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ABSTRACT
        Drawing from a review of the literature and on-site
observations, this paper sets forth a comprehensive framework for
organizational renewal within the community college. Part 1 focuses
on the adaptation of organizational life cycle theory to community
colleges. Building upon a broadened definition of human development
and the related hierarchy of learning needs, it presents a conceptual
framework for renewal that points toward conformed mission; holistic
leadership; emphasis on organizational climate; staff development;
resource reallocation; curriculum currency; collaboration; enhancing
the college's reputation; needs-based marketing; student development;
interactive communication; and evaluating value. Seven goals are
proposed for an immediate agenda: (1) improving academic quality and
overall mission effectiveness; (2) fostering an environment which
supports innovation, risk taking, and superior service; (3)
developing the institution's resource base; (4) pursuing partnerships
which will expand or improve programs and services; (5) enhancing
institutional reputation and credibility; (6) monitoring
environmental conditions to assess emerging needs; and (7) evaluating
current activities for appropriateness and level of performance. Part
2 presents a model for educational excellence. It cites criteria of
excellence used in corporations and educational institutions,
offering a model that links the two sets of criteria in three
conceptual layers: organizational climate, including leadership,
communication, motivation, and recognition; organizational
performance, involving innovation, superior services, and social
responsibility; and organizational purpose. A modification of this
model to reflect the student viewpoint is presented next. In this
model, campus climate, student performance, and student outcomes are
defined as criteria for excellence. (AYC)
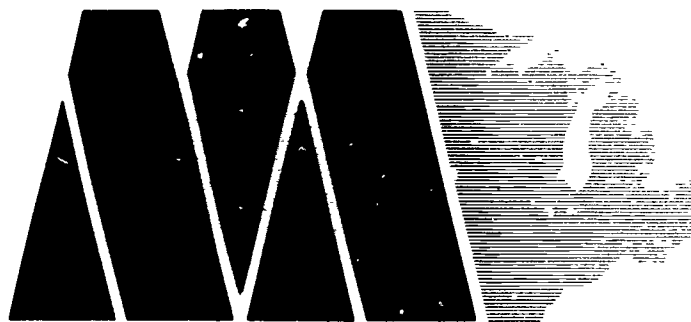
MID-AMERICA GROUP

A FOUNDATION FOR RENEWAL

by
Albert L. Lorenzo
James J. Blanzy

The **Mid-America Group** is a voluntary association of twelve community colleges representing seven Midwestern states formed for the purposes of

- Providing a forum for examining the evolving mission and scope of services of community colleges
- Creating an opportunity for a frank exchange of information and ideas relative to changes occurring within the industry
- Sharing human and fiscal resources in order to research and assess issues of common concern
- Monitoring environmental changes to identify trends and conditions that may impact member institutions
- Providing a multi-state cooperative capable of responding to regional issues and needs

The Mid-America Group

Cuyahoga Community College
Cleveland, Ohio

Des Moines Area Community College
Ankeny, Iowa

Eastern Iowa Community College District
Davenport, Iowa

Kellogg Community College
Battle Creek, Michigan

Lorain County Community College
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Macomb Community College
Warren, Michigan

North Central Technical Institute
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Rock Valley Community College
Rockford, Illinois

St. Louis Community College District
St. Louis, Missouri

Sinclair Community College
Dayton, Ohio

Triton College
River Grove, Illinois

MID-AMERICA GROUP

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a presentation to the
Mid-America Group
by
Albert L. Lorenzo
James J. Blanzy

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Introduction

IN THE BROADEST of terms, educational leaders should be judged primarily on their ability to maximize both organizational performance and mission effectiveness. Likewise, only those institutions that can demonstrate both high performance and superior achievement should ever be considered as providing excellence in education.

As has been seen in other industries, above average performance and effectiveness are usually easier to achieve during periods of sustained growth in business volume. The real test of leaders and organizations alike typically comes when growth begins to give way to stability or decline. At this point, institutional success will correlate more closely to institutional ability than any other factor.

Community colleges are no exception. Having been propelled along for nearly three decades by a tidal wave of growth, many institutions have achieved the distinction of being high performing and extremely effective in carrying out their mission. But national data show that, for the majority of two-year colleges, rapid growth has given way to stability or decline. The challenge to leadership still remains the same, only the conditions have changed—and changed dramatically.

Organizational theorists describe the period following rapid growth as the "maturity phase" of an organization's life cycle. This is a critical point in an organization's development, for unless some deliberate action is taken to bring about a "renewal," the organization will likely begin to drift ever more deeply into decline. The most essential leadership task during maturity, then, must be to establish a foundation upon which organizational renewal can occur.

This paper sets forth a comprehensive framework for establishing a foundation for renewal within a community college from the standpoint of both organizational performance (Part I) and mission effectiveness (Part II). Many of the suggestions are heavily literature based, while others are drawn from careful observations of the institutions themselves. Taken collectively, they should provide considerable insight into the changes which will more than likely be occurring within America's two-year colleges over the next several years.

1 AN ADAPTATION OF ORGANIZATIONAL LIFE CYCLE THEORY TO COMMUNITY COLLEGES
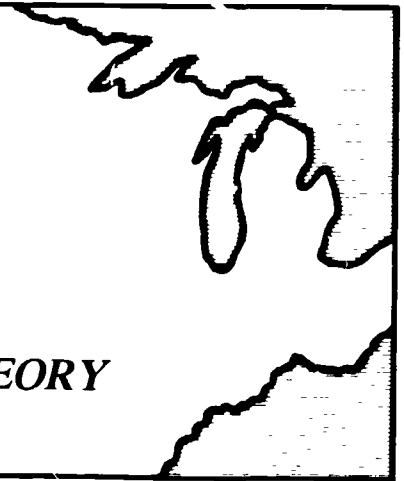
Unlike other educational enterprises, the two-year college can be uniquely characterized as a product of the twentieth century. Moreover, according to information published by the American Association of Community and Junior Colleges in 1985, more than half of these institutions have been established since the mid 1950's but the total number has grown by only 18 since 1975.

In their 1985 book, *Renewing the American Community College*, William L. Deegan and Dale Tillery have further noted that even those which were founded in the first half of the century experienced significant mission transformation to the status of "comprehensive community colleges" sometime after 1950. They have characterized the period from 1950 to 1970 as "twenty years of growth and transformation of the American two-year college," and have suggested that during those two decades, "the leap from one-half million to two million students was unparalleled, as was the spread of colleges across the country."

Given these patterns of formation, transformation, and growth, it follows that community colleges would have experienced a high degree of similarity in their organizational development, especially since the mid-1950's. In effect, they have evolved as siblings, having been born (or reborn) together, nurtured together and grown up together over the past three decades.

We know that as people age, the differences among them become more pronounced. It is often said that newborn babies are amazingly alike, and are sometimes even mistaken for one another in the hospital nursery. Preschoolers become physically unique but act and react similarly. As motivation and ability vary, so does achievement during school years, but fads and peer attitudes still restrain individuality. Only in maturity, when the mind and body have fully developed, do major individual differences dominate.

Much the same is true for organizations. New entities starting business at the same time within the same industry look amazingly alike. In their early years they often pattern each other, imitating ideas and practices, although carefully retaining competitive positions and a unique identity. Differences in organizational ability will allow some to achieve more than others, even when resource availability is similar. As they grow older, the strong excel, the weak falter, and significant differences emerge.

Management scientists and organizational theorists have studied organizational development for some time, often utilizing the concept of "organizational life cycle" as a basic framework. Simply defined, life cycle theory suggests that as organizations age, they pass through a series of identifiable stages or phases, with each period exhibiting different internal characteristics and requiring different managerial practices. Authors generally agree that a minimum of four stages exist, called birth, growth, maturity and decline, with some identifying a fifth—renewal—which can occur after maturity and tends to revitalize the organization and postpone decline.

One reason why some authors exclude the renewal stage may be that, unlike the other phases, it does not automatically occur as part of the life cycle sequence. Even though the passage from birth to decline and eventual dissolution may be completed in a relatively short time interval, there would still be evidence of the four basic life cycle phases in the firm's business history. Renewal, however, appears to be an optional phase which may only develop as the result of some specific action on the part of the organization.

As with individuals, organizational development does not occur at a uniform rate, nor is it achieved simply by the passage of time. Rather, organizational development is measured by business volume, and the life cycle stage is

Conceptual Phases of
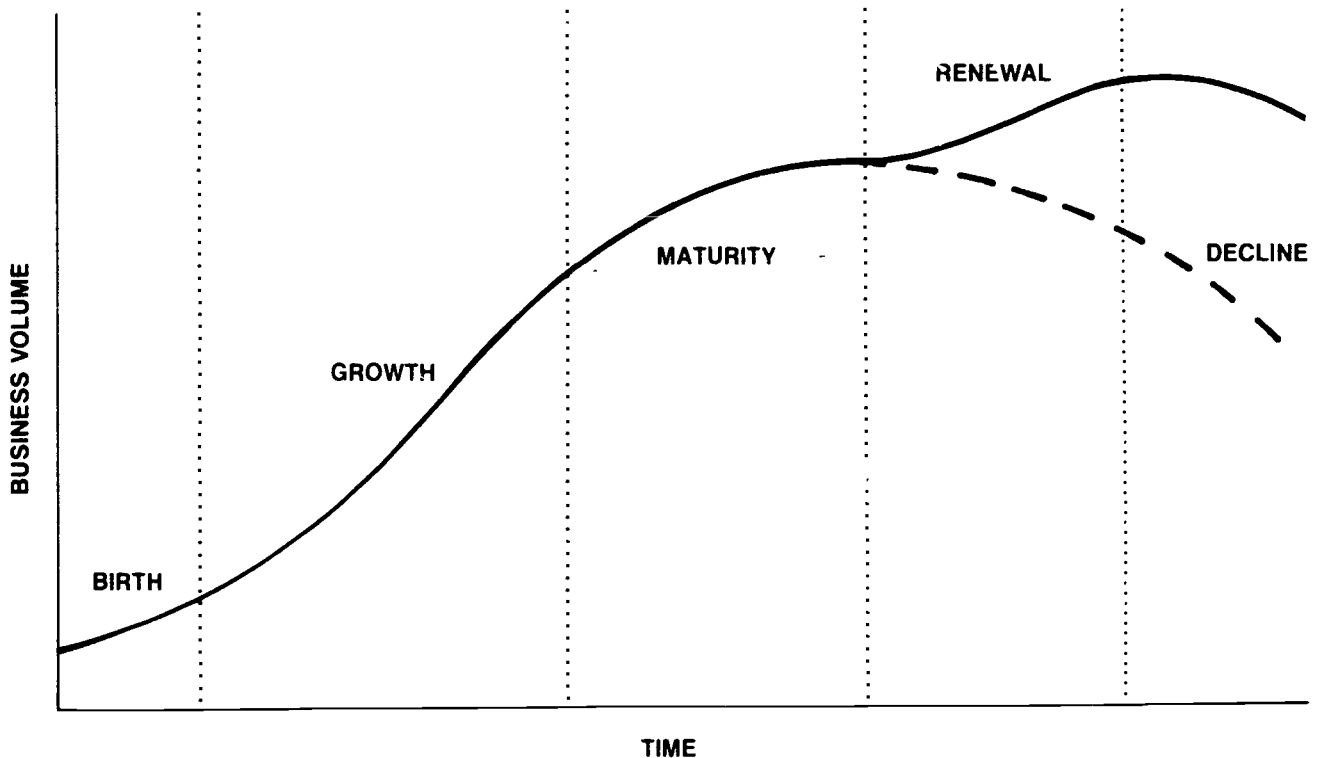# Organizational Life Cycle

Figure 1

determined by the prevailing rate of change in business volume Figure 1 illustrates a hypothetical life cycle curve for an organization and identifies the approximate points at which each new phase begins

The Value of Life Cycle Theory

The life cycle concept can help to provide an understanding of how organizational characteristics and measures of effectiveness are likely to change as entities develop In *Management Science* (1983), Robert E. Quinn and Kim Cameron reviewed nine models for organizational life cycle. Each model identified certain characteristics that typify organizations in different stages of development, and was evaluated against a framework for organizational effectiveness From their analysis, Quinn and Cameron concluded that the major criteria of effectiveness *change in predictable ways* as an organization passes through the various stages of the life cycle. In addition, they drew inferences about why organizational *responses to the external environment can also be expected to vary* in different stages of the life cycle.

Beyond organizational effectiveness, life cycle theory can also help explain why certain managerial changes appear to be right for the times All too often, new business practices or aspects of organizational emphasis emerge simply because they feel right Although these intuitive decisions may often prove to be correct and may actually benefit the firm, it would be more comforting to know that these actions emanated from a sound underlying reason to change rather than from speculation alone Passage to a new life cycle stage clearly calls for new directions and may well be the most compelling reason to initiate changes in organizational practices and leadership approaches

Possibly the most valuable aspect of studying the life cycle of an organization is learning to identify when the organization makes the transition from growth to maturity As illustrated previously, the stage following maturity can vary Once in maturity, the next automatic stage is decline Knowing that an organization has reached maturity, however, can be a signal to begin establishing the foundation for a subsequent phase of renewal

It is important to remember that the stage of life cycle has nothing to do with the mere passage of time An organization can remain in a particular stage for years, even decades On the other hand, a single decade could see the

passage through three—or even four—distinct phases
The rate of change in business volume is the key indicator
Simply stated, maturity begins when sustained growth
ends.

An example of how life cycle theory can aid in understanding
change can be seen by looking at the issue of effectiveness
One of the predictable changes which usually accompanies
the transition to later life cycle stages is a shift from interest
in individual effectiveness to a concern for organizational
performance Cameron and Whetten (1981) validated this
tendency and further concluded that 'those with primary
responsibility for the organization's welfare and survival
(those in managerial positions) were more likely to reflect
this shifting emphasis "

Since so many of today's public and private organizations
are moving into maturity at the same time, life cycle theory
would suggest that the current nationwide preoccupation
with quality and excellence is predictable Whether authors
such as Thomas Peters and Robert Waterman of *In Search
of Excellence* or John Roueche and George Baker of *Access
and Excellence* knew this interest would develop or were
simply fortunate in their timing may never be known What
matters is that a broad concern for organizational perfor-
mance is both predictable and appropriate in a mature
environment

Application to Two-year Colleges

Although a vast literature base exists relating or-
ganizational life cycle theory to private sector
organizations, there is virtually nothing de-
scribing its application to educational entities
This may stem from the fact that educational
institutions traditionally have rejected corporate models,
or that unlike private sector firms, the primary forces for
change within an academic environment were principally
internal, making those models inappropriate

Private sector organizations historically have been pressured
to change by their external environments They have been
well regulated, usually market driven, and directly re-
sponsive to economic pressures Until quite recently, how-
ever, educational institutions were somewhat impervious
to the environment, protected by a type of academic veil
which surrounded the campus and filtered out external
influences Now, affected by declining demographic trends,
limited resources, intensified competition, and demands
to publicly account for their performance, educators are
being forced to regard the external environment as seriously
as do their private sector counterparts

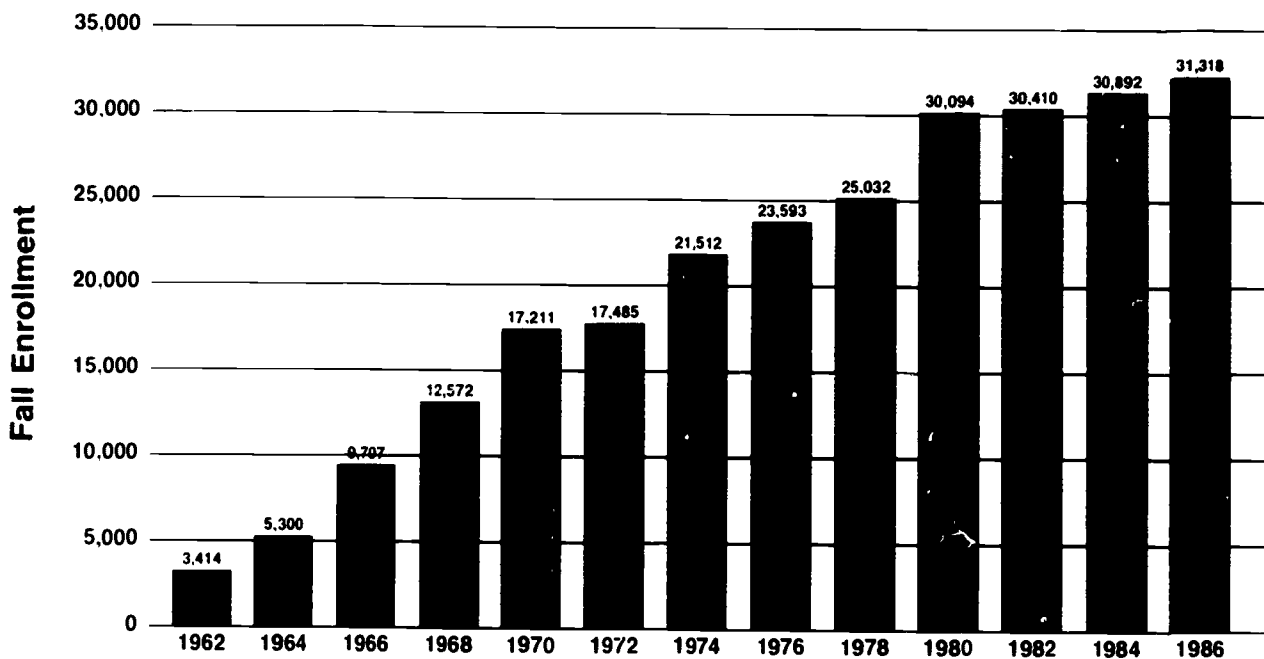## Life Cycle—Macomb Community College

Figure 2

It follows that as educational institutions begin to face the same challenges as the private sector, the proven practices from the private sector should have greater application and viability. As educational and business enterprises become more similar in organizational and managerial characteristics, it is quite likely that life cycle theory can provide educators with considerable insight into the kinds of changes which have a high probability of occurring within their organizations. The balance of this paper then will focus on the application of organizational life cycle theory to two-year colleges.

The first step is to determine as accurately as possible the current life cycle stage for the organization under study. To do this, historical data on one or more key indicators of business volume need to be graphically displayed. By way of example, Figure 2 depicts fall headcount enrollment for Macomb Community College from 1962, the year the college district was expanded to serve the entire county, through 1986. Figure 3 shows the life cycle curve flowing from that data.

From this information it appears that Macomb began its growth phase almost immediately after being expanded to a county-wide entity. Since the college had actually been established in 1954 as part of a K-14 school district, the birth phase had already been completed. The curve also suggests that the collge moved into the maturity phase around 1980. The enrollment pattern since 1980 tends to validate the passage into organizational maturity.

Macomb's enrollment trend is characteristic of most other community colleges in Michigan, and probably simulates the growth pattern of many such institutions nationwide. Aggregate headcount enrollment data for all of the nation's two-year colleges tends to support that conclusion. As Figure 4 demonstrates headcount enrollments in community colleges nationwide over the past 25 years have experienced explosive growth, leveling out about 1982. Even though the end of the growth years may not have yet arrived for some institutions, it is very likely close at hand. As a result, it is logical to conclude that the vast majority of the nation's two-year colleges either are, or soon will be, in the maturity stage of their life cycles.
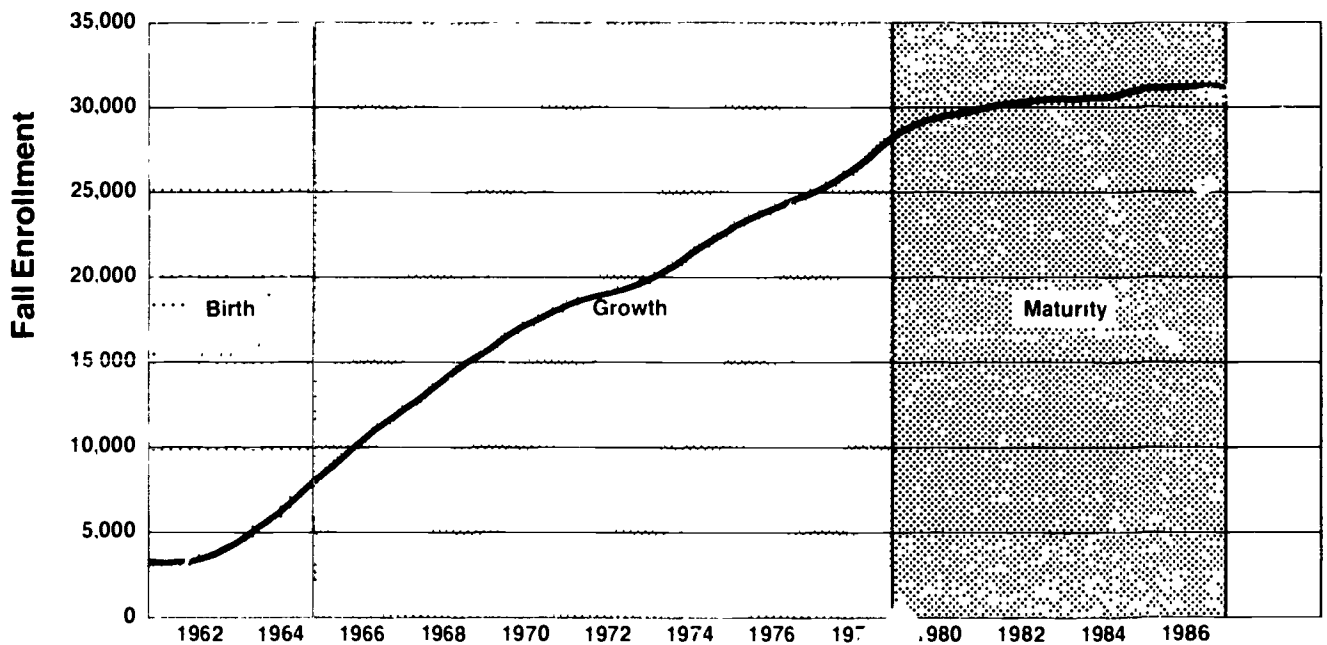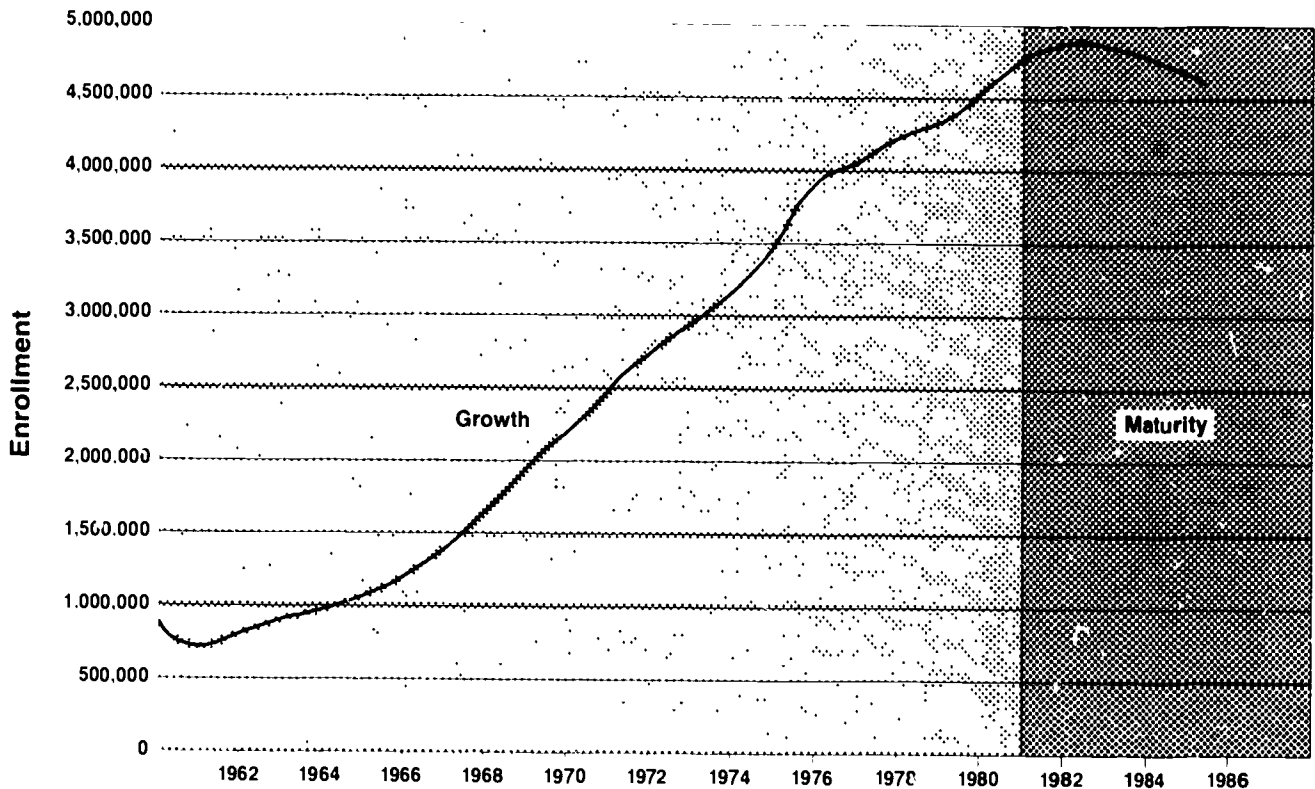
Life Cycle—Macomb Community College

Figure 3

Life Cycle—Community Colleges Nationwide

SCURCE American Association of Community and Junior Colleges

Figure 4

This mass movement into the maturity stage may account for the many new preferences and changing areas of emphasis emerging within the community college industry As Quinn and Cameron have suggested, some organizational characteristics should *change in a predictable way* as that transformation takes place Furthermore, *responses to the external environment can also be expected to vary.* If classical life cycle theory applies to community colleges, then it should be possible to know in advance some of the changes which are appropriate for this new life stage

Probably the best adaptation of the general characteristics which should predictably occur as organizations move more solidly into the maturity stage can be drawn from the work of Danny Miller and Peter H Friesen. In their article, "Longitudina' Study of the Corporate Life Cycle," they evaluated a sample of 161 periods of history from 36 firms classified into five life cycle stages, using a few attributes considered central to each The results supported the prevalence of specific variables within each stage and the predictability of inter-stage differences Even though the firms studied were primarily publicly held fo.-profit

enterprises, it is not too difficult to make a broad translation to community colleges

Based on Miller and Friesen's findings and drawing from the conclusions reached by other researchers cited earlier, the following general scenario can be developed to describe the organizational changes which can be expected to occur as community colleges move through their life cycles from birth to growth and into maturity.

In the most general terms, the organization's overall situation will tend to become more complex The influence of founders will diminish to the point where the institutio.: is perceived to truly belong to the public at large. The dominance of key figures and Board members should be expected to diminish, while customers, on the other hand, exert more influence. More information processing procedures can be expected to evolve and will typically include sophisticated computer systems, performance controls, environmental scanning activities, planning procedures and enhanced communications systems.

Through all phases, college structure , will tend to be quite centralized—at least when it comes to making decisions

about strategy. Routine authority, however, will usually
be delegated more extensively and techniques of par-
ticipative management can be expected to be used more
frequently as institutions move toward the later phases.
The early emphasis on resource acquisition and the per-
formance of individuals (inputs) will likely give way to a
concern for organizational efficiency and performance
(outputs). Measurements of effectiveness will also shift
from primarily quantitative in early stages to more qual-
itative in later phases.

Characteristics related to innovation such as risk-
taking, proactiveness and futurity which are gener-
ally at high levels during birth and growth phases,
can be predicted to yield to conservatism in matur-
ity. Since these variables are critical for moving
into renewal rather than decline, a key leadership respon-
sibility during maturity will be to keep the organization
from becoming complacent and to remain open-minded to
innovation and experimentation.

Looking more specifically at the transition from growth
to maturity, colleges should expect to see organizational
functioning and decision making processes shift from rel-
atively simple to more complex forms. Similarly, organi-
zational structure will probably become more formalized
and somewhat bureaucratic. These complexities will likely
slow the organization's response rate, but are probably
unavoidable. As the transition occurs, leaders should be-
come sensitive to these new conditions and try to achieve
a proper balance between regard for the organization and
concern for the customer.

Organizational restructuring, which occurs during later
life cycle stages, can be expected to follow a functional
basis with a tendency toward centralization. With the con-
cern for quantitative results giving way to an interest in
more qualitative outcomes, the organization will more
than likely become less concerned about "selling" its prod-
ucts and more interested in effectively serving the needs
of well identified markets.

The institutional bias toward conservatism which predictably
accompanies maturity creates interest in maintaining the
status-quo. By the time this life cycle stage arrives, the
institution is providing a comfortable workplace environ-
ment for most staff. Leaders will be expected to provide
more frequent and better substantiated arguments for change
if momentum is to continue and renewal is to follow.
Growth, if any, should be expected to occur slower and
more sporadically than in past life cycle stages.

In essence, as community colleges shift from the growth
phase to the maturity stage, the emphasis will no longer
be on *building the entity*, but will focus more directly on
effectively *utilizing the entity*. Above all, the most important
realization during maturity should be that the next life
cycle stage has two options: either renewal or decline. It

follows, then, that the most essential contribution of leaders
during the maturity stage will be to establish the foundation
for a subsequent stage of "renewal" and to avoid a direct
transition into "decline."

Redefining the Industry

While the above adaptation of life cycle theory
to community colleges provides a broad de-
scription of predictable organizational func-
tioning through maturity, it fails to provide
a clear framework for how to prepare the
organization for renewal. As colleges evolved through
early life cycle stages, major agenda items included mission
determination, leadership selection, organizing and staffing,
planning and resource acquisition, and product development
and promotion. All of these efforts were directed at pro-
ducing student enrollment. To close the loop, results were
evaluated and reports were communicated to interested
parties.

It is quite likely that all of these functions will remain
present to some degree in every life cycle stage. But if
colleges are intent on achieving institutional renewal, it
may be necessary to re-examine the traditional approaches
and practices being employed in each of these areas. An
excellent starting point may be to reconsider the very def-
inition of the industry itself.

In a classic article in *Harvard Business Review* (1960),
marketing theorist Theodore Levitt suggested that one
reason for the decline of certain large and highly successful
organizations may have been that their leaders defined
their industries too narrowly. This "marketing myopia"
on the part of business executives was characterized by
Levitt as a major strategic flaw which led to decline rather
than renewal. As examples, he argues that railroads should
have declared their industry to be "transportation," and
that movie makers should have pursued "entertainment."
Failure to do so limited their opportunities to develop new
products and enter new markets where legitimate needs
were emerging. As a result, new providers appeared and
displaced existing and highly successful organizations.

In his article, "Courage to Change," Harold Hodgkinson
(1987) suggests that the same phenomenon may have also
occurred in education. He asserts that "the only way we
have changed higher education has been through bypassing
existing institutions and forming new ones. This was the
case with land-grant institutions, with community colleges
and, more recently, with the provision by business and
industry of some 18 million courses (few of which are
offered through colleges and universities) that educate
10 million workers each year."

Although different providers have emerged, the dominant

product definition of the educational industry has not changed in this country for the past three hundred years. Education has been in the business of "credentialing" human beings. Almost everything has been designed as a package leading to some document of completion, the diploma, certificate or degree. Society has even found ways to stigmatize those people who may have learned, but failed to complete the prescribed plan of work. Whether they were called "drop-out," "stop-out" or "A.B.D." the implication was clear—failure.

Recent data from the Michigan Department of Education reveal that the number of proprietary training firms licensed to operate in Michigan has grown from just over 200 in 1980 to nearly 350 in 1986. This rapid growth in non-traditional educational providers seems to signal a change in social attitudes toward the outcomes and purposes of education. It may also signal that traditional institutions have failed to incorporate some of the emerging needs for learning into their mission statements and marketing plans.

While the value of credentialing will always be appropriate for institutions of higher education, it may be time to consider broadening the definition of the industry, especially for community colleges. Rather than focusing on the credential, two-year colleges may be better positioned by declaring themselves to be in the business of "human development." This new definition would not prohibit or diminish any aspect of the current comprehensive mission, but would allow greater diversity in responding to emerging needs.

Figure 5 illustrates the general hierarchy of human development needs which would flow from a broader industry definition for community colleges. In this configuration, "information" is defined simply as an awareness of current conditions in a changing world. "Knowledge" means possessing a usable understanding of information and/or skills at an applied level. "Credentials" implies the completion of a specific set of learning experiences designed to achieve both theoretical and applied understanding within a particular field of knowledge.
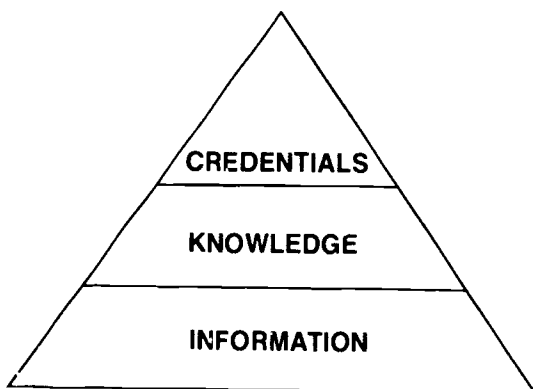
Human Development Needs

Figure 5

Some may argue that the traditional credentialing process already responds to the need for information and knowledge, which, in fact, it does. The difference intended here is that the gaining of information and knowledge be viewed as successful ends in themselves, rather than as steps toward a final goal.

A Framework for Organizational Renewal

Building upon the broadened industry definition of human development and the related hierarchy of learning needs, community colleges can envision new approaches to the traditional functions of their organizations and begin to fashion the framework for institutional renewal. The following table is an attempt to conceptualize how the emphasis in major institutional agenda areas is likely to shift as community colleges prepare to make the transition from maturity to renewal. The shift will not be a complete abandonment of the former practices or preferences, but will be seen as an adaptive process. The elements listed under the heading of "renewal phase," when viewed collectively, represent a comprehensive framework for organizational pursuits by mature community colleges as they embark on the path toward self-renewal.

Table 1
A FRAMEWORK FOR ORGANIZATIONAL PURSUITS

BIRTH THROUGH MATURITY	toward	RENEWAL PHASE
Comprehensive Mission	◊	Conformed Mission
Directive Leadership	◊	Holistic Leadership
Organizational Design	◊	Organizational Climate
Staff Recruitment	◊	Staff Development
Master Planning	◊	Strategic Process
Resource Acquisition	◊	Resource Reallocation
Curriculum Formulation	◊	Curriculum Currency
Institutional Response	◊	Collaborative Approach
Establishing Presence	◊	Enhancing Reputation
Product-Based Promotion	◊	Needs-Based Marketing
Student Enrollment	◊	Student Development
Informational Communication	◊	Interactive Communication
Evaluating Results	◊	Evaluating Value

While many of the elements listed as components of the foundation for renewal appear to be self-explanatory, a brief discussion of each may help to identify the key issues contained within each of these anticipated new directions.

Conformed Mission. To be termed a comprehensive community college, the institution has to display all five elements of transfer, vocational, remedial, continuing education and community service within its mission statement and demonstrate actual programming within each category. No uniform standards exist, however, for the apportioning of activity and related budgetary support

among the categories Experience shows that as community colleges were founded, their actual distribution of programming was quite similar As they grew and devel ped new offerings, proportions began to change and differences among institutions became more visible

From this observation it can be concluded that as colleges mature, the proportionality of the elements within the comprehensive mission can be expected to vary to an even greater extent This result can be attributed to efforts to be responsive to unique conditions within their service areas and a greater tendency toward needs-based marketing. In order to prepare for renewal, mission statements should continue to show greater conformance to the needs of the population being served rather than to the more general attributes of comprehensiveness displayed during growth years.

While this change is probably good for students, it will create some problems in at least two arenas. First, those responsible for administrating state funding processes usually have great difficulty in dealing with institutional differences. Funding formulas imply similarity, yet needs-based responsiveness in all likel od will intensify differences College leaders will have to work closely with public policy officials to help them recognize and react to this trend

The second issue concerns articulation of the community college mission to the public Community college proponents already lament the fact that there is public confusion over purpose and role. This confusion will likely become more pronounced as greater institutional differences emerge College communications experts will be challenged to inform the public that community colleges "were designed to be different" and to formulate targeted programs aimed at achieving constituency understanding of mission This will be especially critical in large urban areas served by several colleges still dominated by metropolitan media coverage.

Holistic Leadership.
According to Cameron and others, the management style exhibited during early life cycle stages is typically control oriented It focuses on establishing goals, setting objectives and identifyig timelines This more directive form of leadership s necessary to establish order within the organization, much the same as strong parental oversight is needed in the formative years of children's lives.

But once order has been established and the organization has undergone a period of refinement, leadership may become more permissive. Leaders who are interested in setting the stage for renewal should consider displaying a spirit of "letting go" by showing a high degree of trust and confidence in the ability of others The quest for renewal may explain why the literature is now suggesting leadership approaches using words like empowerment, nurturing, coaching and facilitating

Rather than shouting orders, the holistic leader will spend more time contemplating the future of the industry and the organization, suggesting acceptable directions for institutional endeavors, enlightening others as to the reasons for change, and helping to develop the full human potential of the individuals within the workforce Conversely, holistic leaders will gather strength and ideas from the process of empowering others and will be able to demonstrate their own effectiveness by pointing to the success of the organization Leaders seeking to develop a holistic style will need to complement their traditional "left-brain" training with selected "right-brain" attributes.

An interesting and thought-provoking book suggesting leadership skills for a new age is John Heider's *The Tao of Leadership* His work adapts Lao Tzu's *Tao Te Ching* (written in the fifth century B C for China's wise political rulers) to modern day conditions. The simplicity of the principles proposed stand in bold contrast to most contemporary management texts. The Tao advises leaders, for example, to become "centered and grounded" and cautions them to avoid any condition where "the teacher outshines the teaching "

Organizational Climate.
Organizational design is concerned with how various units are arranged, how they interrelate, and how authority is aligned within the entity. Organizational climate is focused on the ability to perform and the willingness to respond.

Rensis Likert (1980) identified some of the components of organizational climate to be communication, job satisfaction, cooperation, decision-making, trust, leadership and group problem solving. He developed a number of profile instruments to measure these climate components in various types of organizations and at different levels within those organizations

Other elements which are likely to typify a healthy organizational climate conducive to renewal are openness and permissiveness, confidence across unit lines and reporting levels, support for innovation and risk-taking, tolerance of failure, willingness to change, and eagerness to try. Staff should be encouraged to view new assignments as challenges and opportunities rather than tasks or responsibilities

Climate creation or change is a slow and deliberate process. It will involve the use of symbols as well as the clear definition of concepts. Consistency between words, actions and rewards is critical

Staff Development.
Even though recruitment will always take place, during maturity the vast majority of a firm's ultimate workforce will have aleady been hired. Even as traditional staff development programs continue, new employee problems will arise during maturity, posing new developmental challenges.

Rapid organizational growth usually provides many op-

portunities for personal growth As business volume grows, some new jobs will be created and other jobs may be divided New assignments are frequently added to old positions Often, construction programs provide the promise of a physical move to new and more pleasant surroundings At the maturity stage, however, there may be an abrupt end to most of these changes Promotional opportunities occur more slowly, job change is less frequent, and job assignments become more static Under these circumstances, morale can suffer, burnout often occurs and individual contribution may diminish

Leaders must accept the fact that the human resources available to achieve renewal have already been employed by the institution The leadership challenge during maturity, then, will be to find ways to redefine individual success within the organization so as to keep the spirit and commitment alive If people can't be promoted, then how can they be rewarded? How can the need for a change of duties be accommodated without a change of assignment? The best answer to these and other difficult questions will probably be found by asking for help from the employees themselves.

Strategic Process. A primary difference between strategic process and other planning systems is its heavy emphasis on identifying the influences of the organization's external environment Since life cycle theory tells us to expect a more hostile environment as organizations reach maturity, strategic models would seem most appropriate in planning for renewal

The use of the strategic method is also reinforced by changing world conditions The influence of a global economy, foreign competition, demographic shifts, immigration and workforce patterns, technology, and changing lifestyle and social attitudes will impact virtually every entity regardless of life cycle stage To plan in the absence of clear data and assumptions about these and other external factors would be foolhardy and, during maturity, may even prove to be fatal

Since there will more than likely be limits on the number of external influences which can realistically be monitored by a single institution as part of the strategic process, priorities should be established. While some will be determined by local uniqueness, the two global factors which probably deserve the most attention are demographic and workforce expectations

Resource Reallocation. This may well be the most consistent characteristic of organizational maturity Increments of growth usually bring new layers of resources. When growth stops, the infusion of new resources either stops, slows down or, at best, keeps pace with inflation.

In order to finance renewal, new resources must be identified. The largest pool of resources will be those already available to the organization Growth will more than likely

have to occur by substitution This means displacing low-yield activities and redirecting funds toward more productive ventures. Although this process may be easy to conceptualize, it is often quite difficult to implement, especially in the academic program

A technique that may prove valuable during maturity is the concept of portfolio analysis. Weiss and Tallett (1986) describe how this approach can be helpful in evaluating product offerings during various life cycle stages. The goal is to aid top management in setting direction among the various components of the firm and guide department managers in allocating (or reallocating) human and fiscal resources appropriately across each particular business line

Curriculum Currency. Little in life changes more slowly than a college curriculum. Woodrow Wilson is reputed to have said that changing a college curriculum is as difficult as moving a graveyard Additions to curriculum are seldom in short supply, but recommendations for course deletions, much less program deletions, are slow in coming. As with any business, though, if the principal product line becomes stale, sales will soon diminish and decline will follow.

Early life cycle stages are more supportive of curriculum currency since there is overall growth in the entity. As with fiscal resources, curriculum may also have to grow by substitution during maturity. Gaining institutional acceptance of this condition can be aided where holistic leadership (enlightenment and nurturing) and a healthy organizational climate (openness and trust) are present.

A method borrowed from government may help with the issue of currency. Institutions may wish to establish "sunset" curriculum policies, that is, prior agreement that any course which fails to run for a given period of consecutive terms is automatically considered deleted from the curriculum. Those offerings may be reintroduced, but only through the same process and with the same rigor as newly initiated curriculum proposals.

Collaborative Approach. At the maturity stage, the traditional "go it alone" philosophy of academic organizations begins to give way to a new spirit of "do it together." Whether it is the result of enlightenment, limited resources or a change of attitude matters little The fact is, many organizations find that during maturity working together means doing it better and that it can become a springboard to renewal In the private sector, working together often leads to subsequent mergers and acquisitions. This, of course, is not practical in the educational sector, with the possible exception of certain privately chartered institutions. The alternative is to collaborate in new ventures. That is now beginning to occur in large measure at many community colleges.

Partnerships will pose new challenges to academic organizations which are used to doing things their own way.

Shared projects will mean shared working conditions, compromises on expected outcomes and, most of all, shared control. Academic leaders must be willing to work with these conditions for collaborative ventures to succeed

Enhancing Reputation. Although they are highly dependent on promotion, newly formed organizations are typically not very adept at marketing and public relations If they succeed, it is usually because their products meet a real need and people choose to buy based on the inherent value being offered This may well have been the case for community colleges, with student enrollment growth occurring simply because community colleges offered a much needed alternative to traditional four-year institutions

In the future, however, community colleges will face competition from new providers with their own alternative products In order to retain and improve market share, two-year institutions will have to invest even greater effort in developing a reputation for quality and superior service In effect, they will need to change the focus of public relations efforts from striving for visibility to establishing their credibility

An enhanced reputation can also benefit private fund-raising programs, staff recruitment and student job placement Those colleges which look beyond their local borders and succeed in establishing a regional or national reputation will find themselves better positioned with broader audiences for corporate giving programs, student employment opportunities, staff recruitment and collaborative opportunities.

Needs-Based Marketing. An age-old debate in corporate circles is whether it is better to "market your services" or "service your markets." Since life cycle theory tells us that mature organizations tend to strive to more effectively serve well-defined markets, it appears that the latter philosophy is most appropriate as a building block for renewal. That may explain why so many community colleges are adopting a true marketing orientation as they enter the maturity stage.

Kotler and Fox (1985) provide a definition for a marketing orientation in their book, *Strategic Marketing for Educational Institutions.* They state, "A marketing orientation holds that the main task of the institution is to determine the needs and wants of target markets and to satisfy them through the design, communication, pricing, and delivery of appropriate and competitively viable programs and services." Aside from being a more congruent model, colleges following this strategy in maturity will likely be better positioned for renewal.

Student Development. Based on the abundance of literature and the frequency with which the topic appears on professional conference agendas, the concern for student achievement is probably the most significant area of or-

ganizational change occurring today among community colleges Its appearance typifies the shift in emphasis from quantity to quality which accompanies the transformation of growth to maturity It also blends well with efforts to enhance institutional reputations

Unfortunately, there are probably as many definitions of quality as there are writers in the field What should matter least is whether consensus is ever achieved on a standard definition. What matters most is that each institution establish its own working definition and develop models and measurements which contribute toward improving student outcomes

Efforts toward improving qual. should not stop with the academic program All aspects of the institution are appropriate targets Since the public often has difficulty judging the actual quality of intangibles, extreme care should be taken with the more tangible elements of the college. For example, the condition of buildings can form an impression of what goes on within them, and the quality of printed material can influence the perceived quality of the ideas they con .n.

Finally, the quest for quality is an excellent strategy for long-term organizational wellness and forms a sound underpinning for renewal. Quality endures Quality can be built upon. And in the long run, quality usually proves to be the least expensive alternative

Interactive Communication. The average person would probably rather talk than listen, particularly in youth. The wise adult, however, has usually achieved a delicate balance between hearing and being heard

Organizations follow a similar pattern Younger organizations generally "talk," utilizing one-way informational communications. As they grow older, they begin to listen, usually to employees first and then to their customers. The mature organization, like the socially skilled adult, needs to learn how to engage in dialogue

By the end of their growth stages, most organizations have developed a high degree of presentation skill. Their goal, as they prepare for renewal, will be to develop a two-way interactive communications capability, both internally and externally. Former communications techniques were aimed at adapting an audience to the position of the organization. Two-way interactive communication focuses on creating a dialogue between organization and audience, bringing about harmony through mutual adaptation, understanding, trust and change.

A variety of techniques can be used to foster ongoing dialogue and systematic listening Public opinion surveys may provide the best insight into the attitudes of large populations. The use of institutional advisory committees over a long period of time can help to shape the agenda for the organization Another technique is the community

focus group which allows organizations to conduct conversations with key publics within short timelines Internally, quality of work life committees or quality circles provide a good communication link be ween employees and employers Finally, the implementation of a sound editorial briefing program will allow an organization to utilize key editors as resources in shaping their agenda rather than simply having them comment upon it

Evaluating Value. Evaluation is a well known and often disregarded key step in the overall organizational process It provides a solid basis for renewal by providing a clear understanding of current performance While it will always be appropriate to evaluate for results (quantitative), the mature organization will also begin to show an interest in evaluating for value (qualitative).

When programs or activities fail to measure up under a results-oriented evaluation system, the decision to strengthen or eliminate is relatively easy to defend Under a value-orientated system, however it becomes more difficult, because results can be measured, whereas value must be judged The key to success in evaluating for value, then, is to establish confidence in the judgment of the decision-makers, and acceptance of their right to judge, early in the process.

The central question in a value-oriented evaluation system is whether the programs and services under review are judged to represent the highest and best use of institutional resources relative to identified needs. For example, even though enrollments are adequate in non-credit leisure time or hobby craft type courses, is this the best use of classroom space and teacher budget when there is an unmet need for continuing professional education within the service area of the college? Obviously the answer to this question will involve judgment. After a decision is made, there will probably be some people who will question that judgment, but hopefully none will be in a position to criticize decision-maker's right to judge

A More Immediate Agenda

At this point in their development, it is difficult to estimate how long the maturity stage will last for the nation's two-year colleges. While establishing a framework for renewal is an appropriate pursuit throughout the maturity phase, there is also a need to set a more immediate action plan In doing this, the principles of life cycle theory are less helpful, and the organization will need to be guided more directly by the results of the strategic process

Most models for strategic planning begin with a simultaneous scanning of the environment and an assessment of the organization. This is followed by a process of matching anticipated environmental opportunities with identified organizational strengths Finally, a strategic choice is made as to which alternatives will provide the greatest benefit to the institution Those choices will become the strategic directions for the institution

Keeping in mind the organizational characteristics which will predictably accompany maturity and drawing upon the previously described elements which form a conceptual foundation for renewal for community colleges, the following seven strategic directions are proposed as a more immediate action plan for two-year institutions:

1 **Improving academic quality and overall mission effectiveness.** This pursuit is being supported by internal and external constituencies alike It is consistent with the American public's current demand for quality, and the predictable shift in emphasis from quantitative to qualitative issues during maturity. It also suggests re-establishing the student and the community as the primary beneficiaries of the educational system, and calls for a less "self-centered" approach on the part of professional staff and the institution itself.

2 **Fostering an environment which supports innovation, risk-taking and superior service.** This action is aimed at the tendency of organizations to become complacent during maturity Organizational vitality is aided by innovation—constant innovation— and the unrelenting search for new and better ways to serve the customer. Leadership can help to develop an entrepreneurial climate within the organization by evidencing support for the kind of risk-taking which must accompany the quest for innovation

3 **Developing the institution's resource base.** While this is a traditional goal of all organizations, the challenge during maturity is to pursue that end using more creative and non-traditional means The term "resources" is meant to be the aggregate of the human, fiscal, physical, information, and process elements of the enterprise. Colleagues should be encouraged to think beyond the ordinary when proposing new ventures for consideration

4 **Pursuing partnerships which will expand or improve programs and services.** Historically, academic organizations have reacted to changing conditions with a singular, totally institutional response. But at a time where new opportunities seem to outpace resources, educators are beginning to see that collaboration may be a preferred alternative. Typical partners will include business, industry, labor, government, the community and other public and private educational providers.

5 **Enhancing institutional reputation and credibility.** In the past, community colleges and other academic entities benefited from the public's support

primarily because of the inherent social value of education There are already signs that in the future, however, these institutions will only enjoy support if the public perceives that they are serving a valuable purpose and producing a quality product This is likely to be intensified at the post-secondary level as more and more alternatives to traditional teaching and learning systems emerge

6 **Monitoring environmental conditions to assess emerging needs.** As the transition to maturity stimulates community colleges to become more needs-driven and less product-oriented, it will be important to establish a systematic means for identifying emerging needs Since it is likely that the majority of new needs will result from changes in conditions external to the college, a formalized system for scanning the environment will become a critical process This technique will also provide essential input for the strategic planning model

7 **Evaluating current activities for appropriateness and level of performance.** As new increments of resources become more limited, careful evaluation of curren' .ctivities will become more valuable Two principal purposes of an ongoing evaluation system are testing for appropriateness to the college's mission statement and verifying satisfactory levels of performance To assist in setting a foundation for renewal, decision-makers should try to establish a value-oriented approach to evaluation Doing so can aid in determining if the resources of the institution are being put to their highest and best uses

Mission Effectiveness: The Cornerstone of Renewal

Gaining an understanding of organizational life cycle theory can help educators anticipate responses to future organizational needs and can provide them with the tools for examining and explaining why certain changes must occur Although a number of generic conclusions can be drawn from life cycle theory, it will still be necessary for each institution to establish specific plans and goals within the

framework of their own particular environment This will involve a review of the college's mission statement, determining a unique set of organizational philosophies, definitions and models, setting specific directional goals, and finding effective methods for communicating the above to the institution's key constituencies

Although the early stages of an organization's life cycle generally provide for individual and organizational excitement, maturity can also be a time for stimulation. Clinging to expectations of an earlier life cycle stage, however, will usually bring disappointment As community colleges move into later life cycle stages, it will be necessary to redefine the criteria for success and fashion new ways for measuring organizational performance.

A good starting point for managing during maturity is to work to *simplify and focus* institutional activity All too often practices linger long after their utility has passed. A systematic review for value in a new era may result in the ability to purge a number of unnecessary elements from the scene Such a review can also serve as a symbol of the passage into a new life cycle stage.

Certainly there are a number of areas where institutional attention could be focused as the organization prepares itself for renewal The mc ' logical, and perhaps the most beneficial, would be to co.. :rate on mission—a re-examination of what it should be, and, more importantly, on how well it is being achieved Creating an institution-wide focus on mission effectiveness can create a common ground for most internal audiences, and can serve as a constant reminder that the ultimate goal of the community college must be measured in terms of student and community development Part II of this paper will describe a comprehensive model for achieving such a focus.

Whether someone matures or grows old is often a matter of attitude While chronological aging is an uncontrollable process, it is possible to rejuvenate the spirit. People tend to grow old more rapidly when they fail to see opportunities in their future and when they neglect to actively condition themselves for that future Based on all that is known about tomorrow's world, there will be an abundance of opportunities for the nation's two-year colleges. It will be up to them, however, to take steps during their mature years to establish a firm foundation for self-renewal

2 A MODEL FOR EDUCATIONAL EXCELLENCE

It is understandable that so many community colleges are focusing on excellence these days. For the most part, community colleges that experienced unprecedented growth during the 1960's and early 70's are now faced with stable, if not declining, enrollment levels. In general, as they mature, it is natural for organizations pursuing renewal to turn their attention to refining their structure, processes, and products in order to provide greater service and new products to the individuals they serve. Striving to achieve quality and excellence is characteristic of organizations which are trying to revitalize themselves.

This current emphasis on educational excellence among administrators and faculty is, however, a fairly recent focus, and we lack a history of experimentation to guide us. It is necessary to share ideas and identify effective practices to enable mutual benefit and direction to evolve from the plethora of efforts. The model presented here can help in assessing efforts and practices in the context of an overall framework. While not prescriptive, the model is useful in conceptualizing the interactions and interrelationships of an institution with its students, and in guiding decisions on specific activities.

Criteria for Excellence

A simple definition of educational excellence is "the commitment to vitality and quality in educational programming." As a model for educational excellence is explored, a more measurable definition should evolve to explain what it is and how it can be recognized, based upon a set of criteria for evaluating educational organizations. These criteria would identify the factors that impact excellence and suggest ways that organizations can be improved. To see if factors used in business and industry have relevance to education, a review of standards can begin by looking at criteria of excellence that are used in the corporate world.

Yardsticks for Corporate Excellence

Through their book, *In Search of Excellence* (1982), Tom Peters and Robert Waterman have made the pursuit of corporate excellence a popular subject. The book lists the following six objective criteria for identifying excellent companies:

- compound asset growth
- compound equity growth
- average ratio of market to book value
- average return on capital
- average return on equity
- average return on sales

These are all measurable, but they are profit-based criteria, and don't translate easily to the mission and operation of educational institutions.

Craig Hickman and Michael Silva, in their national bestseller *Creating Excellence* (1984), explain how organizational excellence can be measured with both objective and subjective yardsticks. They note that *Fortune Magazine* supports this concept of using more subjective qualities to distinguish excellent organizations, and identify the following criteria:

- quality of management
- quality of products and services
- innovation
- value as a long-term investment
- financial soundness
- ability to attract, develop and keep talented people
- community and environmental responsibility
- use of corporate assets

These criteria are closer to concepts which have meaning in education, and lead to the ones selected as components of this educational excellence model. The first three on this list could be called leadership, superior service, and innovation. Recognition and motivation are factors analogous to an organization's ability to attract, develop, and keep talented people. Community and environmental responsibility could be interpreted as social responsibility.

EDUCATIONAL YARDSTICKS

In *Achieving Educational Excellence* (1985), Alexander Astin describes five views that have been used to define quality in educational institutions. They are: (1) the *nihilist* view, which maintains that educational quality cannot be defined or measured, (2) the *reputational* view, which identifies quality based upon a consensus of opinion among professionals; (3) the *resources* view, which identifies quality according to the amount of resources, including human resources in the form of academically able students, the attraction of qualified faculty, and the available financial resources; (4) the *outcomes* view, which focuses on the institutional outcomes, or products; and (5) the *value-added* view, which relates to the intellectual and personal development of individual students.

The resources view is a popular one. In an interview reported in the Detroit Free Press on June 22, 1987, President Harold Shapiro identified both the student body and the financial base as quality issues for the University of Michigan. According to Shapiro, "The issue (is) improving the quality of the student body since that's very directly tied with quality of the programs." This suggests that the University of Michigan's measures of excellence are the selectivity of the institution, and the number of "distinguished people" it can attract.

Astin documented some of the traditional types of measures used to evaluate educational institutions. These measures stem from a belief that quality in education is synonymous with prestige. They typically have been selectivity based upon S.A.T., A.C.T., or other test scores; the socioeconomic status of the families of entering students, and reputation, or the ability to draw students, staff, and financial resources. From these, other measures could be named, such as available resources, number and types of facilities, size in terms of enrollment; and accreditations by professional organizations.

Community colleges are, by charter and purpose, different from more traditional educational institutions. Their community locations and open door policy make the traditional educational criteria for educational excellence inapplicable. They are commuter schools, with as much as 80 percent of the student body attending part time, carrying less than 12 credit hours of coursework. The mean age of students at a community college is typicaly over 26. And it is not uncommon for the majority of students entering a com-

munity college to be deficient in at least one of the basic skills of reading, writing, and arithmetic.

If the traditional educational criteria are not appropriate, then what is? What characteristics should we strive for? What measurements would reflect these characteristics? Hickman and Silva recommend that you evaluate your organization against your own unique standards, that is, with tailor-made criteria that conform to community needs.

There are examples of community college criteria developed by the educational community itself. John Roueche and George Baker set forth selection criteria in their book, *Access and Excellence* (1987), that enabled them to choose institutions to study for their research on excellent community colleges. Their criteria for nomination of institutions for study were:

- national recognition for their ability to encourage and increase student success,
- policies and standards that fully support the concept of the open door while emphasizing quality in instructional and support programs,
- strong and dedicated leadership, especially in the perceived influence of the president in pursuing excellence,
- processes for the selection, evaluation, reward and development of exceptional teachers in all aspects of the comprehensive mission of community colleges.

A model or conceptual framework is necessary to link the various criteria together. A model for educational excellence also becomes extremely helpful in providing a common language for discussion and research on community college excellence, in defining appropriate criteria for measuring excellence, and, ultimately, in aiding in the making of decisions about actions that lead to excellence.

Three Conceptual Layers

An analysis of the existing criteria leads to the three broad areas related to quality and vitality. The first criterion listed by Roueche and Baker relates to the *performance* of the community college. The other criteria point toward the environment, or *climate*, that students would encounter. The ideas presented by Hickman and Silva and by Alexander Astin focus on the *purpose* or outcomes of organizational effort and the value that is added by the organization's activities.

Simplistically, the aspects involved in describing any activity could be conceptualized as:

1. the situation, setting or environment
2. the behavior that occurs
3. the outcome of that behavior in that environment

For an organization, these aspects could be thought of as

1. organizational climate
2. organizational performance
3. organizational purpose

Figure 6 helps to visually depict the interaction of these aspects. Interaction can be shown with a layered effect, or perhaps concentric circles that represent climate, performance and purpose. However, if you think of the interaction between these layers as a continual two-way flow of influence, then the picture requires more substance, perhaps that of dynamic, undulating spheres of influence.

The outermost sphere would be the organizational climate. It is the situation within which all organizational behavior and outcomes occur. Organizational climate is made up of five components: leadership, communication, decision-making, motivation and recognition. The second layer, organizational performance, is composed of innovation, superior service, and social responsibility. At the innermost core, the institutional purpose for community colleges is student and community development.

Achieving and Maintaining
Educational Excellence
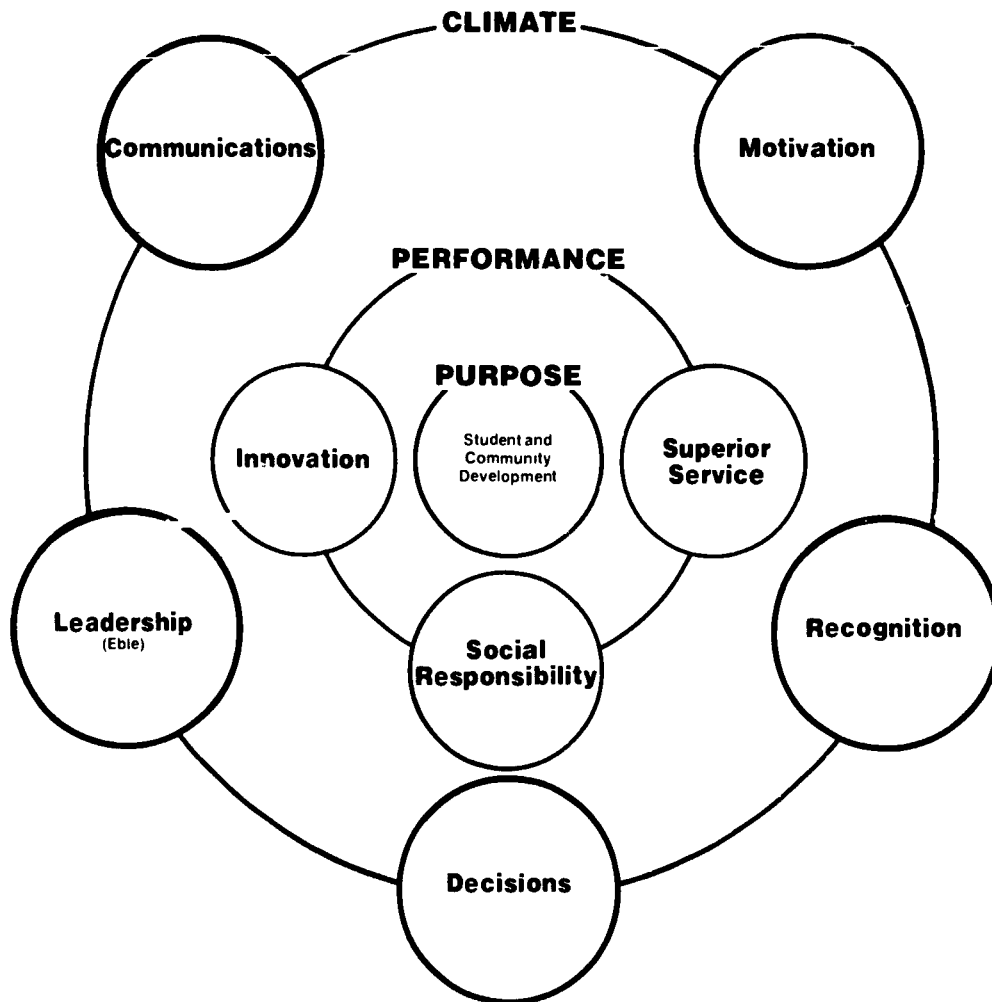### (Modified Rouche/Baker Model; Peters, Waterman, Astin Findings)

Figure 6

THE FIRST LAYER: ORGANIZATIONAL CLIMATE

Rensis Likert, a noted humanistic organizational theorist, has identified components of an effective organizational climate. The profile instruments Likert developed measure several climate components among different levels within educational organizations. These include leadership, decision-making, communication, job satisfaction, cooperation, trust, and group problem solving. The work of Roueche and Baker used a modification of Likert's organizational climate instruments. It investigated several components integral in establishing an educational climate leading to excellence in community colleges.

The research study that John Roueche and George Baker conducted was similar to the work done by Peters and Waterman, but with community colleges as the target group. They identified the climate components for community colleges as: leadership, communication, decision-making, motivation, and recognition. These components, consistent with those identified by Rensis Likert, form the sphere of organizational climate for this model of educational excellence.

Leadership. Effective leadership is the first component of an organizational climate striving for excellence. Perhaps because it is a shared responsibility rather than an administrative prerogative in educational institutions, the idea of leadership can be ambiguous. Leadership occurs whenever initiative, strategies, and culture combine to move toward the achievement of institutional goals. Rouche and Baker noted that "excellence in the organization can only be achieved by an enlightened team of leaders who instinctively share common goals and work collaboratively in order to achieve what has been formerly agreed upon."

One of the major factors that enhances leadership ability is a positive approach. It is sometimes characterized as mutual confidence, respect, and patience between the leaders and other staff. Kenneth Eble very aptly put this factor into perspective by presenting it in his book, *The Art of Administration* (1978), as ". . . a plea to all administrators to believe that the business of life is more important than the management of personnel, that civility and compassion are as important to administering as regulating and enforcing, and that one can find in administration joy, or, if not that, the great satisfactions that come from being able to contribute to the joys and satisfactions of others."

Other factors of leadership are a physical presence, an openness and approachability, an inquisitive seeking of ideas, behavior that equitably supports and facilitates the activities of others, the mentoring and development of staff, and a responsiveness and service attitude toward students and the community.

There are a number of practical and results-oriented techniques available which can increase our ability in these areas. The One-Minute Manager, for example, is a practical guideline for the effective use of positive reinforcement in the mentoring and development of staff. Management by walking around (MBWA) is a Peters and Waterman phrase that offers techniques in approachability.

Leadership, after all, can be evaluated on its practical results; its ability to make a real and positive difference. It empowers people to implement and to achieve. An ancient wise man, Lao Tzu, best summarizes the end result of good leadership.

> Leaders are best when people barely know they exist. Not so good when people obey and acclaim them. Worse when they despise them. But of good leaders who say little when their work is finished   those who followed them will say "We did it ourselves."

Communication. Good communication is pervasive in a positive organizational climate. It is absolutely necessary: vertically, laterally, internally and externally, two-way and ongoing. It must be both adequate and accurate in content, openly shared, direct in its channels, presented in context of the organization's philosophical framework or culture, received and perceived to have quality, and accompanied by listening and reacting. It is good communication that enables and promotes collaborative approaches.

Decision-Making. How decisions are made is another component of an organization's climate. As John Naisbitt reiterates in *Megatrends*, "People whose lives are affected by a decision must be part of the process of arriving at that decision." In the most positive climate, decisions should not be self-centered, but rather should have a broad perspective of considerations and consequences. Multiple perspectives are especially critical in decisions dealing with situations of potential conflict. Decisions should be directed by the mission and goals of the institution, and should reflect a sense of social responsibility and ethics. And lastly, decisions should be made with implementation in mind, so that an organization ends up not only doing the right things, but also doing them the right way.

This process can be facilitated by a checklist of things to consider when making decisions

1 Statement of the issues, including initiator, date, and issue identification and definition.

2 Persons or offices to involve, including the initiator, persons affected, implementors, and experts.

3 Verification and analysis of the issues.

4 Alternative courses of action

5. Evaluation of the alternatives

6 Resolution, with a challenge opportunity

7 Implementation

8 Follow-up, so that the decision is monitored for effectiveness and allows for a challenge opportunity.

Motivation. The last two components of organizational climate in this model are interrelated. Motivation occurs when there is a supportive climate, support for mission, for innovative ideas, for professional development, and for the provision of necessary tools and technology to do the work at hand. It exists in an atmosphere of cooperation between individuals and groups. Above all, motivation can only occur if there is an opportunity for contribution. It is natural for people to genuinely want to contribute in meaningful ways

Recognition. Recognition follows motivation, and strengthens it for future endeavors. Recognition of professional performance and of excellence in teaching and service places organizational value on the contributing activities. Recognition should also be granted for teamwork and participatory contributions in balance with that of individual contributions. Recognition has a multiplier effect, so that those who receive recognition for their own work understand the personal importance of it and, in turn, tend to recognize and reward others. This also implies that recognition be given for student achievement.

It is important to be deliberate in selecting which behaviors to recognize. Recognition is positive reinforcement, and should only be used to reward those behaviors desired to be repeated. It becomes misunderstood and less effective if used directly as encouragement to try to correct an undesirable behavior, or as a show of good faith, or to try to strengthen relationships

One example of individual recognition for faculty performance is an award for teaching excellence. Such awards are used to identify and reward excellent teaching without any admonishment or visibility for poor teaching. They clearly communicate the message that good teaching is a preferred behavior. There should be specific criteria that are used consistently in the selection process for this award. Such criteria for teaching excellence might be:

- Expectation of and insistence upon high student individual academic performance
- A student-centered approach to teaching, including:
  (a) determining and raising the individual student's belief in his or her intellectual capabilities,
  (b) engaging students actively in the learning process;
  (c) knowing and leading the student toward personal goal achievement,
  (d) showing care and compassion for the student as an individual
- Belief in and practice of the individual teacher's power and ability to mold intellectually the learner's mind

The Second Layer: Organizational Performance

Tom Peters received criticism that the book, *In Search of*

Excellence, oversimplified superior performance. He responded by saying that it wasn't simple enough. He maintains that there are really only two ways to create and sustain superior performance: (1) take exceptional care of your customers through superior service and quality, and (2) constantly innovate. This model includes Peters' most important components, and adds social responsibility as a third aspect of organizational performance for educational institutions

Innovation. Innovation is a behavioral indicator of a positive attitude toward risk-taking and entrepreneurship. It can appear within an individual attitude or as an institutional attitude. We often see it evidenced in experimental programs and other new approaches to problem solving. Such things might be an eagerness to implement new instructional techniques like TV or video disk instruction, or the use of microcomputers in non-computer classes like English composition. Stanley Scott, an assistant professor at Boise State University, was recently quoted as saying, "One of the hardest things for a university administration to do is to persuade its faculty to adopt innovative techniques." One of the strengths of community colleges is their ability to innovate.

Innovation has intrinsic value regardless of the choice of idea or action. Research on the Hawthorne effect has taught us that the newness of an activity and the extra attention given to an experimental effort is often enough in and of itself to gain positive results. Consequently, colleges should be constantly finding innovative processes that help in meeting their mission.

Although innovation is a performance characteristic, it is closely tied to the organizational climate that supports it, and particularly to the prevalent style of leadership, the attention given to recognition, and the communcation systems of the organization. This example further indicates that the different layers of this model are, in fact, highly interdependent

Superior Service. Superior service in educational institutions always begins with an empathy and understanding of students' needs. This approach is often called a "marketing orientation" because it concentrates on customer needs and satisfaction. It puts the student first among all other priorities, and dictates policies based on student-centered decisions. The current emphasis on basic skills assessment in so many community colleges is based upon the need students have for better placement advising. The idea of student service also includes such things as tutoring, availability of faculty, evening offerings, and the implementation of on-line registration to make the process more accurate and easier for students

Social Responsibility. Social responsibility is a performance factor in the sense that the way things are done is as important as what is done. If an organization's actions have negative effects on any individual, segments of the

community. or the environment. then it's hard to justify those actions. even if the intentions were positive Educational organizations have a social responsibility for the impact of their training programs on society as a whole namely to ensure the employability of those who successfully complete a program. or the transferability of course credit as expected by the student. Social responsibility becomes an issue in educational situations such as that resulting in the flood of teachers trained in the 1970's followed by the current scarcity Other situations have resulted in criticism such as that currently being levied against MBA programs for promoting the money culture of today's society rather than stressing the ethics of doing business. Yet another issue is that of education's role in the integration of immigrants and minorities as productive members of American society

In summary of other research on organizational performance of educational institutions. a report entitled "What Works" was presented in the spring of 1987 by the Secretary of Education. William Bennett. It identified the most important characteristics of effective schools as strong instructional leadership. a conducive climate, across-the-curriculum emphasis on basic skills, high teacher expectations of student achievement, and continuous assessment of student progress.

The Third Layer: Organizational Purpose

The result or outcome of the performance of a community college is its impact on students and the community. The purpose of a community college is to maximize student and community development: to enable every student to develop his or her greatest potential by providing convenient and open access, regardless of a student's economic status or past academic achievements. Astin supported this idea when he stated, "The principal purpose of academic institutions is to develop talent." What this means is that we should be changing our evaluation criteria to measure the impact of the organization, not the ability of incoming students.

What measurements should we be monitoring to assess the outcomes of our educational institutions? Should they include entrance and exit test results, job placements upon graduation, transfer success, and student goal achievement?

The human development model claims that a high quality educational institution is one which maximizes the intellectual and personal development of its students Under this view, student learning is clearly the most significant criterion for the academic excellence of an institution. It is also the criterion most consistent with the mission of a community college.

The term "value-added" has recently crept into education literature following its use by the Department of Commerce

as a term denoting the dollar value of processed output over raw material input In education. "value-added" represents the output knowledge of students over initial base knowledge

The American Association of Community and Junior Colleges has formed a national Task Force on Value-Added Education which developed the following definition of value-added education.

> Value-added education is an approach to education that identifies and defines desirable learning outcomes. designs a curriculum and teaching methodology to produce those outcomes. and measures the students' learning relative to those outcomes prior to and after their experience with the curriculum and teaching methodology

This value-added approach necessitates that the outcomes of a liberal arts education be integrated throughout the curriculum.

In 1960, Medsker criticized community colleges for not being able to meet their claims, and cited deficiencies in general education as part of the problem (Roueche & Baker, 1987). He claimed an absence of commitment to general education, reflected by " . . the low number of integrated course offerings and the failure to meet the objectives of general education within conventional courses."

Many community colleges are currently responding to these criticisms by identifying common outcomes of a community college education. At Macomb Community College, the faculty and administrators have identified eleven outcomes of general education. They contend that general education students should demonstrate an ability to.

1 think critically. solve problems. evaluate information, make inferences, apply principles, create and use models.
2 communicate clearly write. speak and listen effectively:
3 read for main ideas. key facts and inferences;
4. have a global view based upon an awareness of and respect for cultural, philosophical, and intellectual diversity;
5 perform basic mathematical and algebraic operations;
6 use libraries and other resources to gather information,
7 be flexible and open to new ideas,
8. increase understanding of self;
9 be aware of and appreciate aesthetic. healthful leisure time activities that improve the quality of life,
10 be aware of and appreciate practical application of the liberal arts;
11 recognize and assimilate interdisciplinary relationships

This list of outcomes provides a basis for integrated course offerings," and a means to meet these objectives within conventional courses.

Several instruments are currently being marketed to measure the outcomes of a general or liberal arts education. Macomb is one of several colleges experimenting with ACT's COMP instrument for possible use in entrance and exit testing. This instrument is intended to measure a students' knowledge base in the cognitive areas of critical thinking, listening, writing, and valuing. There is still need to find additional instruments for measuring the remaining outcomes of general education.

However, because of the broad intent of the community college mission, specific outcomes should not be misused as the domain of any single or particular discipline, department, or division of the college. Rather, they should be received in light of the philosophy expressed by Alfred North Whitehead, who proposes that there is no liberal arts education that is not technical, and no technical edu-

cation that is not liberating. This comment is consistent with the concept of total human development, addressing all aspects of educational need a student may have.

Community development is dependent upon equality of access to education. Dale Parnell, as president of the American Association of Junior and Community Colleges, has noted that access to education and the creation of more opportunity is increasingly becoming an educational tension—a challenge to education to address the racial and cultural differentials in academic performance. A democratic society must have both quality and equality. for community colleges, this is not a mandate to promote an ethos of academic, economic, and achievement competitiveness, but rather to maximize the community potential by maximizing the opportunity for development of each individual within that community.

Achieving and Maintaining
Educational Excellence
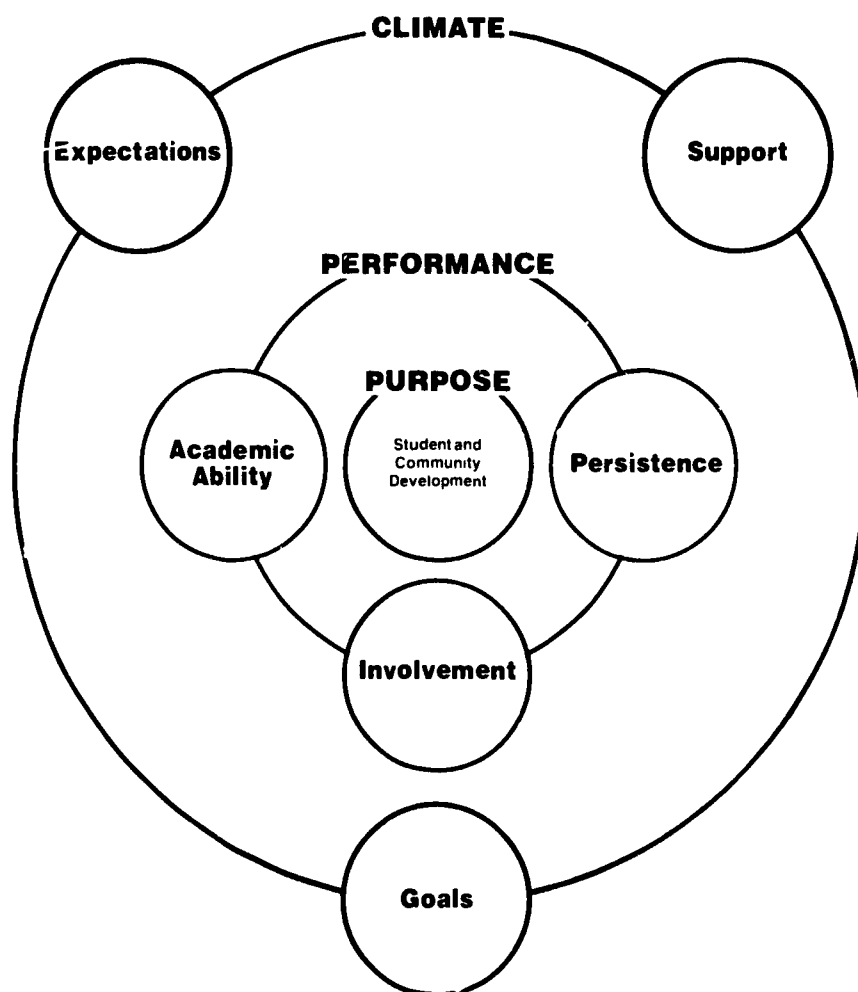## (Student Model)

Figure 7

The Student Model

The organizational components—climate, performance and purpose—have been presented under the basic overview of environment, behavior, and outcome. But these phrases refer to aspects as viewed from the eyes of educators as part of an organization How do they appear to students as the object or target of the organization?

A concept called "student-institution fit" helps explain a great deal of the academic success of a student It takes into account not only the characteristics of the organization, but also the characteristics of the student, and the interaction between the two The institution will be seen to have a positive learning climate if it can provide a match between the student's characteristics and its programs and services. In turn, student characteristics, including personal attributes, needs, abilities, interests and values, filter their perceptions about a college This suggests that there are two sides to the evaluation of educational excellence—the organization's viewpoint and the student's viewpoint

The First Layer: Campus Climate

The student doesn't see the leadership of an institution, or the communication systems, or the other components comprising the organizational climate in the same manner as organizational members see them. To a student, the analogy to organizational climate would be more commonly termed, "campus climate " For students, the climate is influ--   . ..   ne factors, but doesn't look the same
ine other side of the same cloth

In other words, how a student perceives a campus environment depends a lot upon the student. It depends upon a student's prior expectations about college and about his or her own achievement, upon the friendships and support that a student has, and upon the student's own goals The things that students are most aware of on campus are the things that affect them personally

The interrelationships among the components of campus climate and their influence on student performance become evident through work such as that carried out by Robert Pace. Pace has developed ratings scales for eight important characteristics of college environments The first five of them relate to the amount of emphasis put upon certain aspects of student development, and are rated from a "strong" to a "weak" emphasis Three other ratings refer to the supportive relationships among the people in the campus environment, and range from positive (friendly, supportive, approachable, helpful, considerate, and flexible) to negative (uninvolved, alienated, remote, unsympathetic, rigid, impersonal) The third set of measures are called "estimates of gains." These represent a student's perception of the amount of progress he or she has made toward goals

In his work, Pace found that (a) students entering college with unrealistic expectations were more likely to have adjustment problems and to withdraw; (b) students who saw the campus environment as friendly and supportive were more likely to be satisfied with the college, and (c) greater congruency between the institutional characteristics and the students' characteristics led to higher goal achievement and academic success.

Expectations. It is extremely important that students have realistic expectations of the college and of their educational experience If they do not, they cannot be satisfied with their experience unless those expectations change. Their perceptions of the college will be filtered through their expectations

Those students who expect college to be like high school probably put the same amount of effort into their college coursework as they did in high school. Colleges that require basic skills assessment, orientation, and course advising set a tone for higher performance expectations among their students With student participation, they clearly delineate expectations for academic achievement.

Sometimes students can't see the usefulness of general education courses they are required to take, but still find them enjoyable and challenging. As Roueche says, if you can't make the course useful, at least make it interesting. However, the focus of the college should be on relating student expectations for goal attainment to the coursework and course content they are undertaking.

Support. Factors relative to the amount of support that a student experiences include things such as friendly and supportive attitudes, and the availability of academic support resources and services It also includes relationships: student-faculty relationships; student-staff relationships; and student-student relationships The importance of these relationships is widely recognized The lack of personal relationships of this nature has even been cited as one of the barriers to the wide use of remote televised instruction. With commuter students and part-time educational commitments, community colleges are challenged to provide structures and situations that nurture these relationships, and to do it in such a way as to focus the involvement on the content and application of curriculum

Goals. People are attracted to environments that can move them toward their ideal selves and help them achieve their own personal goals Institutional leaders are encouraged to determine which modifications of campus environment will facilitate student development For example, through comprehensive orientation programs, an institution can help to create realistic expectations for new students It can provide facilities and structures to enhance peer support groups It can provide counseling and academic advising to match coursework with a student's ability. It can also

deliver courses and programs that satisfy student interests and career goals. However, to do any of these things, an institution must first thoroughly understand its students.

Most students attend a community college for job-related reasons, either to prepare for a new job, or to upgrade their current job skills. About one-fourth plan to transfer their credits to a four-year college. However, the stated goals of students and their actions are not always consistent. In a study conducted by Macomb Community College, over half of the degrees granted were the Associate of Applied Science degree—supposedly the occupational degree (see Table 2). Yet forty-six percent of those students whose primary goal was university transfer pursued the Associate of Applied Science, even though the Associate of Arts is more typically considered the transfer degree. In fact, the Associate of General Studies was utilized more than the Associate of Arts as a transfer degree.

Table 2
MACOMB COMMUNITY COLLEGE
DEGREES GRANTED 1986-87

	STUDENTS' PRIMARY GOAL			
	IMPROVE JOB SKILLS	PREPARE FOR A NEW JOB	PERSONAL INTEREST	UNIVERSITY TRANSFER
Associate of Applied Science	58%	65%	43%	46%
Associate of General Studies	13	12	23	25
Associate of Arts	5	4	13	20
Certificate	24	19	21	9

A comparison of the way students say they intend to achieve their educational goal with the award they actually earn also revealed some interesting discrepancies. Ten percent of those students who say they are only interested in selected courses pursue a credential. This type of data should reinforce the need to go beyond superficial assumptions about student need or interest. We must be able to provide ongoing advising for students based upon their changing needs.

The Second Layer: Student Performance

The behavior or performance of the student is the sphere of influence analogous to organizational performance. The overwhelming determinant of gain in student development, or effective student performance, is the student's *involvement* in learning. Other components of student performance are the student's own *academic ability* and his or her *persistence* in completing the coursework.

Involvement. William Klepper has been involved in research on the effects of out-of-classroom experiences on student development, noting the impacts on a student's
(a) sense of competence, confidence, and belief in self
(b) interpersonal skills and quality of interaction,
(c) development of autonomy, and (d) the development of humanitarian concern.

A study of graduates of three midwestern colleges found

an influence of cocurricular involvement on their skills, including communications, decision-making, teamwork, leadership, assertiveness, supervisory, organizing, and self-awareness.

For students, the benefits of involvement in cocurricular activities include learning valuable skills, acquiring better jobs, and increasing satisfaction with the college experience. These activities give students a way to apply topics studied in the classroom. Although so many of our cocurricular activities are intended to assist in skill development for a particular occupation, it is the skills commonly attributed to the liberal arts that improve the most with this approach. A study conducted at the University of Virginia found the benefits of high involvement to be effective communication skills, leadership skills, organizing and management abilities, better peer relationships, and a better understanding of self. They also reported an average GPA of 3.24 for those students who were highly involved in out-of-classroom experiences.

Traditional types of student involvement are student activities, cocurricular support groups, active student centers, cultural activities and performances, athletics and intramurals, speaker's bureaus, campus ministries, and visible recognition of student achievement, particularly if these are student-driven in their organization and management. While traditional activities can be helpful, the constraints on student involvement in community colleges emphasize the need for new ideas and new techniques to encourage such involvement. Those institutions that have total physical access to students and their time do not have the community college's lifetime access to their students and to the reality of the student's world and community. Community colleges must be creative in using this advantage.

A lot of things prevent students from being as involved in learning as they might like to be. These things include marital status, concurrent employment, location of residence, and part-time or full-time status. Community colleges are not well positioned to immerse students in their learning outside of the classroom. Community colleges are commuter schools, physically removed from the majority of the student's life. Most of our students are part-time. They compete with other aspects of living, including long work hours and family responsibilities. Yet there are things that can be done to encourage a greater involvement in learning outside the classroom in such a way as to focus the involvement on the content and application of curriculum.

A study of adult commuter students at Pennsylvania State University was conducted to determine how their student role involvement could be increased. The study indicated that commuter students perceived a need for (1) lockers, (2) a commuter newsletter, (3) reserved computers, and (4) programs to promote interaction between commuters and faculty/staff. The study suggested that institutions should designate more areas as lounges or quiet study areas and should improve communication with commuters.

De Ansa Community College is one that has made sub-
stantial progress in student involvement. The college has
even been able to incorporate students into the governance
of the institution through student representatives on major
committees. By recognizing student participation in leader-
ship and decision-making, the college has effectively shared
the responsibility for student outcomes with the students
themselves

Community colleges can be more receptive, even proactive,
to community interaction Many people have multiple
roles in their contact with a community college. One person
could possibly be a student, the parent of a student, a work-
ing professional, a community business executive, an active
tax-paying supporter, and a patron of the arts—all at the
same time The resources and facilities of the college can
be made available to students in their life roles. The physical
education facility can be thought of as a resource for holistic
human development The meeting rooms can serve business
and industry for community forums, meetings, or profes-
sional seminars. Community interaction could also be in-
creased by encouraging multi-generational activities These
would be opportunities for families to share their experiences
and maintain contact with the college.

Persistence. Student persistence is a willingness to keep
trying to succeed, even under adverse conditions There
are several factors that contribute directly to persistence,
and some of them can be controlled by a college These
factors are success in initial courses, having clearly defined
goals, having open access and out-of-classroom contact
with their professors, being satisfied with the college and
the campus climate, and the student's own source and
strength of motivation to attend college.

Table 3

**MACOMB COMMUNIT COLLEGE
NON-RETURNING STUDENTS FROM FALL 1986**

CUMULATIVE CREDIT HOURS	NUMBER OF NON-RETURNING STUDENTS	PERCENT OF NON-RETURNING STUDENTS WITH GPA BELOW 2.0
5 or less	441	64
6–15	389	33
16–25	189	31
26–35	169	19
36–45	125	6
46–55	100	8
56–65	116	3
More than 65	189	3
Total	1,718	

A student's academic success in his or her first course
has been shown to be significant. Data about students at
Macomb Community College further support this conclu-
sion, as shown in Table 3. Among the 1,700 of Macomb's
students enrolled in a class in the fall of 1986 who did
not graduate and who did not return to take any other courses,
64 percent were those who were in only their first or second
course. Once they succeed in these initial courses, the

dropout rate is cut in half. This places great importance
on basic skills assessment to make sure new, incoming
students are appropriately placed in order to have the greatest
likelihood of success

Astin proposed that student involvement is the key to student
persistence in education; that it is not only effective in
retaining students, but is also a compo ent of excellence
in higher education. The effects of out-of-classroom ex-
periences on student development impact their (1) sense
of competence, confidence, and belief in self, (2) inter-
personal skills and quality of interaction, (3) development
of autonomy, and (4) the development of humanitarian
concern The interrelationship between the performance
characteristics of involvement and persistence should be
noted

Academic Ability. Likewise, a student's determination
and persistence are dependent upon a number of other
factors. The availability of academic alternatives which
match a student's needs will affect his or her ability to
gain competence. Competency in the basic skills of reading,
writing and mathematics regulates achievement in all other
academic areas. Support is needed at those points when
the student does not gain full understanding through regular
instruction. The completeness of the curriculum and the
academic support structures ensure that all students have
access to the same content and experiences. The key to a
student's competence and, in turn, performance, is confi-
dence in his or her academic ability

An analysis conducted from the national longitudinal study
of the high school class of 1972 further emphasizes the
interrelated roles of these performance characteristics. It
identified low student role involvement as having a negative
effect on educational attainment Colleges can and should
influence the combining of student and non-student roles.
The study also suggests that community colleges can over-
come these student characteristics by placing emphasis on
student performance, increasing opportunities for faculty/
student contact outside the classroom, and increasing student
satisfaction with the college experience.

Academic ability is influenced by prior experiences, learning
handicaps, selection of coursework, and alternatives and
options available to the student. It includes both their prior
accumulation of knowledge and skills, and their capacity
and rate of learning.

The history of the academic success of community college
students who transfer to four-year colleges and universities
is very favorable. Data have shown that, in many cases,
community college transfer students do better academically
than other transfer students and that their mean grade point
average tends to be better than native university students.
This information can also help a great deal in setting high
expectations for those who attend community colleges.

The way to maintain this kind of student performance is

to stay innovative and student-centered. If colleges really want to maintain and improve, these specfic performance factors provide direction to focus on.

The Third Layer: Student Outcomes

The outcomes of educational excellence from the student's perspective are the same as from the organization's perspective, only personalized. They are student and community development translated to self and neighborhood development.

The individual student experiences his or her development through goal attainment The student benefits are intellectual and personal growth, and the realization of expanded opportunities. Measurements of individual growth and expanded opportunity are ultimately needed to evaluate the effects of an educational experience. For the community, there is greater economic and cultural development and a richer quality of life.

Educational concerns are also impacting and being reinforced by political concerns. At the 1987 national governor's association meeting in Traverse City, a report entitled "Results in Education: 1987" was presented that called for educational reform to be based upon greater accountability for student outcomes and accurate measurements of student performance. According to Missouri Governor

John Ashcroft, "Colleges and universities must be able to assess the acquisition of knowledge and abilities that occur across individual courses and from year-to-year." Consequently, community colleges should expect even greater emphasis being placed from external sources on outcome measures. Colleges should respond with measurements in a framework that provide. for excellence in education by enriching student and community outcomes

These two perspectives—the organizational viewpoint and the student viewpoint—focus on the same result The end result of educational excellence is human development, that is, student and community development. Leaders in education must concern themselves with measurements of climate and performance, but they should not overlook evaluation in terms of student and community development.

If community college professionals believe this framework to be accurate—that the organizational climate and the campus climate for students are critical to performance, and if community college professionals believe that the ultimate goal is indeed student and community development—then it becomes imperative that theory be translated into plans and actions based upon individual student and community needs.

Albert L. Lorenzo is the President of Macomb Community College Since assuming that office in 1979, he has helped Macomb grow to become one of the nation's largest multi-campus community colleges and the fourth largest grantor of associate degrees in the United States

His pragmai · approaches to leadership and organizational issues have been the focus of a number of publications and national speaking engagements He has been invited to serve on several corporate boards and national panels, and was identified by a recent national study as an outstanding community college CEO

James J. Blanzy, Senior Vice President for Academic Affairs at Macomb Community College, serves as the College's chief academic officer, responsible for all instructional and curricular policies

He has been a leader in Michigan's educational community for more than two decades, emphasizing the achievement and maintenance of educational excellence and organizational performance Recognized as an innovator in instructional and curricular policies, he has spoken before numerous groups, such as the National Conference on Education and the Michigan Community College Association

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