

Coconino Community College: Organizational Change Beyond The Location



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1 The Story of Coconino Community College

Prior to 1991, Coconino County was the only one of the five Arizona counties that did not have a community college district. The first ballot proposal for a community college was defeated in 1978. However, there was an acknowledged need for a community college. Yavapai College, which was also serving Coconino County, was expanding and its resources were stretched. Therefore, a new drive to create Coconino County Community College District was launched in December 1989, and authorized by the voters in November 1990.

The district's funding was approved through a special election in May 1991. Strong public support was stimulated, in part, by the idea that Coconino Community College (CCC) would start as a "college without walls," and would use existing facilities in Flagstaff and other locations. In June, 1991, the CCC District Governing Board entered into a lease agreement for classroom and office space at a Fourth Street shopping center. In July, Dr. John Glenn became the first President of CCC. One month later, registration began for over 140 classes being offered in Flagstaff, Grand Canyon, Page, Sedona, Tuba City, and Williams.

In 1994, Dr. V. Phillip Tullar was appointed as the second President of CCC, and began 'steering the plane' toward a new destination: "The Learning Center of the Future." The college was granted initial candidacy status by the national accrediting association. However, the association expressed concerns regarding the college's dramatic growth. In the first few years, the college served four times as many students as projected. This growth caused the "college without walls" concept to be an inefficient use of resources. It seemed CCC would become unable to serve community needs in rental facilities, so the association suggested that the college should seek permanent quarters.

The community college received full accreditation in 1996. CCC began to seek permanent grounds, with the District Governing Board approving plans to build a new Page Campus in 1996. Dr. Clara Lovett, Northern Arizona University's (NAU's) President, offered 40 acres of land off Lone Tree Road to CCC for a permanent Flagstaff Campus. According to Dr. Nat White, a current board member, Dr. Tullar really pushed the Lone Tree development idea because of the offer of free land from NAU. Dr. Tullar also felt CCC would benefit from sharing NAU's resources. In 1996, the Arizona Board of Regents approved the plan to make NAU's land available to CCC for a new campus.

On November 4, 1997, a special election was held to vote on the College's capital improvement bond. Money received from the sale of the bonds, totaling \$25 million, was to be used to:

- ❖ Complete the first phase of the Flagstaff campus, including infrastructure, building and new technologies, to accommodate long-term growth of the community and county
- ❖ Increase job training opportunities through technology-based learning
- ❖ Construct an advanced technology center and learning enhancement center featuring up-to-date laboratories, interactive multi-media classrooms, tutoring and testing labs, appropriate faculty support services, and student life activities facilities
- ❖ Install security systems, area lighting, pedestrian walkways, parking areas, and public transportation accommodations
- ❖ Complete the Page Campus
- ❖ Install distance learning and instructional equipment at Grand Canyon, Williams, and Page
- ❖ Pay legal, financial, and other costs in connection with the foregoing

The bond election passed by only 54 votes in the entire county. In fact, it did not pass within Flagstaff City limits, but was approved due to the amount of positive votes from the Navajo Reservation. This led to a public relations crisis and the recall of the five CCC District Governing Board members, after which two of them resigned. There was an enormous amount of press covering the controversy over the move to the west side of Flagstaff, and questions regarding the continued use of the Fourth Street facility. Dr. Nat White stated that the east side of Flagstaff needed the "economic punch" CCC provided. A public information campaign was launched to reinforce the fact that CCC intended to maintain its presence on the east side, remaining in its Fourth Street facility and emphasizing occupational/technical programs.

In 1998, Dr. David A. Williams was appointed interim president following Dr. Tullar's retirement. Then, in April of 1999, Dr. Thomas Jordan was selected to become CCC's fourth president, leading the college in its new learner-centered direction.

The CCC District Governing Board formed a Citizen's Advisory Committee to reexamine the design of the Flagstaff Fourth Street Campus. Selected citizens who were instrumental in the District Governing Board recall effort were invited to serve. Collaboration between the Council, the architects and the administration resulted in a campus that the community is now embracing. Dr. Jordan commented,

“We’re very excited about not only making a commitment to our presence, but also in developing our technology and workforce development centers. Our strategic plan calls for a major emphasis on occupational/technical programs to provide the training our youth and students need to stay in the community and get good paying jobs.”

The Fourth Street facility was purchased by CCC, and renovated after the Lone Tree Campus opened. Initially, the vision for the Flagstaff Fourth Street Campus was to remodel 15,000 to 20,000 square feet (out of the 52,000 square feet available) for occupational programs and for the Small Business Development Center (SBDC). But because of record high enrollments, the college needs almost all of the space. The facility has become CCC’s Fourth Street Campus and Technology Center and home to CCC’s Workforce/Enterprise Development Center, and such programs as: Administration of Justice, Allied Health, Computer Information Systems, Construction Technology, Emergency Medical Services, Fire Science, and Electronics. The Technology Center has allowed CCC to expand into other areas, such as becoming the regional provider for Cisco networking training/certification, and the addition of an Associate Nursing degree program to help remedy the nursing shortage.

CCC broke ground at Lone Tree on March 31, 2000. The building has 128,000 square feet, and was designed to be the “Learning Center of the Future”. Throughout the design process, the faculty, staff, community and administration were involved in outlining the needs for the new campus. From an educational perspective, each academic area/department provided detailed input into the necessary amenities for providing high quality educational service. The building was designed to meet anticipated future changes in electronic communications and educational programming. In addition to improved classrooms, other needs addressed included better parking facilities, food service, and a child-care center. The architects incorporated these needs into the new facility that opened for classes in January, 2002.

2 Strategic Planning

Coconino Community College has entered the new millennium with renewed commitment to its constituents, vigorous expansion, and new facilities. CCC leads the way in offering community college courses and services to its constituents throughout Northern Arizona. CCC has experienced significant change in virtually every area of operation since the comprehensive visit for initial accreditation in 1995. Among some of the major changes which have been made are the following (CCC NCA Self-Study Report for Continued Accreditation 2002, p.1-2):

- ❖ New campuses were completed in Flagstaff, Page, and Williams
- ❖ Distance learning opportunities became available through web courses and video-conferencing
- ❖ The College developed new vision, mission, purposes, and values statements
- ❖ A streamlined strategic planning system was developed which links assessment, planning, and budgeting
- ❖ The College's strategic plan focuses on the learner
- ❖ A refined system for assessing student learning outcomes was implemented
- ❖ A set of core quality indicators was developed to help measure and promote institutional effectiveness
- ❖ An Enrollment Plus initiative was implemented to promote student satisfaction

Philosophy and Mission in 1995

Back in 1995, CCC's philosophy was dedicated to the ideals of life-long learning by addressing the whole person through its commitment to those who seek to improve their skills, enrich their lives, and enhance their futures. The developed mission statement is reprinted below (CCC College Catalog 1996-1997, p. IV):

"The mission of Coconino Community College is to promote student success through comprehensive learning opportunities for its community."

To accomplish its mission, the College provides access to educational opportunities for a diverse student population. The College promotes cultural, intellectual, physical and social development, technical competence, and serves as a resource for community development.

The strategic planning process for the period 1995-2000 was based on a detailed analysis of an external environmental scan of Coconino County. The following environmental areas were investigated: demographic, economic, education, political, social, and technological (CCC Self-Study 1995, p.1). The findings of this scan were used in the development of strategic goals and objectives, and summarized in the CCC Strategic Plan. The planning groups developed strategic goals and objectives as a blueprint to guide the College for the years 1995-2000. The mission statement was the guiding force behind each of the eight broadly defined goals below, which, in turn, were supported by measurable objectives.

- ❖ Promote student success and satisfaction through support services, attention to “at risk” students, and innovative instruction and delivery
- ❖ Provide an environment of excellence in which individual worth and diversity are valued through recruitment, retention, team building, instruction, and organizational culture
- ❖ Offer a transfer and general education which provides basic skills and emphasizes communication, critical thinking, and logical reasoning, enabling students to contribute as responsible members of society
- ❖ Prepare students for work in a technological world economy
- ❖ Foster partnerships with business, industry, educational institutions, and other community organizations for mutual benefit
- ❖ Provide community service, continuing education, and cultural activities
- ❖ Strengthen the fiscal base of the College to better meet student needs
- ❖ Pursue opportunities to develop cost-effective and environmentally-sound facilities

A New Set of Mission, Vision, and Values

During the summer of 2000, CCC’s President, Thomas Jordan, launched an effort to streamline the institution’s strategic planning process. The process began during a summer retreat including faculty administrators, District Governing Board members, CCC Foundation members, and an outside facilitator.

The effort was initiated with a critical review of the institution’s mission. After much effort and input from across the college community, new statements of vision, mission, purposes, and values were adopted (CCC Strategic Plan 2002-2005). The redefined vision stressed CCC’s aim to become Northern Arizona’s premier learner-centered community for pursuing your dreams of success (CCC College Catalog 2003-2004, p. 1).

The mission became somewhat more concise and covered a broader spectrum (CCC College Catalog 2003-2004, p. 2):

“Coconino Community College provides personalized and accessible opportunities in higher education by offering transfer, career and technical programs, and community interest courses.”

How to accomplish and implement the formulated Mission have not changed much since 1995. However, the technological and economic dimensions have been added (CCC College Catalog 2003-2004, p. 1.).

- ❖ Economic Development to respond quickly in the advancement of regional economic development goals through curriculum development and skills training
- ❖ Technology Integration to provide state-of-the-art technological education and training opportunities for the student body and the community

Model for Strategic Planning

The College’s vision, mission, values and purposes serve to inspire assessment through their commitment to the generation of the learning college. This is Coconino Community College’s first strategic goal. This goal seeks to enhance and promote student success. In support of this goal, the College is implementing a continuous quality improvement process. This will demonstrate the extent to which CCC accomplishes its mission and purposes, through assessment of measurable outcomes. The results of assessment will engender improvements in both programs, and the institution overall, through the strategic planning process. As demonstrated in the model below, the strategic planning process is entirely dependent upon assessment for its circular flow. It is the institution’s mission, vision, values and purposes that provide the spark to ignite this process. Within this flow, assessment maintains momentum by supporting the decision making process. This process, in turn initiates new assessment activities to meet the demand for increased information (CCC Institutional Effectiveness Plan 2003-2004, p. 3).



Figure 1: Model for Strategic Planning to Promote Institutional Improvement

The model in Figure 1 reflects these guidelines as the institution implements its new strategic planning process. Coconino Community College’s “Model for Strategic Planning to Promote Institutional Effectiveness” (CCC Strategic Plan 2001-2004, p. 2-4) is a rolling three year plan. Each year, the College follows the steps outlined below to revise the plan, and extend it for an additional year. At the heart of the process is on-going assessment and analysis to promote institutional improvement. This includes assessment of both student learning and institutional effectiveness. Just as the institution’s strategic plan is a living document, so is the process itself.

One of the major strengths of CCC’s assessment and planning activities is the purposeful integration of (1) assessment of student learning, (2) assessment of institutional effectiveness, (3) budgeting, and (4) strategic planning (CCC Annual Assessment Report 2003-2004). The structured process created will result in the Institution’s Principal Committee for Institutional Effectiveness (PIE) and Strategic Planning Team (SPT) working together to prepare an annual assessment report for use throughout the Institution. This report becomes a direct piece of evidence to be used by the Strategic Planning Team to identify challenges and opportunities for the coming years. The institution’s finance personnel are members of the Strategic Planning Team and the budgeting process is specifically woven into the identification of strategic and operation goals (CCC Institutional Effectiveness Plan 2003-2004, p. 3).

two areas, the rest of the classrooms wrapped around the administrative/student service offices. It was impossible to walk from one end of the building to the other from the inside. The physical therapy business effectively broke CCC up into two separate buildings; administrative/student services in one building, faculty offices in the other, with classrooms interspersed through both.

In order for faculty and administrative/student service employees to interact, they had to go outside and walk down the sidewalk from one end of the building to the other. At any given time employees were strolling up and down the external sidewalk informally greeting each other, chatting, or exchanging valuable and not so valuable information. This design feature caused a great deal of information to be passed along informally to all employees. This created a sense that everyone was plugged into all the important decisions, and party to all key issues.

The Cubicles

Faculty members at the Fourth Street Campus were trapped in a rabbit warren of very small cubicles. The cubicles were only as high about 5 feet tall, when most people stood up the tops of their heads could be seen rising over the cubicle. There was no privacy at all. Conversations could not be held in the faculty offices without being overheard by five or six other people. This was beneficial for passing along information, but terrible for confidentiality. If someone wanted to have a private conversation, they had to go outside. Most lower-level administrative/student services employees were caged inside cubicles as well; although their cubicles were a little bigger, a little farther apart and arranged into departments.

Offices

Administrative/student services upper level employees had offices with doors, but the doors were rarely shut. Confidentiality was possible, but often didn't last more than a week due to the powerful grapevine. Offices were so scarce and so prized that their curious configuration stopped no one from occupying them. The President's office was located next to the Vice President's office, but the Dean of Student Services was around the corner, and the Public Relations Director had a closet on the other side of the building. Accounting was next to registration, and purchasing next to accounting. The design forced everyone to travel through the maze of departmentalized cubicles to discuss issues, dropping tidbits of information along the way.

Space

Twenty-four faculty members occupied one-third of the space administration/student services occupied. Monica Baker, a faculty member at the time, stated that everyone was on top of each other. Yet 24 faculty members were not a lot to help run the college. Each faculty member was a member of multiple committees. They were expected to do a great deal of work, but were only given a tiny space in which to do it. Faculty frustration at the time was extremely high. Anywhere else, a high-performing faculty member would be rewarded with an office, but this wasn't possible at CCC. Classrooms could not be converted into offices, nor could any other space be given up to faculty.

Noise

CCC was never quiet. So many people were packed into such a tight space. This added to the frustration and stress of employees.

Information Flow

The design, or lack of design, of CCC facilitated a high degree of information flow. Everyone knew something about everything. Because faculty was expected to handle so much work, they all "had a finger in every pie." This must be a common expression as it was put the same way by three of the employees we interviewed Monica Baker, Linda Clark, Foundation/Development Director and Sean Nittman, Director of the Learning Enhancement Center. They all mentioned that all employees had an opinion on everything, and most felt the need to express his or her opinion.

Rules and Regulations

The lack of space also contributed to some very strict rules and regulations. There were rules about furniture, about noise, and about anything else that the administration could control. When students registered for classes, masking tape was taped to the floor outlining the area students were expected to stand. Without the taped line, students would have been milling about in people's cubicle offices. According to Sean Nittman, the Director of the Learning Enhancement Center (LEC), rules in the LEC were particularly strict. Not only was noise a problem, but there was no money in the budget for carpet cleaning. Students were not allowed to carry beverages or food into the LEC, were not allowed to speak above a whisper, and were not allowed to sleep for even a second as the space was needed for other students.

The Lone Tree Campus Design

The Lone Tree Campus was designed to fix the most severe problems of Fourth Street. The noise at Fourth Street was sometimes overwhelming to its employees. Lone Tree was designed with very high ceilings to absorb noise. One of the first things people notice about the new CCC campus is how quiet it is. It also has a very spacious-feeling, deliberately so. Large floor to ceiling windows abound. One gets the impression that an organization without previous space problems would not have included so many windows, but that CCC values the openness that windows provide.

The administrative/student services offices were arranged thoughtfully. Architects met with employees to discover who they worked with daily and who they needed to be close to in order to facilitate getting work done, and arranged the offices accordingly. Linda Clark, Development/Foundation Director, is especially pleased with the results. Prior to the new building, she was Public Relations Director, and felt her office should have been right next to the President's. She was stuck in a far off corner. Now her office is right across the hall from Dr. Jordan's.

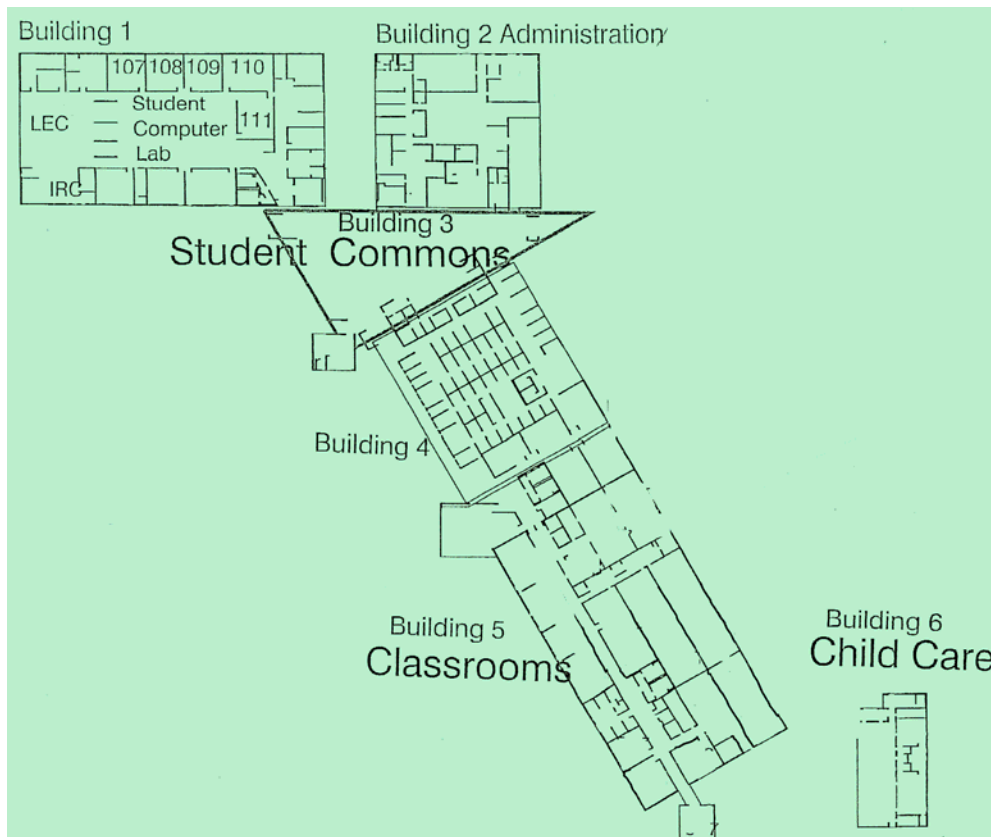


Figure 3: Lone Tree Campus Floor Plan

The Commons Area

The sidewalk, once such an important part of the culture of the old CCC, was actually recreated in the new building, but with a twist. The faculty offices and academic/student services offices are separated from administration by a "commons area." According to Linda Clark, the commons area was designed to be a place of unity where students and employees gather to chat and exchange information. Interestingly, it is sometimes viewed as a symbol of division between administration and the rest of the college. "When the law comes down from high," Linda Clark says, "people see the commons area as a great divide between administration and academic/student services."

Input

Faculty and employees had varying degrees of input into the design of the campus. Sean Nittman had a great deal of input into the design of the LEC. Monica Baker, Dean of Career and Technical Education, had a great deal of input into the design of the faculty offices. Associate faculty, however, had no input in the design of their spaces.

Information Flow

The additional space, the well-thought out office arrangements, and the distance between administration, faculty and academics/student services, makes the information flow far less abundant. No longer do all employees know something about everything. Privacy is more assured, as well. In addition, information flow is more formal. Information is not passed on the sidewalk or overheard between cubicles, but transferred in formal meetings. Linda Clark admits she doesn't get as much *diverse* information as she did before.

Communication

Communication is actually more difficult now, because the communication channels are more formal. Employees have to make an effort to communicate with other employees. According to Linda Clark,

"Every time I have a new fundraising project, I know I will need help from everyone. So I have to think about who can help me communicate information about the project, and make sure that I get in touch with those people. I can't let distance or location or difficulty prevent me from getting the help I need."

She notes that employees at CCC have to think that way as well. Everyone has to acknowledge that CCC is bigger and more formalized, but communication is key to growing in a healthy, professional way.

New Offices

At the new Lone Tree Campus, all full-time faculty enjoy a private office. Also, most of the staff have private offices. All department chairs and assistant department chairs have private offices. Many of the faculty members still have an open door policy, which is believed to be left over from the open environment of the Fourth Street campus. Many lower level employees still have cubicles, but they are very different from the old cubicles at Fourth Street. They have high walls that cannot be seen over by merely standing up. These structural changes have changed the work environment for the better for many of the faculty and staff at CCC.

Policies and Procedures

When CCC was first developed in 1991, it was done so quickly that policies and procedures were not put in place. CCC operated that way for years, until the move to Lone Tree. It was difficult for employees to move to a more bureaucratic organization, but the anticipated growth made it necessary.

Culture change

By and large, most of the employees feel as if the culture change is good. Even though it's less friendly and more bureaucratic, it's more professional as well. Linda Clark points out that formalized procedures can empower employees. Employees can pick up the phone, call purchasing, and get what they need delivered in a day or so. Before, purchasing took far longer, and getting what was needed was less assured. It was a more convoluted process. Decision-making is more expedient, since it doesn't require appeasing every single faction within the college. It is more strategic as well. Capacity issues took up a great deal of time before, now with capacity resolved, CCC can plan for the future.

Image Change

The new building is almost solely responsible for an "image" change. Linda Clark, in particular, believes that the perception of CCC in the community is better; CCC looks more professional and it is seen as more professional. It also has to make an effort to behave in a more professional way.

She also believes that some of CCC's relationship problems with the community prior to the new building stemmed from the fact that it existed within an old, worn-out strip mall. "Appearance is important," she stated. She feels much more confident going out into the community asking for grants or donations now. She also believes that students feel their CCC education has more value now.

Student Changes

The student demographics have changed at CCC, partly because of the move, but also the college has had a change in focus. The focus has been put on degree seeking students and transfer students. This is a change from the original plan to focus on vocational technology classes at the college. With the new campus, CCC took a more traditional approach to classes. Therefore, most of the classes offered at Lone Tree are academic in nature, and Fourth Street focuses on the vocational classes.

Sherrill Dana is the Passages Coordinator for CCC. She has definitely seen the change in student enrollment. Her program helps transition students entering college for the first time. She stated the populations of people in her program at the old Fourth Street Campus were mainly older women who were displaced. Now at Lone Tree Campus, the population includes men and traditional students.

Additional support for the population change in students is shown by the amount of financial aid being distributed to students at CCC. In order to receive financial aid, a student must be in a degree seeking program. In 1996, before the bond was passed, the amount of financial aid distributed was \$1,717,420. In the 2001-2002, the financial aid distributed to students was \$16,500,000. This significant jump is a result of a change at CCC from students taking a class here and there, to students working to pursue specific degrees. With this change in student population, different classes are being offered to cover the demand from these new students.

With the closer proximity to NAU, there are now many students that have dual enrollment at both NAU and CCC. Two NAU students that were interviewed enrolled in an English class at CCC for the 2004 spring semester.

Another issue that the bond specifically addressed was the advent of distance learning for Coconino County. Since the move to the Lone Tree Campus, the online courses have tripled in popularity. They have

a very high approval rating of 85%. Within the next year all the CCC online courses will have full accreditation. Another feature that has been added is that students can now register online. By fall 2004, CCC will have online bill pay as well.

In the spring of 2004, CCC offered 30 distance-learning classes. Distance learning classes use television conferencing to link Williams, Grand Canyon, Page, and Kayenta to the Lone Tree Campus. This was one of the issues for the bond election, and CCC is adding more classes each semester. These types of classes have also helped to change the student population, because they have a greater reach to different ethnic groups.

A further goal of building the Lone Tree Campus was for CCC and NAU to share facilities. The original goal was for the campuses to share classroom, lab, and library space. At the current time, all CCC students have access to all resources at NAU's Cline Library, and the use of the ceramics kiln at NAU. Beyond these two uses, the campuses have remained autonomous.

At the Fourth Street Campus, there have been many student changes as well. The campus now houses the Cisco Regional Center, a Registered Nurse program, and the woodshop for the campus. Almost all of the personal enrichment classes are offered at the Fourth Street Campus. These classes include sewing, gardening, and business applications.

Changes in Faculty

In the 1996-1997 school year there were 24 full-time faculty and 175 part-time faculty. The goal with the new campus was to keep a ratio of part-time faculty to full-time faculty of 10:1. It has not worked out the way CCC would have liked due to budget constraints from lower than expected enrollment and state budget cuts. Currently, there are 32 full-time faculty, and 500 part-time faculty. This gives a ratio of about 15:1. When the budget allows, it is a priority for CCC to decrease this ratio.

Increases in staff means employees are not involved in every committee and every decision the college makes. There has been a concerted effort to distribute decision-making more narrowly. Some CCC employees resent not being involved as much as they were before. They have taken the old culture with them to the new CCC and feel they have a right to express an opinion on every subject. This causes some conflict among employees.

One of the major changes for faculty at CCC is the new Teaching and Learning Center (TLC). The TLC provides support and training for all full and part-time faculty. One of their main functions is to design and support all distance learning for CCC. They train faculty on how to use the equipment and help with problems. The TLC also provides support for all online classes. They help teachers develop the curriculum for online classes, and have a call-in center for faculty and staff to assist with online problems.

The New Fourth Street Campus

The Fourth Street Campus was renovated during the summer of 2002 and became the Fourth Street Campus and Technology Center. The bond issue never included changes or renovation for the Fourth Street Campus. However, there was money left over from the Lone Tree construction, so Fourth Street underwent a \$2 million renovation.

The new Fourth Street Campus is still trying to find their place within the CCC community. They are now considered a satellite campus of CCC, and have a separate culture and work environment than the Lone Tree Campus. Many of the staff members at Fourth Street are disgruntled by their treatment from the Lone Tree Campus. Some of their grievances are well founded, other are not. The faculty that are housed at Fourth Street do not have the same problems as the administrative staff. The faculty seem very happy to be a part of the Fourth Street Campus. Since Fourth Street houses many important programs, it is imperative that the Fourth Street and Lone Tree Campuses come to a consensus, and start working together, rather than as two separate units.

Unintended Consequences

The LEC used to be the hub of conversation at CCC. Due to the design, employees would often cut through the LEC in order to get to the faculty lounges. A great deal of news was discussed in the LEC. Now, Sean Nittman has to make more of an effort to communicate with the rest of the college. The LEC is located in the administration part of the Lone Tree. It is separated from administration by a large conference room and is separated from the faculty and academic/student services by the commons area.

The design of the Lone Tree Campus allowed for several areas students could use to study. These areas are closer to the classrooms, and make using the LEC almost unnecessary for study space. The LEC is also separated from most of the classrooms. While the actual enrollment numbers of students has gone up, the percentage of students who use LEC services has gone down. "It's too far for students now," Sean Nittman points out. "And when they come to the LEC, they stop at the technology pod and never come back to the LEC to use our services." This is definitely an unintended consequence. In retrospect, Sean Nittman would have put the LEC where the commons area is now.

Another unintended consequence of the move was student enrollment dropped 20% in the first two semesters it was located at the Lone Tree Campus. The staff at CCC attribute this drop was due to not having the support from the Flagstaff Community on the original bond issue. Enrollment finally made a rebound in Spring 2004, when CCC reached over 4000 students.

4 Organizational Structure

The organizational structure of CCC has changed significantly since the move to the Lone Tree Campus. Figure 4 shows the organizational chart in the 1996-1997 school year. It is a circular shape starting with the community and ending with the students. This type of organizational chart shows how everything in the organization is connected and interrelated. However, it is very hard to read and understand. In the 1996-1997 organizational chart, there are two Vice-President positions that each report to the President of the college. Then all other director positions report directly to one of the Vice-Presidents.

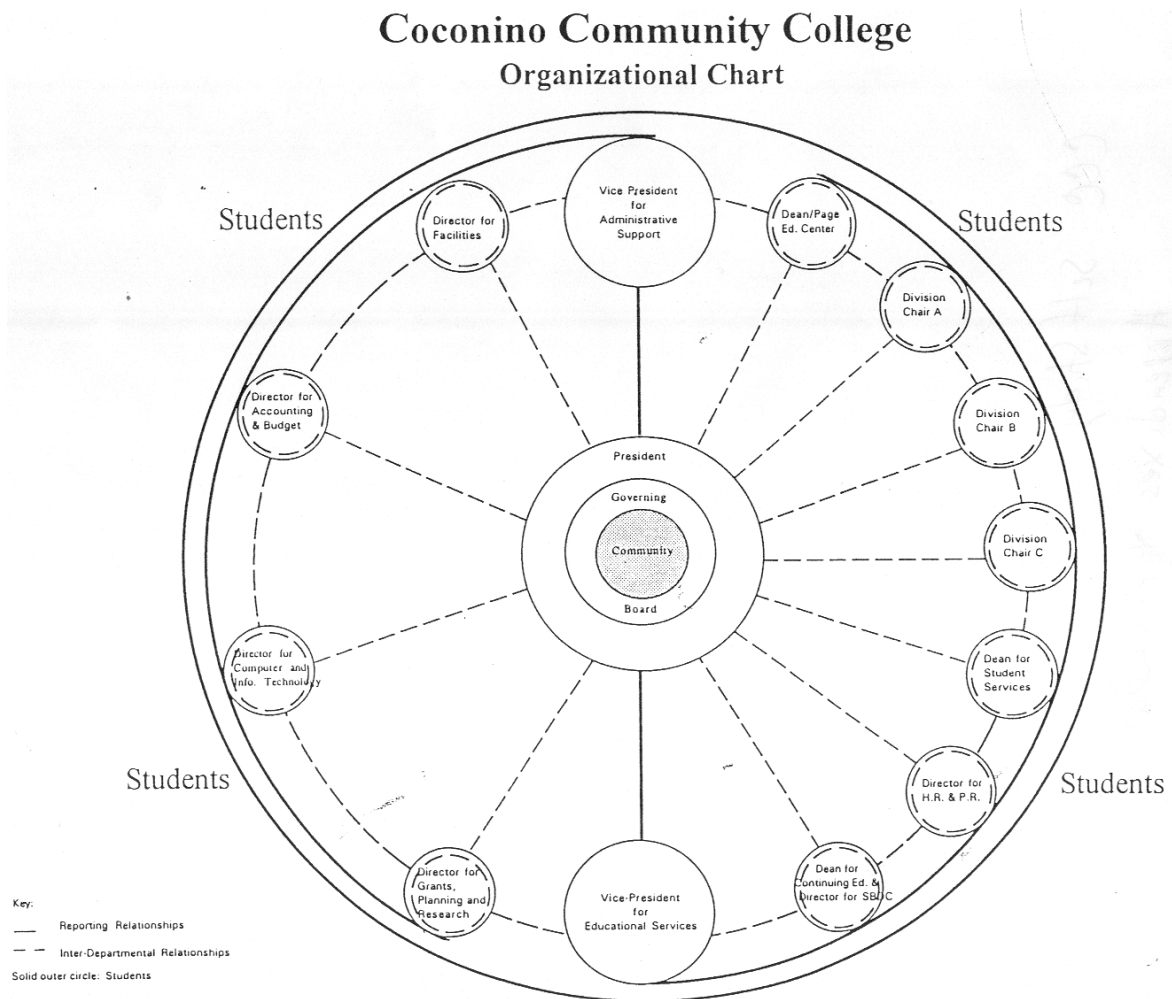


Figure 4: 1996-1997 Organizational Chart

There has been a significant change in the organizational structure at CCC since the bond issue. One reason is the college has grown and needs to have a more precise hierarchy. Figure 5 is the organizational chart for the 2003-2004 school year. In this organizational chart the President now has more staff directly reporting to him. These positions include three Vice-Presidents, Dean of the Page Campus, Public Relations and the Dean of Extended Learning. This new chart shows a shift at CCC to greater responsibility within departments. Each department has more autonomy and responsibility for its own functions. An example of this is Monica Baker, who was considered a Division Chair and reported to the Vice-President of Educational Services. Under the new organizational chart, she is the Dean of Career and Technical Education and reports directly to the President.

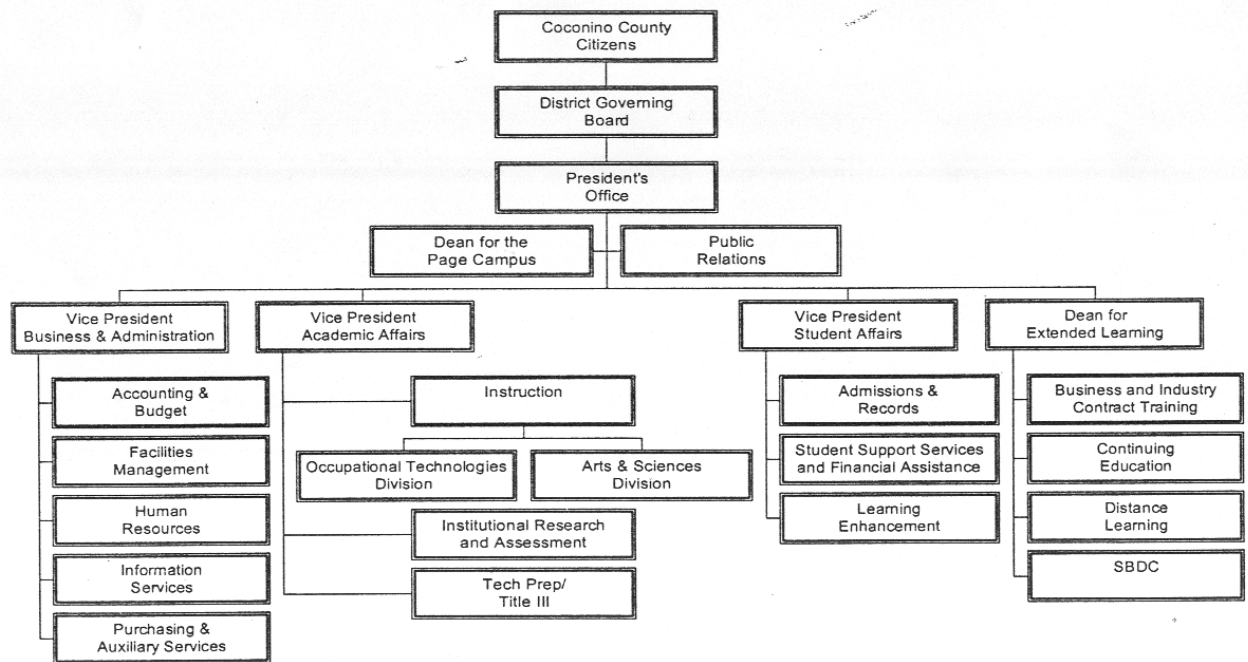


Figure 5: 2003-2004 Organizational Chart

5 Challenges for the Future

The new strategic orientation of Coconino Community College comes with major challenges in various categories: communications, human resources, funding, and maintaining momentum (CCC NCA Self-Study Report for Continued Accreditation, p.4-5).

New leadership, organizational structure, assessment, and purpose statements will require on going communication between CCC administration and employees. There is a need to continue improving communication both internally and externally. Moreover, many associate faculty members feel disconnected and uninformed about the College. The District-wide marketing, communication, information technology and strategic enrollment plans are not fully understood. In addition, communication between campuses, as well as among units, continues to be challenging. There is a need to improve communications to students and to better involve students in College decision-making. CCC's strategic planning process and decision-making models need to be more fully communicated throughout the District to promote greater understanding of their operation.

Although measures have been taken to increase full-time faculty. Hiring and retaining qualified associate faculty is another challenge. Additional support staff is needed in some areas of the College. Although perceptions and employee opinions regarding employee benefits and employee pay have improved over the past year, the overall levels of satisfaction are still relatively low; more improvement is needed. CCC needs to increase the ethnic diversity of its faculty, staff, and student body. Furthermore, there have been several changes in key leadership positions at the College over the past five years. Maintaining the institution's current organizational leadership and structure are considered important.

Recent budget cuts at the state level are placing a strain on the District's limited financial resources. The College is currently strategizing how to fund operations for the necessary increases in personnel and operation of facilities. The College's general fund is limited, and therefore other resources must be identified, especially long-term funding of future professional growth opportunities. The fiscal resources for distance learning are short-term and grant-based. Moreover, the District needs to make better use of grant and fund raising opportunities. In times of statewide budget reductions to higher education, it may be difficult to fully finance assessment/institutional effectiveness activities to needed levels.

The College must maintain its schedule for assessment of student academic achievement. The timeline for the institutional effectiveness must be maintained. Current efforts to offer services consistently throughout the District need to be maintained. The College must continue to use the results of assessment activities to improve student learning and institutional effectiveness, Vision, mission, values, and purposes should continue to drive strategic planning activities of the College. In addition, the integration of assessment, planning, and budgeting must continue.

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Appendix: Strategic Goals Development 2003–2006

Creating a Learner-Centered College—To enhance and promote student success by developing and implementing a continuous quality improvement process which (a) demonstrates the extent to which the college will accomplish its mission/purposes through assessment of measurable outcomes; and (b) results in program and institutional improvement through the college’s planning processes. Appendix A provides a more detailed table highlighting the categories strategic goals, supporting objectives, benchmark, target date, responsible party, and current party.

Expanding Learner Access—To develop and implement a sustainable and effective district-wide instructional delivery system (via technology, innovation, and creativity).

Advancing Regional Economic Development—To collaborate with area businesses, K-12 schools, post-secondary institutions and government agencies in the development of a well-trained workforce.

Managing Enrollment Strategically—To optimize district enrollment through responsive, timely, cost-effective, recruitment and retention strategies.

Developing Exceptional Human Resources—To attract and retain exceptional employees and create a healthy and dynamic work environment.

Strengthening Community Relations—To build and strengthen relationships with constituencies to make CCC a college of choice.

Maximizing External Resources—To advance the image of the college so that the private and public sectors are eager to invest in CCC’s future (CCC College Catalog 2003-2004, p.3).