

*MCC serves our communities, empowering students to succeed through innovative pathways and quality education.*

**Date:** 12/30/20

**Time:** 9:00 a.m.

**Location:** <https://mohave.zoom.us/j/96384766596>

In Attendance: Don Montgomery, Jason Gee, Jennifer Woolston, Lucinda Leugers, Mark Van Pelt, Melissa Wadley (recording), Michelle Brehmeyer, Rosemarie LeFebvre, Shawn Bristle (co-chair), Stephanie Dieringer, Stephen Eaton, Tim Culver (co-chair)

### 1. Announcements

- a. The group welcomed Dr. Culver, MCC's new Executive Vice President
- b. Gratitude and congratulations were expressed on the first Data Day event. Once Bristle receives permission from the key-note speaker, the presentation will be shared with the team. The group provided constructive feedback, which included:
  - good communication within the chat feature
  - the possibility for participant investment, homework or activities for future events
  - how participants might do deeper analysis and link it to other pieces of the institutional picture
  - controlled timing for future events
  - divide the next event over two days, using the first days' key-note information for "homework" on the second morningTeam members were encouraged to email Bristle, Culver, and Wadley with any other suggestions for future event incorporation.
- c. Reminder: Action Plan Labelling – Consistent use of certain labels helps enhance communication. In the context of MCC strategic planning:
  - i. Each action plan item should be identified by the following elements in order, separated by periods: strategy number, objective number, action initiative number, action step letter or numbers as necessary. So, the first action initiative addressing the second objective of strategy 1 would be identified as 1.2.1. Subordinate sequential steps within the initiative might be as follows: 1.2.1.a, 1.2.1.b, etc.
- d. Reminder: Monthly/Quarterly Committee Report Functions

- i. Monthly reports provide timely information about committee activities and directions.
- ii. Quarterly reports are more summative, documenting progress toward strategic goals and objectives, which will be more data-oriented.

## 2. Important Dates (IEAC items noted in bold)

- *Thu 31 Dec 2020 College Closed / New Year's Eve*
- *Fri 1 Jan 2021 College Closed / New Year's Day*
- **Mon 4 Jan 2021 Strategic Committee Quarterly Report Due – Data Day presentation by Butcher and Clifford**
- *Fri 8 Jan 2021 BOG Meeting (Data Team Presentation)*
- *Mon 11 Jan 2021 Full-time Faculty Return*
- **Thu 21 Jan 2021 Special MCCF Mtg – Present & solicit sustained funding for strategic Percentage of Need student aid model**
- **Thu 28 Jan 2021 IEAC Regular Meeting; MCCF Quarterly Mtg**
- *Mon 18 Jan 2021 College Closed / Martin Luther King Day*
- *Tue 19 Jan 2021 Classes Begin (15 & 1st 8 week)*
- *Mon 08 Feb 2021 Classes Begin (12 week)*
- *Fri 12 Feb 2021 BOG Meeting (Strategy 2 Presentation)*
- *Mon 15 Feb 2021 College Closed / President's Day*
- **Thu 25 Feb 2021 IEAC Regular Meeting**
- *Thu 04 Mar 2021 45th Day*
- *Fri 12 Mar 2021 Classes End (1st 8 week); BOG Meeting (Present Preview of 2021-22 Prioritized Strategic Actions)*
- *Mon 15 – Fri 19 Mar 2021 Spring Break*
- *Mon 22 Mar 2021 Classes Begin (2nd 8 week); Grades Due (1st 8 weeks)*
- **Thu 25 Mar 2021 IEAC Regular Meeting**
- **Thu 1 April 2021 Strategic Committee Quarterly Report Due**
- *Fri 9 April 2021 BOG Meeting (Strategies 3 & 4 Update Presentations)*
- **Thu 29 April 2021 IEAC Regular Meeting**
- *Mon 10 May 2021 Classes End (15, 12 & 2nd 8 week)*
- *Thu 13 May 2021 Grades Due (15, 12 & 2nd 8 week)*
- *Fri 14 May 2021 Commencement / Full-time Faculty Last Day of Accountability; BOG Meeting (Present Summary of Year Zero Actions and Progress, Including Baselines Established for Strategic Measures)*
- *Mon 17 May 2021 Four-Day Work Week Begins*
- **Thu 27 May 2021 IEAC Regular Meeting**
- *Mon 31 May 2021 College Closed / Memorial Day*
- **Thu 24 June 2021 IEAC Regular Meeting**
- **Thu 1 July 2021 Strategic Committee Quarterly Report/Annual Summary Due**

## 3. Strategic Plan General Updates – BOG Report Schedule (Subject to Revision as Needed)

- a. January, 2021: Data Day Recap & Data Subcommittee Report

- b. February: Strategy 2
- c. March: Preview of 2021-22 Prioritized Action Plans
- d. April: Strategies 3 (if not included in February update) & 4
- e. May: Summary of Year Zero Actions, Progress, Baseline Data, Finalized Strategic Measures

4. **Standing Reports** - Please succinctly address the highlight of the monthly report:

- *Progress/Revisions/Challenges/Requests for Help on Year Zero Items:*

1. *Baseline data established*
2. *Identification of Objective Measures & Goals (See Strategy "Key Success Measures" tables attached at end of agenda below.)*

- *Other items that may be addressed:*

1. *Action items of import or concern*
2. *Items relevant to the coordinating body (IEAC)*
3. *Small wins to celebrate*
4. *Strategic measures that need attention*
5. *Big-picture challenges*

a. **Strategy 1 Enrollment for All (Michelle Brehmeyer, June Weiss)**

- i. Objective 1.1 - Increase the community college-going rate for students in the MCC service area: The current rate is 25.5 percent and the team hoping to increase to 39 percent or about 207 students. The baseline was established by Arizona Vision, which is comfortable. Some of the outstanding items include the customer relations management (CRM) software, Prior Learning Assessment (PLA), and evaluation of enrollment and transfer policies. It's exciting to see the action items being addressed in other committees for incorporation into the overall work of the college.
- ii. Objective 1.2 - Increase the enrollment of underserved student populations from the MCC service area: The team is looking for an absolute collective increase of 15 percent. This objective will be sent to the data management group for confirmation on numbers. Data shows that increasing the number of minority population equals about 247 students, the >25 years equal 475 students, and Pell recipients equal 414 students. The team was tasked with providing targeted cultural diversity training to staff and faculty members (paused in this team); work is ongoing within Objective 4.5.
- iii. Objective 1.3 - Increase enrollment of occupational learners in programs with industry-recognized credentials: When the strategic plan rolled out, the college had a three-year mean. Right now, the school only has a two-year mean due to the Jenzabar EX to J1 update and change in program data collection. Although, the 25 percent program increase would be about 233 students. The team has been discussing the usage of academic year 2020-21 within the rolling three-year mean for more appropriate numbers. Work is ongoing with the identification

and auditing of viable CTE program offerings and conversations between Jason Gee and Stephen Eaton related to the 25 percent increase.

- iv. Objective 1.4 - Increase enrollment of high school learners via innovative dual, concurrent and early start offerings: The rolling five-year mean is about 967 students. The team is looking forward to comfortably achieving 1,016 students by 2023-24 for a five percent increase. This is an exciting area, with a lot of data coming in. Actions include examination of characteristics of students coming to MCC straight from high school and patterns that warrant further exploration. Weiss intends to have multiple focus groups via Zoom to line up any causal relationships, correlations, and assumptions. In response to Culver's inquiry, Brehmeyer provided the definition for Early Start scholarships, which is 10 credit hours for in-state tuition to qualifying high school juniors and seniors, taking >100-level courses. STU 103 is usually a required early start course. This scholarship has been utilized about 20 percent, which seemed low to Brehmeyer, but within normal range to other departments. Recipients are generally classified as dual and/or concurrent students; extra report filtering is required to break out early start data.
- v. Objective 1.5 - Develop a student aid disbursement structure to assist in growing enrollment: The annual goal for this objective is yet to be determined as the team tries to find the correlation between financial aid structures and increasing enrollments. The team will be working with the MCC Foundation to address First-Generation of poverty-level students as they work off the newly redesigned percentage-of-need model. The team is hoping to humanize the information for the Board presentation in order to show the true value and need, along with best practices. Year one progress may be difficult to obtain; Bristle and Culver to discuss this topic offline.

**b. Strategy 2 Academic Programs & Workforce Development Partnerships (Stephanie Dieringer, Jason Gee)**

- i. The team has been focusing on three out of the five objectives with 2.1, 2.2, and 2.4. Objective 2.1 – Increase college readiness of Mohave County prospective students: The primary work, so far, has been in developing a K-14 pipeline in an effort to change the nature of MCC's relationship with communities by involving MCC in the beginning stages of a child's experience through to the time when they can start college courses. The team has been researching similar programs to glean the most appropriate pieces appropriate that MCC can do, but remains early in the data collection stage. While attempting to move the needle in the college-going rate, the team also hopes to move the needle in the identified underserved populations. The team will formulate work through the lens of population tendencies revealed in the data from 2.1.1. Similarly, 2.1.2 is all about equity, inclusion, and diversity, creating that office, and focusing on that work. These items will be working hand-in-hand. MCC needs to recognize that the college-going rate low, so the college needs to change the way the public

views/values college. Data shows that the majority of (Mohave County) students enter the workforce directly from high school, unprepared, and without any additional training. By systematically going through the different levels, MCC can help students be better prepared. The team is in the process of obtaining an agreement with Mohave Accelerated Learning Center (MALC), a BHC area charter school, to serve as a pilot for some programs before they are rolled out en masse. Gee is awaiting response from MALC's elementary level school principal before moving forward with the middle and high schools. The schools will need to determine the balance of comfortable involvement with MCC as a support structure to the school's existing practices, as well as bringing in additional things focused on moving toward college.

- ii. Objective 2.2 – Improve student preparedness for careers and community engagement by expanding experiential learning opportunities with the support of external partnerships: Eric Wilbur and the team have been focusing on which experiential learning practices are already in place (at MCC), and investigating other available methods to make experiential learning the norm, rather than the exception. The team hopes to give every student the opportunity for experiential learning during their time at MCC with 100 percent involvement rate. Wilbur has a faculty survey prepared for the spring start that will collect current experiential learning opportunities. The experiential learning concept is the crux of the requested two-part symposium funding (part 1). The symposium will internally educate MCC personnel on experiential learning's value, what it is, how to implement, etc. The second part will involve the communities' understanding and buy-in within our partnerships for maximum student benefit.
- iii. Objective 2.4 – Implement academic planning and delivery models that address the scheduling, modality, and programs needs of the students we serve: Lucinda Leugers is leading this particular team, working on obtaining the different available methods, examining feasibility for MCC, and determining what our students need. (i.e., Knowing how to schedule without first knowing the student's needs.) This objective is closely linked to the experiential learning for maximum effectiveness for program development. While CTE programs tend to be easier to connect to experiential learning experiences, they are harder to connect general education programs. The team hopes to bring broad, holistic perspective to the institution.
- iv. Dieringer noted how differently CTE, health professions, and general education programs work in respect to experiential learning, particularly in terms of scheduling and modality. The team preliminarily had Robert Faubert pull gen-ed success rates for 8- and 15-week classes, and found too many uncontrollable variables (adjunct vs. full-time, summer vs. fall/spring, etc.). So, the team had to reject the hypothesis that all classes were equal, leading to many "TBDs" within the key success measure outcomes with the qualitative data. The team is unable to directly correlate broader quantitative enrollment, retention, and completion trends to attributable changes in variables (modality, term, FT/PT faculty, etc.).

- v. Team members are still meeting to determine the best way to quantify data for future presentations. Much of the work will be correlative rather than causal, as it will be difficult to measure the quality of experiential learning experiences, strength of community relationships, or regional prosperity. Culver offered to meet with groups to discuss measurements.
- vi. Brehmeyer noted that 1.4 overlaps 2.1, and offered to share data with Gee and Dieringer. Enrollment for All meets on 1/4/21 to move forward with action items, one of which (1.9) is evaluating K-12 pipeline educational opportunities. Gee asked Brehmeyer to be included, along with Danette Bristle in discussions.
- vii. Dieringer also noted some research overlap related to Prior Learning Assessment (PLA) between Strategies 1 and 2, and offered to share the information with Dr. Trevor Holland.
- viii. LeFebvre indicated that development of Guided Pathways includes backward planning from the career aspect, down through the program and ancillary pieces; linkage to Strategy 2 will be critical during the actual planning.

**c. Strategy 3 Holistic Approach to Student Success Committee (Kay Lynn Trybus, Jennifer Woolston)**

- i. The team has several workgroups assigned to one or more objectives. While 3.1, 3.2, and 3.3 are different, they are also related, since the college wants students to return, take more credits, and complete as quickly as possible. In that spirit (commonality), one group is examining texting software. The team is looking forward to presentations from Signal Vine and Mongoose in an effort to nudge and effectively communicate with students, especially during this (covid) pandemic. The college currently uses student emails, LMS messaging, and zoom advising, but students are not fully taking advantage of these communication methods or support services. Texting is another platform to reach out, connect with, and help students who may be falling into the gaps.
- ii. The groups are also looking into degree declaration tools and an academic programming map project. The mapping project was presented to the Deans of Instruction and Student Services, and highlights advisors meeting with faculty to discuss potential student questions related to programs and courses, and to keep everyone on the same page with students receiving the best possible advice and guidance. The team hopes to start this new work at the end of January and beginning of February, then communicate with students from there.
- iii. Related to Objective 3.3, the team is researching early alert systems, as well as proposed positions for academic success coaches, bookstore liaison, and programs aimed at shepherding students (Aunt Bertha).
- iv. Current information and on Objective 3.4 is with Trybus, and will be reported out later with possible assistance from the data team.
- v. Culver indicated the start of some work with the Student Services teams regarding the development of the "Enrollment/Re-enrollment Funnel," which will provide information on admit types, intentions, persistence, and progression

until the students complete. The development of the funnel will support all of the objectives under Strategy 3, as part of Culver's charge of folding a Strategic Enrollment Plan into the overall Strategic Plan. More information and help is anticipated.

- vi. Brehmeyer reminded Woolston about the customer care research found on Ocelot (texting/chatbot) platform, and offered to share the information and proposal.
- vii. Dean Hamblin is assembling a workgroup for Objective 3.5 to look at ways to increase support services and targeted programming for all underserved populations. The college recently held some virtual events in the spirit of inclusivity, so progress is being made. There still more work needed on this front.

**d. Strategy 4 Foundations of Organizational Success: Technology, Facilities, Personnel Resources (Jennie Dixon, Don Montgomery)**

- i. Dixon and Montgomery have met with each Objective team lead(s), and realigned schedules.
- ii. Objective 4.1 – LMS quotes are pending for faculty and personnel development.
- iii. Objective 4.2 – Learning spaces haven't been used to normal capacity with the onset of covid. Researching the update of classroom equipment, software, and tools was postponed until faculty return to campuses to provide applicable feedback.
- iv. Objective 4.3 – Data security brought about a reorganization of schedules to redefine goals. IT already handles this on a daily basis, keeping up with timely threats. So, this objective is undergoing revision.
- v. Objective 4.4 – The new budgeting system is up and running, and many folks have received business office training. Budget goals are due in January.
- vi. Objective 4.5 – Robert Faubert retired, so the data governance workgroup is falling to one of the librarians. Brehmeyer indicated that the group is defining data governance and developing a flowchart and resources to move forward.
- vii. Objective 4.6 – Some of the goals and dates were reworked to provide for current facilities condition assessment, pushing a facilities master plan further down the road. Years one and two budgets were submitted for approval.

**e. Guided Pathways (Stephen Eaton, Rosemarie LeFebvre)**

- i. Rather than prescribed goals and objectives prescribed through the Strategic Plan, this team has global support outcomes that are under development. This team has been working with the Arizona Center for Community College Success (Arizona's statewide student success organization), to provide MCC with seminars and guest speakers on "what are guided pathways?" The team has been exploring the pillars of guided pathways and educating the group. Eaton and LeFebvre had the opportunity to meet with Faculty Council President, Tonya Jackson, to determine the faculty role within this endeavor. Faculty are

scattered throughout all the committee structures, and the team does not want to overburden any individual faculty member. The team is planning to have faculty members work with the Guided Pathways taskforce, as or when needed, for specific pathways, projects, and trainings.

- ii. The team recognizes that it is now time to create separate workgroups to develop a communications plan, a sense of urgency across the institution, and to relay and connect with other groups for backward planning pieces. The group will meet every two weeks through the end of the fiscal year to develop specific goals and accomplish the needed work. Current practices will be scrutinized from a student perspective for integration into the taskforce activities.
- iii. The team presented to the Governing Board two months ago, which is the information needed as part of the communication plan for the institution. MCC needs to communicate to everyone what a guided pathway institution looks like and how it functions, the pillars, what the pathways are, program supports, and the ability to measure outcomes. Teams are welcome to share the Governing Board presentation.
- iv. Eaton explained that while the team has identified pillars, they've also identified some chinks that need to be reinforced when teams are assigned.
- v. LeFebvre ensured that gap analysis will continue. At this point, team members have been coming together to develop common understandings, which now need to be communicated out to build the urgency through the college, which will ensure structures are in place to support pathways.

**f. Data Team (Matt Butcher, Laurel Clifford)**

- i. Culver met with Butcher and Castaneda recently to discuss the data dictionary and get up-to-speed. Additional meetings are scheduled for next week on how the data team can support all efforts and how to "go bigger."

**g. Grants (Stephen Eaton, Fred Gilbert)**

- i. The team put forth a potential position proposal to the president, as well as a draft process for folks desiring to apply for grants. The team proposes that all grant applications need to be approached and processed in the same way, no matter the amount, with an appropriate approval chain. The team will need to meet with administration to determine the next steps.

**5. Additional Committee Reports – No reports**

**6. Items for Attention**

- a. Old Business
  - i. Continue Prioritization of 2021-22 Budget Requests - Tabled
- b. New Business

- i. Evolving Process Informal Review/Discussion and Next Steps: What do we need to hear/think about?

Discussion: Team members requested scheduling of regular co-chair meetings, revisiting action plans, adjusting target dates, and revisiting chief worriers/objective leads. Culver would like to create a system to loop in affected parties and build awareness of the new EVP role, which will address many interdependencies.

**Actions: Schedule meetings**

*Personnel Responsible: Culver, Eaton, Masterson, and team members*

## 7. Adjournment

## Strategic Key Success Measure (approved by BOG June 2020)

Measure	Current	Outcomes by 2026
<b>Strategy 1 Key Success Measures</b>		
1.1 Community College-Going Rate	24% (2017-2018)	2025-26 Goal: 39% College-Going Rate for 2023-24 Cohort (absolute increase of 15%)
1.2 Enrollment – Underserved Student Population	Baseline in development: unduplicated headcount for three populations in AZ Vision Metric 5 (25+, Pell Recipients, Minority) and for the following subpopulations: Veterans, Asian, Black, Hispanic/Latinx, White, and Native American.	2025-26 Tentative Goal: 15% absolute collective increase (contingent on historic baseline data)
1.3 Enrollment – Programs w/ Industry-Recognized Credentials	Baseline in development: unduplicated headcount of students enrolled in CTE programs w/ industry certifications. Measurement consideration: 3-yr rolling mean enrollment.	2025-26 Tentative Goal: 25% absolute collective increase
1.4 Enrollment – High School Learners	967.4 rolling 5-year mean (2017-18 cohort)	2025-26 Goal: 1016 rolling 5-year mean for 2023-24 cohort (49 new students; 5% absolute increase)
1.5 Enrollment – Total (result of aid)	Measure and baseline data in development.	Annual Goal: TBD
<b>Strategy 2 Key Success Measures</b>		
2.1 Mohave County College-Going Rate	24% (2017-2018)	2025-26 Goal: 39% college-going rate for 2023-24 cohort (absolute increase of 15%)
2.2a Process – Establish measure of experiential learning opportunities with support of external partnerships available to students.	Measure in development, including multiple possible sub-measures, and definition of experiential learning.	TBD, contingent on measure and baseline development
2.2b Preparedness for Career and Community Engagement - Student Response	Year Zero - Create post-graduation survey to be delivered 18 months after student completion & establish baseline measurement	TBD after implementation of survey and establishment of baseline data
2.3 Program Alignment with Workforce and Educational Attainment Needs (Process & Measure)	Year Zero - Develop process, qualitative measure & baseline data <ul style="list-style-type: none"> <li>• Qualitative measure defining criteria for graded levels of alignment (red, yellow &amp; green)</li> <li>• Measure to involve feedback from external stakeholders, including consultation at key milestones in planning processes</li> <li>• Criteria to include assessment of responsiveness to market scope and workforce needs</li> </ul>	Establish measure and baseline during Year Zero. Example - ?% of programs will be in green status

Measure	Current	Outcomes by 2026
2.4 Process – Establish processes enabling measurement of understanding student need; establish qualitative measure criteria	Year Zero – Establish process, multiple measure(s) & baseline data <ul style="list-style-type: none"> <li>Explore feasibility of waitlists. Data may demonstrate student preferences and enable schedule optimization</li> <li>Consider AZ Vision Metric # 6, Percent of Credit Hours Earned Via Alternative Times or Places</li> </ul>	Establish measure and baseline during Year Zero. Example - ?% of students report availability of courses needed
2.5 Measure of culture of faculty development	Year Zero – Establish process, measure(s) & baseline data <ul style="list-style-type: none"> <li>% of programs achieving learning outcome benchmarks</li> <li>Engagement in PD focused on learning outcomes achievement</li> </ul>	Establish measure and baseline during Year Zero. Examples - % of programs meeting outcome benchmarks; % of faculty report engaging in development activities supporting student achievement of program learning outcomes; overall student SLO achievement.
<b>Strategy 3 Key Success Measures</b>		
3.1 Two-Year Credit Threshold Rate	(2016) 47% - part-timers completing 24 credits; 25% full-timers completing 42 credits	2026 Goal: Absolute 5% increase for 2022 cohort
3.2 Fall-to-Fall Retention Rate (Credential-Seeking Students)	(2016) 69%	2026 Goal: Absolute 8% increase of 2024 cohort.
3.3 Program Completion Rates (150% of Normal Time)	(2016) Baseline in development.	TBD, contingent on measure and baseline development
3.4 Transfer-out Rates	Baseline in development (AZ Transfer Portal)	2026 Goal: Absolute 5% increase
3.5 Retention & Success Rates, Underserved Populations: Age 25+, Pell Recipient, Minority, Veterans, Asian, Black, Hispanic/Latinx, White, and Native American	Baseline and gap analysis for respective subgroups in development.	TBD, contingent on baseline development
<b>Strategy 4 Key Success Measures</b>		
4.1 Achievement of Annual PD Goals	52.2% (2018-2019)	2025-26 Goal: 100% achievement
4.2 % of Learning Spaces with Standard Tools, Equipment, and Software	Baseline in development	2025-26 Goal: 90% of learning spaces equipped with standard tools, equipment and software by June 30, 2022
4.3 # Annual Human Error Security Breaches; # Annual System Weakness Security Breaches	Due to information sensitivity, baseline data will be examined internally.	25% decrease; 10% decrease by June 30, 2024
4.4 Budget Process Completion & Operationalization, Aligned to Strategic Plan		Operationalized by June 30, 2023

Measure	Current	Outcomes by 2026
4.5a Data Governance Plan (data standards, integrity & access) Process Established		Established by June 30, 2021
4.5b Data Governance Plan Implemented		Implemented by June 30, 2026
4.6 Master Facilities Plan Completed		Completed by June 30, 2023