

Purpose: Create, and ensure implementation of, initiatives related to creating and sustaining enrollment opportunities for anyone interested in learning and personal growth.

July 1, 2021 to June 30, 2022		
Chair	Michelle Brehmeyer	Associate Dean of Enrollment and Registrar
Co-Chair	June Weiss	Director, Nursing Programs
Recorder	Office Technician	Nicole Castillo
Meeting schedule	Second Friday of Each Month Second Thursday of Each Month, Summer Term	2:00 – 3:00 p.m.
Decision Making Process	Consensus Decision-Making	

CURRENT MEMBERSHIP (14)	
Chair: Associate Dean of Enrollment and Registrar	Michelle Brehmeyer
Co-Chair: Director, Nursing Programs	June Weiss
Recorder: Office Technician	Nicole Castillo
Resident Faculty – Transitional Mathematics, Objective Lead 1.2	Abigail Jaimes-Gomez
Resident Faculty – English	Trever Holland
Director of Financial Aid, Objective Lead 1.5	Heather Pantenaude
Dean of Enrollment and Student Services, Objective Lead 1.1	Ana Masterson
Data Analyst	Shelly Castaneda
Enrollment Services Manager, Objective Lead 1.2	Megan Knox
Director of Recruitment	Eleanore Blair
Clinical Skills Programs Manager	Amanda Hammon
Nursing Programs Evaluation Specialist, Objective Lead 1.4	Amber Johnson
Veteran Student Support Specialist	Hakon Swenhaugen
Corporate and Community Education Director, Objective Lead 1.3	Lauren Peterson

In specific, serves the following purposes:

1. Research and communicate best practices pertaining to the Enrollment for All objectives and strategy.
2. Develop action plans based on data and community potential/demands, while considering resources.
3. Monitor progress on action plan goals in accordance with established metrics and measurements.
4. Report committee activity to the Institutional Effectiveness Alignment Committee (IEAC).
5. Collaborate with other committees to ensure institutional effectiveness.

Special Parameters for the Enrollment for All Committee:

1. Members are expected to actively work on projects that includes productive discussions and collaboration.
2. The group's recommendation shall align with the goals and objectives of the College Strategic Plan and shall accommodate directives from the IEAC with those strategies.

Strategic Plan Alignment:

- 2.1 Increase college readiness of Mohave County prospective students.
 - 2.2 Improve student preparedness for careers and community engagement by expanding experiential learning opportunities with the support of external partnerships.
 - 2.3 Enhance alignment of program growth and development with regional workforce and educational attainment needs through strengthened partnerships.
 - 2.4 Implement academic planning and delivery models that address the scheduling, modality and program needs of the students we serve.
 - 3.1 Two-Year Credit Threshold Rate for Credential Seeking Students
 - 3.2 Increase Fall-to-Fall retention rate for credential- seeking students.
 - 3.3 Increase program completion rates (150% of normal time).
 - 3.4 Increase transfer-out rates to support bachelor's degree attainment.
 - 3.5 Implement support services and activities aimed to increase the educational and personal success of underserved student populations.
 - 4.1 Enhance employee capacity by supporting the achievement of annual professional development goals.
 - 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.
 - 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.
- *Please note specific objectives within Strategy One support each other and reinforce plan alignment:
- 1.1 Increase the community college-going rate for students in the MCC service area.
 - 1.2 Increase the enrollment of underserved student populations from the MCC service area.
 - 1.3 Increase enrollment of occupational learners in programs with industry-recognized credentials.

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

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

HLC Criterion Cross-reference:

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

2.B.1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

1.C.3. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

5.A.1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff, and students—through planning, policies, and procedures.

5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

- 5.C.1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
- 5.C.5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support.
- 5.C.6. The institution implements its plans to systematically improve its operations and student outcomes.