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Pepperdine University
Graduate School of Education and Psychology

TOP TEN EFFECTIVE COMMUNITY COLLEGE
BOARD TRUSTEES SELF-PERCEIVED LEADERSHIP ATTRIBUTES

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

by

John Newell Henning

May, 2014

June Schmieder-Ramirez, Ph.D. – Dissertation Chairperson

This dissertation, written by

John Newell Henning

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

DOCTOR OF EDUCATION

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VITA

I first recognized my passion for public administration and interacting with individuals with multiple, different backgrounds and political viewpoints while earning a B.A. in Political Science and serving as a Student Senator at the University of Southern California (USC). I dedicated my time to serving the community and classmates. I became inspired and went on to earn a Master of Public Policy from Pepperdine University, which broadened my knowledge about worldly affairs. I did my thesis on Disaster Relief and worked with the Red Cross to get supplies to New Orleans in the aftermath of Hurricane Katrina. I also traveled to San Francisco to attend an Emergency Preparedness conference.

While earning a Master of Public Administration from the University of Southern California, I served in the office of Los Angeles County Supervisor Michael D. Antonovich of the Fifth District. As a liaison for the supervisor, I was selected to serve on a fellowship in the CORO Health Leadership program to address the issue of improving healthcare delivery in Los Angeles at hospitals, clinics and schools. CORO is a fellowship program designed to gain participation in multi-ethnic groups, special community, and political problem solving processes. While in the Doctor of Education in Organization Leadership program at Pepperdine University, I traveled on a domestic policy trip to Washington D.C. during President Obama's Health Care legislation. I also traveled on an international policy trip to China to study educational programs in Beijing, Shanghai, and Hong Kong.

I served as a County of Los Angeles Ballot Inspector for the November 6, 2012 Presidential Election overseeing over 50 employees and 25 students in the canvassing of voter ballots. I provided troubleshooting for snags such as damaged ballots, misplaced ballots, vote-by-mail ballots, and write-in candidate ballots. I had to sign off on withheld ballots in order for

the canvassing to continue. My work day was from 8:00 am on a Tuesday morning to 4:00 am on a Wednesday morning. I was inspired by the election process. While working for the County of Los Angeles Government Human Resources Division, I answered questions at the customer service window, I handed out job applications and I created ID badges for employees. I helped applicants progress through the employment steps of an equal opportunity employer. For the March 5, 2013 City of Los Angeles Election I served in the successful Mike Bonin campaign for City Council District 11 as a campaigner/supporter/canvasser. I continue to work in governmental affairs. I am currently serving with the United States Postal Service.

ABSTRACT

This qualitative study was designed to discover what community college trustees believe are the most effective leadership attributes. Los Angeles Community College District Board of Trustees were asked to list in, order of importance, the most effective community college board of trustee leadership attributes. The research questions emphasized the importance of the leadership attributes that occur when board trustees must complete community college goals given the recent increased student enrollment, despite diminished college budgetary resources. The theoretical framework of Stogdill (1974) was used for trait theory, Hersey, Blanchard and Dewey (2012) for situational leadership, and Burns (1978) for transformational leadership.

The study examined the issue of increased student enrollment coupled with decreased community colleges' annual budgets. The slowing economy and legislative spending affected the State of California's budget, creating a deficit and appropriations challenge. The budgetary shortfalls negatively affected academia and student development programs. People depend on the community college system to receive a college education, obtain an AA degree, transfer to a university, or enter the workforce.

In the literature review, a brief history of California community colleges is provided to illustrate how institutions of higher education and governing boards were established. As a needs assessment tool, Dr. Schmieder-Ramirez's (2001) SPELIT power matrix was particularly useful for capturing the driving forces at work at community colleges. The SPELIT power matrix helped to structure the literature review by making intelligible the social, political, economic, legal, intercultural, and technological environments of the community college system.

Chapter 1: Introduction and Overview

The researcher's theoretical approach may lead to greater understanding of practical leadership in community college administration. Through an online survey this qualitative study was designed to discover what community college trustees believe are the most effective leadership attributes. The findings, results, and drawn conclusions contain insights into what is pertinent to the field of education. This is a comprehensive dissertation research study with five chapters. It includes the following areas:

- A comprehensive literature review
- Sound theoretical framework
- Three research questions
- Online survey of respondents

Board trustees serving as elected officials at community colleges, particularly in Los Angeles County, have recently seen an increased supply of students, while experiencing a decrease in state funding. Trustees are working harder than ever before to accommodate all students with adequate educational services. Trustees generally believe community colleges should have environments conducive to learning, receptive personnel, quality professors, and sizable classrooms. Effective leadership by the trustees is imperative given the current budget cuts made by the State of California legislature and governor, which have resulted in budgetary shortfalls for the education system. The state's 2011-12 budget makes a \$400 million cut to California community colleges and raises tuition by \$10 a unit (Torlakson, 2011). There has been an outpouring of constituent issues/inquiries stemming from the budget cuts.

The negative effects of budget shortfalls are: (a) new education programs are hindered, (b) technology advances are postponed, (c) several professors are not rehired, and (d) many

interested students who want to enroll to take courses are turned away. Due to the community colleges proximity to the local constituency, trustees are playing an increasingly more important role in educational administration, a role formerly delegated to community college superintendents. Education administration at community colleges involves human resource management, curriculum development, and academic affairs. To appease constituency over the years, educational services offered have expanded to include: education/career/personal counseling, academic advisement, financial aid, or skill-building workshops. Effective leadership could help to maintain the level of educational services the public has come to expect.

The purpose of this qualitative study was to get the viewpoint of the Los Angeles City Community College District Board Trustees on the topic of effective leadership attributes. A qualitative study was used to allow trustees to rank the importance of variables of their own choosing to create a list of the top ten most effective leadership attributes. The attributes would be considered as imperative to leading their institution through these challenging economic times. The results of this study came from the analysis of the trustees' responses to the online survey. The survey questions were designed to tap into the expertise of the trustees. The results might be used in a practical sense to see what the trustees are doing to deal with the crisis; as well as provide a purely theoretical framework to link leadership attributes to the areas of community college task administration. The theoretical framework could be implemented with a planned change approach.

Statement of the Problem

At the heart of the matter is the fact that while student enrollment increased, the community college districts' budgets decreased. Budgets are down from the previous fiscal years because the slowing economy and legislative spending affected the State of California's budget,

creating a deficit. Community college administrators are dependent on state appropriations for the daily operations that keep campuses open. With the limited state funding, community college administrators are faced with an appropriations challenge as they enroll more students than are appropriated for by the state (Moore & Shulock, 2009). The budgetary shortfalls at community colleges negatively affect student development.

The budgetary shortfalls have an effect on all segments of students who wish to attend community colleges. Many of the programs that promote college completion, participation, and the benefits of an education are the first to be cut because administrators have to budget for the costs associated with daily operations. Completion rates indicate high dropout rates, and it takes many students as long as six years to receive an AA degree or transfer to a university (Moore & Shulock, 2009). Working-age adults attending part-time participate in career training and advisement, so they can re-skill for promotion or possibly re-enter the workforce on a totally new career path (Moore & Shulock, 2009). The RAND Corporation's study (Santibanez, Carrol, Gonzalez, & Morrison, 2004) discussed how the Los Angeles Community College District (LACCD) expressed a concern that diminished resources could affect its mission of making college available to all who can benefit from it.

Diminished resources at the LACCD may have affected the participation rate of certain populations seeking education (Santibanez, et al. 2004). In the short-run, costs are passed on to the students with fees and increased tuition cost. The LACCD serves populations who may or may not be from the following demographic: below poverty level, median household income below \$15,000, foreign born, English as second language, or no high school education (Kenny, 2002). Overtime the additional costs may not be affordable for these segments and the long-term effect is on economic growth (Santibanez, et al. 2004). A community college education does

allow individuals to improve earnings. In turn, those increased earnings can be seen in the tax revenues with declines in welfare dependency (Santibanez, et al 2004). Studies have covered the effectiveness of the board of trustees in carrying out their responsibilities overseeing college administration.

Significance of the Dissertation

There have been limited literary strides in the study of the area of board effectiveness. Green (1995) designed a measurement instrument based on board responsibilities and surveyed board members with a Likert scale study to determine actual performance by inquiring into ideal performance. Evidently, board members were more critical of tasks that were delegated to the executive officer (Madjidi, Green, & Hughes 2000). Madjidi (2003) found that the likelihood of how board effectiveness is rated by members could ultimately depend on the particular responsibility.

To look at what factors board trustees would like to see in a superintendent Plinske (2008) administered a Delphi study of trustees. Forty-one trustees contributed around 68 different characteristics, competencies, and professional experiences that Plinske merged into nine categories of critical importance. Gilzene (2009) surveyed both the board members and college presidents to find perceived role verses desired roles. Gilzene (2009) found that the overall board/president relationship and perceptions of actual and desired roles could impact the effectiveness of the organization. The significance is effective leaders can make meaningful reforms happen through their relationships and actions. Leaders can speak out about the ideals of community college institutions. Community colleges are unique in the way that they operate because college administrators have customized services to address the educational needs of local populations.

Leaders have to be creative and innovative in the way they lead their organizations. The benefits of a college education are seen by many young workers who have not yet been assimilated into the workplace and they look to community colleges to acquire career skills or to transfer to a university. Counselors are concerned that academic preparation programs may not remain available for the newer students. Students need to be prepared and readied for college life (Moore & Shulock, 2009). The United States has prized its higher education system and the system attracts hundreds of thousands of international students. Most parents expect a lot out of their children and certainly a junior college education would not be frowned upon, if, for some reason, the student is unable to get directly into a university (Douglass, 2007).

Given the amount of pressure on Americans to succeed and thrive in a vibrant economy, the standing of the college system becomes that much more important. The system could well be the answer to re-igniting this country's economic engine. Addressing effective college leadership as it relates to the current economic challenges is the driving purpose for this dissertation. The ways in which community colleges are providing their services is in question. There are 2.8 million students enrolled in the 112 California community colleges (Moore & Shulock, 2009).

The Institute for Higher Education Leadership and Policy's (2009) study indicated that California community colleges were not reaching educational goals. The report looked at dropout rates, disparity in demographics and the fact that some graduates took over 5 years to graduate or transfer to a university (Moore & Shulock, 2009). The institute's report indicates what areas of the community college academic experience can be improved. Most likely a community college education can get students the knowledge/skills they need to be successful in the workforce. Knowles, Holton, and Swanson (2005) understand that in order to keep the

attention of the adult learner the classroom must be a place where knowledge can be shared and everyone can be considered a potential source of instruction.

The book, *Basic Principles of Curriculum and Instruction* was published in 1949 and Tyler clearly articulated how to lead educational programs. Tyler (1949) discusses a modern school system that educates young people and by doing so improves society. This objective of improving society through education is broad, but is very worthy of attention. The point is community college is a way in which society can learn new things become educated and show progress through the ages.

According to Jack Scott, Chancellor of California Community Colleges, given the current budgetary limitations, counselors have to decide on what students are ready to take placement tests, so students do not overfill classroom capacity (Southern California Public Radio, 2010). Counselors also make students aware of degree requirements. The question is, how to find the balance between intrusive counseling and guidance. College administrators can overcome budgetary limitations and begin a new era of community college accountability.

Purpose of the Dissertation

The purpose of the study was to design qualitative survey questions to find out, from the perspective of the board trustees, what attributes lead to best practices for effective leadership. Qualitative research has a tendency to produce discussion or debate about future studies and that could be desirable for advocates of the subject. If a good research question is formulated, there are multiple perspectives to provide comparison, and there is a better chance for the results to be presented well (Smart & Paulsen, 2011). The research questions examined here expressed the dissertation's focus and intent. There was a pool of over one hundred participants in this study.

Research Questions

The research questions examined in this study are:

1. What are the top ten effective leadership self-perceived attributes for college trustees?
2. Given the answers to research question number 1, what three attributes are most critical in the midst of increased student enrollment?
3. Given the answers to research question number 1, what three attributes are most critical in a difficult economy? (A difficult economy is less than ideal. There is high unemployment, slow growth, inflation, fewer resources, cutbacks, debt and tighter fiscal budgets.)

Definition of Terms

Attributes – The characteristics, knowledge and behaviors that enable an individual to act in a leadership role (Ulrich, Smallwood, & Zenger, 1999). A leader may possess certain qualities which lead to success based on the situation: (a) physical vitality and stamina, (b) intelligence and action-oriented judgment, (c) eagerness to accept responsibility, (d) task competence, (e) understanding of followers and their needs, (f) skill in dealing with people, (g) need for achievement, (h) capacity to motivate people, (i) courage and resolution, (j) trustworthiness, decisiveness, self-confidence, (k) assertiveness, and (l) adaptability (Gardner, 1993).

Board of Trustees – the trustee is an elected official not an appointed person. The trustees take an oath of office to support the constitution of United States and the constitution of the state. The governance and fiduciary acts of the college districts are entrusted to the trustees. The trustees have the decision making authority on the behalf of the constituents.

Community College – a two year educational institution that meets the needs of the local population by providing post-secondary courses, employment training, associate's degree, and transfer to a university.

Competency – has to do with the knowledge, values, and skills which reflect on job performance and can be observed and measured to develop and sustain effective leadership (Sinady, Floyd, & Mulder, 2010).

Effective – Being effective has two parts: (a) managing the assets producing the output and (b) utilizing what is being produced (Covey, 2004). An effective executive is proactive and knows what results are expected and what opportunities can be found (Drucker, 2006). An effective executive uses an approach that is in context with the organizational culture (McCaffery, 2010).

Leadership – inspiring a following that contributes to the extraordinary; leadership can be gained by inborn qualities, elite status, specialized skills, qualified experience, possession of knowledge, situational factors, or creativity (Wren, 1995). A definition of leadership can include: personality traits, influence, behaviors, power, or achievement (Bass & Bass, 2008). Anyone that facilitates progress and gains support can be viewed as a leader (Schein, 2010).

Networking – is a proactive behavior that builds social connections and professional relationships (Treadway, Adams, Breland, Duke, & Williams, 2010). The benefits of networking are: “new ideas, timely information, job opportunities, business leads, influence, and social support” (Baker as cited in de Janasz & Forret, 2008, p. 630).

Politics – Politics arises in states where there is freedom and tolerance. The state recognizes there are groups/individuals with varying backgrounds and interests (Aristotle, Sinclair, & Saunders, 1981). In a civilized society, social interactions bring to bear concerns that

need to be addressed (Crick, 2005). Politics can be defined in terms of the process that takes place or the arena in which it happens (Leftwich, 2004). Political parties or government assert influence/authority, make matters a public cause, and protect civil liberties (Minogue, 1963).

Student enrollment/retention and budget concerns. Leaders need to inspire their administrations to be both effective and efficient in the manner in which they plan to deliver educational programs because the California Community Colleges' funding is down from \$6.5 billion in 2008-09 to \$6.1 billion in 2009-10 (Scott, 2011a). In light of the recent statistics, California Community College Chancellor Scott addressed the 8% budget cuts for 2009-10. The full time equivalency (FTE) is a statistic calculated for students that are taking courses for credit. California has 112 community colleges and FTEs was 1.1 million in 2008 and 1.2 million in 2009 (see Appendix B).

The sum of FTEs for the community college districts in Los Angeles County were 289,446 in 2007-08; 320,533 in 2008-09; and 305,808 for 2009-10 (Scott, 2011b). Courses offered decreased and class sizes nearly doubled. The average tuition at these California community colleges is around \$26 per unit or \$186 per unit for international students in 2009-10 and an increase of \$10 per unit is proposed for 2011-12 (Scott, 2011c). The average age of enrolled students at community college is 19-24 years. Many community colleges did not re-hire a number of the part-time faculty. Salaries and benefits generally make up around 85% of most of the community colleges' budgets.

The slowing economy and legislative spending affected the State of California's budget, creating a deficit and appropriations challenge. The budgetary shortfalls at community colleges negatively affect student development programs. The community college system gives people a chance to receive a college education, so they can obtain an AA degree, transfer to a university

or enter the workforce. A broad based community college summit was held on October 5, 2010 to prepare community colleges to graduate more students.

Initiatives. President Obama and Dr. Jill Biden delivered remarks at the first ever White House summit on community colleges indicating that the junior colleges are the United States' *best kept secret* to creating an educated workforce (The White House,, 2011). The California Community College Chancellor, Jack Scott believes that through grassroots efforts leaders can seek additional funding from entities in the public, private, and nonprofit sectors. Leadership must gage priorities and allocate funding to the most important areas for growth. A system for student success includes: (a) student placement, (b) financial aid, (c) counseling and (d) degree attainment. Trustees should be given the tools to resolve the challenges community colleges face today.

A qualitative process was used to ascertain the expertise of those currently serving as trustees at the Los Angeles City Community College District located in California. The L.A. Community College District originated as an offshoot of the L.A. Secondary School District. In 1931, it formed into the L.A. Junior College District (Moore, 2010b). In 1969, the legislature formed a district with nine colleges, served by a seven member board of trustees. The following colleges are in the L.A. Community College District: East L.A., L.A. City, L.A. Harbor, L.A. Mission, Pierce, L.A. Trade-Technical, L.A. Valley, L.A. Southwest, and West L.A.

Community colleges are America's best kept secret and the true potential of these educational institutions has to be further explored. The appropriations challenge is the problem addressed. The purpose of this dissertation was to use a qualitative study to find out what attributes community college trustees believe are most important for their roles. The results of the qualitative study led to the development of a model for effective leadership.

Summary

Effective leadership was discussed as a strategy for trustees to get a better handle on networking at community colleges; given the responsibilities, critical issues, and politics inherent in elected office and apparent on college campuses. Research questions were enumerated to narrow the focus of the study to the specifics of effective community college board member leadership and the impact of such effectiveness on the current challenges faced by community colleges. The significance of the dissertation was detailed and supported by using recent statistics. The chapter concluded with a general understanding about the recent initiatives leading up to the call for leadership.

Aspects of politics at community colleges cannot go unnoticed if effective leadership is to bring about the necessary innovations and problem-solving required to meet the challenges faced. The problem of budgetary shortfalls is magnified by an increased supply of students looking to enroll and take advantage of the educational services community colleges have come to offer. The budgetary shortfalls negatively affect academia and student development programs. People depend on the community college system to receive a college education, obtain an AA degree, transfer to a university, or enter the workforce. In the literature review a brief history of California community colleges is provided to illustrate for what purpose institutions of higher education and governing boards were established.

Chapter 2: Literature Review

In this literature review there is an explanation of the theoretical framework of Stogdill (1974) for trait theory; Hersey, Blanchard, and Dewey (2012) for situational leadership; and Burns (1978) for transformational leadership with an overview of leadership theories, effective leadership competencies, and leadership development. Leadership theories found useful to this dissertation were task-relevant and based on situational leadership theory. The American Association of Community Colleges (AACC) had the most relevant and up-to-date list of defined leadership competencies.

The AACC directs practitioners to develop the AACC leadership competencies. Developing leadership competencies can be done through many means, such as Lewin and Cartwright's (1951) planned change approach, Schein's (2004) principles to refine culture, Kotter and Cohen's (2002) eight-stage change process, Kirkpatrick's (2007) four levels of evaluation or Cooperrider, Whitney, Stavros, and Fry's (2008) appreciative inquiry method, each of which is discussed briefly in the literature review. The literature reviewed for this dissertation recommends the appreciative inquiry method because of the ability of that method to gain cooperation through dialogue and collaborative working environments. The SPELIT power matrix was used to organize the literature review into social, political, economic, legal, intercultural and technological areas.

The SPELIT power matrix made it possible to articulate the way in which community college administrations operate and the reasoning behind the institutions' unique service to the community they serve. By sorting prospective environments into the power matrix, the factors most helpful for implementing change at community colleges were illustrated. The product of the literature review allowed for the creation of the categories, which might or might not be useful in

interpreting the data. The categories were behavioral indicators, challenges, politics, responsibilities, leadership competencies and organizational context. First, a brief history on California community colleges is provided. The history shows how the California idea enabled districts to create their own local boards, oversee budgets, and develop standards (Mellow, 2000).

The California Idea

The California idea for community college was born out of a philosophy of bridging high school and university level work with lower division courses, thus freeing universities to pursue graduate research programs, while junior colleges offer courses in an economically viable way for students (Douglass, 2007). The University of California Board of Regents had discussed the benefit of opening junior colleges. Junior colleges could play a role in accommodating newly graduating high school students with higher education courses (Douglass, 2007). The regents then made a policy move that would forever make junior college more attractive by allowing any student completing university course prerequisites to transfer, upon acceptance, with course credits to the university of their choice (Douglass, 2007).

Brief history. In 1907, Senate Bill 528 permitted adult education programs to develop into junior colleges (Beach, 2010), and in 1910, these junior colleges began awarding certificates of completion that equated 2 years at a university (Beach, 2010). In 1917, the California legislature passed the Junior College Act, which established a junior college fund (Vaughan, 2006), authorized junior college districts to receive funding from state and local tax revenue (Beach, 2010), and operate separately from high schools (Vaughan, 2006). By the 1930s junior college school boards set up clear matriculation agreements (Beach, 2010). The Servicemen's Readjustment Act of 1944, GI Bill of Rights provided financial aid to veterans who served in the

U.S. Armed Forces (Elsner, Boggs, & Irwin, 2008), and a number of vocational courses had to be offered to get veterans back into the workforce (Phillippe & Sullivan, 2006).

In 1960, the California Master Plan for Higher Education designated three areas of junior college instruction: (a) standard collegiate courses for transfer, (b) vocational and technical courses for employment, and (c) general and liberal arts courses for lifelong learning (Smith & Bender, 2008). The California Master Plan made local school boards prominent players in the governance of junior colleges (Smith & Bender, 2008). Education administrators were called on to find ways to afford students greater and universal access to higher education (Leigh & Gill, 2009). In 1978, Californians passed Proposition 13, which limited property tax to 1%, challenging community college leaders to find innovative alternatives to previous local funding sources created by the property tax (Mellow, 2000) putting the burden on local governments to look to states to fund community college costs (Vaughan, 2006).

The Perkins Vocational and Technical Education Act of 1996 aimed at linking secondary to postsecondary education and modernizing vocational programs (Amey, Eddy, & Ozaki, 2007). Along with the Workforce Development Act of 1998, the Perkins Act allowed for community colleges to receive more federal funding (Townsend, 2001) for educating the workforce, and providing scholarships to encourage the growth of the minority student population at colleges (Phillippe & Sullivan, 2006). Perkins Act funding extended to handicapped, single parents, and homemakers (Wang & King, 2008). In 2006, the term *vocational* was changed to *career* and programs were to be *one-stop* centers to re-skill (Van Horn & Schaffner, 2003). Legislation shaped the way administrators provided services to the community. The California Education Code was updated for the governance structure of the trustees.

SPELIT Needs Assessment/Environmental Scan

The SPELIT power matrix used as an analysis methodology diagnoses the state of an organization (Moodian, 2008). When doing the environmental scan the six frames can have some overlap. SPELIT allows for both positive or negative effects to be extrapolated about an organization (Moodian, 2008). The social matrix deals with how people interact in the organization while performing their daily functions. The social networks, work routines, and norms are assessed to find the underlying assumptions held by those connected in the organization (Schmieder-Ramirez, 2006). The politics matrix looks at the process at which the organization is governed. Political viewpoints, public policy debates and influence are assessed to find the dynamics of the political activity (Schmieder-Ramirez, 2006).

The economics matrix shows the input resources and results of output. Financial reports, annual statistics and resource management are assessed to find the economic state of organizations (Schmieder-Ramirez, 2006). The legal matrix includes the elements of the rule of law that are agreed upon to keep the status quo. Freedoms, rights, authority, and enforcement are reviewed to see what entities take part in controlling the institutions. The intercultural matrix takes a worldview on the importance of diversity in institutions and cultural differences (Schmieder-Ramirez, 2006). Curriculum, effectiveness and arbitrage are areas that are explored to define the intercultural environment of community college institutions.

The technology matrix highlights innovations and efficiencies (Schmieder-Ramirez & Mallette, 2007). Technology, communication, and learning are assessed as ways to understand the future of technology at educational institutions. SPELIT was used as a tool to reveal the driving forces at work in the Los Angeles Community College District. To conduct further

analysis, the SPELIT matrix was used to see the social environment where administrative relationships are formed on these campuses.

Social Environment

District profile. The Los Angeles Community College District (LACCD) originated as an offshoot of the L.A. Secondary School District. The L.A. Junior College District was formed in 1931 (Moore, 2010b). In 1969, the legislature formed a community college district with 9 colleges, served by a seven member board of trustees. College mission statements can focus on the curricular aspects (Levin, 2000), and college's purpose, function, operative role, or vision (Nevarez & Wood, 2010).

In the LACCD Strategic Plan the District details its mission:

In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we--the faculty, staff, and administrators of the nine Los Angeles community colleges--dedicate ourselves to the goal of expanding access to educational opportunity across the many, diverse communities that contribute to the greater Los Angeles area. We serve all Angelenos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and life-long learning. To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures. (Candaele, et al., 2013, p. 1)

The mission statements present the concepts of remediation, vocational education, economic development, social mobility, workforce training, or university transfer (Nevarez & Wood, 2010). The LACCD is the largest college district in the United States, serving approximately 250,000 students per year according to the District Governance and Functions Handbook, 2011 and handles 10% of all California community college enrollments (Kenny, 2002). The handbook gives a district overview detailing there are 7,000 employed administrative staff and 5,000 faculty members.

The district is home to 36 cities encompassing 822 square miles. The geographic dispersion of the district's colleges and resources makes the governance subject to the needs of each of the nine colleges' local populations. To achieve the district's mission there are eight guiding principles (LACCD Board Rules, Chapter I – Article II – 1201): (a) access and opportunity, (b) excellence and innovation, (c) student learning and success, (d) free inquiry, (e) the power of diversity, (f) community connection, (g) the promise of technology, and (g) public accountability.

The nine colleges in the LACCD (Schwartz, 2010) are part of the California Community College system, accredited by the Western Association of Schools and Colleges, and located in Los Angeles Community College District. These colleges are 2- year institutions on a semester system. They offer a certificate, or an associate degree, or adult continuing education programs. Some offer other services such as advanced placement credit, distance learning, ESL, honor courses, part-time degree programs, or student-designed majors. The following colleges are in the L.A. Community College District: East L.A., L.A. City, L.A. Harbor, L.A. Mission, Pierce, L.A. Trade-Technical, L.A. Valley, L.A. Southwest, and West L.A.

The profiles of the colleges are helpful in seeing how the colleges compare to each other. Community college academic programs socialize adult learners into one or more key areas: first year academics, job training, transitioning to a university or continuing education for personal growth. The organization functions as an academic institution. Upon matriculation, math and English exams place students at the appropriate skill level. The 22 colleges profiled (Schwartz, 2010) below are part of the California Community College system, accredited by the Western Association of Schools and Colleges, and located in 13 separate districts: Antelope Valley,

Cerritos, Citrus, Compton, El Camino, Glendale, Long Beach, Los Angeles, Mt. San Antonio, Pasadena, Rio Hondo, Santa Clarita, and Santa Monica.

Antelope Valley College. Established in 1931, Antelope Valley College is governed by a five member board of trustees (Fisher, 2010). The 135 acre campus serves 4,802 full-time (68% retention) and 10,306 part-time students: 20% African-American, 5% Asian, 31% Hispanic, 1% Native-American, and 36% White; 1% from out of state, and 0.2% international. There are 197 full-time and 420 part-time faculty with a 45:1 student/faculty ratio. Popular majors are Liberal Arts, Nursing, Business and Management, Criminal Justice/Police Science, and Fire Science/Fire Fighting.

Cerritos College. In 1955, the Cerritos Community College District established Cerritos College located in Norwalk, which has seven board of trustees (Lacy, 2010). The 140 acre campus serves 5,107 full-time (61% retention) and 14,673 part-time students: 7% African-American, 14% Asian, 55% Hispanic, .5% Native-American, and 13% White; 1% from out of state, and 0.2% international. There are 228 full-time and 576 part-time faculty with a 24:1 student/faculty ratio. Popular majors are Liberal Arts, Nursing, Child Development, Business/Commerce, and Automobile Mechanics.

Citrus College. In 1916, the Citrus Community College District, the oldest district, established Citrus College, which now has five board of trustees (Perri, 2010). The 104 acre campus serves 4,957 full-time (61% retention) and 6,619 part-time students with demographics indicating: 5% African-American, 10% Asian, 43% Hispanic, .7% Native-American, and 27% White; 17% from out of state, and 4% international. There is a 24:1 student/faculty ratio and 172 full-time and 575 part-time faculty. Popular majors at Citrus College are Social Sciences, Cosmetology, Business, Liberal Arts, and Biological and Physical Sciences.

El Camino College – Compton Center. Established in 1927, the Compton Community College District, now known as El Camino College District – Compton Center is governed by a five trustees (Fallo, 2010b). The 15 acre campus serves 4,915 enrolled students (46% retention): 54% African-American, 5% Asian, 35% Hispanic, .5% Native-American, and 2% White; 10% are from out of state. There are 83 full-time and 109 part-time faculty with a 17:1 student/faculty ratio. Popular majors are Liberal Arts, Nursing, Child Development, Business, and Automobile Mechanics.

El Camino College. Established in 1931, El Camino College located in Torrance is governed by five trustees (Fallo, 2010a). The 126 acre campus serves 7,729 full-time (78% retention) and 17,166 part-time students: 18% African-American, 16% Asian, 32% Hispanic, .5% Native-American, and 20% White; 10% from out of state, and 2% international. There are 332 full-time and 661 part-time faculty with a 15:1 student/faculty ratio. Popular majors are Liberal Arts, Business, Nursing, Emergency Medical Technology, and Firefighting.

Glendale College. In 1927, the Glendale Junior College District was part of Glendale Unified District; in 1944, the district established Glendale College, and in 1970 separated into the Glendale Community College District, which has five board of trustees (Lindsay, 2010). The 100 acre campus serves 5,779 full-time (59% retention) and 12,665 part-time students: 3% African-American, 14% Asian, 24% Hispanic, .5% Native-American, and 56% White; 10% from out of state. There is a 15:1 student/faculty ratio and 285 full-time and 487 part-time faculty. Popular majors are Liberal Arts, Nursing, Administrative Assistant and Secretary, Accounting, and Business.

Long Beach College. In 1927, Long Beach Community college district establish Long Beach College, which has five board of trustees (Oakley, 2010). The 112 acre Liberal Arts

Campus, 30 acre Pacific Coast campus, and 2.3 Child Development campus serves 7,856 full-time (67% retention) and 19,071 part-time students: 15% African-American, 18% Asian, 15% Hispanic, .7% Native-American, and 26% White. There is a 23:1 student/faculty ratio and 336 full-time and 729 part-time faculty. Popular majors are Liberal Arts and Sciences/Liberal Studies, Cooking and Culinary Arts, Nursing, Child Development, Licensed Practical/Vocational Nurse.

Mt. San Antonio College. Established in 1945, Mt. San Antonio College is governed by five Mt. San Antonio Community College District trustees and located in Walnut (Nixon, 2010). The 421 acre campus serves 9,827 full-time (75% retention) and 20,199 part-time students: 24% African-American, 24% Asian, 45% Hispanic, and 18% White. There are 405 full-time and 893 part-time faculty with a 24:1 student/faculty ratio. Popular majors are Aviation (Eisley, 2011), Biological and Physical Sciences, Social Sciences, English Language and Literature, Liberal Arts, and Nursing.

Pasadena College. In 1928, Pasadena Junior College was held at a high school, and it was not until 1966 that the Pasadena College District established Pasadena College, which has five board of trustees (Rocha, 2010). The college is well known for its health care and industrial design programs (Eisley, 2011). The 37 acre campus serves 9,827 full-time (75% retention) and 20,199 part-time students: 6% African-American, 32% Asian, 3% Hispanic, 0.1% Native-American, and 19% White. There are 392 full-time and 708 part-time faculty with a 21:1 student/faculty ratio. Popular majors are Biological and Physical Sciences, Social Sciences, English and Literature, Liberal Arts, and Nursing.

Rio Hondo College. Established in 1962, Rio Hondo College is located in Whittier, which has five board of trustees (T. Martinez, 2010). The 185 acre campus serves 4,999 full-time

and 15,610 part-time students: 2% African-American, 8% Asian, 55% Hispanic, 1% Native-American, and 10% White. There are 198 full-time and 335 part-time faculty with a 25:1 student/faculty ratio. Popular majors are Liberal Arts, Natural Sciences, Engineering and Technology, Nursing, and Child Development.

Santa Clarita College. In 1967, Santa Clarita Community College district established the College of Canyons, which has five board of trustees (Hook, 2010). The college is known for its Performing Arts and athletic programs (Eisley, 2011). The 224 acre campus serves 6,023 full-time and 14,987 part-time students (64% retention): 6% African-American, 10% Asian, 26% Hispanic, .6% Native-American, and 45% White; 6% out of state and .6% international. There are 168 full-time and 490 part-time faculty with a 33:1 student/faculty ratio. Popular majors are Liberal Arts, Nursing, Accounting, Social Sciences, Biological and Physical Sciences.

Santa Monica College. In 1929, the Santa Monica College District established Santa Monica College located in Santa Monica, which has five board of trustees (Tsang, 2010). SMC's main campus is 38 acres; plus, the college has satellite campuses at the Performing Arts Center, Emeritus College, Airport Arts Center, Bundy Campus and Academy of Entertainment and Technology serving 11,139 full-time and 20,265 part-time students (64% retention): 3% African-American, 17% Asian, 72% Hispanic, .3% Native-American, and 62% White; 6% out of state and 3% international. There are 183 full-time and 496 part-time faculty with a 26:1 student/faculty ratio. Popular majors are Liberal Arts, Nursing, Accounting, Social Sciences, Biological and Physical Sciences.

Los Angeles College. The L.A. Community College District originated as an offshoot of the L.A. Secondary School District. In 1931, it formed into the L.A. Junior College District (Moore, 2010b). In 1969, the legislature formed a district with 9 colleges, served by a seven

member board of trustees. The following colleges are in the L.A. Community College District: East L.A., L.A. City, L.A. Harbor, L.A. Mission, Pierce, L.A. Trade-Technical, L.A. Valley, L.A. Southwest and West L.A.

East College. In 1945, the L.A. Board of Education created the East L.A. Junior College in the wing of a high school, and in 1969, the L.A. Community College District established the East L.A. College (Moreno, 2010). Located in Monterey Park, the East 84 acre campus serves 6,866 full-time and 22,023 part-time students (64% retention): 3% African-American, 17% Asian, 72% Hispanic, .3% Native-American, and 8% White; 6% out of state and 3% international. There are 258 full-time and 578 part-time faculty with a 26:1 student/faculty ratio. Popular majors are Criminal Justice/Police Science, Liberal Arts, Accounting, Child Development, and Nursing.

City College. In 1931, the L.A. Board of Education created the L.A. Junior College, in 1931, a separate L.A. City College district began to govern the college (Moore, 2010a), which known for being the flagship college in the district (Tillberg & Badalyan, 2008). The 49 acre campus serves 5,233 full-time and 14,439 part-time students (64% retention): 13% African-American, 18% Asian, 41% Hispanic, .1% Native-American, and 19% White; 6% out of state and 3% international. There are 205 full-time and 433 part-time faculty with a 26:1 student/faculty ratio. Popular majors are Liberal Arts, Child Development, Cinematography, Nursing, and Business.

Harbor College. In 1941, the board of education expanded adult courses offer at a high school, in 1949 the Los Angeles Community College District established the Los Angeles Harbor College, located in Wilmington (M. Martinez, 2010).The 80 acre campus serves 2,872 full-time and 7,211 part-time students: 14% African-American, 19% Asian, 42% Hispanic, .05%

Native-American, and 17% White. There are 205 full-time and 433 part-time faculty with a 26:1 student/faculty ratio. Popular majors are Liberal Arts, Child Development, Cinematography, Nursing, and Business.

Mission College. In 1975, the L.A. Community College District founded L.A. Mission College (Valles, 2010) located in Sylmar, which is gaining popularity its academic and technical programs (Eisley, 2011). The 22 acre campus serves 2,657 full-time and 8,251 part-time students: 14% African-American, 5% Asian, 72% Hispanic, .05% Native-American, and 10% White. There are 69 full-time and 292 part-time faculty with a 39:1 student/faculty ratio. Popular majors are Child Development, Liberal Arts and Sciences/Liberal Studies, Legal Assistant/Paralegal, Human Development and Family Studies, and Psychology.

Pierce College. In 1947, the L.A. Unified School District bought land in Woodland Hills for the establishment of Pierce College (Burke-Kelly, 2010). The college has a variety of academic courses and a noteworthy agriculture farming, and veterinarian programs (Eisley, 2011). The 225 acre working farm and 426 acre campus serves 6,275 full-time and 16,159 part-time students (Rothschild, 2011): 1% African-American, 22% Asian, 9% Hispanic, 1% Native-American, and 48% White (74% retention). There are 181 full-time and 530 part-time faculty with a 35:1 student/faculty ratio. Popular majors are Liberal Arts, Child Development, Nursing, Mechanical Engineering, and Accounting.

Trade-Tech College. In 1925, the L.A. Board of Education created a trade school, in 1957, the school in response to veterans' training needs merged with a metropolitan college, in 1960, L.A. Community College District incorporated the Los Angeles Trade-Technical College (Chapdelaine, 2010). The 25 acre campus serves 3,779 full-time and 13,708 part-time students (Rothschild, 2011): 27% African-American, 7% Asian, 53% Hispanic, .01% Native-American,

and 6% White (65% retention). There are 184 full-time and 351 part-time faculty with a 21:1 student/faculty ratio. Popular majors are Child Development, Liberal Arts, Automobile Mechanics, Culinary Arts, and Electrician.

Valley College. In 1949, the L.A. Valley College was established to meet the need of the San Fernando Valley's population growth (Carleo, 2010). Valley College is located in Van Nuys and offers vocational and transfer course. The 105 acre campus serves 4,592 full-time and 14,950 part-time students: 6% African-American, 10% Asian, 42% Hispanic, .01% Native-American, and 30% White (65% retention). There are 175 full-time and 440 part-time faculty with a 26:1 student/faculty ratio. Popular majors are Liberal Arts, Child Development, Economics, Nursing, and Criminal Justice.

Southwest College. In 1967, the L.A. Board of Education built the L.A. Southwest college, located in Los Angeles (Daniels, 2010). The College get a diversity of students involved with vocational training and university transfer courses (Eisley, 2011). The 25 acre campus serves 1,599 full-time and 6,191 part-time students (Rothschild, 2011): 75% African-American, 2% Asian, 19% Hispanic, .01% Native-American, and 1% White (45% retention). There are 66 full-time and 179 part-time faculty with a 22:1 student/faculty ratio.

West College. In 1969, the West L.A. College began in Culver City (Joyce, 2010) offers specialized skill building courses for certification, as well as Associate Arts degrees, located in Los Angeles (Eisley, 2011).The 70 acre campus serves 2,657 full-time and 10,365 part-time students (Rothschild, 2011): 75% African-American, 2% Asian, 19% Hispanic, .01% Native-American, and 1% White (45% retention). There are 94 full-time and 386 part-time faculty with a 28:1 student/faculty ratio. The popular majors are Liberal Arts, Child Development, Travel Services, Aircraft Mechanics, and Power Plant Technology.

In summary, most of the community colleges are 2-year institutions on a semester system. They offer a certificate, or an associate degree, or adult continuing education programs. Some offer other services such as advanced placement credit, distance learning, ESL, honor courses, part-time degree programs or student-designed majors. Mentors and colleagues are engendered to provide guidance. Traditions and ceremonies such as graduations are celebrations of the students' educational success. Alumni speakers are called on to inspire the next generation. The classrooms, quad, library, auditorium, performance stage, art gallery, athletic field, and garden are all part of the social environment, built to create an academic community.

The satellite campuses cater to a growing number of specializations. The social environment is what brings life to the campuses. The social environment is one in which students of all ages are given a chance to better themselves. Some Student Affairs departments have students take the Myers Briggs Personality Type Indicator, so students can learn more about themselves and their personal preferences (Myers, 2009). Up-to-date leadership theories relevant to the driving forces of the social environment are outlined next.

Leadership Theories

Leadership trait theory. Creativity, confidence, fluency, age, and popularity were the first leadership attributes researchers expounded in the 1960's. Leaders had a large base of followers and commanded large resources. Stogdill (1974) did a meta-analytic review of literature on trait theory finding the following effective leadership traits: intelligence, initiative, interpersonal skills, self-confidence, drive for responsibility, and personal integrity. Stogdill (1974) discussed the traits as being derived from personal qualities, but certain traits may prove to be more effective given the organizational goals or situational tasks. From overly instructive to a more hands off approach the basic styles of situational leadership are telling, selling,

participating, and delegating (Hersey & Blanchard, 1977). A leader's situational leadership style must be changed in order to meet a challenge.

Situational leadership. If the leader is faced with leading a group of followers who have low maturity, then a high task/low relationship is applied. If the group has a moderate level of maturity, a high task/high relationship is applied. The ability of leaders to anticipate how to combine leadership styles and apply the correct task/relationship behaviors leads to successful outcomes (Hersey, Blanchard, & Johnson, 2007). Hersey and Blanchard's (as cited in Daft, 2007) situational theory indicates that leaders should work on the readiness level of the employees. Leader-member exchange developed out of beneficial work relationships, making the follower part of an in-group that has higher quality exchanges with the leader. The exchange creates interesting work assignments, job satisfaction, and productive work units (Daft, 2007).

Leader-member exchange. Leaders should use a relationship-oriented approach, while managers should use a task-oriented leadership style (Daft, 2007). The first stage of leader-member exchange involves getting to know each other's work habits. The second stage is refining the working relationship. In the third stage the relationship matures leading to steady behavioral patterns related to work related roles (Daft, 2007).

Charismatic leadership. Charisma is purely a personal trait and it is through those inherent extraordinary qualities, not the leader's positional power, that others are influenced (Daft, 2007). The characteristics are dominance, self-security, and moral integrity (House as cited in Winkler, 2009). The behavior is courageous, enthusiastic, and representative of a role model (House as cited in Winkler, 2009). There is an attraction to the leader's articulate nature and compelling vision, which improves the outlook of the followers (Weber as cited in Lussier & Achua, 2009).

Charismatic leadership has a positive effect on the followers' work ethic, motivation and job satisfaction (Lussier & Achua, 2009). Socialized charismatic leadership couples altruistic motives with supportive relationships in carrying out a vision (Lussier & Achua, 2009).

Charisma is complementary to transformational leadership because, with charisma, cooperation is fostered by a likable leader (Varella, Javidan, & Waldman, 2011). Transactional leadership is an exchange of rewards or benefits between interested parties or leaders (Daft, 2007).

Transformational leadership. Transformational leadership develops followers through coaching or mentoring to bring about a real and desired change (Burns as cited in Bass & Riggio, 2006). Bringing about the change needed will require that change happens in individual thought and throughout the organization (Daft, 2007). People working in the organization should feel free to be innovative and imaginative when working towards a vision. Servant leaders can inspire others because servant leaders have proven themselves as good stewards of society, so they are trusted to lead.

Servant leadership. Servant leadership is a subset of transformational leadership because these leaders encourage others to lead (Greenleaf as cited in Wren, 1995). Leaders should illustrate integrity and moral courage through action. People tend to associate servant leadership with kindness, and generally want to return the favor in kindness. Servant leadership promotes individual growth in employees as they develop into leaders. Servant leaders articulate the vision required for continued change by listening to others and using cooperativeness to get them to join in on conversations (Cloud, 2010) about local, state and national initiatives, campus safety, student enrollment, taxpayers, interest groups, adjunct professors, or unions.

Leadership competencies can be discovered through open discussions that describe the key knowledge, skills and moral values of effective leaders (Vincent, 2004). Administrative

responsibilities originate out of the need to keep the college operational. The responsibilities reflect on the effectiveness of leaders and on the success of the college. Determining the responsibilities can identify what competencies may be necessary for carrying out tasks.

School Board Responsibilities

Here is a list of the responsibilities given to a school board: (a) serve the community, college, and students (O'Banion, 2009); (b) work together to govern, establish educational priorities, design academic standards, monitor performance, manage public resources and assets; (c) determine operational and budgetary outlay; (d) set policy direction; (e) represent the college's interest; (f) serve on committees; (g) design operational standards in respect to the college's mission; (h) foster an educational environment; (i) appoint a chief executive officer; (j) employ personnel, set salaries, or benefits (Smith, 2011); and (k) monitor student success rates (Potter & Phelan, 2008).

In the *LACCD Governance Handbook* (Candaele, et al., 2013), the role of the LACCD trustees is to carry out policy actions that meet what is set forth in the mission. The district trustees are responsible for the financial wellbeing of the institution, and the educational programs offered. The composition and election of the board comprises of seven elected members who are residents of the district. A board president is selected by the board to serve a one-year term. Orientation and ethics of the board are found in the *Statement of Ethical Values and Code of Ethical Conduct*. Also, there are now rules in place to sanction board members for ethics violations.

Board self-evaluation and goals are administered each year to assess progress from previous benchmarks. Academic oversight of educational programs has to do with standards for graduation classes, curriculum, and quality educational environment. Fiscal integrity and

stability involve the oversight of budgetary expenditures, compliance with federal, state, and local policies and student financial aid disbursement programs. The participatory governance is a way in which the board can rely on the District Academic Senate for advice.

Collective bargaining agreements are further bolstered and trustees can reach out to the six employee unions. Accountability and accreditation involves the process of decision making through a Communities on Planning and Student Success body to oversee educational programs and students achievement. Annual reports are drafted to illustrate statistics or highlight institutional effectiveness measures. The board's effectiveness on its job responsibilities can be assessed by implementing a board self-evaluation, discussing the results, identifying strengths and setting goals for areas of improvement (Smith, 2009).

Effective board members fulfill their responsibilities. Taking on greater responsibility is particularly important during times when community college boards have to take on the role of financial watchdogs. There is scrutiny by the public, media, government, and accrediting commissions and constituents (Smith, 2009). The members of the board have to work together, follow a code of ethics, and avoid conflicts of interests (Smith, 2009). Categories for assessment can include: district mission and planning, board policies, fiduciary, board relations with the CEO, human resource management, and educational programs (Smith, 2009).

In the process of carrying out their responsibilities, trustees meet the demands placed on the institution to insure accountability (Harbour, Davies, & Gonzales-Walker, 2010). To be effective, the board's network has to be built on trust. When the dynamics of a professional network are formulated, the relationships offer "new ideas, timely information, job opportunities, business leads, influence, and social support" (Baker as cited in de Janasz & Forret, 2008, p.

630). It takes savvy to inspire support and allegiance (Ferris, Anthony, Kolodinsky, Gilmore, & Harvey, 2002).

Network Dynamics

What established network dynamics as a factor in leadership is the aspects involved with the social condition. With the right amount of interplay, social capital is fostered with the following network dynamics: size, strength, structure, and resources (de Janasz & Forret, 2008). To increase *size* of a network there has to be more people in it (de Janasz & Forret, 2008) and this can be done by attending social events, or joining committees. The idea is to be more visible and accessible to the public. Larger networks may include key contacts from local, state, federal, and international organizations. To *strengthen* a network, tap into the vital information that each member of the network has to offer, and stay in touch with existing members (de Janasz & Forret, 2008).

New acquaintances can offer new insight and later the contacts can evolve into closer relationships. Upward mobility is made possible because networks provide access to people with positional power. The *structure* of a network may include diverse connections from professionals outside an individual's organization. The network may patch information gaps between inter-organizational partnerships. Information, supplies or labor can become pooled *resources of the network*. Obtain project proposals with partnerships and contracted services. Influence can be derived and leveraged from contacts with status (de Janasz & Forret, 2008).

The relationships that are formed increase employee job satisfaction and encourage retention. The new approach to meeting acquaintances is online networking. Online networking through a social networking site will facilitate idea sharing. Trustees can use social networking sites to better share public information, such as news and events. The board members each have

a Smartphone with the computing power to track and save contact information while mobile. Photos, bios, resumes, digital business cards, notation, voice recordings, detailed memos, emails, hyperlinks, websites, references, or schedules can be organized in a Smartphone. Acquaintances can be directed to the college's website, or Twitter, or Facebook, or LinkedIn to better educate themselves about the college district. In the political environmental scan the governance structure of community college is observed.

Political Environment

Trustees collaborate to set goals. Together, as a board, trustees hold the power to convey property and determine the educational program. An appointed superintendent implements the board's directives. The LACCD governance structure is designed to facilitate the administration of each of the nine unique colleges. In the 1980s, after Proposition 13, it took several years before rules regarding state funding linked to enrollment could be revised (Kenny, 2002).

Also, demographics changed as suburbs created urban flight. The LACCD trustees were faced with a budgetary crisis forcing uniform cuts across all nine campuses, which led to declines in enrollment (Kenny, 2002). In 1998, the LACCD trustees decentralized the governance structure overseeing the nine campuses (Kenny, 2002). The trustees retained authority of the major policy decisions and the nine campuses transitioned to customize the educational program for local populations.

According to the LACCD's *Governance Handbook*, the LACCD's district-wide decision making occurs with five different processes: direct consultation, governance committees, internal management, human resources, or personal commission. Direct consultation occurs between the academic senate, student trustee, or local union and the trustees. The most well-known use of the

direct consultation is at the bi-monthly board meeting. The district governance committees consult with the constituency groups to formulate or develop district level policies.

The following committees report to the trustees: Planning, Budget, Bond Steering, Joint Labor/Management, and Technology Planning and Policy. The internal management consultation process is the way in which the trustees deal with the matters of significance that affect all nine colleges in the district. Recommendations are routed from the point of origin to the next up in the hierarchical structure. The recommendations are approved, amended, or sent back to the origin as not approved. The review can begin with the committee or constituency groups, continue to administrative councils, then go to senior staff of the chancellor's cabinet and end up with the chancellor or the trustees.

The Human Resources Guide Development Process Council includes members from the Vice President Council, Personnel Director of the District's Personnel Commission, Senior Associate Vice Chancellor of Human Resources, the Associate General Counsel, and staff members. The HR Council only hears issues relating to human resource procedures. The Personnel Commission is another area specific district-wide decision making process dealing solely with issues regarding personnel. The California Education Code allows for faculty, staff, and students to express opinions on campus-level policies (Bertone, Katherine, Peterson, & Suarez, 2009). Activism can go on as long as academic instruction is not disturbed. Residents use their referent power to voice their concerns on campus expansion, student overpopulation, traffic, and construction. Students protest against tuition hikes or overcrowded classrooms.

The main campuses serve as the central location for protests because protesters can generate the most attention. Political positioning begins to unfold as parties align to bargain for power. Leaders participate in a shared governance structure by providing thought provoking

views on the planned vision, insight into operations, and innovative solutions to community college issues (Cohen as cited in Eaton, 2007). In 1998, the Master Plan for colleges was updated to include principles of shared governance.

The shared governance structure actually gives more responsibility to trustees because the first community college boards used a hierarchal approval model. The model gave the board only one responsibility: that of a rubberstamp that approved expenditures (Potter & Phelan, 2008). The board is dependent on public funds for operations; this leads to politics amongst the community, college administrators, state legislature, and federal government. Superintendents want community colleges to be seen as post-secondary educational institutions of higher education (Van Noy, Jacobs, Korey, Bailey, & Hughes, 2008).

The trustees are recognized as being part of the local government, so federal and state authorities delegate authority to trustees when discussions center on local issues and the immediate demands of the community college district's constituents (Van Noy et al., 2008). Those with legitimate power are typically the board of trustees. The trustee board chair has to be knowledgeable about college affairs, work with the board to facilitate decision making, speak on the board's behalf, have the interpersonal skills to find consensus, build networks, and bring resolve to challenges (Donahue, 2003). Legitimate power at community colleges can also be found in the positions of president and vice president, administrators, deans, directors, District Planning and Advisory council, managers, and the academic senate.

Community College departments can include: government relations and communications, human resources, business administration, academic affairs, student affairs, and enrollment development. Given the demand for better standards of education, all college departments must match performance with the college's mission (Alfred, 2007). It is the responsibility of the

trustees to oversee departmental activities. A District Planning Advisory council serves as a means to distinguish important issues from interested parties such as budgetary, facilities, human resources, technology and college services, so the council can advise the board of trustees. The advisory council subcommittee sorts recommendations from liaisons and members of the public. The information is then conveyed by the advisory council up to the superintendent. The advisory council can also present an item at a board of trustees meeting. Appointed/hired authorities such as the senior administration, academic senate, classified senate, faculty union, management association hold the special interests of their members. In a consensus model of governance groups tend to hold onto power to create a veto (Offenstein & Shulock, 2011).

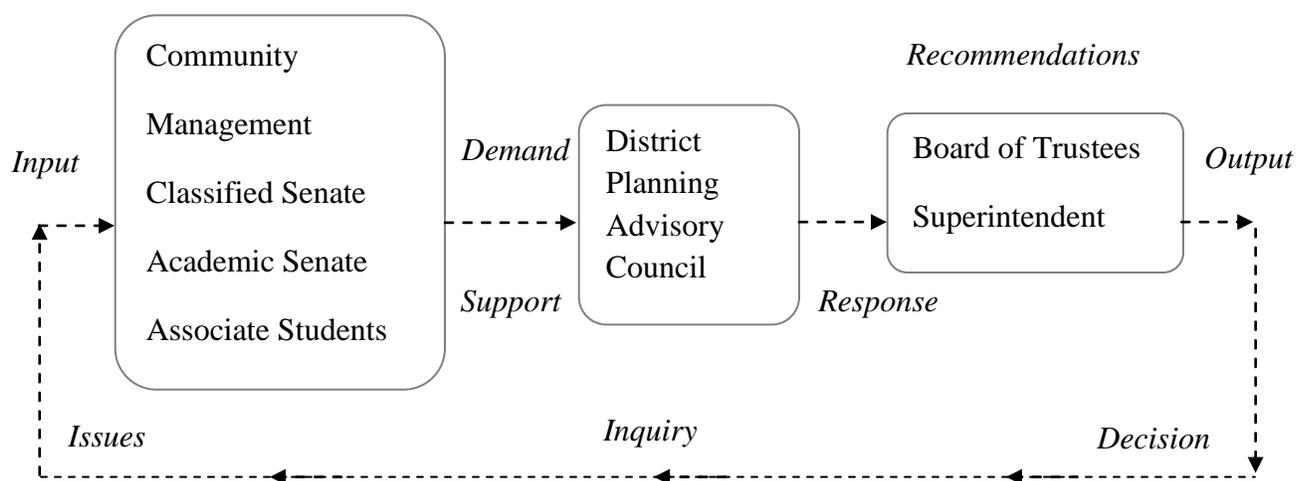


Figure 1. Community college shared governance. Figure modified from the original state. A Systems Analysis of Political Life, by D. Easton, 1979, Chicago, IL: University of Chicago Press. No copyright required.

Figure 1 displays the community college strategy hearing public inquiries/issues, gathering/filtering the information and ultimately responding with a policy decision. Shared governance does have its caveat because of the confusion that can take place on where authority

lies (Jensen & Giles, 2006), so make sure roles do not become blurred (Frost, 2009). Trustees could be designing policy to encourage departments to create partnerships with organizations that have comparable goals (Amey, Campbell, & Eddy, 2010). Partnership capital aligns priorities with complimentary institutions (Amey, Eddy, & Ozaki, 2007).

Partnership Capital

Motivational factors affect whether or not a partnership can be formed. A partnership will last longer if there is an established sense of trust, accompanied by clear policy objectives. Partnerships are generally maintained because of the shared norm and desire to save on pooled resources and create efficiencies (Amey et al., 2010). Proactive networking in the field gains network relationships that bring mutual benefit.

To promote partnership capital, leaders inspire others to participate through motivational factors, such as the policy context, pooled resources, mission and goal orientation (Amey et al., 2010). A board of trustees governs by gaining a full grasp of the problems (Davis as cited in Schuetz, 2008) and an understanding of the local needs, so educational programs and policies implemented will facilitate the college's activities (Cohen as cited in Schuetz, 2008). The structure of the college government relates to its organizational chart, which illustrates what members have the authority to make policy decisions (Minor & Tierney as cited in Schuetz, 2008) and distribute resources (Cloud & Kater, 2008). To strengthen participation in shared governance, trustees should map out the political terrain to devise a functional learning organization (Frost, 2009). The processes that foster good governance have to do with the culture of the organization, its leaders, communication, participation, and trust (Schuetz, 2008).

Political savvy. Mapping the political terrain includes all levels of government and the positional power offered. To map the political terrain, it is necessary to perform an analysis of

the public policy issues and who supports or opposes initiatives (Adams & Zanzi, 2006).

Political savvy is the successful navigation of politics and the political posturing involved in accomplishing priorities (Truty, 2006). The idea is to become attuned to one's own political style, as well as the individual political styles of all players in the network (Truty, 2006).

People will follow a leader who is politically savvy because that leader is skilled in the art of negotiation, deal making, coalition building, and conflict resolution (Ferris, et al., 2005). The political intelligence model includes steps to assess power dynamics, make important decisions and implement policy (Adams & Zanzi, 2006). With this knowledge, an historic perspective can be developed. A historic perspective of political ideology shaping the community colleges system can be seen in the 1980s.

President Ronald Regan pushed policies to shape public schools to meet the needs of the private sector. Community college administrators focused the curriculum on industry specific programs to serve the immediate interests of students and prospective employers, so liberal arts educational programs became less of a priority (Hanson, 2010). California community colleges have tried to meet the local employment needs by offering training courses in agriculture, business, information technology, engineering, construction, health care, fashion, child development, food and hospitality, commercial services and others (Gill & Leigh, 2009). Trustees act as politicians when handling the educational, fiscal, and political aspects of governance (Jensen & Giles, 2006).

Trustees get involved with congressional lobbying, advocate for legislation, or accreditation (Petty as cited in Schuetz, 2008). State legislatures tend to give local autonomy to school boards to meet local needs (Offenstein & Shulock, 2011). Trustees should make an effort to understand the state's priorities, so that, in political bargaining with state officials, trustees can

relate college funding to the big picture of issue of jobs creation (Murray, 2009). Those running for the position of school board trustee are interested in serving as team players and dedicating time to providing policy for educational programs (Jensen & Giles, 2006). The structures of local board governance are influenced by the state priorities (Schuetz, 2008).

These state interests tend to shape the educational outcomes of the institutions (Offenstein & Shulock, 2011). A strong predictor of career success in politics is networking ability (Ferris, et al., 2008). Networking ability is a political skill that can be learned through drama-based training. Trustees should know how to develop networks of friends and business contacts with ease.

Networking ability. Relationships should be generating alternative viewpoints, career opportunities, influential connections, and social support (de Janasz & Forret, 2008). Kolodinsky (as cited in Ferris et al., 2008) believes leaders have an inherited predilection for political skill. They show a facility in the areas of personal influence because of extroversion and proactive behaviors (Ferris et al., 2008). Political skill is not entirely inherited and can be enhanced with training (Ferris et al., 2008). Drama-based training allows participants to practice and demonstrate social or political interactions in a safe controlled environment given lifelike, simulated scenarios to act out allegiance (Ferris, Anthony, Kolodinsky, Gilmore, & Harvey, 2002). Other political skills that can be learned are: social astuteness, interpersonal influence, and apparent sincerity.

Social astuteness is developed by acting out a situation, interpreting the correct behavior to relay and fitting in socially with broad appeal. *Interpersonal influence* drama-based training module has assortment of drama-based training situations, so one can learn how to exert influence in various scenarios. A balance is found by being both diplomatic and persuasive. With

practice, the level of influence displayed will not seem pushy or opportunistic. A desired response can be elicited by adapting one's behavior to a given situation.

Apparent sincerity is the ability to retain integrity and appear to have no ulterior motives in one's actions. Also part of apparent sincerity is authentic leadership; acting with genuine character and inspiring others. According to Ammeter, Douglas, Gardner, Hochwarter, and Ferris (2002) the goal is to use political skill in a positive way, which values the collective good, rather than using people for personal gains. Political skill is an intentional behavior performed to improve one's standing in an organization or achieve promotion (Todd, Harris, Harris, & Wheeler, 2009).

Career success. Ferris et al., (2007) define political skill as “the ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives” (p. 291). Many of the current trustees have achieved career success. The experiential learning derived from serving in an elected position along with an amassed rolodex of contacts and political savvy about the bureaucratic processes allows for trustees to have political marketability (Parker, 2008). Seeking out special interests sustains the officeholders' electability and ability to effect change on key legislation (Parker, 2008).

With all the insight from the open access to political players, politicians have to see opportunities to create meaningful reform (Offenstein & Shulock, 2011). Community college trustees have tended to delegate budgetary supervision to administrative departments at the college. However, given the economic crisis, trustees are overseeing the allocation process much more closely (Garfield, 2004). The state budget is at times passed way beyond its deadline. Trustees find it to their advantage to form coalitions, hold town hall meetings, and be more

responsive to the voters (Frost, 2009).

Careful budget planning and creative thinking are credited for saving community college institutions (Orr, 2010). In 2004, the American Association of Community Colleges (AACCC) held four summits to collect opinions about effective community college leadership competencies from higher education administrators (Vincent, 2004). After collecting the descriptions of what experts thought were necessary attributes to perform as an effective community college leader, a competency model was created with definitions (Vincent, 2004). The updated model on the AACCC website (Bumphus, 2011) includes: organizational strategy, resource management, communication, collaboration, advocacy, and professionalism.

Community Colleges Leadership Competencies

Organizational strategy refers to the ability to monitor and improve the quality of education (Sinady, Floyd, & Mulder, 2010). Plans and projects promote the long-term wellbeing of the organizational infrastructure and the student success rates. Leaders with knowledge and experience in education administration can strategize to develop a means to accomplish tasks that are in step with the organizational mission (Bumphus, 2011). *Resource management* has to do with the fiduciary responsibilities, as well as information and time management (Sinady, et al., 2010).

The sustainability of vital assets and property is a top priority. A way to manage the growth of resources is to invest equitably and ethically in the people and processes that drive the mission of the organization (Bumphus, 2011). *Communication* disseminates policies and strategies (Sinady, et al., 2010). Speaking and writing articulately are important for communicating ideas or instructions clearly for career or organizational success (Bumphus,

2011). *Collaboration* nurtures a relationship among those in the network through cooperation (Sinady, et al., 2010).

The leader's actions foster teamwork and a diversity that adds to organizational success (Bumphus, 2011). *Community college advocacy* involves first comprehending the needs of the community college. Advocacy should gain commitment to the college's mission and bring about ideal policy initiatives (Bumphus, 2011). *Professionalism* is the leader's ability to work ethically to formulate and stand up for high standards of accountability for themselves, others, and the institution (Bumphus, 2011). Board of trustee chairpersons suggested additional competencies such as institutional acumen or political pressure (Hassan, Dellow, & Jackson , 2010). However, the suggestions were related to the original six core competencies (Hassan, et al., 2010).

Networking opportunities tend to develop professionalism (Hassan et al., 2010) among students, faculty, and administrators and these opportunities can be created in social environments that support leadership development (Sinady, et al., 2010). A Doctor of Education degree program with emphasis on competencies building, job training, mentoring, and professional development would develop leadership competencies for community college administrators (McNair, 2010). The AACC has five principles for continuing development: leadership can be learned, vision and goal, lifelong learning, and finding ways to develop leadership (Sinady, et al., 2010). There are four areas that are particularly important to research effective trustee leadership: organizational context, leadership competencies, job responsibilities/challenges and politics, and behavioral indicators for measurable success.

Competency modeling. Developing the unique model should consider the situational challenges of governing a community college (Weiss & Kolberg, 2003). The design of the leadership competency model has the aspects of organizational mission, collections of

knowledge, behavioral indicators, and measurable outcomes (Campion, et al., 2011). Choosing a competency model to align the leadership with the organizational goals through effective leadership practices, such as the critical competencies of leading employees, building and mending relationships, or change management (Berke, Kossler, & Wakefield, 2009). The development of the model is in the context of the organization's future with leadership imperatives, success factors, and competency dimension with a feedback process (Fulmer & Bleak, 2008).

The AACC has an existing competency model that accounts for this dissertation's target population. The AACC competencies are included as a portion of the model for effective community college board member leadership. The SPELIT needs assessment/environmental scan and literature review provided comprehensive coverage of the target organization and population. The modeling process fundamentally is to define what a successful model looks like, identify those involved, collect data, and data analysis.

Competency modeling allows for the evaluation of the skill level and performance of the leader given the situational job duty expertise, while job analysis looks mostly at the factors that allow top performers to excel and advance for promotion (Campion et al., 2011). There are some basic competencies that are rudimentary to working in a particular field (Scott & Reynolds, 2010). The threshold on abilities becomes apparent when top performers begin to exhibit abilities that set them apart from average performers. Effective leadership can then be developed or people with those talents can be recruited (Boyatzis, 2008).

The specific descriptors of effective leaders are their knowledge, skills, abilities, and characteristics (Scott & Reynolds, 2010). It is quite possible that by studying these descriptors there is an opportunity to find out how a leader has been influenced by his or her education,

experience, ability, traits, interests, duties, context, vision, strategy, and incentive (Scott & Reynolds, 2010). For an organization to be successful during an era of unprecedented challenges and rapid change, leadership has to be found and developed at every level of the administration by bringing out the best in people (Yoder, 2004). Appreciative inquiry (AI) is a newer method of collaborative problem solving that focuses on using collaboration and participation.

Leadership competency development. Through emotional intelligence (Goleman, 1995) the participants' skills are acknowledged and put to use, thereby creating effective leadership and organizational success (Yoder as cited in Carducci, 2007). The AI process involves a 4-D cycle; Discovery, Dream, Design, and Destiny, which builds on the college's strengths (Cooperrider & Whitney, 2005). The discovery stage finds the "best of what is" (Cooperrider et al., 2008, p. 16). In this stage, interview questions are developed. Inner dialogue may reflect on what the individual administrators want in their product. This will generate stories about the types of cases these individuals handle. "What might be" (Cooperrider et al., 2008, p. 129) is all about exploration in the dream stage, such as producing positive images of financial wellbeing of the organization. "What should be" (Cooperrider et al., 2008, p. 193) deals with what changes are happening to the institution in the design stage. Choices are made on how to develop pilot programs or align priorities to what best fits the colleges' interest. "What will be" (Cooperrider et al., 2008, p. 199) is the result of the changes that have been occurring throughout the appreciative inquiry cycles and culminating in a destiny stage.

Even if leaders are good at what they do, it is emotional intelligence, relationship building and teamwork that make use of individual talents to accomplish specific tasks for overall organizational success (Ullman, 2010). The appreciative inquiry method can be used in large scale forums, such as town halls or smaller sessions in planning the steps to

implementation. The method fosters an upbeat outlook for change. By including members in the change process they become familiar with some of the implementation details, so there are fewer surprises (Cooperrider et al., 2008).

Lewin and Cartwright (1951) 3 step model: unfreeze, change and refreeze model may also be considered for making change happen and developing leaders. The unfreeze stage could allow for leaders to realize their potential. The change stage could involve learning what leadership attributes are effective. The refreeze stage is the point at which what is learned could be carried out in daily duties. Lewin's 3 step model is complemented by his work on field theory, group dynamics, and action research. Field theory has to do with the forces at work securing the status quo. The change that will occur is the introduction of the new ideas that have the potential to develop new individual behaviors (Lewin & Cartwright, 1951).

Field theory. The theory does an environmental scan to find out the largest driving force preserving the status quo. This driving force makes the organization dependent on what has been done in the past. A more extensive environmental scan can be done to find coffers, community associations, and others with a vested interest in the organization. Schein (2004) built on Lewin's model to better understand human behaviors during change. Schein's breakthrough is that the group's culture has to evolve along with the change.

Group dynamics. To get the people to evolve along with the change, each member has to reveal his or her job related assumptions. Assumptions have to be brought to the surface and discussed in order to find out if the assumptions are even true (Senge, 2006). Discussions can take place in their offices, which provides them with psychological safety, so that they feel free to talk. Lewin understood change necessitates action (Burnes, 2004).

Action research. There are several alternative solutions to address the big picture challenge, such as diminished student appropriations and reduced services. Kotter and Cohen's (2002) eight-stage has the same idea as Lewin's action research as it takes steps to alleviate the pressures associated with the change process. In Heath and Heath's (2010) book, *Switch* it discusses how research was mostly about how people analyze-think-change. Kotter (2008) found that the model should rather be see-feel-change instead of analyze-think-change because people did not change their feelings solely on facts/data but it took more compelling experiences.

Kotter's eight-stage change. Kotter and Cohen's (2002) eight-stage change process Step 1 is the sense of urgency, which explains in a compelling way the need for fixing the problem . Kotter warns of a false sense of urgency in which ambiguous short-term fixes become exhaustive because they create excessive workloads and do not solve the problem. Step 2 is building a guiding team to rally its departments. Step 3 is instilling a vision of community in the move from a pilot program to full scale integration. Step 4 is communicating a trust in the new plan. "Communicate change visions and strategies effectively so as to create both understanding and a gut-level buy-in" (Kotter & Cohen, 2002, p. 101). Step 5 is to remove obstacles in the way of the plan. Step 6 is to show the signs of progress. Step 7 is preserving change by producing accountability. Step 8 is making change stick by supporting the innovation. Kirkpatrick's (2007) four levels of evaluation are Level 1, reaction; Level 2, learning; Level 3, behavior; and Level 4, results.

Kirkpatrick's Four Levels

Level 1: reaction. In Phase 1, reaction sheets can be distributed with the purpose of getting opinions of participants in the change process training. The reaction sheet is similar to a questionnaire and participants should fill out and submit the reaction sheet immediately after any

training sessions. The focus can be on the lessons learned, content, facilitation, and goal accomplishment. Feedback from the discussion groups can be taken with reaction sheets before and after implementation.

Level 2: learning. Feedback from the discussion groups can be taken with reaction sheets before and after implementation. There is a need to communicate instead of only lecturing or giving material to memorize (Freire, 2004). The employees can be asked about what they have gotten used to before the change process took place. Then what has been instructed can be evaluated by knowledge learned, skills developed, and behavior changed.

Level 3: behavior. According to Kirkpatrick and Kirkpatrick (2005) the earlier the behavior evaluation takes place, the better. The disconnect is between the efforts taken to increase learning and the ideal results intended (Allen, 2007). Allen explains that there has to be the facilitation of learning to get people the knowledge and skills needed. The idea is to get 60-90% of the learning facilitated in sessions transferred to the workplace.

Level 4: results. Adult learning objectives may come into fruition by measuring progress with the use of reactions sheets. Expectations about the results of any training should be aligned with accomplishing the change process. This relates to Argyis' (2002) work on *double loop learning* that gets people to reflect on their own behavior and contributions to the organization. The biggest challenge is transferring learning to behavior (Kirkpatrick & Kirkpatrick, 2009). Bolman and Deal (2003) discuss how using structural, political, human resources, and symbolic frames makes the change process more intelligible for the culture to overcome resistance. The most important way of overcoming resistance is reviewing the plan and continuing to develop it.

Transferring knowledge. Leadership development at community colleges can be done through campus-based programs by means of mentoring, shadowing, team projects, presentation,

and assigned readings to get leaders in tune with the organization's politics and culture (Reille & Kezar, 2010). Other leadership development can be done in doctoral degree programs with residency at a community college (Luna, 2010) or sponsored institutions (Cloud, 2010). In 2006, the California State Senate passed Bill 724 to create a Doctor of Education degree in the California State University system to create a new generation of educational administrators (Friedel, 2010). The most successful ways of developing leadership competencies are done in group settings with role-playing and case studies (Robison, Sugar, & Miller, 2010). Leaders of community colleges have witnessed a growth of professional responsibilities.

It is helpful for teams to analyze strategies for leadership development by benchmarking past employees accomplishments to find the best fit for future leaders with the mission of the organization (Cloud, 2010). Leaders are now expected to form partnerships with active members of the government, interact with the community, and change educational organizations for the better (Katsina as cited in Carducci, 2007). There has to be an evolution of leadership (Phelan as cited in Carducci, 2007) that entails a variety of adaptive means to meet the needs of an ever changing society. Leadership has to adapt new ways of leading organizations (Amey as cited in Carducci, 2007).

Leaders should network with administrative teams (Basham & Mathur, 2010) to find solutions to current challenges. Ideas should bring greater clarity to social connectivity through technology or globalization (Ullman, 2010). Greater clarity on regional and growing trends gives leaders an edge on what types of administrative teams should be put together (Curtis as cited in Carducci, 2007). Information is no longer acquired by traditional means; therefore, leaders must play a more supportive, and open-minded role in their communications (Brown as cited in

Carducci, 2007). “Leadership competencies relative to cultural awareness can be gained through education, experiential activities, and coaching” (Hyatt, Evans, & Haque, 2008, p. 120).

Leadership can be learned in organizations through developmental networks (Langkamer as cited in Ratwani, Zaccaro, Garven, & Geller, 2010) and the network is relied on for knowledge transfer (Shihao 2009). The dynamics of an organization, department, or team has to develop and include the right amount of leadership and management given the organizational context. At smaller community colleges, leaders may receive accolades for carrying out managerial duties and roles (Taylor & Killacky, 2010). At larger community colleges leaders may be required to delegate to managers and take on leadership roles (Taylor & Killacky, 2010).

Public Sector Stewardship

Those public officials, especially trustees, have developed certain attributes reflecting their stewardship. Leaders use attributes to establish a positive outlook about the future, make informed decisions, involve key players, and create innovation (Morse, Buss, & Kinghorn, 2007). These attribute can be categorized into four areas: inner-personal, operational, interpersonal, and change approach. The inner-personal category is focused on the leader’s beliefs/traits that can be developed such as ethic, empathy, vision, or reflection (Morse et al., 2007).

The operational attribute category is the mindset that balances the organizational needs with that of the stakeholders. Key attributes in the operation category are trustees/caretaker, mission driven, accountability, and detail oriented (Morse et al., 2007). Interpersonal are the interactions with others building trust/coalitions, empowering and sharing power (Morse et al., 2007). Interpersonal attributes relate to the leader’s maturity and competence on the job while working with others.

The change attribute category depends on the other attributes for the foundation that leads to change. Leaders using attributes in the change category show creativity, innovation, comfort with uncertainty, and system thinking (Morse et al., 2007). While change is happening, leaders can listen to feedback and ascertain how to facilitate the change process. Managers tend to follow steps to implement policy, while leaders create the vision and new processes to be followed (Taylor & Killacky, 2010).

Cost savings can be found by hiring a consulting firm to perform an audit (Orr, 2010). The college may be allocated a huge budget to spend. To get the most out of every dollar of funding, money has to be spent sensibly. The total revenue of community colleges could have been stabilized, but their unrestricted expenditures increased.

Economic Environment

The college district with the largest budget appropriations in California at \$527,774,057 in 2010-11 (LaVista, 2010) was the Los Angeles Community College District because it has more than one college in its district. Generally the net assets of community colleges are in three categories: about 12% of the net assets are unrestricted, 68% in capital properties, and 20% is restricted. On average, in 2008-09, for community colleges located in Los Angeles County, the state allocated \$88,603,000 per college, local property taxes generated \$12,488,000 per college, and other taxes and grants totaled \$7,000,000 per college (Scott, 2011d). State apportionment decreased by 1% in 2008-09, from the previous year (Scott, 2011d). The largest percent of debt accruing is from the general obligation funds for special projects, such as construction.

Appropriations. The state looks at the full time equivalent students (FTES) to allocate funding to the district. Courses have to be taught within the district for FTES to count. The 2008-09 year saw an increase in FTES from previous years; the State of California did not increase

appropriations commensurately. Colleges suffered a loss in revenue in 2008-09, so non-resident tuition went up in some colleges. The rest of the revenue loss was restored with percentage cuts to supplies and contracted services. Community colleges respond to the curtailment of courses offered and class sizes by telling students to register early for courses to be assured a seat in the class (Orr, 2010). Oversight and mismanagement in particular districts has only exacerbated the problem of classroom crowding, building safety, and outdated technology. During the 30 years after Proposition 13, the buildings and lack of infrastructure investment led the Los Angeles Community College District in 2001 to receive voter approval of general education bonds for maintenance and construction costs (Clark, 2009).

Financial mismanagement. The biggest voter approved bond was for Measure J in 2008 for \$3.5 billion (Finnegan & Holland, 2011). Unfortunately, the Los Angeles Community College trustees were financially irresponsible in their dealings with contractors and wasted several millions dollars redrafting plans. Flawed planning, overzealous spending, and shoddy construction were to blame for billions of wasted dollars (Finnegan & Holland, 2011). The truth is trustees are legally put in charge of budgetary expenses, given the right to buy land, construct facilities, hire employees, and conduct business (Townley & Schmieder-Ramirez, 2007).

In the legal environmental scan, the literature review discusses issues such as how the 10th Amendment of the United States Constitution grants states the power to authorize cities to establish community colleges. The board is formed through an election process and developed a policy manual to fairly govern. Policies for the administration of the district are created or amended by the board. In the legal environment scan there are checks and balances on the abuse of power.

Legal Environment

Board of trustees. The California Education Code establishes the governance structure for community college. According to Section 35010, authority is granted to trustees by the education code in the California state constitution, which gives trustees the right to govern, buy land, construct facilities, hire employees, conduct business, and manage the fiscal budget of the college (Candaele, et al., 2013; Townley & Schmieder-Ramirez, 2007). Section 35010 of the California Education Code indicates trustees receive compensation and shall be accountable to the district's constituents, as well as a state board of education that is appointed by the governor (Candaele, et al., 2013; Smith, 2011). According to Section 31520, there has to be a least five board members serving at any time; and, based on Section 35012 they are elected by the district's voters to serve four-year terms with staggered elections held every two years (Candaele, et al., 2013).

According to Section 35107, to stand in an election, a candidate must be 18 years of age, a citizen of California, a resident of the district, and a registered voter (Candaele, et al., 2013). In Section 35140-45, proper notice has to be provided to the public about the time and place of its regular meetings (Candaele, et al., 2013). Most of the time, trustees learn about the education codes in their first year in office. Trustees work to adapt policy on campus to allow for an academic senate, made up of faculty members from disparate academic departments within the college to discuss matter related to curriculum and hiring practices.

Academic senates have been credited for directing human resources to create training programs to foster equality and diversity throughout the employment ranks. Diversity brings about new ideas through arbitrage in areas of art, economy, human rights, language, or international relations. Knowles, Holton, and Swanson (2005) discuss energizing the adult

learner by creating an environment in which experiences can be shared. The intercultural matrix takes a worldview on the importance of diversity in institutions and cultural differences. The legal environment is more than law enforcement. There are accreditation requirements, codes of ethics, curriculum issues, employment law, bargaining unit issues, and health insurance.

Accreditation. The Western Association of School and Colleges confers accreditation for the Los Angeles City Community College District. Accreditation has the added benefits of keeping college's institutional standards up-to-date, spearheading educational program improvement, meeting federal guidelines for funding (Head & Johnson, 2011), preserving prestige, retaining worth of academic degrees, and signifying quality teaching or learning (Nevarez & Wood, 2010). Financial instability of fiscal mismanagement and unethical operations are grounds for revoking a college's accreditation (Heads & Johnson, 2010). Accreditation at the LACCD is self-monitored by each of the nine colleges and reports are prepared every six years.

In the *Accreditation Reference Handbook* set forth by the Accrediting Commission for Community Colleges there are seven ways to improve institutional effectiveness: (a) opening dialogue for improving student learning, (b) setting measurable goals in line with the college's purpose for effectiveness, (c) evaluating based on quantitative and qualitative data, (d) planning processes that include opportunities for constituency group input, (e) sharing and communicating documented results, (f) allocating resources appropriately, and (g) systematically reviewing and improving educational programs. Evaluating institutional effectiveness can be done by looking at the outcomes of programs, planning and student learning three categories: program review, planning, and student learning outcomes (Head & Johnson, 2010). Questionable use of resources is one of the major ways leadership has used unethical approach that hinders student learning,

has led to a withdrawal of the public support for bond measures, media scrutiny, and recruitment of new employees. Trustees are elected officials who must represent the will of the people.

Code of ethics. When leaders use an ethical approach, it may actually stimulate job satisfaction for those that work along with the leader (Brown, Trevino, & Harrison, 2005). Trustees could become motivated by political interests and try secure re-election. The college's interest may or may not align with the trustees' political interest (Head & Johnson, 2010). In 2005, the LACCD Board adopted a Statement of Ethical Values and Code of Ethical Conduct for honesty, integrity, reliability and loyalty (see Appendix C). Matters pertinent to college bargaining have to do with setting negotiation standards to regulate work conditions. The LACCD has collective bargaining agreements that are set out for faculty, clerical, crafts, operations, supervisors of academic faculty, and supervisors of classified staff.

Collective bargaining. LACCD encourages faculty to participate in shared governance, graduation commencement, evaluation committees, faculty orientation, curriculum development, technological training, union membership or student activities. Appeals can be made to the LACCD Vice President. Essentially a collective bargaining agreement lays out explicitly the organizational unit entitlements of an employee. According to the LACCD Collective Bargaining Agreement a grievance form can be submitted for incidents regarding a breach of the collective bargaining agreement. The Office of Employer-Employee Relations selects an arbitrator with the input from the Union President. The Employees Relations Office sets up a private hearing location and schedules any witnesses to attend. The hearing is recorded, evidence is presented and the required arbitrator delivers the opinion within 60 days of the hearing date based on the testimony and facts of the case.

Employment law. The California Educational Employment Relations Act dictates the

labor relations standards for California Community Colleges. Under the Public Employees Relations Act, six labor unions represent the faculty, staff, manager and deans of LACCD. The six unions are: AFT Faculty Guild, Local 1521, The AFT Staff Guild, Local 1521A, California Teamsters Public, Professional and Medical Employees Union, Local 911, Supervisory Employees' Union, S.E.I.U., Local 721, Los Angeles City and County School Employees, Local 99, and Los Angeles/Orange Buildings & Construction Trades Council. Trustees are available for direct consultation at regular meetings. Monthly grievances are held between union representatives. The Joint Labor/Management Benefits Committee hears the majority of concerns on behalf of the trustees. The trustees have direct consultation with the committee regarding collective bargaining, salaries, duties, hours of operation, overtime, and employment contracts.

Health insurance. The Joint Labor/Management Committee at LACCD offers medical insurance plans (Blue Shield, Anthem Blue Cross, or Kaiser), a dental plan, vision coverage, and life insurance. As part of the health benefits of LACCD's employees, Horizon Health's Life Management Services offers 5 free counseling sessions, crisis hotline, half-hour per year for attorney consultation and one financial consultation session per year. Health benefits extend to retirees and survivors. The committee maintains that the health costs are reasonable for quality care. The Los Angeles Community College district trustees set policy in place for curriculum development.

Curriculum. According to the *LACCD Governance Handbook*, (Candaele et al., 2013) direct consultation is made with the Academic Senate about prerequisites, course approval, assign course to area of discipline, grading, degree requirements, faculty credentials, and accreditation self-reporting. An Academic Senate Committee is designated to work on meeting

Title 5 compliance and California education Code changes. The committee has a faculty member from each of the nine colleges. The chancellor is the chief executive of the board of governors that oversees the California community college system.

California Education Code states that the board of governors sets minimum standards for the operation of California community colleges. Unlike the K-12 system, attendance is not compulsory for community college students. Grading policy requires courses have a midterm and final examination. Police enforce the law from a station located on or near the main campus. Some of the colleges develop prevention teams to deal with judicial affairs, health services, psychological services, student life, counseling, campus police, ombudsperson, and human resources.

Charges are filed against those who are under the influence, or bring weapons or drug paraphernalia to campus. With an administrative arm or a prevention team, policies on sexual harassment or plagiarism can be enforced. Unnecessary obstacles to access the classrooms are to be removed; handicap entrances and ramps should accommodate persons with disabilities. Public meetings should also find the least restrictive means to hear public comment even with constituents complaining at meetings. Confidential information about legal court issues can be discussed in closed sessions with trustees (Garfield, 2004). E-mails sent by the school board members can be made public (Garfield, 2004). The trustees do seek the recommendations of the superintendent.

No individual board member can pass or amend policy alone; it takes a majority. A board member must reclude him or herself if there is a conflict of interest. The Brown Act requires that meetings are made public and an agenda is available. Counsel is hired to advise the board on lawsuits. Legal issues can arise that affect management decisions of the local board, such as the

board members ability to review the district's financial records given legitimate educational interests in mind (Garfield, 2004).

Internal and external relations can be successfully pursued by establishing a code of ethics with a memorandum of understanding. Trustees agree not to place one stakeholder's interest over that of the board and college's wellbeing (Garfield, 2004). External issues should be viewed in line with conflict of interest policies relating to political opponents or personal economic benefit (Garfield, 2004). It is not common for local board members to be sued individually with liability charges. If required, the college/district affords for protection as long as the trustees are acting in the best interests of the institution (Garfield, 2004).

Intercultural Environment

A college's curriculum should give students a sense of cultural awareness. Many of the colleges are made up of a diverse population of students. Thinking globally is being encouraged by more colleges in classes that explore dance, music, art, history, and cinema of the world. Students from differing cultures can share food and cultural artifacts at campus fairs. Degrees in language, culture, ecology, economics, politics, sociology, and technology offer study abroad. Community college structures are adapting into networks that reach out to external agencies for support of vital operations. Collaboration is effective in the areas of research, technology, globalization, competition, and resource management (Alfred, 2007).

Community college effectiveness. Colleges are responding to market demands and training a workforce for an evolving economic sector, such as green jobs: solar power, biotech, and alternative fuels for transportation (Scott, 2011). Effectiveness is the result of accomplishing the mission of the college, going beyond the expectations of the constituents and designing indicators to meet the need for affordable education, academic performance, career skill,

university transfer, or degree attainment (Alfred, 2007). Initiatives are designed to keep technical staff, administration and faculty up-to-date on new technologies (Doherty & Mayer 2003).

California Community College Chancellor Jack Scott's office produces an annual report on community college accountability.

The report measures performance on educational priorities (Scott, 2010). With the drive for accountability, the Chancellor's Office allocated \$26,197,000 for technology and telecommunication in 2008-09 (Scott, 2010) with most funding going to instructional courses. The technology matrix highlights innovations and efficiencies. Technology has been sought after to make education more convenient and cost effective to learners.

Technological Environment

Computer networks have been developed to facilitate communication and access to information by students, professors and administrators (Ryland, 2000). Information can be stored in, and transmitted as text, voice, or video content. Electronic content has expanded with more tools to classify and find needed information (Ryland, 2000). Mobile computing with smartphones and notebook computers has increased and community colleges are able to authenticate user access to the main campus computer (Ryland, 2000).

When the board receives a call, e-mail, letter, or fax regarding an issue or inquiry in its district, many community colleges currently do not have computer software that allows administrators to record the constituents' issues and inquiry. Choice of a software product depends on its networking capabilities and compatibility with other products, such as Microsoft Outlook or Excel. Customer Relationship Management (CRM) software establishes an intranet communications network for staff to log customer information such as the customers' profiles. CRM logs can be directed to the appropriate department to respond to the customers' inquiries.

Customer relationship management. CRM software can be set up to track enrollment, speed up response time and establish a network for departmental communications (Microsoft, 2013). The CRM automated features take care of small routine tasks, calculating hours saved on daily operations (Microsoft, 2013). Careful upfront planning is essential. The goal is to build an intranet network through employee input to optimize services for customer satisfaction, efficient operations and cost savings. As seen in Figure 2, a hub, computer server, laptop, and mobile devices can all be linked together on a shared drive.

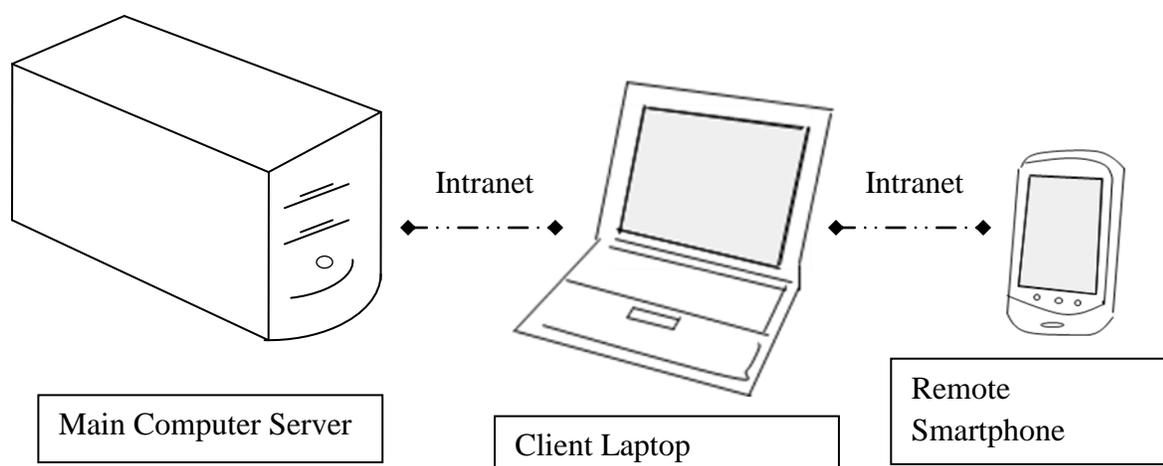


Figure 2. Intranet communications network.

Instrumental networking. Instrumental networking is about meeting, keeping, and developing contacts (Benjamin, 2009) that enhance work activities (Warner, 2008). A network has communication end points called nodes that represent individual actors. Links between nodes represent the ties between the actors (Brass, Galaskiewicz, Greve, & Tsai, 2004). Network theory places great importance on the strength of the links between nodes (Zhou, Siu, & Wang, 2010).

Instrumental networks have links that are fostered through task-oriented behaviors (Ratwani, Zaccaro, Garven, & Geller, 2010) that channel information and resources to support the organizational goals (Varella et al., 2011). Expressive networks have links that are attached

by informal relations or friendships (Zhou et al., 2010). For matters that deal with coordination, planning, personnel, supplies, technical assistance, contacts, budget, and so forth, the instrumental network is more appropriate (Zhou et al., 2010). Participants share information, such as progress reports, techniques, or confidential information through instrumental linkages because of the cognitive belief that the knowledge seeker has security access and ability to process the information (Zhou et al., 2010).

A network has as much complexity and diversity as there is present in the organization (Zhou et al., 2010). People will become accustomed to providing support for each other (Varella et al., 2011). Leaders can manipulate network structure to create a scale-free network (Kahler, 2009). Scale-free networks can be instrumentally driven to grow and provide services based on the preferential attachments of the individuals in an organizational (Barabasi, 2003).

Scale-free networks. More experienced nodes with longevity typically have more networkability (Barabasi, 2003). Newcomers desire to link directly to the more experienced nodes, which makes these senior nodes highly connected networking hubs (Barabasi, 2003). Preferential attachment means that a new node without any existing connections would most likely want to link to the most popular node because the new node would benefit from the popular nodes established connections (Barabasi, 2003). Collaborative links can be formed between researchers to receive the most up-to-date findings by means of specialization and principal connections (Menke, 2004).

The scale-free network characteristics can be detailed and linkages can be predicted (Menke, 2004). The actions taken by those who choose to network are not totally random (Barabási, 2009). By understanding how and what networking connections can be made, practitioners will be more adept at networking in a given environment (Barabási, 2009). One way

that has been identified for finding out more about networks is capturing the process as it evolves (Barabási, 2009) and seeing the functionality of nodes (Park & Barabási, 2007). Networks can become complex, but a lot of understanding can be culled from observing the interplay between nodes (Park & Barabási, 2007). As seen in Figure 3 new nodes are added to a network because new nodes are attracted to the highly connected nodes within a network (Barabasi, 2003).

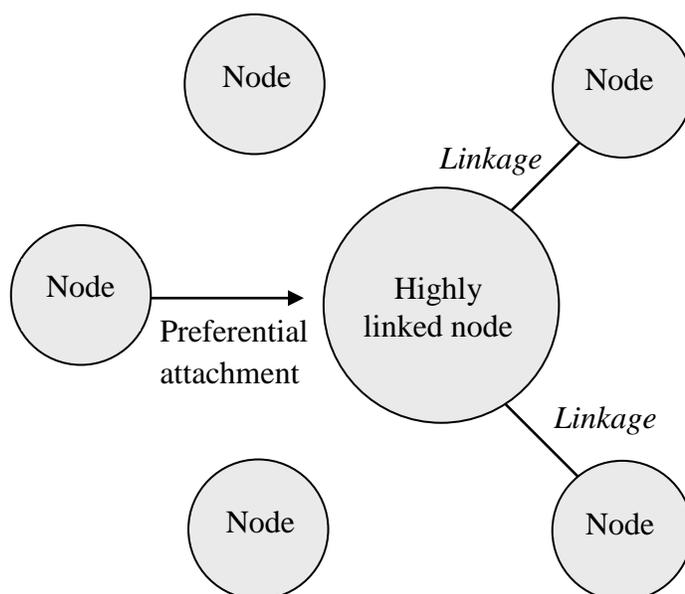


Figure 3. Scale-free networking with preferential attachment. Modified from its original state. Adapted from *Linked: How Everything is Connected to Everything Else and What it Means for Business, Science, and Everyday Life*, by A. L. Barabasi, 2003, Cambridge, MA: Perseus. No copyright required.

Geographic positioning systems (GPS) and cell phones can now trace and map individual movements (Wang, Pedreschi, Song, Giannotti, & Barabási, 2011). An individual's daily routines help to predict social networking habits, mobility, and network proximity (Wang et al., 2011). A leader is more effective in creating change if he or she accounts for organizational

conditions (Moodian, 2008). A needs assessment, environmental scan is performed with the social, political, economic, legal, intercultural, and technological (SPELIT) power matrix (Schmieder-Ramirez & Mallette, 2007).

Technology for education environments. Online occupational education courses being offered at community colleges are becoming more prevalent (Allen & Seaman, 2008) as gasoline and commuting prices rise, and student enrollment in online courses increase (Githens, Crawford, & Sauer, 2010). The definition of an online course includes the term internet and the course has to have at least 80% of its content provided online (Cejda, 2010). Degree programs online are now available, but students being surveyed are responding that there are not enough course being made available online (Githens et al., 2010). Faculty are beginning to learn how to utilize collaborative online software programs for class assignments, set forth content online that was originally taught in face-to-face lectures, and submit feedback to students on graded exams (Smith, 2010).

The disciplines in which there have been online courses available are business, liberal arts, humanities, health, education, computer science, social science, history, psychology and engineering (Cejda, 2010). The development of blogs, podcasts, and social networks enhance e-learning (Halligan, 2009). Each community college, depending on its budget, may or may not want to continuously update software, so it is critical to learn how much to spend in budgetary years by assessing the return on investment. Something important has value and significance. Something urgent calls for immediate action.

People will not act unless a matter is urgent (Kotter & Cohen, 2002). The importance of the change is the computer software the college is using is outdated. The urgency is, if the outdated software is not replaced, then the computer system will crash without fail and all

college records will be lost. The college would, in that instance, have no choice but to transition to the new intranet system or software immediately to remain operational and stay in business.

Summary

The literature review gives a concise history of the most essential initiatives contributing to the emergence of community colleges in California. The codes of education stipulations that enumerate the powers of local school boards were uncovered to display the democratic, governing principles of the institutions. The literature review described what the top scholars and practitioners view as the major responsibilities of board members. The leadership competencies were reviewed to understand the American Association of Community College's work in the area and how to develop those particular traits for effective leadership.

Leadership styles were discussed to acknowledge how a particular style lends itself more to community college governance. The local politics that affect the outcome of many of the policies of the colleges are of concern to board members and to be effective members, they have to know the issues and lead the college in accordance to mission towards a goal. The importance of planning for implementation of new technology in community colleges was addressed. With the knowledge acquired through this literature review, the research questions were designed and are discussed in the Chapter 3, the methodology section.

Chapter 3: Methodology

Overview of the Study's Design

A qualitative study is the method used to collect the data from the sample. In this chapter, the data collection process is described in detail. The study is specifically formulated to survey the community college trustees about leadership. The study focused on the community college trustees who serve the Los Angeles Community College District.

The study is important because effective leadership by the trustees is imperative given the current state budget cuts to education. The negative effects of budget shortfalls include: (a) new education programs are hindered, (b) technological advances are postponed, (c) several professors are not rehired, and (d) many interested students who want to enroll to take courses are turned away. The benefit of the study is finding the top ten effective leadership attributes as perceived by the trustees, which can aid in the generalizable public knowledge for practitioners in the field.

Restatement of Research Questions

The research questions examined in this study are:

1. What are the top ten effective leadership attributes for college trustees?
2. Given the answers to research question number 1, what three attributes are most critical in the midst of increased student enrollment?
3. Given the answers to research question number 1, what three attributes are most critical in a difficult economy? (A difficult economy is less than ideal. There is high unemployment, slow growth, inflation, fewer resources, cutbacks, debt and tighter fiscal budgets.)

The purpose of the study was to address many of the problems community colleges face by designing a qualitative study to survey the trustees and reveal the top ten effective leadership self-perceived attributes. The three online survey questions asked trustees to rank order, from their perspective, the objectives of effective leadership. The three research questions were examined to better understand the definitive focus and intent of the researcher's dissertation. The request was for the board members to rate variables of their choosing with regards to level of importance. The analysis of the response to this question is reported in Chapter 4 of this dissertation. In Figure 4 is the list of leadership attributes that are further evaluated in Chapter 4.

Definition of Qualitative Study Method

Qualitative research is designed to gain insight into the beliefs and shared phenomenological experiences of the respondents (Klenke, 2008). It is the method preferred for the study of leadership because of the method's ability to uncover the underlying reasoning for the development of leadership attributes (Bass, 2008). The method gives researchers the capability to make observational or contextual findings about leadership dynamics, social networks, or attributes by placing more emphasis on specific details early on in the study or in future studies (Parry & Meindl, 2002).

Description of Target Population

The target population was the Los Angeles Community College District Board of Trustees. Participants were selected by the following criteria: (a) board members had to be in elected office during Fall 2011, (b) board members had to have served in one of the 13 districts located in Los Angeles County, (c) and these board members should be or have been chairpersons of one of the community colleges' boards of trustees. The link to an online survey was individually e-mailed to each of the trustees on the Los Angeles Community College District

Board. Figure 4 includes a list of the leadership attributes that were used in this dissertation's online survey.

Ability to Enlist Followers
Cognitive Ability
Cooperativeness
Decisiveness
Desire to Excel
Desire to Lead
Diplomacy
Drive
Education
Energy
Enthusiasm
Honesty and Integrity
Independence
Intelligence
Interpersonal Skills
Judgment
Knowledge
Mobility
Optimism
Persistence against Obstacles
Physical Stamina
Responsibility in Pursuit of Goals
Self-Confidence
Sociability
Tact
Tenacity

Figure 4. List of effective leadership attributes. Modified from its original state. Bass and Stogdill's Handbook of Leadership: Theory, Research, and Management Applications, 3rd ed. (New York: The Free Press, 1990), pp. 80-81; and S. A. Kirkpatrick and E. A. Locke, "Leadership Do Traits Matter?" *Academy of Management Executive* 5, no. 2 (1991), pp. 48-60.

No copyright required.

Data collection and data analysis. There were seven trustees consisting of four females and three males. Each trustee was asked to individually answer three questions. The names and identities of the trustees did not appear anywhere in the study. Rather, the names were coded at the initial data collection by assigning each trustee a unique username on the Excel spreadsheet. Data collection instruments were (a) digital recordings, (b) transcriptions, (c) document data collection analysis, (d) consultation, (e) journal, and (f) e-mail. Data were collected after each of the trustees returned his or her response to the question. The content analysis of the qualitative research question would uncover the shared experiences of the trustees by objectifying the phenomenon of effective leadership in the environmental setting of a community college. Once the online survey was returned to the researcher via e-mail, the data were electronically inputted into an Excel spreadsheet and stored on a password protected computer at the researcher's home. The researcher sent the data by e-mail to a second rater.

The second rater went through the same process as the researcher did to gather leadership attributes that were most prevalent. The second rater sent his rating back to the researcher. The codes were destroyed at the end of the study by deleting the Excel spreadsheet from the computer and deleting all e-mail communications. The second rater was also asked to delete and shred all data or communications regarding the study. The names and identities of the trustees do not appear anywhere in the study. As part of the self-as-instrument during data collection, the process allowed for participants to explain, modify, or elaborate on the research questions (Lincoln & Guba, 1985) to preserve the beliefs of the board members in the purest form possible.

The research questions were organized so that data could be collected and managed. Trust of the participants was gained by developing dialogue before gathering the research information by e-mail. The elements of a credible qualitative study are: to understand the logic of

the analysis, and be engaged as if the reader is a participant in the study with the clarity of the stories (Rubin as cited in Renita Renee Clark, 2009). Another good point beyond just the vividness of a phenomenal study is paying attention to the standards and principles employed in carrying out the study.

Establishing Credibility

Some of the methods used to improve credibility are triangulation, journaling, and fact checking (Ely as cited in Renita Renee Clark, 2009). Conformability gathers correct information from the respondents, and not the biases of the inquirer. Transferability is the applicability of these study procedures to other studies (Lincoln & Guba as cited in Renita Renee Clark, 2009). Besides the applicability of study procedures to other studies, indepth descriptions of the study's dynamics are helpful to increase transferability.

Reliability. The reliability of the study means that it could be repeated with the same participant and come to the same general conclusions about effective leadership competencies. For that matter, another group of scholars could give the same survey to a whole new sample of respondents and still come up with the same general conclusions as stated in the results of this study. This study used scholarly information to produce reliable results. Given that this is one of the first studies of its kind on public community college board members in Los Angeles County, it would appear that further studies would be needed to obtain further reliability.

Validity of measures. The trustees who completed the survey were thought to have truthfully reflected on their beliefs. The study selected key variables that described effective community college leadership. The online survey was specifically designed to address the trustees' shared phenomenon. The strength of the qualitative method addressed the issue of insiders' view (Klenke, 2008).

Limitations

The study method does have some limitations. A study may be held up if the data are not collected in a timely fashion (Salkind, 2010). The researcher was pressed to receive responses in a timely manner in order to complete the study based on an academic timeline. There could also be a low response rate due to a lack of motivation to participate in the study (Salkind, 2010). In analyzing the study data, researchers should keep a personal journal, record thoughts, and take great care not to impose their own views in place of the experts' responses (Salkind, 2010).

The researcher's study was limited to only the Los Angeles Community College District. The goal was to obtain a top-ten list of effective leadership attributes. Effective leadership of a community college takes many complementary competencies. One of the assumptions inherent in an exploratory study is the authenticity of the participants from whom the data were being collected and the reliability of the survey tools.

Assumptions

The belief was that the information gathered would provide evidence for the best practices on effective community college trustee leadership. Board members were asked to rate a set of variables. The variables were to be rated on their level of importance to effective community college trustee leadership. The categories were behavioral indicators, challenges, politics, responsibilities, leadership competencies, and organizational context. It was believed that by observing the board members' effective leadership competencies, reviewing literature, and processing the study a model there would emerge a framework for attributes of leaders who work at community colleges located in L.A. County. This would help to resolve current challenges. The literature found in scholarly journals provided an ample amount of information for the literature review.

The study contributed to literature in the area of effective leadership by providing scholars and practitioners with a model to master effective leadership, generate innovative ideas, promote educational services, and lead their organizations in a direction in line with mission statements. Effective leaders positively engage others and by so doing trustees should be able to find the most effective means for achieving operational success. If the trustees are interested, they may use the model that emerged from this dissertation to acquire/practice the characteristics, knowledge, and skills that make leaders effective. To design the components of the research question the researcher incorporated the American Association of Community Colleges (AACC) core leadership competencies and literature on college leadership.

- Behavioral indicators – what to look for in performance to assess effectiveness
- Challenges – current issues that are problematic for the college
- Politics – matters dealing with the balance of power
- Responsibilities – duties of the job in accordance with the Code of Education
- Organizational context – the scale and scope of the institution.

The research into categories of behavioral indicators, challenges, politics, responsibilities, and organizational context was intriguing when compared to the survey results analyzed in Chapter 5. Behavioral indicators are designed to assess performance towards organizational goals. The category of challenges has variables that assess the priority of the current issues considered problematic for the college. Politics is a category with variables dealing with the balance of power, legal issues, and policy. The category of responsibilities has variables which apply to the duties of the job in accordance with the California Education Code.

The board of trustees is responsible for the administrative, policy, legal, financial and academic dealings of its district's community college (Leigh & Gill, 2009). The category of

leadership competencies was introduced by the American Association of Community Colleges (AACC) as core leadership competencies: college advocacy, communication, strategy, professionalism, collaboration, and management (Hassan et al., 2010). Organizational context is a category with variables to assess the scale, scope, and academic reach of the institution. Professional networking is appropriate for building rapport as the trustees network across organizational boundaries and take on responsibilities and politics that those who hold positions in elected office have become accustomed to addressing. Trustees serve within the organizational context to take a stand, negotiate, build alliances and advocate for policy that serves the ideal purposes of education.

To go forward with this study's online survey, first the researcher applied for approval from the Pepperdine University's Graduate and Professional Schools Institutional Review Board (IRB). IRB approves or disapproves academic research. The IRB's oversight protects human subjects involved in research projects. Upon submission by the researcher, the IRB assessed whether or not there was safe conditions for the research and informed consent by the subject.

Human Subjects Considerations

The IRB states exemption requires: "b)(2) of 45 CFR 46.101if: (a) the human subjects are elected or appointed public officials or candidates for public office; or (b) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter" (Emanuel, et al., 2008, p. 162). For the dissertation, the plan was use an online survey. Dissertations can be exempt if the research has to do with the effectiveness of education administration and classroom instructional or management methods (Tippens 2011). The names of the study participants must remained anonymous from the final publication. The only known variable is that (3) trustees from colleges

located in Los Angeles County participated in the study. IRB approval was given for the research (see Appendix E).

The targeted subjects for this study were the current seven board trustee members of the Los Angeles Community College District. The theoretical framework of Stogdill (1974) is used for trait theory, Hersey, Blanchard, and Dewey (2012) for situational leadership and Burns (1978) for transformational leadership. Leadership theories relevant to community college administration are outlined in the literature review. The SPELIT matrix helped to structure the literature review by making intelligible the social, political, economic, legal, intercultural, and technological environments of the community college system.

The researcher first aimed for at least seven respondents for participation in the study because usually a board of trustees has about seven members. The researcher received nine responses only three of which originated from the Los Angeles City Community College. The researcher needed a simple majority of the Los Angeles City Community College seven member board to respond for data to be acceptable; namely, four out of the seven needed to respond.

Since only three responded, the researcher continued to ask random Board trustees from the 22 community colleges located in the County of Los Angeles and from inside the State of California (see Appendix D). The data were collected during Fall 2012/Spring 2013. The researcher did not conduct interviews. The research had a three-part questionnaire that was completed through an online survey. Initially, there was only one question. However, the one question had to be broken up into three questions.

(a) What are the top ten effective leadership self-perceived attributes for college trustees? (A list of attributes was provided to the participants to choose and rank order), (b) Given the answers to research question 1, what three attributes are most critical in the midst of increased

student enrollment? (c) Given the answers to research question 1, what three attributes are most critical in a difficult economy? A difficult economy is less than ideal. There is high unemployment, slow growth, inflation, fewer resources, cutbacks, debt, and tighter fiscal budgets.

The methodological approach was a qualitative research design. The researcher wanted to uncover the underlying leadership attributes thought to be effective by the respondents. The researcher used five steps:

1. Formulation of the research questions,
2. Plan for method for respondent self-reporting,
3. Collection of data,
4. Analyze/label data and
5. Interpreting data with a multi-rater

The approach was to collect the respondents' responses, so the evaluation could be made by the researcher to identify the patterned responses about leadership attributes. The researcher finished collecting the survey responses in March 2013. The trustees' names are not used in the dissertation. The researcher enlisted a student enrolled in graduate studies at Pepperdine University/serving as a Graduate Assistant to be a second rater.

The second rater is there to provide additional credibility to the study results. The data from the online survey were analyzed and conclusions were drawn. The second rater did not receive access to the names. The names were already coded in an Excel spreadsheet as 001, 002, 003, 004, 005, 006, 007, 008, and 009. The comparisons were made by the researcher and all determinations are made in Chapters 4 and 5. The summary of the dissertation attached to the e-

mail correspondence included the purpose of the study. The e-mail correspondence can be reviewed in Appendix A..

Summary

This chapter presented the overview of the research methodology that was used in this study. The instrument for collecting data was the study survey. The research questions were restated and thoroughly explored to explain how the study could determine the answers. The definition and literature pertinent to the study were used to formulate the methodology of administering the survey to respondents. It was apparent that a methods section must include the means for collecting and analyzing data.

Participant selection, data collection and analysis were explained based on the actual environment of the community college and its leaders being surveyed. The human-instrument section led into the credibility issue of the methodology describing how the survey would adapt and give respondents the ability to better illustrate and authenticate the environment in which they work. Establishing credibility employed methods to the study that would continue to insure that it gave more insight into the phenomenon of community college leadership. The reliability of the study meant it could be repeated with the same participants and would come to the same general conclusions about effective leadership competencies. Lastly, there were IRB considerations. Upon submission by the researcher, the IRB assessed whether or not there were safe conditions for the research and informed consent by the participants and gave approval for conducting the study.

Chapter 4: Findings

Trustees from the Los Angeles Community College District Board of Trustees were asked to list, in order of importance, the most effective community college board of trustee leadership attributes. The research also extended to include data from trustees serving in districts within the County of Los Angeles and within the State of California. There was a total of nine online survey participants: a set of three community college trustees from the Los Angeles City College returned their responses to the online survey; a set of three randomly selected community college trustees serving in a district within the County of Los Angeles (not including L.A.C.C.D.) returned their responses; a set of three randomly selected trustees from districts outside the County of Los Angeles, but within the State of California returned their responses. The research questions emphasized the importance of the leadership attributes that occur when board trustees must complete community college goals given the recent increased student enrollment, despite diminished college budgetary resources. The findings from the online survey are displayed in Excel charts to indicate the highest ranking attributes and the occurrences of attribute selection.

Demographic Characteristics of Seven L.A.C.C.D. Respondents

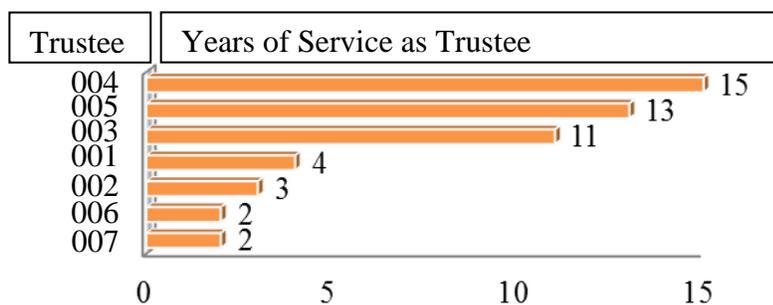


Figure 5. Years serving as community college trustee.

Figure 5 information is based on data from the year 2012. The current seven Los Angeles Community College Trustees are coded 001 through 007 and are distinguished in this figure by years of service on the board of trustee for a community college. The analysis of the trustees' responses allowed for the construction of the top-ten list of most effective leadership attributes. To correctly analyze and construct the top-ten list, an Excel spreadsheet listed the trustees responses. In Excel, the individual trustee's responses were treated as votes. Each vote for a particular leadership attribute was counted and reported. Upon receiving the nine responses the following findings were produced.

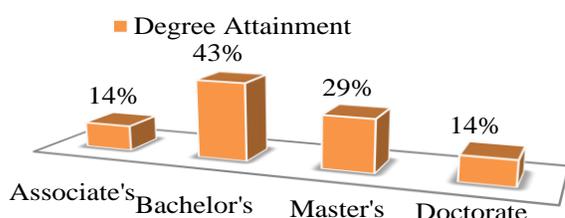


Figure 6: Trustee degree attainment.

Figure 6 information is based on data from the year 2012. The current seven Los Angeles Community College Trustees are coded 001 through 007. The trustees are distinguished in this chart by degree attainment determining that the majority have a Bachelor's degree or higher.

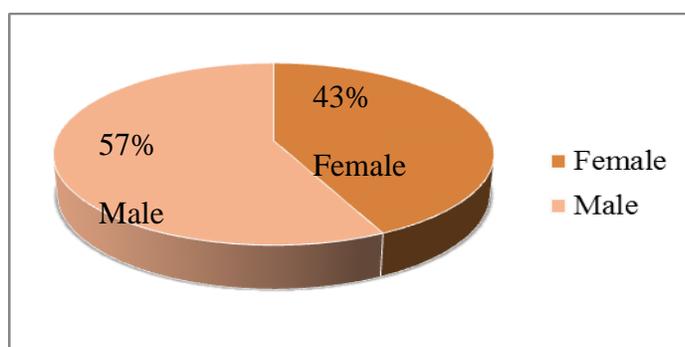


Figure 7: Trustee board composition by gender

Figure 7 information is based on data from the year 2012. The current seven Los Angeles Community College Trustees are coded 001 through 007. The trustees are distinguished in this chart by gender determining there is slightly more males than females on the board.

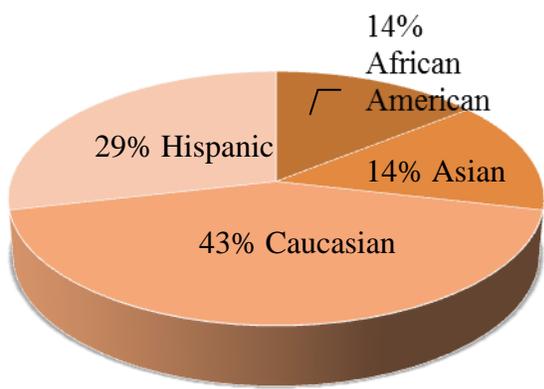


Figure 8: Trustee board composition by ethnicity.

Figure 8 information is based on data from the year 2012. The current seven Los Angeles Community College Trustees are coded 001 through 007. The trustees are distinguished in this chart by ethnicity displaying the diversity of the board.

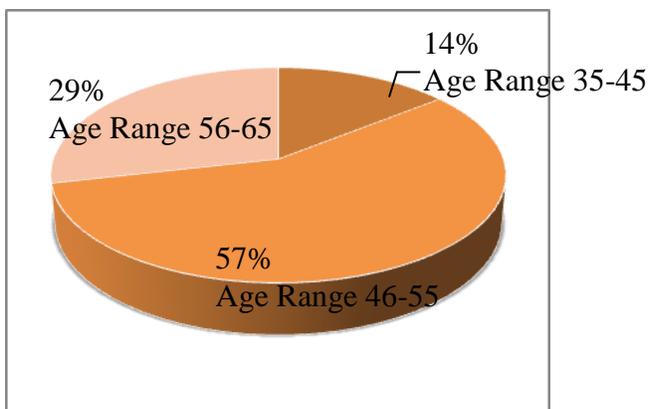


Figure 9: Trustee board composition by age.

Figure 9 information is based on data from the year 2012. The current seven Los Angeles Community College Trustees are coded 001 through 007. The trustees are distinguished in this chart by age displaying the range of ages from 35 to 55 years.

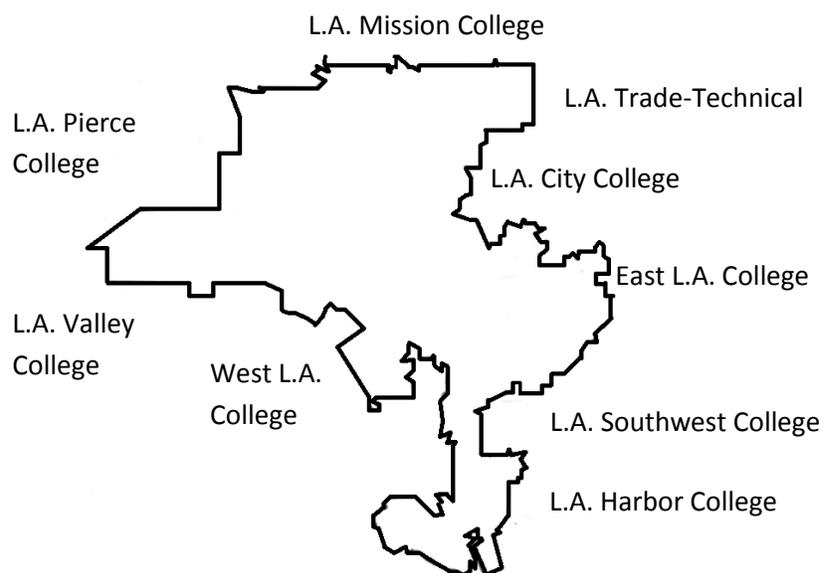


Figure 10. Los Angeles community college district map. (Map drawn by the researcher.)

Figure 10 was created from the most recent drawn district boundary, April 1, 2013. The figure displays all colleges governed by the current seven Los Angeles Community College District Trustees and locations of operation. The following colleges are in the L.A. Community College District: East L.A., L.A. City, L.A. Harbor, L.A. Mission, Pierce, L.A. Trade-Technical, L.A. Valley, L.A. Southwest, and West L.A.

Figure 11 displays the total results of the online survey. All attributes used in the online survey are listed. To the right of the attributes is the number of times trustees selected the attribute as important to effective community college leadership. The attribute of Honesty and Integrity was used at least once by every trustee as an answer choice.

Attribute Occurrences in Online Survey, Question One

Attribute	Occurrences in Online Survey
Honesty and Integrity	17
Responsibility	14
Judgment	12
Knowledge	11
Persistence	11
Interpersonal Cooperation	9
Political Savvy	8
Cognitive Ability	7
Intelligence	6
Independence	6
Optimism	4
Desire to Lead	4
Decisiveness	3
Tact	3
Sociability	2
Enthusiasm	2
Ability to Enlist Followers	2
Education	2
Self-Confidence	2
Desire to Excel	2
Energy	1
Physical Stamina	1

Figure 11. Attribute occurrences in online survey.

Question 1 asked: What are the top-ten effective leadership attributes for college trustees?

The trustees rank ordered the list of attributes. Honesty and Integrity had the highest number of votes as the number 1 leadership attribute. In some of the instances an attribute only had to be selected by two trustees in order for it to win the popular vote. In no case was there unanimous vote for a ranking. Participants include three Los Angeles City College trustees; three community college trustees within the County of Los Angeles; and three community college trustees from within the State of California.

Online Survey Question Two, Increased Student Enrollment

Attribute	Occurrences for Question Two
Knowledge	4
Responsibility	4
Honesty and Integrity	3
Judgment	3
Persistence	3
Cognitive Ability	2
Interpersonal Cooperation	2
Decisiveness	1
Independence	1
Intelligence	1
Optimism	1
Desire to Lead	1
Political Savvy	1

Figure 12. Online survey question two, increased student enrollment.

Figure 12 displays question 2 online survey results after analysis of the online survey responses. Question 2 asked: Given the answers to question 1, what three attributes are most critical in the midst of increased student enrollment? Despite being ranked the number 1 leadership trait, honesty/integrity did not win the popular vote. There was a tie vote with four trustees choosing responsibility and four choosing knowledge as important deciding factors having to do with effective leadership during increased student enrollment.

Online Survey Question Three, Difficult Economy

Attribute	Occurrences for Question Three
Honesty and Integrity	4
Responsibility	4
Persistence	2
Judgment	1
Cognitive Ability	1
Independence	1
Interpersonal Cooperation	1
Political Savvy	1

Figure 13. Online survey question three, difficult economy.

Figure 13 displays question 3 online survey results after analysis of the online survey responses. Question 3 asked: Given the answers to question 1, what three attributes are most critical in a difficult economy (A difficult economy is one that is less than ideal. There is high unemployment, slow growth, inflation, fewer resources, cutbacks, debt, and tighter fiscal budgets)? In question three the number one leadership trait, honesty/integrity won the popular vote (4) along with responsibility (4). These attributes were seen to be important deciding factors having to do with effective leadership during time of appropriate challenges and failing economy

Online survey question one. This question asked: What are the top-ten effective leadership attributes for college trustees? The number one ranking attribute is honesty and integrity. Knowing that the top-ten list serves as the basis for constructing the most desirable traits for leadership, it stands to reason that honesty and integrity were preferred over all other traits. Practicing fair dealings and a record of consistency in affairs appeared to be the most

appealing to our trustees. The researcher interpreted the ranking as the trustees' approval of their fellow trustees using honesty and integrity. It is hard to see any circumstance in which such an attribute would hinder progress.

A couple of the trustees argued that intelligence, knowledge, judgment, and cognitive ability were similar traits. Cognition skills are required for the position of trustee. Excellent written and oral skills are needed. The trustees the researcher surveyed believe the position requires a higher mental processing capability. This capability may lend itself to carrying out complex tasks. For example, the administration of large education systems takes imagination, ingenuity and perseverance. Now here are the drawn conclusions for what attributes should and might be used for specific circumstances.

Online survey question two. Question two asked: Given the answers to question one, what three attributes are most critical in the midst of increased student enrollment? Despite being ranked number one, leadership trait, honesty/integrity, did not win the popular vote for question two. There was a tie vote with four trustees choosing responsibility and four trustees choosing knowledge as important deciding factors having to do with effective leadership during increased student enrollment.

Knowledge was ranked in fourth place and persistence received fifth place. Throughout the online survey responsibility was selected 14 times, and knowledge, as well as persistence were selected 11 times. Responsibility appeared to be a more popular choice. Runners up included: honesty/integrity, judgment, cognitive ability, interpersonal cooperation, decisiveness, independence, intelligence, optimism, and political savvy. To take on the challenge of an increased supply of students, responsibility becomes important for not only enrollment, but for retention and graduation rates. The accountability for enrollment statistics, coordination of

classroom assignments and management/attention to issues involved with the admissions office are key responsibilities. Clearly, previous knowledge about how to deal with increased student enrollment is advantageous. Knowledge of how the community college structure can work to one's advantage and online courses or partially online/classroom sessions might solve classroom capacity issues. It would seem that knowledge would go further to help mitigate the problem coupled with limited resources as seen in research question three.

Online survey question three. Question three asked: Given the answers to question 1, what three attributes are most critical in a difficult economy (A difficult economy is less than ideal. There is high unemployment, slow growth, inflation, fewer resources, cutbacks, debt, and tighter fiscal budgets)? In question three, honesty/integrity tied with responsibility by receiving the popular vote (4 trustees). These attributes were seen to be important deciding factors having to do with effective leadership during times of appropriate challenges. Honesty/integrity won both in the top ranking as the number one top-ten effective leadership attribute, and in the area of the total number of selections by trustees throughout the survey. Given the times of limited resources, it is admirable to select honesty/integrity as critical in a difficult economy. Runners up include: persistence, judgment, cognitive ability, independence, interpersonal cooperation and political savvy. It is interesting to see that the attribute *desire to lead* was only selected throughout the online survey a total of three times.

Also interesting and pertinent to leadership was the attribute *ability to enlist followers*, which was only selected a total of two times throughout the survey. It is pleasing to see that for research question three, honesty/integrity was important in circumstances in which money, budgetary expenses, and resources were in question; alleviating the effects of a difficult economy. A difficult economy is less than ideal. There is high unemployment, slow growth,

inflation, fewer resources, cutbacks, debt, and tighter fiscal budgets. The conclusion drawn was that taking on greater responsibility becomes vital to overcome obstacles and deal with new challenges.

Second-Rater

After reviewing the second rater analysis the researcher found that in the list sent to the respondents the researcher accidentally infused the attribute term *interpersonal skills* with *cooperativeness*. In doing so the researcher made a new attribute called *interpersonal cooperation*. The researcher is not sure if this helped the new attribute gain more votes. These types of variations through word play can happen, but what was most important was that the respondents knew what the attribute meant. Through discussions with the second-rater the intriguing takeaway was that the attributes fell under the six respective categories: personal characteristics, intelligence and ability, social characteristics, work-related characteristics, social background, personality.

The totals for each category are as follows for survey question one: Intelligence and Ability 30%, Personality 25.6%, Social Characteristics 23.3%, Work-related 15.6%, Social Background 2.8% and Personal Characteristics 2.8%. The second-rater distinguished in the top-ten list that the first, second and third place went to the categories of Intelligence and Ability 37%, Personality 33.3%, Social Characteristics 11.1%, and Work-related 14.9%. Survey question two indicated the following: Intelligence 40.7, Work-related 29.6%, Personality 22.2%, Social Characteristics 7.4%. Survey question three indicated the following: Intelligence and Ability 33.3%, Work-Related 25.9%, Personality 22.2%, and Social Characteristics 18.5%. The second-rater reviewed the Excel spreadsheet and everything was color-coded to distinguish the

different categories. The write-up and *color key* was at the bottom of the spreadsheet. The second-rater served to provide an unbiased review of the Excel spreadsheet survey results.

Summary

The findings from the online survey were presented. The study was based on the qualitative results of the responses of the trustees. The method of gathering the data proved to be effective for construction of the top-ten leadership attributes. In Chapter 4 findings were displayed in Excel graphs and charts. Demographic information gave insight into the background of Los Angeles community college trustees. Basic extrapolations were taken from the finding based on popular vote and frequency of occurrences. Conclusions are drawn in Chapter 5. Honesty/integrity, cognitive ability, responsibility and knowledge appeared to be the highest ranking and most popular effective community college leadership attributes. The research questions were restated and the data of each question's online survey responses were illustrated. The finding from Chapter 4 enabled the researcher to draw conclusions and make recommendations for future studies about leadership of community colleges in the Chapter 5.

Chapter 5: Summary, Conclusions, and Recommendations

In this dissertation the objective was to provide research on community college leadership during a time in which effective leadership by the trustees is imperative given the current budget cuts made by the State of California Legislature and Governor, which have resulted in budgetary shortfalls for the education system. The purpose of this study was to find what would emerge from the researcher's qualitative study about effective leadership attributes. The problem addressed was that student enrollment increased, while community colleges' annual budgets decreased. There was limited literature in the area of board effectiveness. The idea was to review the literature on effective leadership. Trait research by Bass and Stogill (1990) enabled the researcher to create a list of effective leadership attributes that were used in the online survey.

The theoretical framework of Stogdill (1974) for trait theory; Hersey, Blanchard, and Dewey (2012) for situational leadership; and Burns (1978) for transformational leadership were found useful to the researcher because the theories were task-relevant and based on situational leadership. The American Association of Community Colleges (AACC) had the most relevant and up-to-date list of defined leadership competencies that helped the researcher to explain how attributes are a part of what makes a leader effective specifically at a community college. The research findings might be able to assist leaders in the field to understand what leadership attributes are important in general for community college, as well as the attributes necessary for addressing the specific cases of increased student enrollment accompanied by an appropriations challenge. The literature review included the SPELIT Needs Assessment, environmental scan that described many facets of community college life and the officials involved with administration. After organizing the literature review with SPELIT, an online survey was

created. The research passed the standards of the Internal Review Board and the researcher was officially authorized to submit the online survey to respondents. The researcher chose trustees from the local Los Angeles Community College, from colleges in the County of Los Angeles and from colleges in the State of California. Upon receiving the nine responses the following summary of findings was produced.

Summary of Findings

Number of attribute occurrences in online survey. The number of times a leadership attribute was selected by a trustee was recorded and counted. The three leadership attributes *honesty/integrity*, *responsibility* and *judgment* were selected two times more than half the other available attributes in the online survey. The attribute honesty and integrity was selected the most. Knowing that at the very least this attribute was selected a total of 17 times gives credence to the trustees' ability to present themselves as trustworthy public servants. If it is the case that trustees do understand the importance of honesty and integrity in their daily affairs, then it brings great pride to the community college system to have such noble officials serving. The use of the attribute may even be most advantageous for seeking election or re-election to office.

Furthermore, based on the findings, the researcher became reassured that the area of research was worth the time and dedication. The attribute *responsibility* was selected a total of 14 times.

Once again, the researcher's expectation was that the *leadership* attribute would be put to use in the trustees' daily routines and that the trustees would take responsibility for their actions. Judgment was selected 12 times. With the many decisions and legislative actions the board of trustees make it is highly desirable that they use good judgment. The top-ten list of effective leadership attributes provides insight into what the trustees truly believe are beneficial attributes that they put to use. The trustees were directly asked in the online survey to rank order the

attributes, so they knew the intention of the study was to rank the top-ten attributes. The title and focus of the study is about the top-ten effective leadership attributes. The attribute of honesty/integrity outmatched other attributes on two-thirds of the online survey.

The second-rater distinguished in the top-ten list that the first, second, and third place went to the categories of Intelligence and Ability 37%, Personality 33.3%, Social Characteristics 11.1%, and Work-related 14.9%. The number one attribute Honesty and Integrity falls under the category of Personality. It is interesting, that in the opinion of the trustees, someone's personality plays such a significant role in effective leadership. The trustees were never informed about the categories under which the attributes fell.

A couple trustees did indicate, in their responses to the survey, that they were unsure of the difference between some of the attributes. A trustee commented that intelligence and cognitive ability seemed similar. Yes, the traits intelligence and cognitive ability should seem similar because the traits come from the same category. If the researcher had supplied the trustees with the categories, only would this make the study easier.

Conclusions

The respondents the researcher surveyed face major issues every day in their careers. The researcher believes these major issues have to be addressed with the following leadership approaches: situational, servant, transformational, or charismatic. The reason why the researcher believes this is through these leadership approaches the researcher realized the simple fact that leaders strive to create a following. Good leaders know that they need cooperation in order to generate a following. All the theories of leadership that were reviewed in the literature contain the element which is definitive of having a following/leading people. Trait theory poses that certain traits may prove to be more effective at gaining followers (Stogdill,1974). Situational

theory expects leadership style to change in order to create followership. Leader-member exchange understands that a leader's relationship with followers can benefit work production (Daft, 2007). Charismatic leadership has a positive effect on the followers' work ethic, motivation, and job satisfaction (Lussier & Achua, 2009).

The challenge to leaders is to find within them the strength to do the right thing morally. People will follow a leader who is politically savvy because that leader is skilled in the art of negotiation, deal making, coalition building, and conflict resolution (Ferris, et. al., 2005). Networking proactively builds social connections and professional relationships (Treadway et. al., 2010). To further draw on the fundamental conclusion about leadership theory juxtaposed with the researcher's findings, it is thought that the trustees used their instinct/intuition as trustees to answer the online survey about leadership attributes. They chose traits that they believed would create a followership because that is what a leader does in order to take the lead.

Every trustee used honesty/integrity at least once on the online survey. Honesty/integrity was selected as the number one top-ten effective attribute for community college leadership. It is also seen as of utmost importance when dealing with the effect of high unemployment, slow growth, inflation, fewer resources, cutbacks, debt and tighter fiscal budgets. After receiving the top ten-list, the top three contenders became more interesting. Number one, honesty/integrity; number two, responsibility; and number three, judgment won the rankings for first, second and third places. The rankings might also be bolstered by the high number of total occurrences of the winning attributes selected by trustees throughout the survey. The attribute *knowledge* was ranked number four; and *persistence* received a number five ranking.

The pertinence of the research questions allowed for the researcher to quickly garner support and participation for the online survey. It was also evident that trustees who had already

or were working on their doctoral degree or running for re-election were much more willing to participate. The attribute *education* was only selected twice during the online survey, once in the ninth ranking spot but lost to *persistence* and once in the tenth ranking spot, but lost to *political savvy*. Drawn conclusions are based on how the trustees responded on the online survey. Drawing conclusions beyond the data is much more difficult, so there might or might not be a slight leaning toward having work experience in the field of education and as a public official over the equivalent master/doctoral degree when it comes to serving as a trustee.

Implications

Recognizing that the top-ten list can vary in its ranking by one or two votes is an implication to the online survey. Hypothetically, if the trustee were asked to take the online survey again a couple days later, a trustee could create a totally different top-ten ranking because he or she could not remember how he or she ranked the list the first time he or she participated. It is highly unlikely that a participant would forget the number one ranked selection he or she made unless a large number of years passed between surveys or the participant's views on leadership changed. If the researcher asked for more participants, the findings and conclusions could change.

For the most part this study's online survey could be replicated to include participant samples from similar fields. In the list sent to the respondents the researcher accidentally infused the attribute term *interpersonal skills* with *cooperativeness*. In doing so, the researcher made a new attribute called *interpersonal cooperation*; this was noted in the Chapter 4 findings. All things being equal, the online survey asking for the top-ten listing of effective leadership attributes was a creative way to do a qualitative study and might be applicable across academic departments.

Applications

This style of ranking a top-ten list can be distributed to in-house staff to help new employees know priorities in the office or to experts in the field to gather information on how to approach community college increased enrollment/budgetary cutbacks. Before an online survey can be designed, intensive literature review is required. The SPELIT/environmental scan was instrumental in this study's background and structure. Future studies may use this method of designing a creditable and reliable online survey.

There currently is limited, but just enough, research about community college leadership in order to provide a substantial literature review. The applicability of the online survey in this study is highly recommended and may provide some of the initial research foundation about community college leadership. It is recommended that the issues at the forefront of education be addressed by community college administrators. Implementing solutions that in fact support academic programs would in turn provide a diversity of students with access to education.

Recommendations for Future Research

At the heart of the matter is that while student enrollment increased, the community college districts' budgets decreased. Ideas to grapple with the root cause of the problem are needed. The researcher took the major issues facing community college and pinned them against what is to be considered the most effective leadership attributes. This was done to find out what would emerge as top-ten effective community college leadership attributes. Having a strong understanding or background in an area, such as the very infrastructure in which the institution is built lends itself to seeing how and why it functions as it does in certain situations.

Certainly mapping the core resources of a campus with the SPELIT matrix would work wonders to inform administrators about the strengths and weaknesses of institutions. Community

colleges are public entities and subject to the public records act. Honesty or integrity was the number one top-ten leadership attribute selected in the researcher's online survey. Given the power to vote on legislation, the community college board of trustees is entrusted with making decisions that either can hinder or support the college's infrastructure. Many politicians have discussed the importance for transparency; however, this is not a new idea. The aspect of government transparency has been around for years.

The research found difficulty where greater transparency is needed such as how to contact trustees outside the board room. Be it via e-mail, fax, or telephone, being available to the public is going to become much more important for community college leadership, especially the elected officials. With growing concerns from students and the general public on how to successfully enroll in the desired class or staff operations on campus and finance payroll, elected officials are playing a significantly more important role in education administration. The study looked at what emerged from an online survey of community college trustees on their opinion as to what are the top ten leadership attributes. In current events there is news of increased student enrollment coupled with budgetary appropriation challenges.

Finally, the researcher believes the next steps in this particular area of study would be in the attribute *honesty and integrity*. The attribute turned out to be the most important factor in leadership at community colleges. Possibly it was the fact that trustees have to attend compliance certification sessions and serve on ethic boards. Clearly honesty and integrity provide adequate stability to an otherwise less trusted administrative area of governmental expenditure in education.

Final Summary

The online survey included three research questions to address the very issues affecting effective leadership and issues of the day. Community colleges are America's best kept secret and the true potential of these educational institutions has to be further explored. The appropriations challenge was the main problem addressed. The purpose of this dissertation was to administer a qualitative study to community college trustees.

With the results of the qualitative study, a model for effective leadership emerged. Effective leadership was discussed as a strategy for trustees to better get a handle on networking at community colleges, given the responsibilities, critical issues, and politics inherent in elected office and apparent on college campuses. The literature review included the SPELIT matrix, which helped to organize the environmental scan. The literature review set the stage for the topic of community college and the boards of trustee members who govern the colleges.

Online survey question one. Honesty and Integrity did receive the highest number of votes and the researcher discussed the importance of the trait in public affairs. Also the researcher discussed how the trait fell under the category of personality. Thirty-three percent of the trustees choose the personality category for the top three rankings. Once the researcher began to look further at the attribute categories what was found was that, besides the personality category, the intelligence and cognitive ability category received 37% of the trustees' votes in the top three rankings. Those trustees believed intelligence and cognitive abilities were key to effective leadership. Of course the ability to process information and provide much of what is required by office jobs in general is satisfactory use of cognitive ability. This begs the question of just how much more cognition skills are required for the position. Having a background in the area of higher education may help to improve and keep up with education administration.

Online survey question two: Despite being ranked number one, leadership trait, *honesty/integrity*, did not win the popular vote on question two. There was a tie vote with four trustees choosing *responsibility* and four trustees choosing *knowledge* as important deciding factors having to do with effective leadership during increased student enrollment. Responsibility goes with the *intelligence and ability* category and *knowledge* goes with the *work-related characteristics*. An informed decision can come from using one's cognitive ability along with work-related characteristics. There was a discussion about enrollment, retention, and graduation rates. Accountability for enrollment statistics, coordination of classroom assignments, and administration are responsibilities. Knowledge usually means previous experience about how to solve issues related to the leader's field.

Online survey question three: In question three, *honesty/integrity* tied with *responsibility* by receiving the popular vote (4 trustees). These attributes were seen to be important deciding factors having to do with effective leadership during times of appropriate challenges. The two categories these traits fall under are personality and work-related characteristics. In the online survey, the trustees were not supplied with an explanation of a difficult economy. Throughout the dissertation a difficult economy is said to be one with high unemployment, slow growth, inflation, fewer resources, cutbacks, debt, and tighter fiscal budgets. This is not a perfect definition of a difficult economy. However, a difficult economy does not sound as though things are going smoothly. Trustees did not need a definition of a difficult economy included with the online survey because they know firsthand about the cutbacks. The researcher believes that the trustees understood the question in its entirety. Extrapolations were taken from the finding of the three online survey questions based on popular vote and frequency of occurrences.

Conclusion. Conclusions in Chapter 5 focused on the importance of honesty/integrity, responsibility and knowledge, which were the highest ranking and most popular effective community college leadership attributes. Implementing solutions that in fact support academic programs would in turn provide avenues for education for a wide range of interested students. At the heart of the matter truly is that while student enrollment increased, the community college districts' budgets decreased. Effective leadership might be the most important factor in the continued effort to provide a professional and academic education to community college students.

The top-ten leadership attributes may be considered as personal traits that lead the way to more effective leadership. Training may help to develop many of the personal traits that lead to effective leadership. The researcher focused in on leadership in education in this study. Sometimes theory is ahead of what is done by practitioners in the field and at other times practitioners are already implementing solutions before scholars' generate theories. A qualitative study with experiential designed may allow for both the theory and practice to work together. Through a careful study of the literature and an online survey about the shared experience of trustees, the researcher found that trustees are putting to use in their daily routines the top-ten effective community college leadership traits. Furthermore, the researcher determined what attributes are considered to be more effective than others given the situation.

All aspects of society benefit when students have the opportunity to advance and elevate themselves through an affordable and progressive system of education provided within the community college network.

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APPENDIX A

Online Survey

Honorable _____, Community College District, Board of Trustee:

My name is John Henning, I am working on my doctoral dissertation. In order to complete my degree, I am required to write a dissertation. Below is a letter of informed consent to complete this survey. My dissertation has three survey questions. If you would be so kind to answer the questions, I will be able to proceed with the final chapters of my dissertation. Please reply to the email provided with the answers to the following research questions by April 2013:

1. From the perspective of a Community College District Board Trustee, rank order

following list of leadership attributes as the top ten for college trustees?

- a. Energy
- b. Physical Stamina
- c. Intelligence
- d. Cognitive Ability
- e. Knowledge
- f. Judgment
- g. Decisiveness
- h. Optimism
- i. Self-Confidence
- j. Honesty and Integrity
- k. Enthusiasm
- l. Desire to Lead
- m. Independence
- n. Sociability
- o. Interpersonal Cooperation
- p. Ability to Enlist Followers
- q. Tact
- r. Political Savvy
- s. Drive
- t. Desire to Excel
- u. Responsibility in Pursuit of Goals
- v. Persistence Against Obstacles
- w. Education
- x. Mobility

2. Given the answers to question #1, what 3 attributes out of the top ten are most critical in the midst of increased student enrollment?
3. Given the answers to question #1, what 3 attributes out of the top ten are most critical in a difficult economy

Informed Consent

Dear Trustee:

My name is John Henning, and I am a student in the area of Education at Pepperdine University, who is currently in the process of recruiting individuals for my study entitled, “The Top Ten Effective Community College Board Trustee Leadership Self-Perceived Attributes.” The professor supervising my work is Dr. June Schmieder-Ramirez. The study is designed to investigate the most effective community college leadership attributes, so I am inviting individuals who are community college leaders to participate in my study. Please understand that your participation in my study is strictly voluntary. Please read this information carefully before deciding whether or not you wish to participate. If you should decide to participate in the study, you will be asked to answer three questions based on your own opinion. It should take approximately 15 minutes to complete the survey. If you should decide to participate and find you are not interested in completing the survey in its entirety, you have the right to discontinue at any point without being questioned about your decision. You also do not have to answer any of the questions on the survey that you prefer not to answer--just leave such items blank. By completing the survey and returning it to me, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study. After 2 weeks a reminder note will be sent to you to complete and return the survey. If the findings of the study are presented to professional audiences or published, no information that

identifies you personally will be released. The data will be kept in a secure manner for at least 3 months at which time the data will be destroyed. If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the address and phone number provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact Pepperdine University. Thank you for taking the time to read this information, and I hope you decide to complete the survey. You are welcome to a summary of the study findings in about 1 year. If you decide you are interested in receiving the summary, please respond in a request separate from the survey.

Sincerely,
John Henning
Dissertation Candidate
Pepperdine University School of Education & Psychology
Doctor of Education in Organizational Leadership

APPENDIX B

Statistics on Community Colleges in Los Angeles County

District	College	Full Time Student Equivalent	Total Revenues	Total Expenditures
Antelope CCD	Antelope Valley	10,554.90	\$58,848,728	\$58,842,740
Cerritos CCD	Cerritos	18,339.22	\$85,345,014	\$89,549,386
Citrus CCD	Citrus	11,445.72	\$58,874,033	\$61,188,140
Compton CCD	Compton	6,776.21	\$31,512,107	\$35,195,295
El Camino CCD	El Camino	19,153.28	\$67,041,681	\$112,865,788
Glendale CCD	Glendale	12,664.61	\$80,515,095	\$86,327,269
Long Beach CCD	Long Beach	20,880.34	\$104,137,706	\$109,787,155
Los Angeles CCD	East LA	20,930.35	\$113,222,098.0 0	\$113,222,098.00
Los Angeles CCD	LA City	11,972.98	\$59,821,566.00	\$59,821,566.00
Los Angeles CCD	LA Harbor	7,033.66	\$29,000,947.00	\$29,000,947.00
Los Angeles CCD	LA ITV	1,327.50	\$1,482,092.00	\$1,482,092.00
Los Angeles CCD	LA Mission	6,019.04	\$27,085,244.00	\$27,085,244.00
Los Angeles CCD	LA Pierce	14,008.29	\$68,212,208.00	\$68,212,208.00

(continued)

District	College	Full Time Student Equivalent	Total Revenues	Total Expenditures
Los Angeles CCD	LA Southwest	4,380.59	\$21,716,816.00	\$21,716,816.00
Los Angeles CCD	LA Trade	11,274.58	\$50,875,652.00	\$50,875,652.00
Los Angeles CCD	LA Valley	11,764.27	\$51,683,725.00	\$51,683,725.00
Los Angeles CCD	West LA	7,015.21	\$29,824,168.00	\$29,824,168.00
San Antonio CCD	Mt San Antonio	26,541.38	\$141,281,810	\$147,513,501
Pasadena CCD	Pasadena	22,985.41	\$119,694,820	\$127,411,754
Rio Hondo CCD	Rio Hondo	12,671.98	\$71,660,610	\$73,666,410
Santa Clarita CCD	Canyons	13,697.82	\$81,022,005	\$81,022,005
Santa Monica CCD	Santa Monica	26,708.96	\$133,789,175	\$139,787,495

APPENDIX C

Los Angeles Community College Code of Ethics

Statement of Ethical Values and Code of Ethical Conduct

ARTICLE III

DUTIES OF THE BOARD OF TRUSTEES

2300. POWERS AND DUTIES GENERALLY. The Board of Trustees may execute any powers delegated by law to it or the District of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the District of which it is the governing board.

EC 72200

Adopted 12-02-69

2300.10 Statement of Ethical Values and Code of Ethical Conduct.

The Board of Trustees of the Los Angeles Community College District consists of seven members elected at large and one Student Representative selected by the associated student organizations. In the performance of their governance responsibilities, individual members of the Board shall adhere to the following principles:

Statement of Ethical Values

The Board of Trustees of the Los Angeles Community College District endorses the following statement of ethical values, and asks each member of the Board to commit to adhering to these values:

Trustworthiness. As a Trustee, I will strive to earn the trust of others. Being trustworthy requires honesty, integrity, reliability, and loyalty.

Honesty: I will be sincere, truthful, and straightforward.

Integrity: I will be consistent in decision-making and behavior and base decisions on a core set of values.

Reliability: I will keep my promises.

Loyalty: I will promote and protect the interests of the District and its colleges.

Adopted: 10-19-05

Chapter II - Article III - Page 1 2300.10 Respect. As a Trustee I will treat others with respect, even in disagreement, and do my best to earn the respect of others. Being respectful requires civility and courtesy, as well as tolerance for legitimate differences and a willingness to acknowledge that reasonable people can hold divergent views without becoming adversarial.

Responsibility. As a Trustee I am willing to make decisions and choices and I will be accountable for them. I will do the best I can by being careful, prepared, and informed. I will finish tasks that I have promised to do. I will lead by example.

Fairness. As a Trustee, I will use open and impartial processes for gathering and evaluating information so that those who disagree with a decision can understand how it was made. I will avoid favoritism or prejudice.

Caring. As a Trustee, I am genuinely concerned about the welfare of others. As public officials, we care about the common good and welfare of the communities and constituencies we serve.

Citizenship. As a Trustee, I will obey the Law, contribute to the community through service and leadership, advocate for the common good and the welfare of the communities we serve, and act in ways that manifest concern for the environment.

Code of Ethical Conduct

As a Trustee: recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings. I will consider all relevant facts and perspectives in making decisions.

Adopted: 10-19-05

Chapter II - Article III - Page 2 2300.10 z I will participate in the development of policy and the approval of strategy for the District and respect the delegation of authority to the Chancellor and Presidents to administer the institution. I will avoid involvement in day-to-day operations. I will maintain confidentiality about issues discussed in Closed Session.

APPENDIX D**Additional Community Colleges in California**

Ohlone College
City College of San Francisco
Las Positas College
De Anza College
Cuesta College
Sierra College
Santa Barbara City College
Foothill College
Southwestern College
Cañada College
Cabrillo College
Golden West College
Santa Ana College
Cosumnes River College
Reedley College
College of the Siskiyous
San Diego City College
Irvine Valley College
College of Marin
Chaffey College
San Diego Mesa College
Columbia College
Monterey Peninsula College

APPENDIX E

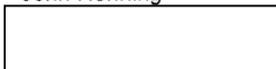
IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

November 28, 2012

John Henning



Protocol #: E0512D04

Project Title: *The Top Ten Effective Community College Board Trustee Leadership Attributes*

Dear Mr. Henning:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, *The Top Ten Effective Community College Board Trustee Leadership Attributes*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html> that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

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

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form has been **approved**.

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

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

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

Sincerely,



Jean Kang, CIP
Manager, GPS IRB & Dissertation Support



cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Doug Leigh, Chair, Graduate and Professional Schools IRB
Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
Dr. June Schmieder-Ramirez
Ms. Christie Dailo