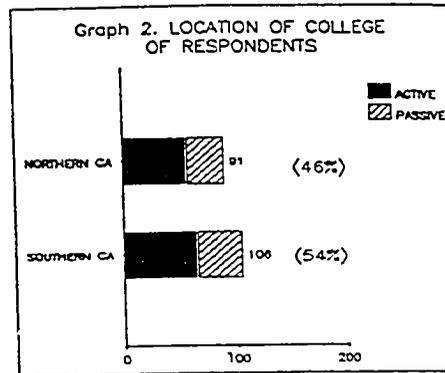
The survey instrument was distributed to 300 of the 1200 estimated total ACCCA membership. Two groups defined as "active" members and "passive" members were identified with 150 selected from each group for the survey sample. Efforts were also made to assure broad representation in the following areas: large and small colleges, number of years as a member of ACCCA, and position in the institution.

There was a 68 percent overall response rate to the survey (Graph 1). As might be expected, the response rate for "active" members (85%) was much higher than for the "passive" members (51%).



The number of respondents were fairly well distributed between northern and southern California,

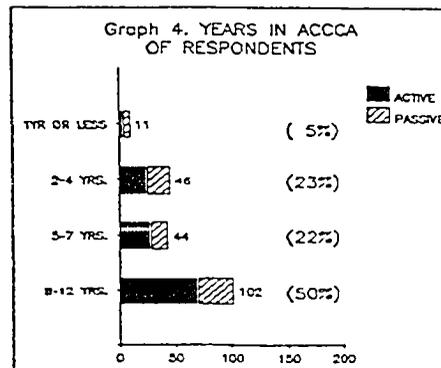
with the southern part of the state receiving a slightly larger percentage (54%). This might be expected as there are more colleges located in the south (Graph 2).



To determine whether the college was large or small, the categorization developed by ACCCA's President's Load Study was used. According to this source, there are about 65%

large colleges in the state. Of those responding to the survey, 65% were from large colleges (Graph 3).

Most respondents had been members of ACCCA for at least five years (72%) with about half having been in the organization 8 to 12 years (Graph 4). The individuals who had been in



ACCCA the longest were primarily from the "active" group (66%).

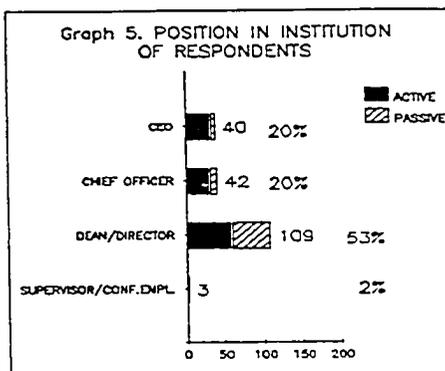
The position in the institution held by respondents was fairly well distributed among CEO's (college presidents or chancellors), Chief Officers

(chief instructional officers, chief business officers and chief student services officers), and Deans & Directors when compared to actual employees within a college. The one exception was representation at the supervisor or confidential employee level with only a 2 percent response.

In addition, of those who responded, 54 percent were male and 77 percent were Caucasian. About 10 percent of the respondents were Hispanic and 5 percent were Afro-American.

### Interviews

The interviews were held with the seven past presidents of the Association. All interviews were conducted in January and February, 1989 and took place between the researcher and A. Robert DeHart, Frank



Pearce, Jack Bessire, Gerald Angove, Joseph Newmyer,  
Phyllis Peterson and Tom Van Groningen.

### Results

Research Question #1: What Circumstances Brought About  
the Development of ACCCA as a Statewide Organization?

#### Historical Development of the Association of California Community College Administrators

Considerable discussion and exploration of other existing professional organizations took place prior to the decision to form the Association of California Community College Administrators. The decision to found a professional association representing community college administrators was spearheaded by Stuart Marsee, Superintendent/President of El Camino College and John Dunn, Chancellor of Foothill-DeAnza District. With the advent of collective bargaining, Dunn, the "father of ACCCA", and several community college presidents decided administrators needed to be better organized because they believed presidents could not adequately cope with

the many issues that would accompany collective bargaining without the support of an organization to voice their mutual concerns. Their primary interest was in voicing the administrator's view of the legislation. Equally important was the necessity to be constantly aware of all bills coming before the California Legislature for consideration and the need to disseminate information to administrators (DeHart, 1989).

The group of founders wanted to determine if other organizations could meet their current and future needs. About a quarter of the community college presidents at that time belonged to the Association of Secondary Schools and Colleges Administrators (ASCA). Many felt it was an excellent vehicle for monitoring articulation and communication with the high schools whom they served, however, it did not meet the current needs.

Dunn and others researched the trustees association and the California Association of Community Colleges (CACC). Neither organization appeared strongly organized or influential in regard to collective bargaining or legislative matters (DeHart, 1989).

Had collective bargaining not come along to give impetus to the search for an effective way to address the issues, ACCCA probably would have emerged since the other existing organizations did not represent community college administrators as an entity. The founders determined they did not wish to represent only presidents but wanted to present the opportunity for membership to all community college administrators and managers. Also they did not want to be a single purpose organization. Many administrators wanted services they felt an organized association could give them such as professional development. Problems other than collective bargaining needed to be addressed so they decided to identify all the issues. Following considerable discussion and much exploration of other associations, the decision was made to found a new organization (DeHart, 1989).

The summer of 1975 was the time chosen by several hundred California community college administrators to join minds, energies and directions in the creation of a new, comprehensive organization. The Association of California Community College Administrators (ACCCA) was formed in Los Angeles that June. A. Robert DeHart,

President of DeAnza College, was nominated by John Dunn and elected to head the newly formed Association of California Community College Administrators. The goal of the organization was to bring together the state's 1,100 community college administrators into one solid and effective organization (DeHart, 1975).

By January 1976, the organization had enlisted over 600 members. Identification of those eligible for membership was provided by the individual colleges' declaration of an "administrator". The definition of "management" in Senate Bill 160, the collective bargaining legislation, was suggested as a good criterion to use in identifying campus personnel qualified for membership. The mission of the Association was declared as establishing, presenting and advocating the administrative point-of-view on all matters concerned with the development, operation and management of California Community colleges (DeHart, 1976).

ACCCA entered the legislative scene at a time of greater need than in any recent history. Administrators and their colleges faced many critical issues. ACCCA began to immediately establish administrative positions

concerning the "cap" placed on funded average daily attendance, collective bargaining, adult education and tuition among others. To promote the administrative point-of-view developed in these position statements, John Bukey was retained as a part-time legislative advocate. Bukey was responsible for analyzing bills, organizing persons to give testimony before legislative and governmental committees, and monitoring bills of interest to ACCCA. The Association gave very special attention to finance legislation in an attempt to eliminate the cap. ACCCA also played an important role in influencing PERB (Public Employment Relations Board) guidelines and follow-up legislation to assure as smooth a transition into collective bargaining as possible under the circumstances (Annual Report, 1976).

DeHart (1976) believed "the quality and growth of community colleges is directly dependent upon the knowledge and skills of individual administrators." His support for professional development resulted in the creation of a management development commission which he chaired during the initial year of ACCCA. The commission's activities concentrated on workshops and seminars on such topics as: preparing the

administrative team for collective bargaining, conflict of interest, and avoiding unfair labor practices. They also co-sponsored several state and national conference presentations with the American Association of Community and Junior Colleges (AACJC) and the League for Innovation (Annual Report, 1976).

When asked to identify his major accomplishment during his two-year term in 1975-1977, DeHart replied "getting the organization started and establishing creditability. We needed a vision of what an organization like ACCCA should be. I did not do anything special. I did what you would expect a leader to do."

The ranks of membership swelled to 1,000 during 1977. During that same year the formation of the ACCCA sponsored Management Development Institute was initiated to increase managerial effectiveness through offering in-service development of administrators and key staff in the practical application of professional management disciplines (Kest, 1977).

The Association determined that the need to communicate had outgrown the periodic newsletter, ADCOM. The leadership authorized the publication on a need

basis of newsletters on legislative matters, personnel issues (primarily collective bargaining) and employment opportunities in addition to ADCOM (Kest, 1977).

The number of Management Reports published in 1977 doubled that of the previous year. Members continued to receive them free with a non-member charge of five dollars each. A comprehensive bibliography of printed materials published on staff development between 1970-1976 was also made available to members free of charge (Kest, 1977).

Acknowledging the significant accomplishments of ACCCA in matters of legislation, management development and personnel relations (particularly collective bargaining), Frank Pearce, Superintendent/President of Long Beach City College, 1977-1979 ACCCA president emphasized, "we must increase our efforts at liaison with other organizations and improve individual benefits . . . various types of insurance, credit options and legal assistance. In addition, we should examine the area of professional standards and ethics" (Kest, 1977).

By March 1978, ACCCA had entered into an agreement with School Administrators Special Services (SASS) to bring to members the most comprehensive services program

available. The SASS arrangement allowed members access to two auto and two homeowners insurance companies, personal liability umbrella insurance, group legal services, group term and family life insurance, income protection, accidental death and dismemberment coverage, supplemental life, cancer, and intensive care coverage, travel planning and car leasing services, and discounts at hotels/motels (ADCOM Special Services Edition, March 1978, Vol 3, No. 9). Pearce and the ACCCA Board had implemented one of its major areas of emphasis within a year.

During 1979, Dan Walker, President at Yuba College and chairman of the ACCCA Personnel Commission encouraged the Board to admit "confidential employees" (as defined under collective bargaining rules), to membership. Since the group was closely allied to management, ACCCA not only admitted them but designed activities of special interest to them. Regional workshops were held to assess how ACCCA might best serve their interests (Kest, 1979).

The passage of Proposition 13, the Jarvis-Gann initiative, which reduced the state-wide average of local tax revenue support by nearly two-thirds for each

community college district, required primary attention, leadership and information in 1978. The leadership and members worked hard at trying to defeat Prop 13 during Pearce's presidency and worked harder at trying to accommodate the impact after its passage in June, 1978. When discussing the major issues of his term, Pearce stated, "Prop 13 was more an emotional than a rational issue. Funding was not just a dollar issue but one of control. The decrease in local tax revenues and increase in State funds meant the state was going to exercise greater control over the community colleges." (Pearce, 1989).

Additionally there was discussion concerning the changing role of community college administration in California. Formerly administrators had been expected to "take charge" and lead their districts. Now they were expected to be consensus seekers and to allow more people a voice in college matters. An important ACCCA goal became the teaching of people how to manage in this new environment. Many administrators wanted help with interpersonal relations skills and ACCCA sponsored numerous one-day self-management programs. Members wanted to have more information about their rights as

administrators and ACCCA started a counseling and legal advice service for members (Pearce, 1989).

Still in its infancy as it entered the decade of the 1980's, ACCCA leadership was prepared to become more involved in the many issues that would affect California community colleges. When Jack Bessire, Dean of Student Personnel, Monterey Peninsula College, assumed the presidency of ACCCA for 1979-1981, the issues surrounding the collective bargaining law, Senate Bill 160, and Proposition 13 were looming. Increased communication and coordination among statewide professional organizations was needed to accommodate issues of new legislation, preventing state control and assisting in making the state Chancellor's Office for Community Colleges more effective. Bessire in discussing the need for increased liaison activities stated, "we want to share the work and share the expenses wherever it seems our common interest will be furthered. We are prepared to alter our way of doing things if it means a stronger, more effective community college movement." ACCCA assumed the leadership role of bringing together representatives of dozens of job specialty organizations, trustees and state Chancellor's

staff (Bessire, 1989).

When State Chancellor William Craig resigned in 1979, Glenn Gooder, retired superintendent/president of Santa Barbara City College, served as interim chancellor for about five months. Gerald Hayward, former director of legislative and governmental affairs for the California Community Colleges was named the new Chancellor in January, 1980. ACCCA had worked with Hayward in his former position and actively pursued an increased consultative process with him in regard to his funding plan for community colleges (Bessire, 1979).

ACCCA and Bessire did not want for issues requiring strong leadership in 1979-81. The issues were plentiful and administrators made clear they expected ACCCA to be a leader. In 1980, Gerald Kissler, assistant director of planning at University of California, Los Angeles, authored the "Report of the Task Group on Retention and Transfer." The Kissler Report resulted in newspaper headlines declaring that junior college transfers to the University of California system were becoming fewer and of lower quality. Additionally, Gary Hart, Chairperson of the Subcommittee on Education of the Assembly Ways and Means Committee, stated one of his major concerns in

1980 was the changing role of the community colleges as evidenced by the decreasing number of transfer students to the university and the University of California criticism of the academic skills of the students who do transfer. Because of the dramatic impact the Kissler Report had on community colleges, ACCCA published an analysis of the limitations of the report, discussed the many implications in numerous forums and provided testimony at legislative and governmental hearings.

Jerry Angove, President of Sierra College, assumed the presidency for ACCCA for 1981-83 amidst repercussions from Prop 13. This was an era of problems dealing with layoffs and cutbacks as administrators were being RIFed (Reduction in Force) and budgets reduced. Members needed support and information. ACCCA refined and increased counseling services to members and provided guidance in the area of finance and management development opportunities. More women were encouraged to become involved in leadership roles and committee membership rotated more often so ACCCA would not be viewed as an "old boy's club" or representing the views of a small group of people (Angove, 1989).

There was general public disregard for administrators and ACCCA assumed the role of raising the image of administration. ACCCA began a series of personality profiles honoring the professional careers of retired California community college administrators in 1982. A call was made for persons to submit profiles on women and middle-management personnel. ADCOM published all profiles (DeVeni, 1983). Additionally Angove developed a proposal for an outstanding administrator award (Harry Buttimer Award) for presentation to the ACCCA Board. Harry Buttimer, Chancellor of Contra Costa Community College District, died of cancer in September, 1984. His colleagues appreciated his outstanding ACCCA leadership and voted to establish an annual leadership award in his honor. The first annual presentation of the awards was made in 1986 (Angove, 1989).

In 1983, ACCCA contributed funds toward a statewide survey of registered California voters designed to test whether an initiative for local control of California Community Colleges would be successful. The results clearly showed that voters supported the notion of retaining control of the colleges in the communities.

The results also showed a high regard for the community colleges but almost no support for local tax increases (Bessire, 1983).

The need for strong fiscal leadership was never more evident. The ACCCA presidency was assumed in 1983 by one of the finest financial minds in the California community colleges. Joe Newmyer, Vice Chancellor/Finance at North Orange Community College District, provided strong leadership assistance to the membership in handling the many impacts associated with fiscal decreases or changes (Bessire, 1989).

Newmyer made the conscious decision to accept the presidency of ACCCA for one year, 1983-1984, rather than the regular two-year term. He felt the opportunity for executive leadership should be made available to other members on a more frequent basis. He began his term in the first year of Senate Bill 851, the legislation that required enrollment fees for California community college students for the first time in the colleges' 77-year history. The Governor had cut the budget for community colleges by eight percent and had not provided for a cost-of-living increase. There was a six month period from the time the budget was cut until the income

from enrollment fees restored the eight-percent decrease (Newmyer, 1989).

The California Assembly Speaker created a Select Committee on Community College Finance and Operations, charging the Committee to report and make recommendations regarding six areas:

- . level of financing, including state and local sources of funds;
- . student charges;
- . staffing and expenditure ratios and controls;
- . definition of purpose and need for variable funding for separate missions of the community colleges;
- . possible efficiencies associated with such consolidation and realignment of community college districts; and
- . appropriate redefinition of roles and responsibilities of state and local agencies associated with community colleges (Bessire, 1983).

This move by the Legislature was viewed by community colleges as a political strategy to get the governor to retreat from the fee issue. Whatever the purpose, the task seemed impossible to accomplish in the committee's three-month time frame. In the meantime there would be further delays in realizing the goal of adequate community college financing (Bessire, 1983).

Another disconcerting component of Senate Bill 851 to administrators was the 90-day termination language. Administrators could be returned to the classroom, if qualified to do so, with no more than 90 days of notice that they were being terminated as an administrator.

Members also wanted more information directed to meet their individual professional needs and less data that was district related. Additionally they wanted ACCCA to concentrate on strengthening the liaison of affiliate organizations more than in past years. (Newmyer. 1989).

A goal of improving liaison with other administrative job specialty groups was successful under Newmyer's leadership. Those groups accepting the offer to affiliate with ACCCA included the associations of chief business officials, student services officers,

instructional officers, community services and continuing education, resource development and student affairs officials (Bessire, 1984).

ACCCA continued capitalizing on one of its unique features as a statewide professional organization -- unpaid, voluntary leadership. Unlike the California Association of Community Colleges (CACC) with a paid professional staff, and the Academic Senate of California Community Colleges (ASCCC), which received fiscal support from the Chancellor's Office, ACCCA derived funding only from member dues and sponsored activities and leadership from those current and retired administrative leaders in the California community colleges.

The Association called upon Dr. Donald Weichert, President of College of the Redwoods, to coordinate a student enrollment fee survey which was used by legislators and staff to formulate their positions and reach the compromise on student fees as contained in Assembly Bill 1 (AB1XX). Additionally, the work and presence of Joe Newmyer, ACCCA president, and ACCCA finance commission chairperson, Tom Van Groningen, was invaluable during all negotiations (Bray, 1984).

Assembly Bill 1XX became operative on July 1, 1984 with a sunset provision for January 1, 1988. The bill addressed nineteen-specific matters. Major points included:

- . students taking six or more units would pay a fifty dollar semester fee; less than six units, five dollars per semester unit.
- . All community colleges would be funded in 1984-1985 at least at their 1983-1984 ADA levels;
- . Students on public assistance were exempt from paying the fee;
- . Ninety-eight percent of the fee revenues were deemed local property tax revenue for purposes of computing community college apportionments;
- . Health fees were eliminated but districts were required to retain the same level of service as the 1983-84 fiscal year service (Bray, 1984).

In 1984, the reins of leadership were passed to a woman for the first time in ACCCA's nine-year history,

Phyllis Wiedman Peterson, President of Diablo Valley College. Peterson's term, 1984-86, followed years of decline in funding and enrollment and at the time that there was a need to turn the community colleges around fiscally. There was a threat of differential funding for community colleges and a real need to define it into disciplines. ACCCA became very involved in the Gooder Study of differential funding. The 1983 finance bill, Senate Bill 851, announced the intent of the Legislature as "funding community colleges in a manner which better reflects the cost of delivering instruction and services than does the current system of community college finance . . . A system of differential funding for community college districts shall be developed." The statute also required the Chancellor of California Community Colleges to conduct a study of differential funding in consultation with an advisory committee. ACCCA had active membership on the advisory committee. Though the statute identified six specific areas the committee was to address, they also agreed to look at the advantages and disadvantages of differential funding and an implementation plan (Bessire, 1984). A new state community college Chancellor made people wary of what

might happen and the financial impact of tuition for community college students for the first time was as yet an unknown (Peterson, 1989).

Management layoffs of preceding years had created a real concern about managers and a need for advocacy for community college management personnel. ACCCA became very interested in doctoral level education programs to prepare community college leaders (Peterson, 1989). The Center for Leadership and Research at University of California, Berkeley requested a \$2,000 planning grant from ACCCA for the center in 1985. ACCCA member, Tom Fryer, Chancellor of Foothill-DeAnza Community College District and Jerry Hayward, former Chancellor of the California Community Colleges, directed the planning effort. Peterson and Van Groningen, Chancellor of the Yosemite Community College District met with them to explore the appropriate linkages between ACCCA and the Center (Board of Director's Report, 1985).

The chief executive officers (CEO) were separating from ACCCA to begin their own organization in 1984. There was a concern at the executive board level that CEOs might go a different direction from ACCCA.

Management, faculty and districts appeared to be going their separate ways. The splintering of the groups was not allowing one voice for community colleges to be heard by the Legislature and the Chancellor's Office (Peterson, 1989).

ACCCA was trying to provide data that could be useful to districts, management and faculty. The 1984 annual conference highlighted California's changing demographics, the need for high technology in the community colleges, societal forces that must be recognized by educators in their planning processes and a panel of assemblymen and senators demonstrating the political realities and constraints facing California community colleges. All presentations were taped and made available for purchase in an attempt to get the information disseminated more broadly to current and potential members.

ACCCA continued its efforts to keep the membership apprised of all pending legislation, to actively participate on committees dealing with funding issues and to continue high quality management development activities.

ACCCA awarded the Harry Buttimer Distinguished Administrators Award for the first time in 1986. The winners selected were Dr. Tom Van Groningen, Chancellor of the Yosemite Community College District, and Dr. John Petersen, former Superintendent/President of Cabrillo Community College District and Executive Director of the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (Bessire, 1987).

Ascending to the presidency of ACCCA in its thirteenth year was Dr. Tom Van Groningen, Chancellor/Superintendent of the Yosemite Community College District and Buttimer award winner. Van Groningen brought with him years of service to ACCCA while serving as chair of the Finance Commission, treasurer and vice-president. When queried as to major issues confronting community colleges during his term, Van Groningen identified them as Assembly Bill 1725, the major reform mandates for community colleges; development of program based funding; personnel issues associated with AB 1725, tenure, credentials, administrator's rights; the need for a presence by community colleges at the hearings of the Commission for

the Review of the Master Plan of Higher Education. He also mentioned the phase-in implementation of the state mandated matriculation plan which includes among its components the assessment, orientation and advisement of all new community college students (Van Groningen, 1989).

Because of the major issues confronting community colleges in 1986-1988, it became more critical for the professional administrative groups to coordinate efforts and voices. The chief executive officers (CEO) group and the Californians, a political action committee representing faculty, trustees, students and administrators were very visible and verbal. Though many ACCCA members felt the separation of the CEOs would weaken ACCCA because they had been the strength over time of the Association, others felt it was an opportunity for wider representation of administrative views beyond those of a CEO. ACCCA made an effort to remain sensitive to the involvement and strong support from the CEO ranks. ACCCA has maintained its high profile and visibility along with the emergence of a very active and visible CEO organization (Van Groningen, 1989).

Continuing into Van Groningen's term was the concern about effective and sufficient representation of affiliated groups by ACCCA. The groups felt a need to represent themselves at Board of Governors meetings, to have legislation introduced and to have their job specialty position made known.

Van Groningen (1989) stated that:

to a degree there is a need for these groups to speak for themselves and it will continue to happen. If it becomes the modus operandi, it obviously will eventually weaken ACCCA and the community colleges influence because of the multiplicity of voices and opinions. Ultimately what could happen is a kind of microcosm of what was occurring with the entire community college family a few years ago. That is, absent the coalition, a dozen voices are expressing divergent views. The different voices are occurring within the administrative ranks and the extent to which it becomes predominant is the extent to which

it will adversely affect ACCCA's ability to be effective.\*

ACCCA invited a representative of the affiliate groups to attend Board meetings, express views and request support on issues of importance to the membership. Some of the affiliate groups are California Community Colleges Chief Student Services Administrators Association (CCCCSSAA) and Chief Instructional Officers (CIO). New affiliate groups are still being accepted into ACCCA and attempts made to address their needs and concerns.

The 90-day notice for reassignment of community college administrators, which was included in Senate Bill 851, was sunsetted on June 30, 1987. It died because of persistent efforts of ACCCA and particularly because of the "good work" of ACCCA paid advocate, Arnold Bray. Attempts made to continue the provision failed in large measure due to the efforts of ACCCA. The sunsetting of the provision meant a return to the required March 15 notice for reassignment or termination of an administrator (Bessire, 1987).

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\* See Appendix B.

A problem area that prohibited sufficient response time to member requests on occasion was the lack of automation in the ACCCA office. The recent purchase of a computer and some in-service for the office manager has assisted in producing labels, form letters and data for targeted groups. The membership committee is assisted in obtaining more accurate, up-to-date demographic information on current and potential members.

ACCCA counted among its successes of the 1986-1987 year the receptions for Legislators and Board of Governors so that community college representatives could meet members and discuss community college concerns; assistance in defeating Proposition 61; support of the free flow bill; amendment of the fee bill to eliminate the inconsistency of students taking six units; reinstatement of the student health fee; participation in the initiative to modify the Gann limit, co-sponsorship of the first Administrators Leadership Seminar and the first Presidents' Academy. ACCCA continued to provide its many management development opportunities and publication of the ADCOM and Management Reports.

In 1987, ACCCA bestowed the Buttimer Distinguished Administrator Awards on Dr. Joe Newmyer, Vice Chancellor/Finance and Facilities, North Orange Coast Community College District and Dr. Dave Mertes, Chancellor, Los Rios Community College District. The two awards were presented during the annual conference (Bessire, 1987).

When discussing representation, Van Groningen (1989) noted:

ACCCA has more often taken the position of representing what is right for community colleges rather than what may be right for a select group within the colleges. That stance was at some conflict because people pay dues to an organization and at times want membership advocacy to be more dominant. It is a delicate balance. If ACCCA becomes too membership advocacy oriented, the association could lose the legitimate respect and role as a leader for community college issues which is a viable role the organization has played. If the Association doesn't attend to perceived

needs of its members it could lose memberships. It is hoped that narrow interests and concerns can be subordinated so that the primary interests and concerns of community colleges can be addressed more effectively for the betterment of all members and all colleges.

No revolutionary changes occurred in 1986-88. Rather there were enhancements and fine tuning adjustments which made ACCCA a more viable and effective organization overall.\*

In 1989 ACCCA began its fourteenth year of service under the able leadership of its second female president, Dr. Beverly O'Neill, Superintendent/President, Long Beach City College. O'Neill is providing executive leadership to over 1200 California community college administrators and she coordinates the efforts of over seventy members serving on ACCCA commissions and committees.

The Board of Directors made a decision to initiate

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\* See Appendix B.

a study to determine what the leadership directions for ACCCA should be as we enter the next decade. There was an identified need to assess member evaluations of what ACCCA was doing, if it was meeting goals, representing affiliate groups, facilitating representation on community college issues to state and governmental agencies and providing services and activities to meet member needs. A study was endorsed and scheduled for review and implementation during the summer of 1989 (Van Groningen, 1989).

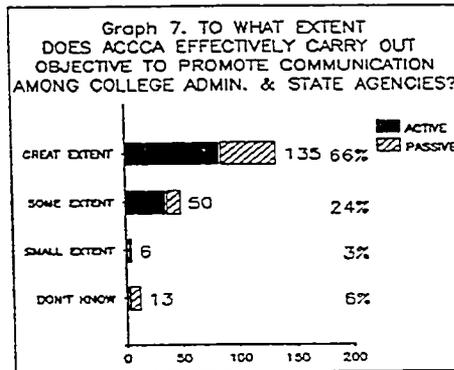
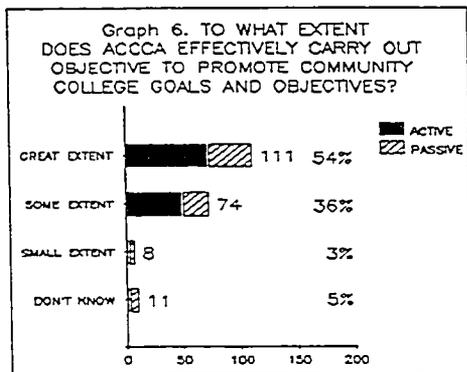
The interviews with the past seven presidents of ACCCA and the search and review of archival materials has produced a history of the first fourteen years of the Association. The 1990's promise to provide an exciting and challenging period in which to continue recording the activities of the Association.

Research Question #2: Does the Membership Believe the Organization is Meeting Its Goals and Purposes?

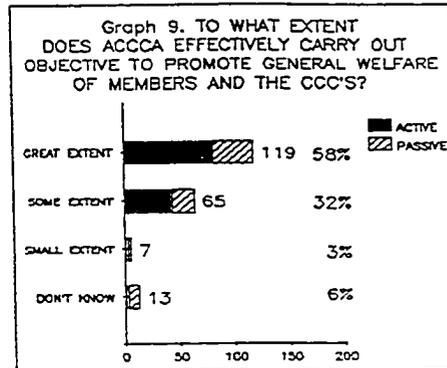
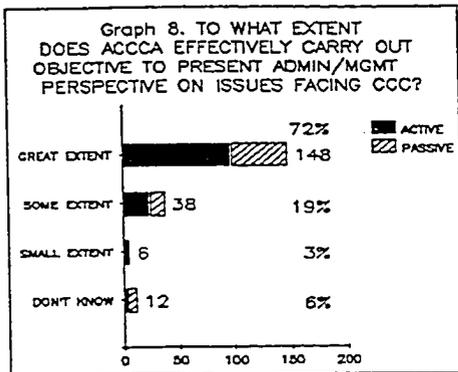
This question will be answered through the results of a survey and from interview question responses.

### Survey

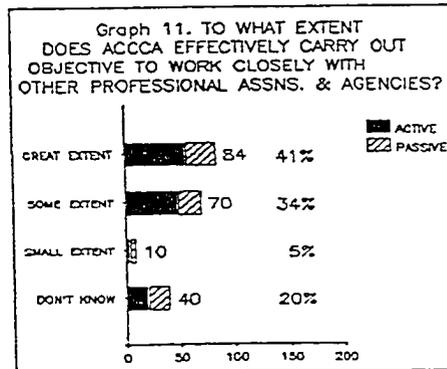
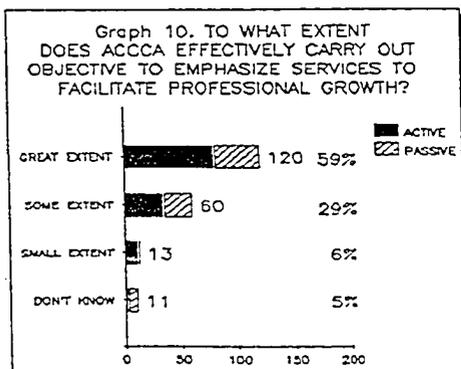
In general, the respondents felt the organization was meeting its goals and purposes. Most (91%) felt ACCCA was promoting community college goals and objectives (Graph 6) and promoting communication among college administrators and state agencies (Graph 7).



The organization received equally high effectiveness ratings (about 90%) with respect to its ability to present administrative perspectives on issues facing community colleges (Graph 8) and to promote general welfare of its members and community colleges (Graph 9).



As shown in Graph 10, ACCCA was also seen to emphasize services which facilitate professional growth (88% positive rating) whereas there was some uncertainty among the members (Graph 11) whether the organization was working closely with other professional associations and agencies (25% "small extent" or "don't know"). This uncertainty is reflected in responses received to questions regarding the ACCCA's effectiveness in coordinating with other professional organizations.



Interviews

All past presidents interviewed believed that ACCCA effectively meets its purpose of representing a comprehensive community college perspective that promotes the understanding of the goals and objectives of all California community colleges. It was their belief that the administrative viewpoint is presented in a global manner on issues concerning community colleges.

The presidents indicated that in order to represent the view of all community colleges, of necessity, subjects a single institution or special interest subgroup of ACCCA to just one part of a whole. As a result, they may not feel well represented by ACCCA when a unified advocacy is presented. Since the higher echelon of administration must have a visible, consistent and comprehensive perspective more than others, the presidents expressed that middle to lower level administrators may not feel adequately represented.

Though all presidents expressed that improved communication would assist the members in believing they were well represented, they were divided as to whether a more strategically located association office and

whether a paid executive director would help. They agreed that the office needed to be able to provide more information to the Board and to the members in various formats and in a more timely manner.

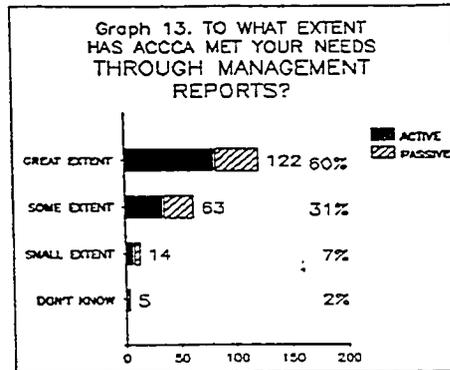
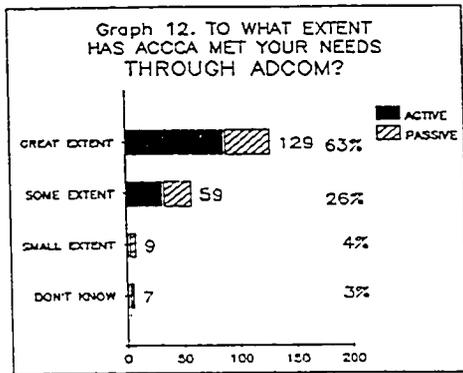
Research Question #3: Is the Association Meeting Individual Member Needs Through Sponsored Activities?

Survey responses from members and interview responses from past presidents of ACCCA provided answers to this question.

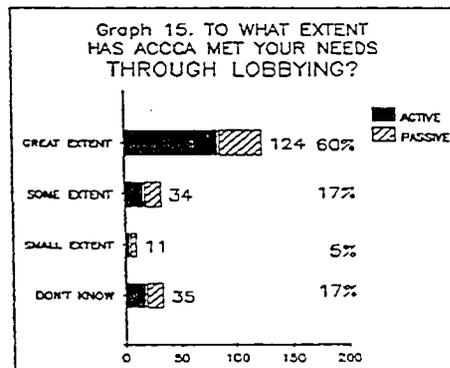
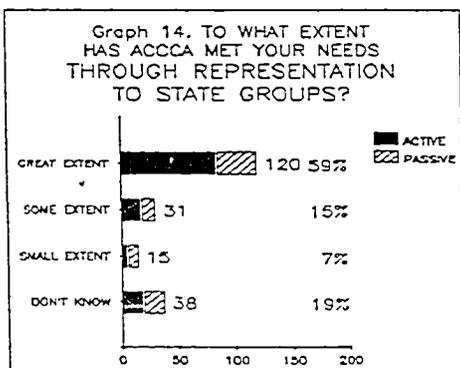
Survey

Both ADCOM and Management Reports received high marks from members with respect to effectiveness in meeting their perceived needs. Most members reported they actually read ADCOM (89%) or Management Reports (77%). Over 90 percent of the respondents felt these two services met their needs to "some extent" or a "great extent" (Graphs 12 and 13).

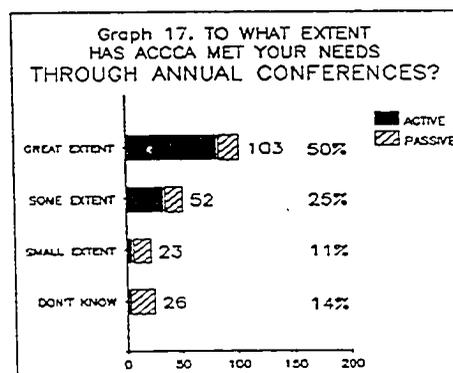
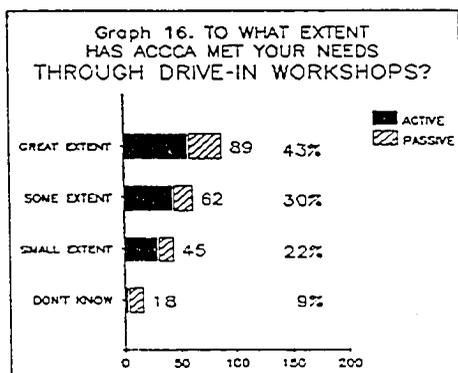
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There was less certainty by members about the extent ACCCA was meeting their needs in representation to state groups and lobbying (graphs 14 and 15). About 75 percent felt ACCCA was effective in both areas, however there was a relatively large percentage of members (17 to 19%) who responded "don't know" in this area.

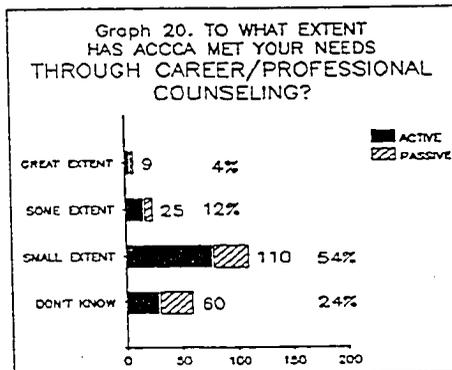
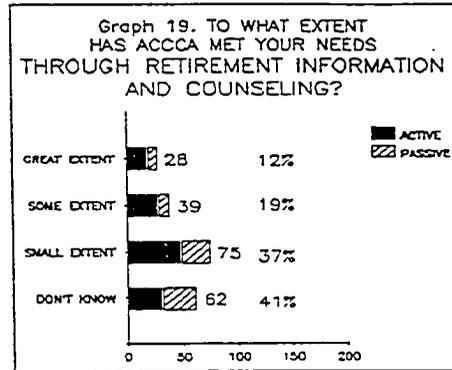
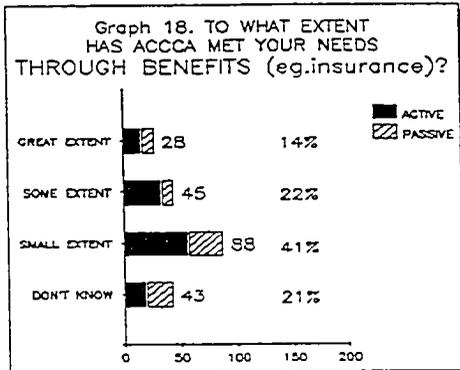


The drive-in workshops and annual conferences also received about a 75 percent effectiveness rating (graphs 16 and 17). In light of the way in which the sample was selected ("active" members attended a recent conference or drive-in workshop) the responses to these particular questions might be somewhat skewed. However, it is interesting to note that about 50 percent of the "passive" members felt these services met their needs to some extent or to a great extent.



The responses relative to ACCCA's benefits, (e.g.) insurance, retirement information, and career/professional counseling services, received a much lower effectiveness rating than did any of the other services. Large percentages of both the "active" and "passive" members did not know about these services (21 to 30%) and many felt the services met their needs only to a

small or very small extent (36% to 52%) (graphs 18, 19 and 20).



Interviews

There was unanimous agreement that the Association was meeting members needs of professional development most effectively. The past presidents believed that the publications of ADCOM and the Management Reports were

widely read and that they contained current, important information to all administrators. All believed that the workshops and annual conferences were very effective means of meeting member professional growth needs. These beliefs are strongly supported by the survey responses. Though the presidents expressed that special services (insurance, retirement and career counseling) were useful to some members at particular times in their professional development, they did not believe the special services were well known or used by many. These interview comments were well supported by the survey results reported.

The presidents were divided as to whether they felt ACCCA was effectively meeting member needs by representation to state groups. They indicated that the needs were probably being met indirectly, since ACCCA was voicing an administrative opinion for all community colleges but might not be perceived by most members in middle or lower level ranks as a direct benefit or as meeting a personal need. On the other hand, all presidents felt members in higher level administrative positions in the institutions could relate to their needs being met effectively through representation to

state groups.

ACCCA's lobbying efforts were believed to be very effective by the past presidents. They were very aware of the efforts and believed that all members derived benefit from the activities. Their responses were not substantiated by survey results which showed that a relatively large percentage of general members responded "don't know".

Research Question #4: To What Extent is the Association Effective in Representing Community Colleges to State Agencies and Coordinating with Other State Professional Organizations?

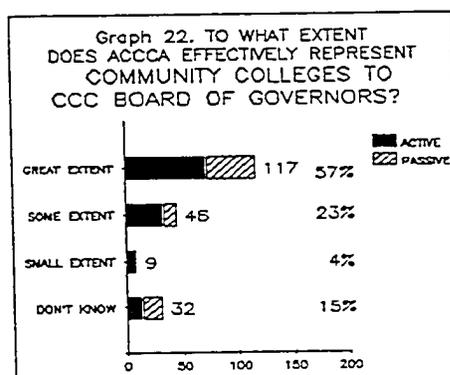
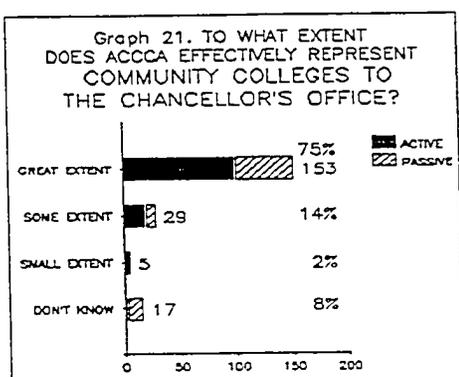
Answers to this question were obtained through member responses on a survey and interview responses from the Association's past presidents.

#### Survey

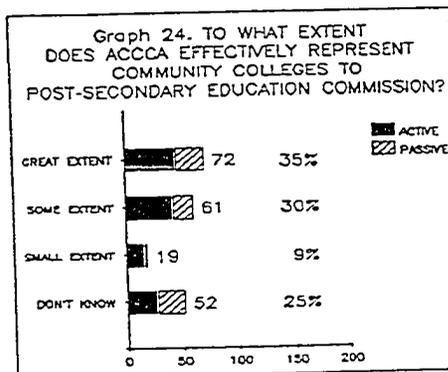
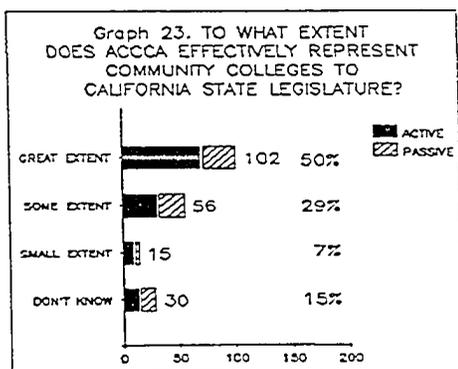
In general, the membership felt more positive about ACCCA's role in representing community colleges to various state agencies than about the effectiveness of the organization in coordinating with other state professional groups. The "active" and "passive" members

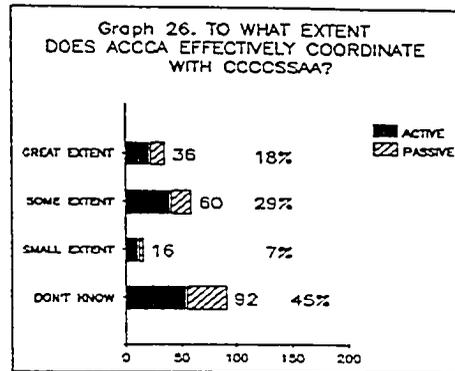
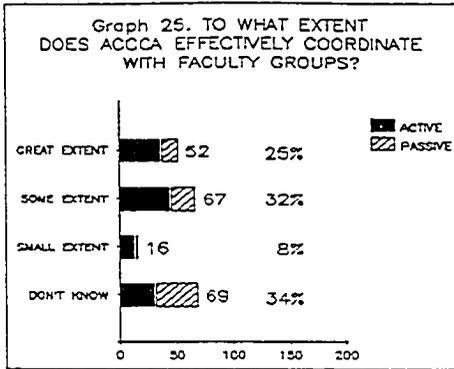
marked "don't know" on a fairly equal basis.

Most members (90%) felt that ACCCA effectively represented community colleges to the Chancellor's Office (Graph 21), but were slightly less positive (80%) about representation to the CCC Board of Governors (Graph 22).

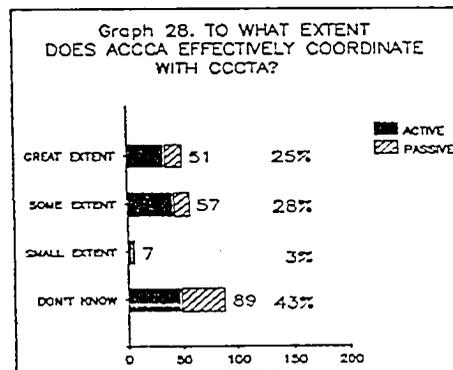
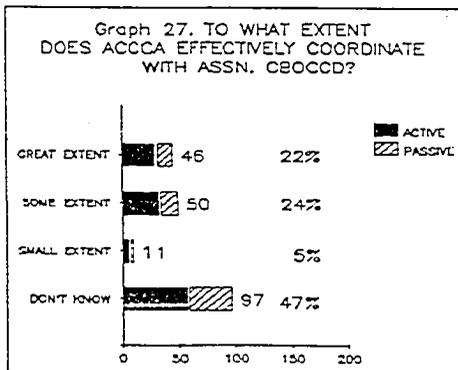


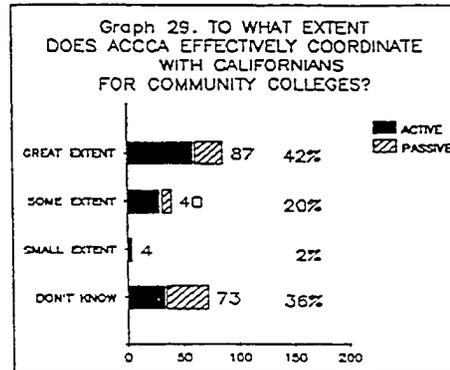
There was slightly more uncertainty about the effective representation to the legislature (Graph 23), and members appeared to be even less knowledgeable about ACCCA's representation to the Post-Secondary Education Commission (Graph 24).





Most members (34% to 47%) did not know how effectively ACCCA coordinates with other professional groups (Graphs 25-29). Of the groups listed in the survey, coordination with the Californians for Community Colleges (Californians) received the highest effectiveness ratings (62% either to a "great extent" or "some extent").





### Interviews

Interview comments from all presidents supported survey results that ACCCA did an effective job of representing community colleges to the Chancellor's Office. The presidents were more positive about ACCCA's effectiveness in their role of representation to the State Legislature than was the general membership. The presidents were divided as to how effective they believed ACCCA was in representation to the Board of Governors and the California Post-Secondary Commission. Half the interviewers believed that if representation was effective to the Chancellor's Office it would carryover to the Board of Governors. They felt the Chancellor's Office should carry the message to the Board of Governors when provided by ACCCA.

All presidents agreed that it is extremely important to have strong relationships with other professional and affiliate organizations. The level of coordination should vary depending on the organization. The past presidents believed ACCCA was most effective in coordination efforts with the Californians and the chief executive officers (CEO) organization. However, they also expressed concern that there was a strong need to coordinate with these two groups or ACCCA could be weakened and those organizations would be viewed as the "voice of community colleges" rather than ACCCA.

Member ratings of the coordination efforts of the Association indicated that most were unaware of the effectiveness of the coordination efforts.

Research Question #5: How Do Past Presidents Believe ACCCA Should Be Planning For Its Future?

Interview responses from all past presidents of the Association provided answers to this question.

### Interviews

The presidents stated there was a need to establish a vision for the Association, a plan to reach the vision

and staff recruited to implement it. They expressed that the results of this study could give impetus to the vision and planning. It was also suggested this might be a good time to establish a research component in the organization.

The need for the Association to take advantage of the world of high technology was voiced by all. They believed that information dissemination should be by the most current methods available and that teleconferencing and media technology needed to be emphasized. Strong expression was given to the Association Office becoming fully automated in all respects to meet the needs of 1200 members.

The presidents did not agree on whether or not the Association would be more effective if it had a paid executive director or were staffed by the current volunteer memberships. Those favoring a salaried director believed that the Association could gain more national and world exposure with a paid director. They believe that it is too difficult for a totally volunteer organization to have the broad influence needed. Those opposed to a director stated that members would allow the director to do all the work and that the current

volunteerism and dependability of the Association would be lost.

Most presidents were in favor of moving the Association Office to Sacramento in order to have a higher visibility and legislative presence. Two mentioned that a location near a large metropolitan airport would be beneficial because of convenient access to meetings. Though inexpensive to do so, most did not believe retaining the small office on a college campus is as effective as it was at one time. They believe the future will require a relocation of the office in order for the Association to retain its leadership role.

There was consensus among respondents which represented concern that members will seek or have sought other professional organizations or are considering forming their own organizations because they may not feel well represented. The past presidents felt the Association needed to strengthen the role with the affiliates. Some of the presidents suggested that they and retired members might be utilized even more than is presently done to provide consultation, mentoring and training to aspiring administrators. It was expressed that the Association should assume a leadership role in

preparing future community college leaders and that greater emphasis must be given to the development of interpersonal skills.

There was consensus that the Association should continue its strong advocacy role and remain prominent in the areas of community college finance and legislation. Strengthening of the relationship with University of California and California State University systems was mentioned by more than half the past presidents as important for future planning. Direct involvement in the implementation of Assembly Bill 1725 personnel issues and legislation follow-up was stated as critical to the future of community colleges and ACCCA should remain highly visible and active in its leadership role.

Little agreement was evident in planning for membership except to meet the needs of those recruited, especially if the Association is going to reflect the diversity of the state and the community colleges. There were varying opinions as to the continued ability of the Association to meet the needs of the wide range of members. Some felt it not feasible to continue to try to meet the needs of chancellors and yet meet the

needs of classified confidential employees. Others felt it was being done to varying degrees of effectiveness and that all should have the opportunity of membership.

All previous presidents and the responding members of the Association provided candid responses to each of the research questions. The results and analysis will be useful to the Association leadership in planning for the future.

CHAPTER V  
SUMMARY AND RECOMMENDATIONS

Background Issues

The Association of California Community Colleges Administrators is the largest organization of community college administrators in the nation. From its inception in 1975 the primary purpose of the Association has been to present an administrative perspective on issues facing California community colleges.

California's community colleges and the Association will face some of the most difficult challenges ever presented as they prepare to enter the 1990's. The major community college reform legislation of Assembly Bill 1725, the changing demographics of the state and of the community college student population will require ACCCA to provide strong, visionary leadership for California community colleges as they approach the 1990's.

Objective of the Study

The purpose of the study was to provide a history of the Association of California Community College

Administrators, determine how members perceive the Association, identify issues of the 1990's that the organization will need to address, and recommend some directions for leadership of ACCCA in the future.

The main objectives of the study were to:

1. trace the origin and development of the organization
2. identify member perceptions of the organization
3. identify societal and legislative issues that impact upon California Community colleges
4. recommend some directions for leadership of the organization for the 1990's.

#### Methodology

An ethnographic research design and methodology were used for this study. Three hundred ACCCA members were surveyed and seven past presidents were interviewed.

The purpose of the survey was to obtain a composite view of member evaluation of the Association's effectiveness. The survey was divided into four parts addressing the Association's goals and purposes, individual member needs, representation to others, and coordination

efforts with other professional organizations.

The ten interview questions asked of past ACCCA presidents addressed the history of the Association and views on future planning for ACCCA.

### Summary of Findings

A chronological history of the Association of California Community College Administrators (ACCCA) from 1975 to 1989 was written by the researcher to meet Objective One. In tracing the development of the organization, the researcher found the activities, contributors and leaders identified through the interview process consistent with the documentation published in reports, newsletters, and minutes of the Association.

The findings related to Objective Two represent a current database of information needed by Association commissions and committees to address desired changes in goals for the future. The survey elicited member perceptions of the organization in relation to its stated goals.

The findings of the research related to Objective Three indicate that community college leadership must exert power in a constructive manner to insure the integrity and quality

of the community college.

The researcher's belief that community colleges must equip people to be lifelong learners prompted the research on societal issues. The changing demographics of California will radically alter the student population of community colleges in the 1990's. Legislative reform mandates for California community colleges, presented in Assembly Bill 1725, will present numerous challenges to the administrative leaders of these institutions. The findings substantiate the necessity of ACCCA providing statewide organizational leadership to assist campus administrators in effectively leading their institutions in a rapidly changing environment.

Objective Four of the study elicited opinions of past and present chief executive leaders of ACCCA about directions for organizational leadership in the 1990's. Additionally, members provided candid responses for leadership directions of ACCCA in the 1990's.

Because the survey and interview results provided a series of findings related to the future direction of ACCCA, the present leadership of the Association has requested copies of the findings to review and consider for future implementation. The key findings include:

### Organization Development

Throughout its history ACCCA has focused on and effectively pursued a leadership role on statewide issues affecting community colleges.

### Goals and Purposes

Members believed the organization is meeting its goals and purposes although there is some uncertainty about the extent to which ACCCA is coordinating with other professional associations and agencies. The presidents believed the Association is meeting its goals and purposes in a most effective manner and that it is imperative that strong coordination be emphasized with The Californians (a state group representing administrator, trustee and faculty groups) and the Chief Executive Officer Organization.

### Services

Most members and all past presidents rated ADCOM, the organization newsletter, Management Reports, drive-in workshops and annual conferences as effective services provided by the organization.

The benefits, retirement information, and career/professional counseling services were services which

were unknown to a large number of members or met their needs only to a small extent. The past presidents shared that these services are needed only by certain persons at particular times in their professional careers and, therefore, would be less known and rated lower with respect to meeting a more broadly based need.

#### Representation

The members rated ACCCA as effective in representing community colleges to state agencies with the possible exception of the California Post Secondary Commission (CPEC) where there is some uncertainty about the extent of representation.

The past presidents rated the Association as most effective in representation to the Chancellor's Office and the State Legislature. Opinions varied as to effectiveness of representation to other state groups.

#### Coordination

The members expressed uncertainty about the extent to which ACCCA effectively coordinates with other professional associations.

Coordination with The Californians and the Chief Executive Officer Association was of more importance to the

past presidents though all felt there needed to be strengthened coordination with ACCCA affiliate organizations.

#### Organizational Structure

There was a division of opinion by the past presidents as to whether ACCCA should hire a salaried executive director.

Though there was agreement that the ACCCA office should be relocated from a college campus (DeAnza College), there was not consensus among the presidents as to its relocation to the State Capitol, Sacramento.

There was agreement from presidents that the ACCCA office needed to be more fully automated in all aspects of its operation.

The presidents agreed that the membership and the board leadership of the organization needed to reflect greater ethnic diversity.

#### Recommendations

Directions for leadership of the Association of California Community College Administrators in the 1990's was the focus of this study. Community college

administrators were surveyed to measure the effectiveness of ACCCA in meeting their needs. Issues of critical interest to California Community College Administrators to include changing demographics of the state, the student population of community colleges in the 1990's and major reform legislation were studied. Leadership theory served as the foundation upon which the study was based.

These recommendations of the researcher are formatted within the same categories as the summary of findings to aid the reader in relating recommendations to conclusions.

#### Organization Development

The Association needs to provide ways for its leaders to achieve a theoretical foundation of leadership. Administrators need to be cognizant of the four frames of organizational theory: structural, human resources, political and symbolic. ACCCA's future should be viewed with an integrated theoretical approach to this growing, complex organization.

Each major perspective provides only a part of the answer for the Association. In their diagnosis of what the organization is and should be, leaders need to focus on some things more than others. The four theoretical frames will provide them assistance in being aware of what questions to

ask, what information to collect, what problems to define and what actions to take in the future.

ACCCA needs to assist administrators in becoming more than good managers. The Association needs to assist administrators in becoming excellent leaders. Persons are more likely to become leaders if they possess an understanding and appreciation of organizational theory viewed through an integrative process.

Administrators who studied theory years ago when they received advanced degrees or those who have not studied theory at all need current exposure to the literature and need to analyze their application of knowledge. Present management practices will not measure up to the future leadership needs of the community colleges. Organizations will not be served well by administrators unable to view the future through a complex prism and a commitment to the value of a theoretical foundation for understanding how an organization works. To address this area, it is recommended that:

- o ACCCA leadership be encouraged to study theory of organizations and leadership theory
- o Board and commission members be provided opportunities for a pragmatic orientation to the

Association to include a review of the Manual of Operations including the constitution, bylaws and an in-depth coverage of roles and responsibilities

- o ACCCA Board encourage members to enroll in post-graduate educational leadership programs to gain a foundation of leadership theory

#### Goals and Purposes

ACCCA declares its goals and purposes to be to promote the development and understanding of the California community colleges' goals and purposes, to maintain continuous communication among community college administrators and California state governmental agencies, to present the administrative perspective on issues facing California community colleges, to emphasize services that facilitate professional growth and standards of conduct among administrative personnel and to work closely with other related professional associations and agencies.

The organization's mission encompasses advocacy, communication, member welfare, liaison and management development.

To address this area it is recommended that:

- o ACCCA's Board of Directors annually assess the degree to which commission and committee annual objectives reflect the focus of the Association's mission
- o ACCCA's Board request membership feedback on Association objectives when published annually in ADCOM
- o ACCCA's Board review and discuss commission progress reports on the degree of effectiveness in meeting objectives

#### Communication

ACCCA needs to remain a leader in providing clear direction to community college administrators for effective ways of implementing the required reforms of AB 1725. The directions must be well-planned and coordinated with other influential professional organizations in order that the impact on community colleges throughout California be viewed as constructive change. The orchestration of the distribution of current, accurate information is critical. Specifically, ACCCA must provide opportunities for all members to be informed. Teleconferencing or workshops throughout the state must, minimally, present materials on administrators' rights, credentials, program-based funding

and faculty service areas.

To address this area it is recommended that:

- o ACCCA increase the use of teleconferencing to disseminate information when finances and human resources are available to do so
- o Commissions assess the most timely means by which to provide information to the membership

Services:

Adcom

Though ADCOM received very positive ratings as to its effectiveness in meeting member needs, it is recommended that:

- o Commission chairs or designee submit articles to ADCOM on timely, topical issues following each meeting
- o ACCCA president write a column or article periodically
- o Office manager provide an archival file of ADCOMs at a central location

- o Board seek potential future editors and request they provide assistance to current editor
- o Current ADCOM editor produce training pamphlet and program for potential future editors

#### Management Reports

Though high effectiveness ratings were received for Management Reports, it is recommended that:

- o Management Development commissioners assist in broader solicitation of contributors of management reports
- o Office manager provide a library set of Management Reports at the same location as the library set of ADCOMs
- o Present coordinator of Management Reports produce a procedural pamphlet for future coordinators

#### Drive/Fly-In Workshops

Members indicated they were pleased with the drive/fly-in workshop opportunities. To strengthen these functions it is recommended that:

- o Audio or video taping of presentations be done when financially feasible and made available for purchase by the membership
- o Teleconferencing opportunities be expanded
- o Some presentations be targeted for specific administrative positions
- o Ad hoc members be recruited for special short-term projects to broaden human resources of the Management Development Commission
- o Workshop presentations by ACCCA members be highlighted in ADCOM
- o Fliers of all workshops be provided to ACCCA's office manager for inclusion in an Association archival file

#### Annual Conferences

Member support for annual conferences was most positive. However, the following recommendations are made:

- o Continue to expand affiliate organization opportunities for pre-conference activities
- o Tape major presentations and make them available for purchase and for the ACCCA library

- o Solicit human resource assistance from other professional organizations.

#### Insurance Benefits

Low ratings were evident in responses from members about insurance benefits. It is recommended:

- o The Association assess 1) whether a lack of knowledge about benefits caused low ratings or 2) though aware, members desire not to use the service
- o A decision be made about continuing to direct human resources and finances to secure or maintain insurance benefits

#### Retirement Information Services

Retirement information services do not appear to be a need of many of the current members. It is recommended that:

- o More effective marketing of current offerings be done
- o A determination of anticipated retirement age for members be made

- o An assessment of what current retirement information is desired by administrators
- o A decision be made about continuing to direct human resources and finances to maintain the current retirement service level

#### Career/Professional Counseling

Members do not indicate a need for this service. It is recommended that:

- o Documentation be provided on the specific number of persons requesting assistance
- o Monitoring of the specific types of service requested be provided to the Management Development Commission
- o The format in which the assistance is provided be assessed
- o Recommendations be made to the Board regarding continuance of finances and human resources to this function

#### Representation

As the Association attempts to accurately reflect the role of the community colleges along side the University of

California and California State University systems, it is recommended that development of more effective representation of community college views to the California Post-Secondary Education Commission (CPEC) receive some priority. Specifically it is recommended that:

- o Volunteers be solicited to monitor CPEC need for community college input
- o CPEC's director be invited to address the ACCCA Board regularly on common issues
- o Persons who have an interest in involvement be recruited to assume responsibility for providing CPEC requested information

A priority for the 1990's must be to provide an accurate reflection of "field" opinion to the Chancellor's Office through the existing consultation process.

#### Coordination

##### Affiliates

Member responses indicated a need for the Board of Directors to strengthen its coordination efforts with other professional organizations. A number of persons qualified for ACCCA membership have chosen to join other professional

associations in lieu of ACCCA and some in addition to ACCCA.

The California Community College Chancellor's Office has designated ACCCA as the professional education administrators organization to represent the "administrative viewpoint" for community colleges. Other professional organizations have sought professional affiliation with ACCCA. Though ACCCA has a number of associations as affiliate group memberships, coordination between the organizations needs enhancement.

To address coordination efforts it is recommended that:

- o ACCCA assess how many members are also members of affiliate organizations
- o Presidents of affiliate organizations be invited to attend and make a report on activities to the Board of Directors
- o The reasons administrators joined affiliate organizations be assessed. Determine whether their decision is or is not related to unmet needs by ACCCA
- o A special issue of ADCOM be published featuring recognized affiliate organizations

### Members

Another dimension of coordination must be among the members and not just between the Board and affiliates. To more effectively communicate and coordinate among the members, it is recommended that:

- o Ballot candidates not elected be actively solicited to become involved in the Association with specific short term projects when the number of candidates exceeds those available for appointment to the Board when vacancies occur
- o New members be mentored by active, interested members
- o A verbal and written orientation to ACCCA be provided to every new member
- o A plan be developed to recruit minority administrators for active leadership roles
- o Recognition be given to members for accomplishments through certificate presentations at the annual conference, ADCOM articles, or letters for their campus personnel files
- o Affiliate organizations be encouraged to co-host workshops and make pre-conference presentations to address specific needs

- o Board meeting teleconferencing opportunities be explored for the future
- o A request be made of all commission chairs to report at executive meetings when needed
- o A narrative of the budget of the Association and percentages allocated to specific functions be published in ADCOM at the beginning of the fiscal year
- o Opportunities be provided for receiving workshop information by means of teleconferencing, video-taping and audio tapes when practical to do so
- o An assessment be made of an appropriate location for ACCCA archival files
- o A budget software package be purchased to provide more timely, comprehensive fiscal reporting
- o Better use of campus representatives be made by providing an orientation to the role, hosting of regionwide meetings for reps, and recognition of their work at annual conferences
- o A video tape orientation for all new members to the Association be created
- o The packaging of materials by position held in the institution might be explored (e.g.) legislation affecting student services areas

### Organizational Structure

Questions related to organizational structure were addressed only to past presidents. In order that the Association address the critical issues of the future with a well-defined plan, it is recommended that:

- o The Board of Directors should spend considerable agenda discussion time analyzing the pros and cons of continuance of a totally volunteer organization, hiring an executive director, or pursuing a combination of both
- o The Board of Directors should discuss a future location for the Association office and discuss pros and cons of various alternatives
- o The Board of Directors should commit the necessary finances and human resources needed to fully automate all aspects of the ACCCA office
- o The Board of Directors and office manager must develop a plan to address the impending retirement of the manager. The ultimate transition to another needs to proceed in a caring, effective manner

- o The Board of Directors should make a commitment that the Board will reflect greater ethnic diversity

#### Recommendations for Future Research

A single, best way to assess organizational effectiveness was not identified in the scholarly writings reviewed in the literature. This study serves to contribute in a small way to the larger body of knowledge about organizational effectiveness. No similar study existed of how effectively member needs are met, goals accomplished, or directions for leadership identified of a statewide administrators' association. A critical future review will determine the value of the study as a contributor to the literary resources about organizational effectiveness.

Recommendations which should be considered for future study are:

1. Replicate the design of this study in five years and assess the degree of effectiveness of ACCCA's leadership in having provided assistance to California Community Colleges in implementation of the reform legislation of Assembly Bill 1725.

2. Analyze the data collected in this study regarding the characteristics of the membership. Five years from now collect information about the demographics of the Association. Integrate and compare this data to determine if the Association reflects the changing demographics of California and the state affirmative active guidelines
3. If some of the recommendations of the study are implemented, conduct another member survey in several years to investigate the effectiveness of the Association in meeting member needs.

#### Final Observations

It became obvious at the close of the study that the membership considers the Association of California Community College Administrators to be an effective organization. ACCCA's existence is concurrent with some of the most tumultuous years for California community colleges. Members' expectations of the Association were that it would gather data, assimilate the information and make decisions in the best interest of all community colleges. With politically astute leadership expertise, the Association remained tenaciously focused on statewide issues. The

Association needs to continue to identify those areas in which the leadership and the membership thinks there is incongruity and ambiguity. Where that occurs, ACCCA must evaluate, pursue alternatives and provide leadership direction which incorporates effective change. ACCCA's leadership must be enthusiastic and creative while remaining focused on its goals and presenting opportunities for active participation by the members who have a stake in its future. To continue to be a strong, effective organization, ACCCA needs to maintain its clarity of purpose and goal-focused behavior.

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## Appendix A

### Structured Interview Questions

1. You served as president of the Association of California Community College Administrators from 19\_\_ to 19\_\_. Describe for me the manner in which you believe the organization met member needs during those years.
2. Do you believe that ACCCA has been an effective professional organization? In what ways?
3. In what ways do you believe that ACCCA has changed since your years as president?
4. In what specific ways do you believe ACCCA has been effective in meeting the needs of the membership? In representing the organization to others?
5. What organizational characteristics of ACCCA make it an effective organization?

6. What do you believe to be the most important planning tool in for ACCCA to provide leadership in the 1990's?
7. What would you change in order to have ACCCA be more effective in the future?
8. What are your priorities for ACCCA in the 1990's? Why?
9. How do you plan to influence the future direction of ACCCA?
10. In what way would the physical location of the ACCCA office have an influence on the effectiveness of the organization?

Appendix BInformal Consent Form

Judith A. Strattan  
 University of San Diego  
 Dissertation Study

I have heard the explanation of this doctoral study entitled, "A Study of the Association of California Community College Administrators and Directors for Leadership of the Organization in the 1990's" and understand that my participation is entirely voluntary.

It is understood that my answers will be reported anonymously and that my name will never be publicly associated with the study without my specific written consent.

I understand that the interviews will be tape recorded and I give my permission to Judith A. Strattan to use direct quotations.

If excerpts from my interview are included in the dissertation, any publication, or in any discussion of this research, all identifying information will be disguised or deleted.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

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\* Quotations are denoted by an asterisk

APPENDIX C

January 9, 1989

Dear :

Thank you very much for agreeing to meet with me for an hour to be interviewed. As I mentioned during our telephone conversation, I am conducting a statewide study to assess how effectively ACCCA represents its membership and to determine some major directions for leadership of the Association in the 1990's. One of the components of the study is to conduct an interview with former presidents of the Association.

I am including a copy of the questions to which I wish you to address your comments/answers. I appreciate your willingness to share your historical perspective and your vision for the future of ACCCA. I look forward to the interview and the inclusion of your expertise in the study.

I will bring an informal consent form for your signature when we meet. As agreed, we will meet at Mission College by the doors near the flagpole at 9 a.m. on Thursday, January 19, 1989. Thank you.

Yours truly,

Judy Strattan

JS/dd  
Enclosure

APPENDIX D

January 25, 1989

Dear :

I truly appreciate your allowing me to interview you during our time in Sacramento. I am grateful for your candidness and for the visions you have for the future.

Your historical perspective on ACCCA was most interesting. I am really enjoying learning about the political/cultural development of the organization.

Thanks again for your time. See you in March.

Yours truly,

Judy Strattan

APPENDIX E

Columbia College      P.O. Box 1849      Columbia, CA 95310

December 2, 1988

Dear ACCCA Colleague:

We respectfully request that you give us ten minutes of your time and attention. The Executive Board of ACCCA is interested in conducting research among the membership to aid in our strategic planning for the next decade. The enclosed questionnaire is an effort to solicit your opinion as to the degree to which ACCCA effectively represents you. It is also an opportunity for you to provide direct input to the Board for professional activities you would like your Association to provide for you.

The reforms addressed in AB 1725 and demographic predictions for community colleges are going to require those of us in management/administration to be visionary and transformational in our leadership. Your assessment and suggestions will assist in long range planning and in setting priorities for your Association in the 1990's. The research project is part of a doctoral study and the results will be given to the Board in Spring, 1989.

Please take ten minutes to complete the questionnaire and return it in the self-addressed, stamped envelope. Please return no later than Friday, January 6, 1989. We appreciate your participation and sharing of your expertise.

Respectfully,

Beverly O'Neill, President	Peter MacDougall, Vice-President	Judy Strattan, Treasurer
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BON,MCD,JAS:ds/jb

Enclosures:      Questionnaire  
                     Return envelope

APPENDIX F

ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS  
 Study of the Association  
 Member Questionnaire 1988-89

ACCCA desires to effectively represent the membership needs as it sets goals for the 1990's. The future direction of ACCCA will be determined in part by member response as to the effectiveness of past activities. Priorities of the events to which ACCCA will direct resources will be governed to a degree by the feedback from the membership. Thank you for the time and attention you give this questionnaire.

Years of Membership in ACCCA:

- 1 year or less     5 - 7 years
- 2 - 4 years         8 - 12 years

Gender:

- Male
- Female

Ethnicity:

- Spanish Surnamed, Chicano, Mexican-American
- American Negro, Black
- Oriental, Korean, Vietnamese, Filipino
- American Indian, Alaskan native
- Caucasian
- Other \_\_\_\_\_

Positions Held in ACCCA: (Check all that apply)

- Member                                     Committee Member
- Exec Officer                             Commission Member
- Bd. of Directors                         Presenter

Position at Institution:

- CEO
- CIO
- CSSO
- CSO
- Dean
- Asst/Assoc Dean
- Director/Coordinator
- Division Chair
- Supervisor
- Confidential Employee

Areas of current and past participation: (Check all that apply)

- Read Monthly ADCOM
- Author of ADCOM Article
- Read Management Reports
- Author of Management Report
- Serve on Commission
- Represent ACCCA at Hearings
- Prepare Commission Reports
- Attend Drive-In Workshops
- Presenter at Drive-In Workshop
- Host Drive-In Workshop
- Attend Annual Conference
- Presenter at an Annual Conference
- Assist in Planning Annual Conference
- Assist in Coordinating Annual Conference
- Other \_\_\_\_\_

I.		To A Very Great Extent	To A Great Extent	To Some Extent	To A Small Extent	To A Very Small Extent	Don't Know
1.	Adcom						
2.	Management Reports						
3.	Representation to State groups						
4.	Lobbying						
5.	Drive-in Workshops						
6.	Annual Conferences						
7.	Benefits (a.g.) insurance						
8.	Retirement information and counseling						
9.	Career/Professional Counseling						

Please turn page over

II.	To what extent do you believe ACCCA effectively represents community colleges to:	To A Very Great Extent	To A Great Extent	To Some Extent	To A Small Extent	To A Very Small Extent	Don't Know
1.	California Community Colleges Chancellor's Office						
2.	CCC Board of Governors						
3.	California Post-Secondary Education Commission						
4.	California Association of Community Colleges						
5.	Legislature						

III.	To what extent do you believe that ACCCA effectively coordinates efforts with other professional organizations:	To A Very Great Extent	To A Great Extent	To Some Extent	To A Small Extent	To A Very Small Extent	Don't Know
1.	Faculty groups (AFT, FACCC, Academic Senate)						
2.	California Community Colleges Chief Student Services Administrators Association						
3.	Association of Chief Business Officers California Community College Districts						
4.	California Community Colleges Trustees Associations						
5.	Californians for Community Colleges						

IV.	Listed below are the objectives and purposes of ACCCA as described in the Constitution. To what extent do you believe ACCCA has been effective in carrying out the following?	To A Very Great Extent	To A Great Extent	To Some Extent	To A Small Extent	To A Very Small Extent	Don't Know
1.	To promote the development and understanding of the California Community Colleges' goals and objectives.						
2.	To maintain continuous communication among community college administrators/managers and California State Governmental agencies.						
3.	To present the administrative/managerial perspective on issues facing California Community Colleges.						
4.	To provide programs and services to promote the general welfare of its members and the California Community Colleges.						
5.	To emphasize services that facilitate professional growth as well as standards of conduct among administrative/managerial personnel.						
6.	To work closely with other related professional associations and agencies.						

Please return your completed questionnaire in the enclosed, self-addressed envelope to Judy Stratton, Dean of Student Services, Columbia College, P. O. Box 1849, Columbia, CA 95310.

APPENDIX G

**ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS  
Future Directions for the Association  
Member Questionnaire 1988-89**

The ACCCA Board of Directors is going to set goals and establish priorities for the 1990's. Data to be considered by the Board will include ideas and suggestions for new activities or directions which the membership provides. Please take a few minutes to jot down your thoughts and return them. Thank you for your time and attention.

Please identify any new activities or directions which you believe ACCCA should pursue in the 1990's:

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Additional Comments:

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Please return your completed questionnaire in the enclosed, self-addressed envelope to Judy Strattan, Dean of Student Services, Columbia College, P. O. Box 1849, Columbia, CA 95310.