

**RECIPROCAL ENGAGEMENT:
THE PROCESS OF PEDAGOGICAL INNOVATION
AMONG FACULTY AT RESEARCH UNIVERSITIES**

Karen E. Boden
Doctor of Philosophy in Higher Education, 2012
Azusa Pacific University
Advisor: Anita Fitzgerald Henck, Ph.D.

Research Universities: very high research activity (RU/VH) faculty often emphasize research as compared with teaching or service in their work. However, some faculty still endeavor to be excellent teachers by innovating pedagogy to enhance student learning. This qualitative study focused on developing a theory to describe the process that faculty undergo to innovate pedagogy. Charmaz's grounded theory methodology provided framework to conduct this study of nine participants from eight different RU/VH institutions. Semi-structured interviews were conducted on each participant's campus in addition to follow-up interviews to verify results. The overarching theory is defined as *Reciprocal Engagement* that includes two categories to describe the innovative process—*Practice* and *Presence*. First, *Practice* identifies the innovative process as three subcategories—*Cycle of Innovation*, *Cycle of Feedback*, and *Gradation of Innovation*. *Cycle of Innovation* indicates a continuous development of pedagogical change resulting in a cumulative effect over years of teaching. Input from students through a *Cycle of Feedback* input provides faculty with information to innovate. Faculty gauge learning through reading students' affect, evaluating their questions, and responding to faculty evaluations. *Gradation of Innovation* distinguishes degrees of innovation—adoption, modification, and creation. Second, *Presence* identifies two subcategories—*Knowing Self* and *Engaging Others*—as the motivation and force behind the *Cycle of Innovation*. *Knowing Self* suggests faculty who are self-aware of their characteristics and values such as vocation, intellectual curiosity, risk-taking, growth and development, and longitudinal knowing and who are able to inform their innovation practices. *Engaging Others* describes the relationship faculty have with informal mentors and students. Faculty develop academic and social relationships with students to assess knowledge comprehension in order to enhance their learning. The findings suggest the importance of faculty to build on their pedagogical strategies and practices continuously throughout their academic career, develop growth mindset and emotional intelligence skills, and engage students both academically and socially to increase effectiveness in their teaching.

**A GENDERED PERSPECTIVE ON THE PREDICTORS OF
STUDENT INVOLVEMENT IN COLLEGIATE CLUBS AND ORGANIZATIONS**

Kimberly Fay Case
Doctor of Philosophy in Higher Education, 2010
Azusa Pacific University
Advisor: Anita Fitzgerald Henck, Ph.D.

The theory of student involvement (Astin, 1984) acknowledges that as students devote sufficient time and energy to educationally purposeful activities, they can expect to make desirable gains

throughout the college years. Participation in campus clubs and organizations is one form of involvement found to be associated with a host of learning and developmental gains. Uninvolved students may be missing a readily available opportunity for added learning and development. Compared to other demographic groups, male college students may be more at risk of missing some of these learning and developmental gains due to lower participation rates in co-curricular activities (Pike, Kuh, & Gonyea, 2003). This study joins a larger body of emerging scholarly research focused on understanding gender gaps in higher education, thereby attempting to illuminate gender's role within the college experience of women and men (Sax, 2008). Hierarchical multiple regression and logistic regression analyses were used to investigate the predictors of men's and women's involvement in collegiate clubs and organizations. Samples consisted of senior-year men ($N = 554$) and women ($N = 991$) who attended faith-based liberal arts institutions and completed the 2002 Cooperative Institutional Research Program (CIRP) and 2006 College Senior Survey (CSS) instruments (Higher Education Research Institute). Blocks of variables related to students' entry characteristics, goals and aspirations, use of time, and campus experiences were examined. Four significant predictors of involvement in clubs and groups were shared by men and women: previous high school involvement, anticipated collegiate involvement, working on campus, and student-faculty interaction. Living on campus in the first year of college, ethnicity (being White), public service goals, career goals, and satisfaction with a sense of community uniquely predicted involvement for women, whereas participation in intercollegiate athletics was a unique predictor for men. Program design, recruitment, outreach to specific student groups, and maximizing campus experiences are avenues through which the findings of this study can be leveraged to promote the involvement of men and women in co-curricular clubs and organizations. A discussion of the findings, limitations of the study, and directions for future research on gender and involvement are offered.

FOSTERING RESILIENCE IN LATINA STUDENTS

Cynthia S. T. FitzGerald
Doctor of Philosophy, 2009
Azusa Pacific University
Advisor: Anita Fitzgerald Henck, Ph.D.

This qualitative study focuses on developing a grounded theory regarding the process involved in fostering resilience in Latina students who succeed in achieving their academic goals. Using purposeful random sampling, eleven participants were selected from three west coast universities: a state university, a private faith-based university, and a private Hispanic serving university. Semi-structured interview protocols were utilized in first and second round interviews, followed by a final focus group for member-checking. Findings suggest key components occur at turning points in life to foster resilience and academic success. The central components for resilience included cultural elements of *las ganas*, *la familia*, *un paso a la vez*, support programs, and the objective to become role models and contribute as positive change agents in their culture and communities. More specifically, *ganas* represented the motivation to act with a strong sense of self-determination; *la familia* extended beyond biological family to include *comadres* (close female friends) and institutional agents; and *un paso a la vez*

represented the idea of personal strategies applied to stay focused on their academic goals. The final focus group with participants provided an important methodological benefit that was unique to this study.

A NARRATIVE STUDY OF WOMEN LEADING WITHIN THE COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

Jolyn E. Dahlvig
Doctor of Philosophy in Higher Education, 2011
Azusa Pacific University
Advisor: Karen A. Longman, Ph.D.

This 3-year narrative study tells the stories of 5 women leaders working within the Council for Christian Colleges & Universities (CCCU). Women leaders are under-represented within this sector of higher education compared to other religious and/or private higher education institutions. Two of the participants hold positional leadership within academic affairs, 2 within student life, and 1 within college financial services. From the women's stories, 10 themes emerged. Those 10 themes clustered into 3 broader headings resonating with existing gender and leadership research (Ayman & Korabik, 2010), authentic leadership development theory (Avolio & Luthans, 2006), and guidelines for narrative analysis (Clandinin & Connelly, 2000): (a) the landscape or cultural setting, (b) leadership identity or the internal journey of leaders, and (c) relationships with others or interpersonal dynamics. *Landscape* includes the following themes connected to the women's leadership context: (a) personal and institutional theological commitments, (b) generational differences, (c) family-work balance, and (d) consequences of role incongruence. The discussion of *leadership identity* contains an exploration of (e) transformational and androgynous leadership, (f) impostor syndrome, and (g) psychological capital. The final prevalent theme, *relationships with others*, consists of (h) the women's commitment to relationships, (i) the complicated nature of those relationships, and (j) the role of mentoring in their lives. The findings urge Christian higher education institutions to consider 5 recommendations: (a) Be attentive to Christian culture for both positive and negative forces impacting leaders; (b) expand leadership development programs to include building personal, psychological capacities and adopting fluid leadership behaviors based on context; (c) adopt and reward collaborative practices to encourage efficiencies and build on traditional strengths noted in female leaders; (d) explore and create family-friendly policies and programs to attract and retain talented leaders; and (e) cultivate mentoring cultures to develop and sustain mentors and protégés.

BUILDING A CONCEPTUAL MODEL OF ACADEMIC EFFORT FOR TRADITIONAL FIRST-YEAR COLLEGE STUDENTS

Joretta Nelson
Doctor of Philosophy, 2010
Azusa Pacific University

Advisor: Laurie A. Schreiner, Ph.D.

With retention and persistence-to-graduation rates showing little improvement in previous decades, institutions of higher education continue to seek ways to encourage students to take responsibility for their own learning in order to achieve. The primary purpose of this study was to examine the roles and relationships of selected psychological and social variables in predicting effort behaviors and semester GPA of traditional first-year students at six private residential institutions. Secondly, this study's purpose was to develop a theoretical model that would test the complex interplay of these variables related to student effort and semester GPA through the use of structural equation modeling (SEM). The research questions were: To what extent do psychological capital, hope, optimism, resiliency, self-efficacy, academic control, mindset, and institutional commitment predict first-year students' levels of effort, after controlling for gender, high-school grades, and ethnicity? How well do conceptual models of academic effort and semester GPA that are based on these variables fit the data collected from this sample of first-year students, after controlling for gender, high-school grades, and ethnicity? The data for this correlational study were collected from 627 first-time freshmen at six different private residential colleges/universities located around the United States. The theoretical framework for this study was expectancy-value theory which assumes that choices are influenced by specific beliefs about ability, perceptions of task difficulty, individual goals, and by self-schema (Eccles & Wigfield, 2002). SEM was used to analyze the data, allowing the exploration of relationships between multiple variables and indicators within a hypothesized model. Of the original eight independent variables, only hope, academic control, and mindset remained as predictors of effort. Together, these three constructs helped to explain 87% of the variance in the validated effort model with hope as the strongest indicator. This study adds to the literature by confirming the value of psychosocial constructs in explaining student achievement above and beyond prior academic performance. These findings provide higher education professionals the opportunity to strategically influence students' personal responsibility for their learning which may offer increased opportunities for their success.

STUDENTS' EXPERIENCES OF A COLLEGE SHORT-TERM MISSION TRIP: A PHENOMENOLOGICAL STUDY

Steven B. Kortenhoeven
Doctor of Education in Higher Education Leadership, 2011
Azusa Pacific University
Advisor: Karen A. Longman, Ph.D.

This phenomenological study presents the experiences of seven undergraduate students on a five-week short-term mission (STM) trip to Vietnam. The data collected included journals, a signature photograph, and an extended interview. Primarily, to fulfill the goal of phenomenological research, the data were presented as a full description of the experience. Secondly, the data analysis continued to address the research questions: 1) What are the components of an effective STM trip? 2) What impact did the STM trip have on the participants? The findings included emergent themes in the areas of learning facilitation, team training, and general STM components for the first research question. Themes also emerged for the second research question under the areas of Vietnamese cultural awareness, spiritual development, and personal development. In addition to the emergent themes that were developed from the participants, the principle researcher identified the following policy recommendations, along with practical examples: 1) Establish purposeful relationships with

cultural guides in the host country, 2) Adopt student learning objectives and a learning-centered paradigm, 3) Provide substantial pre-trip training, and 4) Establish a clear program for post-trip reflection and assessment.

THE INTERSECTION OF RACE AND SPIRITUALITY AT FAITH-BASED COLLEGES: CAMPUS CLIMATE AS A PREDICTOR OF SPIRITUAL DEVELOPMENT

Kristin Paredes-Collins
Doctor of Philosophy in Higher Education, 2011
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

The majority of college students across the country have identified spirituality as an important part of their life (Astin, Astin, & Lindholm, 2011), and many evangelical Christian colleges are committed to facilitating such growth (CCCU, 2009). Although a variety of factors contribute to spiritual growth among students (Astin et al., 2011), this study identified the campus climate for diversity as another important contributor to spirituality for all students. The purpose of this study was to explore the relationship between the campus climate for diversity and spirituality among students at faith-based schools. The following research question guided the study: What are the relationships among spirituality (religious behaviors and spiritual well-being) and (a) certain demographic variables (race/ethnicity, gender), (b) compositional diversity, (c) the behavioral campus climate for diversity (positive and negative cross-racial interactions), and (d) the psychological campus climate for diversity (sense of belonging, overall satisfaction) among traditional undergraduate college students at evangelical, faith-based institutions? Structural equation modeling (SEM) was utilized to test the theory that campus climate for diversity contributes to the variation in religious behaviors and spiritual well-being among college students. The participants for this study were 3,501 ($N = 3501$) senior undergraduate students from 21 faith-based schools. The findings indicated that the climate for diversity accounted for 25% of the variance in spirituality for students of color and 15% of the variance for White students. The difference in the explanatory power of racial climate demonstrates that the climate for diversity has a greater potential impact on the spirituality of students of color, raising a significant concern for faith-based schools that are committed to the spiritual development of *all* students. This study also identified that the direct causal paths to spirituality were different for students of color and White students. Sense of belonging emerged as the single direct predictor of spirituality for students of color, whereas overall satisfaction emerged as the single direct predictor for White students. Additionally, results from an analysis of variance (ANOVA) of the indicator variables demonstrated that White students had significantly higher sense of belonging and satisfaction than students of color.

DEFINING AND MEASURING FACULTY ENGAGEMENT: VALIDATION OF THE FACULTY ENGAGEMENT SURVEY

Jennifer Livingston

Doctor of Philosophy in Higher Education, 2011
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

Much of the current research on the faculty experience has focused on the frequency of faculty behaviors and interactions to explore productivity and the influence on positive student outcomes (Astin, 1984; Blackburn & Lawrence, 1995; Kuh, 2003; Kuh & Hu, 2001). However, the personal experience, or the faculty member's psychological engagement, has received much less attention; yet, it is a potential contributor to faculty longevity and effectiveness (Gappa, Austin, & Trice, 2007; Huston, Norman, & Ambrose, 2007; O'Meara, Terosky, & Neumann, 2009). Nakamura and Csikszentmihalyi's (2005) preliminary definition of faculty engagement incorporates enjoyment in the challenge of one or more of the areas of teaching, research, and service, as well as experiencing congruence between one's values and those implicit in the demands of the task; however, their definition has not been empirically tested. The purpose of this study was to fill the gap in research created by an overemphasis on behavioral engagement by developing a richer definition of faculty engagement, as well as to refine and validate the Faculty Engagement Survey (FES), an instrument based on Nakamura and Csikszentmihalyi's conceptual framework that was designed to measure the components that encompass faculty engagement in the areas of teaching, research, and service. Data collected from 522 full-time undergraduate faculty members employed at ten 4-year colleges and universities across the United States were analyzed using structural equation modeling. The final first-order, 6-factor model of faculty engagement that emerged from the confirmatory factor analysis fits the data well (CFI = .948; RMSEA = .051) and indicates that faculty engagement is not a higher-order construct. The model suggests that faculty members experience psychological engagement in one or more roles but may not be equally engaged in teaching, research, and service. Given the importance of faculty longevity and effectiveness in influencing positive student outcomes, the results of this study suggest several changes may be necessary in faculty workload and expectations, hiring practices, faculty development, and the doctoral preparation of the next generation of faculty.

**THRIVING IN COLLEGE: THE ROLE OF SPIRITUALITY
AND PSYCHOLOGICAL SENSE OF COMMUNITY
IN STUDENTS OF COLOR**

Eric James McIntosh
Doctor of Philosophy, 2012
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

Despite increased access to higher education for previously underrepresented ethnic groups, the graduation rates of African Americans and Latinos in higher education pale in comparison to their Caucasian and Asian peers (Aud, Fox, & KewalRamani, 2010). In contrast, Asians are graduating at rates higher than Caucasians; however, the literature reveals the Asian student college experience as isolated and disconnected from the campus community (Bowman, 2010; Ying, 2001). In the next 40 years, people of color will become the majority within the American

population (Passel & Cohn, 2008), yet few interventions seem to be resolving the apparent disparity in success across ethnic groups in higher education (McWhorter, 2005). Researchers have suggested that the psychological experiences of students may provide a new means for understanding why students persist to graduation (Bean & Eaton, 2002). Students' psychological processes have been explored in the literature as they relate to the academic, social, and emotional success of students; that is, the ways students thrive on campus (Schreiner, 2010c). Thriving students demonstrate high levels of interpersonal, intrapersonal, and academic well-being. The purpose of this study was to explore the extent to which student demographic characteristics, campus environmental characteristics, student spirituality, and psychological sense of community explain the variation in thriving among students of color. The *Thriving Quotient*, a reliable and valid instrument that measures thriving across five factors (Schreiner, McIntosh, Nelson, & Pothoven, 2009), was utilized to explore the pathways to thriving in a sample of 7,956 students attending 59 institutions. Using structural equation modeling (SEM), unique pathways to thriving for Caucasian, African American, Asian, and Latino students were explored in this study. A psychological sense of community emerged as the primary predictor of thriving among all student groups, and spirituality emerged as the largest single contributor to a sense of community among students of color, yet structural invariance across the four ethnic groups indicated that the pathways to thriving differ by ethnicity. Implications for practice are highlighted that can help students of color thrive in college.

A COMPARISON OF THE COGNITIVE MORAL DEVELOPMENT OF CHRISTIAN UNIVERSITY SENIORS IN TRADITIONAL VERSUS ADULT DEGREE COMPLETION PROGRAMS

Michael J. Loomis

Doctor of Education in Higher Education Leadership, 2009

Azusa Pacific University

Advisor: David McIntire, Ed.D.

This research uses the Defining Issues Test-2 (DIT-2) to investigate the cognitive moral development of college seniors in adult degree completion (ADC) programs and traditional undergraduate (TU) programs at three Council of Christian College and University institutions. Overall, TU students had significantly higher scores on the DIT-2, TU students in the West and Midwest scored significantly higher than those in the South, Volunteerism did not correlate with DIT-2 scores. There was an inverse correlation between religious orthodoxy and DIT-2 scores for the sample and TU students; the same two groups also demonstrated a significant correlation between religious orthodoxy and self-reported conservatism. Finally, the sample did not score significantly higher on the DIT-2 than the 42.3 average for American university students.

RETHINKING INTELLIGENCE: THE ROLE OF MINDSET IN PROMOTING SUCCESS FOR ACADEMICALLY HIGH-RISK COLLEGE STUDENTS

Rishi Sriram
Doctor of Philosophy in Higher Education, 2010
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

Increasing the effort students invest in academic experiences is an important component for improving their academic achievement. Previous research demonstrates that helping students view intelligence as malleable promotes constructive behaviors and leads to higher attributions of success and failure to effort. However, existing studies have not assessed whether implicit theories of intelligence directly affect actual levels of effort, and these studies do not examine academically high-risk students, who may be especially susceptible to a fixed view of intelligence and low levels of effort. This study utilized an experimental pretest-posttest control group design to determine if changing the way academically high-risk college students view intelligence affected their academic effort and achievement when compared to students in a control intervention. The study included data from 105 undergraduates who were enrolled in a remedial course at a private research institution and randomly assigned to either the treatment ($N = 60$) or control ($N = 45$) condition. The treatment condition received a 4-week online intervention encouraging the development of a malleable view of intelligence, or a growth mindset (Dweck, 2006). The control group received a 4-week online intervention bolstering students' study skills. Dependent variables were academic effort and academic achievement. Academic effort was defined as academic discipline, academic self-confidence, commitment to college, general determination, goal striving, and study skills. Academic achievement was defined as grade point average. A paired-samples *t* test conducted to establish treatment fidelity demonstrated that students in the treatment group had a significant change in perception to a more malleable view of intelligence, but no significant change in mindset was evidenced in the control group. A one-way MANCOVA was conducted to examine the effect of the treatment intervention on academic effort. Results indicated that students in the growth mindset treatment group reported higher levels of academic effort than those in the control group, after controlling for pretest levels of effort. Univariate ANCOVAs indicated that the treatment condition only significantly affected study skills, with students in the treatment group reporting significantly higher levels of study skills than the control group. An ANCOVA comparing semester GPA between the groups found no significant difference.

PREDICTING THE RETENTION OF COLLEGE SOPHOMORES: THE IMPORTANCE OF SATISFACTION

Tamera Lanae Pullins
Doctor of Philosophy in Higher Education, 2011
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

Research is beginning to demonstrate that sophomores are unique in their academic and developmental needs, yet little is known about how college sophomores' satisfaction with their collegiate experience influences their persistence decisions. This study utilized logistic regression to predict college sophomores' persistence based on student demographics,

institutional characteristics, and satisfaction predictor variables. The dependent variable was persistence to the junior year. The data for this study were collected from 9,078 college sophomores at 65 public and private 4-year institutions who completed the Student Satisfaction Inventory© during 3 academic years. Of the students surveyed, 66% were female and 72% were Caucasian. Data were analyzed to determine the differences in persistence predictors between sophomores who attended public and private institutions. Further analysis was conducted with sophomores who lived on campus to determine if satisfaction with residential life was predictive of persistence. The results of the study indicated that both global and specific measures of satisfaction significantly predicted sophomores' retention after considering the contribution of student demographics and institutional features. Students who were satisfied with their institutions' campus climate were nearly 50% more likely to persist than their dissatisfied peers. Further, as sophomores' grade point average increased one point, their likelihood of persisting increased about 46%. Both campus climate and grade point average predicted persistence, regardless of the type of institution sophomores attended or whether they lived on campus or commuted. Key predictors of sophomore retention differed across public and private institutions; advising satisfaction was significantly predictive of retention in public institutions, while satisfaction with variety of courses and with student voice was significantly predictive of private college retention. Residential students' satisfaction with residence life issues did not predict persistence, however. As a result of the study findings, the author suggests that institutional leaders address issues of campus climate by attending to the campus' sense of community. Programs designed to address advising issues specific to sophomores were also recommended, as were suggestions for improving instructional effectiveness, a significant predictor among residential students.

MINDFUL STRENGTHS DEVELOPMENT: LEVERAGING STUDENTS' STRENGTHS FOR 21st CENTURY LEARNING AND LEADERSHIP

Christy M. Tanious
Doctor of Philosophy in Higher Education, 2012
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

The continuous change characterizing 21st century society has significant implications for higher education. Educators and business leaders increasingly recognize that education within and preparation for a context of change requires learning environments fostering openness, flexibility, and engagement with other ideas and people. Such environments promote learning and leadership that transcend immediate context, serving students and society well across time and change. However, many college environments, and thus graduates, do not reflect these characteristics. This investigation proposed that a mindful strengths development intervention would foster an environment conducive to the development of critical learning and democratic outcomes. It utilized a quasi-experimental, pretest-posttest, non-randomized control group design to determine if the intervention would significantly affect engaged learning and socially responsible leadership (SRL) values (DVs). Leadership efficacy's role as mediating variable was also examined. Participants included 45 undergraduate students enrolled in 4 leadership courses at a single institution. Students enrolled in 2 treatment condition courses ($N = 23$)

received 10 in-class hours of a mindful strengths development curriculum over a 4 week period, while students in 2 control condition courses ($N = 22$) received a 4-week, 10-hour, in-class traditional leadership curriculum. A paired sample *t*-test assessing mindfulness scores before and after the treatment group's intervention indicated no significant increases in mindfulness, failing to confirm treatment fidelity. However, due to small sample size, effect sizes were calculated and demonstrated that the intervention accounted for 8.9% of posttest mindfulness score differences. Effect size analyses of posttest scores also revealed that the treatment condition explained 10.3% of the variance in consciousness of self and 5.9% of the variance in controversy with civility, but only trivial amounts of variance in other SRL values and none of the variance in engaged learning. These findings were relatively small, perhaps due to limited strength of the mindfulness portion of the intervention. Incorporating the components of a mindful disposition may strengthen future interventions and generate more substantial results. Leadership efficacy emerged as a significant mediating variable contributing to SRL values, explaining 13% to 33% of the variance in overall SRL and the purpose and controversy with civility subscales.

THE PREPARATION AND CHALLENGES OF A NEW COLLEGE OR UNIVERSITY PRESIDENT

E. Wayne Scott
Doctor of Education in Higher Education, 2011
Azusa Pacific University
Advisor: Dave McIntire, Ed.D.

The study uses a qualitative design to explore the leadership transitions on a college/university campus when a new president is selected from outside the institution. Specifically, the purpose of this study was to examine the transition period of new presidents at Baccalaureate Colleges, as classified by the Carnegie Classification system, and to explore the perceptions of these new presidents regarding their preparation for assuming a college presidency. To accomplish this purpose, nine new college presidents were interviewed. These presidents have been in their positions for at least one year but not more than three years. This allowed a fresh perspective from their view of the presidential transition period.

CONTRIBUTIONS MADE BY A STRENGTHS-ORIENTED INTERVENTION ON TRUSTING RELATIONSHIPS WITHIN PRE-EXISTING TEAMS

W. Bernt King
Doctor of Education, 2012
Azusa Pacific University
Advisor: Dennis Sheridan, Ph.D.

This qualitative study spotlights a grounded theory regarding contributions to affect- and cognition-based trust by a strengths-oriented intervention in pre-existing teams. Using purposeful and convenience sampling, eighteen participants in a strengths-oriented intervention from two

different regions of the Pacific Northwest were selected. A semi-structured interview protocol was used in interviews conducted within three months of the intervention. Results were verified through an independent evaluation and comparisons to the broader literature on trust development in teams. Findings suggest contributions were made to both affect- and cognition-based trust in the teams that participated in the intervention. The identified components of affect-based trust were increased levels of vulnerability, actions that communicate value, and the ability to resolve conflict. Components identified as contributions to cognition-based trust included self-awareness, the validation of fellow team-members, and an increase in the knowledge-based in regard to fellow team members. Furthermore, a helictical model of trust development was affirmed by participants who recounted their respective team's positive development.

A COMPARATIVE CASE STUDY OF PARTNERSHIP DEVELOPMENT BETWEEN CHRISTIAN INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE UNITED STATES AND EASTERN EUROPE

James M. Theel
Doctor of Education, 2012
Azusa Pacific University
Advisor: Karen A. Longman, Ph.D.

The purpose of this qualitative study was to examine and identify the nature of sustainable, cross-border partnerships between Christian liberal arts institutions of higher education. The study was conducted using a comparative case methodology consisting of two partnerships. Individuals involved in the development of the partnerships were interviewed and partnership documents examined. This process provided the data which was analyzed for the study. Each partnership involved one institution in the United States and one in Eastern Europe. The Eastern European institutions were located in Lithuania and Russia. The literature indicated that cross-border partnerships are just one method of many to internationalize a higher education institution. According to Andringa (2001), the best institutions will be involved in such partnerships. North American Christian higher education institutions can provide operational and academic program knowledge to their cross-border partner that assists them in developing an effective institution. The study determined that the cases followed the phases of the relationship development model identified by Dwyer, Schurr, and Oh (1987). These 5 phases are: (a) Awareness, (b) Exploration, (c) Expansion, (d) Commitment, and (e) Dissolution. At the conclusion of the research, neither partnership had dissolved; but both were operating at reduced levels for different reasons. Additionally, the data indicated that there were 7 themes involved in creating effective cross-border partnerships: (a) Mission Congruence, (b) Individual Relationships, (c) Trust, (d) Communication, (e) Social Capital, (f) Presidential Leadership and Champions, and (g) Finances. The development of a cross-border partnership should focus on these 7 themes.

FACTORS CONTRIBUTING TO ACADEMIC SUCCESS AND PERSISTENCE IN FEMALE, LOWER SOCIOECONOMIC COLLEGE STUDENTS

Martisia Denise Huffman
Doctor of Education, 2012
Azusa Pacific University
Advisor: Dr. Dennis Sheridan, Ph.D.

This qualitative research study looked at 13 students who because of their backgrounds and/or family environments were considered to be high risk of educational failure, but against the odds completed a 4-year degree with honors. Analysis of the open-ended interview protocol produced 5 emergent themes: (a) self-described individual attributes that led to participant success; (b) perceived barriers to success: poor mindset, life choices, and finances; (c) support systems that contributed to participant success; (d) sources of internal and external motivation to work toward the desired goal of education; and (e) the influence of personal faith or spirituality.

PREDICTING FOR-PROFIT STUDENT PERSISTENCE USING THE STUDENT SATISFACTION INVENTORY

David Edens
Doctor of Philosophy, 2012
Azusa Pacific University
Advisor: Laurie A. Schreiner, Ph.D.

For-profit colleges are under scrutiny with questions about quality of curriculum, quality of faculty and instruction, and the value of the degree for the high-priced tuition. The high debt-load and low levels of persistence among students who enter for-profit institutions raise the level of concern for these students, many of whom are older and are from under-represented minorities. However, there is little in the literature about the characteristics of student success and persistence in the for-profit sector. Because many students in the for-profit sector approach their education process as consumers, establishing a link between student satisfaction and persistence could provide for-profit colleges with strategies for enabling more students to complete their education. The purpose of this study was to examine this relationship between student satisfaction and persistence using the Student Satisfaction Inventory (SSI; Schreiner & Juillerat, 1993). Data were collected on 5,718 students who completed the Two-year Career and Private School SSI Form B online at 21 for-profit schools. Additionally, persistence data were collected one term and one year after the administration of the SSI. Models to predict persistence were developed using structural equation modeling, which demonstrated a small relationship between SSI scales scores and term persistence ($R^2 = .03$) as well as year persistence ($R^2 = .07$). A third model was developed with intent to choose the institution again as the outcome; this model exhibited a much stronger relationship between satisfaction and intent to persist ($R^2 = .36$). Although student satisfaction with institutional factors such as commitment to student welfare and integrity were hypothesized to have a significant effect on persistence in this student population, the findings indicate that the majority of the predictors of actual persistence in the for-profit environment remain unknown. However, based on the predictors of intent to choose the institution again, satisfaction does play a significant role in students' perceptions of institutional effectiveness and word-of-mouth reputation. Thus, the regular assessment of student satisfaction provides relevant information administrators can use to manage school

reputation, admissions, and alumni relations. Further research is needed to continue defining the characteristics that affect actual student persistence in the for-profit sector.

**TRANSFORMATIONAL LEADERSHIP: THE EXPERIENCES, INTENTIONS
AND PRACTICES OF EXEMPLARY CHIEF STUDENT AFFAIRS
OFFICERS SERVING AT INSTITUTIONS OF THE COUNCIL
FOR CHRISTIAN COLLEGES & UNIVERSITIES**

Norman W. Slotted
Doctor of Education in Higher Education, 2010
Azusa Pacific University
Advisor: Dennis Sheridan, Ph. D.

This study explores the transformational leadership experiences, intentions, and practices of exemplary chief student affairs officers (CSAOs) serving in institutions of the Council for Christian Colleges & Universities (CCCU). A qualitative research methodology was employed, adopting a multiple-case study design and phenomenological approach. Eight exemplary CSAOs were nominated by a panel of experts to participate in the study. Multiple data sources were collected for review, including in-depth interviews, written philosophies on leadership, a Self-Anchoring Scale Activity, and a researcher's log. An inductive analysis process was conducted over multiple reviews of the data sources. First iteration findings identified twenty patterns or categories regarding transformational leadership characteristics. A second iteration analysis looked for emerging themes and corresponding practices. Four themes and sixteen leadership practices emerged from the review. These findings provide actionable information and instruction for student affairs practitioners serving in Christian higher education. Implications and recommendations for practices are discussed. The study contributes to the body of literature where it is otherwise quite silent on the topic of transformational leadership and student affairs within the context of Christian higher education.

**INTEGRITY IN PRESIDENTIAL LEADERSHIP: PRINCIPLES RELATED TO
MAINTAINING INTEGRITY FOR COLLEGE PRESIDENTS IN THE
COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES**

Robert R. Thomason, Jr.
Doctor of Education, 2012
Azusa Pacific University
Advisor: Karen A. Longman, Ph.D.

This qualitative study, utilizing a grounded theory methodological approach, focuses on how former Christian college and university presidents maintain their integrity over the course of their lives and their time in office. Eight participants from a variety of theological backgrounds were identified by using purposeful sampling methods; the institutions in which they served were located all over the United States. Semi-structured interview protocols were administered during the first and second round of interviews. In between, the participants were asked to respond via

email to four questions pertaining to leading with integrity. The data analysis found one overarching central theme (transparency) and three major themes (protection, reflection, pitfalls). The former presidents created protective accountability networks that assisted them in avoiding leadership pitfalls. The accountability networks were divided into three levels or spheres. The participants also utilized reflection strategies to inform their networks of accountability and help avoid the potential pitfalls of leadership. A model was created from this research explaining how the former presidents in this study maintained their integrity.