

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

**Date: 5/06/21**

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

**Location: <https://mohave.zoom.us/j/98363643829>**

Attending: Ana Masterson, Ann King, Carissa Eaves, Heather Patenaude, Jason Gee, Jennifer Dixon, Jennifer Woolston, June Weiss, Kay Lynn Trybus, Kirk Lacy, Laurel Clifford, Lucinda Leugers, Mark Van Pelt, Melissa Wadley (recording), Michelle Brehmeyer, Nanci Clark, Natalie Gebicke, Rosemarie LeFebvre, Shawn Bristle (co-chair), Sonni Marbury, Stephanie Dieringer, Tim Culver (co-chair)

## 1. Announcements

### a. EVP Update (Culver)

#### i. Committee Structure 21-22 policy and needed updates

- Policy 5.015 - The college shall maintain a communication structure to ensure that all employees of the college are kept informed in a timely manner and have a voice regarding the operation of the college.
- Every committee and council, and work groups as appropriate, shall have an authorizing charter, which shall include the general and specific purposes, membership roster, meeting frequency, reporting structure, Higher Learning Council's guiding Criteria and Strategic Plan alignment. Charters shall be reviewed and updated periodically as changes demand.
- 5.015-A – SPAC is a STANDING COMMITTEE - A cross-functional committee convened for an On-going purpose; may have rotating terms for members.
- 5.015-B outlines responsibilities
- Responsibilities of committee members
  - Committee members usually attend meetings because they represent some constituency or have some particular expertise or responsibility in an area. At a minimum, members should:
    - Notify the committee chair if they cannot attend a meeting.
    - Prepare for the meeting by reading the agenda and materials.
    - Contribute to discussion.
    - Report back to their constituencies, if applicable.
    - Carry out any follow-up action required of them.
- Responsibilities of chairs of committees
  - The chair of the committee is responsible for ensuring that committee business and meetings are effectively managed, that quality recommendations and decisions are made, and that follow up actions are completed. In particular, the chair/co-chair is responsible for:
    - Chairing the committee meetings in a fair, objective, efficient and collegial manner.
    - Instruct members to the committee role, responsibilities and processes.
    - Determining attendance of non-members

- Developing agendas in conjunction with the committee recorder.
- Establishing any subcommittees/workgroups/action teams and determining their objectives.
- Reporting committee recommendations and decisions to other relevant bodies.
- Ensuring that decisions are effectively communicated and carried out.
- Responsibilities of committee recorders
  - Recorders are responsible for the day-to-day administration of the committees. Their main tasks are:
    - Developing a meeting schedule and establishing deadlines for meeting agendas
    - Maintaining up-to-date list of committee members
    - Arranging for room bookings; Setting up conference calling and technical equipment
    - Communicating with the Chair regarding committee business, preparing & distributing the agenda and materials in a timely manner.
    - Taking notes at the meeting and writing the proceedings; posting the proceedings, if required
    - Keeping record of all committee related documents.
  - SPAC (a standing committee) has these subcommittees:
    - SP Goal 1 - Enrollment for All
    - SP Goal 2 - Workforce & Partnerships
    - SP Goal 3 - Holistic Student Success
    - SP Goal 4 - Organizational Foundations
    - Data Analytics – **Subcommittee charge review/revision is needed.** Clifford indicated that this subcommittee is similar to a think tank which supports data governance (4.5) and asks whether the right research questions are being addressed for the data driven/informed decision making. This group may support IEN (below) and milestone achievement as a wrap-around subcommittee.
    - Guided Pathways – **charge creation is needed if this workgroup will become a subcommittee.**
  - SPAC has this Work Group:
    - Grants Management – Future position will report to Executive Vice president; this group is removed from SPAC structure.

- ii. Institutional Effectiveness Network (IEN) – new and evolving
  1. Academic Program Review and Prioritization Process
  2. Non-Academic Programs and Service Review
  3. Strategic Plan Key Performance Indicators
  4. Academic Student Learning Outcomes
  5. Co-Curricular Student Learning Outcomes

- iii. Strategic Planning and Alignment Committee (SPAC)

1. **Co-chairs will update their membership lists and charges, sending information to Tim Culver on/before 6/1/2021.**

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

- 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 SPAC Regular Meeting**
- Mon 31 May 2021 College Closed / Memorial Day
- **Thu 24 June 2021 SPAC Regular Meeting**
- **Thu 1 July 2021 Strategic Committee Quarterly Report/Annual Summary Due**

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

- a. May: Summary of Year Zero Actions, Progress, Baseline Data, Finalized Strategic Measures; Preview of Year One
- b. June: Year One Priorities

**4. Year One Priorities and Resources; SPAC Budget Requests & Planning Matrix**

*(Review of Year 1 Priorities & Actions (Reference the SP Outline and Action Planning Matrices)*

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

- i. 1.1.2 - Implement Customer Relations Management Software.
  1. Discussion: \$300,000 earmarked for Year Zero, but may need to be budgeted for Year One. Ellucian is slated for purchase using the standard “out of the box” version. VanPelt has a contract meeting scheduled for later today.
    - a. **Action: None**
- ii. 1.2.1 – Address the needs of prospective students from underserved populations. diversity training.
  1. Discussion: The workgroup will explore \$1,000 funding sources from existing budgets after receiving consultant recommendation.
    - a. **Action: None**
- iii. 1.3.1 – Expand non-credit and credit-awarding opportunities for programs with industry-recognized credentials (IRC).
  1. Discussion: This \$36,650 proposal will need annual licensing to continue year-to-year. Theoretically, the new ERP should integrate with Ellucian. This platform is already included within the year one WDRP budget.
    - a. **Action: None**
- iv. 1.5.2 – Find a software that will bridge the gap between the Financial Aid office and MCC Foundation that will improve efficiency.
  1. Discussion: While no formal proposal has been submitted, the Campus Logic presentation hit all the necessary components for FA and

Foundation use and functionality. The teams requested a \$40,000 placeholder. Committee members inquired about sharing the expense with the Foundation. Formal proposal work will continue for subsequent year submission.

a. **Action: None**

**b. Strategy 2 Academic Programs & Workforce Development Partnerships (Gee, Lacy, Leugers)**

i. No reports or proposals presented.

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

i. 3.1.1 – Finish-N-2 Program

1. Discussion: The workgroup requested a \$20,000 placeholder for spring 2021-22 for development of a banded tuition program. The committee suggested use of funding sources from existing budgets.

a. **Action: None**

ii. 3.2.1 – First-year transition (Guided Pathways, orientation, FYE, and extended orientation)

1. Discussion: The group would like to pilot an in-person new student orientation. There may be funding available in existing budgets, but more details are needed on projected costs, which are estimated at \$40,000.

a. **Action: Moving forward to FAB**

iii. 3.2.2 – CAN: Congratulating, Alerting, and Nudging Communications (early alert/text/chatbot).

1. Discussion: Patenaude and Gebicke provided a chatbot and texting platform proposal for committee consideration with an estimated cost of \$40,000. Three vendors are available for follow-up questions and demonstrations. This proposal covered multiple initiatives in all strategic plan goals.

a. **Action: Moving forward to FAB**

iv. 3.3.1 – Faculty Program Specific Advising

1. Discussion: The group requested \$15,000 for the professional development/training to faculty on how to engage potential students to support program outreach. The committee recommended working with Deans and Human Resources to determine available resources and funding.

a. **Action: None**

v. 3.3.2 – Career Coaching/Success Coach

1. Discussion: The team proposed establishment of a success coaching program and/or career center, with \$12,000 for staff training/development and \$40,000 for updated facilities on BHC and LHC campuses and software to support (Ellucian) case management. The committee requested more details and examination of existing professional development budgets for year one.
  - a. **Action: Moving professional development forward to FAB.**
  
- vi. 3.3.3 – Math Progression
  1. Discussion: The team requested \$6,000 for MAT 101 adjunct faculty professional development. Clifford indicated that 40% of MAT 101 students do not earn a passing A, B, or C grade. The proposal supports strategic goals.
    - a. **Action: Moving forward to FAB**
  
- vii. 3.4.1 – Career & Transfer Fairs
  1. Discussion: The team requested \$2,500 for marketing funds and promotion to design virtual career and transfer fairs. Gee indicated that existing Perkins funding has been provided in the past, and may be available with existing resources.
    - a. **Action: None**
  
- viii. 3.4.3 – Develop second-year transitions Program (30+ credits)
  1. Discussion: The team requested development of a “Done in Two” program, where MCC pays student admissions application fee, assists with admissions applications, and enhanced relationships with all school partners waiving fees. The committee recommended continued work during year one with applicable funding requests in subsequent years.
    - a. **Action: None**
  
- ix. 3.5.1 – College-wide case management system
  1. Discussion: The team requested \$600 for catering during training of student services personnel related to case management. The committee recommended use of existing budget funds.
    - a. **Action: None**
  
- x. 3.5.2 – Comprehensive evaluation current institutional DEI practices related to underserved populations.
  1. Discussion: The team requested \$48,500 for consulting work and the strategic development of DEI action plans for years two through five. The committee indicated that this is already allocated through the President’s Office.
    - a. **Action: None**

- xi. 3.5.3 – Redesign support services and resources to address factors of highest insecurities.
  - 1. Discussion: The team requested \$3,000 for supplies, marketing, and staff time to cover the analysis of survey results and development of responses to students exhibiting greatest need. The committee suggested further design in year one with funding request in subsequent years.
    - a. **Action: None**

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

- i. No reports or proposals presented.

**e. Guided Pathways (LeFebvre, Dieringer)**

- i. No reports or proposals presented.

**5. Adjournment**

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

## 2. Strategy 1 Objectives and Action Plans

**NOTE: \*\*Please see matrix with yearly goals at below link. Multiple meetings have occurred for 1.2 and the matrix will be built this week. 1.1 and 1.3 are under construction. 1.4 and 1.5 are completed. Our due date for matrices is March 22.**

View only:

 [Objective Matrix with Yearly Goals.xlsx](#)

Please “copy and paste” the below link into browser:

[\[my.sharepoint.com/:x/g/personal/ajohnson2\\\_mohave\\\_edu/EdwR7TMCS2ZJs\\\_gF4KzHdSkBLHhzNuWFjB7pjaB0AAK-Yw?e=bi1Xo5&wdLOR=cBC350E6C-AC5B-9145-950B-D54B3C6A0EE9\]\(https://mohavecc-my.sharepoint.com/:x/g/personal/ajohnson2\_mohave\_edu/EdwR7TMCS2ZJs\_gF4KzHdSkBLHhzNuWFjB7pjaB0AAK-Yw?e=bi1Xo5&wdLOR=cBC350E6C-AC5B-9145-950B-D54B3C6A0EE9\)](https://mohavecc-</a></p></div><div data-bbox=)

### 1.1 Increase the community college-going rate for students in the MCC service area

Measure	Data Source	Current	Outcomes by 2026
1.1 Community College-Going Rate	AZ Vision Metric	24% (2017-2018)	2025-26 Goal: 39% College-Going Rate for 2023-24 Cohort (absolute increase of 15%)

The below action plan steps have been consolidated into two action plan steps:

- 1.1.1 Implement Strategic Enrollment Plan
- 1.1.2 Implement Customer Relations Management Software

#### 1.1.1 Begin Strategic Enrollment Management Plan

Folded into 1.1.1, Year 1.

#### 1.1.2 Explore, acquire and implement Customer Relationship Management Software

Folded in 1.1.2, Year 1. Cost: \$300,000 is budgeted.

#### 1.1.3 Identify and develop outreach plan(s) for areas of high need and high impact

Folded into 1.1.1, Year 2, SEMP development.

#### 1.1.4 Assess key existing marketing, communications messages and delivery channels

Folded in 1.1.1, Year 0, SEMP development.

#### 1.1.5 Evaluate enrollment incentives (funding, programs, extracurricular, etc.) and outcomes for each target market

\*Possibly part of S1, Obj5

Folded in 1.1.1, Year 2, SEMP development.

#### 1.1.6 Fully develop and optimize schedule of communications and marketing campaigns to prospective students

\*Possibly be combined/accomplished via Action Step #2 (CRM)

Folded in 1.1.1 and 1.1.2, Year 3, SEMP development – with yearly monitoring.

#### 1.1.7 Identify off-site hubs to promote and provide programs/classes

Folded in 1.1.1, Year 2, evaluate Year 1 with SEMP development.

1.1.8 Sharpen structure for prior learning assessment, offer workshops in target areas

Folded in 1.1.1, data has been pulled and research is being conducted. Year 0 with SEMP development.

1.1.9 Evaluate enrollment and transfer policies

Folded in 1.1.1, data has been pulled and research is being conducted, Year Zero.

## 1.2 Increase the enrollment of underserved student populations from the MCC service area.

Measure	Data Source	Current	Outcomes by 2026
1.2 Enrollment – Underserved Student Population	AZ Vision Metric	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)

1.2.1 Survey/Engage Community regarding underserved student populations in MCC service area.

Currently, this action step is being consolidated into one, overarching action step.

1.2.2 Provide staff and faculty training regarding different cultures in target area(s).

Currently, this action step is being consolidated into one, overarching action step. data has been pulled and research is being conducted. Workgroup considered training on cultural sensitivity as a foundation for collegewide staff; coordination with Strategy 4 has been completed and 1.2 training recommendation has temporarily paused due to the evaluation of potential professional development platforms.

1.2.3 Provide promotional materials in other language(s).

Currently, this action step is being consolidated into one, overarching action step.

1.2.4 Develop informational workshops or sessions to familiarize underserved populations with the College.

Currently, this action step is being consolidated into one, overarching action step.

1.2.5 Research best practices regarding for engaging, attracting and supporting underserved populations. **\*Possibly merge with Action #1\***

Currently, this action step is being consolidated into one, overarching action step.

1.2.6 Cater events/services to underserved groups/heritage in target area(s).

Currently, this action step is being consolidated into one, overarching action step.

## 1.3 Increase enrollment of occupational learners in programs with industry-recognized credentials.

Measure	Data Source	Current	Outcomes by 2026
1.3 Enrollment – Programs w/	MCC Data - Jenzabar	Baseline in development: unduplicated headcount of students enrolled in CTE	2025-26 Tentative Goal: 25% absolute collective



Industry-Recognized Credentials		programs w/ industry certifications. Measurement consideration: 3-yr rolling mean enrollment.	increase (approximately 233 students) *Please note this is a two-year rolling mean (rather than 3-yr).
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The below action plan steps have been consolidated into a single action plan.

- 1.3.1 Expand non-credit and credit-awarding opportunities for programs with industry-recognized credentials

1.3.1 Identify viable CTE program offerings through establish college wide and community collaborative teams.

1.3.1 Years 0-1 (Data has been collected throughout year 0, focus in year 1 to identify programs with greatest opportunity to target enrollment growth).

1.3.2 Refine CTE schedule and course offering in order to ensure program completion.

1.3.1 Year 2

1.3.3 Expand CTE program opportunities.

1.3.1 Year 3 – Does this belong with strategy 2?

1.3.4 Educate community members regarding the benefits of completing a CTE program.

1.3.1 Year 3

1.3.5 Develop professional learning communities for CTE programs.

1.3.1 Year 1

**1.4 Increase enrollment of high school learners via innovative dual, concurrent and early start offerings.**

Measure	Data Source	Current	Outcomes by 2026
1.4 Enrollment – High School Learners	AZ Vision and MCC Data - Jenzabar	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)

The below action plan steps have been consolidated into two action plan steps.

- 1.4.1 Strengthen relationships with K12 partner institutions to increase enrollment in dual enrollment, concurrent enrollment and early start programs.
- 1.4.2 Develop a plan to increase access for K12 students to prepare them for college-level courses.

1.4.1 Create / enhance innovative promotional materials for use in recruiting high school aged learners

Folded into 1.4.1 (Year 2 goal)

1.4.2 Strengthen visibility through enhanced partnerships with Mohave County high schools

Folded into 1.4.1 (Years 1-3 goals)

1.4.3 Create a case management approach for ALL high school students who are assessed for dual enrollment placement (regardless if they place in dual/100-level courses)

Folded into 1.4.1 (Year 3 goal)

1.4.4 Grow dual enrollment online model

Folded into 1.4.1 (Year 1 goal)

1.4.5 Create a parent-outreach campaign / program with follow-up mechanisms

Folded into 1.4.1 (Year 2 goal)

1.4.6 Develop non-credit high school plan to get remedial students college ready (qualify for dual/100-level classes)

Folded into 1.4.2 (Years 2-3 goals)

1.4.7 Analyze previous straight-from-high-school to MCC student groups

Folded into 1.4.1 (Year 0 goal)

1.4.8 Evaluate K-12 pipeline for additional opportunities

Folded into 1.4.1 (Year 3 goal)

1.4.9 Evaluate placement criteria and methods

Folded into 1.4.2 (Year 1 goal)

**1.5 Develop a student aid disbursement structure to assist in growing enrollment.**

Measure	Data Source	Current	Outcomes by 2026
1.5 Enrollment – Total (result of aid)	MCC Data - Jenzabar	Measure and baseline data in development.	Annual Goal: TBD

\*Student aid data has been pulled from a three-year period and is currently being reviewed in order to determine the measure and appropriate baseline.

\*Student aid is not just considered federal aid includes institutional aid and third party pay.

The below action plan steps have been consolidated into two action plan steps:

- 1.5.1 - Improve awarding of financial aid and other financial assistance programs.
- 1.5.2 - Find a software that will bridge the gap between the Financial Aid office and MCC Foundation that will improve efficiency.

1.5.1 Assess current student aid and awarding structure with outcomes (tie this with fully implement percentage of Need packaging model - Action 3) Use both as Action #1

Data has been pulled for all student aid and is currently being reviewed.

1.5.2 Identify areas of interest under percentage of need model for "weighted initiatives" (tie with 6, 7, 8, 9) Use combined as Action #2

Proposal has been submitted and presented to Foundation; approved. Tim, please let me know if you would like the specific amount considering we asked for continued funding plus proposed initiative.

1.5.3 Research and purchase (implement?) software to help advertise Foundation scholarships, donors, and scholarship recipients (tie with #10 - evaluate software) Use combined as Action #3

In Year Zero, the goal is to evaluate and research software to improve efficiency. No budget amount has been determined; the target is to identify the top 2-3 software options.

1.5.4 Research how to effectively market funding (aid) opportunities in laymen’s / basic terms

This is currently a Year 2 goal and this action step has been consolidated into 1.5.1.

1.5.5 Research best and/or innovative awarding practices (tie with #11 ... re-explore the possibility of...) Use combined as Action #4

This is currently a Year 3 goal and this action step has been consolidated into 1.5.1.

1.5.6 Fully implement Percentage of Need packaging model

This action step was completed in August 2020.

1.5.7 Research potential program for students who are new to Arizona and don't yet qualify for in-state tuition and evaluate possible outcomes

This can be folded into 1.5.1. This action step will be added to Year 1.

1.5.8 Research and possibly create the benefit of providing a transformational, prestigious scholarship for first-generation college students

This can be folded into 1.5.2.

1.5.9 Create additional aid opportunities for adult learners

This has been folded into 1.5.1, Year 2.

1.5.10 Develop scholarship for racial, ethnic, and gender affinity groups

This has been folded into 1.5.1, Year 2.

1.5.11 Evaluate software for funding/communication effectiveness

This has been folded into 1.5.2. Cost has not been determined; currently, research is being conducted in Year Zero.

1.5.12 Re-explore the possibility of fully funding a degree/certificate with federal and institutional grant sources

This has been folded into 1.5.1, Year 3.

### 3. Strategy 2 Academic Programs & Workforce Development Partnerships (Jason Gee, Kirk Lacy, Lucinda Leugers)

#### 4. Strategy 2 Objectives and Action Plans

##### 2.1 Increase college readiness of Mohave County prospective students.

Measure	Data Source	Current	Outcomes by 2026
2.1 Mohave County College-Going Rate	AZ Vision Metric	24% (2017-2018)	2025-26 Goal: 39% college-going rate for 2023-24 cohort (absolute increase of 15%)

###### 2.1.1. Develop K-14 pipeline.

- a. Develop programming model to be implemented in order to present to potential funding and implementation partners. Working to develop a pilot program with MALC in Bullhead City. Initial meetings with MALC administrators.
- b. Develop an office that will focus on the design, implementation and perpetuation of a K-14 pipeline.
- c. Identify and pursue grants to provide financial support for implementation.
- d. Establish community partners for funding and implementation.

**2.2 Improve student preparedness for careers and community engagement by expanding experiential learning opportunities with the support of external partnerships.**

Measure	Data Source	Current	Outcomes by 2026
2.2a Process – Establish measure of experiential learning opportunities with support of external partnerships available to students.	Not Determined	Measure in development, including multiple possible sub-measures, and definition of experiential learning.	TBD, contingent on measure and baseline development

Measure	Data Source	Current	Outcomes by 2026
2.2b Preparedness for Career and Community Engagement - Student Response	Internal Data	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

**2.2.1.** Increase experiential learning opportunities and service learning and other community engagement opportunities on order to obtain 100% student participation upon degree or certificate completion. The plan will be to connect with Campus Compact initiatives as they are developed.

- a. Identify a common definition of experiential learning as it relates to the college. *Working on the common definition; preparing a survey to provide to faculty to assess the degree to which experiential learning is occurring.*
- b. Identify existing programs and courses where there is potential for experiential learning.
- c. Provide professional development of college personnel regarding experiential learning.
- d. Establish parameters by which programs and courses will be considered and will have been achieved successful implementation.
  - e. Review and revise the policies and procedures that govern experiential learning and other community engagement activities.
- f. Perform initial contact of partner businesses and organizations to generate interest and identify the programs and course that can be assisted.

**2.2.2.** Review leadership track/development and introduce the Bighorn Leadership Academy and Mentorship program.

**2.3 Enhance alignment of program growth and development with regional workforce and educational attainment needs through strengthened partnerships.**

Measure	Data Source	Current	Outcomes by 2026
2.3 Program Alignment with	Not Determined	Year Zero - Develop process, qualitative	Establish measure and baseline during Year Zero.

Workforce and Educational Attainment Needs (Process & Measure)		<p>measure &amp; baseline data</p> <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>	Example - ?% of programs will be in green status
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2.3.1. Establish a process that utilizes feasibility studies (EMSI or similar services) in program reviews to identify workforce needs for new and currently existing programs.

2.3.2. Academic disciplines participate in relevant Advisory Boards.

2.3.3. Develop Advisory Board Communication Network for external and internal partners in order to follow up on initiatives.

2.3.4. Participate and initiate in community task forces and Campus Advisory Councils with a emphasis on economic and workforce development and meeting community social needs.

2.3.5. Develop and organize an alumni tracking process in order to obtain graduate and employer satisfaction data that will inform program development.

**2.4 Implement academic planning and delivery models that address the scheduling, modality and program needs of the students we serve.**

Measure	Data Source	Current	Outcomes by 2026
2.4 Process – Establish processes enabling measurement of understanding	MCC Data – Jenzabar and AZ Vision Metric	Year Zero – Establish process, multiple measure(s) & baseline data	Establish measure and baseline during Year Zero. Example - ?% of students report availability of courses needed

student need; establish qualitative measure criteria		<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>	
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2.4.1. Explore scheduling and modality innovations in order to increase program opportunity, completion and efficiency. **Performing research on various course modalities and models.**

a. Establish program specific Student Needs Inventory delivered to students each semester to obtain schedule and modality preferences prior to the release of the upcoming semester schedule (in collaboration with Objective 3) by September 2021.

**2.5 Promote a culture of faculty development supporting student achievement and program needs of the students we serve.**

Measure	Data Source	Current	Outcomes by 2026
2.5 Measure of culture of faculty development	Internal data	<p>Year Zero – Establish process, measure(s) &amp; baseline data</p> <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>	<p>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.</p>

2.5.1. Develop a faculty driven professional development program that explores the scholarship of teaching and learning for faculty and staff at all levels of experiences to promote academic excellence (include a social network and leadership training).

a. Establish a resource budget that provides opportunity for involvement of all faculty in professional development

- b. Describe and track teaching strategies for learning that allow for flexible transition to alternative teaching modalities in emergency situations.
- c. Promote a culture of collaboration between faculty and Department of Information Technology, CELT and the Office of Institutional Effectiveness in order to provide best practices in the classroom and distance learning.

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

### 5. Strategy 3 Objectives and Action Plans

#### 3.1 Increase two-year credit threshold rates.

Measure	Data Source	Current	Outcomes by 2026
3.1 Two-Year Credit Threshold Rate	2020 AZ Vision	(2020) 51% part-timers completing 24 credits; (headcount pending data 3.2.2021)  27% full-timers completing 42 credits. (headcount pending data 3.2.2021)	2026 Goal: Absolute 5% increase for 2024 cohort 56% part-timers (headcount pending data 3.2.2021) 32% full-timers (headcount pending data 3.2.2021)

##### 3.1.1 Finish-N-2 Program

- a. Create personalized academic plans for incoming students.
- b. FULL TIME IS 15: Update language in catalog. Create financial aid packages and academic maps based on the 15-credit standard. Train advisors to counsel full-time students into 15 credits each term or 30 credits per year (could be multiple action plans)
- c. Develop a Banded tuition program Finish-N-2 Program

#### 3.2 Increase Fall-to-Fall retention rate for credential- seeking students.

Measure	Data Source	Current	Outcomes by 2026
3.2 Fall-to-Fall Retention Rate (Credential-Seeking Students)	MCC IPEDS	Last 5-year average (F2016-F2021): Full-Time 50.2% (average cohort headcount 150, Return headcount 75)  Part-Time 38.8% (average cohort headcount 331, Return headcount 128)	2026 Goal: Absolute 8% increase of 2024 cohort. Full-Time 58.2% <b>(87 = 12 students)</b>  Part-Time 46.8% <b>(155 = 27 students)</b>

IPEDS Retention Rates					
IPEDS RepYear	Cohort Year	Return Year	Full-time (First-time, Deg/Cert Seeking)	Cohort Headcount	Return Headcount
16-17	Fall 2015	Fall 2016	47%	139	66

17-18	Fall 2016	Fall 2017	48%	174	83
18-19	Fall 2017	Fall 2018	52%	153	79
19-20	Fall 2018	Fall 2019	50%	126	63
20-21	Fall 2019	Fall 2020	54%	156	84
IPEDS Retention Rates					
IPEDS RepYear	Cohort Year	Return Year	Part-time (First-time, Deg/Cert Seeking)	Cohort Headcount	Return Headcount
16-17	Fall 2015	Fall 2016	39%	297	116
17-18	Fall 2016	Fall 2017	41%	408	166
18-19	Fall 2017	Fall 2018	39%	346	136
19-20	Fall 2018	Fall 2019	40%	278	110
20-21	Fall 2019	Fall 2020	35%	325	114

### 3.2.1 First-year transitions (Guided Pathways, orientation, FYE, and extended orientation)

- Create an online and in-person new student orientation.
- Implement in-person new student orientation.
- Develop a First Year Experience program: Review program-specific pathways and feedback to define specific services, instruments, practices, and co-curricular activities aligned with curriculum.
- Purchase career exploration tool with academic focus Create and establish an online and in-person new student orientation.

### 3.2.2 CAN: Congratulating, Alerting, and Nudging Communications (early alert/text/chatbot)

- Redesign current Early Alert System
- Professional development for faculty and staff.

### 3.2.3 Develop College-Wide retention plan.

- Establish Academic Recovery Program
- Establish SAVE program

## 3.3 Increase program completion rates (150% of normal time).

Measure	Data Source	Current	Outcomes by 2026
3.3 Program Completion Rates (150% of Normal Time)	MCC Internal Data	(FA13-FA17 cohort) Last 5-year average 14.8% (credential seeking, full-time only) (5-year average cohort 182, completed 27)	2026 Goal: 2% increase (FA18-FA23 cohort?) Full-Time 16.8% (increase to 30 or 3 students)

IPEDS Graduation Rates				
IPEDS RepYear	Cohort	Rate	Cohort Headcount	Completed Headcount
16-17	Fall 2013	16%	230	36
17-18	Fall 2014	14%	215	30
18-19	Fall 2015	10%	139	14
19-20	Fall 2016	16%	174	28
20-21	Fall 2017	18%	153	28



3.3.1 Develop a structured sustainable advising and faculty communication plan. Establish accountability and resource repository.

- a. Provide soft skill training and establish accessible resource repository as Professional Development to faculty to increase their student outreach and engagement.
- b. Provide training with a direction manual for faculty usage of Student Management System (Jenzabar or new system)
- c. Implement program specific faculty advising options. - Soft roll out
- d. Hard launch of program specific faculty advising.

3.3.2 Career Coaching/Success Coach:

- a. Develop Success Coach job description and submit position request/FAB form for 2021-2022
- b. Establish a success coaching program and/or career center.

3.3.3 Math Progression: Redesign transitional courses by reviewing multiple measures and corequisite labs.

3.3.4 Reduce Degree Changes:

- a. Initial student introduction to program by lead faculty.
- b. Examine ways to enhance student access/awareness of Degree Declaration and tools (i.e. What if scenarios).
- c. Require undecided students (Liberal Arts/Gen Study) to complete student success course/Career exploration course (redesigned STU103).

**3.4 Increase transfer-out rates to support bachelor's degree attainment.**

Measure	Data Source	Current	Outcomes by 2026
3.4 Transfer-out Rates	MCC IPEDS	5-year average (FA13-FA17 cohorts) 19.6% (cohort is 182, transferred 35)	2026 Goal: Absolute 5% increase of 5-year average (24.6% or 48 students)

IPEDS Transfer Rates				
IPEDS RepYear	Cohort	Rate	Cohort Headcount	Transfer-Out Headcount
*16-17	Fall 2013	7%	230	16
17-18	Fall 2014	27%	215	59
18-19	Fall 2015	26%	139	36
19-20	Fall 2016	21%	174	37
20-21	Fall 2017	17%	153	26

\* limited amount of transfer data available to cross check students. Mohave was just beginning to participate in the national student clearinghouse.

3.4.1 Career & Transfer Fair:

- a. Design Virtual Career & Transfer Fairs.
- b. Transfer Fairs on MCC campuses
- c. Program specific Transfer fairs.
- d. College funded field trips to visit transfer institutions.

3.4.2 First -Year Seminars (FYS) (not FYE)(Faculty Driven)

- a. First -Year Seminars (FYS (Faculty Driven): is career focused with program directors reaching out to students, providing current statistics and trends in their field, as well as hands on experience.

### 3.4.3 Develop second-year transitions Program (30+ credits)

### 3.5 Implement support services and activities aimed to increase the educational and personal success of underserved student populations.

Measure	Data Source	Current	Outcomes by 2026
3.5 Retention & Success Rates, Underserved Populations: Age 25+, Pell Recipient, Minority, Veterans, Asian, Black, Hispanic/Latinx, White, and Native American	AZ Vision Metric and MCC Data - Jenzabar	Enrollment (2018-2019): - 25+ (45%) - Pell Recipients (39%) - Minority (31%) Focus Hispanic (HIT)? (contingent on historic baseline data)	2025-26 Tentative Goal: 10% absolute collective increase (contingent on historic baseline data)

#### 3.5.1 College-Wide Case Management System

- College-Wide Case Management System: Develop dashboard of student supports utilized to further design the case management system, (faculty advising, career development, retention module or similar software.
- Conduct survey of students on insecurities (annually)
- Redesign support services based on survey results.
- College-wide training on case management, tools and resources available.
- Professional Development: Establish a guiding team of administrators, faculty, and staff to consider broader institutional structures and processes essential to providing holistic student support and building institutional capacity.

#### 3.5.2 Comprehensive evaluation current institutional DEI practices related to underserved populations.

- Create and uphold a code of ethics for an institutional culture of inclusion.
- Demonstrate an institutional commitment to diversify faculty and staff through actions such as
  - o Review job descriptions to ensure they are free from bias.
  - o Develop situational questions designed to ensure that the candidate can articulate a commitment to diversity and inclusion.
- Comprehensive evaluation of student recruitment and enrollment practices at the college
- Evaluation of curriculum through the lens of diversity and inclusion.
- College-wide investment in physical and programmatic resources

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

### 7. Strategy 4 Objectives and Action Plans

#### 4.1 Enhance employee capacity by supporting the achievement of annual professional development goals.

Measure	Data Source	Current	Outcomes by 2026
4.1 Achievement of Annual PD Goals	Internal data	52.2% (2018-2019)	2025-26 Goal: 100% achievement

4.1.1 Create., implement & analyze employee and supervisor needs assessment survey.

4.1.2 Create position and hire Employee Learning & Development Manager

4.1.3 Select and purchase appropriate LMS specifically for employee development

- 4.1.4 Select and purchase content libraries as needed
- 4.1.5 Create employee development program, including micro-credential/digital badge program
- 4.1.6 Launch EDP program and implement employee training on use of EDP resources
- 4.1.7 Create and implement EDP feedback mechanism for annual review of program and continuous improvement.
- 4.1.8 Develop and launch job shadowing program
- 4.1.9 Develop and launch career pathway program

**4.2 Create a consistent learning environment that offers faculty, staff and students the same tools, equipment, and software using platform agnostic hardware and software, remote communication tools, and mobile technology.**

Measure	Data Source	Current	Outcomes by 2026
4.2 % of Learning Spaces with Standard Tools, Equipment, and Software	Baseline in development (internally)	Baseline in development	2025-26 Goal: 90% of learning spaces equipped with standard tools, equipment and software by June 30, 2022

- 4.2.1 Create comprehensive list of current room technology
- 4.2.2 Create, implement & analyze faculty and student classroom technology needs assessment
- 4.2.3 Develop and adopt technology standards for classrooms and employee workspaces
- 4.2.4 Develop and implement plan for replacement of fragile/outdated/overly expensive equipment with modern alternatives
- 4.2.5 Develop and implement 5-year rolling plan for refreshing all spaces
- 4.2.6 Utilize student survey and employee engagement data to assess employee perception of technology, assess plan as needed.

**4.3 Minimize the college’s vulnerability to cybersecurity threats.**

Measure	Data Source	Current	Outcomes by 2026
4.3 # Annual Human Error Security Breaches; # Annual System Weakness Security Breaches	Due to information sensitivity, baseline data will be examined internally.	Due to information sensitivity, baseline data will be examined internally.	25% decrease; 10% decrease by June 30, 2024

Currently under revision.

**4.4 Develop and implement an annual budget process that provides resources aligned with the strategic plan and allocated to support efficient, sustainable management of strategic priorities.**

Measure	Data Source	Current	Outcomes by 2026
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4.4 Budget Process Completion & Operationalization, Aligned to Strategic Plan	No specific baseline data noted in meeting.	No specific baseline data noted in meeting.	Operationalized by June 30, 2023
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- 4.4.1 Purchase and implement new EX Budget Module software
- 4.4.2 Design and implement budget request process to include SPAC, SP committees and primary stakeholders.
- 4.4.3 Create and implement budget learning activities including management onboarding, periodical workshops, zoom sessions, newsletters, and quizzes for board members, budget managers, employees, and public
- 4.4.4 Create and implement process to evaluate budget to actual performance on a monthly basis and distribute to budget managers
- 4.4.5 Create and implement process to collect and analyze academic program reviews
- 4.4.6 Document and publish budget process information, including detailed process guides and due dates
- 4.4.7 Develop and implement a plan and a tool to assess annual budget process and outcomes.

**4.5 Enhance data-driven decision making by developing and implementing a college-wide data governance plan addressing data standards, integrity, and access.**

Measure	Data Source	Current	Outcomes by 2026
4.5a Data Governance Plan (data standards, integrity & access) Process Established	No specific baseline data noted in meeting.	No specific baseline data noted in meeting.	Established by June 30, 2021
4.5b Data Governance Plan Implemented	No specific baseline data noted in meeting.	No specific baseline data noted in meeting.	Implemented by June 30, 2026

- 4.5.1 Research components of community college data governance plans
- 4.5.2 Create and implement assessment of college-wide data landscape, including philosophy, technology, standards, access, integrity, and security
- 4.5.3 Create data governance plan (DGP)
- 4.5.4 Develop and implement DGP training
- 4.5.5 Prioritize and assign data improvements/clean-up projects
- 4.5.6 Develop and implement periodic data assessment and review of DGP for necessary updates and revisions.

**4.6 Develop a college-wide facilities master plan that emphasizes design of ideal learning and working environments, sustainability and conservation practices, and capital resource stewardship.**

Measure	Data Source	Current	Outcomes by 2026
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4.6 Master Facilities Plan Completed	No specific baseline data noted in meeting.	No specific baseline data noted in meeting.	Completed by June 30, 2023
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- 4.6.1 Conduct comprehensive condition assessment
- 4.6.2 Develop capital plan from condition assessment data
- 4.6.3 Data Analysis of current and future needs
- 4.6.4 Select and procure facilities master plan (FMP) consultant
- 4.6.5 Create FMP and obtain approval
- 4.6.6 Prioritize and assign projects based on FMP
- 4.6.7 Develop and launch process for annual review and revision of FMP