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AN ANALYSIS OF THE EVALUATION OF
ORGANIZATIONAL EFFECTIVENESS IN SELECTED
MICHIGAN COMMUNITY COLLEGES CHARACTERIZED
BY A LABOR-MANAGEMENT MODEL OF OPERATION.

The University of Michigan, Ph.D., 1975
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AN ANALYSIS OF THE EVALUATION OF ORGANIZATIONAL
EFFECTIVENESS IN SELECTED MICHIGAN COMMUNITY
COLLEGES CHARACTERIZED BY A LABOR-
MANAGEMENT MODEL OF OPERATION

by
Warren John Sprick

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1975

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In Memory of
Mr. John C. Sprick

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CHAPTER I

INTRODUCTION AND BACKGROUND TO THE PROBLEM

The evaluation of the effectiveness of postsecondary educational institutions is a critical problem for higher education management. Demand for services is growing despite shrinking resources; pressure for accountability is a reality; conflict exists over who should evaluate; and substantial differences of opinion prevail concerning reliance on rational management techniques as evaluation mechanisms. The examination of the strategies used by selected public community colleges in Michigan to cope with the assessment of their organizational effectiveness is the purpose of this dissertation.

The mission of a community college as an organization is to provide high quality comprehensive postsecondary educational programs as desired by the residents of its service area. Results are achieved as a consequence of numerous factors including coercion, contribution, ignorance and knowledge. An obvious feature of this organization (and all other operating organizations) is its propensity to get into trouble, that is—to have its effectiveness impaired. An organization will jeopardize its capacity to survive unless a majority of its elements are effective. Robert Lahti notes that:

The contemporary community college administrator must know and practice the functions of an effective manager and be able to carry them out with confidence and success. He must fully assume the responsibility and accountability for the health

and environmental climate of his organization, its structure, and the effectiveness of its operational processes.¹

The interrelationship between the community college as an organization and the processes by which its central administration assesses institutional performance is a relatively unexplored research area. Certainly, one can hypothesize that organizational analysis must be occurring in these institutions—or can one? Is a science of administration practiced in the area of organizational assessment in the community college or do administrative practices represent a conglomerate mixture inherited from other organizational types? Are administrative judgments merely intuitive judgments in a stylized mode?

Richard C. Richardson comments that:

...the question can be legitimately raised as to whether a science of administration may be said to exist with respect to two-year colleges. I would tend to feel from personal observation that current practice represents a hodgepodge of ideas garnered from business, secondary schools, and four-year universities without the benefit of much analysis as to how well these ideas relate to the kind of problems currently being encountered by the administrative organizations of two-year colleges.²

The need for organizational assessment in the community college has never been greater than in the mid-1970's. One who is knowledgeable concerning the community college recognizes that enormous demands are placed on those who occupy administrative responsibilities. Now, more than ever, an analytical process directed to internal organizational assessment is paramount. Popular organizational remedies currently described as organizational development, planned change, organizational renewal, et cetera, cannot be properly employed until an assessment process is identified and

¹Citations are listed at the ends of the chapters.

implemented. Effective organizational redirection demands an analysis of the institution, and of the variables that influence effectiveness; and an isolation of the key problem area (s) or deficiencies before a change strategy can be designed and implemented. Today we are unsure of the process of analysis and of the precise variables to be analyzed.

Richardson clarifies that notion by stating that:

Every institution must have a procedure through which objectives are established, plans for achieving these objectives designed, and procedures developed to evaluate institutional effectiveness as well as the relative contribution of the persons involved.³

A community college has its greatest chance of achieving maximum effectiveness when it concerns itself with its institutional mission and goals combined with effective evaluation techniques.

Robert Lahti suggests that:

Community college administrators must be willing to accept and utilize proven management tools and techniques in the operation of their organizations, acknowledging that these management tools and systems may need interpretation and delicate application to higher education. It is imperative that the two-year college examine such management tools as MBO, PPBS, PERT, performance evaluation techniques, and proven cost-effectiveness measures.⁴

Organizational effectiveness, its perceived importance, its dimensions, and the variables and procedures by which it is evaluated in comprehensive selected public community colleges in Michigan is the focus of this study. Each college included in the research was in existence a minimum of seven years and was characterized by a collective bargaining model of operation. Reasons for these restrictions include the increasing educational role assumed by the comprehensive community college, the need to delimit a complex topic, and the interest of the writer in the effective management and organization of this segment of higher education.

Major Problems Confronting Community Colleges

In order to provide the necessary foundation for this research, a discussion of some of the major problems confronting the community college is required.



The growing complexity and proliferation of problems confronting public community colleges requires that an increased emphasis be placed on organizational assessment if these institutions are to remain a viable force in postsecondary education. This section is designed to provide an insight into the following problems:⁵

1. Mission and goals of the community college.
2. Institutional growth.
3. Financial resource acquisition.
4. State planning, coordination, and control.
5. Federal government impact on the community college.
6. Faculty unionization.
7. Career education.
8. Quality and excellence in college programs.
9. Administrative complexity.

Since it is not the intent of the research to generate a detailed examination of all the problems confronting the public community college, only those that have major significance relative to this study will be discussed.

Mission and Goals

What is the mission of the public community college and what does it stand for? Edmund Gleazer suggests that "No issue presses more heavily upon people in the field than this one. How we define our business is...basic to almost everything else."⁶ Norman C. Harris points out that:

For sixty years the two-year college in America has been expanding its services and continually defining and redefining its roles in a democratic society. One challenge or "need" after another was recognized and accepted until the full

panoply of roles cited by the experts comprised the accepted mission of the community college by the late 1960's.⁷

Peter F. Drucker, noted management theorist and consultant, suggests that two fundamental questions focusing on mission identification must be answered. They are: (1) who is the customer; and (2) what constitutes value to the customer? Answers to these two preceding questions must be specified before clear and realistic objectives can be established.⁸

The expanding roles and the changing mission of the community college raises a multitude of questions. Two of the most important questions are:

1. Are the resources available to finance a multi-faceted mission?
2. Are the new roles assumed by the community college proper functions for an educational institution?

Budget elasticity may be the final and determining factor in deciding the mission for public community colleges.

Growth

Wattenbarger and Cage observe that:

During the 1960's the responses to [the emphasis] on increased educational opportunity resulted in a mushroom growth of community colleges often in an unscheduled and unplanned fashion, sometimes even without legal authorization. The result: support was erratic, geographical coverage was spotty, mission was unclear—even muddy—and duplication of effort was too often unnoticed until a crisis developed.⁹

Alleged unrestricted access implied by the "open door" policy, combined with convenient geographical proximity to these educational opportunities have combined to encourage the expansion of this institutional type.

By 1974, 1,203 two-year colleges enrolled 3,527,340 students

with 981 public two-year colleges accounting for 3,394,447 students. These enrollments reflect a 12.1 percent and 12.6 percent increase, respectively, over the 1973 enrollments.¹⁰ Michigan public community colleges enrolled 160,111 (headcount) students in the Fall of 1974, reflecting an increase of 7,396 students over the Fall 1973 enrollments.¹¹

Richardson suggests:

This period of unparalleled growth has resulted in the development of large complex institutions susceptible to the same problems of internal rigidity, conflict, and lack of coherent direction that have plagued many four-year colleges and universities. An examination of the ineffectiveness of many of our responses to the conditions of growth and the challenges of change leads inescapably to the conclusion that we must reappraise our administrative and governance procedures in search of viable alternatives to traditional practices that have become outmoded.¹²

Significant program expansion in career education, academic-transfer, vocational, technical and developmental education, community services, adult education, and support services has accompanied the increase in new physical plant and student headcount. However, when one analyzes the actual track record, serious questions arise concerning the effectiveness of the institutions in serving the diverse clientele which this role expansion has brought.

Serious problems include high freshmen drop-out rates, particularly within the first semester; questionable success rates in developmental and remedial education; low enrollments and high costs in vocational and occupational programs in many institutions; inadequacies in the counseling area, and inadequate program advising for some community segments (e.g., the evening student.)

It is apparent that institutional quality and performance have received scant attention while growth has achieved the top

priority. Furthermore, as enrollment pressures subsided, community college leaders should have seized the opportunity to emphasize quality and excellence. As yet, there seems little evidence that this has been done.

Finance

Any list of critical problems facing the community college would be remiss without a discussion of finance and an acknowledgement of its relationship to control. Historically, the financing formula for community colleges emphasized local taxes levied on real property with some injection of tuition and state appropriations. Many community college systems grew under this financing scheme combined with strong direction from local boards of trustees.

Until recent years, higher education was viewed positively by the general public. However a series of untoward events has brought on an era of financial stringency. A representative list of these events includes: student demonstrations of the late 1960's; the campus becoming a focal point for social and political issues such as Vietnam; the inflation and unemployment characterizing the middle 1970's; the unionization of faculty and their resultant militancy; rapidly escalating educational budgets; increased competition from other social "needs," including education's number one competitor, welfare, along with ecological problems, crime control, and improved transportation systems.

An additional complicating factor is the labor-intensive nature of education which, combined with other fixed charges such as insurance and utilities, often results in less than ten percent of the operating budget being available for discretionary items.

The drain of resources becomes more intensified as the college continues to proliferate its mission. John Lombardi observes that the current status of education "...does not lend itself to the introduction of labor saving devices that achieve greater productivity to offset increasing costs."¹³ Salary plans for teachers are ordinarily based on time in service, annual increments, additional credentials earned by graduate study, etc., but not on demonstrated quality, excellence, or productivity in teaching.

Lombardi adds further insight into the labor-intensive nature of higher education by indicating that:

Until recently no one seriously considered a system of education that did not evolve around the instructor. Even the introduction of modern technological devices—television, computer-assisted instruction, systems development, programmed learning, auto-tutorial laboratories—was often accompanied by the assurance that they will not replace the instructor; rather, they are designed to help him do a better job of teaching.¹⁴

The labor-intensive characteristic is accentuated by union pressures for lower class size, steadily increasing administrative positions and salaries, the multiplication of fringe benefits, and administrative involvement in outside activities including accrediting and professional organizations.

Most presidents, board members and faculty members are concerned about future financing arrangements. The arguments for and against tuition are merely an academic exercise in those states where tuition is a financial necessity for the continued operation of the colleges. Thornton explains that:

...the burden of ad valorem property taxes on local real estate is approaching a maximum. If taxes rise too high, the homeowner cannot pay them from his annual income, and industry and commerce may intensify the revenue problem by moving away from high tax areas. Present state tax practices,

although probably more elastic than local property taxes, are also subject to a law of diminishing returns. The Federal Government has enacted measures providing aid for construction of colleges, including junior colleges, and for financial aid to college students, but Congress has been unwilling until now to undertake a program of general support for the current expenses of education.¹⁵

Tuition will probably remain as a matter of practical necessity.

The implications of the financial crisis are such that community colleges may not be able to survive by the continued use of the financial strategies and program management techniques that characterized the 1960's.

State Planning, Coordination, and Control

Board members, faculty, and administrators are concerned with the problems of finance and public scrutiny of postsecondary education, but they face a third and potentially more challenging problem—the threat of state control of community colleges.

Legislative attention to resource allocation is forcing institutions to occupy a spotlight which few desire. This legislative concern has occurred as a result of perceived inept academic management, the intense competition for public funds by all agencies of government, and the perceived lack of financial efficiency, coupled with the absence of convincing productivity measures. Demands for accountability, the tendency for greater legislative interference in internal institutional activities, and the recent managerial emphasis in the United States Office of Education are representative of state and federal governmental attitudes toward higher education.

John J. Corson provides a capsule insight into this environmental factor:

The great issue in the governance of higher education in the 1970's is not the struggle over who has the power on the campus: students, faculty, administrators, or trustees. The great issue is how the individual college or university can retain the power needed for effective governance, while government groups (state coordinating councils, superboards, legislatures, budget officers, governor's offices and federal agencies—particularly HEW) expand their controls in the name of coordination, economy, and individual rights.¹⁶

Recent pressures, especially from the state level, may reflect legislative and political perceptions concerning the absence of organizational effectiveness.

Lesly H. Browder, Jr. suggests that:

...congressmen, legislators and political leaders are frustrated for having expended millions of dollars for specifically designated educational programs and having received in return little intelligible information about the results obtained.¹⁷

For many faculty and administrators, these evidences of increasing governmental control represent a reality that is in direct opposition to local autonomy and control, particularly in those states where a strong centralization model has already been implemented (e.g. Virginia). Not all state coordination implies a reduction in local autonomy, but the coordination and control model appears to be the dominant factor when evaluating the question of autonomy.

Wattenbarger and Sakaguchi (1972) found that forty-three of fifty states reported the existence of a state agency responsible for coordination, supervision, or control of community colleges within that state. Of these forty-three, seventeen states had centrally administered systems of community colleges.¹⁸ It is reasonable to expect that given the accountability pressures postsecondary education

is experiencing, additional states will move to strengthen centralized control over community colleges. In many cases these decisions may be in response to political and financial pressures rather than being based on a sound educational rationale.

Federal Government Impact
on the Community College

To date, the Federal 1972 Education Amendments reflect the most powerful federal acknowledgement of comprehensive public community colleges. The establishment of postsecondary commissions in the states, provided for in Section 1202 of Title X, was reflective of the concern of the federal government for statewide postsecondary educational planning.¹⁹ Purposes of the "1202 Commissions" are specified below:

1. Identify any areas in the state where "...residents do not have access to at least two years of tuition-free or low-tuition postsecondary education within reasonable distance;"
2. Develop a
 - ...comprehensive statewide plan for the establishment, or expansion, and improvement of community colleges, or both, which would achieve the goal of making available to all residents of the State, an opportunity to attend a community college;
3. Establish priorities for the allocation of federal and non-federal funds and other resources to achieve point 2 above;
4. Recommend "...adequate State and local financial support" consistent with the previously established priorities;
5. Evaluate and describe
 - ...duplication of postsecondary educational programs and make recommendations for the coordination of such programs in order to eliminate unnecessary or excessive duplications;
6. Develop a resource plan consistent with point 2 above,
 - ...including recommendations for the modification of State plans for federally assisted vocational education, community

services, and academic facilities as they may affect community colleges.²⁰

In order to meet the aforementioned specifications the postsecondary commission shall be:

...broadly and equitably representative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State including community colleges (as defined in Title X), junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education, and branches thereof.²¹

At this time (1975), the precise role of the "1202 Commissions" is unclear. The amendments also have impact on the Vocational Education Acts of 1963 and 1968. One particular point to note is Section 1056 of Title X which specifies that the state vocational education advisory council has:

...responsibility for development of an administrative procedure which provides reasonable promise for resolving differences between vocational educators, community and junior college educators, college and university educators, elementary and secondary educators, and other interested groups with respect to the administration of the program authorized under this part.²²

Additionally, the Education Amendments of 1972 have significant impact on student financial aid, on community service and continuing education, on emergency assistance for institutions of higher education, and on vocational education.

Federal impact on higher education is also resulting from laws and regulations intended to eliminate discrimination in its various forms.

Faculty and Staff

The college's human resources, specifically faculty and staff, are creating intra-organizational pressures. Significant philosophical variances exist among faculty concerning the "open

door," and the appropriateness of occupational programs in the community college. For institutions to be effective for a diverse student body faculty attitudes must be modified toward the "open door" concept and toward occupational and adult education programs.

Additionally, dissatisfaction by faculty in reference to institutional governance processes is another indication of a serious intra-organizational difficulty. One response to the dissatisfaction has been the formation of collective bargaining units. As of June 9, 1975, 231 of the 385 institutions with professional unions served the two-year college sector of higher education.²³ In Michigan, twenty-six out of twenty-nine community colleges have faculty collective bargaining agents. Duryea and Fisk note that:

Faculty members interviewed in Michigan and New York gave as their primary reasons for organizing, low salaries, unilateral decisions by trustees and administrators, lack of communication between administration and faculty, and a general feeling of being treated as high school teachers rather than as members of a college faculty.²⁴

Richardson offers additional insight into this movement by suggesting that:

The bureaucratic pattern of the two-year college has inhibited the opportunity for anyone other than administrators to gain significant experience with the decision making process. As a result, the institution must draw primarily upon external influences in altering current imbalances in power. The most obvious model is the labor-management relationship developed within industry. Consequently, there is a strong move in this direction frequently aided by laws passed with labor union support and based upon their experience.²⁵

Evidence suggests that the labor-management relationship may expand. Arthur M. Cohen and Associates observe that, "By 1980 half the colleges in the nation will be engaged in collective bargaining; 60 to 75 percent of the faculty will be covered by contracts."²⁶

Collective bargaining by second- and third-level administrators

is a reality on some campuses. The governance system of community colleges is at best a hybrid system that emerged in part from secondary schools and in part from university models. Collective bargaining undoubtedly complicates the intra-organizational dynamics and increases the complexity of the administrative role. Norman C. Harris, writing on faculty unionization, notes that:

...the rules of a zero-sum game always come into play. To offset whatever financial gains have accrued from faculty union organization, presidents cite the losses which inevitably accompany the adversarial process. The disappearance of collegiality, the inability to foster an open administration, the stifling of innovation, and a decreased sensitivity to the needs of students and community are mentioned as examples of the negative trade-offs which accompany the financial gains unionism often brings. One president expressed his concern in the following words: "We seem destined...to move toward relations of an adversary type, characterized by confrontation and bargaining, backed by force, threat, and intimidation."²⁷

Career Education

For years community colleges have provided career education opportunities for persons in their service areas. Well equipped facilities, quality programs, and competent faculty constitute the framework for this educational service. Thornton reflects that:

It seems probable that a major deterrent to the development of occupational education in junior colleges has been the scarcity of qualified instructors in these subjects. Until plans can be elaborated for the effective recruitment and training of instructors, the offerings will continue to be scanty and only partially suited to the educational needs of junior college students.²⁸

Faculty may be a problem, but student enrollment in and perceptions of career education present another difficulty. Considering the relative occupational success in the middle manpower job spectrum by recipients of the Associate in Applied Arts degree, one would expect significant enrollment shifts to career education

areas. Until 1973, however, enrollment results were disappointing. But in the last two years enrollment patterns have changed rapidly in favor of occupational programs.

The financial aspect adds another dimension. Program costs are high in most career programs and especially in allied health services. In many programs low enrollments contribute to a higher cost per full-time-equated student. Specialized facilities and equipment contribute to the high cost picture.

Yet, support for career education is present from boards of trustees; support from the state level is present in the form of differential funding rates, pressures for lay advisory committees, placement and counseling services, competency-based instruction and student follow-up studies. Support is also present from administrators in the form of the dissemination of career education information and the creation of an internal environment conducive to career education. Each of these areas forms an integral part of a strong foundation.

What about the future? Norman C. Harris predicts that:

...considering the crises facing the nation—energy-resources development, expansion of food production, and environment/natural resources conservation—it is in technical fields that occupational opportunities will probably be greatest into the 1980s. Community colleges are ready and will welcome the swing to career education programs when it comes.²⁹

Quality and Excellence

Comprehensive community colleges possess the capacity to become excellent educational institutions. The terms "excellence" and "quality" still create definitional problems for many community college educators. Excellence and quality must focus on high expectations for performance, consistent with program goals, from all members of the college community.

Excellence requires a commitment to learning from the student. Many educators are concerned about the relative lack of educational commitment from many community college students. Some suggest that these institutions have over-recruited in their intense desire to become community-based colleges. The existence of a community-based goal requires a major effort toward improved counseling. Student personnel deans must accept, as a part of their role, a responsibility for the improvement of educational standards.

Community, trustee, administrative and faculty support for excellence must permeate the college. Financial resources, multiple instructional strategies, and an administrative and faculty group who understand the community college mission and who are excited and creative about teaching, form the nucleus for excellence and quality.

Administrative Complexity

Increased organizational intricacy has occurred as a result of institutional and programmatic growth, intense scrutiny by government, faculty unionization and ever-present requirements for an improved system of resource utilization. Pressures, particularly from governmental sectors, are striking at the heart of campus autonomy. The Carnegie Commission's concluding report noted that:

In some states super boards, legislators and governors are now exercising too much detailed policy and administrative control over institutions of higher education and unduly infringing upon their essential independence.³⁰

Additionally, more complex communication patterns, an increasingly complicated decision-making maze and rapidly changing organizational and governance patterns typify the environment of central administration.

Pressures and problems facing the administrator should force him to find methods to measure and assure the effectiveness of his organization. Given widespread public questioning of the performance of educational institutions community college administrators face the responsibility to examine missions, priorities, capacities, and effectiveness if they are going to provide successful stewardship of their colleges.

Statement of the Problem

The primary purpose of the comprehensive community college should be teaching and learning. Evidence to date suggests that although significant accomplishments have been made, greater contributions can be expected in the future.

Leaders in community college education are continually justifying their programs and their expenditures to various groups including the local community, the state and federal government and the academic community. Given this framework, this segment of higher education is confronted with a plethora of problems which require solutions. The problem now becomes one of measuring the effectiveness of the community college as an organization in order that it may survive, continue its existing programs and advance into new areas. One must recognize that the actual measurement of the "effectiveness" of community colleges is too complex a problem to undertake in a single study. In addition, more research is needed concerning the variables related to effectiveness before appropriate measurement can occur.

The problem addressed in this study is the need to describe organizational variables and management techniques utilized in

the analysis of organizational effectiveness of selected public community colleges in Michigan. The problem can be subdivided into the following dimensions:

1. What priorities for analysis are assigned to various organizational elements by central administrative personnel in their current effort to evaluate the total performance of the institution?
2. What priorities for analysis are associated with various elements of the college by central administrators and faculty leaders in planning future efforts to evaluate total institutional performance?
3. In what ways are institutional evaluation processes influenced by state and federal agencies, and by recognized faculty collective bargaining agencies?
4. What formal management techniques (MBO, PPBS, MIS, PERT, et cetera) are used to evaluate organizational performance in community colleges?
5. What administrative techniques are used to insure and measure quality and excellence in educational programs?

Assumptions and Delimitations

In view of the complex nature of assessing organizational effectiveness, certain assumptions and delimitations had to be established if the research was to be meaningful.

Assumptions

It is assumed that top level administrators, by the nature of their position, are most knowledgeable about the overall operating effectiveness of the community college.

It is assumed that college administrators will occupy an influential role in determining future institutional responses to identified organizational inadequacies. William G. Shannon provides a foundation for this premise. He suggests:

The search for better ways of running a college must focus

on several essentials but none more important than the policy makers and administrators themselves. Money, facilities and even a top-quality teaching staff will not by themselves create appropriate learning opportunities for students, although each is necessary. Individuals assigned governance responsibilities can help develop the right combinations of energy and resources to serve the college purposes or they can, if inefficient, subvert them. The leverage of authority, the power to make critical decisions about curriculum, admissions, staff relationships, and budgets if used unwisely can easily stifle learning or cause it to die of malnutrition.³¹

Once the elements of birth and youth of the organizational growth cycle have ended, and the college emerges into maturity, it is assumed that the institutional evaluation process becomes more firmly established and refined.

Both urban and non-urban community colleges were chosen for inclusion in the study. It is assumed that the analytical processes of evaluation will not differ significantly as a result of the geographical setting.

Delimitations

Delimitations for this research were as follows:

1. The study was conceptualized, designed and implemented by a single individual (the writer) within a period of two and one-half years.
2. Given the practical limitation of resource availability and the existence of a well-developed community college system, the purposes of the study were achieved by restricting the study to selected public community colleges in Michigan.
3. The methodological style of this project is a descriptive survey approach. The descriptive study approach was selected because of the apparent need for a research study describing the current status of the processes of organizational assessment in community colleges. Moreover, an apparent need exists to identify the variables that should be evaluated in future efforts to assess organizational performance. (It was not the intent of this research to measure the organizational effectiveness of the colleges participating in the research.)

The descriptive research method is ideal for describing present and desired future conditions. Once present conditions are identified, subsequent research projects can be launched focusing on specific organizational variables. This type of study is valuable in diagnosing a situation or in proposing a new and improved approach.

4. Community colleges were excluded from the study if the length of presidential service was less than three years.
5. Community colleges where administrators were unionized were excluded from the study.
6. Only those community colleges currently functioning under a labor-management model of operation were included in the research. Evidence of this condition was accepted if a negotiated master contract existed between a faculty bargaining unit and the college board of trustees or a significant history of collective bargaining was present.
7. Community colleges in existence less than seven years were excluded from the research.

Definition of Terms

Specialized terms frequently cited in the study are defined for the purposes of the present research as follows:

Community College. A public two-year associate degree-granting institution with diversified curricula including, but not necessarily limited to, technical, occupational, college transfer, developmental, community services and adult education designed to serve a local community or a specified geographical area. Two-year branches of universities were excluded from the study.

Central Administration. A community college administrative position (s) which encompasses major management responsibilities in line or staff areas. Representative classification titles include College President, Campus Provost, Executive Vice-President, Vice-President, Business Manager, Personnel Manager, Dean, (Instruction, Arts and Sciences, Applied Arts and Sciences, Student Personnel

Services, Campus Services, Business, Learning Resources) and Director of Public Information.

Faculty Leader. A full-time faculty member who occupied a major elected collective bargaining position such as Association President, Vice-President, Secretary, Treasurer, Grievance Committee Chairman or a member of the contract negotiating team was considered a leader. Faculty members who chaired major collegewide committees or those faculty considered informed leaders by administrators and teaching staff were also included.

Organizational Environment. All factors pertaining to activities and processes that can be controlled or significantly influenced by members of the organization. (An organizational member is defined as any full-time employee of the college, or any student or board member or members of a recognized special interest group, such as an advisory committee.)

Performance. The extent to which organizational resources are utilized to execute and complete prescribed courses of action. (Prescribed courses of action include, but are not limited to, academic programs, administrative objectives, and non-academic services to the community.)

Mature Community College. A community college characterized by:

- a. Formal existence for a minimum of seven years.
- b. Building program completed or in final stages.
- c. President currently in office a minimum of three years.
- d. Rules, policies, and procedures well established.
- e. A comprehensive educational program consistent with existing community needs and available resources.

Organizational Effectiveness.

The extent to which an organization as a social system, given certain resources and means, fulfills its objectives without incapacitating its means and resources, and without placing undue strain on its members.³²

This conception of organizational effectiveness subsumes the following criteria:

1. organizational productivity.
2. organizational flexibility in the form of successful adjustment to internal organizational changes and successful adaptation to external induced change.
3. absence of intra-organizational strain, or tension, and of conflict between organizational sub-groups [of a harmful nature].³³

Labor-Management Model. An internal organizational relationship characterized by:

1. representation of the professional teaching staff by a collective bargaining agent and existence of a formal contract describing compensation, hours, and conditions of employment or
2. a substantial history of recent collective bargaining such that administrative-faculty relationships are significantly influenced by that condition.

Effectiveness Elements. A series of fifty-one factors that describe an effective organization. Precise definitions of each factor are presented in Appendix C.

Current Analysis Priorities. The perceived level of importance presently associated with each of the effectiveness elements in evaluating organizational effectiveness in the respondent's college.

Future Analysis Priorities. The perceived level of importance that should be assigned to each of the effectiveness elements in the future evaluation of organizational effectiveness in the respondent's college.

Dimensions of an Effective Organization

The four following terms represent major dimensions of an effective organization. Each dimension was originally defined by Theodore Caplow in 1964 and adapted to the community college by the writer. Substantial evidence is presented in Chapter II to support the inclusion of Caplow's theoretical framework.

Stability. "...a measure of the organization's ability to conserve or increase the status of its positions, or in other words, to maintain its own structure."³⁴ Representative concepts in this definition include resource development, acquisition and utilization, cost effectiveness, authority, organization structure, goals and objectives, institutional control, adaptability, planning, and the impact of state and federal government.

Integration. An indication of "...the organization's ability to maintain or increase the total volume of interactions among its positions, or negatively, to control internal conflict."³⁵ Representative concepts in this definition include cohesion, locus of decision-making, support and understanding of policy, orientation to organizational mission, sense of identity and communication.

Voluntarism. An indication of "...the organization's ability to maintain the valences between its positions and among its component individuals and groups without coercion."³⁶ Representative concepts in this definition include individual satisfactions, quality educational programs and elimination of collective bargaining provisions of a restrictive nature.

Achievement. "The net result of the organization's activity."³⁷ Representative concepts inherent in this definition include reliability,

control, student achievement, student employability, employee performance and community satisfaction with the college.

Organization of the Research

This report is divided into six chapters. Chapter I has served to provide a background to the study, state the specific problem of the study, define specialized terms, and introduce the dissertation.

Chapter II contains a review of the important literature related to the assessment of organizational effectiveness.

Chapter III specifies the research design and methodology employed. Descriptions of the participating community colleges and respondents, techniques for developing the instruments, methods for selecting the respondents, and the types of statistical analysis used are explained.

Chapter IV provides the specific research questions starting on page 93 that relate to the structured questionnaire and an analysis of the data from this source.

Chapter V provides the research questions starting on page 161 that relate to the private personal interviews with central administrators and an analysis of their responses.

In Chapter VI conclusions from the literature and the research are presented. Recommendations to central administrators and suggestions for further research are included.

Citations for Chapter I

¹Robert E. Lahti, Innovative College Management (San Francisco: Jossey-Bass Publishers, 1973), p. 7.

²Richard C. Richardson, Governance for the Two-Year College (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), p. 16.

³Ibid., p. 16.

⁴Lahti, p. 16.

⁵For an excellent and concise treatment of the major issues confronting the community college see Norman C. Harris, "What are Community College Presidents Thinking About?" University Innovator—The University of Michigan School of Education, Vol. 6, No. 9, (March 10, 1975), pp. 1, 4-6. Information for this section was also based on comprehensive interviews with sixty-two (62) top level administrators conducted by the writer, as well as the writer's active interest, participation, and study of the community college.

⁶Edmund Gleazer, "Beyond the Open Door, The Open College," Community and Junior College Review, Vol. 45, No. 1, (August-September, 1974), p. 7.

⁷Norman C. Harris, "What are Community College Presidents Thinking About?" University Innovator—The University of Michigan School of Education, Vol. 6, No. 9, (March 10, 1975), p. 5.

⁸Peter F. Drucker, Management-Tasks-Responsibilities-Practices (New York: Harper & Row, Publishers, 1974), p. 15.

⁹James L. Wattenbarger and Bob N. Cage, More Money for More Opportunity (San Francisco: Jossey-Bass, Inc., 1974), p. x.

¹⁰Community, Junior and Technical College Directory-1975, pp. 1-2.

¹¹Enrollments in Michigan Colleges and Universities Fall 1974—Michigan Association of College Registrars and Admissions Officers.

¹²Richardson, p. 211.

¹³John Lombardi, Managing Finances in Community Colleges (San Francisco: Jossey-Bass Publishers, 1973), p. 9.

¹⁴Ibid.

¹⁵James W. Thornton, Jr., The Community Junior College, 3rd Edition (New York: John Wiley & Sons, Inc., 1972), pp. 294-295.

¹⁶John J. Corson, "Institutional Governance Within a System," Educational Record, (Spring, 1973), p. 107.

¹⁷Lesly H. Browder, Jr., Editor, Emerging Patterns of Administrative Accountability (Berkeley, California: McCutchan Publishing Corp., 1971), p. 7.

¹⁸James L. Wattenbarger and Louis Bender, "Challenge Ahead: State Level Control," Junior College Journal, (June-July, 1972), p. 17.

¹⁹U.S. Congress, Education Amendments of 1972, P.L. 92318, pp. 77-90, 92nd Cong., 1st sess., S. 659, June 23, 1972.

²⁰Ibid., p. 87.

²¹Ibid., p. 89.

²²Ibid., p. 83 - A proposal entitled "The Vocational Education Act of 1975," intended to amend The Vocational Education Act of 1963 was introduced by Congressmen Carl Perkins and Albert Quige. The purpose of the bill is to sever the administration of vocational education programs at the postsecondary level from the management of such programs at the secondary level. (Congressional Record, Vol. 120, No. 155, Part II, October 11, 1974, pp. H 10536-H 10538).

²³Allan S. Hurlburt, "Collective Bargaining on Campuses," The Chronicle of Higher Education, June 9, 1975, p. 5.

²⁴E. D. Duryea, Robert S. Fisk, and Associates, Faculty Unions and Collective Bargaining (San Francisco: Jossey-Bass, Inc, 1973), p. 89.

²⁵Richardson, p. 184.

²⁶Arthur M. Cohen and Associates, College Responses to Community Demands (San Francisco: Jossey-Bass Publishers, 1975), p. 13.

²⁷Harris, p. 4.

²⁸Thornton, p. 198.

²⁹Harris, p. 6.

³⁰Carnegie Commission Final Report, "Priorities for Action," The Chronicle of Higher Education, (October 9, 1973), p. 14.

³¹William G. Shannon, "AACJA Approach-Thoughts on Good Governance," Community and Junior College Journal, (October, 1973), p. 6.

³²Basil Georgopoulos and Arnold S. Tannenbaum, "A Study of Organizational Effectiveness," American Sociological Review, XXII (October, 1975), p. 535.

³³Ibid.

³⁴Theodore Caplow, Principles of Organization (New York: Harcourt, Brace & World, Inc., 1964), pp. 121-122.

³⁵Ibid., p. 123.

³⁶Ibid.

³⁷Ibid., p. 124.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the literature pertaining to the assessment of organizational effectiveness. The first principal element of this chapter is concerned with the primary contributions to the literature from the disciplines of sociology, organizational and social psychology, and business administration. Contained in this segment is the justification for the stability, integration, voluntarism, and achievement framework as an approach to the assessment of institutional effectiveness. Related material suggesting alternate approaches to organizational assessment is also presented.

The second principal element of this chapter presents selected literature from the field of higher education describing the need for, or the status of, the internal evaluation processes in colleges and universities. Particular stress is placed on public comprehensive community colleges. Attention is directed to planning, educational management, and accountability models.

In addition the following areas are also discussed:

- a. State of Michigan involvement in community college management.
- b. Institutional research in community colleges.
- c. Organizational participant evaluation.
- d. Regional accrediting agencies' impact on the community college.

Preliminary Considerations - Organizational
Effectiveness

Educational organizations have a special responsibility to contribute to the advancement of society. The community college has an important role, in that it should provide a complete range of postsecondary, and lower-division pre-baccalaureate educational service to its surrounding community. This institutional type is confronted with a multiplicity of expectations including those of students, faculty, administrators, legislators, state agencies, accrediting agencies, and the community it serves. Each sector has varying expectations by which it measures effective performance. Community colleges seek to be effective in meeting the expectations of their various constituencies.

But problems emerge when one attempts to specify the meaning of effective organizational performance. Dalton McFarland suggests that effectiveness is a multi-dimensional concept that cannot be predicted accurately from a set of clear-cut criteria. He adds that it cannot be measured by precise indicators. Instead, effectiveness is a label ascribed to a set of circumstances indicating in a relative sense, the extent to which an organization has functioned in the light of its capacities and potentials.¹

Gibson, Ivancevich, and Donnelly suggest that effectiveness is defined in terms of the accomplishment of specified objectives within the constraints of limited resources. In effect, the emphasis is placed on the maximization of objectives with minimum use of resources.²

The definition of organizational effectiveness in terms of

goal attainment, however, is subject to debate. Ephraim Yuchtman acknowledges the preponderance of theoretical literature defining organizational effectiveness in this manner, but suggests that:

Two inherently unresolvable difficulties are presented:
 (1) there is not, and cannot be, agreement on the nature of the goals of a particular organization, and (2) even if agreed upon these goals cannot be shown to be properities of the organization itself.³

Yuchtman adds that effectiveness must be defined with reference to the organization itself, not with reference to external interests, values, and standards.⁴

The criterion of goal achievement has been critized by other roted authorities. Daniel Katz and Robert L. Kahn point out that:

Nevertheless, the stated purpose of an organization is given by its by-laws or in the reports of its leaders can be misleading. Such statements of objectives may idealize, rationalize, distort, omit, or even conceal some essential aspects of the functioning of the organization.⁵

Charles Perrow also questioned goal attainment by stating that: "Most studies of the internal operation of complex organizations, if they mention goals at all, have taken official goals at face value."⁶ Perrow suggests that a practical distinction needs to be made between "official" goals (i.e., formal pronouncements) and "operative" goals (i.e., the actual operating policies that tell us what the organization is trying to do regardless of official statements.) Therefore, if effectiveness is to be measureable in terms of goal attainment, then the delineation should be made between "official" and "operative" goals.⁷

But, Stanley Seashore suggests that goal achievement may not be directly measureable. He comments that:

A strategy of optimal realization of goals cannot be determined unless there exists some conception of the dimensions

of performance, their relative importance, and their relationships with one another.⁸

In addition to variance of expert opinion concerning the "proper" definition of organizational effectiveness, researchers in this area face additional problems in the form of theoretical and conceptual barriers. Jaisingh Ghorpade summarizes these barriers by stating:

First, there does not exist a body of substantive knowledge or findings based upon hard scientific evidence about the functioning of organizations. It is a sad but commonly accepted fact that although organizations have existed since the beginning of human history, little is known about their nature and functioning....Second, there does not exist a universally accepted theoretical framework for approaching the study of organizations. As things stand, theory dealing with organizations (or the emerging of knowledge known variously as organization theory, bureaucracy theory, organizational behavior or management theory) is in a very formative stage.⁹

Given the aforementioned limitations, the difficulty of evaluating organizational effectiveness becomes apparent. Almost all of the investigations in this area have focused on profit-making companies. As a result, research difficulties are compounded when the organizations studied provide educational services as contrasted to tangible manufactured products.

In this research, two key decisions were made. They were:

- (1) To view the comprehensive public community college from an open-systems perspective. Essentially, the institution is viewed as responding to multiple sets of inputs emanating from both internal and external sources. This view can be contrasted to the closed system which is assumed to be self-sufficient and can function within itself.¹⁰
- (2) It was apparent that a theoretical framework was required in order to examine the assessment of

organizational effectiveness in community colleges. Theodore Caplow, in 1964, suggested a four-dimensional model by which organizational effectiveness may be evaluated. The dimensions of the model consisted of the concepts of stability, integration, voluntarism and achievement. It was decided that with some modification of these ideas, this model represented the best theoretical framework for this type of research. In the interest of brevity, these concepts will subsequently be classified as the SIVA model. Support for the use of this theoretical model will be provided in succeeding sections of this chapter.

As the description of the model begins to unfold, one may readily see the potential applicability to the community college. Caplow suggested that:

Taken at a certain level of abstraction, all organizations, regardless of their size, purpose, cultural setting or era, seem to show certain values related to the basic principles of stability, integration, voluntarism, and achievement.¹¹

An analysis of organizational rationality by March and Simon points out certain limitations of the human mind that in part account for the alteration of goals. March and Simon as well as Chester Barnard believe that rational behavior deals with a few components at a time. Therefore, the individual manager is incapable of dealing with organizational problems in their full complexity. As a result of this human limitation, managers can only deal with organizational problems that simplify the major features of a larger problem area.¹² Caplow states:

It is self-evident that no organization can continue to exist unless it maintains its structure in the face of changing circumstances, holds dissension and misunderstanding in check, provides enough satisfaction to individual members

so that they are willing to continue and is able to accomplish the essential tasks in its program.¹³

Stability

This first theoretical dimension of the SIVA model is the concept of "stability." Stability can be defined as "...a measure of the organization's ability to conserve or increase the status of its positions, or in other words to maintain its own structure."¹⁴ In essence, selected aspects of the internal environment and the behavior of organizational members can be controlled by maintaining status differences. Also engrained in this organizational variable are the ideas of program continuation, program expansion and deletion, the manipulation of goals, the resolution of problems of recruitment and selection, and the capacity to enforce norms. Furthermore, stability can be increased in most organizations by an increase in authority between positions, an increase in the number of differentiated positions, or by membership growth.

The idea of organizational stability as an effectiveness dimension is also identified in other research. Bertram M. Gross' concepts of resource acquisition, input-output efficiency, and organizational investment are elements of stability.¹⁵ Gross' concept of resource acquisition focused on obtaining financial, human, and technical inputs. Input-output efficiency referred to output achieved as a function of resource inputs; and organizational investment suggested resource allocation to achieve current output, as well as to achieve "...the expansion, replacement, conservation or development of assets."¹⁶

James L. Price's survey of fifty different published studies

of organizational behavior, identified productivity (the ratio of output to input), adaptiveness (the organization's ability to respond to changes), and institutionalization (which includes satisfying interests, organizational investment, and resource acquisition) as intervening effectiveness variables.¹⁷ These ideas parallel the stability concept.

Seiler's counterpart to stability is a broad interpretation of productivity.¹⁸ His primary concern focused on the activities needed to achieve output with minimal resource input.

Mott's research, predicated on the earlier work of Georgopoulos and Tannenbaum, identified productivity, adaptability and flexibility as factors related to effectiveness. Their conceptualization of flexibility, characterized by the ability of the organization to adjust to emergency situations, can be considered an aspect of stability. Further, the concept of adaptability, (the acceptance of new methods and the proportion accepting change) may also, in part, be viewed as an indication of stability.¹⁹

Adaptability, as an element of effectiveness, was also cited by Bennis. He viewed adaptability as the capacity to solve problems and successfully react to environmental demands. Bennis also identified the capacity to test reality (to search out and interpret the properties of the environment), as related to organizational performance.²⁰

Further evidence of the stability notion is apparent in Merton's concept of rebellion—a breakdown in stability;²¹ Parsons' pattern—maintenance problems which stressed the identification, renewal, and reaffirmation of the systems values and existence;²²

Friedlander and Pickle's concept of societal value which focused on elements in the organization's environment important to its maintenance and survival;²³ as well as in the work of Likert,²⁴ and Mahoney and Weitzel.²⁵

As an institutional dimension, is stability considered as a focal point of institutional analysis in a community college? Certainly organizational maintenance and continuation are fundamental ideas. If stability is considered important in a community college, what are its dimensions and what priorities are placed on its analysis? Fundamentally, one may raise questions concerning the extent of differences in status existing in this type of institution. It can be readily documented in the writings of Richardson and others that governance power is typically vested in administrative personnel.²⁶

However, in many institutions, the advent of collective bargaining is contributing to a re-allocation of power. Is the redistribution of power a factor contributing to a need to evaluate stability?

Perhaps a similarity exists between community colleges and symphony orchestras. Westby's dissertation on symphony musicians revealed a strong personal commitment to the norms of musical performance and a significant self-concept as a professional performer. Moreover, a conductor can be detested without a noticeable impact on symphony performance. Therefore, as long as the standards of achievement are maintained, the manager need not focus heavily on stability.²⁷ The college administrative group may approximate the conductor, while faculty may approximate the individual musicians.

Integration

The second concept of the SIVA model, integration, focuses on the organization's ability to maintain or increase the total frequency of interactions among its positions. Viewed negatively, the focus is aimed at the control of internal conflict. More interaction among the members of an institution may stimulate better mutual adjustment, more communication concerning important problems and increased consensus about the needs and the direction of the organization.²⁸

Integration may be increased by means of an improved communications network resulting in more opportunities for interaction. As the level of dispersal of organizational members increases the rate of integration will decrease and factionalism may result.

Guetzkow and Gyr and Goulder suggest that complexities of integration can be easily appreciated by academic observers. Typically the organizations in which these professionals participate (committees, faculties, research institutes, etc.) suffer from factionalism. Lack of integration dominates while stability, voluntarism, and achievement are secondary.²⁹

The concept of integration has received attention in several studies of effectiveness. Representative works include Merton's acknowledgement of retreatism—the failure of integration;³⁰ Georgopoulos and Tannenbaum and subsequently Mott's recognition of the absence of intra-organizational strain;³¹ Parsons' identification of integrative problems which focused on the adjustment of the system's members to each other;³² Lawrence and Lorsch's discussion of integration as the process of achieving unity within the system

and the achievement of the organization's objectives;³³ Gross' conforming to codes of behavior;³⁴ Seiler's limited notion of satisfying employee interests;³⁵ and Price's attention to morale and conformity.³⁶

Additionally, one can find numerous references in the literature concerning research on communication patterns, improvement of communication networks, problems of adjustment within subsystems and related aspects of integration.

The concept of integration may be of major significance in the community college, particularly where the adversary relationship implied by the labor-management model of operation exists. In many community colleges, the perceived deficiencies in integration processes may have been a crucial factor contributing to the emergence of a collective bargaining model.

Do community college administrators attempt to measure and evaluate the level of integration in their organizations? Is consensus among organizational members concerning institutional purpose evaluated? How is mutual adjustment evaluated in a community college? Does the geographical dispersion of the multi-campus community college create a stronger need for administrative evaluation of the integration dimension? Are there differences in the intensity of the evaluation of this dimension between single and multi-campus colleges? The literature on the community college does not provide any significant insight into these questions.

Voluntarism

A third element in the SLVA effectiveness model is the measurement of the organization's ability to maintain the desire

for transactions between the members of an interacting pair and between groups and components without coercion. The inference from popular management jargon would approximate the concept of morale. Essentially, the institution's ability to provide satisfaction and the desire for continued participation are the core elements in this concept. The level of voluntarism is inversely related to the need for coercion.

Voluntarism as an element of organizational effectiveness is predicated on the following assumptions:

1. Participation in high valence relationships is gratifying.
2. Desire for continued involvement in any institution is a function of the gratification it provides and from the satisfaction one obtains from organizational relationships.³⁷

March and Simon provide an excellent discussion of the motives influencing participation in an organization. They note that few organizations can rely totally upon voluntarism.³⁸

Continued involvement in an institution by dissatisfied members is not atypical. In a community college, one may continue to participate with a low degree of voluntarism as a result of geographical or family ties, financial pressures (i.e., at the top of the salary schedule and relocation would result in substantial financial loss), lack of market demand for one's occupational specialty, lack of market knowledge, and for other reasons.

Voluntarism as a dimension of organizational effectiveness was identified by Friedlander and Pickle in the form of employee satisfaction;³⁹ Tannenbaum, Weschler and Massarik identified satisfaction and dissatisfaction as diagnostic indices of organizational effective-

ness;⁴⁰ and Merton's notion of ritualism can be considered the opposite of voluntarism.⁴¹

One may expect involuntary participation or a low level of voluntarism to be contributing factors, to a lesser degree, of integration and achievement.

Once again, questions must be raised as to the evaluation of voluntarism in the community college. What priorities for analysis, if any, are associated with voluntarism? Is it systematically evaluated? The limitations of a master contract suggest a potential for a reduced level of voluntarism. Are mechanisms designed in the master contract to facilitate greater levels of voluntarism? Or have provisions been incorporated into the master agreement that inhibit the contribution level of those staff members who would typically be characterized by high levels of voluntarism? Will the fact that many community college staff consider themselves professionals be sufficient to generate high levels of voluntarism? What impact does the mature organization notion have on voluntarism? The literature does not provide answers to these questions.

Achievement

Achievement represents the final dimension of the theoretical framework used in this research.

The determination of achievement is characterized as the net result of the organization's activity. Typically, the evaluation of this variable is assessed with some degree of objectivity. Private business can assess performance by a quantitative input-output ratio of dollars. Earnings per share of stock, return on invested

capital, share of market, and net profit as a percent of sales dollars, represent a sample of the criteria available in a profit-making organization. Other organizations such as military forces may have a simple binary standard of achievement as measured by success or failure.

Achievement, as perceived by many college administrators, does not lend itself to the precise measurement available in most private enterprises. Typically the rhetoric focuses on institutional quality. Caplow suggests that "...purposive activity, by its nature, requires evaluation of results so that errors can be corrected and the level of achievement maintained or improved."⁴² This idea raises a series of fundamental questions with regard to the community college. Is achievement measured in a community college at a level beyond the simplistic "credit hours generated," classroom utilization rates, and other common measures of efficiency? What variables do central administrative personnel consider reflective of the state of institutional achievement? If measurement occurs, how systematic is the process? Is there a single measure of organizational achievement in the community college? These questions are not clearly answered in the literature.

The assessment of organizational achievement is, in part, a function of membership or non-membership status within the organization and degree of identification with a particular unit or component. Research by Dubin, Blau, and others suggests that non-members of organizations are more critical of organizational achievement than are members. Within an organization, the members

of a given component evaluate its contribution to the whole more favorably than non-members of the unit. A third factor suggests that higher status members evaluate achievement more favorably than those occupying lower status positions.⁴³ Likert also confirms the tendency of the elite to overestimate organizational success.⁴⁴

Increasing Organizational Achievement

The literature suggests that in order to obtain a permanent increase in achievement, a corresponding increase in stability, integration and/or voluntarism is required. A significant expansion in membership, an increase in the average activity of the members, or a new technology that offers a significant increase in productivity are related to sustaining and/or increasing achievement.

The application of these factors present serious questions for the community college model in this research project. Technological advancement in a labor-intensive organization such as a community college is suspect by its membership. Actions that will raise the total number of activities per member or the introduction of technology that will reduce the number of faculty positions will probably be resisted. This is particularly true in an adversary situation. The tendency of bargaining is to attempt to reduce rather than increase the number of member activities.

One can trace elementary propositions concerning an increase in organizational achievement to Mayo's research in 1933. These propositions assert that 1) economic incentive is not the total basis causing employee response, 2) employees respond as members of a work group, as opposed to being isolated individuals, and

3) extreme functional specialization is not necessarily associated with maximum efficiency.⁴⁵

The influence of Mayo has been responsible for several implicit propositions in subsequent research studies. Included are the propositions that the informal organization as a social system has significant consequences for achievement; that peer groups control output and modify prescribed procedures; and that output is influenced by the worker's emotional state, which is in turn influenced by the emotions of his peers.

The establishment by employees of acceptable ranges of output that are typically incongruent with those of management is a well studied area. Restriction of output has been most completely studied in factory situations. Dozens of studies populate this area dating back to S. B. Mathewson in 1931.⁴⁶

Output restriction is a method by which the autonomy of the peer group emerges as a result of perceived excessive control from the upper levels of the hierarchy. In a community college, output limitations emerge in considerations of faculty and staff load, class size, office hour limitations, compensation for extra activities, number of class preparations and related activities. No organization escapes output restriction. However, caution must be exercised in assuming that every organizational subgroup is involved.

Periodic and systematic analysis of the state of organizational achievement may contribute to an identification of factors, which if they were more effectively administered, would contribute to greater organizational accomplishment.

Another significant force in organizational self improvement was Kurt Lewin's work in field theory and group dynamics. Research in this area has provided added insight into the factors influencing the individual levels of cooperation. Representative factors include willingness to cooperate, individual frustration, resistances to change, and impact of participation in goal determination on morale and commitment to the organization.⁴⁷

One would be remiss in neglecting to note the efforts of Douglas McGregor and his influence in attempting to encourage organizations to reduce the distance between individual and institutional goals, to decrease status differences and to increase autonomy as techniques for improved organizational effectiveness.⁴⁸ McGregor's popularization of Theory X and Theory Y propositions resulted from ideas emanating from the early writings of Peter Drucker.⁴⁹

To achieve the purposes of an organization, the combined efforts of its members functioning in necessary activities is required. Role theory can provide a meaningful level of insight into individual performance within organizational boundaries. Lonsdale notes that:

...role theory provides a means for conceptualizing some of the problems of individual performance within the organization in a way which provides more insights and a more rational view of organizational behavior than have been commonly available.⁵⁰

Currently, we are unsure of the level of inclusion (if any) of role theory in the analysis of organizational effectiveness in community colleges. Is it considered as an element influencing effectiveness, and if so, to what extent? If it is not perceived important—why not?

Achievement as a Function of Voluntarism

Rensis Likert in his award-winning volume, New Patterns of Management, (1961) suggests the following key ideas influencing achievement:

- a. Those departments having the greatest pressure show much lower productivity than the average. The greater the pressure the lower the voluntarism.
- b. First-line supervisors who utilize general supervisory practices as compared to those who use close supervision show higher productivity.
- c. Close supervision is generally unfavorable to high productivity.
- d. Those supervisors who provide greater freedom in planning for subordinates are more likely to have high producing units.
- e. Foremen in high producing units are much more likely to report that their crews perform well when they are absent than are foremen from low producing groups.
- f. Several relationships are reported in studies between voluntarism and indirect indices of achievement. For example, absenteeism is lower in work groups with high solidarity than in groups that lack solidarity.⁵¹

Likert notes the findings of Seashore in which groups with high peer-group loyalty and common goals were effective in achieving their goals regardless of their identification with, and conformity to, the goals of management. Seashore's evidence also suggested that the correlation between voluntarism and achievement in industrial work holds whether the group's achievement consists of supporting or sabotaging the company.⁵² (Note: Likert's theories represent only one of a series of developments in the emergence of management theory.)

Additional Approaches to the Analysis of Organizational Effectiveness

Further examination of the literature revealed a variety of organizational dimensions that pertain to effectiveness. A wide

range of studies, based on the work of A. W. Halpin and D. B. Croft,⁵³ examined various dimensions of organizational climate. Other studies described the inducements required for employees to perform effectively their company roles. Murray's classic work in 1938; Stern's contribution to needs and organizational tendencies; Parsons and Shils' description of need-dispositions; and Maslow's widely read and interpreted theory based on a hierarchy of needs are all representative of the foundation literature in this area.⁵⁴ The work by Herzberg, Levinson, and M. S. Myers and S. S. Myers provides insights into motivational factors including job responsibilities, personal career advancement, job growth, recognition and other variables related to forms of self-actualization.⁵⁵

Closely related to motivation is the need for incentives. Simon's extension of Barnard's work on incentives provides a theoretical framework which suggests that each organizational member will continue to contribute to the organization as long as the inducements offered are as great as or greater than the required contributions of the role occupant.⁵⁶

Cyert and March expanded this theory by the concept of "organizational slack" which is defined as the difference between the total resources available to the organization and the total payments necessary to maintain the organizational coalition.⁵⁷

Certainly one could question the application of organizational slack to the community college when one considers the financial restraint of the annual appropriation. Two factors emerge:

1. The notion of organizational slack can be logically extended to include inducements other than financial incentives.

2. The entire area of the organizations' inducements appears to be central to individual contributions to organizational effectiveness.

The writing in the area of organizational inducements also includes fundamental contributions by Barnard and Dalton. Barnard's taxonomy of incentives ranged from tangible inducements including money and physical conditions to the most intangible inducements including comradeship, social integration, solidarity, and mutual support in personal attitudes.⁵⁸

Dalton's contribution to the body of knowledge relative to inducements consisted of description of official and unofficial reward systems in the private sector.⁵⁹

The extent to which the official reward system is analyzed as an element of organizational effectiveness in the community college is not precisely known.

Kuhlen and Dipboye, among others, have noted that teaching appeals to certain motivational patterns over other occupations.⁶⁰ However, the recent introduction of collective bargaining in certain community colleges prompts one to view the union as an adaptive mechanism. The union may be viewed as assisting staff in the acquisition of organizational inducements ranging from financial rewards to the gratification of self-actualization needs.

A significant amount has been learned about the human factors in organizations. Likert's concern for human resource management,⁶¹ Fielder,⁶² Bass,⁶³ Blake and Mouton,⁶⁴ Bowers and Seashore,⁶⁵ and Argyris'⁶⁶ contributions to leadership theory all provide invaluable insights into the human dimensions of an effective organization.

At this juncture, it appears that a great deal of research

has been conducted on selected aspects of an effective organization. However, Price concluded, after an intensive analysis of fifty studies, that relatively little research on organizations has dealt explicitly with effectiveness.⁶⁷ Of vast amounts of literature reviewed by Price, one notable omission occurs—the community college.

Organizational Effectiveness in Higher Education

Attention will now be directed to the higher education literature pertaining to assessing organizational effectiveness in public community colleges. The intent of this section is to identify the need for, and/or the status of organizational evaluation in this type of institution.

Organizational Planning

In order to evaluate the effectiveness of any organization, comprehensive planning should precede the assessment process. Without the establishment of a plan, the administrator lacks the necessary benchmarks required for the measurement of organizational progress.

Halstead, in his comprehensive volume, Statewide Planning in Higher Education, observes that:

If higher education is to respond effectively to this growth and critically attune itself to the diversity and adaptability society now requires, there can be no laxity in planning efforts. Education is not a commodity that can be designed and financed on short notice. It is a long-term investment requiring extended preparation and responsive leadership. The capacity of higher education to grow and to achieve vital goals during the years ahead will be greatly affected by the kind and quality of decisions planners make today. Thus planning cannot be considered as other than an immediate task of strategic importance.⁶⁸

Emory Rarig shares this assertion when he concludes his

Columbia University dissertation with the belief that "...long-range planning is the most important single administrative tool that can aid in providing vitality and direction to community and junior colleges of the future."⁶⁹

For those institutions that have not invested in formal planning efforts, the lack of vitality and direction has been apparent. Program proliferation, poor resource utilization, the absence of a clearly defined mission and goals, and the inability to respond to societal changes typify these institutions.

However, recent research by David L. Landsburg (1975) concluded that, "Results were inconclusive on the basic issue of whether or not formalized long-range program planning enhances perceived institutional effectiveness."⁷⁰

Certainly, the technology exists to facilitate sophisticated planning in the community college. Several organizations have designed computerized planning models specifically for use by administrators in higher education. Jerome F. Wartgow states:

These planning models are generally associated with one or another of a plethora of acronyms. We think of WICHE, NCHEMS, RRP 1.4, RRP 1.6, HELP, PLANTRAN I, PLANTRAN II, SEARCH, CAP:SC, PPBS, MIS, CAMPUS, V, VI, VII, AND VIII, and a host of others, all of which are concerned in one way or another with improving the flow of information to administrators. These systems represent the most advanced state of the art of computerized planning systems.⁷¹

Wartgow's investigation of the applications of computerized planning systems revealed these important considerations. First, a review of the literature indicated that the value of any computerized planning model is largely a function of the ability of the user to determine appropriate application.⁷² Second, the extent of the participation in the development and implementation of the system

had a direct relationship to the confidence placed in the accuracy of the reports and the accuracy of the initial data tended to influence the future utilization of the planning system.⁷³ Third,

It is clear that the computerized planning models will have relevance and applicability to higher education only when a less sophisticated system of planning has already been used successfully, and when an acknowledged need for further and more detailed analysis leads to an understanding of the specific circumstances in which this technique is appropriate.⁷⁴

However, the information concerning less sophisticated systems for the community college is scarce. As of 1974, Knoell and McIntyre suggest that "The literature of higher education does not greatly aid the community college educator engaged in planning."⁷⁵

Management Models

A need for an effective educational management model in community colleges exists. Evidence supporting this need is apparent in the form of demands for educational accountability, a clearer specification of educational outcomes, and the win/lose struggle occurring as a result of the trend toward the labor-management model of operation.⁷⁶ In addition to the previously identified planning systems, several other emerging educational management models can be identified. Management by Objectives (MBO) represents one system. This system was originated by Peter Drucker in 1954, popularized by George Odiorne and others for private sector applications, and promoted most notably by Robert Lahti for application to community colleges.

A second emerging model is that of "participative management." Perhaps with its roots in collegial relationships in higher education and applied in private industry, it is now being considered for some community colleges. This model is

considered time consuming when contrasted to more autocratic designs, but many consider it a more humanistic approach.⁷⁷

Peter Coleman suggests that:

The sense of power for organization members increases with participation in control, as does effectiveness. Thus, particularly for organizations with large numbers of professionals as members, it is not absence of control but rather participation in control that is the vital factor in both freedom and effectiveness.⁷⁸

A third model, identified as Project USHER (Uniting Science and Humaneness for Educational Redesign) has been designed and tested in a joint effort by the Battelle Center for Improved Education and by the League for Innovation in the Community College. Project USHER is a blend of MBO and participative management.⁷⁹

Essentially these three models are predicated on the notion that:

Effectiveness in organizations employing large proportions of professionals is likely to be served when professionals participate in setting the goals; when the possibilities of displacement are guarded against by supervision and control; when a systems approach, using many indicators, is used in measuring effectiveness; when professionals are resocialized into organizational expectations; and when control is collegial.⁸⁰

However, many college administrators view MBO as a controversial and unproven technique. And participative management in the form of collegiality is incongruent with the adversary relationship created by collective bargaining. Project USHER is still in its early stages of application with as yet little confirmation of its effectiveness.

Some observers suggest the key element in an effective organization is its president and not necessarily the management model. The individual effectiveness of the college president in coping with faculty, students, administrators, trustees, state government officials and the general public affects organizational effectiveness.

Peterson (1975), in a study of twenty-six college presidents, concluded that presidential effectiveness is not as much a function of the length of time an individual has been in the presidency, as it is of his ability to administer, lead, and behave in a manner congruent with the needs of his institution.⁸¹ In essence, the situation must be evaluated, before effective performance can be judged.

Accountability in Higher Education

The impact of accountability in higher education is becoming clearer. Evidence in the form of (1) a greater emphasis on a multitude of instructional strategies including competency-based instruction, instructional modules, behavioral objectives, and the like; (2) the introduction of management systems borrowed from the private sector; (3) a stronger emphasis on faculty and administrative evaluation systems; (4) concern for impact and outcome indicators; and (5) attention toward increased cost-effectiveness, all can be traced to the demand for greater educational accountability. Accountability is currently a central issue in education.⁸²

Operationally defined, accountability means the

...continuing independent assessment of student achievement; relating levels of achievement to the objectives formally adopted, to the resources allocated, and to the techniques professionally employed; and full dissemination of the findings and analysis...⁸³

The rediscovery of accountability can be traced to (1) exponential cost increases in education without discernible productivity increases; (2) apparent failures of students to experience higher degrees of literacy or vocational achievement; and (3) perceived applicability by the public and selected government officials of modern management

procedures to education.⁸⁴ Accountability is a complex topic reflecting a need for organizational evaluation.

To date, Michigan community colleges have been able to maintain relatively high degrees of institutional autonomy when compared to the more centralized state systems such as Virginia. They are, however, by no means untouched by the impact of state government. Three major areas of state involvement in Michigan community colleges may be noted. They are: finance, state-wide planning and coordination, and occupational education.

The relationship between various forms of institutional control and state financial contributions to community college operating budgets is widely acknowledged. As the proportion of state funding increases, so does the power of the legislative fiscal agencies, the Legislature, the Governor, and perhaps the Michigan Department of Education. During the 1973-74 fiscal year, State financial support ranged from 33.6 percent to 49.6 percent of the total revenues for the community colleges participating in the research.⁸⁵

In Michigan, state government influence takes many forms including approval of new building construction, administrative audits and numerous types of institutional reports. Representative reports include operating and capital budget requests, vocational education activity, institutional management plans, course completions, average faculty salaries, and the like. The State Auditor General's office also periodically audits college financial and student records.

Governor William G. Milliken, in a memo dated April 25, 1975, to the heads of state departments and presidents and members of

governing boards of control of collegiate institutions expresses his concern for program effectiveness. He states the following:

An appreciation now exists for the need to demonstrate program efficiency and effectiveness. Considerable legislative interest and support for program evaluation is now providing additional stimulus to all agencies to analyze the fundamental purposes and achievements of their programs....

Poorly specified program objectives continue to limit our ability to assess the purposes and effects of state programs....

While widespread appreciation exists for the need to evaluate program effectiveness and efficiency, few programs have undergone such analytical scrutiny. The analytical rationale underlying most budget proposals continues to be seriously inadequate....

I am aware of no convincing evidence that the potential for improved program effectiveness and efficiency within existing levels of support has been systematically explored.⁸⁶

As a result of these concerns, the Governor stated that:

CONSEQUENTLY, MY BUDGET POLICY SPECIFIES A TARGET LEVEL OF 97% OF THE CURRENT OPERATIONS PORTION OF THE FISCAL YEAR 1975-76 RECOMMENDATION FOR EACH DEPARTMENT PLUS AN ALTERNATIVE TARGET OF 92%. THIS ADDITIONAL LEVEL IS DESIGNED TO IDENTIFY THE SENSITIVITY OF PROGRAM IMPACT TO VARYING LEVELS OF SUPPORT AND ISOLATE THE PROGRAM AND POLICY PRIORITIES. THE TWO TARGET LEVELS ARE EXCLUSIVE OF ECONOMIC FACTORS.

Each of you is expected to provide to me an assessment of the programmatic and policy implications of meeting the target levels in the form of a management plan which includes a minimum amount of fiscal detail and concentrates on analysis and data spelling out the programmatic implications of the targets....It is my expectation that you will be closely involved in the development of your agency's management plan since I will expect you to defend it to me, the Legislature, and the public.⁸⁷

This type of executive direction from the Governor coupled with the proposed financial constraints should stimulate additional internal assessment.

Institutional Research

Organized institutional research is a form of self-study

intended to help colleges and universities gather information about their internal operations, their resource utilization, and their organizational effectiveness.⁸⁸ The effectiveness of this activity is ultimately the responsibility of the college president. The availability of resources and the capability of the research staff to ask the right questions, implement appropriate research designs, and generate appropriate conclusions are also critical. The existence of institutional research can be a substantial aid in the decision-making process.

A recent national survey (1973-74) concerning institutional research in community colleges revealed that sixty-three percent of the responding institutions reported some type of institutional research; approximately one-half reported formally organized research programs; and thirty-nine percent indicated they had an institutional research program. These data were based on a forty percent response rate of 1,150 public and private community and junior colleges using the American Association of Community and Junior Colleges mailing list.⁸⁹

Nationally, the areas of emphasis as ranked by the frequency of studies in 1968 compared to 1973 and based on responses of 282 community and junior colleges conducting institutional research are presented in Table 1. It is evident in Table 1 that students appear to be the most popular area of inquiry, closely followed by research on institutional operations, with instruction ranked seventh. This relatively low rank associated with instruction raises a question as to the concern of community college educators for quality and excellence. Certainly, instruction is (or should be) the thrust of an effective community college.

TABLE 1

AREAS OF EMPHASIS RANKED BY THE FREQUENCY
OF STUDIES IN THE PAST TWO YEARS
(Figures in Percentages)
(n*-282)

1968 Rank	1973 Rank	Research Area	One to Four Studies	Four or More Studies	Total Percentage
1	1	Students	55%	37%	92%
3	2	Institutional Operations	65%	24%	89%
4	3	Faculty	64%	18%	82%
5	4	Student Services	63%	14%	77%
2	5	Curricula & Programs	60%	15%	75%
..**	6	Continuing Education	57%	7%	64%
7	7	Instruction	51%	9%	60%

SOURCE: Chester C. Platt, "Institutional Research: A National Survey," Community and Junior College Journal, Vol. 45, No. 7 (April, 1975), p. 35.

*This n equals the total number of community and junior colleges which conduct institutional research.

**This category was not used in the ERIC study of 1968.

Another study by Alan Gross surveyed Michigan community college presidents concerning the existence of an independent division of research and development in their respective institutions. Gross reported that only three of the twenty-nine community college presidents reported the existence of a director of research.⁹⁰

Individual Performance Evaluation

Few people would debate that successful employee performance is an integral element of an effective organization. But in post-secondary education, the techniques for the evaluation of performance, particularly that of faculty, are subject to debate.

H. Bradley Sagen suggests that:

No technique has more potential for improving institutional effectiveness than does faculty evaluation. Nor does any technique have greater potential for generating conflict and destroying morale if used inappropriately.⁹¹

If one is to be realistic about the operational aspects of any organization, it is an acceptable fact that administrative decisions must be made concerning retention, promotion, and salary adjustments of the members of that organization. Performance feedback mechanisms must be present in order that deficiencies can be corrected and strengths emphasized.

The literature concerning the evaluation of faculty in post-secondary education is voluminous. The work of Sagen, Miller, Rosenshine, Furst, Eble, and Astin and Lee represent only a small, but significant portion of the literature.⁹²

Currently, a wide variety of factors are utilized to evaluate faculty performance. A representative list of factors includes classroom teaching, personal attributes, length of service, student advising, campus committee work, public service and the like. Inputs for these factors include administrative evaluation from classroom visits, student responses to instruction, grade distributions, self-evaluations, course syllabi and student exams, enrollment levels and related sources of information.

Recent trends in faculty evaluation have focused on (1) situational analysis of teaching effectiveness resulting in the abandonment of a teacher behavior that "works" in all situations, (2) relating student achievement to the assessment of teacher performance [behavioral objectives, outcome analysis, and variations of MBO], and (3) the creation of effectiveness models concerned with [a] multiple

predictor variables, [b] multiple criterion variables, and [c] the dynamic nature of criteria and the situation.⁹³ The implementation of staff development programs, beyond that of traditional inservice training, is also apparent.

Internal evaluation systems should be designed for all organizational participants, including the trustees. Specific strategies for the evaluation of trustee effectiveness are a relatively undeveloped category. The only notable exceptions include Lahti's advocacy of a MBO framework and the work of the Association of Governing Boards of Universities and Colleges. The AAGB emphasis lies in two areas. First, a community college task force composed of community college presidents and trustees was established to develop strategies, standards and/or guidelines by which the trustee performance could be evaluated. At this point, the task force desires to create a contingency framework in which local circumstances are determining factors as contrasted to a single model of effectiveness.

Second, the task force recommends the distribution of governance materials to board members to keep them apprised of current developments.⁹⁴ These two approaches are still in their infancy.

College Accreditation

One of the strongest stimuli for periodic evaluation of colleges is institutional accreditation. Central to the external audit process is the preparation of a college self-study. Robert Lahti notes that:

An institutional self-study preceding an on-site audit by

an auditing team should continue to be a most effective approach to gauging performance.⁹⁵

A review of numerous community college self-studies revealed a wide variation in the quality and comprehensiveness of the reports. This variance can be traced to (1) institutional disagreement with the accreditation agency's pronouncements concerning the nature of the self-study, (2) the variance in quality and availability of information needed for the report, (3) the attitude of the college staff toward continual internal examination of role, mission, programs, and finances; or to their viewing the audit process as a necessary exercise every few years, (4) the allocation of insufficient time and human and financial resources in the preparation of the self-study, and (5) the inability or unwillingness of the college to confront internal evaluation.

Howard Bowen notes that institutional evaluation relies not only on the gathering of certain facts and statistical data, but upon the quality of the interpretation of that information. Further, he states:

...one of the inherent obstacles to the acceptance of intuitive judgments is that the people most competent to make these judgments, namely, professional educators, are not disinterested parties and their credibility can be questioned. This problem of credibility probably underlies the frequent criticisms of accreditation and site-visit procedures. One of the needs of higher education, especially in an era of emphasis on accountability, is to find a means of evaluation that is genuinely disinterested and yet that takes account of the many intangible elements. Perhaps a new profession of independent judges of productivity and performance should be created to evaluate institutions as well as higher education as a whole.⁹⁶

Regardless of who judges institutional performance, it appears that the accreditation process is one of the most positive forces encouraging organizational assessment.

Moreover, given the complexity of institutional evaluation, the Commission on Institutions of Higher Education of the North Central Association has abandoned a prescribed set of norms for all institutions. Essentially the Commission has moved from a fixed effectiveness model to assessing institutional performance in light of the dynamics of the specific situation. The contemporary examining team analyzes a series of areas including: the identification of institutional mission and goals; the degree of achievement of stated goals; the existence of serious problems or issues that impede the achievement of the college goals; and the appropriateness of accreditation.⁹⁷

This view of the accrediting task is not without problems, particularly at the implementation level. A number of concerns can be identified; two of which are: (1) the tendency for some consultant examiners to use their own institutions as a benchmark rather than the specifics of the examinee institution; and (2) the difficulty of making good distinctions between suggestions for improvement and concerns that affect the accreditation status.⁹⁸

Summary—Literature

The examination of the literature relating to organizational theory and to higher education suggests that:

1. Organizational effectiveness is a multi-dimensional concept that cannot be accurately evaluated from a precise set of indicators.
2. A universally accepted theoretical framework for the study of organizations is non-existent.
3. The major effectiveness dimensions of organizational

stability, integration, voluntarism, and achievement evaluated from an open systems perspective represents one viable and comprehensive methodology to evaluate organizational effectiveness in the public comprehensive community college.

4. The reliance on goal attainment as a technique to evaluate organizational effectiveness is subject to theoretical and practical limitations.
5. The multiplicity of issues and problems confronting the public comprehensive community college strongly suggests the need for more rigorous evaluations of organizational performance.
6. A definite relationship exists between long-range planning and Management by Objectives, on the one hand, and organizational stability on the other.
7. Similarities exist among Project USHER, institutional research, college accreditation and the stability, integration, voluntarism, and achievement model.
8. The evaluation of faculties, students, administrators, and trustees and the strong movement toward accountability reflect public concerns for institutional achievement.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a description of the participating colleges and the central administrative and faculty leader respondents; the sources from which the research questions were derived; the procedures used to select the colleges and the respondents; the design and testing of the research instrument; the collection of the data; and the techniques used in analyzing the collected data.

The Colleges and the Respondents

Each of the participating community colleges had the following common characteristics:

1. The colleges had existed a minimum of seven years.
2. A strong history of a labor-management model of operation existed.
3. The President had served a minimum of three years.
4. Each was a Michigan public community college accredited by The North Central Association of Colleges and Secondary Schools.
5. Each college provided a comprehensive educational program consistent with community needs and available resources.

A preliminary analysis was made of the twenty-nine Michigan community colleges to assess the extent to which each coincided with the requirements for inclusion in the study. From this analysis, a list of possible colleges was developed. Several institutions were removed from the list for such reasons as: (1) organizational

affiliation with a public school system, or (2) the existence of an administrative union, or (3) the short period of service to the college of the President. Each of the remaining colleges was assigned a rank order of preference by the writer for inclusion in the study. The seven highest-ranked colleges agreed to participate in the research.

Each individual participant in the study was either a central administrator or a recognized faculty leader. In order to provide additional insight into the participating colleges and the individual respondents, a brief overview of each institution and a composite portrait of the respondents follows:

The Colleges and the Respondents By College

College A. College A is a multi-campus configuration consisting of a central administrative office and four branch campus systems. This institution was established in 1964 with a 900 square mile service area. The Fall 1974 enrollment consisted of 16,382 (headcount) students with 4,339 full-time students and 12,043 part-time enrollees. The budgeted expenditures for the fiscal year ending June 30, 1974, were \$15.8 million and a projected budget for the 1975-76 calendar year of \$17.6 million. Nineteen central administrators participated in the research with an average of 8.05 years with the college; an average of 4.68 years in their current administrative position; and an average of 7.74 years' experience as an administrator in Michigan community colleges. Twenty-two faculty leaders with an average length of service of 8.32 years with the college also participated.

College B. College B is a single campus institution located in a suburban-rural geographical area. It began as a department of a local school board in 1928 and a separate community college district was established in 1962. The college serves a population of approximately 150,000 people across twelve public school districts and one parochial school district. Its Fall 1974 enrollment consisted of 6,900 (headcount) students, divided into 3,031 full-time and 3,869 part-time students. The 1974-75 operating budget was approximately \$5.7 million. Twelve central administrators with an average of 8.63 years with this college; an average of 3.38 years in their current administrative positions; and an average of 8.12 years of experience as administrators in Michigan community colleges participated. Seven faculty leaders with an average length of service of 8.32 years also contributed to the study.

College C. College C is contained in a single campus located in a suburban-rural geographical area with approximately 250,000 population base. It was established in 1966 as a community college district covering a 600 square mile area. Included within the district are twelve public high schools and three non-public high schools. The college served a total of 4,935 students in the Fall, 1974 semester. Of those students, 1,283 were full-time and 3,652 were part-time students. The 1974-75 operating budget was approximately \$5 million. Ten central administrators with an average of 5.9 years of service to the college; an average of 5.4 years of experience as administrators in Michigan community colleges participated in the research. In addition, five faculty

leaders with an average of 4.4 years of service to the college assisted in the research.

College D. College D was originally established as a junior college in 1946. The college serves a population of approximately 70,000 people. Enrollment in the Fall, 1974 semester consisted of 3,470 student headcount in which 937 are classified as full-time students and 2,533 as part-time enrollees. The 1974-75 operating budget was slightly over \$3 million. The college is located in a modern facility in a suburban area. Twelve central administrators with an average of 5.8 years of service to the college; an average of 2.62 years in their present administrative positions; and an average of 5.47 years of experience as administrators in Michigan community colleges participated in the study. Nine faculty members with an average of 3.8 years of service to this college also contributed to the research. The relatively low level of faculty service time can be attributed to an almost complete turnover of faculty as a result of a collective bargaining impasse and subsequent judicial proceedings.

College E. College E is a large urban community college that was established in 1957 as a community college and technical institute under a local board of education. On July 1, 1965, a new community college district was created. The college serves a tri-county area within a twenty-five mile radius of the campus that includes fifteen school systems within its district. The budget for the 1974-75 academic year was approximately \$13.3 million. Enrollment for the Fall, 1974 semester was a total of 13,003

students consisting of 3,901 full-time and 9,102 part-time students. Eight central administrators with an average of 10.9 years of service to the college; an average of 6.7 years in their current administrative positions; and an average of eleven years experience as administrators in Michigan public community colleges contributed to the study. Five faculty leaders, with an average length of service to the college of nine years, were involved in the project.

College F. College F was created by a vote of the electorate on June 29, 1964. The college serves a county with a population base in excess of 126,000 people. The college is located approximately four miles from the main business district of the county's principal city in a semi-rural setting. The county is well industrialized but a large portion is devoted to agriculture. Eleven high schools populate the college district. The institutional operating budget for the 1974-75 fiscal year was approximately \$2 million. In the Fall, 1974 semester 1,704 students consisting of 749 full-time and 955 part-time were served. Eight central administrators with an average of 8.5 years of service to the college; an average of 7.8 years in their present administrative positions; and an average of eight years of experience as administrators in Michigan community colleges were involved in the study. Faculty input for this study was received from five faculty leaders with an average length of service to the college of 7.4 years.

College G. College G, a rural community college, received voter approval for establishment in June, 1965. The district has a population of approximately 48,000 people. Of these, thirty-five

percent reside within the two major cities within the district; fifteen percent reside in six incorporated villages; while the remaining fifty percent reside throughout the district in suburban fringes and unincorporated villages. The operating budget for the 1974-75 fiscal year was approximately \$1.4 million. Educational services in the Fall, 1974 semester were provided to 860 students. Of these 860 students, 376 were full-time and 484 were part-time. Five administrators with an average of 2.5 years of experience, at the college in their present positions; and as administrators in Michigan community colleges participated. Six faculty leaders with an average of 7.5 years of service agreed to participate in the research.

Specific Research Questions

The original research problem presented in Chapter I led the writer to a comprehensive review of the related literature. Seventeen research questions, hereafter referred to as "specific research questions" were developed and intended to serve as clarification of the research problem and its respective elements. The specific research questions emerged from one or more of the following sources:

- (1) apparent deficiencies in the literature pertaining to organizational effectiveness,
- (2) unanswered questions in the literature relative to higher education and specifically the community college,
- (3) discussions with university professors, community college administrators and faculty members, and
- (4) the concerns of the writer pertaining to the effective management of public community colleges.

All specific research questions and their respective analysis appear in numerical sequence in Chapters

IV and V beginning on page 93. The reader is also directed to Appendix D, for a summary presentation of all seventeen specific research questions.

Procedures Used to Obtain
Institutional Participation

The following procedure was used to secure the individual college's commitment to the study:

1. A personalized letter, typed on the Center for the Study of Higher Education stationery, together with the abstract of the study, was forwarded to each of the first-choice college presidents. The letter described the nature of the study; the utilitarian benefit to the college for their participation; the fact that carefully selected colleges were chosen as contrasted to a random sample; the existence of an abstract containing additional information; and that the writer would contact the recipient by telephone in a few days. The letter and the abstract were reviewed and critiqued by several top level administrators not included in the research. Copies of the letter to the presidents and the abstract can be found in Appendix B.
2. A person-to-person long-distance call (s) were made to each president within one week of his receipt of the letter. In the conversation, reference was made to the letter and the abstract, and an appointment was requested, at the convenience of the President, to explain the requirements for institutional participation and to secure presidential approval for the study. Initial appointments were scheduled with six of the seven college presidents. In one case, the Dean of Arts and Sciences was asked by the President to coordinate the study.
3. Initial introductory visits were made to each campus. During each of the introductory meetings, three of which lasted several hours, arrangements were made to secure the participation of faculty leaders and central administrative personnel. In addition, a wide variety of institutional documents were secured to provide the writer with complete background information concerning the respective colleges. Representative documents included long-range planning materials, a self-study, faculty collective bargaining agreements, policies and procedures manuals, annual reports, and the like. During two of the introductory visits, meetings (at the President's request) were also scheduled with the members of the President's cabinet in order to become acquainted with the respondents and answer their questions concerning the research. In each initial visit,

it was noted that the research was subdivided into (1) the survey research instruments and (2) private interviews with central administrative personnel. It was further noted that two to four days would be spent on each college campus.

4. The potential administrative respondents were identified by the 1974-1975 Directory of Michigan Institutions of Higher Education. The list of potential respondents was submitted to each President for his approval. In several cases, administrators were added by the President because of his perceptions of their knowledge concerning the management of the college. In a few instances deletions were made due to medical leaves of absence, termination, or lack of membership on the President's cabinet.
5. Once the administrative respondents were identified, a memo (signed by the college president) was forwarded to each potential respondent. The memo indicated the President's support for the research, the total institutional support, and the President's wish that each administrator cooperate with the writer. The memo asked each administrative participant to complete the enclosed questionnaire and to retain it. The memo indicated that a private personal interview would be scheduled at the respondent's convenience, at which time the questionnaire would be collected and additional, but related, topics would be discussed. The exact order of the content varied by college.
6. Private interviews were scheduled with sixty-one administrative respondents. The private interview method was selected to generate responses that might otherwise be biased or repressed. Three techniques were used to schedule the private interviews. They were:
 - a. The respondent's secretary was contacted prior to the respondent's receiving the presidential memo. The nature of the appointment was explained and several alternate time periods were proposed.
 - b. One week after the President's memo had been forwarded to the respondent, long-distance telephone calls were placed to each respondent to be interviewed.
 - c. In one case, the institutional preference was to have the appointments scheduled by a full-time staff member. Several full days were suggested in which any combination of appointments was acceptable.

As might be expected several conflicts arose and appointments were rescheduled. The interviews ranged from a minimum of forty minutes to several hours with an average interview of approximately one hour and thirty minutes.

The interviews were intended to:

1. insure the total completion of the questionnaire.
 2. verify responses and to insure complete communication concerning the intent of the responses.
 3. obtain information concerning specific research questions that could not be effectively collected on a questionnaire format.
7. The participation of the faculty leaders was limited to their perceptions of the future priorities that the college should place on the analysis of each item listed in the questionnaire. This restriction was needed in order to minimize potential problems of institutional cooperation. The writer identified to the President (five colleges), the President's cabinet (one college) and the President's designee (one college) the type of faculty leaders to be included. The research design required that faculty occupy leadership positions including a major union office (president, vice-president, secretary, treasurer, or bargainer.) Union leaders from each college participated in the study. In addition to the faculty union leaders' participation, faculty leaders, such as chairpersons or co-chairpersons of major committees, chairperson of the faculty senate, and other faculty leaders occupying formal or informal capacities were identified.
8. Personal notes were forwarded by the President or his designee to each faculty leader. The notes indicated that the college was participating in the research and that their cooperation was requested. A questionnaire with a self-addressed stamped return envelope was enclosed with instructions to mail the instrument directly to the writer. This was done to insure anonymity. Fifty-nine faculty leaders across all academic departments, counseling, and learning resources responded. In a few selected cases, a personalized letter from the writer was needed as a follow-up mechanism.

In one case, a president indicated that faculty knowledge of his support for this research would seriously impair the study on his campus. As an alternative, he suggested that the writer contact the union president and secure his cooperation directly. Several long-distance telephone calls and several personalized letters to faculty leaders remedied this problem, resulting in the needed faculty participation.

The Survey Research Instruments—(See Appendix C for complete instruments)

The survey research instruments were developed on the basis of:

1. an extensive review of the literature of organizations and the literature of higher education.
2. discussions with several top level administrators and selected faculty leaders in community colleges.
3. the writer's first-hand knowledge of the public community college as a result of ten years of active involvement in this type of institution.

The criteria established in developing and revising the administrative and the faculty leader questionnaires included:

1. A professional artist was retained to design a questionnaire cover that would create an interest in the research and could be differentiated from other types of questionnaires received by the respondents. The questionnaires are presented in Appendix C.
2. The questionnaire introduction was designed specifically for the administrative respondents. A separate introductory statement was created specifically for the faculty leader questionnaire. The intent of the introductory statements was to motivate the respondents to complete and return the questionnaire. The utilitarian purpose of the study was also stressed.
3. Five specific instructions were given to communicate clearly the procedures needed to complete the instrument.
4. A thorough review of the literature on organizations and extensive discussions with community college leaders yielded fifty-one elements that described an effective organization. These aspects of an effective organization will hereafter be referred to as the "fifty-one effectiveness elements." Each element was redefined in terms of the community college and categorized according to indicators of organizational stability, integration, voluntarism, and achievement.
5. Complex elements of effectiveness were separated into simpler components.
6. The administrative respondents were asked to identify their perception of the present level of importance for each item in the evaluation of the organizational effectiveness in their college. In subsequent portions of this research the shorter terms "current analysis priority" or "current priority for analysis" will be used. Administrators were also asked to indicate their perceptions of the future importance they thought should be assigned to each of the fifty-one effectiveness elements in future efforts to

evaluate the effectiveness of their community colleges. In the remaining aspects of this research, the shorter terms "future analysis priority" or future priorities for analysis" will be used.

7. The faculty leader respondents were asked to identify the future analysis priority for each of the fifty-one organizational elements that they thought should be stressed in future efforts to evaluate the effectiveness of their community colleges.
8. Both the administrators and the faculty leaders were asked to identify the five highest priority items to be emphasized in future organizational analysis. This question was added as a control device against some respondents noting a large number of "highest" future analysis priorities.
9. Additional revisions occurred where necessary, based on the results of a pilot test of the preliminary instruments given to thirty-six respondents. The pilot test respondents were administrators, former administrators, and faculty leaders similar in all respects to survey participants, but excluded from the final results. Each pilot test respondent was personally interviewed concerning all aspects of the research instruments and asked to suggest additional elements of community college effectiveness.
10. A personal interview schedule was designed to contain nine separate questions. These nine questions were designed and tested to generate information concerning the following areas:
 - a. The impact of collective bargaining on the assessment of organizational effectiveness.
 - b. The role of federal and state government in assessing the effectiveness of the community college.
 - c. The use of formal management techniques such as MBO, PPBS, PERT, etc. to evaluate the organizational performance of the community college.
 - d. The analysis and measurement of quality and excellence in educational programs.

Response Rates

A total of seventy-six administrative questionnaires were distributed. Of these, seventy-three usable questionnaires were returned for a ninety-six percent return. Sixty-eight faculty

leader questionnaires were distributed resulting in fifty-nine usable instruments returned. This is equivalent to an 86.8 percent return. The response rate by college appears in Table 2.

TABLE 2
QUESTIONNAIRE RESPONSE RATES BY COLLEGE

College	Administrative Questionnaires			Faculty Leader Questionnaires		
	Distributed	Collected	Rate of Response	Distributed	Returned	Rate of Response
A	20	20*	100	23	22	95.7
B	12	12	100	8	7	87.5
C	10	10	100	6	5	83.5
D	12	12	100	10	9	90.
E	9	8**	88.8	7	5	71.4
F	8	8	100	8	5	62.5
G	5	4***	80	6	6	100.
Total	76	74	97.3	68	59	86.8

*One questionnaire was returned after the data had been analyzed.

**One administrator did not complete survey instruments but did consent to a fifty minute interview.

***An instrument was not submitted by one administrator although a one hour and forty-five minute private interview was conducted.

Questionnaire Follow-up

The procedures for the administrative questionnaire follow-up were minimal as a result of the research design. Personal visits to each campus virtually eliminated the need for an elaborate follow-up mechanism. Only three of the original administrative respondents failed to return the questionnaire. In two of those cases, personal

interviews were conducted with an average duration of one hour and fifteen minutes. In the third case a personalized follow-up letter failed to yield the questionnaire.

Follow-up mechanisms were required for the faculty leader aspect of the research. A majority of the campuses provided the names and area of specialty of the faculty leader respondents. Periodic audits of faculty responses assisted in identifying those institutions not adequately responding. Personalized letters were forwarded to each non-respondent in order to encourage their participation. Fifty-nine usable faculty responses that could be associated with specific colleges were included in the research.

Design of the Instrument

Two forms of the research instrument containing the fifty-one effectiveness elements were designed. The forms varied on the following points:

1. The administrative form required responses to both current and future analysis priorities, while the faculty leader form required responses to the future analysis priorities only.
2. Separate introductory paragraphs were designed to appeal to each category of respondents.
3. The instruction section sequence was varied due to the requirements for each classification of respondents.

The sequence of the fifty-one effectiveness elements and their respective notes of explanation were identical on both research instruments. Terminology was selected that would be most familiar to professional educators.

The research instruments were divided into four categories. Each section of the administrative current analysis priorities

contained five optional responses. The respondent was asked to check the category that represented his perceived priority for analysis of each item in his college. The five responses were: "highest," "high," "moderate," "low" and "don't know." Each response was assigned a value ranging from "highest" equaling four, to "don't know" equaling zero.

Responses to the future analysis priorities items were required from both administrative and faculty respondents. Four options were presented. They were: "highest," "high," "moderate" and "low." Each response was assigned a value ranging from "highest" equaling four, to "low" equaling one. If the respondents felt that a given item should not be evaluated in the future, they were requested to check "low" priority. The "don't know" column was eliminated because it was felt that each respondent would have definite opinions concerning future analysis priorities. In retrospect, this was a valid assumption.

Classification data in the form of (1) the college name, (2) the respondent's title, (3) the number of years in the college, (4) the number of years in his present position, (5) the number of years as an administrator in Michigan community colleges and (6) an opportunity for the respondent to request a copy of the results were generated concerning administrative respondents. The faculty respondents were asked to (1) identify their major teaching area, (2) indicate their highest degree earned, (3) specify the total number of years as a faculty member at that college, (4) indicate the total number of years teaching in the community college,

(5) identify the name of the college, and (6) indicate their desire for a copy of the study.

Analysis of Data

The major purpose of this research was to describe the perceived current and future desired status of the assessment of organizational effectiveness in selected Michigan community colleges. The descriptive study, as a research methodology, is intended to be a starting point which can be subsequently followed by research using more rigorous control and more objective methods.¹ Therefore, great care must be exercised in selecting appropriate statistical measures.

Before statistical treatments can be selected, the nature of the data was identified. In this research, most of the data collected has characteristics similar to that of an ordinal scale. This type of data has the defining relationships of "greater than" or "equivalence." These relationships are similar to the various analysis priorities found in the questionnaire. Examples include, "highest," "high," "moderate," and "low" analysis priority levels.

However, the assumption of ordinal data results in a serious problem—that of a limitation of selected nonparametric statistical tests (i.e., median, percentile, Spearman rho, and the Kendall Coefficient of Concordance, W).² To overcome this problem,

Fred N. Kerlinger states:

...though most psychological scales are basically ordinal [i.e., measuring preferences and attitudes—Kerlinger prior reference], we can with considerable assurance often assume an equality of interval. The argument is evidential.³

He adds that if several measures exist of the same variable,

...and these measures are all substantially and linearly related, then equal intervals can be assumed. The assumption is valid because the more nearly a relation approaches linearity, the more nearly exact are the intervals of the scales.⁴

As a result of this assumption several additional parametric measures, including the mean, the standard deviation, and the coefficient of variation can be utilized. Given the nature of the research instruments, the assumption of linearity is made in this study.

Two classifications of statistical measures are employed in this study. They are selected descriptive statistics and selected non-parametric correlation measures. The descriptive statistics tell us about the nature of the groups in the study. Two supporting arguments may be cited for the inclusion of descriptive statistical measures: (1) the respondents to the interview process were volunteers—a self selected sample—and may, therefore, differ from non-volunteers; and (2) there was lack of control over responses which would characterize experimental or control group designs. As a result of the design restrictions, the need to report findings can be satisfied by using analyses based on descriptive statistics.

Four specific descriptive statistics are used. They are the mean, the range, the standard deviation, and the coefficient of variation. The coefficient of variation (also known as relative dispersion) will be used to measure the variation as a percentage of the mean. This statistic will be used for comparing the degree of dispersion where different means exist. The most beneficial use for this statistic was to compare the mean score of the present variables analyzed to the mean score of those variables perceived as important in future situations. These analyses describe and

summarize such characteristics as direction and strength of relationships.

The reader is cautioned that the aforementioned statistical calculations are not intended to be generalized to a larger population. This study is intended to describe the evaluation of organizational effectiveness in selected Michigan community colleges. Therefore, no explicit assumptions were made relative to the characteristics of the remaining Michigan community colleges. The inferential capacity of these statistics is left to the judgment of the reader.

Selected "distribution-free" statistics are also used in this research. These non-parametric tests include the Spearman Rank Correlation Coefficient, and the Kendall Coefficient of Concordance, W.

The Spearman Rank Correlation Coefficient (also known as rho) ranges between plus and minus one. This measure of association requires that both variables have at least ordinal scale characteristics such that ranking in two ordered series can occur. A correction formula also exists if a large number of tied scores are present. This statistic was used to describe the strength of the relationship between the current and the future analysis priorities for the administrative respondents.

The Kendall Coefficient of Concordance, W is intended to determine the association among multiple sets of rankings. This statistic was selected in order to measure the amount of agreement among the respondents in a cross-institutional comparison. Where the coefficient W equals 1, a very high agreement between respondents is indicated, whereas a zero coefficient indicates no agreement. Again, a mechanism exists in order to make statistical adjustments for tied scores.

Computation Procedures for the
Specific Research Questions

The following computation procedures were used, as required, for specific research questions one, two, three, six, eight, nine, ten, eleven, and twelve. Mean values, standard deviations, and coefficients of variation were calculated for all fifty-one effectiveness variables for the current and future central administrative analysis priorities and for the faculty leadership responses for each of the fifty-one effectiveness variables. Identical statistics were calculated for each group for each appropriate type of analysis (i.e., current or future or both) for the groups of variables called Stability (items 1-19), Integration (items 20-36), Voluntarism (items 37-41), and Achievement (items 42-51). In each of the preceding cases, the "highest analysis priority" was given a weight of four; the "high analysis priority" a weight of three; the "moderate analysis priority" a weight of two; the "low analysis priority" a weight of one and a "don't know" a weight of zero. Standard statistical computational procedures were employed for each calculation.

Specific research questions four and thirteen required the calculation of the difference in mean scores between the administrative current and future analysis priorities or between administrative future analysis priorities and faculty leader analysis priorities.

Specific research question five required the calculation of a Spearman Rank Correlation Coefficient. As a preliminary step in this calculation, a rank order of importance based on mean scores was developed for the variables as specified in this specific

research question. When a large number of tied rank scores occurred, the appropriate statistical correction as specified by Siegel was employed.⁵

The Kendall Coefficient of Concordance, W calculation was required for specific research question seven. Rank orders within the various colleges were established based on the mean score for each variable or combination of variables. Where necessary, the statistical adjustment recommended by Siegel was made for tied rank scores.⁶

Data for specific research questions fourteen through seventeen were gathered by extensive private interviews with sixty-one administrative respondents. An open-ended interview schedule was designed and each respondent was asked identical questions. Sufficient latitude was allowed in the interview for the interviewee to develop the necessary background information in order to place his response in perspective. All interviews were subjected to rigorous content analysis. Particular attention was directed to the characteristics of the content in order to assess the strength and direction of the responses. Where it was possible, categories were developed in order to classify responses.

The research methodology and procedures described in this chapter were employed to collect and analyze the data in a manner consistent with accepted research methods for descriptive studies. The findings of the study are presented in Chapters IV and V and the summary, conclusions, and recommendations are specified in Chapter VI.

Validity

The validity of a measuring instrument may be defined as the extent to which differences in scores on it reflect true differences among individuals, groups, or situations in the characteristic which it seeks to measure...⁷

Since the research findings will not be generalized to a larger population, the initial concern is with those factors which might be affected by the internal validity of the measuring instruments.

Campbell and Stanley have suggested a framework for identifying factors which can affect the internal validity of a research instrument.

Specific factors include:

1. History, the specific events occurring between the first and second measurement in addition to the experimental variable.
2. Maturation, processes within the respondents, operating as a function of the passage of time per se (not specific to the particular events), including growing older, growing hungrier, growing more tired, and the like.
3. Testing, the effects of taking a test upon the scores of a second testing.
4. Instrumentation, in which changes in the calibration of a measuring instrument or changes in the observers or scorers used may produce changes in the obtained measurements.
5. Statistical regression, operating where groups have been selected on the basis of their extreme scores.
6. Biases resulting in differential selection of respondents for the comparison groups.
7. Experimental mortality, or differential loss of respondents from the comparison groups.
8. Selection-maturation interaction, etc., which in certain of the multiple-group quasi-experimental designs,...might be mistaken for, the effect of the experimental variable.⁸

Each of these extraneous variables, if not controlled in the research design, may introduce problems which can affect the internal validity of the research instruments used in this study.

Since this descriptive field study involves only one administration of the research instrument for each respondent and each college, it is apparent that "history," "testing," "statistical

regression," "experimental mortality," and "selection-maturation" do not jeopardize the validity of the instruments.

"Maturation" problems, although a problem in many field studies, present minimal difficulties in this research. Each college was similar in terms of the maturity requirement, the labor-management model of operation and the like. The individual respondents occupied similar positions but for varying lengths of time in their respective occupational classifications. Potential effects of variation in maturation have been taken into consideration in the research design.

"Instrumentation" difficulties were minimized by the fixed alternative responses in the survey instruments. The questionnaire was designed and extensively pretested to avoid this problem. Questions asked in the private interviews were also pretested and designed to avoid respondent bias. It must be acknowledged, however, that the only criterion measure for testing the validity of the organizational elements is at the pragmatic level. As a result, the instrument is predicated on the notion of construct validity.

"Selection" biases of colleges and respondents was not an apparent problem since all members of the respective presidents' cabinets and identifiable faculty leaders were asked to participate. Furthermore, a variety of organizational configurations and geographical locations (within Michigan) were included in the research. Given the nature of the research, it is the opinion of the writer that the individual respondents were most knowledgeable concerning the analysis priorities for the elements of organizational effectiveness in the public community college.

The extraneous variables that might affect the internal validity of the research have been accounted for by design or explanation.

Instrument Reliability

Selltiz, et al., note: "The evaluation of the reliability of any measurement procedure consists of determining how much variation in scores among individuals is due to inconsistencies in measurement."⁹ Researchers typically measure reliability by one of two methods:

1. Stability of results "...is determined on the basis of the consistency of measures on repeated applications."¹⁰
2. Equivalence, which measures

...the extent to which different investigators using the instrument to measure the same individuals at the same time, or different instruments applied to the same individuals at the same time, yield consistent results.¹¹

The reliability of the instrument in the precise statistical sense was not determined.

However, several methods were evaluated in order to determine instrument reliability. Test-retest yielding a coefficient of stability of the questionnaire was not utilized because of the large amount of time (approximately two hours) for a majority of the respondents just to initially participate in the study. It was considered unreasonable in practice to request participants to retake the instrument a second time. However, subsequent administrations of this instrument by other researchers with similar groups may provide further insight into the reliability factor. Other methodologies, including: (1) the corrected split-half reliability measured by the Spearman-Brown Formula,¹² (2) equivalent-forms method using

two equivalent forms of the instrument, (3) inter-item consistency measures, and (4) other methods using probability theory and the binomial distribution were evaluated for use and considered inappropriate. The reasons for rejection are as follows: (1) The intent of the study was to measure the perceptions of current practices and desired future practices, and as a result, differences in responses may reflect intra-organizational communication difficulties and honest differences of opinion as to organizational priorities. Therefore, different responses on the same item may not necessarily reflect a lack of reliability. (2) It was considered undesirable to add items for the sole purpose of investigating the reliability. Any additional organizational elements beyond the fifty-one existing and necessary elements may have seriously jeopardized the respondents' participation in the research. The study was designed to be broadly descriptive; and, therefore, reduction in the number of effectiveness elements would have been inconsistent with the research plan.

In addition to the extensive pilot test in which each of the thirty-six respondents was interviewed, sixty-one of the final administrative participants were interviewed. A portion of the private interview was devoted to the discussion of the participant's responses to the questionnaire items.

The reliability of the responses derived from the personal interviews were ascertained by cross-checking documentary sources where it was possible.

Summary

This chapter has served to provide a description of the

participating colleges and the central administrative and faculty leader respondents. Sources for the seventeen specific research questions; the procedures to select colleges and the respondents; the design and testing of the research instrument; the collection of the data; and finally, the techniques used in analyzing the collected data were presented.

Citations for Chapter III

¹Walter R. Borg, Educational Research—An Introduction (New York: David McKay Co., Inc., 1963), p. 202.

²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, Inc., 1956), p. 30.

³Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1966), p. 426.

⁴Ibid., p. 427.

⁵Siegel, pp. 206-210.

⁶Ibid., pp. 233-235.

⁷Claire Selltitz, Marie Jahoda, Morton Deutsch, Stuart W. Cook, Research Methods in Social Relations, Revised (New York: Holt, Rinehart and Winston, Inc., 1959), p. 155.

⁸Ronald T. Campbell & Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally College Publishing Co., 1963), p. 5.

⁹Selltitz, p. 166.

¹⁰Ibid., p. 168.

¹¹Ibid., p. 172.

¹²Ibid., p. 183.

CHAPTER IV

RESEARCH FINDINGS

The assessment of organizational effectiveness is a primary weakness existing among community college administrators. Many administrators came up through the academics and try to run the college like a classroom. More organizational evaluation is needed if the community college is to achieve its educational mission.

-A Michigan community
college administrator

This chapter will present the results of the structured questionnaire phase of this research. The results of the sixty-one private personal interviews follow in Chapter V. Chapter VI contains research conclusions and recommendations.

The format for Chapters IV and V will (1) describe each specific research question, (2) report the findings from the data analysis, (3) summarize the findings for each research question and (4) conclude with an overall summary of the findings. Throughout the presentation, appropriate tables are used to clarify and summarize the data. For the convenience of the reader, identification numbers corresponding to questionnaire item numbers are provided for each effectiveness element presented. Complete definitions for all effectiveness elements are contained in Appendix C.

The reader is reminded that this is a descriptive study. As a result, the data are intended to provide indications of relationships as contrasted to precise measurements. Respondents' perceptions

indicate the perceived status of current organizational evaluation efforts and desired future evaluation priorities.

The reader will recall that the respondents were offered five choices for their current analysis priorities and four options for their future analysis priorities. In order to present statistical descriptions of the data, a numerical value was assigned to each choice. The following list presents the respondents' choices and the corresponding numerical value:

a. Highest Analysis Priority	=	4
b. High Analysis Priority	=	3
c. Moderate Analysis Priority	=	2
d. Low Analysis Priority	=	1
e. Don't Know (limited to the Current Analysis Priority)	=	0

Standard statistical formulas were used to calculate all descriptive statistics.

Section One

Administrative Perceptions of the Analysis of Organizational Effectiveness

Section One focuses on specific research questions one through seven which describe central administrative perceptions of the fifty-one effectiveness elements. Distinctions are made between single and multi-campus respondents.

Administrative Perceptions of Current Analysis Priorities

To determine the current status of organizational evaluation as perceived by central administrative respondents, research question one was devised.

Specific research question one asked:

1. What is the mean value, the standard deviation and the coefficient of variation for the current analysis priority assigned to each of the fifty-one organizational elements in Sections A, B, C, and D of the central administrative questionnaire: (a) for the combined total of the administrative groups from the multi-campus and single campus organizations, (b) for the total of the administrative respondents from the multi-campus configuration, (c) for the total of all single campus administrative respondents?

In the subsequent analysis, larger mean values indicate higher administrative priorities for the analysis of specific effectiveness elements. Low standard deviation values suggest strong agreement among respondents concerning the analysis priority associated with specific elements. Appendix Table 36 contains the administrative current analysis priority statistical values for each of the fifty-one effectiveness elements.

When all seventy-three administrative responses were evaluated, the mean values assigned to the current priorities for analysis for all fifty-one effectiveness elements ranged from a high of 2.99/4.00 to a low of 1.67. The capacity of the college to try out new ideas (item 1) was acknowledged as the most important factor currently receiving analysis. A standard deviation of 0.77 indicating moderate agreement was also identified with item one. Administrators assigned the lowest current priority for analysis to the examination of student achievement in developmental education programs (item 47) of the questionnaire. Essentially this item focused on student accomplishment in remedial programs, consistent with their goals and abilities as measured by competency-based instructional systems. A standard deviation of 1.16, suggesting a very low level of agreement, accompanied this item.

To provide a comprehensive view of the intensity of administrative concerns for the current analysis of all fifty-one elements, a frequency distribution predicated on mean scores was developed. Table 3 presents this frequency distribution.

TABLE 3
MEAN SCORE FREQUENCY DISTRIBUTION FOR THE
CENTRAL ADMINISTRATORS' PERCEPTIONS OF
CURRENT PRIORITIES FOR ANALYSIS
OF THE FIFTY-ONE EFFECTIVENESS
ELEMENTS

Mean Values	Stability Measures (items 1-19)	Integration Measures (items 20-36)	Voluntarism Measures (items 37-41)	Achievement Measures (items 42-51)	Total
<2.0	1	2	1	4	8
2.00-2.3	10	8	1	3	22
2.31-2.6	4	4	2	3	13
2.61-2.9	3	3	1	...	7
2.91-3.20	1	...	...	...	1
3.21 +	...	...	...	...	...
Total	19	17	5	10	51

An examination of the frequency distribution presented in Table 3 revealed that forty-three out of fifty-one effectiveness elements received a current analysis priority of 2.6/4.00 or less. Of those forty-three elements receiving a value of 2.6 or less, thirty elements were rated at 2.3 or less with eight elements receiving a value of less than 2.0. Of the eight elements receiving less than a moderate priority analysis, four were achievement measures that were related to student academic success or student employability.

Specifically, the four achievement measures that received less than a moderate current priorities for analysis were:

1. Student Academic Achievement (item 44)—defined as the extent to which students achieve consistent with their abilities—[i.e., earned grades or compared to past academic performance, scores on standardized achievement tests, etc.]—(mean value $[\bar{x}] = 1.96$, standard deviation [S. D.] = 1.05.)
2. Student Achievement—Technical Programs (item 46)—defined as the extent to which students achieve consistent with a competency-based instructional system—(mean value $[\bar{x}] = 1.97$, standard deviation [S. D.] = 1.18.
3. Student Achievement—Developmental Education (item 47)—defined as the extent to which students in developmental programs achieve consistent with their goals and their abilities as measured by a competency-based instructional system—(mean value $[\bar{x}] = 1.67$, standard deviation [S. D.] = 1.16.
4. Student Employability (item 49)—defined as follow-up studies of students obtaining jobs consistent with and related to their level of educational training—(mean value $[\bar{x}] = 1.90$, standard deviation [S. D.] = 1.05.

For each of the above questionnaire items, the value of the standard deviation was in excess of one. This indicated a high degree of incongruence among administrators' perceptions of the current priorities for analysis assigned to these four elements. It was apparent that these four dimensions of organizational achievement were not currently perceived as important.

Further, an analysis was made of each individual college to see if any apparent differences existed concerning these four achievement measures. This analysis revealed that College F administrators assigned a current analysis priority of 2.75 to Student Academic Achievement (item 44) and Student Achievement in Technical Programs (item 46). College F administrators also placed a value of 2.88 on Student Employability (item 49). College G

represented a second exception in that the administrators assigned a current analysis priority of 2.5 for Student Achievement in Developmental Education (item 47). All other administrative responses were consistent with the combined mean scores.

A further evaluation of Table 3 revealed seven effectiveness elements that received current analysis priorities with mean values ranging from 2.61 to 2.90. This mean value range indicates a strong-moderate to high current analysis priority for each of the seven items. Table 4 presents a summary of these effectiveness elements.

TABLE 4

EFFECTIVENESS ELEMENTS RECEIVING A STRONG-MODERATE TO HIGH CURRENT ANALYSIS PRIORITY
WITH MEAN VALUES RANGING FROM 2.61 TO
2.90 FROM ALL ADMINISTRATORS

Element Name	Item Number	Mean Value	Standard Deviation (S. D.)
Flexibility (b)	2	2.74	.74
Acquiring Resources	5	2.74	.91
Establishing Goals (a)	14	2.75	.92
Philosophical Understanding	31	2.70	.82
Support by the Administration	33	2.89	.73
Initiation	36	2.82	.69
Quality Educational Programs	40	2.62	.90

The standard deviation values cited in Table 4 for Acquiring Resources (item 5), Establishing Goals (item 14), and Quality Educational Programs (item 40) suggest a low level of agreement concerning the importance of these items.

Research question one also required a comparative analysis

of the multi-campus administrative respondents to the single campus administrative participants. The comparison was designed to measure any variation in current evaluation priorities between single and multi-campus administrators. Table 5 presents this comparison.

TABLE 5

FREQUENCY DISTRIBUTION OF ADMINISTRATIVE CURRENT
ANALYSIS PRIORITIES BASED ON MEAN SCORES FOR
MULTI-CAMPUS AND SINGLE CAMPUS RESPONDENTS

Mean Values	Multi-Campus Administration N = 19					Single Campus Administration N = 54				
	S	I	V	A	T	S	I	V	A	T
<2.0	3	3	1	4	11	...	3	...	4	7
2.00-2.3	3	5	1	4	13	11	10	1	2	24
2.31-2.6	5	3	2	2	12	4	2	3	3	12
2.61-2.9	6	2	1	...	9	3	3	1	1	7
2.91-3.2	1	4	...	...	5	1	...	...	...	1
3.21	1	...	...	...	1	...	...	...	...	0

NOTES: S = Stability Elements, items 1-19; I = Integration Elements, items 20-36; V = Voluntarism Elements, items 37-41; A = Achievement Elements, items 42-51; T = Total.

A review of Table 5 indicated that multi-campus administrators assigned thirty-six organizational elements mean scores of 2.6 or less as contrasted to forty-three effectiveness elements ranked by the single campus administrators in the same range. Eleven organizational elements received mean values of less than a moderate priority for analysis by the multi-campus administrators as contrasted to seven items in the same category by the single campus administrative respondents.

Four areas of agreement existed between the two groups

concerning those organizational elements receiving less than a moderate priority value. They were:

1. Final Decision-Making Authority (item 22).
2. Orientation (item 30) of part-time faculty to the college philosophy and their instructional responsibilities.
3. Student Achievement in Developmental Education (item 47).
4. Student Employability consistent with the student's level of educational training (item 49).
5. Student Satisfaction (item 39).

The multi-campus administrators also indicated less than a moderate priority for analysis for the following items.

1. Organizational Investment (item 7)—the investment of time, manpower and dollars into activities that will build future capability.
2. Authority (item 9)—the evaluation of the administrative right to act, command or lead.
3. External Environment (item 16)—the relationship to other educational organizations and to state and national educational agencies.
4. Lack of Cohesion (item 20)—the existence of complaints and conflicts among groups within the college.
5. Employee Performance (item 50)—the systematic evaluation of the individual performance of all faculty, administrative staff and other support personnel.
6. Community Satisfaction with College (item 51)—the extent to which the college systematically measures the adequacy of services to all community segments.

In addition to the previously cited areas of agreement between the two groups, the single campus administrators also assigned less than a moderate analysis priority to the two following elements:

1. Federal Government (item 19)—the satisfaction of federal agencies relative to college programs, physical facilities, management and techniques. [Note: All single campuses ranked the federal government item with a value of 2.0 or

less while the multi-campus administrators assigned a value of 2.68 to this element. A more complete discussion of the relationship between government and organizational evaluation in the community college is presented on pages 167-170.]

2. Policy Understanding by Faculty and Staff (item 27).

Table 5 also indicated that the multi-campus administrators placed values from 2.61-2.90 on nine effectiveness elements, compared to seven elements assigned to this range by single campus administrators. Both groups agreed on the following elements:

1. Acquiring Resources (item 5).
2. Initiation (item 36)—an environment conducive to the initiation of improvements.
3. Quality Educational Programs (item 40)—the multi-campus administrators had a standard deviation of 1.15 compared to 0.8 for the single campus groups.

In addition to the above, the multi-campus administrators placed values of 2.61-2.90 on six additional items. They were:

1. Flexibility (a) [item 1]—the capacity of the college to try out new ideas—mean score ($\bar{x}$) = 2.68, standard deviation (S. D.) = 0.86.
2. Finance—Cost Effectiveness [item 8]— $\bar{x}$ = 2.89, S. D. = 0.79.
3. Planning [item 10]— $\bar{x}$ = 2.79, S. D. = 0.83.
4. State Government [item 18]— $\bar{x}$ = 2.89, S. D. = 0.79.
5. Federal Government [item 19]— $\bar{x}$ = 2.68, S. D. = 0.92.
6. Sense of Identity [item 34]— $\bar{x}$ = 2.79, S. D. = 0.77.

In each case, the standard deviation indicates a moderate lack of consensus among the respondents.

The single campus administrators, in addition to the three areas of agreement with multi-campus administrators, placed mean

values of 2.61-2.90 on four additional effectiveness elements.

Included were:

1. Flexibility [b] (item 2)—the capacity of the college to cope with unusual problems— $\bar{x} = 2.7$, S. D. = 0.86.
2. Organizational Investment (item 7)—the investment of time, manpower and dollars into activities that will build future capability— $\bar{x} = 2.76$, S. D. = 0.88.
3. Support by the Administration (item 33)—the degree to which the administrative staff provides a predictable and supportive environment in which teaching and learning can effectively occur— $\bar{x} = 2.8$, S. D. = 0.75.
4. Community Services Activities (item 48)—the extent to which the community services function is meeting community needs— $\bar{x} = 2.69$, S. D. = 0.74.

Further analysis of Table 5 revealed six effectiveness elements that received mean scores of 2.91 or greater by the multi-campus administrative group compared to one item in this same category identified by the single campus administrators. Technically, there were no items of agreement by both groups in this category. However, Flexibility (item 1) received a high priority for analysis by the single campus respondents and Flexibility [b] (item 2) was identified as a high priority for analysis by the multi-campus administrators. The multi-campus group also assigned high analysis priorities to the evaluation of:

1. Advisory Decision-Making (item 21)— $\bar{x} = 3.0$, S. D. = 0.56.
2. Philosophical Understanding (item 31)— $\bar{x} = 3.0$, S. D. = 0.73.
3. Philosophical Acceptance (item 32)— $\bar{x} = 3.05$, S. D. = 0.60.
4. Support by the Administration (item 33)— $\bar{x} = 3.16$, S. D. = 0.59.
5. Goals—Objective (item 14)— $\bar{x} = 3.21$, S. D. = 0.77.

It is apparent that the multi-campus administrators were particularly concerned with elements relating to the effectiveness dimension—integration. Given the size and geographical dispersion

associated with the multi-campus configuration, integrative problems may pose difficulties not associated with the single campus colleges.

Summary—Specific Research Question One

The analysis of all seventy-three administrative responses indicated that Flexibility (item 1) received the highest current analysis priority (2.99) and that Student Academic Achievement—Developmental Education (item 47) received the lowest mean score (1.67). Forty-three effectiveness elements received a mean score of 2.6 or less by all administrative respondents, while thirty effectiveness elements received an analysis priority of 2.3 or less. Four out of the eight elements receiving the lowest analysis priorities were related to student achievement and student employment consistent with educational level. The degree of agreement, as measured by the standard deviation, was low in that twenty-three out of fifty-one effectiveness elements had a standard deviation of 0.9 or greater.

A comparison of the multi-campus and single campus administrative respondents yielded thirty-six items and forty-three items respectively that received current priority analysis values of 2.6 or less. Four elements received less than a moderate analysis priority by both groups. They were: (1) Final Decision-Making Authority [item 22], (2) Orientation [item 30] of part-time faculty, (3) Student Achievement—Developmental Education [item 47] and (4) Student Employability [item 49]. Three areas of agreement were identified that received mean scores between 2.61 and 2.9. Included were:

(1) Acquiring Resources [item 5], (2) Initiation [item 36], and (3) Quality Educational Programs [item 40]. Technically, no common areas of agreement existed at the 2.91 level or above. However, both groups exhibited strong analysis priorities (3.0 and above) relative to administrative flexibility.

The analysis of the coefficient of variation statistics revealed no apparent differences of the degree of dispersion for comparable items for research question one.

The preceding analysis suggests what several administrators noted. One administrator stated, "Warren, you're asking questions that are organizationally embarrassing. We are just beginning to think about assessing organizational effectiveness." Another administrator succinctly stated, "Whoopie-time is over—we had better start evaluating our effectiveness or someone else will."

Administrative Preferences for Future Priorities

This research was also designed to present administrative future priorities for analysis for each of the fifty-one effectiveness elements. In addition, the intent of this segment is to lay a foundation for a comparison between administrative current and future priorities for analysis and to provide input for a comparison between faculty leader and administrator perceptions of future priorities.

Specific research question two asked:

2. What is the mean value, the standard deviation and the coefficient of variation for the future analysis priority assigned to each of the fifty-one organizational elements in Sections A, B, C and D of the central administrative

questionnaire: (a) for the combined total of both administrative groups, (b) for the total of the administrative respondents from the multi-campus configuration, and (c) for the total of all single campus administrators?

A complete list of statistical values for administrators' future analysis priorities are presented in Appendix Tables 39 and 40.



When all administrative respondents were considered as a group, the evaluation of the effective use of all human, technical and financial resources (item 6) was identified as the highest priority for analysis in the future. A mean score of 3.45/4.00 and a standard deviation of 0.6 was calculated for this factor. This administrative priority appeared to be consistent with the apparent financial crisis described in the higher education literature.

Administrative respondents as a group indicated their lowest future evaluation priority to be (item 22) related to faculty opportunities to make final decisions subject only to board of trustee approval, concerning overall college problems. A mean score of 2.10/4.00 and a standard deviation of 0.83 accompanied this element. Administrative attitudes concerning faculty role in final decision-making activities emerged strongly. Collective bargaining appears to have created two distinct roles between faculty and administration within community colleges. Administrators did not perceive faculty as organizational decision-makers. Faculty members were considered employees hired to teach. Administrators and trustees were responsible for the decision-making process. As a result of these perceptions, administrators had evidently decided that faculty decision opportunities should not evolve beyond current levels. In fact, a reduction of faculty power was preferred on many campuses.

To provide a more comprehensive view of administrative preferences for future priorities for organizational evaluation, a frequency distribution, predicated on mean scores, was constructed. Table 6 contains this information.

TABLE 6

FREQUENCY DISTRIBUTION OF ADMINISTRATIVE
FUTURE ANALYSIS PRIORITIES BASED ON
MEAN SCORES FOR ALL ADMINISTRATIVE
RESPONDENTS
(N = 73)

Values	Stability (items 1-19)	Integration (items 20-36)	Voluntarism (items 37-41)	Achievement (items 42- 1)	Total
<2.0	...	...	...	...	0
2.00-2.3	...	1	...	...	1
2.31-2.6	4	2	...	...	6
2.61-2.9	4	7	2	3	16
2.91-3.2	5	4	2	6	17
3.21 +	6	3	1	1	11
Total					51

An examination of Table 6 revealed that seven effectiveness elements received a future analysis priority of 2.6/4.0 or less. This can be compared to forty-three effectiveness elements that received mean scores of 2.6 or less for administrative current priorities for analysis. Additionally, Table 6 revealed twenty-eight effectiveness elements that received future priority mean scores of 2.91 or greater. This sharply contrasts to the one element in the 2.91 or greater category for current evaluation priorities.

The highest future priorities for analysis in order of mean score are presented in Table 7.

TABLE 7

HIGHEST ADMINISTRATIVE FUTURE ANALYSIS
PRIORITIES WITH MEAN SCORES EQUAL TO
OR GREATER THAN 3.21 AS ASSIGNED
BY ALL ADMINISTRATIVE
RESPONDENTS

Rank Order	Effectiveness Element	Mean Score $\bar{x}$	Standard Deviation S. D.	Coefficient of Variation S. D./ $\bar{x}$
1	Resource Utilization	3.45	.66	.17
2*	Quality Educational Programs	3.36	.61	.18
3	Community Satisfaction with the College	3.34	.71	.21
4*	Support by the Administration	3.34	.58	.17
5*	Flexibility (a)	3.33	.64	.19
6	Goals (a)	3.30	.66	.20
7*	Curricula	3.27	.60	.18
8*	Initiation	3.27	.53	.16
9	Organizational Investment	3.23	.65	.20
10	Planning	3.22	.58	.18
11*	Student Understanding	3.21	.63	.22

*Also identified by faculty leaders as top future analysis priorities (see page 132.)

An examination of the standard deviations presented in Table 7 revealed a relatively high agreement level among administrators concerning future analysis priorities for the top eleven future analysis priorities. Additionally, the high degree of consistency of the coefficient of variation statistic suggested the same low level of dispersion of administrative responses. Table 7 also

suggested high administrative concern for selected elements of the theoretical notion of organizational stability. The emphasis concerning the ability of the organization to maintain itself was apparent in the elements: Resource Utilization (item 6), Flexibility (item 1), Goals (item 14), Curricula (item 11), Organizational Investment (item 7) and Planning (item 10). Aspects of the theoretical notions of integration, voluntarism and achievement are also represented in Table 7.

Research question two also required a comparative analysis of the multi-campus administrative respondents to the single campus administrators. The purpose of this comparison was to determine if analytical priorities varied by type of community college.

TABLE 8

FREQUENCY DISTRIBUTION OF ADMINISTRATIVE FUTURE
ANALYSIS PRIORITIES BASED ON MEAN SCORES FOR
MULTI-CAMPUS AND SINGLE CAMPUS PARTICIPANTS

Mean Score	Multi-Campus Administrators N = 19					Single Campus Administrators N = 54				
	S	I	V	A	T	S	I	V	A	T
<2.0	...	...	...	...	0	...	...	...	...	0
2.00-2.3	1	1	...	...	2	1	1	...	...	2
2.31-2.6	2	1	1	...	4	2	3	...	...	5
2.61-2.9	3	5	2	1	11	6	6	3	4	19
2.91-3.2	3	3	2	5	13	7	5	1	5	18
3.21 +	10	7	...	4	21	3	2	1	1	7
Total	19	17	5	10	51	19	17	5	10	51

NOTES: S = Stability, items 1-19; I = Integration, items 20-36;
V = Voluntarism, items 37-41; A = Achievement, items 42-51; T = Total

An evaluation of Table 8 revealed that no effectiveness elements were valued at less than 2.0 for the future priorities for analysis. This finding can be contrasted to the data in Table 5 in which the current analysis priority at a level of less than 2.0 was selected for eleven effectiveness elements by the multi-campus administrators and seven elements identified by single campus administrators. Additionally, only two items were ranked by each administrative group in the range 2.0-2.3. Both groups identified the element Final Decision-Making Authority (item 22) in the 2.0-2.3 range. Institutional Control (item 17) was identified by the multi-campus administrators while the effectiveness element Federal Government (item 19) was selected by the single campus administrators in the 2.0-2.3 analysis priority range.

The data in Table 8 also identify twenty-one effectiveness elements that received a value equal to or greater than 3.21 by the multi-campus managers. This can be compared to seven effectiveness elements in the same category identified by the single campus administrators. Table 9 identifies seven elements and their statistical values that were selected by both groups of administrators as their highest future priorities for analysis.

A more refined investigation of the seven highest future priorities required an examination of administrators' responses from the six single campuses. The intent of this analysis is to determine the level of internal agreement among the single campus administrators for the effectiveness elements that received an overall weight of 3.21 or greater by all single campus administrators.

TABLE 9

SEVEN AREAS OF AGREEMENT BETWEEN MULTI-CAMPUS
AND SINGLE CAMPUS ADMINISTRATORS CONCERNING
THEIR HIGHEST FUTURE ANALYSIS PRIORITIES

Item Number	Effectiveness Element	Multi-Campus Administrators N = 19			Single Campus Administrators N = 54		
		$\bar{x}$	S. D.	S. D./ $\bar{x}$	$\bar{x}$	S. D.	S. D./ $\bar{x}$
1	Flexibility (a)	3.26	.55	.17	3.35	.67	.20
6	Resource Utilization	3.42	.67	.20	3.46	.57	.16
7	Organizational Investment	3.26	.55	.17	3.22	.68	.21
33	Support by Administration	3.42	.49	.14	3.31	.60	.18
36	Initiation	3.42	.49	.14	3.22	.53	.17
40	Quality Educational Programs	3.53	.75	.21	3.30	.53	.16
51	Community Satisfac- tion with the College	3.26	.70	.22	3.37	.70	.21

NOTES: $\bar{x}$ = mean score, S. D. = standard deviation, S. D./ $\bar{x}$ = coefficient of variation.

In Table 10, it was apparent that high internal agreement existed among respondents across the six single campus colleges. With the sole exception of College D's administrative perceptions of Organizational Investment (item 7), all other college administrative teams valued these elements at least 3.0/4.0 for future evaluation.

Summary—Specific Research Question Two

Resource Utilization was considered the most important element requiring analysis in future time periods by all administrators. Final Decision-Making Authority by faculty and staff received the lowest value reflecting administrative beliefs that faculty roles should be confined to instruction with limited opportunities

for decision-making. Only seven effectiveness elements received values of 2.6 or less for future priorities for analysis, while twenty-eight elements received mean scores of 2.91 or greater. Eleven elements were ranked at 3.21 or above by all administrative respondents. These eleven effectiveness elements had relatively low standard deviations indicating a higher degree of consensus than existed in the current priorities for analysis. Additionally, the low coefficient of variation signified a low level of dispersion (or a high level of agreement) across mean scores.

TABLE 10

AGREEMENT AMONG SINGLE CAMPUS ADMINISTRATORS
CONCERNING THE HIGHEST FUTURE ANALYSIS
PRIORITIES RECEIVING MEAN VALUES
GREATER THAN 3.21 BY ALL SINGLE
CAMPUS ADMINISTRATORS

Effectiveness Element	B	Single Campuses				
		C	D	E	F	G
Flexibility (a)	x	x	x	x	3.0*	x
Resource Utilization	x	x	3.08	x	x	x
Organizational Investment	x	3.2	2.92	x	x	x
Support by the Administration	x	3.0	x	x	x	x
Initiation	3.08	x	3.0	x	x	3.0
Quality Educational Programs	x	x	x	x	3.13	3.0
Community Satisfaction with the College	3.17	x	x	x	x	x

NOTE: College A is multi-campus.

x = The individual college rated the element at 3.22 or above.

* = In each case where a numerical value appears, that value is the mean score for that effectiveness element assigned by that college's administrators.

A comparison among single campus and multi-campus administrators identified Final Decision-Making Authority (item 22) by the faculty

as the only area of agreement for the lowest future priority for analysis. Institutional Control (item 17) was also rated lowest by multi-campus administrators while single campus administrators placed Federal Government satisfaction with the college (item 19) in the same low analysis category. Seven areas of agreement existed between the two groups concerning their highest future priorities for analysis. These seven areas contained three measures of stability, two measures of integration, one element of voluntarism, and one indicator of achievement. Further analysis of these seven areas of agreement revealed a high internal level of consistency between the individual colleges.

Administrative Agreement Levels for the
Fifty-One Aspects of Organizational
Effectiveness

The level of agreement among administrators concerning objectives, needs and problems confronting a community college may provide some insight into the effectiveness of communication within the administrative group. Specific research question three was developed to measure the extent of agreement among administrative groups concerning current and future priorities for analysis assigned to the fifty-one effectiveness elements.

Specific research question three asked:

3. What level of agreement exists among administrators, as measured by the standard deviation of the mean scores, concerning current and future analysis priority for the fifty-one effectiveness elements for (a) all administrative respondents and (b) for each college administrative team?

In this research, the standard deviation of the mean score is an indicator of agreement or disagreement among administrative

respondents. A standard deviation of zero would indicate total agreement while a standard deviation at the 0.9 level or above would indicate a wide variance of opinion. Table 11 presents a summary frequency distribution by the size of the standard deviation of the mean scores for all seventy-three administrative respondents.

TABLE 11

LEVELS OF AGREEMENT AS MEASURED BY THE STANDARD
DEVIATION OF MEAN SCORES FOR ALL SEVENTY-THREE
ADMINISTRATIVE RESPONDENTS

Standard Deviation	Current Analysis Priority	Future Analysis Priority
<.5	46	92
.5-0.69	64	137
.7-0.89	141	108
.9-1.09	77	16
> 1.09	29	4
Total	357	357

NOTE: Seven colleges responding to fifty-one items equaled 357 possible responses.

An analysis of Table 11 suggests a distinct trend toward greater agreement for the future analysis priorities. To substantiate this position, the following evidence from Table 11 is offered:

1. The current analysis priority column revealed 106 cases of disagreement at the 0.9 level or above compared to twenty cases in the same category for the future analysis priority.
2. The substantial increase in the number of cases appearing in the 0.5 and 0.5-0.69 standard deviation categories for the future analysis priority suggests a significant increase in the extent of agreement among administrative respondents.
3. The slight reduction of thirty-three cases from the current to

the future in the standard deviation range of 0.7-0.89 is also offered as evidence.

Specific research question three also specified a comparison of the agreement within the participating colleges. Table 12 is a refinement of the data presented in Table 11. The data in Table 12 present the level of overall agreement within each college concerning the fifty-one effectiveness elements for both current and future analysis priorities.

TABLE 12

ADMINISTRATOR INTERNAL AGREEMENT LEVEL BY
COLLEGE FOR CURRENT AND FUTURE ANALYSIS
PRIORITIES AS MEASURED BY THE STANDARD
DEVIATION OF MEAN SCORES

Standard Deviation of Responses	Colleges													
	A		B		C		D		E		F		G	
	C*	F**	C	F	C	F	C	F	C	F	C	F	C	F
	N = 19	N = 19	N = 12	N = 12	N = 10	N = 10	N = 12	N = 12	N = 8	N = 8	N = 8	N = 8	N = 4	N = 4
<.5	...	9	5	24	2	6	2	11	9	16	12	15	16	11
.50-0.69	5	30	20	21	6	19	8	24	10	15	12	22	3	6
.70-0.89	27	11	14	6	22	21	20	14	21	16	18	11	19	29
.90-1.09	16	1	7	...	16	5	15	2	10	3	6	3	7	2
> 1.09	3	...	5	...	5	...	6	...	1	1	3	...	6	3

Total 51 in all cases

C* = Current Analysis Priority
F** = Future Analysis Priority

An evaluation of Table 12 suggests the following points:

1. In each individual college, except College G, there were few effectiveness elements where there existed substantial agreement at a standard deviation level of less than 0.5 for the current analysis priorities. College G, which had the smallest administrative staff in total, agreed on only thirty-one percent of the items.

2. If the agreement level is expanded to 0.69 for current analysis priorities, no college had internal agreement on fifty percent of effectiveness elements. However, Colleges B and F have agreement on forty-nine percent and forty-seven percent of the elements respectively.
3. In six of the seven colleges, the modal level of agreement is in the standard deviation range from 0.70-0.89. College B is the exception where the modal response level was within the standard deviation range of 0.5-0.69.
4. The number of effectiveness elements where high levels of disagreement occurred (0.9 and above) for current analysis priority ranges from twenty-one elements in Colleges C and D to nine elements in College F.
5. In the case of future analysis priorities, the level of agreement at the standard deviation level of 0.5 and below increased for six out of the seven participating colleges. College G is the only exception in which a decrease from sixteen to eleven effectiveness elements occurs.
6. If the future agreement level is expanded to an upper standard deviation limit of 0.69, all colleges except G increase substantially the total number of effectiveness elements on which agreement exists. College G decreases by one effectiveness element.

It is apparent that all colleges, except College G, demonstrated a positive shift in their agreement when future analysis priorities were identified.

Summary—Specific Research Question Three

For all administrators, disagreement existed at the standard deviation level of 0.9 or above in 106 cases for the current analysis priorities. As a group, there was a substantial trend toward greater agreement among administrators for future analysis priorities. At the individual college level, there existed a definite lack of agreement within each college at the standard deviation level of 0.5 or below for the current analysis priorities. The only exception was College G in which agreement existed on thirty-one percent of

the elements. As the current analysis agreement level was expanded to a standard deviation level of 0.69 or below, two colleges, B and F agreed on forty-nine percent and forty-seven percent of the effectiveness elements respectively. As administrators within each college looked to the future, a substantial increase in agreement on future evaluation priorities was noticed in six of the seven participating colleges.

Differences in Administrative Analysis
Priorities from Current to Future Values

A portion of this research was designed to highlight the degree and direction of change (if any) in mean scores between present and future analysis priorities for all administrators, the multi-campus managers and the single campus respondents. The research also sought to identify those effectiveness elements where the least and the most significant changes in the analysis priorities occurred.

Specific research question four asked:

4. Is there a difference in the mean score for the current analysis priority and the mean score for the future analysis priority for each of the fifty-one organizational elements in Sections A, B, C, and D of the administrative questionnaire: (a) for all administrative respondents, (b) for the multi-campus administrative respondents and (c) for the single campus respondents?

Table 13 presents a frequency distribution of the changes in the mean scores for the fifty-one effectiveness elements for all administrators, the multi-campus and single campus administrators. The original data from which Table 13 was prepared is presented in Appendix Tables 40, 41 and 42.

TABLE 13

FREQUENCY DISTRIBUTION INDICATING THE DIFFERENCE
IN MEAN SCORES BETWEEN PRESENT AND FUTURE
ANALYSIS PRIORITIES FOR ALL
ADMINISTRATORS, AND FOR THE
MULTI-CAMPUS AND THE SINGLE
CAMPUS ADMINISTRATORS

Extent of Change (Current to Future)	Difference in Mean Score	Administrators		
		All	Multi-Campus	Single Campus
Negative	Less than zero	...	3	...
Very Low	.00-.24	2	2	...
Low	.25-.49	13	9	17
Moderate	.50-.74	19	15	18
Substantial	.75-.99	11	10	8
Major	1.00 or greater	6	12	8
Effectiveness Elements Total		51	51	51

It is evident from Table 13, that when all administrators are considered as a group, there are positive changes in mean scores on all fifty-one elements, when comparing current priorities to future priorities.

Further analysis of all respondent data revealed two effectiveness elements where very low differences existed between the mean scores for the current and future priorities for analysis. Those two elements were:

1. Advisory Decision-Making (item 22) changed from the current analysis mean score of 2.41 to a future analysis mean score of 2.63.
2. Institutional Control (item 17) reflected slight movement from 2.11 for the current analytical effort to 2.33 for the future analysis priority.

This relatively low change in mean scores indicated apparent satisfaction with the current emphasis on these matters.

Six major directional changes were identified by all administrators. Table 14, a refinement of Table 13, presents these changes.

TABLE 14

SIX EFFECTIVENESS ELEMENTS IN WHICH ALL
ADMINISTRATORS AGREED THAT MAJOR
CHANGES IN ANALYSIS PRIORITIES
SHOULD OCCUR FOR THE FUTURE

Item Number	Element Name	Present Analysis Mean Score	Future Analysis Mean Score	Difference in Mean Score
47	Student Achievement	1.67	2.99	+1.32
49	Developmental Education	1.90	3.18	+1.28
30	Orientation	1.70	2.88	+1.18
51	Community Satisfaction with the College	2.18	3.34	+1.16
11	Curricula	2.12	3.27	+1.15
46	Student Achievement— Technical Education	1.97	3.11	+1.14

From the data in Table 14 substantial dissatisfaction appeared to exist with current analytical efforts relating to the student, part-time faculty orientation and community satisfaction with the college. Students occupied four of the six categories (including Curricula) where major attention was perceived to be needed in the future. Administrative intentions to place higher priorities on the analysis of organizational achievement is evident from Table 14.

An evaluation of the multi-campus section of Table 13

identified three elements where negative changes occurred from present to future mean scores. Included were:

1. Institutional Control (item 17)—present $\bar{x}$ = 2.26, future $\bar{x}$ = 2.21, change = 0.05.
2. State Government (item 18)—present $\bar{x}$ = 2.89, future $\bar{x}$ = 2.79, change = 0.10.
3. Federal Government (item 19)—present $\bar{x}$ = 2.68, future $\bar{x}$ = 2.58, change = 0.10.

All three elements related to the impact of state and federal governments on the institution. In each of the aforementioned elements, the data suggested no apparent difference in analysis priorities.

The multi-campus administrators also assigned major priority changes to twelve effectiveness elements. Table 15 presents, in addition to the six elements agreed on by all administrators, the remaining six elements where major changes occurred in the multi-campus priorities for analysis.

TABLE 15

SIX ADDITIONAL EFFECTIVENESS ELEMENTS ON WHICH
MULTI-CAMPUS ADMINISTRATORS PERCEIVED MAJOR
CHANGES IN ANALYTICAL PRIORITIES FOR
THE FUTURE

Item Number	Element Name	Present Analysis Mean Score	Future Analysis Mean Score	Difference in Mean Score
7	Organizational Investment	1.95	3.26	+1.31
50	Employee Performance	1.74	2.95	+1.21
48	Community Services	2.11	3.21	+1.10
15	Goals (b)	2.47	3.53	+1.06
42	Reliability	2.16	3.21	+1.05
3	Development	2.00	3.00	+1.00

The elements in Table 15 are divided evenly between measures of organizational stability and achievement. The three stability measures (items 3, 7 and 15) pertained to building future capacity of the college and its staff and the evaluation of goals necessary to accomplish the college mission. The remaining three effectiveness elements in Table 15 (items 42, 48 and 50) reflected concern for organizational achievement.

The single campus administrators identified eight areas in which major changes in the future analysis priorities should occur. In addition to the six elements agreed on by all administrators and presented in Table 14, two additional stability measures were identified. They were:

1. Resource Utilization (item 6)—present $\bar{x} = 2.46$, future $\bar{x} = 3.46$, change = 1.0.
2. Planning (item 10)—present $\bar{x} = 2.11$, future $\bar{x} = 3.19$, change = 1.06.

Summary—Specific Research Question Four

For all administrative respondents, only two elements, Advisory Decision-Making (item 21) and Institutional Control (item 17) reflected changes in current and future mean scores of less than 0.24. Six effectiveness elements were identified by all administrators as requiring major and positive changes in future analysis priorities. Two-thirds of these elements were measures of organizational achievement.

The multi-campus administrators perceived three areas concerning government where slightly less concern should be directed in the future. This administrative group also pinpointed three

indicators of stability and achievement where major positive changes should occur in future priorities for analysis.

The single campus administrators identified, in addition to the six elements agreed on by all, two stability measures where major positive changes should occur in their future analytical efforts.

A Correlation Between Administrative
Current and Future Priorities
for Analysis

The preceding research question identified several differences between the administrative current and future analysis priorities. Research question five was designed to provide evidence concerning the correlation (if any) between current and future priorities for analysis.

Specific research question five asked:

5. What is the rank order correlation, utilizing mean scores, between the current and future analysis priorities assigned to the fifty-one effectiveness elements by all administrators as measured by the Spearman Rank Correlation Coefficient?

The intent of this research question was to determine the strength and the direction of the relationship between current efforts to analyze organizational effectiveness and those areas where future priorities should be placed. The Spearman statistic, adjusted for tied scores, revealed a rank order correlation coefficient of minus 0.76. The correlation coefficient of -0.76 was tested using the Student t with forty-nine degrees of freedom, and was found significant beyond the 0.001 for a two-tailed test.

This statistic suggested that organizational evaluation

priorities currently employed by administrators would undergo changes resulting in a major redirection of future analytical efforts.

This finding adds strength to the findings from research question four.

Summary—Specific Research Question Five

A strong negative Spearman Rank Order Correlation of -0.76 was identified when comparing the central administrators' current and future analysis priorities. From the evidence, it is apparent that organizational evaluation priorities should change.

Statistical Values for the Theoretical Dimensions of Stability, Integration, Voluntarism and Achievement

The review of the literature concerning the evaluation of organizational effectiveness revealed no agreement concerning the relative degree of importance for each of the theoretical dimensions of stability, integration, voluntarism and achievement. The following research question was constructed to examine the differences, if any, concerning these theoretical dimensions as perceived by central administrative personnel.

Specific research question six asked:

6. What is the mean value, the standard deviation, and the coefficient of variation, for the current analysis priority and the future analysis priority for (a) the combined value of the nineteen effectiveness variables in Section A of the administrative questionnaire that relate to the major effectiveness dimension of institutional stability, (b) the sixteen effectiveness variables in Section B of the administrative questionnaire that relate to the major effectiveness dimension of institutional integration, (c) the five effectiveness variables in Section C of the administrative questionnaire that relate to the major effectiveness element of voluntarism, and (d) the ten effectiveness elements in Section D of the administrative questionnaire that relate to the major effectiveness dimension of organizational achievement?

Tables 16, 17, 18, and 19 were designed to determine if noticeable differences existed for the relative level of importance for administrators in the colleges participating in the research.

TABLE 16

STATISTICAL VALUES COMPUTED FROM THE RESPONSES
OF ALL ADMINISTRATORS TO THE MAJOR
EFFECTIVENESS DIMENSIONS OF
STABILITY, INTEGRATION,
VOLUNTARISM AND
ACHIEVEMENT

	Current			Future			Difference in Mean Scores
	$\bar{x}$	S. D.	S. D./ $\bar{x}$	$\bar{x}$	S. D.	S. D./ $\bar{x}$	
Stability	2.37	.96	.40	2.97	.79	.27	.60
Integration	2.27	.88	.39	2.88	.73	.25	.61
Voluntarism	2.34	1.00	.42	3.00	.70	.23	.66
Achievement	2.13	1.00	.47	3.04	.66	.27	.91

NOTES: $\bar{x}$ = mean, S. D. = standard deviation, S. D./ $\bar{x}$ = coefficient of variation.

TABLE 17

STATISTICAL VALUES COMPUTED FROM THE RESPONSES
OF MULTI-CAMPUS ADMINISTRATORS TO THE MAJOR
EFFECTIVENESS DIMENSIONS OF STABILITY,
INTEGRATION, VOLUNTARISM, AND
ACHIEVEMENT

	Current			Future			Difference in Mean Scores
	$\bar{x}$	S. D.	S. D./ $\bar{x}$	$\bar{x}$	S. D.	S. D./ $\bar{x}$	
Stability	2.48	.94	.38	3.09	.78	.25	.61
Integration	2.44	.92	.38	2.99	.71	.23	.55
Voluntarism	2.30	1.14	.50	3.07	.76	.25	.77
Achievement	2.05	1.00	.49	3.12	.62	.20	1.07

TABLE 18

STATISTICAL VALUES COMPUTED FROM THE RESPONSES
OF SINGLE CAMPUS ADMINISTRATORS TO THE MAJOR
EFFECTIVENESS DIMENSIONS OF STABILITY,
INTEGRATION, VOLUNTARISM, AND
ACHIEVEMENT

	Current			Future			Difference in Mean Scores
	$\bar{x}$	S. D.	S. D./ $\bar{x}$	$\bar{x}$	S. D.	S. D./ $\bar{x}$	
Stability	2.33	.96	.41	2.93	.79	.27	.60
Integration	2.20	.87	.39	2.84	.74	.26	.64
Voluntarism	2.36	.95	.40	2.98	.68	.23	.62
Achievement	2.16	1.00	.46	3.02	.67	.22	.86

Tables 16, 17 and 18 suggest that no substantial differences existed among the current analysis priorities for any of the major dimensions of effectiveness.

Moreover, the relatively high standard deviations ranging from 0.87 to 1.14 reaffirmed previous evidence suggesting the lack of agreement between central administrators concerning current analysis priorities. The coefficient of variation statistic suggests small degrees of variation across mean scores.

The future analysis priorities columns provide three findings:

1. No substantial differences were apparent between the mean values assigned to the major effectiveness dimensions for the future analysis priorities. (Major effectiveness dimensions refer to the concepts of stability, integration, voluntarism and achievement.)
2. In each case, the mean scores increased for the future analysis priorities for each group for all the major dimensions of organizational effectiveness. The future analysis priority levels for each of the four major dimensions were concentrated in the proximity of the high priority range.

3. In all cases presented in Tables 16, 17 and 18, the standard deviation scores were lower for the major dimensions of effectiveness for the future analysis priorities. This suggested a tendency toward greater agreement concerning these theoretical dimensions for future analytical considerations.

The same general conclusions held true when the analysis was applied to each single campus administrative group. (See Table 19.)

When the differences in the mean scores between the current and the future analysis priorities were calculated for the four major dimensions of organizational effectiveness, all values in Table 16, 17 and 18 were positive. The greatest changes, ranging from 0.86 to 1.07, were associated with an increased importance for the organizational achievement dimension. Table 19 provides data similar to that found in Table 16, 17 and 18, but directed to each of the single campus colleges. At this level of analysis the major dimension, organizational achievement, showed the greatest change in mean scores in all single campus analysis.

Summary—Research Question Six

In all cases, administrators indicated higher future analysis priorities for the major dimensions of the SIVA model when compared to perceived current evaluation efforts. In addition, no major dimension of the SIVA model dominated administrative concerns in either the current or future time periods.

Rank Order Agreement Among All Colleges Concerning the Major Elements in the SIVA Model

The research was also designed to determine the relationship among rank order values assigned to the current and future analysis priorities by all colleges to the major effectiveness dimensions of

TABLE 19.

College

NOTES: College A is multi-campus.

S = Stability, I = Integration, V = Voluntarism, A = Achievement

*Current Analysis Priority

Future Analysis Priority

***Differences in Mean Scores

stability, integration, voluntarism and achievement. In addition, the intent was to determine if the coefficient of agreement increased for the future analysis priorities when compared to the current evaluation priorities.

Specific research question seven asked:

7. What is the rank order correlation, utilizing mean scores, between current and future analysis priorities for multi-campus administrators and for single campus administrators, for the major organizational elements of Stability (1-19), Integration (20-36), Voluntarism (37-41), and Achievement (42-51) as measured by the Kendall Coefficient of Concordance, W?

Rank order values, based on mean scores, were assigned to the major effectiveness dimensions of stability, integration, voluntarism, and achievement for all colleges. Rank orders were developed for both the current and future analysis priorities.

The Kendall W was calculated for all colleges for the current analysis priority. The result was a W of 0.28 significant at approximately 0.10 level. As expected, the Coefficient of Concordance for all colleges concerning the current analysis priorities was low. This finding confirms other aspects of the research suggesting that the assessment or organizational effectiveness in the community college is in the early developmental stages. This is confirmed by (1) the lack of a formalized system for evaluating organizational effectiveness and (2) the respondents' comments suggesting they were just beginning to think about this process. (See research questions one and sixteen for a more complete treatment of the aforementioned points.)

When the Kendall W was calculated to determine the agreement among all colleges for the future analysis priorities, the Coefficient

of Concordance increased to a $W = 0.485$. This was significant at the 0.01 level. As expected, the administrators exhibited a greater degree of agreement with respect to the future analysis priorities.

Summary—Specific Research Question Seven

A statistical analysis using the Kendall Coefficient of Concordance, W indicated a low level of agreement concerning the present analysis priorities associated with the major dimensions of organizational effectiveness ($W = 0.28$). When future agreement levels concerning the major dimensions of effectiveness were evaluated, the coefficient of concordance increased to $W = 0.485$ (significant at the 0.01 level).

Section Two

Faculty Leader—Perceptions Concerning the Future Evaluation of Organizational Effectiveness

Research questions eight through ten describe (1) the faculty leader priorities relative to the fifty-one effectiveness elements; (2) the level of agreement among faculty leaders; and (3) the data concerning the faculty future analysis priorities toward the dimensions of stability, integration, voluntarism and achievement.

Statistical Values Assigned to the Fifty-One Effectiveness Elements by Faculty Leaders

It was acknowledged by the writer that faculty leaders should occupy a prominent role in establishing priorities for the future analysis of organizational effectiveness in the community college.

(Note: after discussing this concept with the administrative groups,

it was apparent that the existence of collective bargaining will severely limit this faculty role on many campuses.)

Specific research question eight asked:

8. What is the mean value, the standard deviation and the coefficient of variation for the future analysis priorities for the fifty-one organizational elements in Sections A, items 1-19; B, items 20-36; C, items 37-41; D, items 42-51 of the faculty leader questionnaire: (a) for the total of all faculty respondents in community colleges with a single campus, (b) for the total of all faculty respondents in the multi-campus configuration, (c) for the combined total for both groups?

A complete list of statistical values, including the rank order of all the faculty leaders' future analysis priorities, are presented in Tables 43, 44 and 45. An analysis of all fifty-nine faculty leader responses identified the effectiveness element, Support by the Administration (item 33), as the top future analysis priority. A mean value of 3.47/4.00, a standard deviation of 0.72 and a coefficient of variation of 0.21 were the statistical values for this effectiveness element. This element described the degree to which the administrative staff provided a predictable and supportive environment in which teaching and learning could occur. This element also received a future priority for analysis value of 3.34 by the administrative respondents. The existence of a labor-management model of operation may pose obstacles for the requirement of a supportive environment. The apparent hostility between faculty and administration associated with the early years of a collective bargaining relationship is difficult for many persons to overcome. The adversary relationship one moment followed by sincere administrative support for faculty as professionals may be desired by all but attained by few. More analysis concerning the relationship between

the existence of collective bargaining and the assessment of organizational effectiveness will be presented in response to specific research question fourteen. (See Chapter V, pages 160-167.)

Quality Educational Programs (item 40) was, for all practical purposes, ranked at the top of the faculty leaders' future priorities for analysis. This effectiveness element received a mean value of 3.46 and a standard deviation of 0.72. A comparison of these statistical values to the administrative ratings revealed an administrator mean score of 3.36 indicating their second highest priority following Resource Utilization (item 6). Quality Educational Programs (item 40) stressed the notion of quality and excellence in instructional programs. Current administrative emphasis in this area was indicated by a mean score of 2.68/4.00 with a disagreement level measured at 0.9 standard deviations. The steps taken by the participating colleges to insure quality and excellence in the instructional programs will be presented in the discussion of specific research question seventeen. (See Chapter V, pages 177-180.)

The lowest future analysis priority rating by all faculty leaders was the element Federal Government (item 19) with a mean score of 1.81/4.00 and a standard deviation of 0.68. It was apparent from the research that very few faculty leaders are aware of, or concerned with the satisfaction or the impact of federal government on their community colleges. Typically, faculty leaders did not perceive the impact of the federal government unless they became involved in federally sponsored educational programs.

A frequency distribution, predicated on mean scores for all

fifty-nine faculty leaders, was developed to identify the overall concern for the future analysis priorities for the fifty-one effectiveness elements. This information is contained in Table 20.

TABLE 20

FREQUENCY DISTRIBUTION OF MEAN SCORES BY ALL
FACULTY LEADERS FOR THE FUTURE ANALYSIS
PRIORITIES FOR ALL FIFTY-ONE
EFFECTIVENESS ELEMENTS

Mean Score	N = 59				Total
	Stability Measures Items 1-19	Integration Measures Items 20-36	Voluntarism Measures Items 37-41	Achievement Measures Items 42-51	
<2.0	1	...	...	...	1
2.00-2.3	3	1	1	...	5
2.31-2.6	4	2	...	2	8
2.61-2.9	6	8	2	1	17
2.91-3.2	4	5	1	7	17
3.21 +	1	1	1	...	3
Total	19	17	5	10	51

An evaluation of frequency distribution in Table 20 revealed only six effectiveness elements that received mean values of 2.3 or less. This can be compared to the data in Table 4 in which the administrators identified only one element in this category for their future priorities for analysis. Twenty effectiveness elements were identified by faculty leaders with mean values of 2.91 or greater compared to twenty-eight effectiveness elements in the same category identified by the administrators. (See Table 6 for administrator scores.) The faculty leaders also identified three elements at 3.21

level or greater. This can be contrasted to eleven effectiveness elements placed in this category by administrative respondents.

In order to provide a more comprehensive view of the highest priorities for future analysis identified by faculty leaders, the following table identifying the ten highest faculty mean scores was developed.

TABLE 21

RANK ORDER OF IMPORTANCE BY MEAN SCORE OF THE
TEN MOST IMPORTANT EFFECTIVENESS ELEMENTS
IDENTIFIED BY THE FACULTY LEADERS FOR
FUTURE ANALYSIS

N = 59					
Item Number	Rank	Effectiveness Elements	Mean Score	S. D.	Coefficient of Variation
33	1*	Support by the Administration	3.47	.72	.21
40	2*	Quality Educational Programs	3.46	.72	.21
11	3*	Curricula	3.34	.65	.20
1	4*	Flexibility (a)	3.20	.66	.21
26	4*	Student Understanding	3.20	.80	.25
21	5	Advisory Decision-Making	3.17	.81	.25
5	5**	Acquiring Resources	3.17	.87	.27
36	6*	Initiation	3.14	.85	.27
46	6***	Student Achievement—Technical Education	3.14	.70	.22
45	7	Student Achievement—Transfer	3.12	.72	.23

*Also, identified by central administrators as top future analysis priorities. (See Table 7.)

**Acquiring Resources mean score by administrators was 3.18 with an S. D. = .8

***Student Achievement—Technical Programs received a mean score of 3.11 with an S. D. = .59 by central administration.

An examination of Table 21 revealed top priorities were assigned

to three measures of organizational stability (items 1, 5, 11), four measures of integration (items 21, 26, 33, 36), one measure of voluntarism (item 40), and two indicators of organizational achievement (items 45 and 46).

The relatively high standard deviations for the elements Student Understanding (item 26), Advisory Decision-Making (item 21), Acquiring Resources (item 5), and Initiation (item 36) suggested disagreement among all faculty concerning the future importance of these effectiveness elements.

These standard deviations can be explained in that twenty to twenty-four percent of the faculty leaders rated these elements in the moderate and low analysis priority categories, whereas thirty-eight to forty-four percent of the faculty leaders rated these same effectiveness elements in the highest analysis category.

Specific research question eight required a comparative analysis of the multi-campus faculty leaders to the single campus faculty leaders. The intent of this comparison was to identify the differences, if any, between the two groups.

Based on Table 22, the multi-campus faculty leaders rated two elements at less than a 2.00/4.00 future analysis priority. They were Federal Government (item 19) which received a mean value of 1.77, while Conformity (item 29), the degree to which the employees of an organization accept the norms of that organization received a mean value of 1.86.

Single campus faculty leaders agreed with their multi-campus counterparts by assigning a 1.84 mean value to the Federal Government (item 19) effectiveness element.

TABLE 22

FREQUENCY DISTRIBUTION OF FACULTY LEADER FUTURE
ANALYSIS PRIORITIES BASED ON MEAN SCORES FOR
MULTI-CAMPUS AND SINGLE CAMPUS RESPONDENTS

Mean Score	Multi-Campus Faculty Leaders N = 22					Single Campus Faculty Leaders N = 37				
	S	I	V	A	T	S	I	V	A	T
<2.0	1	1	...	...	2	1	...	...	...	1
2.00-2.3	2	1	1	...	4	5	1	1	1	8
2.31-2.6	4	2	...	2	8	4	3	...	1	8
2.61-2.9	5	5	2	1	13	4	8	2	2	16
2.91-3.20	4	6	1	5	16	4	3	1	6	14
3.21 +	3	2	1	2	8	1	2	1	...	4

NOTES: S = Stability, I = Integration, V = Voluntarism,
A = Achievement, T = Total.

Further analysis of Table 22, revealed that the multi-campus faculty leaders placed four effectiveness elements in the mean score range of 2.0-2.3, while the single campus faculty assigned the 2.0-2.3 category to eight elements. An examination of the raw score data revealed three areas of agreement between both groups for this analysis priority category. (See Tables 43, 44 and 45.) These areas were:

1. Staff Adaptation (item 4)—the ability and willingness of faculty, staff and administrators to be able to assume new duties on short notice. One might infer from this low rank an indication of a strong desire to continue with existing responsibilities. This could also be viewed as an indication of some resistance to change.
2. Institutional Control (item 17)—the extent to which state or federal government influences local autonomy. This priority is consistent with the low value assigned to the Federal Government category (item 19). Additionally, both faculty groups assigned values ranging from 2.22 to 2.32 for the State Government effectiveness element (item 18).

3. Collective Bargaining Contract Provisions of a Restrictive Nature (item 41)—the elimination of contract provisions that restrict the voluntary contribution of faculty and staff time to the institution.

There were three areas in which both faculty groups agreed at the 3.21 mean score level or above. Included were (1) Support by the Administration [item 33], (2) Quality Educational Programs [item 40] and (3) Curricula [item 11].

Further probing into the single campus faculty leader responses was conducted to determine the level of agreement by campus, with the top analysis priorities assigned by the total of all single campus faculty respondents. Table 23 was developed to test that agreement.

TABLE 23

AGREEMENT AMONG SINGLE CAMPUS FACULTY LEADERS
FOR THE EFFECTIVENESS ELEMENTS THAT RECEIVED
MEAN VALUES OF 3.14 OR ABOVE BY ALL SINGLE
CAMPUS FACULTY RESPONDENTS

Item Number	Effectiveness Element	Single Campuses					
		B	C	D	E	F	G
1	Flexibility (a)	2.71*	x**	x	x	2.8	x
11	Curricula	x	x	x	x	x	x
26	Student Understanding	x	x	x	2.6	x	x
33	Support by Administration	x	x	x	2.4	x	x
36	Initiation	x	2.8	3.0	x	3.0	x
40	Quality Educational Programs	x	x	x	x	x	x

NOTE: College A is multi-campus.

*Mean Value assigned by the campus faculty leaders.

**Mean Value assigned 3.14 or greater.

From the data presented in Table 23 it is apparent that complete agreement at the 3.14 level or above is present on Curricula (item 11) and Quality Educational Programs (item 40). High agreement levels are present for the elements Student Understanding (item 26) and Support by the Administration (item 33) with College E faculty leaders disagreeing on the relative importance of both. The element Initiation (item 36) revealed three colleges C, D and E, at levels lower than mean scores of 3.14. However, two of these colleges, D and F, valued Initiation as a very important element (3.0) in the evaluation of organizational effectiveness. Flexibility (item 1) received two relatively low scores, 2.71 and 2.80, from faculty leaders in Colleges B and F respectively.

Summary—Specific Research Question Eight

The fifty-nine faculty leaders identified Support by the Administration (item 33) and Quality Educational Programs (item 40) as their highest future priorities for assessing organizational effectiveness. Their lowest level of concern centered on the satisfaction of the federal government agencies with college programs, physical facilities, and management techniques (item 19). Faculty leaders specified only six effectiveness elements in the moderate analysis priority category, while identifying ten elements with mean values of 3.12 or above. The ten elements were distributed predominately across stability and integration categories, while two indicators of organizational achievement and one measure of voluntarism were included.

A comparison between the multi-campus and single campus

faculty leaders revealed complete agreement on the relative lack of the importance of the federal government (item 19). Both groups also assigned low analysis priority levels to Staff Adaptation (item 4), Institutional Control (item 17), State Government (item 18), and Collective Bargaining Contract Provisions of a Restrictive Nature (item 41). Agreement occurred between the two faculty groups at the mean score level of 3.21 or greater on the elements Support by the Administration (item 33), Quality Educational Programs (item 40), and Curricula (item 11).

Agreement between the various single campus faculty groups at the 3.14 level or above was apparent on Curricula (item 11), Quality Educational Programs (item 40), Support by the Administration (item 33), and Initiation (item 36). Colleges B and F disagreed with the other single campus faculty leader groups by assigning values of 2.71 and 2.80 respectively to the element Flexibility (a) [item 1].

The Extent of Agreement Among Faculty Leaders Concerning the Fifty-One Effectiveness Elements

The extent of the unanimity of the faculty leaders concerning the future analysis priorities may provide (1) an indication of the similarity of the faculty perceptions toward specific effectiveness elements and (2) may suggest the degree to which faculty are in agreement within specific campuses. Research question nine defines the parameters for this inquiry.

Specific research question nine asked:

9. What is the level of agreement among faculty leaders, as

measured by the standard deviation of mean scores, concerning future priorities for analysis for (a) all faculty respondents and for (b) each colleges' faculty leaders?

Table 24 presents a summary frequency distribution based on standard deviations of mean scores for all fifty-nine faculty leader respondents.

TABLE 24

LEVELS OF AGREEMENT AMONG ALL FACULTY
RESPONDENTS AS MEASURED BY STANDARD
DEVIATIONS OF MEAN SCORES OF THE
FIFTY-ONE EFFECTIVENESS ELEMENTS

N = 59		
Level of Agreement	Standard Deviation	Number of Effectiveness Elements
<hr/>		
Highest	<.5	0
High	.5-0.69	7
Moderate	.7-0.89	39
Low	.9-1.09	5
Very Low	> 1.09	0

The faculty leaders indicated thirty-nine effectiveness elements, in Table 24, where moderate agreement existed. Seven areas of high agreement and four areas of low agreement emerged. In order to obtain a clearer view of the specific elements where high and low agreement existed, Table 25, specifying high agreement areas and Table 26 identifying low agreement areas are presented.

Of the seven areas where high agreement existed six were indicators of organizational stability and one area, Student Employability (item 49), was an indicator of organizational achievement. Further examination of Table 25 suggested that although agreement existed among the seven elements, the mean scores indicating

the future importance for analysis varied from 1.81 for Federal Government (item 19) to 3.34/4.00 for Curricula (item 11). Staff Adaptation (item 4) was assigned a low analysis priority—but with a high degree of agreement. Those areas where faculty leaders had the highest mean scores and the highest level of agreement were Curricula (item 11), Flexibility [a] (item 1) and Student Employability (item 49).

TABLE 25

SEVEN EFFECTIVENESS ELEMENTS WHERE HIGH AGREEMENT
AS MEASURED BY STANDARD DEVIATION SCORES EXISTED
AMONG ALL FACULTY LEADERS

Item Number	Effectiveness Element	N = 59 Standard Deviation	Mean Score
1	Flexibility (a)	.66	3.20
4	Staff Adaptation	.64	2.03
8	Finance Cost Effectiveness	.67	2.54
11	Curricula	.65	3.34
16	External Environment	.62	2.32
19	Federal Government	.68	1.81
49	Student Employability	.68	3.02

It was apparent from Table 26, that faculty leaders exhibited strongest disagreement on effectiveness elements pertaining to indications of organizational integration. Of the five elements presented, only Authority (item 9) was not a measure of integration.

Research question nine also required a determination of the level of agreement among each college faculty leader group participating in the research. Table 27 was constructed to describe this level of agreement.

TABLE 26

FIVE EFFECTIVENESS ELEMENTS WHERE LOW LEVELS OF
AGREEMENT AS MEASURED BY STANDARD DEVIATION
SCORES EXISTED AMONG ALL FACULTY LEADERS

Item Number	Effectiveness Element	N = 59	
		Standard Deviation	Mean Score
9	Authority	1.03	2.39
22	Final Decision-Making Authority	1.00	2.80
24	Decentralization	.92	2.64
34	Sense of Identity	.90	2.83
35	Communication	.94	3.07

TABLE 27

LEVELS OF AGREEMENT AMONG FACULTY LEADERS BY
COLLEGE AS MEASURED BY THE STANDARD
DEVIATION OF MEAN SCORES FOR THE
FIFTY-ONE EFFECTIVENESS ELEMENTS

Level of Agreement	Standard Deviation	Colleges						
		A	B	C	D	E	F	G
Highest	<.5	1	8	28	7	23	7	11
High	.5-0.69	12	12	5	12	9	5	18
Moderate	.7-0.89	31	24	14	22	16	24	13
Low	.9-1.09	7	7	1	8	3	4	8
Very Low	1.09+	...	...	3	2	...	11	1

Table 27 identified faculty leaders in Colleges C and E as representing the greatest number of cases where highest agreement (i.e., standard deviation less than 0.5) occurred. A more refined item analysis was conducted to see if any one or more items existed where all colleges agreed at less than 0.5 standard deviations. No such item existed. Only one case, Institutional Control (item 17),

was discovered where four colleges, A, C, D and E, agreed at the less than 0.5 standard deviations. In each of these colleges a moderate or low priority was assigned.

Further analysis of Table 27 identified College F faculty leaders as indicating the largest number of elements (fifteen) where disagreement occurred at 0.9 standard deviations or above. Eleven of these elements contained disagreement levels at 1.09 standard deviations or greater.

Summary—Specific Research Question Nine

Faculty leaders indicated agreement at moderate levels or higher (standard deviations of 0.89 or lower) on eighty-six percent of the effectiveness elements. More specifically the level of agreement among all faculty leaders was examined revealing zero items of agreement at less than 0.5 standard deviations. Seven elements, five of which were stability items, were agreed upon at less than 0.69 standard deviations. The greatest disagreement among all faculty occurred on four integration elements, including Final Decision-Making Authority (item 22), Decentralization (item 24), Sense of Identity (item 34), and Communication (item 35).

Faculty Leader Perceptions of the SIVA Model

Earlier this research study suggested that administrators did not place substantially different values on each of the four major dimensions of effectiveness. (See Tables 16 through 19.) In the review of the literature no agreement existed in previous studies concerning a higher importance for any one of the major

dimensions of effectiveness. Specific research question ten was created to describe the faculty leader responses to the relative importance of each of the major effectiveness dimensions.

Specific research question ten asked:

10. What are the statistical values (identified in specific research question one) for the future analysis priorities for: (a) the nineteen organizational elements in Section A of the faculty leadership questionnaire that related to the major effectiveness dimension of institutional stability, (b) the seventeen organizational elements in Section B (items 20-36) that related to the major effectiveness dimension of institutional integration, (c) the five organizational elements in Section C (items 37-41) that related to the major effectiveness dimension of voluntarism within the community college, (d) the ten organizational elements in Section D (items 42-51) that related to the major effectiveness dimension of institutional achievement—(1) for the single campus faculty respondents, (2) for the multi-campus faculty respondents and (3) for the combined total of both groups?

The required data summary for research question ten appears in Table 28.

TABLE 28

STATISTICAL VALUES ASSIGNED BY FACULTY LEADERS
FOR THE MAJOR EFFECTIVENESS DIMENSIONS OF
STABILITY, INTEGRATION, VOLUNTARISM, AND
ACHIEVEMENT

	N = 59			N = 22			N = 37		
	All Faculty Leaders			Multi-Campus Faculty Leaders			Single Campus Faculty Leaders		
	$\bar{x}$	S. D.	S. D./ $\bar{x}$	$\bar{x}$	S. D.	S. D./ $\bar{x}$	$\bar{x}$	S. D.	S. D./ $\bar{x}$
Stability	2.64	.87	.33	2.73	.87	.32	2.59	.87	.34
Integration	2.82	.89	.32	2.86	.93	.32	2.80	.87	.31
Voluntarism	2.84	.91	.32	2.82	.87	.31	2.85	.94	.33
Achievement	2.91	.79	.27	2.96	.81	.27	2.88	.77	.27

NOTES: $\bar{x}$ = mean score, S. D. = standard deviation, S. D./ $\bar{x}$ = coefficient of variation.

From the data contained in Table 28, the following points can be noted:

1. Within each of the three groups of faculty leaders, not one of the major organizational effectiveness dimensions emerged as dominant.
2. The mean values for all three groups for the major effectiveness dimensions of integration, voluntarism and achievement ranged from 2.80 to 2.96, indicating high future analysis priorities by faculty leaders. Stability, as a major aspect of organizational effectiveness, received slightly lower mean scores ranging from 2.59 to 2.73.
3. The relatively high standard deviation levels (0.77 to 0.94) indicated a moderate to low level of agreement among faculty leaders concerning the specific level of importance for each major effectiveness dimension.

Summary—Specific Research Question Ten

The faculty leaders did not assign substantially higher future priorities for analysis to any one of the major dimensions of organizational effectiveness. This finding was consistent with previous research and the administrative phase of this study.

Section Three

Administrator and Faculty Leader Comparisons

The next sequence, including questions eleven, twelve, and thirteen present a comparison of the faculty leaders and administrative responses relative to (1) the four major dimensions of organizational effectiveness, (2) the areas of greatest agreement and disagreement concerning the fifty-one effectiveness elements and (3) the comparison of faculty future priorities for analysis mean scores to the upper quartile of administrative future priorities for assessing organizational effectiveness.

Administrative and Faculty Perceptions
of the SIVA Model

Do faculty leaders and administrators share similar values concerning the future importance of the theoretical concepts underlying the SIVA effectiveness model? The higher the agreement concerning the importance of the SIVA concepts the greater potential may exist for future organizational cooperation. Substantial disagreement could deepen the existing adversary relationship.

Specific research question eleven asked:

11. Is there a difference in the statistical measurements (mean and standard deviation) between faculty and administrative future analysis priorities: (a) for the measurement of organizational stability [organizational elements 1-19], (b) for the measurement of organizational integration [organizational elements 20-36], (c) for the measurement of organizational voluntarism [organizational elements 37-41] and (d) for the measurement of organizational achievement [organizational elements 42-51]?

In order to assess the degree of agreement between the statistical values assigned by faculty leaders and central administrators, Table 29 was developed.

When all three combinations of administrative and faculty groups were considered (i.e., all respondents, all multi-campus respondents, and all single campus respondents) several perceptions emerged. They were:

1. Within each of the groups, very high agreement existed between administrative personnel and faculty leaders concerning the theoretical notions of integration, voluntarism and achievement. The differences in mean scores across administrative or faculty leader groups, but within an effectiveness dimension, ranged from 0.04 to 0.36. However, in each case, the slightly higher mean score was assigned by the central administrative respondents. The values assigned to each of these theoretical concepts was equivalent to a high priority.

TABLE 29
A COMPARISON OF THE STATISTICAL VALUES ASSIGNED BY CENTRAL ADMINISTRATORS
AND FACULTY LEADERS TO THE THEORETICAL EFFECTIVENESS DIMENSIONS OF
STABILITY, INTEGRATION, VOLUNTARISM AND ACHIEVEMENT

	All Central Administrators		All Faculty Leaders		Multi-Campus Administrators		Multi-Campus Faculty Leaders		Single Campus Administrators		Single Campus Faculty Leaders	
	$\bar{x}$	S. D.	$\bar{x}$	S. D.	$\bar{x}$	S. D.	$\bar{x}$	S. D.	$\bar{x}$	S. D.	$\bar{x}$	S. D.
Stability	2.97	.79	2.64	.87	3.09	.78	2.73	.87	2.93	.79	2.59	.87
Integration	2.88	.73	2.82	.89	2.99	.71	2.86	.93	2.84	.74	2.80	.87
Voluntarism	3.00	.70	2.84	.91	3.07	.76	2.82	.87	2.98	.68	2.85	.94
Achievement	3.04	.66	2.91	.79	3.12	.62	2.92	.81	3.02	.67	2.88	.77

$\bar{x}$ = mean score, S. D. = standard deviation



2. The theoretical dimension of organizational stability received mean values ranging from 0.33 to 0.36 higher from the administrative groups when compared to the values assigned by faculty leaders. The faculty leaders in all three groups assigned slightly less than a high priority for analysis to this theoretical aspect. The lower mean score for stability can be accounted for by the faculty depreciation of the organizational elements by Staff Adaptation, Institutional Control, State Government and Federal Government (items 4, 17, 18, and 19 respectively).
3. Although a high degree of agreement existed across groups, the standard deviations within groups suggests moderate to high disagreement internally. A review of Table 20 suggested slightly higher degrees of disagreement among faculty leaders than among administrators.

Summary—Research Question Eleven

An analysis of administrative and faculty leader responses to the theoretical notions of stability, integration, voluntarism and achievement revealed a high degree of agreement between groups at the high future priorities for analysis level. Faculty leaders exhibited a slightly higher tendency toward internal disagreement than was expressed by administrators.

Agreement and Disagreement Between Administrators and Faculty Leaders

Although, administrators and faculty leaders demonstrated a relatively high level of agreement concerning the theoretical dimensions of organizational effectiveness; the focus now turns to the differences and similarities between the two groups concerning the fifty-one elements in this research.

Specific research question twelve asked:

12. What rank order differences exist between the mean scores for the faculty and administrative respondents for the future analysis priorities for each of the fifty-one organizational elements?

Appendix Tables 46, 47 and 48 contain comparisons of administrative and faculty leader rank orders, based on mean scores, for all fifty-one effectiveness elements for (1) all administrators compared to all faculty, (2) multi-campus administrators compared to multi-campus faculty leaders, and (3) single campus administrators compared to single campus faculty leaders. The analysis in this section will focus on those areas where the smallest and largest differences in the rank order of importance existed within the three comparison groups.

When all administrators were compared to all faculty leaders, four effectiveness elements existed where no difference in rank scores existed. Elements in this category were:

1. Quality Education Programs (item 40), rank two.
2. Flexibility [a] (item 1), rank four.
3. Initiation (item 36), rank 6.
4. Policy Understanding by Faculty and Staff (item 27), rank twenty-three.

The effectiveness elements Flexibility [a] (item 1) and Initiation (item 36) presented an interesting area of agreement given collective bargaining environments. Administrators, in general, perceived collective bargaining agreements restricting their flexibility to try out new ideas and restricting their capacity to initiate improvements in curricula, work methods and procedures. In the future, administrators indicated they will attempt to regain losses at the bargaining table that restrict their capacity to manage. Faculty, however, have entered into labor agreements due, in part, to their perceptions concerning arbitrary and capricious actions of administrators. Given this

apparent dichotomy, one may infer that each group desires analysis of these elements in the future, but on their own terms. To compound this problem, the reader may recall that faculty leaders identified support by the administration as their highest future analysis priority.

In addition to the four effectiveness elements where complete agreement occurred, the evidence suggested ten additional effectiveness elements where close agreement existed. Close agreement was defined as those effectiveness elements where the difference between two rank scores did not exceed minus two to plus two variance in rank scores. Table 30 summarizes those elements.

TABLE 30

EFFECTIVENESS ELEMENTS ON WHICH CLOSE AGREEMENT
BASED ON RANK ORDER MEAN SCORES EXISTED BETWEEN
ALL ADMINISTRATORS AND ALL FACULTY LEADERS
FOR THEIR FUTURE ANALYSIS PRIORITIES

Item Number	Effectiveness Element	Adminis- trative Mean Score	Adminis- trative Rank	Faculty Leader Mean Score	Faculty Leader Rank
33	Support by the Administration	3.34	3	3.47	1
7	Organizational Investment	3.23	7	3.08	9
49	Student Employability	3.18	11	3.02	12
35	Communication	3.16	12	3.07	10
48	Community Services	3.14	14	2.97	13
50	Employee Performance	3.10	17	2.88	15
28	Policy Acceptance	2.75	28	2.66	26
24	Decentralization	2.75	28	2.64	27
16	External Environment	2.59	34	2.32	35
18	State Government	2.59	34	2.25	36

It was apparent from Table 30 that the highest rank order agreement existed relative to administrative support for teaching

and learning (item 33) and to investing in the future of the college (item 7). Both faculty and administrators agreed that low rank order evaluation priorities should be associated with the following:

1. Policy Acceptance by Faculty and Staff (item 28).
2. Decentralization of Procedural Decisions (item 24).
3. External Environment (item 16).
4. State Government (item 18).

Attention in this research was directed to those areas where the greatest disagreement occurred on the relative importance of future priorities for analysis between all faculty and administrators.

Those areas where substantial disagreement occurred may create conflict between the two groups and retard the rate at which the organizational assessment process advances. Substantial disagreement was defined as a difference in rank order values greater than plus or minus sixteen rank order positions. Table 31 presents a summary of those elements meeting the aforementioned disagreement criteria.

In three cases, Philosophical Acceptance (item 32), Goals [a] (item 14) and Finance—Cost Effectiveness (item 8), faculty leaders ranked these items substantially lower than administrative respondents. The large discrepancy between rankings, particularly the Finance—Cost Effectiveness element, may create substantial friction between the two groups. This disagreement will be particularly apparent as state governments continue to cut budgets, limit allocations, and insist on evidence demonstrating judicious expenditures of public funds.

Three instances appeared where faculty leaders assigned substantially higher values in rank orders of importance than did administrators. The most notable difference in rank score existed

on the element Advisory Decision-Making (item 21). The faculty appeared to demonstrate a strong desire to participate in an advisory capacity on overall college problems. Central administrators, however, assigned this element a priority rank of thirty-two compared to the faculty leader priority rank of five. This may be indicative of a strong management rights attitude existing among administrative respondents.

TABLE 31

EFFECTIVENESS ELEMENTS WHERE GREAT DISAGREEMENT
BASED ON RANK ORDER MEAN SCORES EXISTED BETWEEN
ALL ADMINISTRATORS AND ALL FACULTY LEADERS
FOR THEIR FUTURE ANALYSIS PRIORITIES

Number		Adminis- trative Mean Score	Adminis- trative Rank	Faculty Leader Mean Score	Faculty Leader Rank	Diff.*
32	Philosophical Acceptance	3.12	15	2.53	32	-17
14	Goals (a)	3.30	5	2.69	24	-19
8	Finance—Cost Effectiveness	3.19	10	2.54	31	-21
44	Student Academic Achievement	2.84	26	3.08	9	+17
22	Final Decision-Making	2.10	37	2.80	19	+18
21	Advisory Decision-Making	2.63	32	3.17	5	+27

*Difference in rank order score.

A comparison of the rank order differences between multi-campus respondents revealed four effectiveness elements where complete agreement occurred. Those elements were:

1. Communication (item 35), rank eight.
2. Community Services Activities (item 48), rank eight.
3. Organizational Structure (item 12), rank twelve.
4. Policy Acceptance by Faculty and Staff (item 28), rank fifteen.

Close agreement between the two multi-campus groups was apparent in seven cases. Table 32 summarized those areas of close agreement.

TABLE 32

SEVEN EFFECTIVENESS ELEMENTS WHERE CLOSE
AGREEMENT BASED ON RANK ORDER MEAN
SCORES EXISTED BETWEEN MULTI-
CAMPUS ADMINISTRATORS AND
FACULTY LEADERS FOR THEIR
FUTURE ANALYSIS
PRIORITIES

Item Number	Effectiveness Element	Adminis- trative Mean Score	Adminis- trative Rank	Faculty Leader Mean Score	Faculty Leader Rank
16	External Environment	2.47	21	2.50	20
47	Student Achievement— Developmental Education	3.11	10	3.09	8
39	Student Satisfaction	2.79	16	2.77	14
11	Curricula	3.68	1	3.41	2
50	Employee Performance	2.95	13	2.77	14
49	Student Employability	3.21	8	3.00	10
9	Authority	2.74	17	2.55	19

Three areas including Student Achievement (item 47), Curricula (item 11) and Student Employability (item 49) were identified as highly important elements for future analysis. The remaining four items in Table 32 were considered less important in terms of rank order priorities.

There were no areas of substantial disagreement as defined by a plus or minus sixteen difference in rank orders of importance between multi-campus administrators and multi-campus faculty leaders.

To complete the requirements for research question twelve, an analysis was initiated to determine the agreement between

administrators and faculty leaders in the single campus colleges. One area, the Federal Government (item 19) was valued by both groups at a rank order of thirty. Table 33 summarizes the remaining areas of highest agreement.

TABLE 33

THIRTEEN EFFECTIVENESS ELEMENTS WHERE CLOSE
RANK ORDER AGREEMENT EXISTED BETWEEN SINGLE
CAMPUS ADMINISTRATORS AND FACULTY LEADERS
FOR FUTURE ANALYSIS PRIORITIES

Item Number	Effectiveness Element	Adminis- trative Mean Score	Adminis- trative Rank	Faculty Mean Score	Faculty Rank	Difference in Rank Order
34	Sense of Identity	3.09	13	2.73	14	-1
15	Goals (b)	3.02	15	2.65	16	-1
13	Adaptability	2.89	17	2.59	18	-1
16	External Environment	2.63	25	2.22	26	-1
1	Flexibility (a)	3.35	3	3.14	5	-2
7	Organizational Investment	3.22	6	3.03	8	-2
36	Initiation	3.22	6	3.14	5	+1
49	Student Employability	3.17	9	3.03	8	+1
50	Employee Performance	3.15	10	2.95	9	+1
29	Conformity	2.61	26	2.24	25	+1
33	Community Services	3.31	4	3.38	2	+2
18	State Government	2.52	28	2.22	26	+2
17	Institutional Control	2.37	29	2.11	27	+2

An analysis of Table 33 suggested that:

1. Single campus respondents indicated high rank order agreement on thirteen elements.
2. Low rank order priorities were identified for the elements

Conformity, State Government, Federal Government and External Environment (items 29, 18, 19 and 16 respectively).

3. Highest agreement was indicated for:
 - a. Organizational Investment (item 7).
 - b. Flexibility [a] (item 1).
 - c. Community Services (item 33).

No cases were identified where substantial disagreement existed. However, the elements Finance—Cost Effectiveness (item 8), Advisory Decision-Making (item 21), Student Academic Achievement (item 44) and Final Decision-Making (item 22) exhibited differences in rank scores of thirteen to fifteen rank order points. These were the identical elements that were among those identified in the greatest disagreement category for all respondents.

Summary—Research Question Twelve

An analysis was conducted to identify effectiveness elements where the highest and lowest degrees of agreement existed between future priorities for analysis for faculty leaders and central administrators. Differences were expressed in the form of rank orders of importance as determined by mean scores. High agreement was defined as a plus or minus two difference in rank order priority where as low agreement was determined by a variation of plus or minus sixteen rank order points or greater between the responding groups.

Several areas of complete agreement were identified when all administrative and faculty leader respondents were compared.

Complete agreement was present on the effectiveness elements of (1) Quality Educational Programs (item 40), (2) Flexibility [a] (item 1), (3) Initiation (item 36) and (4) Policy Understanding by Faculty and Staff (item 27). The aforementioned points one, two,

and three each contained references pertaining to the college educational programs. Ten effectiveness elements were identified where close agreement existed between all administrators and all faculty leaders. Table 30 presented a summary of those areas. Further evaluation of all respondents revealed six areas in which major disagreement occurred. Finance—Cost Effectiveness (item 8), Goals [a] (item 14) and Philosophical Acceptance (item 32) were ranked substantially lower by all faculty respondents when compared to all central administrators. Significantly higher rank order values were assigned by faculty leaders to Student Academic Achievement (item 44), Final Decision-Making Authority (item 22) and Advisory Decision-Making (item 21).

Multi-campus participants revealed four elements where complete agreement existed and seven cases where close agreement was present. No areas of substantial disagreement were identified that were consistent with a plus or minus sixteen rank order difference requirement.

Single campus respondents were in complete rank order agreement on the element Federal Government (item 19). This item received a rank order of thirty. Thirteen elements were identified consistent with the "close agreement" definition and were presented in Table 33. As in the case of the multi-campus groups, no areas of "great disagreement" existed. However, rank order differences of thirteen to fifteen points were identified in four cases. These cases were similar to those elements described as having "great disagreement" when all respondents were treated as a group.

Faculty Agreement with Administrative
Highest Future Analysis Priorities

In any organization priorities must be identified if that organization is to function effectively. Additionally, it is desirable if the primary groups in an organization exhibit congruence in priorities that require attention. This congruence should enhance organizational stability and individual integration. As a result of these assumptions, specific research question thirteen was formulated.

Specific research question thirteen asked:

13. What is the extent of the absolute differences of the future analysis priority mean scores between faculty leaders and central administrators for the upper quartile of effectiveness elements, as identified by central administrators in both single campus and multi-campus institutions?

The upper quartile of effectiveness elements was selected because serious analytical attention beyond twelve to fifteen areas would probably be inconsistent with resources available to the colleges studied. Tables 34 and 35 present a summary of the data for each group.

The absolute differences in the upper quartile for the multi-campus comparison were negligible on all but two effectiveness elements. (See Table 34.) A difference of 0.81 in analysis priority existed on the establishment of goals and objectives necessary for accomplishing the educational mission (item 14). The administrative group may be more aware, on a daily basis, of the accountability pressures exerted by the State. Many State measures have focused on establishing mission statements and program goals. To data, the only faculty affected by the pressure of formalized

program goals are those in occupational curriculums. In many of those instances, philosophical agreement concerning minimum program performance standards is lacking.

TABLE 34

A COMPARISON OF THE UPPER QUARTILE MULTI-CAMPUS
ADMINISTRATIVE FUTURE ANALYSIS PRIORITIES TO
THE CORRESPONDING MEAN VALUES ASSIGNED BY
MULTI-CAMPUS FACULTY LEADERS

Item Number	Effectiveness Element	Administrative Mean Value	Faculty Leader Mean Value	Absolute Difference in $\bar{x}$
11	Curricula	3.68	3.41	.27
14	Goals (a)	3.58	2.77	.81
2	Flexibility (b)	3.53	3.00	.53
40	Quality Educational Programs	3.53	3.41	.12
15	Goals (b)	3.53	3.18	.35
33	Support by Administration	3.42	3.64	.22
36	Initiation	3.42	3.14	.28
6	Resource Utilization	3.42	3.05	.37
31	Philosophical Understanding	3.37	2.64	.73
34	Sense of Identity	3.37	3.00	.37
26	Student Understanding	3.37	3.09	.28
10	Planning	3.32	2.82	.50
5	Acquiring Resources	3.32	3.36	.04

Philosophical Understanding (item 31)—the degree to which the philosophy of the "open door" community college is understood by faculty and staff—exhibited an absolute difference in mean scores of 0.73 for the multi-campus groups. (See Table 34.) Administrators were more positively oriented toward this integration element than were faculty leaders. With the exception of the two aforementioned items, it appeared that a high degree of congruence existed concerning the remaining effectiveness elements.

TABLE 35

A COMPARISON OF THE UPPER QUARTILE SINGLE CAMPUS
ADMINISTRATIVE ANALYSIS PRIORITIES TO THE
CORRESPONDING MEAN VALUES ASSIGNED BY THE
SINGLE CAMPUS FACULTY LEADERS

Item Number	Effectiveness Element	Adminis- trative Mean Value	Faculty Leader Mean Value	Absolute Difference in $\bar{x}$
6	Resource Utilization	3.46	3.30	.43
51	Community Satisfaction	3.37	3.08	.29
1	Flexibility (a)	3.35	3.14	.21
33	Support by Administration	3.31	3.38	.08
40	Quality Educational Programs	3.30	3.49	.19
36	Initiation	3.22	3.14	.08
7	Organizational Investment	3.22	3.03	.19
14	Goals (a)	3.20	2.65	.55
8	Finance—Cost Effectiveness	3.19	2.45	.74
10	Planning	3.19	2.76	.43
49	Student Employability	3.17	3.03	.14
50	Employee Performance	3.15	2.95	.20
26	Student Understanding	3.15	3.05	.10
35	Communication	3.15	3.05	.10

The single campus administrators inhibited a high degree of agreement on all items except Finance—Cost Effectiveness. (See Table 35.) In this case, a difference of 0.74 existed in the mean scores. This variation can be explained, in part, by noting that financial management is an administrative responsibility. Faculty acknowledged that moderate emphasis should be placed on financial effectiveness, however, a strong belief existed among faculty leaders that financial efficiency and quality education are not necessarily interrelated.

Summary—Research Question Thirteen

The evidence contained in Tables 34 and 35 and the subsequent analysis suggesting very small differences in the future priorities for analysis could indicate that favorable conditions existed within the college for cooperative organizational analysis. The extent to which faculty will participate in the analysis of the colleges' effectiveness will depend on (1) faculty persistence in becoming involved in this type of analysis and (2) the strength and the insistence of central administrators that the analysis of organizational effectiveness is required and is a management right.

Summary

Chapter IV described the statistical data accumulated in the structured questionnaire phase of this research. Seventy-three central administrators and fifty-nine faculty leaders from seven public community colleges in Michigan participated. Thirteen specific research questions were formulated. The reader is encouraged to examine the summary statements for each research question as presented throughout the text of this chapter.

The primary findings contained in this chapter are as follows:

1. The current assessment of organizational effectiveness in community colleges appears to be in its infancy.
2. Administrative respondents indicated major concerns for the need to examine organizational effectiveness in future time periods.
3. Administrative respondents as a group demonstrated appreciably higher levels of internal agreement relative to future analytical needs when contrasted to their perceived present analysis priorities.

4. A strong negative Spearman Rank Order Correlation of -0.76 was identified when comparing perceived current analysis priorities to desired future priorities for the analysis of organizational effectiveness.
5. Administrators indicated higher future analysis priorities for the major effectiveness dimensions of Stability, Integration, Voluntarism and Achievement when compared to perceived current evaluation efforts for each of the dimensions.
6. Faculty leaders placed their highest future priorities for analysis on Support by the Administration (item 33) and Quality Educational Programs (item 40). Faculty leaders indicated their least concern with the satisfaction of federal government agencies relative to college programs, physical facilities and management techniques.
7. Faculty leaders demonstrated moderate to high levels of internal agreement on eighty-six percent of the effectiveness elements requiring analysis in future time periods.
8. An analysis of administrative and faculty leader responses to the theoretical notions of stability, integration, voluntarism and achievement revealed a high level of agreement between groups at the high future priorities for analysis level.
9. Faculty leaders indicated substantial agreement with the central administrators' selection of those effectiveness elements requiring the greatest attention in future time periods.

CHAPTER V

FURTHER RESEARCH FINDINGS

The chapter presents the information gathered from sixty-one private personal interviews. The interview respondents consisted of top level administrators in seven selected community colleges in Michigan. Research questions fourteen through seventeen were directed to (1) the impact of collective bargaining on the assessment of organizational effectiveness, (2) the impact of state and federal government of assessment processes, (3) the existence of a formalized system for evaluating organizational effectiveness and (4) the extent to which quality and excellence is stressed and measured in the participating institutions.

Collective Bargaining Impact

Each participating college had a history of collective bargaining. The literature of higher education suggests that collective bargaining has strongly influenced the managerial aspects of community colleges. For example, collegiality governance patterns appear to be outmoded; faculty members may have forfeited the right to deal with administrators on an individual basis; on many campuses, the power of administrators has diminished; and the maintenance of the management function by the administration is, in part, a function of their skill at the collective bargaining table.

Research question fourteen was formulated to provide more

insight into the impact of collective bargaining on the assessment of organizational effectiveness.

Specific research question fourteen asked:

14. What is the impact on the process of internal organizational evaluation as a result of the existence of a faculty collective bargaining environment? More specifically, (a) is the assessment process more rigorous as a result of faculty collective bargaining; (b) does the faculty union, as a formal organization, participate in the assessment of the effectiveness of the college; (c) in future evaluations, will faculty collective bargaining units participate in the internal assessment process?

The administrative responses to subsection (a) of this question revealed strong agreement concerning the need for more rigorous organizational analysis particularly in light of the adversary relationships created by faculty collective bargaining. This agreement assumed several major forms, each of which will be presented in the succeeding paragraphs.

First, collective bargaining has created a more acute awareness by administrators of the need for management rights. In the early years of collective bargaining, many college managers have inadvertently negotiated away many of their rights to direct and control. Restrictive contract provisions have emerged limiting administrative powers and impairing the process of organizational assessment. The most notable loss is the latitude in evaluating organizational participants, particularly faculty. The awareness of management rights has increased when the objectives of the collective bargaining agents are examined. Several administrators expressed concern over union objectives to increase union power over governance processes, eventually resulting in a caretaker role for administration.

Second, most administrators noted that although greater organizational assessment was required, assessment was strongly resisted by unions. One president noted "the last thing anyone in a collective bargaining atmosphere wants is organizational analysis." A majority of administrators acknowledged that, in many areas, more rigorous organizational assessment could occur. But, the resulting internal conflict and rebellion by unionized groups may nullify analytical efforts and present a greater diversity of problems than organizational assessment can solve.

Third, when more rigorous organizational assessment occurred, the most frequently cited area was the financial evaluation—budget formulation process. A majority of the issues presented at the bargaining table have economic implications. The economic impact of these proposals generates concerns, particularly by the financial administrators, for institutional solvency. Salaries, fringe benefits, class size, teaching load and the like need to be translated into dollar costs. Given that financial data must be made available to union representatives, several financial administrators suggested that discretion must be exercised in the assignment of costs to account categories. The intricacies of fund accounting procedures provide opportunities for the establishment of contingency accounts which, in reality, may create a somewhat inaccurate picture of the college's financial condition. Numerous administrators also noted the inverse relationship between dollar availability and the analysis of institutional effectiveness.

Fourth, it was apparent that many central administrators

recognized the need for more careful analysis of organizational problems. To be placed in a position by the union to justify administrative decisions through the grievance procedure or otherwise, creates a need for a greater degree of formal documentation. The expanding legal environment of higher education was also cited as a factor demanding increased documentation. The need for data to back up administrative responses to faculty demands; the tendency for personnel to "nit pick" as a result of a greater sense of power; the need for consistency and contract compliance; and the quasi-judicial nature of the grievance procedure "requiring administrators to prove their position to the lowest common denominator" are each contributing factors to the "documentation dilemma." The net result of these factors is tighter administrative styles causing a perceived decrease in flexibility.

The stronger assessment of personnel matters was noted as a final aspect. More rigorous selection procedures at all organizational levels creates a need for more precise employment data as contrasted to previous hiring strategies that relied on, in many instances, impressions. Several colleges are currently trying to regain lost rights to evaluate faculty performance. A renewed interest in student evaluations of teacher performance was also attributed indirectly to collective bargaining.

A re-evaluation of organizational structures and the formalization of communication processes were noted as additional residue from the bargaining atmosphere. Informality was replaced

by specific procedural steps. The college's ability to respond is slowed by the restrictions of existing contract provisions and, in some cases, joint administrative-faculty union approval. To circumvent these restrictions, while maintaining contract compliance, substantial analytical effort is required.

One president suggested, "the degree of additional analysis required in a collective bargaining atmosphere is a function of the personalities of those in leadership positions and available resources." Another high level administrator stated that "the union shouldn't cause us to be more concerned with organizational effectiveness, but it does. The union is forcing us to do what we ought to be doing anyway."

A few administrators responded negatively to the idea that a collective bargaining model created additional needs for increased organizational analysis. Representative statements included (1) "No, we don't engage in any more organizational analysis," (2) "Collective bargaining should force us to do more analysis—but it doesn't," (3) "No, an effective administrator recognizes the need for continual evaluation of his organization in order to anticipate problems before they fester into unresolvable conflicts," and (4) "It shouldn't make any difference if you're running an effective organization."

Regardless of administrative perceptions concerning the impact of collective bargaining on the analysis of organizational effectiveness, research question one identified forty-three out of fifty-one effectiveness elements that were currently receiving a moderate analytical emphasis. One could infer from this result

that (1) organizational assessment would be at a much lower level of intensity if bargaining did not exist or (2) regardless of the collective bargaining atmosphere, the analysis of organizational effectiveness is little understood and just emerging as a perceived organizational necessity.

Sections (b) and (c) of this research question focused on the current and future role of the union, as a formal organization, in the organizational assessment process. Administrative respondents indicated that once unionization occurs, it forces one to more fully understand the differences in roles between administration and faculty. Organizational analysis is considered by administrators a management right to be conducted by administrators. The teaching role is assigned to the faculty. As a result, two distinct and separate roles are perceived.

One factor clearly emerged from this question area. That was, the union had no role in organizational analysis except for those areas legally mandated by collective bargaining. One administrator suggested that, as a political process, it was inevitable that the union will try to achieve greater influence over future operating matters.

Individual faculty members, however, were encouraged on most campuses to engage in organizational analysis at the divisional level or through collegewide committees, these latter being primarily administrative appointments. Several interesting observations emerged, including:

1. Separate organizational structures typically entitled, the Forum, the Congress, the Senate or the Budget Council

were established where faculty energies could be channeled. In most cases, advisory powers existed and a specific charge was given to which their analytical efforts were to be directed.

2. In several cases, the union leadership had appointive powers to the college committee structure. Therefore, it was difficult to separate the independent voice of the bargaining agent.
3. Although mechanisms for participation exist, they are not considered effective on some campuses because of the mistrust between the groups resulting from the adversary relationship.

As far as the future is concerned, the administrative pre-occupation with management rights is strong enough to resist greater inroads by collective bargaining agents. Furthermore as bargaining relationships mature, they should be characterized by greater sophistication and reflection by both parties.

Summary—Specific Research Question Fourteen

This question was designed to explore the impact of collective bargaining on the process of assessing organizational effectiveness. Inquiries were also made into current and future roles of the formal bargaining agents in organizational assessment.

A majority of the administrative respondents expressed strong concerns for the protection of management rights. Administrators also noted (1) the retarding effect of collective bargaining on organizational evaluation, (2) the increased need for financial analysis, (3) the critical role of formal documentation in order to defend administrative decisions, (4) the stronger assessments needed concerning personnel matters, (5) the impact on organizational structure and the subsequent formalization of the communication network and (6) the perception that unions were forcing the administration to do what they should be doing anyway.

Only a few administrators indicated that more rigorous organizational assessment did not occur as a result of collective bargaining. They indicated that, if in fact, assessment is more rigorous, it is due to budgetary constraints and the trend toward accountability. However, research question one suggested only modest priorities for the current analysis of organizational effectiveness.

Administrators also stressed that the union does not now, nor will it in the future, participate in the process of evaluating organizational effectiveness. Faculty are encouraged to participate as individuals, but this area is also beset with tribulations.

The Role of the State and Federal Government in Organizational Evaluation

The impact of the State on community colleges is a concern frequently cited in the literature of higher education. In Chapters I and II the relationship between community colleges and the State was explored from several points of view. The intent in this segment is to describe the perceptions of central administrators of the role played by state and federal government in the process of assessing organizational effectiveness of Michigan community colleges.

Specific research question fifteen asked:

15. What role, as perceived by central administrators, is assumed by state and federal governments in the process of assessing the organizational effectiveness of Michigan community colleges? What future evaluation role should evolve?

A distillation of the viewpoints of the sixty-one top level administrators interviewed in this study revealed total

agreement concerning the State role in: (1) funding and budgetary processes, (2) financial and administrative auditing activities, (3) requirements associated with the occupational education programs, and (4) licensing activities for selected occupations.

However, when asked if the State was involved in evaluating the organizational effectiveness of the Michigan community colleges, the administrative respondents did not perceive, nor desire, state evaluation. These perceptions contained four aspects.

First, administrators suggested that the State of Michigan has provided the opportunity for as much local control as any other state. One of the perceived strengths of the existing Michigan system was the opportunity for local identities to emerge. This philosophy was pinpointed by many administrators as contributing to the "pace-setter status" characteristic of Michigan community colleges.

Second, perceptions existed suggesting the State was indirectly assessing the effectiveness of community colleges through the college's input into the budgetary-funding process. Additionally, value judgements were perceived to be made by the legislature concerning the credibility of the college president.

Third, it was noted that organizational assessment may be occurring by the continual State requests for information concerning college activities. Numerous negative perceptions were identified concerning the large amount of data required from community colleges, with negligible returns to the institution. One president noted that he perceived that only ten percent of the data collected was ever used by state agencies.

The inability of the State to evaluate due to the diversity of prevailing local conditions was identified as a fourth factor. A majority of the administrative respondents noted a perceived high level of turnover of State agency personnel possessing knowledge of community colleges. Concomitant with this perception, were strong feelings that this type of institution is designed for the community and therefore, should be evaluated by the community. The college should be accountable to its service area, not the State.

The perceptions concerning the federal government role in organizational assessment were almost non-existent. Brief acknowledgement of the federal government's role in institutional evaluation was noted in reference to various compliance audits required by the Department of Health, Education and Welfare and the Veterans Administration. Those colleges participating in federal programs acknowledged that the availability of funds for specified programs or objectives does impact on what the college wants to do. The absence of federal funding forces colleges to redirect intentions to other areas.

When inquiries were made concerning administrative preferences for more or less state and federal government involvement in the evaluation process of community colleges, two classifications of agreement emerged. The largest group of administrators, without hesitation responded with, "less government involvement."

Representative comments included: (1) "We prefer to be accountable to local citizens rather than the state capital," (2) "We belong to the community, not the State," (3) "More evaluation means more control, and that's contrary to my notion of the community college philosophy," (4) "I'm opposed to the amount of time it

takes for compliance and the compilation of data for reports,"

(5) "We must be constantly on guard against more state involvement,"

(6) "It is inappropriate to apply the same criteria to all community colleges given the range and diversity of community dimensions—but yet the State tries to make everyone look alike."

A second group of administrators noted satisfaction with the current level of involvement of state and federal government. It was noted that as long as the dollars come from Lansing (Michigan), the State has the right to require financial accountability. But, several administrators complained that the assessment formats are continually changing. Therefore, "it's difficult to play the game if you don't know the rules."

Summary-Specific Research Question Fifteen

This research question was designed to examine the perceptions of central administrators of the role and extent of state and federal government involvement in the process of assessing the organizational effectiveness of Michigan community colleges. The sixty-one respondents were in total agreement concerning the state role in the funding process, auditing activities, occupational education, and licensing activities for selected occupations. The administrators did not perceive the current level of state involvement unreasonable. But, dissatisfactions were expressed concerning the paperwork aspect of state compliance. Nearly all administrative respondents preferred less state involvement in future assessment. The administrators did not perceive any appreciable role of the federal government in organizational evaluation.

Formal Organizational Evaluation

In addition to identifying the analysis priorities for the fifty-one effectiveness variables, the research was also designed to determine if a formalized system for evaluating organizational effectiveness of the participating community colleges existed.

Specific research question sixteen asked:

16. Do central administrators in the respondent colleges perceive the existence of a formalized system (for example, MBO, MIS, PPBS, internal and external accountability models) for evaluating organizational effectiveness in their respective colleges?

The presentation and analysis of the responses will be divided into the single campus colleges, and second, the multi-campus configuration. The information presented concerning single campus colleges will stress the evaluation processes common to all. Variations in the techniques and/or disagreements with the evaluation methods will be noted.

All respondents from single campus colleges acknowledged that a formalized system for evaluating the organizational effectiveness of their community college did not exist. Administrators made comments such as: "The control function is beginning to emerge," "You don't feel a strong need for organizational assessment when you're growing," "Lots of bits and pieces are there and we're trying to put it all together," and simply "No."

As a result of this type of response, the writer pursued with administrators those "bits and pieces" that constituted their organizational analysis efforts. Their comments revealed six categories of methods used for the analysis of organizational effectiveness. Included are (1) North Central Accreditation

requirements, (2) variations of a Management by Objectives system, (3) subjective indicators, (4) available quantitative indicators, (5) a management information system, and (6) individual performance evaluation. The details of each category will be presented in the succeeding paragraphs.

1. North Central Accreditation

The most widely acknowledged pressure for the assessment of organizational effectiveness was the accreditation process. This procedure provided the stimulus for the colleges and its various subsystems to evaluate their current status, their strengths and weaknesses, and their future plans for improvement. The primary difficulty with this approach is the amount of time between accreditation visits. It was apparent that numerous resources were devoted to the accumulation and preparation of materials for the examining team. But once the accreditation was received or renewed, the evaluation process diminished substantially. One of the responding institutions, College E, had created an All College Review Committee to monitor the progress toward the achievement of future plans as specified in their self study. In addition, this college also established an "archives center" in which all pertinent institutional documents will be stored in order to facilitate the information-gathering process for future accreditation renewal activities. No evidence of this type of activity was identified for the remaining single campus organizations.

2. Management by Objectives (MBO)

Several colleges, including B, D, E and G, expressed interest in MBO as a management technique. No college participating in the study had a fully operative MBO system. College C had received an Advanced Institutional Development Program federal grant, part of which was intended to provide support for a fully operational MBO program. In all cases where MBO was present, it was restricted to the administrative staff.

In all participating colleges, attention was directed to the mission of the college and the establishment of annual goals. However, in several cases, the evaluation of the extent to which goals were achieved was minimal. This finding is consistent with the low current analysis priority (2.17) assigned by central administrators to item fifteen, Goals [b]—(the evaluation of previously determined goals and objectives necessary for accomplishing the educational mission of the college.)

3. Subjective Indicators

All central administrators presented indicators of effective-

ness they utilized to evaluate the success of their colleges. Included are:

a. "Cocktail Gossip"—this represented a series of communication links to the college service area. Social activities, meetings with business and educational leaders, interactions with area government officials, inputs from college advisory committees, administrative participation in service clubs and the like were representative sources of information. Several presidents noted the social responsibilities inherent in their positions provided appropriate feedback circuits concerning community perceptions of the college.

b. "The Press"—the number of favorable and unfavorable news releases concerning the activities of the college was also cited. In one case, College B, precise attention was given to the number of column inches on an annual basis that were favorable to the college.

c. "Personal Intuition"—the intuitive senses of the administrator to identify successes or problem areas was also identified. In one case, the writer asked a president how he knew if his organization was effective. The president responded "I'll know." He was asked "How will you know?" The president stated, "I just know and that's it." At that point a more productive line of questioning was developed.

4. Quantitative Indicators—in each institution several numerical indicators of effectiveness were suggested. Typical indices noted were:

a. The "free balance" at the end of the fiscal year. This term was defined as the excess of revenue over expenditures for the fiscal year. It was intimated on one campus that the greater the "free balance," the more effective the organization.

b. The rigor of the internal budget formulation process and the continual monitoring of expenditures against budget was suggested by several administrators.

c. Enrollment increases, faculty credit hour production, instructional costs per credit hour generated, classroom utilization rates, course completions, and grade distributions by department and by faculty member represented a third category.

d. Follow-up studies of transfer students represented the fourth category. Administrators readily noted that other

forms of student follow-up including job placement were needed but deficient at this time.

e. A group of indicators was suggested such as a production index, a cost effectiveness index, and a quality control factor, but they were yet undefined, and in the theoretical formulation stages.

5. Management Information Systems

At the time the research was conducted, no single campus college participating in the study had a comprehensive management information system. But all of the colleges expressed interest in eventually establishing such a system. Financial resources and the need for an appropriate data base appeared to be the primary obstacles.

6. Individual Performance Evaluation

Most administrators acknowledged the existence of performance evaluation mechanisms. Typically, administrators were evaluated annually, whereas the extent of the faculty evaluation was influenced by the probationary or tenure status as well as the level of faculty resistance to administrative evaluation. Student evaluation was the most frequently cited faculty evaluation measure.

One of the most potentially useful management programs was being initiated at College C under a federal government program grant. Three of the program grant objectives relate specifically to this research. They are:

1. To establish an office of college assessment, research and evaluation services (CARES) which will identify the need for, design, conduct and report special studies.
2. To establish instructional development service which will provide support to help faculty members improve instruction.
3. To further develop the capability to implement and maintain systematic management throughout the college at all levels by means of developing (a) needed information systems, and (b) staff capability and procedures to support planning, management and evaluation systems at the institutional level.

At the time this research was conducted, the program goals were in an early implementation stage, and, therefore, it was too early to assess the organizational impact.

The Multi-Campus System

Of all the colleges participating in this research, the multi-campus system demonstrated the highest level of sophistication in institutional planning and evaluation. The planning and evaluation process was predicated on a Systems Analysis Analogue Model.* This system had many of the characteristics of Management-by-Objectives and Program Planning Budget Systems models. Within this system, each subsystem was required annually to create a program plan which was divided into the following areas:

1. Mission Statement
2. Design Criteria
3. Performance Goals (for each design criterion)
4. Inputs-Outputs
5. Outputs-Inputs
6. Human Feedback Circuitry

Each of these areas is explained in detail in Appendix A. The college's ten-year plan also utilizes this format.

The college had the capacity to translate each program plan into a management information system. Once the data was injected, the system had the capacity to generate output in formats required by the legislature, the State Planning, Budgeting, Evaluation System and the State Accounting System. This capacity was possible through the existence of cross-over matrix tables.

Each program plan was translated into dollars. Performance goals, with an assigned priority level, were created for each design criteria and then given one of the following category assignments:

*See Appendix A.

- A. Instruction
- B. Operations
- C. Educational Services
- D. Evaluation Research and Development

The weakest link in this system, as specified by the President with agreement from the top level administrators, was the evaluation process. At the time the research was conducted, the College did not have a formal annual evaluation of their program plans. The review process was conducted in the context of examining last year's program plan in light of budget requirements for the following year's programs. The administrative staff recognized that stronger evaluation was required. However, in the last seven years the President has reduced the administrative staff by fifty administrative positions. This staff reduction created a manpower resource problem with respect to the analysis of organizational effectiveness.

Summary—Research Question Sixteen

One of the areas of inquiry in this research was to ascertain if a formalized system existed, in any of the colleges, to evaluate organizational effectiveness. All single campus respondents acknowledged that a formal evaluation system for the college was non-existent. However, a series of apparently unrelated evaluation measures emerged from the interviews. Included were (1) North Central Accreditation requirements, (2) Management-by-Objectives, (3) subjective indicators, (4) quantitative indicators, (5) individual performance evaluations and (6) the consideration of a Management Information System.

The multi-campus configuration did have a formalized system in the form of a Systems Analysis Analogue Model. However, the segment of the system designed to evaluate the organizational effectiveness of the college was perceived as the weakest link by the top level administrators.

Educational Quality and Excellence

The extent to which quality and excellence in education are stressed and measured in comprehensive community colleges is central to the analysis of organizational effectiveness.

Specific research question seventeen asked:

17. What specific administrative policies, procedures and activities are being implemented to insure and measure quality and excellence in the educational programs?

The result of this question yielded information consistent with that typically reported in the literature. It should be noted, however, that many administrators acknowledged that they didn't know what their colleges were doing to insure quality and excellence in the educational programs. Typically, the writer was directed to the Dean of Instruction for his response on this matter.

The primacy of faculty selection was clearly identified as the top priority in order to insure a quality instructional program. Many respondents noted that "real" educational quality is a function of the faculty member's attitude, enthusiasm and instructional curiosity.

Instructional evaluation was also stressed as a positive approach to insure quality. The inputs into the instructional evaluation system cited most frequently were (1) grade distribution analyses and (2) student response to instruction questionnaires.

Typically, the probationary faculty member received the most administrative attention relative to his teaching performance. Those faculty members who generated a high ratio of complaints also received substantial administrative attention. However, the typical faculty member, not in the above two categories, usually received significantly less attention to his teaching performance. In general, the time span between performance evaluations increased significantly after the receipt of board-granted tenure or a continuing contract.

Once faculty selection and instructional evaluation were noted, the administrators identified a series of organizational factors intended to contribute to quality instruction. Included were:

- (1) sabbatical leave opportunities, (2) inservice training programs, (3) funding for individual faculty instructional projects, (4) state requirements for minimum performance goals in occupational programs, (5) funding for the learning resource center, (6) capital equipment for instruction, (7) travel opportunities and (8) curriculum committees.

Inquiries were also directed to the administrators concerning techniques for measuring the effectiveness of educational programs. Once again, no systematic approach to evaluation of instructional programs emerged. However, a series of "bits and pieces" emerged that provided insight into the present status of determining of program effectiveness.

Enrollment growth was the most frequently cited indicator. Comments such as "the students vote on program effectiveness with their feet and their dollars," or "it's a market oriented system,"

or "it's the easiest indicator" were representative statements. However, if enrollment stabilization occurs, this "indicator" may become obsolete.

A series of communication feedback sources were also noted. Advisory committee and board of trustees inputs, community contacts and complaints, transfer institutions' reactions to programs, employer comments and student performance on State Licensing Examinations particularly in the health related fields, were representative indicators. Student follow-up studies were also noted. However, there was wide agreement concerning the need for substantial improvement in the quality, comprehensiveness and type of student follow-up studies.

Many administrators unequivocally stated that the measurement of quality and excellence is "pretty gut level at this point." Others stated "we really don't know much" and "we're not sure if there is a good way to measure program effectiveness."

One of the most positive concerns by a college campus for quality and excellence in education was discovered on one of the campuses of the multi-campus configuration. During the period, October, 1973 to June, 1974, a campus self-study commission examined the educational program from thirty-three points of view. Input ranged from the central office to the maintenance and classified staff. The product of this commission was the identification of fifteen areas of concern and forty-six recommendations. The concerns and recommendations have been submitted to the chief campus administrative officer. It was apparent from the personal interviews

that the recommendations will, in large part, be incorporated into the campus long-range plans.

Summary—Specific Research Question Seventeen

Many administrators indicated that they did not know what their colleges were doing to improve quality and excellence in instruction. For those administrators responding, faculty selection procedures, grade distribution analyses, student response to instruction questionnaires, sabbatical leaves, inservice training programs, travel opportunities and curriculum committees were the most frequently cited factors relating to quality in instructional programs.

Quality in educational programs was most commonly measured by enrollment statistics, advisory committee and boards of trustee inputs, community contacts and complaints, employer comments, transfer institution inputs and student performance on state licensing examinations. Most administrators acknowledged the relative lack of sophistication in their efforts to evaluate quality and excellence in instructional programs.

Summary

Chapter V was designed to describe the data accumulated from private interviews with sixty-one central administrators. The major areas of discussion were: (1) the impact of collective bargaining and government on organizational analysis, (2) the administrative perceptions concerning the existence of a formalized system for organizational evaluation, and (3) the presence of policies and procedures to insure and measure quality and excellence in educational programs.

It was apparent that the advent of collective bargaining did cause more administrative concern for organizational evaluation. Administrators indicated strong concerns for their management rights and stated that unions as formal organizations did not and would not participate in the assessment of organizational effectiveness.

Single campus administrators perceived the lack of a formal system for evaluating organizational effectiveness. The multi-campus President and his top level administrators demonstrated the highest level of sophistication relative to the examination of organizational performance. But these administrators acknowledged the need to further strengthen the evaluation portion of their management system. Government was not perceived to play a major role in the assessment of effectiveness. Little evidence was uncovered concerning the measurement of quality and excellence. Chapter VI will present an overall summary of the research, the conclusions generated from the specific research questions, and a series of recommendations for further research.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This research project was conceived, designed, and completed as a result of the researcher's interest in three areas: comprehensive public community colleges, organizational theory and the analysis of organizational effectiveness. The study was intended to describe the priorities for analysis identified by central administrators and faculty leaders and relate them to a series of organizational elements organized into a theoretical model. The model consisted of the major dimensions of stability, integration, voluntarism and achievement (SIVA). Each organizational element emerged as a direct result of: (1) a comprehensive review of the literature, (2) input from community college central administrators and faculty leaders and (3) the writer's community college experience and knowledge of organizational theory. The earlier work of Theodore Caplow provided the basic (SIVA) theoretical model. A substantial amount of research existed that contributed to the credibility of the theoretical framework.

A comprehensive review of the literature provided a basis for stating the following major conclusions:

Literature Review Conclusion One-- Multi-Dimensional Nature of Organizational Effectiveness

The assessment of organizational effectiveness is a multi-

dimensional concept that cannot be evaluated accurately from a given set of precise indicators. Instead, it is a description of a set of circumstances that describe an organization in terms of its capacities and its potential.

Literature Review Conclusion Two—
Lack of a Substantive Body of Knowledge

A substantive body of knowledge or findings predicated upon hard scientific evidence does not exist concerning the functioning of organizations. In addition, a universally accepted theoretical framework for the study of organizations is also non-existent.

Literature Review Conclusion Three—
Appropriateness of an Open-Systems Model

The open-systems approach is an appropriate theoretical approach to the study of the public comprehensive community college, particularly in view of the informational inputs that emanate from the external environment.

Literature Review Conclusion Four—
Organizational Similarity and
The SIVA Model

All organizations, given a certain level of abstraction and regardless of their characteristics, show values related to the theoretical notions of stability, integration, voluntarism and achievement.

Literature Review Conclusion Five—
Multiple Approaches to Selected Aspects
of Organizational Effectiveness

The literature on organizational effectiveness suggests a variety of methodologies that consider one or more aspects of

organizational effectiveness. Structural dimensions, organizational climate, human resource considerations, numerous aspects of leadership, organizational inducements, and goal formulation and attainment represent a sample of the areas previously researched.

Literature Review Conclusion Six—
Lack of Agreement Concerning
Goal Attainment

A large portion of the literature relating to organizational effectiveness relies almost totally upon the definition of effectiveness in terms of goal attainment. However, this approach presents an unresolvable difficulty in the form of the lack of agreement within organizations concerning the nature of these goals. Further, practical distinctions need to be made between "official" and "operative" goals.

Literature Review Conclusion Seven—
Organizational Assessment and
Community Colleges

The multiplicity and diversity of problems and issues confronting public comprehensive community colleges strongly suggests the need for a more comprehensive examination of the assessment of organizational effectiveness.

Literature Review Conclusion Eight—
Organizational Effectiveness and
the Professional

Organizational effectiveness is likely to be increased in those organizations employing large proportions of professionals

when those professionals participate in setting goals, multiple indicators are used in measuring effectiveness, and control is collegial.

The major conclusions from the literature formed the nucleus for the development of seventeen specific research questions. Given the exploratory nature of this research, descriptive techniques were used to present the priorities for analysis as identified by seventy-three community college central administrators and fifty-nine faculty leaders.

Two questionnaires and a set of personal interview guidelines were employed as the primary data-gathering strategies. Seven comprehensive public Michigan community colleges, including a multi-campus configuration which consisted of four branch campuses and a central office, agreed to participate in this research. Each college had existed for a minimum of seven years, had a substantial history of collective bargaining by faculty, was comprehensive within the parameters of community needs and available resources, and the president had held office for a minimum of three years. Participants were restricted to faculty leaders and top level central administrative personnel.

The analysis of the data was conducted by using a variety of statistical and descriptive techniques. The statistical techniques employed did not require parametric assumptions about the form of the data and were consistent with interval data assumptions. Chapters IV and V presented a detailed analysis of the respondents' perceptions.

Research Conclusions

The reader is cautioned concerning three points. First, the conclusions presented, due to (a) the limited sample size and (b) the lack of randomness, should not necessarily be generalized to a larger population. The conclusions should be considered an entry point for further research concerning organizational effectiveness in public community colleges. Second, the conclusions presented here represent summary statements of the more detailed analysis presented in Chapters IV and V. Third, the conclusions are predicated on administrative and faculty perceptions that were operative during the data accumulation phase of this research.

Conclusions From the Research—The Present Status—The Administration

Conclusion One—The Infancy of Organizational Effectiveness Evaluation in Community Colleges

It is apparent that the assessment of organizational effectiveness in the selected Michigan community colleges is in its infancy. To support this conclusion, the current analysis priorities assigned by central administrators revealed forty-three effectiveness elements out of a total of fifty-one, that were assigned current analysis priorities of 2.6/4.0 or less. Furthermore, thirty of the effectiveness elements were assigned current priorities for analysis of 2.3 or less which approximated a moderate priority level. There are no appreciable differences in the number of low analysis priorities between the single campus organizations and the multi-campus configuration. The current inattention to the assessment process was agreed on by a significant majority of the respondents. Continuing enrollment growth is substantially responsible for this lack of assessment

due to the administrative assumption concerning the strong positive relationship between enrollment growth and an effective organization.

Conclusion Two—Flexibility—A Major Administrative Concern

Both single and multi-campus administrators indicated strong current analysis concerns for the notions of administrative flexibility. The capacity of the college to try out new ideas and its capacity to cope with unusual problems represents a significant and continual challenge to the administrative groups. Flexibility appeared crucial particularly in light of the adversary relationships induced by collective bargaining and the comprehensive mission of community colleges as perceived by administrators. In addition, the idea of an environment conducive to the initiation of improvements in curricula, work methods and procedures, and teaching strategies also received high agreement by both groups. The apparent incompatibility of organizational flexibility and a collective bargaining atmosphere emerged as a fundamental obstacle.

Conclusion Three—Resource Acquisition and Limited Financial Analysis

Resource acquisition was jointly identified as important by both groups of administrators. However, once resources were acquired—particularly financial resources—multi-campus administrators placed a stronger emphasis upon the evaluation of resource allocation when compared to single campus administrators. The interviews also revealed that the techniques of financial analysis are still emerging, particularly in single campus institutions.

Conclusion Four—Current Priorities
Assigned to "Integration"

It was apparent that administrators in the multi-campus configuration were particularly interested in total frequency of interactions among the various subsystems.

Multi-campus administrators assigned high current priorities for analysis (3.0 or above) to four effectiveness elements associated with the theoretical notion of organizational integration. These areas included advisory decision making (a technique to increase integration); philosophical acceptance and understanding (an indicator of a potentially low level of factionalism); and support by the administration (a strategy intended to achieve unity within the system). Given the physical size and geographical dispersion, one can easily appreciate the need and concern for the successful integration of numerous subsystems.

However, the evidence suggests that when all seventeen integration elements are considered in total, no substantial difference existed between multi-campus and single campus administrators. The multi-campus overall statistical value for integration was diminished by the current low level of attention to the analysis of complaints and conflict existing among groups within the college; the final decision-making of the faculty on overall college problems subject only to board of trustee approval (also rated low by the single campus administrators); the organizational implications of decentralization; and the orientation of part-time faculty to the college philosophy and their instructional responsibilities (also rated low by the single campus administrators.) Each of these

areas received higher priorities for analysis for the future with the analysis of complaints and part-time faculty orientation achieving the greatest gains.

Conclusion Five—The Analysis of Student Achievement

The organizational concern in both single and multi-campus administrative groups for the analysis of student achievement and the student's employment consistent with his education and training occupied relatively low current priorities for evaluation. The measurement of student achievement in developmental education and in technical-occupational education was acknowledged as a major organizational deficiency. Some follow-up studies are conducted, but the need is great in this area. On a relative basis the measurement of student achievement in transfer education programs is stronger in both types of insitutions. This is primarily due to more experience with this type of educational program and its preferred status historically (and in some cases, presently.) This finding, when compared to administrators' relatively high concern for Quality Educational Programs (2.79), suggests some intra-institutional confusion concerning the linkages between student achievement and quality educational programs. However, a moderate to high level of disagreement existed among administrators concerning the current analysis priority associated with Quality Educational Programs.

Conclusion Six—Disagreement Among Administrators

There were strong indications suggesting the existence of

moderate to high current levels of disagreement, at the standard deviation level of 0.7 and above, on a majority of the fifty-one effectiveness elements. Two colleges, B and G, however, did possess agreement at the 0.69 standard deviation level or below, on approximately fifty percent of the effectiveness elements.

This finding suggests (1) that strong differences in perceptions exist among administrative groups concerning current priorities analysis for the effectiveness elements evaluated in this research; and/or (2) that substantial intra-organizational communication difficulties exist concerning assessment activities. To support point two, it should be noted that the average value for all seventy-three administrators concerning the free flow of work information between organizational levels, divisions, and departments was 2.25 (moderate).

Conclusion Seven—Priorities Assigned to
"Stability," "Integration," and
"Voluntarism"

The administrators did not attach appreciably different current priorities for analysis to the theoretical dimensions of stability, integration or voluntarism. All three dimensions were valued at a moderate priority level. It is apparent that each dimension is considered to be approximately equal in importance with respect to the current evaluation of organizational effectiveness. There existed a slight indication that measures of organizational achievement were less important at the present time. This may be due to: (1) the perception that enrollment growth outweighs the need to assess organizational achievement and (2) the current

inattention directed to the measurement of student achievement and student employment success. (Note: the measurement of organizational achievement moves to a "high analysis priority" for the future, with a slight edge over the other three dimensions of the SIVA model.

(See Conclusion Twenty-Five.)

Conclusion Eight—The Need for More Rigorous Assessment

There was general agreement among a majority of the administrators concerning the need for more rigorous assessment of organizational effectiveness.

However, the analysis of the administrative responses to the current analysis priorities for the fifty-one effectiveness elements suggests only moderate analytical emphasis. One could infer that less analysis would be conducted in the absence of the collective bargaining atmosphere. However, additional research in a non-bargaining atmosphere would be needed to substantiate this inference. A second inference, consistent with findings of this research, would be that analysis of organizational effectiveness is little understood and just emerging as an organizational reality. Collective bargaining may be a major stimulus in this process.

Conclusion Nine—Administrative Perceptions of Management Rights

The concern of administrators to protect existing management rights emerged as a strong preoccupation, both at the present and in the future. As a result of the management rights concern, administrators are now directing more careful attention to a clearer

definition of faculty role, particularly the theoretical notions of role stereotype, expectation, description and status. This clearer definition is resulting in a perception that faculty are employees hired to teach. In the future, faculty role may be minimal in the governance process. Administrative roles are being redirected to a stronger management function. Certainly, this tendency strikes at the heart of the collegial model. But these administrative perceptions are real and are currently influencing administrative behaviors.

Conclusion Ten—Perceived Union Opposition to Organizational Evaluation

Administrators perceive significant union opposition to more intensive organizational analysis. However, as the frequency increases in which administrators must justify decisions, the need for more rigorous analysis and documentation intensifies. The necessity of "contract compliance," the expanding legal environment of higher education, and the quasi-judicial nature of the grievance procedure are also contributing factors to the "documentation dilemma." Additionally, administrators perceive these factors to be contributory to a "tighter" administrative style. These developments are in direct opposition to the administrative high concern for operational flexibility. (Note: Realistically, many administrators acknowledged that the "need" to comply with the master agreement is a convenient mechanism to invoke in order to engage in or refrain from certain actions.)

Conclusion Eleven--Union
Involvement in Assessment

Presently, unions as formal organizations do not officially participate in the assessment of organizational effectiveness. However, as a separate entity, not in conjunction with the administration and board of trustees, unions may conduct separate analysis. Administrators were strong in their stance that the union is not and should not assume a role in the organizational assessment process. However, administrators stressed that faculty members, as individuals, were encouraged to participate in organizational analysis at the division level or in specific roles as defined by the administration.

Conclusion Twelve--Administrative Perceptions
of Governments' Role in Assessment

The community college administrators interviewed for this research, as a group, did not perceive any appreciable level of state or federal government involvement in the process of evaluating the organizational effectiveness of individual colleges. Single campus administrators confirmed their current lack of concern in this area with relatively small values assigned to the effectiveness elements of Institutional Control, State Government and Federal Government. In contrast, multi-campus administrators placed a high current priority for analysis on state government and a slightly lower value on the federal government.

Most administrators concurred that the State of Michigan has provided substantial latitude in permitting the individual colleges to develop local identities. Second, administrators perceived that

numerous state requests for institutional data may be institutional evaluation in some form, but the lack of information feedback denigrates this notion. Third, almost unanimous agreement was present concerning: (a) the inability of the state to capably evaluate effectiveness due to the diversity of locally prevailing conditions; (b) the perceived high turnover of individuals in state government possessing sufficient knowledge concerning community colleges (with the Department of Vocational-Technical Education, excepted) and (c) the vigorous perceptions that a community college should be evaluated by the district it serves—not the state.

All administrators acknowledged the state role in finance, auditing activities, occupational education and licensing activities for selected occupational programs. However, the assessment of organizational effectiveness was not directly associated with these activities, with the obvious exception of licensing examinations. (This latter factor is a form of tangible evidence of the educational effectiveness of selected programs.)

Conclusion Thirteen—Single Campus
Administrators' Perceived Lack of
a Formal Evaluation System

Single campus administrators did not perceive the existence of a formalized system for evaluating organizational effectiveness at their colleges. This conclusion could have been inferred, in part, from the moderate levels of priorities for analysis currently assigned to the fifty-one effectiveness elements by administrators. However, most administrators acknowledged the need for increased

formalization of the organizational assessment process. College C is taking strong and positive action toward designing a formal system by which organizational effectiveness can be evaluated.

Conclusion Fourteen—Accreditation
Impact on Assessment

The institutional accrediting process was the most positive external force stimulating the assessment of organizational effectiveness. The primary difficulty with this process was that a significant amount of resources were mobilized in preparation for the examining team visit but once accreditation was received the organizational assessment process became diffused. This condition can be remedied by establishing organizational mechanisms to insure that progress continues toward accomplishing commitments made to accrediting agencies. Moreover, sufficient long range planning and continual internal analysis can result in a more systematic approach to obtaining and/or renewing accreditation status.

Conclusion Fifteen—The Relative Absence
of Management by Objectives

A fully operative Management by Objectives system did not exist within any of the single college campus organizations. However, four out of the six participating colleges in this category, were experimenting within one or more of the college subsystems with the Management by Objectives system. Only two of the single campus presidents strongly favored a Management by Objectives system. The remaining four presidents either rejected the system as inappropriate for education, or had not yet been sufficiently persuaded to allow its introduction on a college wide basis. This conclusion is

consistent with the nominal priority (2.17) that central administrators assigned to the current priorities for analyzing the evaluation of previously determined goals and objectives as a systematic management technique.

Conclusion Sixteen—Intuitive Indicators of Effectiveness

Community feedback in the form of: (1) "Cocktail Gossip," (2) Advisory committees, (3) Service clubs, (4) the "Press," (5) Complaints, and (6) Enrollments constitute primary sources of information that formulate intuitive indicators describing organizational success or failure. In the evaluation of organizational effectiveness, central administrators indicated reliance of these informational foundations to formulate impressions concerning college success or failure. But, the reader should recall that community satisfaction with the college as an effectiveness element received current analysis priority values of approximately 2.00 (moderate) by all administrative respondents. Individually, this same approximate value was identified by all campuses except College B which identified a 2.75 current priority for analysis of this factor. As a result, one can conclude that a moderate level of attention is directed to these sources of information, but in the final analysis, the evaluation of organizational effectiveness remains a diffuse process.

Conclusion Seventeen—Quantitative Indicators of Effectiveness

Budget formulation and the monitoring of expenditures against budget, faculty credit hour production, and instructional cost per credit were the major quantitative mechanisms used by single

campus administrators to evaluate effectiveness. Their degree of quantitative sophistication is limited due to the current lack of an appropriate data base for a Management Information System. (This deficiency is currently receiving attention at Colleges B, C and E.) Additional limiting factors were manpower availability, the delay in the conversion of the financial system to data processing, and the sluggish adoption and refinement of business cost accounting techniques to the requirements of public community colleges.

Conclusion Eighteen—Multi-Campus Evaluation Model

The most comprehensive management system identified in this research was the Systems Analysis Analogue Model currently in use in the multi-campus system. This system, fully described in Appendix A, has the characteristics of a Management by Objectives—Program Planning Budget Systems model and combines program plans, functional responsibilities, budget requirements, and budget priorities into a single management system. The weakest link in the system, acknowledged by all multi-campus administrators, was the human feedback circuitry. That is—the assessment of the organizational effectiveness of the college. This weakness is attributed to: (1) the minimal number of administrators given the size of the college system compared to other Michigan community colleges and (2) the existence of an extremely strong faculty collective bargaining element. It was noted that the assessment of organizational effectiveness is occurring in the multi-campus system, but it is operating at only a fraction of its potential.

Conclusion Nineteen—Quality
Educational Programs

The need for and importance of quality educational programs was acknowledged by all administrative respondents. Rigorous faculty selection, faculty evaluation—particularly of new full-time faculty members—and the existence of curriculum committees were the most frequently cited measures to insure quality educational programs. The weakest link in the improvement of quality and excellence was the low current analysis priority associated with the understanding of the college philosophy and the institutional responsibilities by temporary and part-time faculty. Central administrators placed a current priority value of 1.7 on this element. This deficiency impairs quality and excellence on at least two fronts. One, classroom teachers are for all practical purposes "the college" to the typical student. The part-time commuter status of a significant portion of the community college population precludes frequent interactions with other members of the college staff. Therefore, exhibited deficiencies of the part-time faculty may be generalized to the entire college by the student. Two, many colleges rely heavily on the use of part-time faculty. Typically, a lower rate of compensation is paid and fringe benefits are non-existent. Therefore, as financing becomes more crucial, and enrollments fluctuate, one can expect the continued, and perhaps, increased use of part-time faculty.

As a result of these factors, it should be evident that the orientation of part-time and temporary faculty deserves significantly more attention than it currently receives.

Quality and excellence is currently measured primarily by enrollment statistics, due to its ease and convenience. Measurement also occurs via communication feedback in the form of complaints, advisory committee input, and student response to instruction questionnaires. It seems incongruous that administrators continue to place almost total reliance on "input factors" to determine the quality of "output."

Conclusion Twenty—Unofficial Organizational Evaluation

In numerous cases, the writer found that an analysis of specific subsystems was conducted independently by a given administrator and either (1) retained for some future, but unspecified use or (2) shared privately with the president. It was suggested by numerous administrators that the more intra-organizational information formally developed and released, the greater the potential for misinterpretation by: (1) those administrators higher in the hierarchy, (2) individual board of trustee members, (3) faculty bargaining agent, and (4) the general public. Therefore, to minimize conflict and uncertainty, the data are privately retained.

The Future Status—The Administration

Conclusion Twenty-One—Highest Future Priorities for All Administrators

When all administrators were considered as a group, the evaluation of the effective use of all resources (human, technical and financial) received the highest value (3.45) for future priority for analysis. It is evident that administrators recognize the

critical role of resource utilization in an effective organization. Competition from welfare, slow economic recovery, (particularly in the automotive industry), taxpayer attitudes toward additional millage, and current accountability pressure were representative factors stimulating this change in priority.

Quality Educational Programs, Support by the Administration, and Flexibility were also ranked as top priorities for analysis in the future.

Conclusion Twenty-Two—Administrative
Agreement Concerning Future
Evaluation Priorities

A strong indication exists suggesting relatively high degrees of agreement among administrators concerning future priorities for analysis for the fifty-one effectiveness elements. This indication held for both types of organizations studied in this research. The real issue centers on the conversion of this consensus into concrete future evaluation strategies. The final composition of the end-product is undeterminable at this time.

Conclusion Twenty-Three—Future Evaluation
Compared to Current Perceived Priorities

Central administrators indicated higher future priorities for analysis for all fifty-one effectiveness elements when compared to their current evaluation emphasis. This suggests a stronger administrative orientation toward a strengthening of the assessment of organizational effectiveness in the future.

Administrative perceptions of the need for more rigorous organizational evaluation in the future may be accounted for by

perceived operational constraints resulting from a collective bargaining model. Other factors that may account for this desired change include: perceived needs by administrators to reevaluate administrative and faculty roles; financial constraints imposed by a slow economic recovery; accountability pressures emanating from sources external to the college; and administrative realizations that their managerial skills must improve if community colleges are to respond effectively to community needs.

The administrators, as a group, appear to know where they want to go in the future—at least from a perceptual point of view. Operationally, the conversion of theoretical organizational elements into sound evaluation mechanisms is still emerging at an elementary level.

Conclusion Twenty-Four—Major Changes in Evaluation Priorities

The most significant changes from the administrative "current" to "future" priorities for analysis were evident in the assessment of student achievement, student employability consistent with educational attainment, orientation of part-time faculty members, curricula, and community satisfaction with the college. Each of these areas has been identified as a "high" future priority requiring analysis.

There exists a strong recognition that an analysis of the student must extend beyond student profiles and the experiences of the transfer student. The assessment of student achievement in developmental education and in occupational education must be

substantially strengthened in the future. Administrators appear to be committed to further study of the student, particularly in his job environment. This suggests potential modification of curricula to be more consistent with student and employer needs.

In addition to the major analysis priorities agreed on by all administrators, the multi-campus managers identified six additional effectiveness elements in which major analysis changes should occur in the future. Included were the notions of Organizational Investment, systematic evaluation of employee performance, capacity to meet community needs, evaluation of previously established goals and objectives—particularly at the divisional and departmental level—and employee participation in personal development activities. Single campus administrators added Resource Utilization and the evaluation of planning processes.

As a result of these and changes in the rank order of importance from the present to the future, there existed a negative, but significant, Spearman Rank Order Correlation of 0.76 between the administrative current and future analysis priorities. Therefore, one can conclude that there is very little rank order relationship between current and future priorities for analysis. The writer anticipates a significant reordering of analysis priorities resulting in a more sophisticated evaluation of the organizational effectiveness of the participating community colleges.

Conclusion Twenty-Five—Future Analysis Priorities Associated with the SIVA Model

The administrative groups attach equal and "high" future priorities for analysis to the theoretical notions of organizational

stability, integration, voluntarism and achievement. In addition, the effectiveness dimension of organizational achievement registered the largest gain from the current to the future priorities for analysis. This gain can be attributed to the perceived increased analytical attention that should focus on the analysis of Student Achievement and Student Employability. Furthermore, the "high future analysis" emphasis attributed to the major dimensions of the SIVA model suggest that it is an appropriate framework for the analysis of organizational effectiveness.

The Faculty--The Future

Conclusion Twenty-Six--Faculty Leader High Priorities

All faculty leaders, as a group, demonstrated their two highest future concerns for: (1) the degree to which the administrative staff provides a predictable and supportive environment in which teaching and learning can effectively occur and (2) the extent to which quality and excellence is stressed in instructional programs. It is the opinion of the writer that the strong faculty (and administrative) concern for a supportive organizational environment will be difficult to achieve in view of the adversary relationship associated with collective bargaining and the strong administrative concern for management rights. This problem is compounded by perceived administrative needs for increased documentation, the formalization of the communication process, and the redefinition of the faculty role by administrators, to that of employee status as contrasted to that of a professional.

The faculty leaders also stressed the need for high future analysis priorities in the areas of (1) curricula, (2) flexibility to try out new ideas, (3) student understanding of the availability and range of college services, (4) the advisory decision making capacity of the faculty and staff, (5) the procurement of resources, and (6) developmental education.

Conclusion Twenty-Seven--Faculty Perceptions
of Governments' Role in Assessment

Faculty leaders as a group placed depressed moderate values on effectiveness elements concerned with the satisfaction of state and federal government agencies with college programs. The federal government item received the lowest faculty leader value for a future analysis priority. A majority of faculty leaders do not typically interact with government officials, nor are they typically aware of the mutiplicity of regulations and compliance requirements, therefore, the low rating was consistent with their frame of reference.

Conclusion Twenty-Eight--Faculty Leader
Agreement Concerning Future
Evaluation Priorities

Faculty leaders exhibited moderate to high agreement on eighty-six percent of the effectiveness elements. As in the case of the administrative groups, there appears to be consensus within the faculty sector concerning future directions for organizational analysis. Specifically, faculty leaders demonstrated their highest levels of agreement on six elements within the major effectiveness dimension of organizational stability. This agreement centered

on high priorities for analysis of organizational Flexibility and Curricula. Relatively high concern was associated with financial evaluation. Moderate to low priorities were identified with the ability and willingness of faculty and staff to assume new duties on short notice, the college's relationship to other educational institutions, and the satisfaction of government with college programs and facilities.

Conclusion Twenty-Nine--Areas of High Disagreement Among Faculty Leaders

High levels of disagreement at 0.9 standard deviations or above were evident for five effectiveness elements among faculty leaders. These elements included: (1) Authority, (2) Final Decision-Making Authority of faculty, (3) Decentralization of decision-making responsibilities, (4) Sense of Identity (which pertains to one's knowledge and insight into purpose, functions and goals of the organization) and (5) Communication within the organization. It is apparent that the preceding points one, two and three pertain to the placement of decision-making responsibilities. In many instances the decision-making power has been a major point of discord in the collective bargaining relationship.

A Comparison Between Central Administrators and Faculty Leaders

Conclusion Thirty--Agreement Between Administrators and Faculty Leaders Concerning the SIVA Model

A high degree of agreement exists between faculty leaders and central administrators concerning the future analysis priorities for the theoretical dimensions of integration, voluntarism and

achievement. The major dimension of stability was rated slightly lower by faculty leaders due to the lower analysis priorities associated with State and Federal Government satisfaction and Staff Adaptation. However, it is apparent from the high priorities for analysis assigned by faculty leaders and central administrators to these major dimensions of effectiveness, this theoretical scheme presents a viable approach to organizational evaluation in the selected community colleges studied.

Conclusion Thirty-One—Faculty Agreement
with Administrative Top Priorities for
Analysis

The evidence suggests that faculty leaders attach similar high future analysis priorities to those effectiveness elements that are identified in the upper quartile of future priorities by central administrators. It is apparent from the high level of agreement that potential exists for a cooperative future effort to evaluate organizational effectiveness of the selected community colleges. Unfortunately, considerable evidence also exists to suggest sufficient obstacles to impede their future cooperation.

Recommendations to Administrators

As a direct result of this research, the following recommendations are suggested for administrators:

1. It is recommended that central administrators direct more serious attention to the systematic analysis of the organizational effectiveness of their community colleges. A majority of the administrators in this study acknowledged the relative infancy of

the organizational evaluation process. Administrators also acknowledged that more rigorous evaluation was needed. Attention should also be directed to a strengthening of the administrative communication network concerning organizational analysis. Internal communications among administrators concerning organizational assessment is a major deficiency that requires immediate attention.

2. It is recommended that top level administrators insure that their expressed intention to increase the assessment of the effectiveness of the college materializes. Assessment priorities must be assigned and individual administrative responsibilities clearly identified. Colleges are advised to make the analysis of organizational effectiveness a continual process as contrasted to the "crash programs" preceding accreditation renewal.

3. Administrators are encouraged to recognize that multiple approaches to assessing organizational performance may be effective. As the demands placed on the college change, so should the focus and the evaluation mechanisms. A situational approach to assessing organizational effectiveness is recommended over a fixed model.

4. It is recommended that administrators examine the potential applicability of the Systems Analysis Analogue Model to their respective campuses. A description of this model is contained in Appendix A. Perhaps, the model in its entirety or some modification may be an appropriate starting point for a more systematic evaluation system.

5. As the collective bargaining relationship matures, both

faculty union leaders and central administrators should reexamine their respective roles in light of the needs of an effective community college. It is the opinion of the writer that mutually exclusive roles will retard rather than enhance the effectiveness of these institutions.

6. It is recommended that systematic and comprehensive research be conducted on the colleges' customers—the students. Particular emphasis should be directed to student employment consistent with educational competencies and skills. Attention should also be directed to more comprehensive assessments of program effectiveness particularly those programs under the umbrella of developmental education and occupational education.

7. More serious attention should be directed to the role and teaching performance of part-time staff. More emphasis on part-time staff integration with full-time faculty and more systematic supervision to insure performance consistent with academic standards appears to be needed.

8. It is recommended that administrators continue to place high values on the capacity of the college to respond effectively to community needs. Administrators and faculty leaders are encouraged to minimize the organizational rigidity that can result from a collective bargaining atmosphere.

9. Single campus administrators are encouraged to assign a high future priority on the analysis of resource allocation. Sincere efforts must be made by single campus administrators to establish needed management information systems. This type of system may enhance administrative decision-making capacities particularly with

reference to internal resource allocations. It should be noted that the multi-campus system administrators have made significant progress toward the establishment of a viable management information system.

10. Administrators are encouraged to make improved use of faculty members, as resources, in the process of assessing organizational effectiveness. The writer is not suggesting that the union participate in the assessment process. However, faculty members, as individuals represent a wide spectrum of talents and abilities, which if mobilized properly, could contribute substantially to the organizational assessment process than current levels indicate.

11. It is recommended that administrators continue to resist State government excursions into those internal administrative areas that might result in the loss of the colleges' local identity. Further State involvement that may inhibit the capacity of the college to effectively respond to community needs should also be resisted. Administrators must be aware of the "fine line" between required State level coordination needed to achieve optimal resource allocation and those State level activities that may retard the attainment of the colleges' primary mission.

12. Administrators and faculty leaders have indicated high future priorities relative to the improvement of quality and excellence in educational programs. In order to operationalize this priority, the establishment of a full-time staff position entitled Director of Instructional Design is recommended. This position should be totally oriented to assisting faculty in the improvement of classroom instruction.

13. Effective organizations depend, in part, on competent and dedicated personnel. The writer perceives that a tendency exists for many organizational members to become "comfortable" and perpetuate the status quo. At that point, professional growth typically ceases. The writer also perceives that a strong relationship may exist between professional growth and increased organizational effectiveness. Therefore an environment conducive to personal growth and experimentation with appropriate organizational inducements would be in order. Specifically, it is recommended that individualized professional staff development programs be established.

Suggestions for Further Research

The following suggestions for further research are a result of the writer's concern for the systematic assessment processes needed for the comprehensive public community college.

1. A more expansive study including all of the Michigan community colleges would be appropriate in order to add verification to the findings of this research. This would provide a more comprehensive view of the organizational assessment process of the public community colleges in this state and permit a greater generalization of the findings.

2. A multi-state study of those states similar to Michigan using random selection techniques and focusing on the processes by which organizational effectiveness is evaluated in public community colleges is also needed. This type of research would allow the use of the more powerful parametric statistical techniques and afford

the researcher the opportunity to generalize the findings to the community college population of the nation.

3. Several multi-state studies are needed where various forms of statewide planning, coordination and control are present. This would provide further insight into the impact of state government on the assessment of organizational effectiveness.

4. One or more studies would be useful in those community colleges where collegiality replaces the adversary relationships associated with collective bargaining. The studies could focus on the differences and the similarities in the assessment of organizational effectiveness between the two governance models. This type of research would be beneficial to those institutions in a transition phase toward collective bargaining.

5. A multitude of experimental and non-experimental studies could be devised focusing on an in-depth analysis of one or a combination of the effectiveness elements identified in this research. This would result in additional data concerning the relationships between various elements and the specific procedural techniques used by administrators to evaluate those elements.

6. Research is also needed concerning the processes by which organizational effectiveness is evaluated in other types of institutions of higher learning (i.e., the land grant colleges, the multiversity, the liberal arts colleges, the private community colleges and the black colleges.)

7. A series of research studies needs to be designed to develop one or more models by which organizational effectiveness

can be evaluated in higher education. Once the models are designed, research will be needed to test the applicability in specific organizational settings.

8. Further research is needed to ascertain the compatibility of the supportive administrative attitudes desired by faculty leaders from central administrators, and the existence of the collective bargaining model.

9. Given apparent restrictions concerning financial resource availability, further research is needed into the development of more effective methods of examining internal financial allocation processes. Particular attention should be directed to the "costing" of specific programs and courses and the examination of alternative methods relative to the allocation of indirect costs.

10. Administrators acknowledged that program assessment is "pretty gut level" at this point. Much more attention needs to be directed to the techniques by which quality and excellence in instructional programs can be evaluated. More comprehensive evaluation strategies, quality control indices and the like need to be developed.

11. An apparent high degree of agreement existed between administrators and faculty leaders concerning those effectiveness elements requiring the highest future priorities for analysis. Research needs to be conducted to: (1) determine if organizational analysis does occur and (2) identify the evaluation techniques and strategies utilized to examine organizational effectiveness. This type of research could be conducted at the individual college level or across several colleges.

12. Research is needed to identify the impact of tangible and intangible inducements on faculty and administrative job performance. Does a greater range and diversity of inducements provide a stronger basis for integration and voluntarism among the members of a community college organization? If so what inducements appear to be most effective?

13. As a result of collective bargaining, one or more studies are needed to explore the impact of perceived role changes of faculty and administrators on organizational effectiveness of community colleges. Has the apparent re-examination of role resulted in more or less effective organizations?

14. Finally, several case studies are needed in which the organizational evaluation techniques of a new community college president are described and evaluated.

Summary

This chapter contains the conclusions of the study, closing with recommendations to central administrators and suggestions for further research. The research indicated that the evaluation of organizational effectiveness is in its infancy in community colleges. Administrators and faculty leaders acknowledged that significant changes in internal evaluation priorities are desired for the future. The lack of a substantive body of scientific knowledge concerning the functioning of organizations and the multi-dimensional character of organizational effectiveness was evident for the community colleges. Organizational effectiveness is a difficult and complex area—work in that field is just beginning.

APPENDICES

APPENDIX A
SYSTEMS ANALYSIS
ANALOGUE MODEL-APPLICATION

SYSTEMS ANALYSIS

Analogue Model-Application

(Including
Program Planning Budget Systems)

O C C

Oakland
Community
College

(Reproduced with Permission)

SYSTEMS ANALYSIS ANALOGUE MODEL—APPLICATION

(Including Program Planning Budget Systems)

Mission Statement

The mission statement contains the sort of information that one might provide to an intelligent lay person in describing a system. It may provide the explanation of the role of the system under consideration to other pertinent systems in a macro-system: e.g., how a course fits in a program, or how a department relates to other departments in an educational system. The mission statement consists of two primary elements: Structure and Functions. Since a course could be viewed as a social system involving persons, processes, and properties the structures of a course could be considered to be composed of the possible persons [e.g., students at the freshmen level], and those materials, equipment, and facilities necessary to the operation of the course.

Structures—structures should be included if there is some unique aspect to e.g., a course being defined, such as: physical activities being offered off-campus, science courses with laboratory, or special structures needed for the format of a particular instructional approach, e.g., the bursting [sic] of students to carrel arcades or programmed instruction laboratory for independent study. The programs to which the course belongs should also be considered an important aspect of the structure for the course to be included in its mission statement.

Functions—the functions of a system are very broad umbrella-like statements which identify the major objectives of the system. They are described within the following four processes: (1) instructional, (2) operational, (3) educational services, (4) evaluation, research and development. For courses within the curriculum, generally, the great majority of the functions are instructional. The department may have many instructional functions consisting of courses and programs, but it would also have more functions involving operational processes as well as the other kinds of processes. As we shall see later the description of the functions within each of these four processes can constitute the program planning base in a Planning Program Budget System (PPBS).

Design Criteria

Design criteria are statements designed to accomplish identification of the separate functions of the system. They are generally broad statements established as major objectives for the system, e.g., an organization, a department, or a course. Functions should not be so specific that they need to be changed frequently as minor changes are made in the task utilized in achieving the mission. The mission statement and design criteria do, in fact, define a system. As systemic analysis is used to improve this system we should not be constantly changing the system itself, i.e., the mission statement and the design criteria. Rather, the tasks, i.e., performance goals, we set as alternatives to accomplishing the mission of the system should be analyzed and revised. In other words, everytime we attempt to improve this system by changing

its structure and functions, its mission statement and design criteria, we change the system itself and thereby are no longer working with the same system. Instead, a new system has been defined.

A process is defined as a series of interdependent steps established for the purpose of obtaining a particular goal, or end. The design criteria of a system can generally be accomplished through the implementation of four basic processes: (1) instructional, (2) operational, (3) educational services, (4) evaluation, research and development.

Performance Goals

Performance goals are statements that can be identified on the following basis:

1. Format: performance goals must include a task, conditions pertinent to the task, and minimum standards for determining achievements of the task.
2. Measurements: i.e., quantification of the minimum standards for determining successful accomplishment of the task.

Performance goals are the alternative ways that can be used to attain the design criteria of the system. These statements describe the behaviors which are expected as evidences of success in reaching the goals called for by the system (e.g., a department or a course). At this level we must be quantitative and specify the elements of objectives, as defined by Mager¹ (i.e., task, conditions, measures for

¹Robert F. Mager, Ph.D., Preparing Instructional Objectives, (Palo Alto, California: Fearon Publishers, 1962) page 53.

determining achievement of the task). Since the process is defined as a series of interdependent steps established for the purpose of obtaining a particular goal, or end, a task is a behavior or a process. It should be considered in terms of the persons needed and the properties needed to effect the series of steps comprising it. Conditions are relevant environmental factors either assumed or known to effect the performance of the task. Based upon this information the next elements of this system are identified, the inputs, or resources, necessary for the system to operate. Measurement of condition should not be confused with measurement of the performance goal task. In many cases there may be no conditions which are considered to be unique and therefore noteworthy. Within an on-going organizational system the conditions may be accepted intuitively as "given" and may not be included in the performance goal. The object is to communicate enough detail so that isomorphism between the performance goals and the real system exists, (i.e., the performance goal can be a model of the real system) rather than write as much as possible. The judgement as to how much writing is needed must be made by the developer of the system definition. In judging a statement as an appropriate performance goal, an evaluator should consider differences in writing style, cognitive style and other similar factors.

The measurement for determining achievement of the task is the most important consideration in evaluating a system. The following factors should be considered as elements of a performance goal measurement:

A. What type of measurement will be made? There are

four categories (i.e., physical, psychological, role expectation, and normative structure.)

B. What observer group will be used for the measurement?

There are four categories (i.e., supervisor, self-peers, subordinates, clients).

C. What type of measurement will this data provide?

There are four types (i.e., nominal, ordinal, interval, ratio interval).

If the performance goal is to be amenable to measurement the above questions must be answered. It must be noted that in a social system (e.g., the department or a course), measurement is made within probability ranges of true values. This is not unlike the so-called error found in measurements in physical systems, the difference being in the degree of certainty.

Inputs/(Outputs)

An educational program can be defined as a social system of three generic elements, persons, processes, and properties, and their inter-connections considered over a specified period of time. The persons and properties are the resources required to implement the processes of the system. These are the inputs. There are almost always a variety of alternatives which can be considered in order to successfully attain the tasks of the performance goals. This can be done through alternative processes. In this case parallel sets of performance goals could provide alternatives. These alternative sets of performance goals would provide alternative needs for persons and properties. In order to accomplish the design criteria, then,

judgements must be made about the alternatives available to provide the optimum decision [one that is best for the macro-system, not necessarily the individual subsystem].

The inputs are an identification of the persons and properties needed to implement the processes of a defined system. Alternatives in performance goals will provide alternatives in persons and properties inputs. Some will be needed more than others. In fact, some persons and properties can be identified as Musts¹. These are the resources essential to successful implementation of those processes required to attain the design criteria. Other persons and properties can be identified as Wants. These are the resources not essential, but desirable, to best change for success of attaining performance goals. The wants can be placed in rank order, or given a weight on an arbitrary scale (e.g., 1 to 10), thus indicating the relative importance between selected persons and properties in considering the alternatives presented. The planning and programming of alternatives in terms of persons and properties is the essence of Planning Program Budget Systems (P.P.B.S.). In PPBS planned alternatives are "costed out" in terms of the persons and properties identified as musts and wants. A variety of "costs" can be derived from combinations of musts costs with alternative wants. Decisions can be made from among the alternatives presented which are optimum for the design criteria of the system being considered as well as the concern of the "budgetary" system to operate at less cost.

¹Charles Kepner and Benjamin Tregoe, The Rational Manager, A Systematic Approach To Problem Solving and Decision Making, (New York: McGraw-Hill Book Co., 1965) page 183.

The alternatives can be scored on an arbitrary scale according to their costs (highest score for lowest cost). By multiplying the "cost" score by the priority "weight" a "value" can be derived which help in the decision-making process. The alternative with the highest "value" would be the best. This procedure does not guarantee the correct decision. Good judgement, consideration of the values of the decision maker, (whether greatest concern is for persons or processes or properties), and experience, are ingredients which must be considered in applying this information to the decision that is finally made. Inputs, then, are the identification of the alternative sets of persons and properties derived from the performance goals. Where the performance goals are task oriented primarily, inputs are persons and properties oriented.

The development of the Mission Statement, Design Criteria, Performance Goals, and Inputs constitute program plans for the system.

Important examples of careful program planning include realistic estimates of the persons needed in the system (i.e., in education, (1) students, estimated enrollments by course, (2) instructors, number of instructors, this can only be done realistically by careful planning of work load including scheduling aspects combined with the realistic enrollment estimates, (3) counselors, usually based on enrollment estimates for the macro-system, performance goals should be considered carefully here, (4) administrators, number of functional roles should be included. A course treated as a system may not require inclusion of this type of persons, but a division, or college system, would require several administrators of a variety of functional roles, staff, line, etc., (5) specialists, consultants,

visiting lecturers, (6) others, paraprofessionals, support personnel, e.g., secretaries, student assistants, etc.

In addition to the persons, are the properties. To identify and summarize properties for program planning in instructional departments, for example a budget summary form can be used by session or by year. Following are suggestions for properties which will improve ability to develop more realistic program plans. There are three broad categories to consider:

1. Materials
2. Equipment
3. Facilities

1. Materials

A. Learning Resources Center

Material which will be provided through the LRC should be identified. This can include books, slides, transparencies, projectors, audio-tapes, etc. If you are estimating the quantity of items only, it will be helpful to the LRC program planning.

B. Printed Materials

Materials to be ordered for print should be identified. If former requests have been made, and are going to simply be repeated, copies can be attached to your performance goals.

C. Educational Services

Requests anticipated to be made of the Educational Services Division should be identified. This can include artwork, slides, models, transparencies with overlays, etc. If estimating quantities only, it will be helpful for Educational Services program planning.

2. Equipment

- A. Any major new equipment needed should be identified.
- B. If the equipment is specialized or unique the cost estimate should be provided. However, if it is standard equipment, e.g., typewriters, indicate the quantity needed, the cost estimate can be determined in the Office of PPBS.

3. Facilities

- A. Any special or additional facilities needed for a specific course should be identified with that course, e.g., chemistry lab, typing lab, greenhouse, art lab, etc. If the size is important, that information should be included. If plumbing or special lights are important, it should be indicated. For classrooms, if seating capacity is important or unusual, it should be identified.
- B. Facilities can be identified as permanent fixtures, utilities, rooms, or buildings.

Outputs/(Inputs)

In defining the program plans, including the performance goals, specified tasks have been identified with quantifiable measurements to determine successful attainment of the tasks. The quantities stated in the performance goals, then, are the planned results, or the expected results. The observed results, the actual measurement of results during implementation of the system, constitutes the output of the system.

Differences, between expected measurements and observed measurements, can be statistically studied to provide estimates of progress on an interim basis (inferences during the period of time specified for the system) about probability for successful attainment of performance goal tasks can then be derived.

The measurements can be any of the four types: (1) physical-primarily for counting objects, or measuring properties, (2) psychological-primarily for opinion, attitudes, and beliefs, a common element in the design criteria of many educational systems, yet little measurement is attempted, (3) role expectation-primarily used for feedback through survey information on expectations for selected tasks, or design criteria, by various observer groups (4) normative structure-primarily used when the measurement called for by a task is, that an event (process) occurred, or a product (property) was prepared (i.e., yes it was, or, no it was not), also for measurement compared to certain organizational norms. This occurs particularly when expected measurements are not delineated clearly enough in a quantitative fashion. The expected results can be derived from the appropriate organizational norms. These norms can be historically derived or established by groups of persons in the system.

In addition to consideration of the types of measurement for the output, there are four types of observer groups from which the measurements can be obtained: (1) supervisors, (2) self-peers, (3) subordinates, (4) clients. The measurements provide data of four types: (1) nominal, (2) ordinal, (3) interval, (4) ratio interval. These have been discussed in another part of this paper and need not be repeated here.

Important examples of output measurements are: (1) at the macro-system level, e.g., college, student credit hours generated, accuracy of projections, degree of total performance goal achievement, cost per unit (for a variety of units e.g., square foot, fiscal year equated student, student credit hours, contact hour, administrative function, etc.), (2) at the system level, e.g., division, changes in class scheduling after a specified cut-off time, efficiency of staff utilization, adequacy of communication between various subsystems, (3) at the subsystem level, e.g., course, student achievement on specific tasks (i.e., test results), withdraw rate, pre-test/post-test differences, passing rate, student attitudes, opinions and beliefs, etc.

All of these, macrosystem, system, and subsystem, can be measured relative to expected results called for in performance goals.

Feedback

The last, but most important, element in the Systems Analysis Analogue Model is the feedback loop. In each element of the generic system information is generated as a result of processes, decisions, and measurements, i.e., processes in the performance goals, decisions in inputs, measurements in outputs, i.e., test results. This information must flow between persons in various subsystems in any organization. Characteristic of a social system, this feedback is transmitted as human feedback. This is done through conversations, meetings, hearings, in-service training. It is this social function which differentiates a social system

from a self-adjusting mechanical system or an engineering system. Selected persons in the system must have a special function aspect of their role to provide for a feedback node in each major subsystem. They also provide certain measurements for performance goal analysis. This role, providing measurement data and communicating feedback, constitutes a monitoring function for the social system. In this respect, persons fulfilling this kind of role are called monitors.

This type of communication model calls for something quite different than the old bureaucratic chain of command form. Human feedback circuitry calls for a communication network with nodes in each subsystem with interconnections between all nodes where information or decisions are of common concern. More formal communication flow in an organization is associated with less upward flow of information from subsystem to macro-system¹; the human feedback network provides opportunity for increased information flow throughout the various subsystems of an organization.

Any social system consists of persons, processes, and properties, with their interconnections, viewed over a specified period of time. The analogue model, isomorphic to any social system for purposes of analysis and decision making, has the following generic elements: (1) mission statement, (2) design criteria, (3) performance goals, (4) inputs/(outputs), (5) outputs/(inputs), and (6) human feedback circuitry.

¹Berelson and Steiner, Human Behavior, An Inventory of Scientific Findings, (New York: Harcourt, Brace & World, Inc., 1964), page 370.

SYSTEMS ANALYSIS ANALOGUE MODEL

System Elements

Systems Analysis is comprised by elements 1-5 as decision making is used in adjusting elements 3-5 of the system.

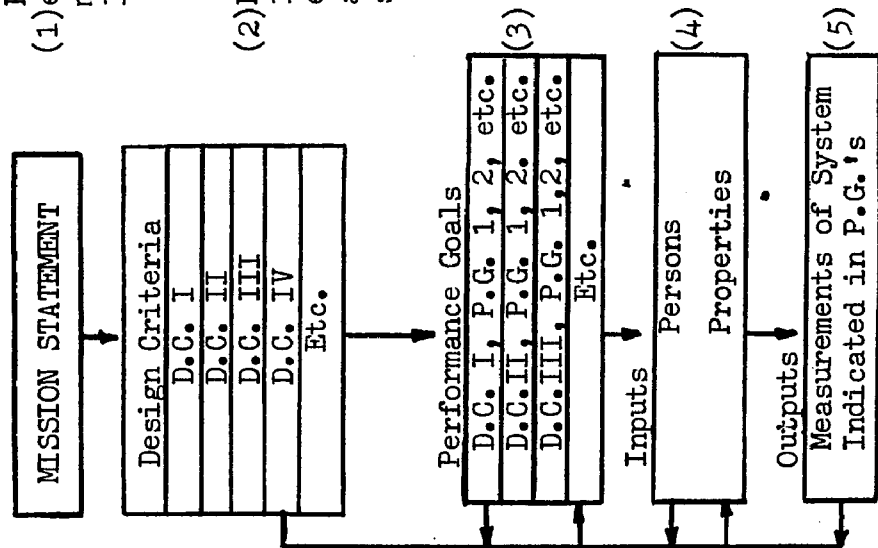
(Adjustments in elements

1 and 2 constitute defining a new system.)

PPBS is comprised by (1) elements 1-4 as decision making is used in establishing planned budgeting.

(2) Program plans (elements 1-4 are developed for each academic department and administrative subsystem of the College.

Budget planning is reflected by decision making in element 4 and each cost center is contained in the Budget Preparation Worksheet.



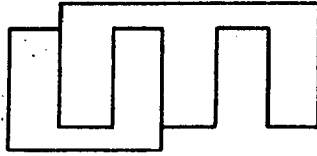
Feedback circuitry includes:

- a. meetings
- b. conversations
- c. telephone contacts
- d. reports
- e. student information system
- f. financial information system

Element 5 includes analysis reports covering:

- a. faculty load
- b. enrollment
- c. grades
- d. certain state reports

APPENDIX B
THE INTRODUCTORY LETTER AND PROPOSED ABSTRACT
FORWARDED TO COLLEGE PRESIDENTS



THE UNIVERSITY OF MICHIGAN
 CENTER FOR THE STUDY OF HIGHER EDUCATION

School of Education
 Corner East and South University Avenues
 Ann Arbor, Michigan 48104

Dear President

Community college leaders have indicated a need for a research project focusing on the assessment of the organizational effectiveness of the mature community college. This suggestion was based on the increasing difficulties facing community college administrators. A representative list of problem areas facing administrators includes more intense competition for limited resources, more intense involvement by state government and strong faculty collective bargaining units.

Many of you are coping with these challenges and their related problems successfully through a systematic approach to the assessment of the organizational performance of your community college.

I have formulated a research project under the direction of Professor Norman C. Harris of The Center for the Study of Higher Education at The University of Michigan. The study is intended to identify the key elements involved in the assessment of the organizational effectiveness in seven selected Michigan community colleges. In order to complete this study, your help is needed and also the assistance of a few key personnel in your college. Your participation would involve the completion of a basic questionnaire and one short personal interview at your convenience on your campus. Any information received will be treated in strict confidence and your anonymity and that of your staff and college are assured.

As a result of your participation in this study, you will be able to compare your priorities in the analysis of the effectiveness of your college to the priorities of other community college leaders. The research instruments can be used as a self-study model as well as a vehicle for administrative inservice development.

If time permits, you may want to take a few moments to review the attached copy of the abstract of the study. I will be contacting you by telephone in the next few days to discuss this project.

Respectfully yours,

Warren J. Sprick, Principal Investigator
 The Center for the Study of Higher Education
 The University of Michigan

enc.

Community College Development Program
The Center for the Study of Higher Education
The University of Michigan

Abstract of Doctoral Research Project

A STUDY TO DETERMINE THE VARIABLES BY WHICH ORGANIZATIONAL
EFFECTIVENESS IS EVALUATED IN SELECTED MICHIGAN COMMUNITY COLLEGES.

The assessment of organizational effectiveness in seven selected Michigan community colleges is the focus of this study. A systematic examination of the literature reveals scant attention to this problem with respect to the community college as an organization. While other researchers have studied the managerial aspects of community colleges, this study represents the first intensive effort dealing with the assessment of total organizational performance. The research is divided into three parts:

1. What priorities are assigned to the various organizational elements by central administrative personnel in their current effort to evaluate the total performance of the institution?
2. What priorities are associated with the various elements of the college by central administrators and faculty leaders in planning future efforts to evaluate total institutional performance?
3. In what ways are institutional evaluation processes influenced by state and federal agencies and by the recognized faculty collective bargaining agency?

Community colleges selected for the research are mature organizations in which collective bargaining by faculty is present. In each college, the top level administrators (president, vice presidents, deans and full-time division administrators) and selected faculty members in leadership positions will be asked to participate. The faculty judgements will be confined to future assessment strategies.

If the community colleges are going to remain effective, organizational analysis must be a top priority. This study seeks to identify those elements of the community college that contribute to its effectiveness, and their relative priorities as perceived by central administrators and selected faculty leaders. This research is designed to consolidate into one volume, those organizational assessment processes that are currently confined to the individual colleges.

APPENDIX C
THE QUESTIONNAIRES

PEOPLE TELL ME
YOU
HAVE SOMETHING
TO SAY

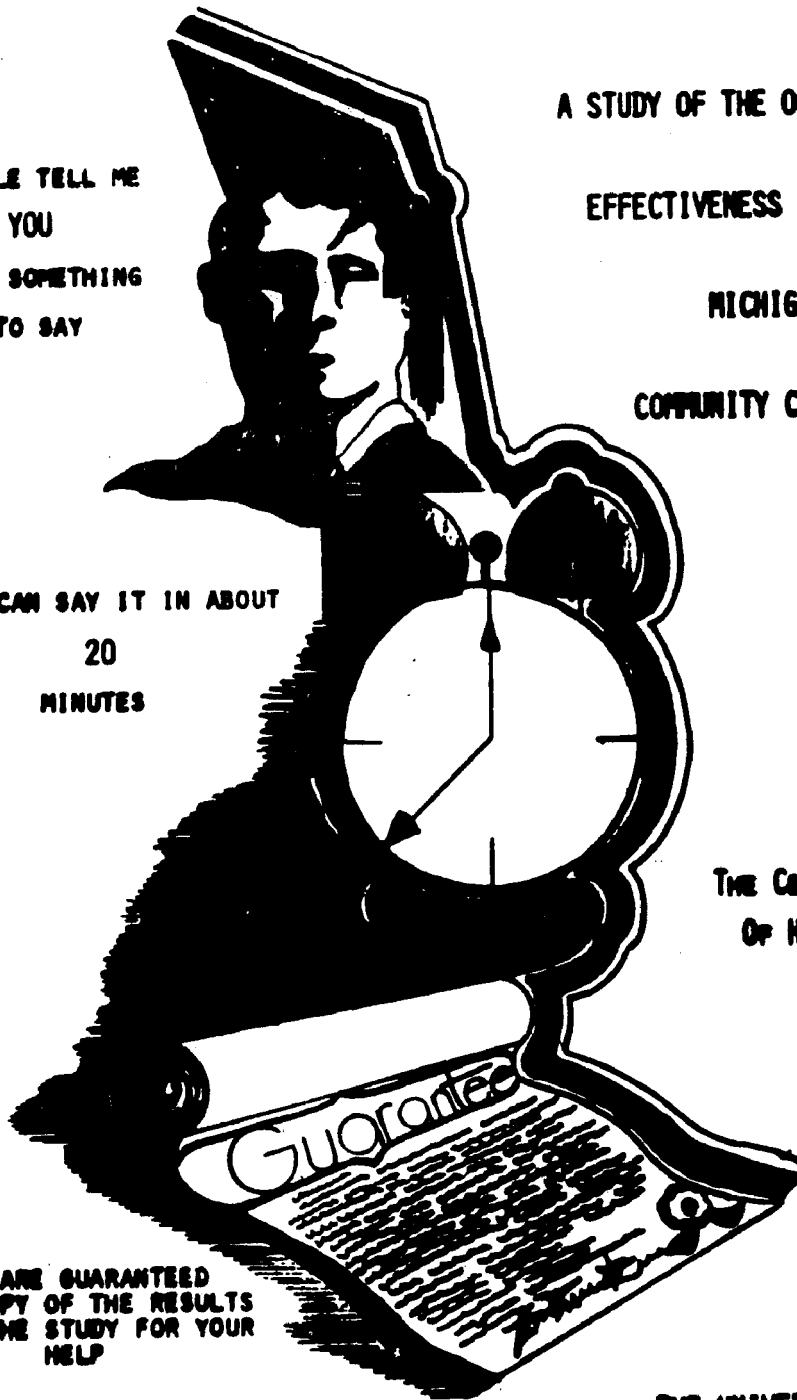
A STUDY OF THE ORGANIZATIONAL
EFFECTIVENESS OF SELECTED
MICHIGAN
COMMUNITY COLLEGES

YOU CAN SAY IT IN ABOUT
20
MINUTES

THE CENTER FOR THE STUDY
OF HIGHER EDUCATION

YOU ARE GUARANTEED
A COPY OF THE RESULTS
OF THE STUDY FOR YOUR
HELP

THE UNIVERSITY OF MICHIGAN



COMMUNITY COLLEGE DEVELOPMENT PROGRAM
THE CENTER FOR THE STUDY OF HIGHER EDUCATION
THE UNIVERSITY OF MICHIGAN

A STUDY TO DETERMINE THE VARIABLES BY WHICH ORGANIZATIONAL
EFFECTIVENESS IS EVALUATED IN SELECTED MICHIGAN COMMUNITY COLLEGES.

Your well being as an administrator is determined in part by how the college carries out its educational mission. Those of us in higher education are continually justifying our programs and our expenditures to various groups including the local community, the state and the federal government; and the academic community. The problem now becomes one of measuring the effectiveness of the college as an organization in order to continue existing practices and to advance into new areas.

This research study is concerned with the assessment of organizational effectiveness in your community college. As a result of your participation in this study, you will be able to compare your priorities in the analysis of the effectiveness of your college with the priorities of other community college leaders. The research instruments can be used as a self-study model as well as a vehicle for administrative inservice development.

In order to provide an appropriate frame of reference for organizational effectiveness, please consider the following:

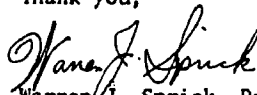
Organizational effectiveness is the extent to which the community college, given certain resources, fulfills its objectives without incapacitating its resources, and without placing undue strain upon its members.

This means that an organization must be productive, flexible and adjust to change. The college should accomplish this without undue strain or negative conflict.

Most administrators recognize that numerous organizational variables, each with its own priority, are needed to evaluate organizational performance effectively. Additionally, there is generally a distinction made between current practice and desired future practice. You will be asked to deal with this difference in the following questionnaire.

Please turn the page.

Thank you,



Warren J. Sprick, Principal Investigator
The Center for the Study of Higher Education
The University of Michigan

2

INSTRUCTIONS:

1. Please read the description of the first effectiveness variable in Section A - Item 1 below.
2. Move to the left hand column and indicate by a check mark (✓) the CURRENT PRIORITY level of that variable in evaluating organizational effectiveness in your community college.
3. Next, move to the right hand column and indicate by a check mark (✓) the priority level that YOU feel SHOULD BE attached to the analysis of that variable in the FUTURE EFFORTS of evaluating organizational effectiveness in your community college. If you feel that this variable should not be evaluated in the future, please check "low priority." REMEMBER - resource limitations will restrict the number of items that can be ranked "Highest" or "High" in the future.
4. Please follow the above procedure for each variable listed in this questionnaire.
5. Please use the following definitions of "priority" in your responses:
 - HIGHEST PRIORITY - a Critical element in organizational evaluation.
 - HIGH PRIORITY - a Very Important element in organizational evaluation.
 - MODERATE PRIORITY - a Desirable element in organizational evaluation.
 - LOW PRIORITY - not an important aspect in organizational evaluation.
 - DON'T KNOW - To be used for Current Analysis Priority only.

<u>SECTION A</u>						<u>MEASURES OF STABILITY</u>					<u>FUTURE ANALYSIS PRIORITY</u>			
<u>CURRENT ANALYSIS PRIORITY</u>						<u>(PLACES)</u>					<u>(SHOULD PLACE)</u>			
HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW		THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>					HIGHEST	HIGH	MODERATE	LOW
[]	[]	[]	[]	[]	1.	<u>FLEXIBILITY(a)</u> - the capacity of the college to try out new ideas. (Example: new programs, courses, services, internal procedures, etc.)					[]	[]	[]	[]
[]	[]	[]	[]	[]	2.	<u>FLEXIBILITY(b)</u> - the capacity of the college to cope with unusual problems. (Example: energy shortage, employee strikes, sudden and significant shifts in enrollment)					[]	[]	[]	[]
[]	[]	[]	[]	[]	3.	<u>DEVELOPMENT</u> - faculty and staff participation in training and development activities (i.e., preservice education requirements, exposure to new instructional strategies, encounter groups for personal growth, inservice education, individualized development programs, etc.)					[]	[]	[]	[]

CURRENT ANALYSIS PRIORITY (PLACES)					3	FUTURE ANALYSIS PRIORITY (SHOULD PLACE)				
HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW	THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>	HIGHEST	HIGH	MODERATE	LOW	
☐	☐	☐	☐	☐	4. <u>STAFF ADAPTATION</u> - the ability and willingness of faculty, staff and administrators to be able to assume new duties on short notice.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	5. <u>ACQUIRING RESOURCES</u> - procurement of faculty, staff, administration, equipment, buildings and money consistent with the educational mission.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	6. <u>RESOURCE UTILIZATION</u> - the evaluation of the effective use of all resources (human, technical, financial)	☐	☐	☐	☐	
☐	☐	☐	☐	☐	7. <u>ORGANIZATIONAL INVESTMENT</u> - the investment of time, manpower, and dollars into activities that will build future capability. (For example: gaining community support, attaining support from legislators, or any activity that includes the expansion, conservation, or development of the college and its programs.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	8. <u>FINANCE-COST EFFECTIVENESS</u> - the evaluation of the annual cost per full-time equated student, classroom utilization rates, class size costs, inter-institutional and intra-institutional comparisons of academic and non-academic costs, and the evaluation of the sources of operating income.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	9. <u>AUTHORITY</u> - the evaluation of the administrative right to command, act, or lead.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	10. <u>PLANNING</u> - the evaluation of planning processes and procedures.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	11. <u>CURRICULA</u> - assessments of the effectiveness of courses, programs, and seminars, etc. by students, graduates, faculty, administration, and transfer institutions.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	12. <u>ORGANIZATIONAL STRUCTURE</u> - the evaluation of areas such as the distribution of responsibilities, power and authority, effective flow of information, appropriateness of decision-making centers and similar organizational considerations.	☐	☐	☐	☐	

4

CURRENT ANALYSIS PRIORITY
(PLACES)FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)

HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW	THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>	HIGHEST	HIGH	MODERATE	LOW
☐	☐	☐	☐	☐	13. <u>ADAPTABILITY</u> - the evaluation of ability to solve problems and effectively react to changing environmental demands.	☐	☐	☐	☐
☐	☐	☐	☐	☐	14. <u>GOALS - OBJECTIVES(a)</u> - the establishment of goals and objectives necessary for accomplishing the educational mission or the educational task of the college.	☐	☐	☐	☐
☐	☐	☐	☐	☐	15. <u>GOALS - OBJECTIVES(b)</u> - the evaluation of previously determined goals and objectives necessary for accomplishing the educational mission or the educational task of the college.	☐	☐	☐	☐
☐	☐	☐	☐	☐	16. <u>EXTERNAL ENVIRONMENT</u> - the relationship of the college to other educational institutions and to state and national educational agencies.	☐	☐	☐	☐
☐	☐	☐	☐	☐	17. <u>INSTITUTIONAL CONTROL</u> - the extent to which state or federal government influences local autonomy.	☐	☐	☐	☐
☐	☐	☐	☐	☐	18. <u>STATE GOVERNMENT</u> - the satisfaction of the state agencies relative to college programs, physical facilities, and management techniques (i.e., accounting systems, appropriate data banks, etc.)	☐	☐	☐	☐
☐	☐	☐	☐	☐	19. <u>FEDERAL GOVERNMENT</u> - the satisfaction of federal agencies relative to college programs, physical facilities, and management techniques (i.e., accounting systems, appropriate data banks, etc.)	☐	☐	☐	☐

SECTION BMEASURES OF INTEGRATIONTHE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE ANALYSIS OF

☐	☐	☐	☐	☐	20. <u>LACK OF COHESION</u> - the existence of complaints and conflict among groups within the college.	☐	☐	☐	☐
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CURRENT ANALYSIS PRIORITY

5

FUTURE ANALYSIS PRIORITY

(PLACES)

(SHOULD PLACE)

					THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>									
HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW						HIGHEST	HIGH	MODERATE	LOW	
☐	☐	☐	☐	☐	21.	<u>ADVISORY DECISION-MAKING</u> - the extent to which faculty and staff are permitted to function in an advisory capacity in overall college decisions (i.e., budgets, academic policy decisions, long range planning, etc.)					☐	☐	☐	☐
☐	☐	☐	☐	☐	22.	<u>FINAL DECISION-MAKING AUTHORITY</u> - the extent to which faculty and staff are permitted to make <u>final decisions</u> , subject only to Board of Trustee approval, on <u>overall</u> college problems (i.e., budgets, academic decisions, long range planning, etc.)					☐	☐	☐	☐
☐	☐	☐	☐	☐	23.	<u>DELEGATION</u> - the dispersion of authority and responsibility among faculty, staff, and administration.					☐	☐	☐	☐
☐	☐	☐	☐	☐	24.	<u>DECENTRALIZATION</u> - the extent to which procedural decisions are delegated to the lowest appropriate organizational level.					☐	☐	☐	☐
☐	☐	☐	☐	☐	25.	<u>SUPPORT BY THE FACULTY</u> - the degree of faculty support of administrative policies and decisions.					☐	☐	☐	☐
☐	☐	☐	☐	☐	26.	<u>STUDENT UNDERSTANDING</u> - the extent to which the student fully understands the availability of college services including the range of counseling services, financial aids, the learning resource center, faculty advising, student activities, clubs, events and other forms of academic and personal assistance.					☐	☐	☐	☐
☐	☐	☐	☐	☐	27.	<u>POLICY UNDERSTANDING BY FACULTY AND STAFF</u> - the degree to which organizational policies and directives are <u>understood</u> .					☐	☐	☐	☐
☐	☐	☐	☐	☐	28.	<u>POLICY ACCEPTANCE BY FACULTY AND STAFF</u> - the degree to which organizational policies and directives are <u>accepted</u> .					☐	☐	☐	☐
☐	☐	☐	☐	☐	29.	<u>CONFORMITY</u> - the degree to which the employees of an organization accept the norms of that organization.					☐	☐	☐	☐
☐	☐	☐	☐	☐	30.	<u>ORIENTATION</u> - the understanding of the college philosophy and instructional responsibilities by temporary and part-time faculty.					☐	☐	☐	☐

CURRENT ANALYSIS PRIORITY					6	FUTURE ANALYSIS PRIORITY								
(PLACES)						(SHOULD PLACE)								
HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW		HIGHEST	HIGH	MODERATE	LOW					
					THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>									
☐	☐	☐	☐	☐	31.	<u>PHILOSOPHICAL UNDERSTANDING</u> - the degree to which the philosophy of the "open door" community college is <u>understood</u> by faculty and staff.					☐	☐	☐	☐
☐	☐	☐	☐	☐	32.	<u>PHILOSOPHICAL ACCEPTANCE</u> - the degree to which the philosophy of the "open door" community college is <u>accepted</u> by faculty and staff.					☐	☐	☐	☐
☐	☐	☐	☐	☐	33.	<u>SUPPORT BY THE ADMINISTRATION</u> - the degree to which the administrative staff provides a predictable and supportive environment in which teaching and learning can effectively occur.					☐	☐	☐	☐
☐	☐	☐	☐	☐	34.	<u>SENSE OF IDENTITY</u> - knowledge and insight on the part of the organization of what it is, what its goals are, and what it is to do.					☐	☐	☐	☐
☐	☐	☐	☐	☐	35.	<u>COMMUNICATION</u> - the free flow of work information between organizational levels and departments, divisions, etc.					☐	☐	☐	☐
☐	☐	☐	☐	☐	36.	<u>INITIATION</u> - an environment conducive to the initiation of improvements in curricula, work method and procedures, teaching strategies, etc.					☐	☐	☐	☐

SECTION C

MEASURES OF VOLUNTARISM

					THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>									
☐	☐	☐	☐	☐	37.	<u>SATISFACTION(a)</u> - the extent to which the organization satisfies the <u>perceived needs</u> of its employees - i.e., security, <u>group identification</u> .					☐	☐	☐	☐
☐	☐	☐	☐	☐	38.	<u>SATISFACTION(b)</u> - the extent to which the college provides job satisfaction for employees - i.e., opportunities for achievement, challenge, recognition, advancement and growth.					☐	☐	☐	☐
☐	☐	☐	☐	☐	39.	<u>STUDENT SATISFACTION</u> - perceptions by students of the overall educational environment - via techniques <u>such as</u> The Institutional Self-Study Service, The Institutional Functioning Inventory, etc.					☐	☐	☐	☐

CURRENT ANALYSIS PRIORITY
(PLACES)

7

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)

HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW	THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>	HIGHEST	HIGH	MODERATE	LOW
☐	☐	☐	☐	☐	40. <u>QUALITY EDUCATIONAL PROGRAMS</u> - the extent to which quality and excellence are stressed in the instructional programs as measured by student performance on state licensing examinations, specific student entrance requirements for particular programs, demonstrated faculty interest in quality instruction, analysis of student grade point distributions by department or division, and related indicators of quality and excellence in instruction.	☐	☐	☐	☐
☐	☐	☐	☐	☐	41. <u>COLLECTIVE BARGAINING CONTRACT PROVISIONS OF A RESTRICTIVE NATURE</u> - the elimination of contract provisions that restrict the voluntary contribution of faculty and staff time to the institution.	☐	☐	☐	☐

SECTION DMEASURES OF ACHIEVEMENT

THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>									
☐	☐	☐	☐	☐	42. <u>RELIABILITY WITHIN THE ORGANIZATION</u> - the extent to which organizational subgroups (departments, divisions, etc.) meet established objectives without the necessity of follow-up and checking.	☐	☐	☐	☐
☐	☐	☐	☐	☐	43. <u>CONTROL</u> - the administrative control system - i.e., the mechanisms designed to insure the proper performance of assigned responsibilities.	☐	☐	☐	☐
☐	☐	☐	☐	☐	44. <u>STUDENT ACADEMIC ACHIEVEMENT</u> - the extent to which students achieve consistent with their abilities - (i.e., earned grades as compared to past academic performance, scores on standardized achievement tests, etc.)	☐	☐	☐	☐
☐	☐	☐	☐	☐	45. <u>STUDENT ACHIEVEMENT - TRANSFER PROGRAMS</u> - the extent to which transfer students achieve as measured by comparison of their grade-point average between the community college and the transfer institution and/or by institutional follow-up studies or related techniques.	☐	☐	☐	☐

CURRENT ANALYSIS PRIORITY
(PLACES)

8

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)

CURRENT ANALYSIS PRIORITY (PLACES)					THE PRIORITY THIS COLLEGE PLACES (SHOULD PLACE) ON THE <u>ANALYSIS OF</u>	FUTURE ANALYSIS PRIORITY (SHOULD PLACE)				
HIGHEST	HIGH	MODERATE	LOW	DON'T KNOW		HIGHEST	HIGH	MODERATE	LOW	
☐	☐	☐	☐	☐	46. <u>STUDENT ACHIEVEMENT - TECHNICAL PROGRAMS</u> - the extent to which students in technical programs achieve consistent with a competency-based instructional system.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	47. <u>STUDENT ACHIEVEMENT - DEVELOPMENTAL EDUCATION</u> - the extent to which students in developmental programs achieve consistent with their goals and their abilities as measured by a competency-based instructional system.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	48. <u>COMMUNITY SERVICES ACTIVITIES</u> - the extent to which the community services function is meeting the community needs as measured by the percentage completion rate of students enrolled in specific programs, or the ability of the college to meet community requests for programs, or follow-up studies measuring success in specific courses or seminars, or subsequent enrollment of previous students in other college programs or related measures.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	49. <u>STUDENT EMPLOYABILITY</u> - as measured by follow-up studies of students obtaining jobs consistent with and related to their level of educational training.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	50. <u>EMPLOYEE PERFORMANCE</u> - systematic evaluation of the effectiveness of the individual performance of <u>all</u> faculty, administrative staff and other support personnel.	☐	☐	☐	☐	
☐	☐	☐	☐	☐	51. <u>COMMUNITY SATISFACTION WITH THE COLLEGE</u> - the extent to which the college systematically measures the adequacy of services to <u>all</u> community segments (citizen, taxpayer, special interest groups, etc.)	☐	☐	☐	☐	
52. If you could only emphasize five items in the FUTURE, which five from the preceding list would you select?										
a. _____ b. _____										
c. _____ d. _____										
e. _____										

Information about yourself:

Title of your position _____ Years in this college _____
 Years in present position _____ Name of college _____
 Total number of years as an administrator in Michigan community colleges _____

Would you like a copy of the study? _____

PEOPLE TELL ME
YOU
HAVE SOMETHING
TO SAY

A STUDY OF THE ORGANIZATIONAL
EFFECTIVENESS OF SELECTED
MICHIGAN
COMMUNITY COLLEGES

YOU CAN SAY IT IN ABOUT
20
MINUTES

THE CENTER FOR THE STUDY
OF HIGHER EDUCATION

YOU ARE GUARANTEED
A COPY OF THE RESULTS
OF THE STUDY FOR YOUR
HELP

THE UNIVERSITY OF MICHIGAN



COMMUNITY COLLEGE DEVELOPMENT PROGRAM
THE CENTER FOR THE STUDY OF HIGHER EDUCATION
THE UNIVERSITY OF MICHIGAN

A STUDY TO DETERMINE THE VARIABLES BY WHICH ORGANIZATIONAL
EFFECTIVENESS SHOULD BE EVALUATED IN SELECTED MICHIGAN COMMUNITY
COLLEGES.

As a faculty leader, you have the opportunity to observe the effectiveness of your college and you have the special responsibility to influence its future directions. In the past, many community colleges did not provide for a significant level of faculty input into the decision-making process. Times are changing, and faculty members are taking a greater part in planning the future of their colleges. Your thoughts on the future of your college constitutes the target of this inquiry.

This research study is concerned with the future assessment of organizational effectiveness in your community college. Faculty leaders and administrators are participating in the study. As a result of your participation in the study, you will be able to compare your future priorities with those of other faculty leaders and administrators in selected Michigan community colleges. The research instruments can be used as a self-study technique to generate future goals and their priorities at your college.

The focus of the study is to identify your perceptions concerning the priorities and the variables that should be utilized in future assessments of organizational effectiveness in your community college.

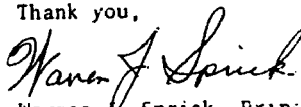
In order to provide an appropriate frame of reference, please consider the following:

Organizational effectiveness is the extent to which the community college, given certain resources, fulfills its objectives without incapacitating its resources and without placing undue strain upon its members.

This means that an organization must be productive, flexible and adjust to change. The college should accomplish this without undue strain or negative conflict.

Please turn the page.

Thank you,



Warren J. Sprick, Principal Investigator
The Center for the Study of Higher Education
The University of Michigan

enc.

2

INSTRUCTIONS:

1. Please read the description of the first organizational element in Section A - Item 1 below.
2. Next, move to the right hand column and indicate the priority level that YOU feel SHOULD BE attached to that variable in FUTURE EFFORTS to evaluate organizational effectiveness in this community college. If you feel that a variable should not be evaluated in the future, please check (✓) "low priority." REMEMBER - resource limitations will restrict the number of items that can be ranked "Highest" or "High" in the future.
3. Follow the above procedure for each variable listed.
4. Please use the following definitions of "priority" in your responses:
 - HIGHEST PRIORITY - a Critical element in organizational evaluation.
 - HIGH PRIORITY - A Very Important element in organizational evaluation.
 - MODERATE PRIORITY - a Desirable element in organizational evaluation.
 - LOW PRIORITY - not an important aspect in organizational evaluation.

SECTION AMEASURES OF STABILITYFUTURE ANALYSIS PRIORITY
(SHOULD PLACE)

THE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

HIGHEST
HIGH
MODERATE
LOW

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. <u>FLEXIBILITY(a)</u> - the capacity of the college to try out new ideas.
(Example: new programs, courses, services, internal procedures, etc.) | ☐ | ☐ | ☐ | ☐ |
| 2. <u>FLEXIBILITY(b)</u> the capacity of the college to cope with unusual problems. (Example: energy shortage, employee strikes, sudden and significant shifts in enrollment.) | ☐ | ☐ | ☐ | ☐ |
| 3. <u>DEVELOPMENT</u> - faculty and staff participation in training and development activities (i.e., preservice education requirements, exposure to new instructional strategies, encounter groups for personal growth, inservice education, individualized development programs, etc.) | ☐ | ☐ | ☐ | ☐ |
| 4. <u>STAFF ADAPTATION</u> - the ability and willingness of faculty, staff and administrators to be able to assume new duties on short notice. | ☐ | ☐ | ☐ | ☐ |
| 5. <u>ACQUIRING RESOURCES</u> - procurement of faculty, staff, administration, equipment, buildings and money consistent with the educational mission. | ☐ | ☐ | ☐ | ☐ |

3

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)THE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

	HIGHEST	HIGH	MODERATE	LOW
6. <u>RESOURCE UTILIZATION</u> - the evaluation of the effective use of all resources (human, technical, financial).	☐	☐	☐	☐
7. <u>ORGANIZATIONAL INVESTMENT</u> - the investment of time, manpower, and dollars into activities that will build future capability. (For example: gaining community support, attaining support from legislators, or any activity that includes the expansion, conservation, or development of the college and its programs.	☐	☐	☐	☐
8. <u>FINANCE-COST EFFECTIVENESS</u> - the evaluation of the annual cost per full-time equated student, classroom utilization rates, class size costs, inter-institutional and intra-institutional comparisons of academic and non-academic costs, and the evaluation of the sources of operating income.	☐	☐	☐	☐
9. <u>AUTHORITY</u> - the evaluation of the administrative right to command, act, or lead.	☐	☐	☐	☐
10. <u>PLANNING</u> - the evaluation of planning processes and procedures.	☐	☐	☐	☐
11. <u>CURRICULA</u> - assessments of the effectiveness of courses, programs, and seminars, etc. by students, graduates, faculty, administration, and transfer institutions.	☐	☐	☐	☐
12. <u>ORGANIZATIONAL STRUCTURE</u> - the evaluation of areas such as the distribution of responsibilities, power and authority, effective flow of information, appropriateness of decision-making centers and similar organizational considerations.	☐	☐	☐	☐
13. <u>ADAPTABILITY</u> - the evaluation of ability to solve problems and effectively react to changing environmental demands.	☐	☐	☐	☐
14. <u>GOALS - OBJECTIVES(a)</u> - the establishment of goals and objectives necessary for accomplishing the educational mission or the educational task of the college.	☐	☐	☐	☐
15. <u>GOALS - OBJECTIVES(b)</u> - the evaluation of previously determined goals and objectives necessary for accomplishing the educational mission or the educational task of the college.	☐	☐	☐	☐
16. <u>EXTERNAL ENVIRONMENT</u> - the relationship of the college to other educational institutions and to state and national educational agencies.	☐	☐	☐	☐
17. <u>INSTITUTIONAL CONTROL</u> - the extent to which state or federal government influences local autonomy.	☐	☐	☐	☐

4

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)THE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

HIGHEST	HIGH	MODERATE	LOW
---------	------	----------	-----

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 18. <u>STATE GOVERNMENT</u> - the satisfaction of the state agencies relative to college programs, physical facilities, and management techniques (i.e., accounting systems, appropriate data banks, etc.) | ☐ | ☐ | ☐ | ☐ |
| 19. <u>FEDERAL GOVERNMENT</u> - the satisfaction of federal agencies relative to college programs, physical facilities, and management techniques (i.e., accounting systems, appropriate data banks, etc.) | ☐ | ☐ | ☐ | ☐ |

SECTION BMEASURES OF INTEGRATIONTHE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. <u>LACK OF COHESION</u> - the existence of complaints and conflict among groups within the college. | ☐ | ☐ | ☐ | ☐ |
| 21. <u>ADVISORY DECISION-MAKING</u> - the extent to which faculty and staff are permitted to function in an advisory capacity in overall college decisions (i.e., budgets, academic policy decisions, long range planning, etc.) | ☐ | ☐ | ☐ | ☐ |
| 22. <u>FINAL DECISION-MAKING AUTHORITY</u> - the extent to which faculty and staff are permitted to make final decisions, subject only to Board of Trustee approval, on overall college problems (i.e., budgets, academic decisions, long range planning, etc.) | ☐ | ☐ | ☐ | ☐ |
| 23. <u>DELEGATION</u> - the dispersion of authority and responsibility among faculty, staff, and administration. | ☐ | ☐ | ☐ | ☐ |
| 24. <u>DECENTRALIZATION</u> - the extent to which procedural decisions are delegated to the lowest appropriate organizational level | ☐ | ☐ | ☐ | ☐ |
| 25. <u>SUPPORT BY THE FACULTY</u> - the degree of faculty support of administrative policies and decisions. | ☐ | ☐ | ☐ | ☐ |
| 26. <u>STUDENT UNDERSTANDING</u> - the extent to which the student fully understands the availability of college services including the range of counseling services, financial aids, the learning resource center, faculty advising, student activities, clubs, events and other forms of academic and personal assistance. | ☐ | ☐ | ☐ | ☐ |
| 27. <u>POLICY UNDERSTANDING BY FACULTY AND STAFF</u> - the degree to which organizational policies and directives are understood. | ☐ | ☐ | ☐ | ☐ |

5

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)THE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

	HIGHEST	HIGH	MODERATE	LOW
28. <u>POLICY ACCEPTANCE BY FACULTY AND STAFF</u> - the degree to which organizational policies and directives are <u>accepted</u> .	☐	☐	☐	☐
29. <u>CONFORMITY</u> - the degree to which the employees of an organization accept the norms of that organization.	☐	☐	☐	☐
30. <u>ORIENTATION</u> - the understanding of the college philosophy and instructional responsibilities by temporary and part-time faculty.	☐	☐	☐	☐
31. <u>PHILOSOPHICAL UNDERSTANDING</u> - the degree to which the philosophy of the "open door" community college is <u>understood</u> by faculty and staff.	☐	☐	☐	☐
32. <u>PHILOSOPHICAL ACCEPTANCE</u> - the degree to which the philosophy of the "open door" community college is <u>accepted</u> by faculty and staff.	☐	☐	☐	☐
33. <u>SUPPORT BY THE ADMINISTRATION</u> - the degree to which the administrative staff provides a predictable and supportive environment in which teaching and learning can effectively occur.	☐	☐	☐	☐
34. <u>SENSE OF IDENTITY</u> - knowledge and insight on the part of the organization of what it is, what its goals are, and what it is to do.	☐	☐	☐	☐
35. <u>COMMUNICATION</u> - the free flow of work information between organizational levels and departments, divisions, etc.	☐	☐	☐	☐
36. <u>INITIATION</u> - an environment conducive to the initiation of improvements in curricula, work method and procedures, teaching strategies, etc.	☐	☐	☐	☐

SECTION CMEASURES OF VOLUNTARISMTHE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

37. <u>SATISFACTION(a)</u> - the extent to which the organization satisfies the <u>perceived</u> needs of its employees - i.e., security, group identification.	☐	☐	☐	☐
38. <u>SATISFACTION(b)</u> - the extent to which the college provides job satisfaction for employees, - i.e., opportunities for achievement, challenge, recognition, advancement and growth.	☐	☐	☐	☐

6

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)THE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

HIGHEST	HIGH	MODERATE	LOW
---------	------	----------	-----

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 39. <u>STUDENT SATISFACTION</u> - perceptions by students of the overall educational environment - via techniques such as The Institutional Self-Study Service, The Institutional Functioning Inventory, etc. | ☐ | ☐ | ☐ | ☐ |
| 40. <u>QUALITY EDUCATIONAL PROGRAMS</u> - the extent to which quality and excellence are stressed in the instructional programs as measured by student performance on state licensing examinations, specific student entrance requirements for particular programs, demonstrated faculty interest in quality instruction, analysis of student grade point distributions by department or division, and related indicators of quality and excellence in instruction. | ☐ | ☐ | ☐ | ☐ |
| 41. <u>COLLECTIVE BARGAINING CONTRACT PROVISIONS OF A RESTRICTIVE NATURE</u> - the elimination of contract provisions that restrict the voluntary contribution of faculty and staff time to the institution. | ☐ | ☐ | ☐ | ☐ |
| 42. <u>RELIABILITY WITHIN THE ORGANIZATION</u> - the extent to which organizational subgroups (departments, divisions, etc.) meet established objectives without the necessity of follow-up and checking. | ☐ | ☐ | ☐ | ☐ |
| 43. <u>CONTROL</u> - the administrative control system - i.e., the mechanisms designed to insure the proper performance of assigned responsibilities. | ☐ | ☐ | ☐ | ☐ |
| 44. <u>STUDENT ACADEMIC ACHIEVEMENT</u> - the extent to which students achieve consistent with their abilities - (i.e., earned grades as compared to past academic performance, scores on standardized achievement tests, etc.) | ☐ | ☐ | ☐ | ☐ |
| 45. <u>STUDENT ACHIEVEMENT - TRANSFER PROGRAMS</u> - the extent to which transfer students achieve as measured by comparison of their grade-point average between the community college and the transfer institution and/or by institutional follow-up studies or related techniques. | ☐ | ☐ | ☐ | ☐ |
| 46. <u>STUDENT ACHIEVEMENT - TECHNICAL PROGRAMS</u> - the extent to which students in technical programs achieve consistent with a competency-based instructional system. | ☐ | ☐ | ☐ | ☐ |
| 47. <u>STUDENT ACHIEVEMENT - DEVELOPMENTAL EDUCATION</u> - the extent to which students in developmental programs achieve consistent with their goals and their abilities as measured by a competency-based instructional system. | ☐ | ☐ | ☐ | ☐ |

7

FUTURE ANALYSIS PRIORITY
(SHOULD PLACE)THE PRIORITY THIS COLLEGE SHOULD PLACE ON THE
ANALYSIS OF

HIGHEST	HIGH	MODERATE	LOW
---------	------	----------	-----

48. COMMUNITY SERVICES ACTIVITIES - the extent to which the community services function is meeting the community needs as measured by the percentage completion rate of students enrolled in specific programs, or the ability of the college to meet community requests for programs, or follow-up studies measuring success in specific courses or seminars, or subsequent enrollment of previous students in other college programs or related measures. [] [] [] []
49. STUDENT EMPLOYABILITY - as measured by follow-up studies of students obtaining jobs consistent with and related to their level of educational training. [] [] [] []
50. EMPLOYEE PERFORMANCE - systematic evaluation of the effectiveness of the individual performance of all faculty, administrative staff and other support personnel. [] [] [] []
51. COMMUNITY SATISFACTION WITH THE COLLEGE - the extent to which the college systematically measures the adequacy of services to all community segments (citizen, taxpayer, special interest groups, etc.) [] [] [] []
52. If you could only emphasize five items in the FUTURE, which five from the preceding list would you select?
- a. _____ b. _____
c. _____ d. _____
e. _____

Information about yourself:

Major Teaching Area _____

Highest Degree Earned _____

B.A. _____

M.A. _____

Sp.Ed. _____

Ph.D. _____

Total Number of Years as Faculty at this College _____

Total Number of Years Teaching in Community College _____

Name of this College _____

Would you like a copy of this study? _____

PERSONAL INTERVIEW GUIDELINES

COLLEGE _____

NAME OR POSITION OF THE RESPONDENT _____

OTHER INFORMATION _____

1. Does the existence of a collective bargaining environment intensify the need for a more rigorous assessment of organizational performance? Why?
2. In what ways does the faculty union participate in the assessment of the effectiveness of the college as an organization? Would you please provide specific examples?
3. In the future, what role would the faculty union play in the assessment of organizational effectiveness? Would you please provide specific examples?
4. Do state government or the State Department of Education or federal agencies play a role in the process of institutional evaluation? If yes—would you please identify specific areas where you perceive state or federal involvement?
5. Would you prefer more or less state and federal involvement in the evaluation process of this community college? Why?
6. Recently, you responded to a questionnaire in which you indicated this college placed the highest priority or a high priority on the analysis of _____ (variables will be determined from the completed questionnaire.) Does written documentation exist pertaining to the analysis of these areas? Would you please provide specific examples.
7. Does this college have a formalized system for evaluating organizational effectiveness (i.e., MBO, MIS, PPBS, INTERNAL ACCOUNTABILITY MODELS, etc.)
8. From an administrative perspective, what is this college administration doing to insure quality and excellence in the educational program?
9. How do you measure quality and excellence in your educational programs, or how do you determine if a program is effective or ineffective?

APPENDIX D
SPECIFIC RESEARCH QUESTIONS

SPECIFIC RESEARCH QUESTIONS

The specific research questions examined in this study were as follows:

1. What is the mean value, the standard deviation and the coefficient of variation for the current analysis priority assigned to each of the fifty-one organizational elements in Sections A, B, C, and D of the central administrative questionnaire: (a) for the combined total of the administrative groups from the multi-campus and single campus organizations, (b) for the total of the administrative respondents from the multi-campus configuration, (c) for the total of all single campus administrative respondents?
2. What is the mean value, the standard deviation and the coefficient of variation for the future analysis priority assigned to each of the fifty-one organizational elements in Sections A, B, C, and D of the central administrative questionnaire: (a) for the combined total of both administrative groups, (b) for the total of the administrative respondents from the multi-campus configuration, and (c) for the total of all single campus administrators?
3. What level of agreement exists among administrators, as measured by the standard deviation of the mean scores, concerning current and future analysis priority for the fifty-one effectiveness elements for (a) all administrative respondents and (b) for each college administrative team?
4. Is there a difference in the mean score for the current analysis priority and the mean score for the future analysis priority for each of the fifty-one organizational elements in Sections A, B, C, and D of the administrative questionnaire: (a) for all administrative respondents, (b) for the multi-campus administrative respondents and (c) for the single campus respondents?
5. What is the rank order correlation, utilizing mean scores, between the current and future analysis priorities assigned to the fifty-one effectiveness elements by all administrators as measured by the Spearman Rank Correlation Coefficient?
6. What is the mean value, the standard deviation, and the coefficient of variation, for the current analysis priority and the future analysis priority for (a) the combined value of the nineteen effectiveness variables in Section A of the administrative questionnaire that relate to the major effectiveness dimension of institutional stability, (b) the

sixteen effectiveness variables in Section B of the administrative questionnaire that relate to the major effectiveness dimension of institutional integration, (c) the five effectiveness variables in Section C of the administrative questionnaire that relate to the major effectiveness element of voluntarism, and (d) the ten effectiveness elements in Section D of the administrative questionnaire that relate to the major effectiveness dimension of organizational achievement?

7. What is the rank order correlation, utilizing mean scores, between current and future analysis priorities for multi-campus administrators and for single campus administrators, for the major organizational elements of Stability (1-19), Integration (20-36), Voluntarism (37-41), and Achievement (42-51) as measured by the Kendall Coefficient of Concordance, W ?
8. What is the mean value, the standard deviation and the coefficient of variation for the future analysis priorities for the fifty-one organizational elements in Sections A, items 1-19; B, items 20-36; C, items 37-41; D, items 42-51 of the faculty leader questionnaire: (a) for the total of all faculty respondents in community colleges with a single campus, (b) for the total of all faculty respondents in the multi-campus configuration, (c) for the combined total for both groups?
9. What is the level of agreement among faculty leaders, as measured by the standard deviation of mean scores, concerning future priorities for analysis for (a) all faculty respondents and for (b) each colleges' faculty leaders?
10. What are the statistical values (identified in specific research question one) for the future analysis priorities for: (a) the nineteen organizational elements in Section A of the faculty leadership questionnaire that related to the major effectiveness dimension of institutional stability, (b) the seventeen organizational elements in Section B (items 20-36) that related to the major effectiveness dimension of institutional integration, (c) the five organizational elements in Section C (items 37-41) that related to the major effectiveness dimension of voluntarism within the community college, (d) the ten organizational elements in Section D (items 42-51) that related to the major effectiveness dimension of institutional achievement—(1) for the single campus faculty respondents, (2) for the multi-campus faculty respondents and (3) for the combined total of both groups?

11. Is there a difference in the statistical measurements (mean and standard deviation) between faculty and administrative future analysis priorities: (a) for the measurement of organizational stability [organizational elements 1-19], (b) for the measurement of organizational integration [organizational elements 20-36], (c) for the measurement of organizational voluntarism [organizational elements 37-41] and (d) for the measurement of organizational achievement [organizational elements 42-51]?
12. What rank order differences exist between the mean scores for the faculty and administrative respondents for the future analysis priorities for each of the fifty-one organizational elements?
13. What is the extent of the absolute differences of the future analysis priority mean scores between faculty leaders and central administrators for the upper quartile of effectiveness elements, as identified by central administrators in both single campus and multi-campus institutions?
14. What is the impact on the process of internal organizational evaluation as a result of the existence of a faculty collective bargaining environment? More specifically, (a) is the assessment process more rigorous as a result of faculty collective bargaining; (b) does the faculty union, as a formal organization, participate in the assessment of the effectiveness of the college; (c) in future evaluations, will faculty collective bargaining units participate in the internal assessment process?
15. What role, as perceived by central administrators, is assumed by state and federal governments in the process of assessing the organizational effectiveness of Michigan community colleges? What future evaluation role should evolve?
16. Do central administrators in the respondent colleges perceive the existence of a formalized system (for example, MBO, MIS, PPBS, internal and external accountability models) for evaluating organizational effectiveness in their respective colleges?
17. What specific administrative policies, procedures and activities are being implemented to insure and measure quality and excellence in the educational programs?

APPENDIX E
APPENDIX TABLES

TABLE 36

CURRENT ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY ALL ADMINISTRATIVE
RESPONDENTS

Effectiveness Element		All Administrators			N = 73
		$\bar{x}^*$	σ^{**}	$\sigma/\bar{x}$	
1	Flexibility (a)	2.99	.77	.26	
2	Flexibility (b)	2.79	.74	.26	
3	Development	2.12	.83	.39	
4	Staff Adaptation	2.29	.90	.39	
5	Acquiring Resources	2.74	.91	.33	
6	Resource Utilization	2.47	.86	.35	
7	Organizational Investment	2.55	.95	.37	
8	Finance Cost Effectiveness	2.48	.97	.39	
9	Authority	2.30	1.09	.48	
10	Planning	2.29	.87	.38	
11	Curricula	2.12	.91	.43	
12	Organizational Structure	2.18	.97	.45	
13	Adaptability	2.27	.86	.38	
14	Goals (a)	2.75	.92	.33	
15	Goals (b)	2.25	.86	.38	
16	External Environment	2.12	.91	.43	
17	Institutional Control	2.11	1.00	.47	
18	State Government	2.33	1.05	.45	
19	Federal Government	1.93	1.05	.54	
20	Lack of Cohesion	2.07	.87	.42	
21	Advisory Decision-Making	2.41	.89	.37	
22	Final Decision-Making	1.74	.89	.51	
23	Delegation	2.10	.85	.40	
24	Decentralization	2.07	.87	.42	
25	Support by Faculty	2.11	.71	.34	
26	Student Understanding	2.32	.95	.41	
27	Policy Understanding	2.04	.87	.42	
28	Policy Acceptance	2.12	.78	.37	
29	Conformity	2.21	.84	.38	
30	Orientation	1.70	.70	.41	
31	Philosophical Understanding	2.70	.82	.30	
32	Philosophical Acceptance	2.44	.81	.33	
33	Support by Administration	2.89	.73	.25	
34	Sense of Identity	2.53	.91	.36	
35	Communication	2.25	.84	.37	
36	Initiation	2.82	.69	.24	
37	Satisfaction (a)	2.33	.89	.38	
38	Satisfaction (b)	2.51	.80	.32	
39	Student Satisfaction	1.96	1.07	.54	
40	Quality Educational Programs	2.68	.90	.34	
41	Collective Bargaining	2.23	1.16	.52	

TABLE 36—Continued

		All Administrators			N = 73
		$\bar{x}^*$	σ^{**}	$\sigma/\bar{x}$	
42	Reliability	2.15	.89	.41	
43	Control	2.40	.77	.32	
44	Student Academic Achievement	1.96	1.05	.54	
45	Student Achievement— Transfer Programs	2.36	.97	.41	
46	Student Achievement— Technical Programs	1.97	1.18	.60	
47	Student Achievement— Developmental Education	1.67	1.16	.69	
48	Community Services Activities	2.53	.83	.33	
49	Student Employability	1.90	1.05	.55	
50	Employee Performance	2.21	.83	.37	
51	Community Satisfaction with the College	2.18	.90	.41	

* $\bar{x}$ = mean value

** σ = standard deviation

TABLE 37

CURRENT ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY MULTI-CAMPUS AND SINGLE
CAMPUS ADMINISTRATORS

Effectiveness Element	N = 19 Multi-Campus Administrators			N = 54 Single Campus Administrators		
	$\bar{x}^*$	σ^{**}	$\sigma/\bar{x}$	$\bar{x}$	σ	$\sigma/\bar{x}$
1 Flexibility (a)	2.68	.86	.32	3.09	.70	.23
2 Flexibility (b)	3.05	.60	.20	2.70	.76	.28
3 Development	2.00	.79	.40	2.17	.83	.38
4 Staff Adaptation	2.42	.94	.39	2.24	.88	.39
5 Acquiring Resources	2.68	.86	.32	2.76	.92	.33
6 Resource Utilization	2.47	1.04	.42	2.46	.79	.32
7 Organizational Investment	1.95	.89	.46	2.76	.88	.32
8 Finance Cost Effectiveness	2.89	.79	.27	2.33	.98	.42
9 Authority	1.95	.83	.42	2.43	1.15	.47
10 Planning	2.79	.83	.30	2.11	.81	.38
11 Curricula	2.26	.96	.43	2.07	.88	.42
12 Organizational Structure	2.32	.86	.37	2.13	1.00	.47
13 Adaptability	2.32	.80	.34	2.26	.89	.39
14 Goals (a)	3.21	.77	.24	2.59	.91	.35
15 Goals (b)	2.47	.88	.36	2.17	.83	.38
16 External Environment	1.89	.79	.42	2.20	.93	.42
17 Institutional Control	2.26	1.12	.49	2.06	.95	.46
18 State Government	2.89	.79	.27	2.13	1.05	.50
19 Federal Government	2.68	.92	.34	1.67	.96	.58
20 Lack of Cohesion	1.95	1.00	.51	2.11	.81	.38
21 Advisory Decision-Making	3.00	.56	.19	2.20	.89	.40
22 Final Decision-Making	1.95	.83	.42	1.67	.90	.54
23 Delegation	2.26	.85	.37	2.04	.84	.41
24 Decentralization	2.00	.79	.40	2.09	.89	.42
25 Support by Faculty	2.16	.74	.34	2.09	.70	.34
26 Student Understanding	2.42	1.04	.43	2.28	.91	.40
27 Policy Understanding	2.37	.81	.34	1.93	.86	.45
28 Policy Acceptance	2.26	.91	.40	2.07	.72	.35
29 Conformity	2.11	.85	.40	2.24	.84	.37
30 Orientation	1.68	.73	.43	1.70	.68	.40
31 Philosophical Understanding	3.00	.73	.24	2.59	.83	.32
32 Philosophical Acceptance	3.05	.60	.20	2.22	.76	.34
33 Support by Administration	3.16	.59	.19	2.80	.75	.27
34 Sense of Identity	2.79	.77	.27	2.44	.94	.38
35 Communication	2.42	1.04	.43	2.19	.75	.34
36 Initiation	2.89	.72	.25	2.80	.68	.24
37 Satisfaction (a)	2.32	1.08	.47	2.33	.82	.35
38 Satisfaction (b)	2.58	1.09	.42	2.48	.66	.27

TABLE 37—Continued

Effectiveness Element	N = 19 Multi-Campus Administrators			N = 54 Single Campus Administrators		
	$\bar{x}^*$	σ^{**}	$\sigma/\bar{x}$	$\bar{x}$	σ	$\sigma/\bar{x}$
39 Student Satisfaction	1.84	1.04	.56	2.00	1.07	.54
40 Quality Educational Programs	2.79	1.15	.41	2.65	.80	.30
41 Collective Bargaining	2.01	1.08	.54	2.31	1.18	.51
42 Reliability	2.16	.74	.34	2.15	.93	.43
43 Control	2.32	.86	.37	2.43	.74	.30
44 Student Academic Achievement	2.21	.89	.40	1.87	1.09	.58
45 Student Achievement— Transfer Programs	2.32	1.03	.44	2.37	.95	.40
46 Student Achievement— Technical Programs	2.05	1.32	.64	1.94	1.13	.58
47 Student Achievement— Developmental Education	1.95	1.36	.70	1.57	1.06	.68
48 Community Services Activities	2.11	.91	.43	2.69	.74	.28
49 Student Employability	1.74	1.02	.59	1.96	1.05	.54
50 Employee Performance	1.74	.55	.31	2.37	.85	.36
51 Community Satisfaction with the College	1.95	.89	.46	2.26	.89	.39

* $\bar{x}$ = mean value

** σ = standard deviation

TABLE 38

FUTURE ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY ALL ADMINISTRATIVE
RESPONDENTS

		N = 73		
		All Administrators		
Effectiveness Element		$\bar{x}$ *	σ **	$\sigma/\bar{x}$
1	Flexibility (a)	3.33	.64	.19
2	Flexibility (b)	3.15	.70	.22
3	Development	2.88	.68	.24
4	Staff Adaptation	2.70	.73	.27
5	Acquiring Resources	3.18	.80	.25
6	Resource Utilization	3.45	.60	.17
7	Organizational Investment	3.23	.65	.20
8	Finance Cost Effectiveness	3.19	.65	.21
9	Authority	2.82	.88	.31
10	Planning	3.22	.58	.18
11	Curricula	3.27	.60	.18
12	Organizational Structure	2.90	.67	.23
13	Adaptability	2.92	.72	.25
14	Goals (a)	3.30	.66	.20
15	Goals (b)	3.15	.72	.23
16	External Environment	2.59	.77	.30
17	Institutional Control	2.33	.88	.38
18	State Government	2.59	.86	.33
19	Federal Government	2.30	.79	.34
20	Lack of Cohesion	2.66	.71	.27
21	Advisory Decision-Making	2.63	.67	.26
22	Final Decision-Making	2.10	.83	.40
23	Delegation	2.60	.68	.26
24	Decentralization	2.74	.60	.22
25	Support by Faculty	2.68	.68	.25
26	Student Understanding	3.21	.60	.19
27	Policy Understanding	2.89	.63	.22
28	Policy Acceptance	2.75	.72	.26
29	Conformity	2.60	.74	.28
30	Orientation	2.88	.55	.19
31	Philosophical Understanding	3.14	.71	.23
32	Philosophical Acceptance	3.12	.68	.22
33	Support by Administration	3.34	.58	.17
34	Sense of Identity	3.16	.60	.19
35	Communication	3.16	.66	.21
36	Initiation	3.27	.53	.16
37	Satisfaction (a)	2.92	.59	.20
38	Satisfaction (b)	3.05	.57	.19
39	Student Satisfaction	2.84	.68	.24
40	Quality Educational Programs	3.36	.61	.18

TABLE 38—Continued

Effectiveness Element	N = 73 All Administrators		
	$\bar{x}^*$	σ^{**}	$\sigma/\bar{x}$
41 Collective Bargaining	2.85	.87	.31
42 Reliability	2.97	.60	.20
43 Control	2.89	.63	.22
44 Student Academic Achievement	2.84	.79	.28
45 Student Achievement—Transfer Programs	2.89	.65	.23
46 Student Achievement—Technical Programs	3.11	.59	.19
47 Student Achievement—Developmental Education	2.99	.63	.21
48 Community Services Activities	3.14	.60	.19
49 Student Employability	3.18	.58	.18
50 Employee Performance	3.10	.62	.20
51 Community Satisfaction with the College	3.34	.71	.21

* $\bar{x}$ = mean value

** σ = standard deviation

TABLE 39

FUTURE ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY MULTI-CAMPUS AND SINGLE
CAMPUS ADMINISTRATORS

Effectiveness Element	N = 19 Multi-Campus Administrators			N = 54 Single Campus Administrators		
	$\bar{x}$ *	σ **	$\sigma/\bar{x}$	$\bar{x}$	σ	$\sigma/\bar{x}$
1 Flexibility (a)	3.26	.55	.17	3.35	.67	.20
2 Flexibility (b)	3.53	.68	.19	3.02	.65	.22
3 Development	3.00	.65	.22	2.83	.69	.24
4 Staff Adaptation	2.89	.64	.22	2.63	.75	.29
5 Acquiring Resources	3.32	.65	.20	3.13	.84	.27
6 Resource Utilization	3.42	.67	.20	3.46	.57	.16
7 Organizational Investment	3.26	.55	.17	3.22	.68	.21
8 Finance Cost Effectiveness	3.21	.52	.16	3.19	.70	.22
9 Authority	2.74	.78	.29	2.85	.91	.32
10 Planning	3.32	.65	.20	3.19	.55	.17
11 Curricula	3.68	.46	.13	3.13	.58	.18
12 Organizational Structure	3.00	.65	.22	2.87	.67	.23
13 Adaptability	3.00	.65	.22	2.89	.74	.26
14 Goals (a)	3.58	.49	.14	3.20	.68	.21
15 Goals (b)	3.53	.50	.14	3.02	.73	.24
16 External Environment	2.47	.82	.33	2.63	.75	.29
17 Institutional Control	2.21	.89	.40	2.37	.87	.37
18 State Government	2.79	.77	.27	2.52	.88	.35
19 Federal Government	2.58	.94	.36	2.20	.70	.32
20 Lack of Cohesion	2.84	.67	.24	2.59	.71	.27
21 Advisory Decision-Making	3.05	.39	.13	2.48	.69	.28
22 Final Decision-Making	2.21	.83	.38	2.06	.83	.40
23 Delegation	2.63	.74	.28	2.59	.65	.25
24 Decentralization	2.68	.57	.21	2.76	.61	.22
25 Support by Faculty	2.84	.67	.24	2.63	.67	.26
26 Student Understanding	3.37	.48	.14	3.15	.62	.20
27 Policy Understanding	3.00	.56	.19	2.85	.65	.23
28 Policy Acceptance	2.84	.74	.26	2.72	.70	.26
29 Conformity	2.58	.75	.29	2.61	.73	.28
30 Orientation	2.84	.59	.21	2.89	.53	.18
31 Philosophical Understanding	3.37	.58	.17	3.06	.73	.24
32 Philosophical Acceptance	3.21	.61	.19	3.09	.70	.23
33 Support by Administration	3.42	.49	.14	3.31	.60	.18
34 Sense of Identity	3.37	.48	.14	3.09	.62	.20
35 Communication	3.21	.69	.22	3.15	.65	.21
36 Initiation	3.42	.49	.14	3.22	.53	.17
37 Satisfaction (a)	3.05	.60	.20	2.89	.58	.20
38 Satisfaction (b)	3.16	.67	.21	3.02	.53	.17

TABLE 39—Continued

Effectiveness Element	N = 19 Multi-Campus Administrators			N = 54 Single Campus Administrators		
	$\bar{x}$ *	σ **	$\sigma/\bar{x}$	$\bar{x}$	σ	$\sigma/\bar{x}$
39 Student Satisfaction	2.79	.69	.25	2.85	.68	.24
40 Quality Educational Programs	3.53	.75	.21	3.30	.53	.16
41 Collective Bargaining	2.84	.81	.29	2.85	.89	.31
42 Reliability	3.21	.61	.19	2.89	.57	.20
43 Control	3.11	.45	.14	2.81	.67	.24
44 Student Academic Achievement	3.00	.65	.22	2.78	.83	.30
45 Student Achievement— Transfer Programs	3.05	.60	.20	2.83	.66	.23
46 Student Achievement— Technical Programs	3.11	.55	.18	3.11	.60	.19
47 Student Achievement— Developmental Education	3.11	.45	.14	2.94	.68	.23
48 Community Services Activities	3.21	.77	.24	3.11	.53	.17
49 Student Employability	3.21	.69	.22	3.17	.54	.17
50 Employee Performance	2.95	.60	.21	3.15	.62	.20
51 Community Satisfaction with the College	3.26	.70	.22	3.37	.70	.21

* $\bar{x}$ = mean value

** σ = standard deviation

TABLE 40

A COMPARISON OF THE RANK ORDER PREFERENCES FOR
THE CURRENT AND FUTURE ANALYSIS PRIORITIES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY ALL ADMINISTRATORS

N = 73 All Administrators						
Current Analysis Priorities			Future Analysis Priorities			
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank Order	$\bar{x}$	$\bar{x}$ Diff.
1	2.99	1	Flexibility (a)	4	3.33	+ .34
2	2.89	33	Support by Administration	3	3.34	+ .45
3	2.82	36	Initiation	6	3.27	+ .45
4	2.79	2	Flexibility (b)	13	3.15	+ .36
5	2.75	14	Goals (a)	5	3.30	+ .55
6	2.74	5	Acquiring Resources	11	3.18	+ .44
7	2.70	31	Philosophical Understanding	14	3.14	+ .44
8	2.68	40	Quality Education Programs	2	3.36	+ .68
9	2.55	7	Organizational Investment	7	3.23	+ .68
10	2.53	34	Sense of Identity	12	3.16	+ .63
10	2.53	48	Community Service Activities	14	3.14	+ .61
11	2.51	38	Satisfaction (b)	18	3.05	+ .54
12	2.48	8	Finance Cost Effectiveness	10	3.19	+ .71
13	2.47	6	Resource Utilization	1	3.45	+ .98
14	2.44	32	Philosophical Acceptance	15	3.12	+ .68
15	2.41	21	Advisory Decision-Making	32	2.63	+ .22
16	2.40	43	Control	23	2.89	+ .49
17	2.36	45	Student Achievement—Transfer Programs	23	2.89	+ .53
18	2.33	18	State Government	34	2.59	+ .26
18	2.33	37	Satisfaction (a)	21	2.92	+ .59
19	2.32	26	Student Understanding	9	3.21	+ .89
20	2.30	9	Authority	27	2.82	+ .52
21	2.29	4	Staff Adaptation	29	2.70	+ .41
21	2.29	10	Planning	8	3.22	+ .93
22	2.27	13	Adaptability	21	2.92	+ .65
23	2.25	15	Goals (b)	13	3.15	+ .90
23	2.25	35	Communication	12	3.16	+ .91
24	2.23	41	Collective Bargaining	25	2.85	+ .62
25	2.21	50	Employee Performance	17	3.10	+ .89
25	2.21	29	Conformity	33	2.60	+ .39
26	2.18	12	Organizational Structure	22	2.90	+ .72
26	2.18	51	Community Satisfaction	3	3.34	+1.16
27	2.15	42	Reliability	20	2.97	+ .82
28	2.12	3	Development	24	2.88	+ .76
28	2.12	11	Curricula	6	3.27	+1.15

TABLE 40—Continued

N = 73 All Administrators						
Current Analysis Priorities			Future Analysis Priorities			
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank Order	$\bar{x}$	$\bar{x}$ Diff.
28	2.12	16	External Environment	34	2.59	+ .47
28	2.12	28	Policy Acceptance	28	2.75	+ .63
29	2.11	17	Institutional Control	35	2.33	+ .22
29	2.11	25	Support by Faculty	30	2.68	+ .57
30	2.10	23	Delegation	33	2.10	+ .50
31	2.07	20	Lack of Cohesion	31	2.66	+ .59
31	2.07	24	Decentralization	28	2.75	+ .68
32	2.04	27	Policy Understanding	23	2.89	+ .85
			Student Achievement—			
33	1.97	46	Technical Programs	16	3.11	+1.14
34	1.96	39	Student Satisfaction	26	2.84	+ .88
34	1.96	44	Student Academic Achievement	26	2.84	+ .88
35	1.93	19	Federal Government	36	2.30	+ .37
36	1.90	49	Student Employability	11	3.18	+1.28
37	1.74	22	Final Decision-Making	37	2.10	+ .36
38	1.70	30	Orientation	24	2.88	+1.18
			Student Achievement—			
39	1.67	47	Developmental Education	19	2.99	+1.32

TABLE 41

A COMPARISON OF THE RANK ORDER PREFERENCES FOR
THE CURRENT AND FUTURE ANALYSIS PRIORITIES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY MULTI-CAMPUS
ADMINISTRATORS

N = 19 Multi-Campus Administrators						
Current Analysis Priorities			Future Analysis Priorities			
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank Order	$\bar{x}$	$\bar{x}$ Diff.
1	3.21	14	Goals (a)	2	3.58	+ .37
2	3.16	33	Support by Administration	4	3.42	+ .26
3	3.05	2	Flexibility (b)	3	3.53	+ .48
3	3.05	32	Philosophical Acceptance	8	3.21	+ .16
4	3.00	21	Advisory Decision-Making	11	3.05	+ .05
4	3.00	31	Philosophical Understanding	5	3.37	+ .37
5	2.89	8	Finance Cost Effectiveness	8	3.21	+ .32
5	2.89	18	State Government	16	2.79	- .10
5	2.89	36	Initiation	4	3.42	+ .53
6	2.79	10	Planning	6	3.32	+ .53
6	2.79	34	Sense of Identity	5	3.37	+ .58
6	2.79	40	Quality Educational Programs	3	3.53	+ .74
7	2.68	1	Flexibility (a)	7	3.26	+ .58
7	2.68	5	Acquiring Resources	6	3.32	+ .64
7	2.68	19	Federal Government	20	2.58	- .10
8	2.58	38	Satisfaction (b)	9	3.16	+ .58
9	2.47	6	Resource Utilization	4	3.42	+ .95
9	2.47	15	Goals (b)	3	3.53	+1.06
10	2.42	4	Staff Adaptation	14	2.89	+ .47
10	2.42	26	Student Understanding	5	3.37	+ .95
10	2.42	35	Communication	8	3.21	+ .79
11	2.37	27	Policy Understanding	12	3.00	+ .63
12	2.32	12	Organizational Structure	12	3.00	+ .68
12	2.32	13	Adaptability	12	3.00	+ .68
12	2.32	37	Satisfaction (a)	11	3.05	+ .73
12	2.32	43	Control	10	3.11	+ .79
			Student Achievement—			
12	2.32	45	Transfer Programs	11	3.05	+ .73
13	2.26	11	Curricula	1	3.68	+1.42
13	2.26	17	Institutional Control	22	2.21	- .05
13	2.26	23	Delegation	19	2.63	+ .37
13	2.26	28	Policy Acceptance	15	2.84	+ .58
14	2.21	44	Student Academic Achievement	12	3.00	+ .79
15	2.16	42	Reliability	8	3.21	+1.05

TABLE 41—Continued

N = 19 Multi-Campus Administrators						
Current Analysis Priorities			Future Analysis Priorities			
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank Order	$\bar{x}$	$\bar{x}$ Diff.
15	2.16	25	Support by Faculty	15	2.84	+ .68
16	2.11	29	Conformity	20	2.58	+ .47
16	2.11	48	Community Service Activities	8	3.21	+1.10
			Student Achievement—			
17	2.05	46	Technical Programs	10	3.11	+1.06
18	2.01	41	Collective Bargaining	15	2.84	+ .83
19	2.00	3	Development	12	3.00	+1.00
19	2.00	24	Decentralization	18	2.68	+ .68
20	1.95	7	Organizational Investment	7	3.26	+1.31
20	1.95	9	Authority	17	2.74	+ .79
20	1.95	20	Lack of Cohesion	15	2.84	+ .89
20	1.95	22	Final Decision-Making	22	2.21	+ .26
			Student Achievement—			
20	1.95	47	Developmental Programs	10	3.11	+1.16
20	1.95	51	Community Satisfaction	7	3.26	+1.31
21	1.89	16	External Environment	21	2.47	+ .58
22	1.84	39	Student Satisfaction	16	2.79	+ .95
23	1.74	49	Student Employability	8	3.21	+1.47
23	1.74	50	Employee Performance	13	2.95	+1.21
24	1.68	30	Orientation	15	2.84	+1.16

TABLE 42

A COMPARISON OF THE RANK ORDER PREFERENCES FOR
THE CURRENT AND FUTURE ANALYSIS PRIORITIES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY SINGLE CAMPUS
ADMINISTRATORS

N = 54 Single Campus Administrators						
Current Analysis Priorities			Future Analysis Priorities			
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank Order	$\bar{x}$	$\bar{x}$ Diff.
1	3.09	1	Flexibility (a)	3	3.35	+ .26
2	2.80	33	Support by Administration	4	3.31	+ .51
2	2.80	36	Initiation	6	3.22	+ .42
3	2.76	5	Acquiring Resources	11	3.13	+ .37
3	2.76	7	Organizational Investment	6	3.22	+ .46
4	2.70	2	Flexibility (b)	15	3.02	+ .32
5	2.69	48	Community Services Activities	12	3.11	+ .42
6	2.65	40	Quality Educational Programs	5	3.30	+ .65
7	2.59	14	Goals (a)	7	3.20	+ .61
7	2.59	31	Philosophical Understanding	14	3.06	+ .47
8	2.48	33	Satisfaction (b)	15	3.02	+ .54
9	2.46	6	Resource Utilization	1	3.46	+1.00
10	2.44	34	Sense of Identity	13	3.09	+ .65
11	2.43	43	Control	21	2.81	+ .38
11	2.43	9	Authority	19	2.85	+ .42
			Student Achievement—			
12	2.37	45	Transfer Programs	20	2.83	+ .46
12	2.37	50	Employee Performance	10	3.15	+ .78
13	2.33	8	Finance Cost Effectiveness	8	3.19	+ .86
13	2.33	37	Satisfaction (a)	17	2.89	+ .56
14	2.31	41	Collective Bargaining	19	2.85	+ .54
15	2.28	26	Student Understanding	10	3.15	+ .87
16	2.26	13	Adaptability	17	2.89	+ .63
16	2.26	51	Community Satisfaction	2	3.37	+1.11
17	2.24	4	Staff Adaptation	25	2.63	+ .39
17	2.24	29	Conformity	26	2.61	+ .37
18	2.22	32	Philosophical Acceptance	13	3.09	+ .87
19	2.20	16	External Environment	25	2.63	+ .43
19	2.20	21	Advisory Decision-Making	21	2.81	+ .61
20	2.19	35	Communication	10	3.15	++ .96
21	2.17	3	Development	20	2.83	+ .66
21	2.17	15	Goals (b)	15	3.02	+ .85
22	2.15	42	Reliability	17	2.89	+ .74
23	2.13	18	State Government	28	2.52	+ .39
23	2.13	12	Organizational Structure	18	2.87	+ .74

TABLE 42—Continued

N = 54						
Single Campus Administrators						
Current Analysis				Future Analysis		
Priorities				Priorities		
Rank		Item		Rank		$\bar{x}$
Order	$\bar{x}$	Number	Effectiveness Element	Order	$\bar{x}$	Diff.
24	2.11	10	Planning	8	3.19	+1.08
24	2.11	20	Lack of Cohesion	27	2.59	+ .48
25	2.09	24	Decentralization	23	2.76	+ .67
25	2.09	25	Support by Faculty	25	2.63	+ .54
26	2.07	11	Curricula	11	3.13	+1.06
26	2.07	28	Policy Acceptance	24	2.72	+ .65
27	2.06	17	Institutional Control	30	2.37	+ .31
28	2.04	23	Delegation	27	2.59	+ .55
29	2.00	39	Student Satisfaction	19	2.85	+ .85
30	1.96	49	Student Employability	9	3.17	+1.21
			Student Achievement—			
31	1.94	46	Technical Programs	12	3.11	+1.17
32	1.93	27	Policy Understanding	19	2.85	+ .92
33	1.87	44	Student Academic Achievement	22	2.78	+ .91
34	1.70	30	Orientation	17	2.89	+1.19
35	1.67	19	Federal Government	30	2.20	+ .53
35	1.67	22	Final Decision-Making	31	2.06	+ .39
			Student Achievement—			
36	1.57	47	Developmental Education	16	2.94	+1.37

TABLE 43

FUTURE ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY ALL FACULTY LEADERS

N = 59					
Rank Order	Item Number	Effectiveness Element	$\bar{x}$	σ	$\sigma/\bar{x}$
1	33	Support by Administration	3.47	.72	.21
2	40	Quality Educational Programs	3.46	.72	.21
3	11	Curricula	3.34	.65	.20
4	1	Flexibility (a)	3.20	.66	.21
4	26	Student Understanding	3.20	.80	.25
5	21	Advisory Decision-Making	3.17	.81	.25
5	5	Acquiring Resources	3.17	.87	.27
6	36	Initiation	3.14	.85	.27
		Student Achievement—			
6	46	Technical Programs	3.14	.70	.22
		Student Achievement—			
7	45	Transfer Programs	3.12	.72	.23
8	51	Community Satisfaction	3.10	.77	.25
8	38	Satisfaction (a)	3.10	.77	.25
9	7	Organizational Investment	3.08	.77	.25
9	44	Student Academic Achievement	3.08	.77	.25
		Student Achievement—			
9	47	Developmental Education	3.08	.70	.23
10	35	Communication	3.07	.94	.31
11	6	Resource Utilization	3.03	.74	.24
12	49	Student Employability	3.02	.68	.22
13	48	Community Services Activities	2.97	.76	.26
14	25	Support by Faculty	2.93	.76	.26
15	50	Employee Performance	2.88	.80	.28
16	15	Goals (b)	2.85	.80	.28
17	34	Sense of Identity	2.83	.90	.32
18	12	Organizational Structure	2.81	.81	.29
19	22	Final Decision-Making	2.80	1.00	.36
19	37	Satisfaction (a)	2.80	.82	.29
20	10	Planning	2.78	.86	.31
20	23	Delegation	2.78	.82	.30
21	20	Lack of Cohesion	2.76	.87	.31
22	39	Student Satisfaction	2.75	.75	.27
23	27	Policy Understanding	2.73	.73	.27
24	14	Goals (a)	2.69	.83	.31
25	2	Flexibility (b)	2.68	.81	.30
26	28	Policy Acceptance	2.66	.79	.30
27	24	Decentralization	2.64	.92	.35
28	13	Adaptability	2.63	.76	.29
29	20	Orientation	2.61	.84	.32
30	31	Philosophical Understanding	2.59	.81	.31

TABLE 43—Continued

N = 59					
Rank Order	Item Number	Effectiveness Element	$\bar{x}$	σ	$\sigma/\bar{x}$
31	3	Development	2.54	.79	.31
31	8	Finance Cost Effectiveness	2.54	.67	.26
32	32	Philosophical Acceptance	2.53	.77	.30
33	42	Reliability	2.42	.74	.31
34	9	Authority	2.39	1.03	.43
35	16	External Environment	2.32	.62	.27
35	43	Control	2.32	.72	.31
36	18	State Government	2.25	.75	.33
37	29	Conformity	2.10	.84	.40
38	17	Institutional Control	2.08	.77	.37
38	41	Collective Bargaining	2.08	.87	.42
39	4	Staff Adaptation	2.03	.64	.31
40	19	Federal Government	1.81	.68	.37

TABLE 44

FUTURE ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY MULTI-CAMPUS FACULTY
LEADERS

N = 22					
Rank Order	Item Number	Effectiveness Element	$\bar{x}$	δ	$\delta/\bar{x}$
1	33	Support by Administration	3.64	.64	.18
2	11	Curricula	3.41	.65	.19
2	40	Quality Educational Programs	3.41	.72	.21
3	5	Acquiring Resources	3.36	.71	.21
3	21	Advisory Decision-Making	3.36	.77	.23
4	1	Flexibility (a)	3.32	.47	.14
		Student Achievement—			
5	45	Transfer Programs	3.23	.67	.21
		Student Achievement—			
5	46	Technical Programs	3.23	.79	.25
6	7	Organizational Investment	3.18	.83	.26
6	15	Goals (b)	3.18	.78	.24
7	36	Initiation	3.14	.69	.22
7	38	Satisfaction (b)	3.14	.69	.22
7	44	Student Academic Achievement	3.14	.76	.24
7	51	Community Satisfaction	3.14	.81	.26
8	22	Final Decision-Making	3.09	.90	.29
8	26	Student Understanding	3.09	.79	.26
8	35	Communication	3.09	.85	.27
		Student Achievement—			
8	47	Developmental Programs	3.09	.85	.27
8	48	Community Services Activities	3.09	.73	.24
9	6	Resource Utilization	3.05	.77	.25
10	2	Flexibility (b)	3.00	.80	.27
10	25	Support by Faculty	3.00	.67	.22
10	34	Sense of Identity	3.00	.95	.32
10	49	Student Employability	3.00	.60	.20
11	23	Delegation	2.91	.90	.31
12	12	Organizational Structure	2.86	.81	.28
12	20	Lack of Cohesion	2.86	.92	.32
12	24	Decentralization	2.86	1.06	.37
13	10	Planning	2.82	.89	.31
14	14	Goals (a)	2.77	.85	.31
14	50	Employee Performance	2.77	.85	.31
14	39	Student Satisfaction	2.77	.60	.22
15	28	Policy Acceptance	2.73	.96	.35
16	13	Adaptability	2.68	.76	.28
17	8	Finance Cost Effectiveness	2.64	.71	.27
17	37	Satisfaction (a)	2.64	.77	.29
17	31	Philosophical Understanding	2.64	.83	.31

TABLE 44—Continued

			N = 22		
Rank Order	Item Number	Effectiveness Element	$\bar{x}$	σ	$\sigma/\bar{x}$
18	27	Policy Understanding	2.59	.78	.30
19	9	Authority	2.55	.89	.35
19	32	Philosophical Acceptance	2.55	.78	.31
19	42	Reliability	2.55	.72	.28
20	16	External Environment	2.50	.66	.26
21	43	Control	2.41	.78	.32
22	3	Development	2.36	.71	.30
23	18	State Government	2.32	.63	.27
24	30	Orientation	2.27	.81	.36
25	41	Collective Bargaining	2.14	.92	.43
26	4	Staff Adaptation	2.09	.51	.25
27	17	Institutional Control	2.05	.77	.38
28	29	Conformity	1.86	.76	.41
29	19	Federal Government	1.77	.60	.34

TABLE 45

FUTURE ANALYSIS PRIORITY STATISTICAL VALUES FOR
ALL FIFTY-ONE EFFECTIVENESS ELEMENTS AS
PERCEIVED BY ALL SINGLE CAMPUS
FACULTY LEADERS

N = 37					
Rank Order	Item Number	Effectiveness Element	$\bar{x}$	σ	$\sigma/\bar{x}$
1	40	Quality Educational Programs	3.49	.72	.21
2	33	Support by Administration	3.38	.75	.22
3	11	Curricula	3.30	.65	.20
4	26	Student Understanding	3.27	.79	.24
5	1	Flexibility (a)	3.14	.74	.24
5	36	Initiation	3.14	.93	.30
6	38	Satisfaction (a)	3.08	.82	.27
6	46	Student Achievement— Technical Programs	3.08	.63	.20
6	47	Student Achievement Developmental Education	3.08	.59	.19
6	51	Community Satisfaction	3.08	.75	.24
7	5	Acquiring Resource	3.05	.93	.30
7	21	Advisory Decision-Making	3.05	.80	.26
7	35	Communication	3.05	.98	.32
7	44	Student Academic Achievement Student Achievement—	3.05	.77	.25
7	45	Transfer Programs	3.05	.73	.24
8	6	Resource Utilization	3.03	.72	.24
8	7	Organizational Investment	3.03	.72	.24
8	49	Student Employability	3.03	.72	.24
9	50	Employee Performance	2.95	.77	.26
10	48	Community Services Activities	2.89	.76	.26
10	37	Satisfaction (a)	2.89	.83	.29
10	25	Support by Faculty	2.89	.80	.28
11	27	Policy Understanding	2.81	.69	.25
11	30	Orientation	2.81	.80	.28
12	12	Organizational Structure	2.78	.81	.29
13	10	Planning	2.76	.85	.31
14	34	Sense of Identity	2.73	.86	.31
14	39	Student Satisfaction	2.73	.83	.30
15	20	Lack of Cohesion	2.70	.83	.31
15	23	Delegation	2.70	.77	.28
16	3	Development	2.65	.81	.31
16	14	Goals (a)	2.65	.81	.31
16	15	Goals (b)	2.65	.74	.28
17	22	Final Decision-Making	2.62	1.02	.39
17	28	Policy Acceptance	2.62	.67	.26
18	13	Adaptability	2.59	.75	.29

TABLE 45—Continued

N = 37					
Rank Order	Item Number	Effectiveness Element	$\bar{x}$	σ	$\sigma/\bar{x}$
19	31	Philosophical Understanding	2.57	.79	.31
20	32	Philosophical Acceptance	2.51	.76	.30
20	24	Decentralization	2.51	.79	.32
21	2	Flexibility (b)	2.49	.76	.30
21	8	Finance Cost Effectiveness	2.49	.64	.26
22	42	Reliability	2.35	.74	.32
23	9	Authority	2.30	1.09	.30
24	43	Control	2.27	.68	.30
25	29	Conformity	2.24	.85	.38
26	16	External Environment	2.22	.58	.26
26	18	State Government	2.22	.81	.37
27	17	Institutional Control	2.11	.76	.36
28	41	Collective Bargaining	2.05	.84	.41
29	4	Staff Adaptation	2.00	.70	.35
30	19	Federal Government	1.84	.72	.39

TABLE 46

A COMPARISON OF MEAN VALUES AND RANK ORDER OF
IMPORTANCE OF ALL CENTRAL ADMINISTRATORS TO
ALL FACULTY LEADERS FOR THE FIFTY-ONE
EFFECTIVENESS ELEMENTS

N = 73 Adminis- trators			N = 59 Faculty Leaders			
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank	$\bar{x}$	Rank Diff.
1	3.45	6	Resouce Utilization	11	3.03	-10
2	3.36	40	Quality Educational Programs	2	3.46	0
3	3.34	51	Community Satisfaction	8	3.10	- 5
3	3.34	33	Support by Administration	1	3.47	+ 2
4	3.33	1	Flexibility (a)	4	3.20	0
5	3.30	14	Goals (a)	24	2.69	-19
6	3.27	11	Curricula	3	3.34	+ 3
6	3.27	36	Initiation	6	3.14	0
7	3.23	7	Organizational Investment	9	3.08	- 2
8	3.22	10	Planning	20	2.78	-12
9	3.21	26	Student Understanding	4	3.20	+ 5
10	3.19	8	Finance Cost Effectiveness	31	2.54	-21
11	3.18	5	Acquiring Resources	5	3.17	+ 6
11	3.18	49	Student Employability	12	3.02	- 1
12	3.16	34	Sense of Identity	17	2.83	- 5
12	3.16	35	Communication	10	3.07	+ 2
13	3.15	2	Flexibility (b)	25	2.68	-12
13	3.15	15	Goals (b)	16	2.85	- 3
14	3.14	31	Philosophical Understanding Community Services	30	2.59	-16
14	3.14	48	Activities	13	2.97	+ 1
15	3.12	32	Philosophical Acceptance Student Achievement—	32	2.53	-17
16	3.11	46	Technical Programs	6	3.14	+10
17	3.10	50	Employee Performance	15	2.88	+ 2
18	3.05	38	Satisfaction (b) Student Achievement—	8	3.10	+10
19	2.99	47	Developmental Education	9	3.08	+10
20	2.97	42	Reliability	33	2.42	-13
21	2.92	37	Satisfaction (a)	8	3.10	+13
21	2.92	13	Adaptability	28	2.63	- 8
22	2.90	12	Organizational Structure	18	2.81	+ 4
23	2.89	27	Policy Understanding	23	2.73	0
23	2.89	43	Control Student Achievement—	35	2.32	-12
23	2.89	45	Transfer Programs	7	3.12	+16
24	2.88	3	Development	31	2.54	- 7

TABLE 46—Continued

N = 73 Adminis- trators			N = 59 Faculty Leaders			
Rank	Item					
Order	$\bar{x}$	Number	Effectiveness Element	Rank	$\bar{x}$	Rank Diff.
24	2.88	30	Orientation	29	2.61	- 5
25	2.85	41	Collective Bargaining	38	2.08	-13
26	2.84	39	Student Satisfaction	22	2.75	+ 4
26	2.84	44	Student Academic Achievement	9	3.08	+17
27	2.82	9	Authority	34	2.39	- 7
28	2.75	28	Policy Acceptance	26	2.66	+ 2
28	2.75	24	Decentralization	27	2.64	+ 1
29	2.79	4	Staff Adaptation	39	2.03	-10
30	2.68	25	Support by Faculty	14	2.93	+16
31	2.66	20	Lack of Cohesion	21	2.76	+10
32	2.63	21	Advisory Decision-Making	5	3.17	+27
33	2.60	29	Conformity	37	2.10	- 4
33	2.60	23	Delegation	20	2.78	+13
34	2.59	16	External Environment	35	2.32	- 1
34	2.59	18	State Government	36	2.25	- 2
35	2.33	17	Institutional control	38	2.08	- 3
36	2.30	19	Federal Government	40	1.81	- 4
37	2.10	22	Final Decision-Making	19	2.80	+18

TABLE 47

A COMPARISON OF MEAN VALUES AND RANK ORDER OF
IMPORTANCE OF MULTI-CAMPUS ADMINIS-
TRATORS TO MULTI-CAMPUS FACULTY
LEADERS FOR THE FIFTY-ONE
EFFECTIVENESS ELEMENTS

N = 19 Multi-Campus Administrators			N = 22 Multi-Campus Faculty Leaders		
Rank Order	Item $\bar{x}$ Number	Effectiveness Element	Rank	$\bar{x}$	Rank Diff.
1	3.68	11 Curricula	2	3.41	- 1
2	3.58	14 Goals (a)	14	2.77	-12
3	3.53	2 Flexibility (b)	10	3.00	- 7
3	3.53	40 Quality Educational Programs	2	3.41	+11
3	3.53	15 Goals (b)	6	3.18	- 3
4	3.42	33 Support by Administration	1	3.64	+ 3
4	3.42	36 Initiation	7	3.14	- 3
4	3.42	6 Resource Utilization	9	3.05	- 5
5	3.37	31 Philosophical Understanding	17	2.64	-12
5	3.37	34 Sense of Identity	10	3.00	- 5
5	3.37	26 Student Understanding	8	3.09	- 3
6	3.32	10 Planning	13	2.82	- 7
6	3.32	5 Acquiring Resources	3	3.36	+ 3
7	3.26	1 Flexibility (a)	4	3.32	+ 3
7	3.26	7 Organizational Investment	6	3.18	+ 1
7	3.26	51 Community Satisfaction	7	3.14	0
8	3.21	32 Philosophical Acceptance	19	2.55	-11
8	3.21	8 Finance Cost Effectiveness	17	2.64	- 9
8	3.21	35 Communication	8	3.09	0
8	3.21	42 Reliability	19	2.55	-11
8	3.21	48 Community Services Activities	8	3.09	0
8	3.21	49 Student Employability	10	3.00	- 2
9	3.16	38 Satisfaction (b)	7	3.14	+ 2
10	3.11	43 Control	21	2.41	-11
		Student Achievement—			
10	3.11	46 Technical Programs	5	3.23	+ 5
		Student Achievement—			
10	3.11	47 Developmental Programs	8	3.09	+ 2
11	3.05	21 Advisory Decision-Making	3	3.36	+ 8
11	3.05	37 Satisfaction (a)	17	2.64	- 6
		Student Achievement—			
11	3.05	45 Transfer Programs	5	3.23	- 6
12	3.00	13 Adaptability	16	2.68	- 4
12	3.00	27 Policy Understanding	18	2.59	- 6
12	3.00	12 Organizational Structure	12	2.86	0
12	3.00	44 Student Academic Achievement	7	3.14	-15
12	3.00	3 Development	22	2.36	-10

TABLE 47—Continued

N = 19			N = 22			
Multi-Campus Administrators			Multi-Campus Faculty Leaders			
Rank	Item				Rank	Rank
Order	$\bar{x}$	Number	Effectiveness Element	Rank	$\bar{x}$	Diff.
13	2.95	50	Employee Performance	14	2.77	- 1
14	2.89	4	Staff Adaptation	26	2.09	-12
15	2.84	28	Policy Acceptance	15	2.73	0
15	2.84	25	Support by Faculty	10	3.00	+ 5
15	2.84	41	Collective Bargaining	25	2.14	-10
15	2.84	20	Lack of Cohesion	12	2.86	+ 3
15	2.84	30	Orientation	24	2.27	- 9
16	2.79	18	State Government	23	2.32	- 7
16	2.79	39	Student Satisfaction	14	2.77	+ 2
17	2.74	9	Authority	19	2.55	- 2
18	2.68	24	Decentralization	12	2.86	+ 6
19	2.63	23	Delegation	11	2.91	+ 8
20	2.58	19	Federal Government	29	1.77	- 9
20	2.58	29	Conformity	28	1.86	- 8
21	2.47	16	External Environment	20	2.50	+ 1
22	2.21	17	Institutional Control	27	2.05	- 5
22	2.21	22	Final Decision-Making	8	3.09	+14

TABLE 48

A COMPARISON OF MEAN VALUES AND RANK ORDER OF
IMPORTANCE OF SINGLE CAMPUS ADMINISTRATORS
TO SINGLE CAMPUS FACULTY LEADERS FOR THE
FIFTY-ONE EFFECTIVENESS ELEMENTS

N = 54 Single Campus Administrators				N = 37 Single Campus Faculty Leaders		
Rank Order	$\bar{x}$	Item Number	Effectiveness Element	Rank	$\bar{x}$	Rank Diff.
1	3.46	6	Resource Utilization	8	3.03	- 7
2	3.37	51	Community Satisfaction	6	3.08	- 4
3	3.35	1	Flexibility (a)	5	3.14	- 2
4	3.31	33	Support by Administration	2	3.38	+ 2
5	3.30	40	Quality Educational Programs	1	3.49	+ 4
6	3.22	36	Initiation	5	3.14	+ 1
6	3.22	7	Organizational Investment	8	3.03	- 2
7	3.20	14	Goals (a)	16	2.65	- 9
8	3.19	8	Finance Cost Effectiveness	21	2.49	-13
8	3.19	10	Planning	13	2.76	- 5
9	3.17	49	Student Employability	8	3.03	+ 1
10	3.15	50	Employee Performance	9	2.95	+ 1
10	3.15	26	Student Understanding	4	3.27	+ 6
10	3.15	35	Communication	7	3.05	+ 3
11	3.13	5	Acquiring Resources	7	3.05	+ 4
11	3.13	11	Curricula	3	3.30	+ 8
			Student Achievement—			
12	3.11	46	Technical Programs	6	3.98	+ 6
12	3.11	48	Community Services Activities	10	2.89	+ 2
13	3.09	34	Sense of Identity	14	2.73	- 1
13	3.09	32	Philosophical Acceptance	20	2.51	- 7
14	3.06	31	Philosophical Understanding	19	2.57	- 5
15	3.02	15	Goals (b)	16	2.65	- 1
15	3.02	2	Flexibility (b)	21	2.49	- 6
15	3.02	38	Satisfaction (b)	6	3.08	+ 9
			Student Achievement—			
16	2.94	47	Developmental Education	6	3.08	+10
17	2.89	37	Satisfaction (a)	10	2.89	+ 7
17	2.89	42	Reliability	22	2.35	- 5
17	2.89	13	Adaptability	18	2.59	- 1
17	2.89	30	Orientation	11	2.81	+ 6
18	2.87	12	Organizational Structure	12	2.78	+ 6
19	2.85	9	Authority	23	2.30	- 4
19	2.85	41	Collective Bargaining	28	2.05	-10
19	2.85	39	Student Satisfaction	14	2.73	+ 5
19	2.85	27	Policy Understanding	11	2.81	+ 8

TABLE 48—Continued

N = 54				N = 37			
Single Campus Administrators				Single Campus Faculty Leaders			
Rank	Item						Rank
Order	$\bar{x}$	Number	Effectiveness Element	Rank	$\bar{x}$		Rank Diff.
Student Achievement—							
20	2.83	45	Transfer Programs	7	3.05		+13
20	2.83	3	Development	16	2.65		+ 4
21	2.81	21	Advisory Decision-Making	7	3.05		+14
21	2.81	43	Control	24	2.27		- 3
22	2.78	44	Student Academic Achievement	7	3.05		+15
23	2.76	24	Decentralization	20	2.51		+ 3
24	2.72	28	Policy Acceptance	17	2.62		+ 7
25	2.63	4	Staff Adaptability	29	2.00		- 4
25	2.63	16	External Environment	26	2.22		+ 1
25	2.63	25	Support by Faculty	10	2.89		+15
26	2.61	29	Conformity	25	2.24		+ 1
27	2.59	20	Lack of Cohesion	15	2.70		+12
27	2.59	23	Delegation	15	2.70		+12
28	2.52	18	State Government	26	2.22		+ 2
29	2.37	17	Insitutional Control	27	2.11		+ 2
30	2.20	19	Federal Government	30	1.84		0
31	2.06	22	Final Decision-Making	17	2.62		+14

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