

Examining an Evolution: Understanding Organizational Change Accompanying the CCB



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Presentation Outline

- Situating our Study
- Research Design and Methodology
- Presentation and Discussion of Key Thematic Findings
- Lessons Learned: Implications for Colleges and College Leadership
- Conclusion and Questions

Situating Our Study

- CCB represents a landmark change for CCs and for higher education
- Most existing empirical studies on CCB focus on macro-level changes and issues
- Dearth of existing research focusing on the specific changes accompanying the CCB from an institutional perspective
- Our study helps fill a gap in the extant community college research literature

Research Design

- Purpose: To explore the nature of organizational-level changes that occur when community colleges introduce baccalaureate degrees
- Qualitative methods most appropriate to explore a phenomenon that has been given limited attention in the existing research literature (Creswell, 2007)
- Six one-hour interviews with executive leaders at two Florida community (now state) colleges
- Kotter's change model used as a theoretical framework to guide our interviews
- Thematic coding revealed themes across all interviews

Research Questions

- How do executive leaders manage the CCB change process?
- In what ways has the CCB changed the college's day-to-day operations?
- How have different stakeholder groups (i.e. faculty, staff, students, community groups) responded to the introduction of the CCB?

Kotter's Change Model

Model of organizational change used to develop our interview protocol

1. Establish a sense of urgency
2. Create the guiding coalition
3. Develop a vision and strategy
4. Communicate the change vision
5. Empower broad-based action
6. Generate short-term wins
7. Consolidate gains & produce more change
8. Anchor new approaches in the culture

Themes From Our Data

- Establishing the need for the CCB
- Accreditation issues (state and regional)
- Planning for CCB implementation
- Leading the CCB transformation process
- Changes in college policy and practice
- Challenges during the CCB process
- Positive effects and externalities

Establishing the Need

- State Economy: increase baccalaureate degree production, state budget savings, help in critical need areas
- Access: place-bound, career advancement, current students
- Market Study: identification of critical need areas and feasibility of degree

“...we started with a survey and it looks like there were about 450 regional employers that participated in the survey, and so we first surveyed to find out what was the need and then based on the need that’s how we built the curriculum.” – *VP of Workforce Development*

Accreditation

State

- Understanding CCB application process
- Meeting with local four-year institutions
- Developing a strong proposal: faculty and staff input

Regional Agency

- Understanding requirements and timeline
- Preparation required can be substantial
- Involvement of entire campus community

Accreditation

State

“Going to the state, that was....At the state meeting (the local four-year) got up and told them that we shouldn’t be allowed to do this. It was a package that was about 5 inches thick of why we shouldn’t do it. Well the vote was 7-0 for us to do it. OK, so we had done our homework and that was important. And the bottom line to all this was doing our homework.”

– *Senior VP of Planning, Development, and Institutional Effectiveness*

Regional

“...you need to be in very close touch with your SACS liaison to make sure that you are putting together the appropriate documentation that they want, and there is, let me tell you, there is a extensive amount of documentation for that site visit, and that is on top of what you have already submitted for the level change to begin with.” – *Associate VP of Liberal Arts*

Planning For The CCB

- CCB Task Force
- Benchmarking
- Communication
- Coordinating Campus Services
- Garnering Community and Campus Support
- Financial Planning

Planning For The CCB

Benchmarking

“...we looked at other community colleges in the state that were offering similar baccalaureate degrees. Everything from what the name was going to be, and what the courses were going to look like. We, the dean and I, developed that along with a couple of faculty, but then would go back and forth to our campus presidents and also the executive vice president and president of the college. So we would do a lot of the research and then we would present it, then there would be some tweaking and changing and ultimately the entire packet was completed.”

– *Associate Dean for Workforce Development*

Garnering Campus Support

“... we had letters of support from the faculty senate. Um we visited the other four employee groups. We got letters of support from them. We did occasional emails to everyone basically explaining where we are...where the process is. So it was well discussed.”

– *Senior VP of Planning, Development, and Institutional Effectiveness*

Leading The CCB Process

- The Role of the President
 - Visionary; champion communicator
- Senior-level administration
 - Think-tank; regular CCB meetings; garnering campus support and input
- Identifying, or hiring, a CCB director

“We brought all the people in the leadership in the planning council and the faculty senate and all our different constituencies groups. We kept everybody knowledgeable so they knew exactly where we were heading as a college. We had a meeting every Friday morning with all the Deans and all the people from outside the college and talked about what had happened and talked about where we were going to go the next week. That was the topic of conversation all the time. How do we get this done? How do we get everybody on board?” – *Senior VP of Academic Affairs*

Changes in Policy & Practice

- Institutional
 - Academic program alignment; faculty hiring, salaries, and expectations; institutionalizing changes brought about by the CCB
- Student Services
 - Academic advising; admissions policies; financial aid; library offerings
- Marketing & Public Relations
 - Name change; ads for faculty positions; recruiting students

Changes in Policy & Practice

Institutional

“I said, you know I expect my faculty in the bachelor’s degree programs to present and publish, and I said, well you know what, I will make sure that they do. I will show them how if they don’t know how.” – *VP of Baccalaureate Studies*

Student Services

“Well I guess probably the biggest issue is you’re going from an open-door open-access, which most of our programs are, where a student just enrolls in the college, selects a program of study and they take their college placement test and then they can get started, versus a limited access program...you know, structurally how do you get that going?”

– *Associate Dean of Workforce Education*

CCB Challenges

- Demanding Process
- Uncertainty
- Budgeting issues
 - Institutionalization of new degrees, faculty unions
- Staffing issues
 - Discrepancy in salary expectations, additional responsibilities for CCB development
- Opposition and Resistance
 - Proximate four-year institutions, faculty, local leaders

CCB Challenges

Budgeting

“...even though initial purchases of things like, the library resource materials, the initial purchases can be done with Perkins funding since they are workforce related degrees, the Perkins funding cannot be used for ongoing expenses. So you have to have a way of being able to institutionalize the renewal of all different day-to-day subscriptions that are required for each of these new degrees.” – *Associate VP of Liberal Arts*

Opposition and Resistance

“The state board of education, they were a pretty tough body in those presentations, and even some of the local groups were tough, they were like, why are you doing this? Because a lot of the local leaders..., their loyalty was with FSU or UF or whoever, and you know, our institution was supposed to serve the 2 year students and you know who are you?...you know the first term you hear that you get tired of very quickly is mission creep.”

– *Senior VP of Planning, Development, and Institutional Effectiveness*

Positive Effects & Externalities

- Community Pride
- Institutional Credibility
 - New funding opportunities; donations
- Student Success and Satisfaction
- Regional and State improvement

Credibility

“Community colleges traditionally suffer from the junior college stigma...and that prejudice is very real. And so I think that having the ability to offer bachelor’s degrees will give us a better standing in the community at large and it will allow us to do more legitimate recruiting the better students in their local high schools, because we will have programs that will be really desirable for them. – Associate VP of Liberal Arts

Lessons Learned

- Do your homework!
 - Justify need, understand sources of opposition, benchmark other CCBs
- Accreditation
 - Strong relationship with SACS liaison, consider hiring consultant, successive CCBs become easier
- Focus on Institutionalizing the CCB
 - Hiring practices, faculty expectations, admissions and student services

Lessons Learned

- Communication is Key
 - President provides vision; keep BOT, faculty, staff, students, and community informed
- CCB Leadership Team
 - Identify ‘champion of the cause’, involve faculty and staff, strong writers, requires substantial time commitment

Conclusion

- CCB is an organizational transformation that reshapes the college's identity
- Colleges that know what opportunities and challenges to expect during CCB process have better chance of success
- More empirical research needed on issues related to the CCB
- Questions and Comments

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