

Thunderbirds THRIVE

Mesa Community College Strategic Plan 2020-2025





Table of Contents

Letter from College Leadership	3
The Strategic Planning Process	4
May 2022 Strategic Plan Update	4
Implementing our Strategic Plan	5
Mission, Vision & Core Values	6
MCC Strategic Directions and Wildly Important Goals	7
Strategic Direction 1 MCC is an agent for diversity, equity, and inclusion	8
Strategic Direction 2 MCC improves student experiences and outcomes through Guided Pathways.	12
Strategic Direction 3 MCC is a great place to work	18
Acknowledgements	19

Our strategic plan is a living document and the most current version can always be found on our website at www.mesacc.edu/strategic-plan

Mesa Community College is a Maricopa Community College located on the Traditional Territories of the O'odham, Piipaash, and Yavapai Peoples.

Letter from College Leadership

Mesa Community College's Mission, Vision, Values, and Strategic Plan are built on the vital foundation of social justice through bold commitment and informed pursuit of Diversity, Equity, and Inclusion. We acknowledge the privileged in our community, our nation, and our world have historically benefitted from systems and structures that have reproduced inequities. And we recognize MCC's own role in perpetuating some of those inequities. As an educational institution, we aspire to achieve a new reality in which structures, systems, and policies provide opportunities that support all people.

We are grateful to the many faculty, staff, and students who have endeavored to address inequities at our college, too often without the recognition or results their efforts deserved.

As an institution of higher learning, MCC strives to educate students to be informed in their choices, respectful of other viewpoints, sound in their abilities to think critically, and instilled with a sense of belonging to live and lead in a global community. As we orient our work to ensure that all of our actions are geared toward the transformative potential of education in people's lives, we aspire to leverage teaching and learning so all who come to MCC are nurtured to achieve their full potential.

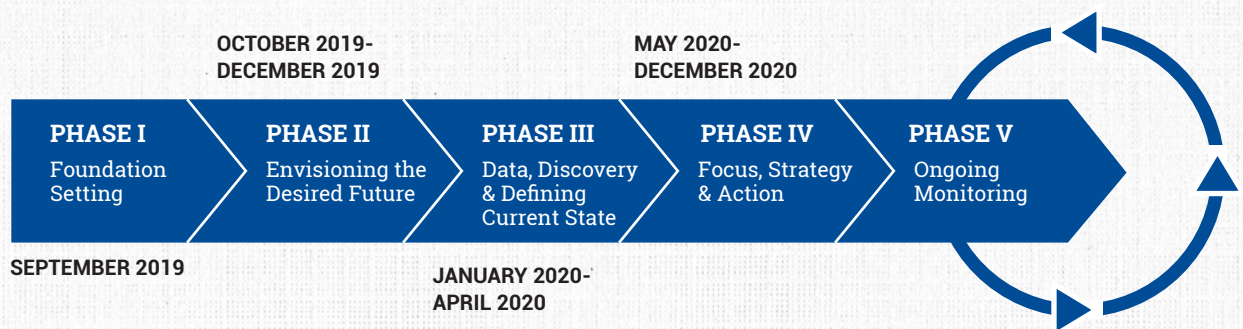
We at MCC move forward intentionally and fearlessly creating a college where all feel welcomed and receive the support needed to thrive.

MCC College Leadership Team

President	Dean of Instruction - Career and Technical Programs	Guided Pathways to Success Council Co-Chairs
Executive Vice President, Administrative Services	Dean of Student Affairs - Enrollment Services	Chair of Department Chair Association
Senior Associate Vice President, Chief Academic Officer	Dean of Students Affairs - Retention	Faculty Senate President
Senior Associate Vice President, Chief Student Affairs Officer	Associate Dean - Red Mountain Campus	Adjunct Faculty Association President
Associate Vice President, Institutional Effectiveness	Director of Human Resources	Staff Senate President
Dean of Instruction - Arts, Humanities, and Social Sciences	Chief Development Officer	Exempt Staff Senate President
Dean of Instruction - Math, Sciences, Nursing, and Exercise Science	Director Institutional Advancement	Associated Students of MCC President
	Diversity, Equity, and Inclusion Council Co-Chairs	

The Strategic Planning Process

Mesa Community College followed a five-step process for strategic planning that prioritized deep understanding of the current reality and developing actionable plans for improvement. This process spanned 15 months and was completed with input from a wide variety of stakeholder groups. The process was led by the Strategic Planning Committee and consulting partners.



May 2022 Strategic Plan Update

This 2022 Strategic Plan update contains two revisions:

1. We added sub-WIG 2.4, focused on increasing student retention rates: By the end of 2023, increase student term-to-term retention by 5% (fall-to-spring from 65% to 70% and fall-to-fall from 48% to 53%), with equity across all racial groups. The addition of this goal was supported by the Guided Pathways to Success Council, the College Leadership Team, and the President's Cabinet. The pandemic contributed to a substantive enrollment decline. A retention goal addresses both the need to increase enrollment while also increasing student momentum toward successful completion.
2. Student success data in the plan was updated to match a new data methodology. In 2021, the district office changed the source of the Governing Board Metrics report from the Voluntary Framework for Accountability (VFA) to the Postsecondary Data Partnership (PDP). The primary difference between the two methodologies is the PDP includes first-time, transfer-in students in the new-to-college cohorts. While this change provides a more robust and inclusive entering student cohort, it also required us to update MCC's strategic plan metrics, including our baseline data, to match the new PDP data. To address changes to baseline percentages, we also adjusted our goals to match; for example, if a baseline percentage increased by three percentage points from 11% to 14%, we also increased the college's goal by the same three percentage points.

Implementing our Strategic Plan

MCC has long embraced the use of continuous quality improvement processes (such as the MCC informed improvement process pioneered by faculty and staff during our 2005-2015 accreditation cycle) in an effort to set and reach our goals in a data-informed way. This is reflected in MCC's core values of leadership, integrity, and continuous improvement. So, inherent in our work to achieve this plan's goals is our commitment to continuous improvement and performance excellence that manifest in college efforts involving integrated planning and budgeting, student outcomes assessment, shared governance, and the day-to-day work of dedicated MCC faculty and staff.

As such, it is important to note that many college initiatives, action plans, improvement efforts, and standard college operations are not explicitly listed in this strategic plan. This plan is not an all-encompassing compilation of everything the college does; rather, it is a highlight of our most important goals at this point in time. The core work of the college continues in alignment with this plan and does not need to be restated here. For example, MCC is currently working to obtain accreditor approval to offer 4-year Bachelor's degrees. This large-scale college initiative is not explicitly identified in this plan, but it clearly aligns with our Strategic Directions to be an agent for diversity, equity, and inclusion as well as improving student experiences and outcomes.

Our implementation of this strategic plan is different, though, in that MCC will specifically use the Four Disciplines of Execution (4DX) as our key framework and toolset to reach our Wildly Important Goals (WIGs). To describe 4DX in a nutshell, the college will select specific goals from this plan in which to apply our 4DX toolset, meaning that all departments and employees will be asked to align a portion of their weekly work towards reaching the selected 4DX WIGs. The 4DX framework also ensures that goals are measurable with a specific time frame attached so that progress can be tracked. In essence, 4DX empowers all MCC employees to see how they contribute to reach our college's goals. To support our implementation, college leadership (from department managers and chairs to deans to the college president) received 4DX training in 2021-22 in order to start applying 4DX tools to our work in 2022-23.



MISSION

We create an inclusive and vibrant learning community where everyone is supported to achieve success.

VISION

Inspire, ensure access, and empower action.

CORE VALUES

Community: Our people and the communities we serve are the fabric of our institution. We make a positive difference in the lives of our students, communities, and each other by being inclusive, practicing kindness, cultivating meaningful relationships, and promoting active citizenship and civic engagement.

Diversity, Equity, and Inclusion: Diversity is our greatest asset. We create systems, environments, and interactions that welcome, engage, and support all learners.

Leadership: As leaders at our college and in our communities, we behave boldly in the face of challenges as we set high expectations, explore new approaches, and hold ourselves accountable through data and transparency.

Continuous Improvement: We cultivate an adaptable learning environment that welcomes all to experiment, make mistakes, build skills, and grow.

Integrity: We do what's right, even when it's hard. We model vulnerability and hold ourselves to high standards in the way we work, learn, and interact with one another.

Thunderbirds THRIVE 2020-2025

MCC Strategic Directions and Wildly Important Goals

Strategic Direction 1 MCC is an agent for diversity, equity, and inclusion.	Strategic Direction 2 MCC improves student experiences and outcomes through Guided Pathways.	Strategic Direction 3 MCC is a great place to work.
<p>Wildly Important Goal 1</p> <p>By 2025, MCC will attain an equitable two-year completion and transfer rate of at least 19% for new-to-MCC students across all racial groups.</p> <p>Sub-Wildly Important Goals</p> <ul style="list-style-type: none"> 1.1 Close opportunity gaps in course success 1.2 Recruit and retain a diverse workforce 1.3 Foster an inclusive and equitable campus climate 	<p>Wildly Important Goal 2</p> <p>By 2025, MCC will increase the overall two-year graduation and transfer rate of new-to-MCC students from 14% to 19%.</p> <p>Sub-Wildly Important Goals</p> <ul style="list-style-type: none"> 2.1 Increase first-year, college-level English and math completion 2.2 Increase first-year student credit momentum 2.3 Improve the student experience 2.4 Increase student term-to-term retention. 	<p>Wildly Important Goal 3</p> <p>By 2025, increase the percentage of MCC employees who rate MCC as a great place to work from 74% to 85%.</p> <p>Sub-Wildly Important Goals</p> <p>Sub-WIGs 1.2 and 1.3 also support this WIG. The need for any additional sub-WIGs will be evaluated in AY2022-23.</p>
Measurable versions of the Sub-WIGs are defined on following pages.		

Strategic Direction 1

MCC is an agent for diversity, equity, and inclusion

We commit to dismantling structural barriers to equity by investing in equity-focused policies, practices, and behaviors that work to support all students and employees. We will call attention to patterns of inequity in student and employee outcomes. We take personal and institutional responsibility for the success of all our students and employees. We continuously reassess and adjust our own behavior, processes, and practices to be more equitable, fair, and just.

Wildly Important Goal

By 2025, MCC will attain an equitable two-year completion and transfer rate of at least 19% for new-to-MCC students across all racial groups.

Sub-Wildly Important Goals

1.1 Close Opportunity Gaps in Course Success By Fall 2023, close opportunity gaps in course success across all racial groups while increasing MCC's overall course success rate from 74% to 80% per semester.

1.2 Recruit and Retain a Diverse Workforce By 2025, increase the diversity of our workforce by 5%.

1.3 Foster an Inclusive and Equitable Campus Climate
The goal for this sub-WIG will be revised in AY2022-23. The prior goal of a new campus climate assessment was discontinued as the district office is planning a climate assessment.

Key Improvement Strategies

The work of this Strategic Direction is guided by MCC's Diversity, Equity, and Inclusion Council. This council supports the college mission of creating an inclusive and vibrant learning community where everyone is supported to achieve success by:

- providing strategic oversight, guidance, and accountability along with processes and resources for DEI initiatives and goals;
- centralizing DEI efforts and communication with our internal and external college communities;
- supporting and sustaining a system of inclusion and equity for ALL students and employees; and
- guiding ongoing student and professional development as related to DEI.

The DEI Council was formed in Summer 2020 and has formed work teams to prioritize work and take action toward the three sub-wildly important goals listed above.

Success Measures

Each of our Wildly Important Goals and Sub-WIGs must be measured to ensure accountability and help us stay on track as we progress in our strategic directions. We will monitor the progress we make toward our goals via the success measures listed below.

Please visit <https://www.mesacc.edu/about/strategic-plan> for the most current data and links to dashboards for further data exploration.

Success Measure for WIG 1: Successful Student Completion Outcomes by Ethnicity/Race

Student success is at core to our existence as a community college in preparing students to transfer or enter the workforce. Our completion rates have historically trailed national benchmarks, so it is important for us to focus efforts on increasing the numbers of students who successfully complete their degree, certificate, or transfer. For the purpose of these goals, successful college completion is defined as the number of new-to-MCC students who graduate or transfer within two years.

2022 Update: The completion and transfer rate decreased by one percentage point for the Fall 2019 cohort, with all racial groups below the 2025 goal except for Asian/ Hawaiian/ Pacific Islander.

Population	Revised Fall 2018 Cohort Baseline %	Fall 2019 Cohort Completion & Transfer Rate	Revised 2025 Goal	Gap to Goal
MCC Total	14%	13%	19%	-6
American Indian/Native American	13%	17%	19%	-2
Asian/Hawaiian/Pacific Islander	14%	19%	19%	At goal
Black/African American	15%	9%	19%	-10
Hispanic/Latino(a)	11%	10%	19%	-9
Multi-racial/ethnic	18%	11%	19%	-8
White	16%	15%	19%	-4
Unknown	12%	13%	19%	-6

Success Measure for Sub-WIG 1.1: Course Success Rates

MCC has statistically significant gaps in course success rates of minoritized students (e.g. opportunity gaps). Closing these gaps is essential in order to reach equity in college completion. Course success is defined as grades of A, B, C, and P.

2022 Update: Since the baseline year of Fall 2019, course success rates for MCC overall and across all racial/ethnic groups (except Asian/Hawaiian/Pacific Islander) have declined. MCC's Fall 2021 course success rate is nine percentage points behind the Fall 2023 goal.

Population	Fall 2019	Fall 2021	Fall 2023 Goal	Gap to Goal
MCC Total	74%	71%	80%	-9
American Indian/Native American	68%	58%	80%	-22
Asian/Hawaiian/Pacific Islander	79%	79%	80%	-1
Black/African American	62%	60%	80%	-20
Hispanic/Latino(a)	71%	66%	80%	-14
Multi-racial/ethnic	71%	69%	80%	-11
White	78%	76%	80%	-4
Unknown	77%	71%	80%	-9

Success Measure for Sub-WIG 1.2: Employee Diversity

MCC has high disparities between employees and student demographics around ethnicity and race, particularly among our faculty. Ensuring that students identify with our campus community is an important piece of supporting student success and engagement. For this measure, employees of color include American Indian/Native American, Asian/Hawaiian/Pacific Islander, Black/African American, Hispanic/Latino(a), and multi-racial/ethnic employees.

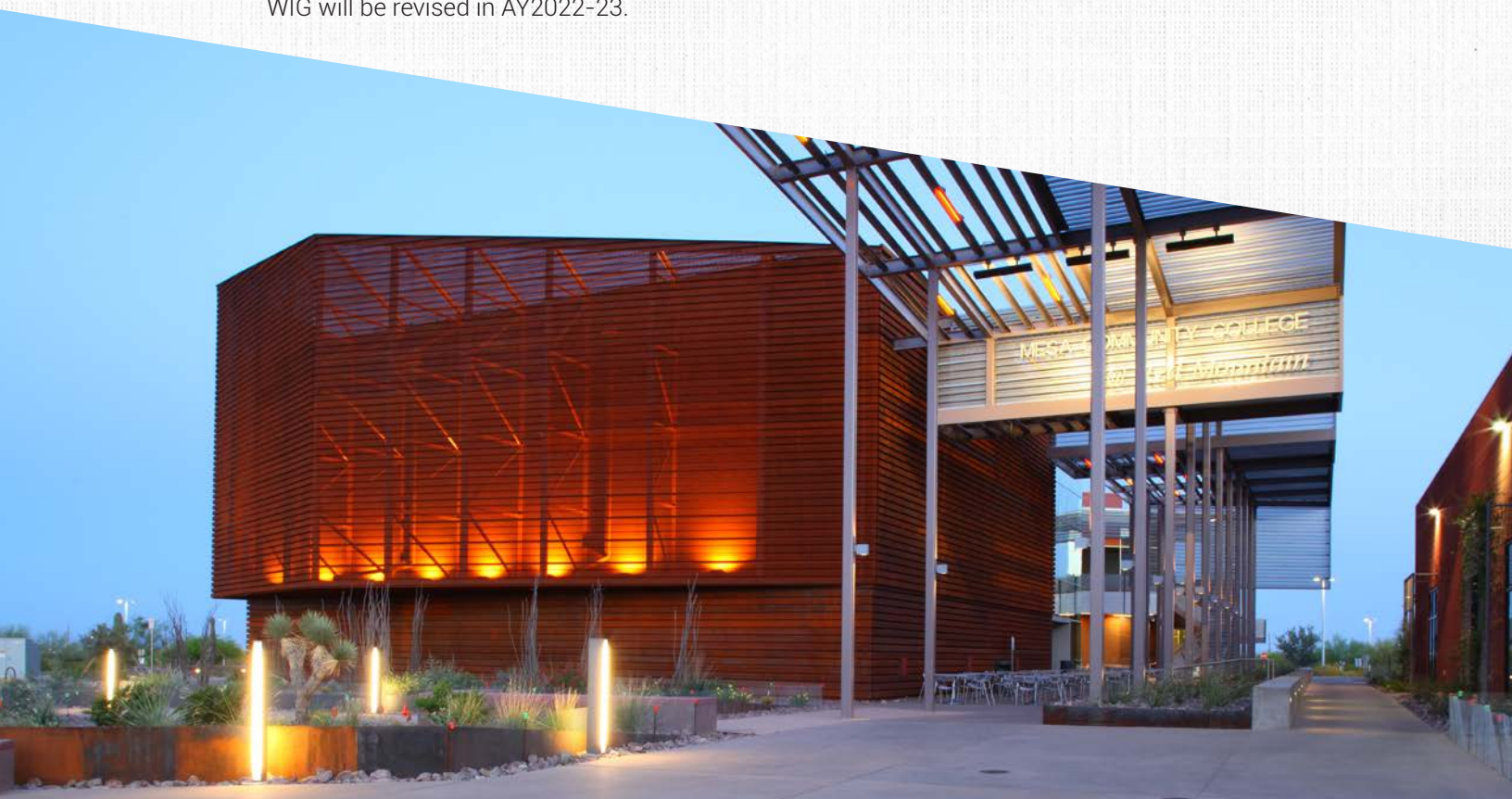
2022 Update: Between 2020 and 2022, the percentage of MCC employee who identify as persons of color increased from 25% to 29%, with all employee groups increasing, except for the staff group, which remained stable. The large increase in temporary employees of color may be attributed to more temporary employees identifying their race/ethnicity; 20% were unidentified in 2020 compared to 11% in 2022. For comparison with the employee demographics below, the MCC student body was 50% students of color as of Spring 2022 45th Day.

Population	% Spring 2020 Employees of Color (revised)	% Spring 2022 Employees of Color	2022 # of Employees	2025 Goal	Gap to Goal
MCC Total	25%	29%	1,950	30%	-1
Faculty	19%	20%	992	24%	-4
Staff	41%	41%	233	46%	-5
Administration	34%	36%	132	39%	-3
Temporary	26%	37%	593	31%	Above goal

Note: The data source for this measure was changed to district HR data where employees are only counted once by the primary employment type. For example, an employee who is primarily an administrator who also teaches as an adjunct faculty member will only be counted as an administrator.

Success Measure for Sub-WIG 1.3: **Foster an inclusive and equitable campus climate**

Feedback from employees and students during the strategic planning process indicated opportunities to improve MCC's climate related to diversity, equity, and inclusion. The prior success measure to administer a follow-up college climate survey was subsumed by district-level efforts to administer a Maricopa-wide survey. As a result, goals for this sub-WIG will be revised in AY2022-23.



Strategic Direction 2

MCC improves student experiences and outcomes through Guided Pathways.

MCC's mission of creating an inclusive and vibrant learning community where everyone is supported to achieve success requires us to cultivate an exceptional student experience that ensures all students are welcomed into the Thunderbird family and supported on their pathway to success. The college's ongoing transformation into a Guided Pathways college is foundational to this Strategic Direction and provides the framework for improving both the student experience and student outcomes, with equity for all students.

We will implement the Guided Pathways framework to ensure that students from all backgrounds and circumstances are seen, celebrated, and supported for academic and career success. We acknowledge the gaps in student equity that exist at MCC and we will work to help all students succeed with an equity-minded focus. We will actively assess and improve our campus environment and interactions with students to ensure that they are free of bias, inclusive and rooted in kindness. Our faculty are leaders in their fields, offering students world class teaching and engaging in continuous improvement through critical inquiry and student outcomes assessment.

Wildly Important Goal

By 2025, MCC will increase the overall two-year graduation and transfer rate of new-to-MCC students from 14% to 19%.

Sub-Wildly Important Goals

2.1 Increase First Year College-Level ENG & Math Completion

By the end of 2025, with equity across racial groups, increase the percentage of new-to-MCC students who complete college-level English and math in their first year from 35% to 41%.

2.2 Increase First-Year Credit Momentum By the end of 2023, with equity across racial groups, increase the percentage new-to-MCC students who meet credit momentum thresholds in their first year (30+ credits for full-time students and 15+ for part-time students) from 17% to 20%.

2.3 Improve the Student Experience By 2025, increase the percentage of students who report that their college experience was better than expected from 54% to 66%.

2.4 Increase Student Retention By the end of 2023, increase student term-to-term retention by 5% (fall-to-spring from 65% to 70% and fall-to-fall from 48% to 53%), with equity across all racial groups.



Strategic Direction 2

Key Improvement Strategies

Guided Pathways to Success (GPS) is an evidence-based, comprehensive redesign that helps students identify their educational and career goals, determine their needs, and then chart a clear, coherent pathway to timely goal completion. It provides a holistic learning experience that promotes self-fulfillment and includes carefully sequenced courses, predictable schedules, recognizable milestones, and ongoing integrated support services.

The work of this Strategic Direction is guided by MCC's GPS Council. In Summer 2020, the Guided Pathways Council led a group of over 60 MCC faculty and staff in several road mapping sessions to prioritize our Guided Pathways work. The current top three priorities of Guided Pathways are:

- Students receive the right support when needed for success.
- Students easily navigate the tools, processes, locations, and language at MCC.
- Students experience an equitable and inclusive environment.

Success Measure for WIG 2: Overall Successful Student Completion Outcomes

Student success is at the core to our existence as a community college in preparing students to transfer or enter the workforce. Our completion rates have historically trailed national benchmarks, so it is important for us to focus efforts on increasing the numbers of students who successfully complete their degree, certificate, or transfer. For the purpose of these goals, successful college completion is defined as the number of students in the new-to-MCC cohort who graduate or transfer within two years.

2022 Update: MCC's entering student cohort graduation and transfer rate decreased by one percentage point in Fall 2019 and is six percentage points behind the 2025 goal.

Population	Fall 2018 Cohort Revised Completion & Transfer Rate	Fall 2019 Cohort Completion & Transfer Rate	Revised 2025 Goal	Gap to Goal
MCC Total	14%	13%	19%	-6

Success Measure for Sub-WIG 2.1: Successful completion of college-level English and Math in the first year

This is a Guided Pathways Early Momentum Metric and research has shown that early success in college-level English and Math is highly predictive of college completion.

2022 Update: The percentage completing college-level English and math in their first year increased from 35% to 37% between the Fall 2019 and 2020 cohorts. Gaps remain for all populations other than Asian/ Hawaiian/Pacific Islander and unknown.

Population	Fall 2019 Revised % Completing ENG/MAT	Fall 2020 Cohort	2023 Goal	Gap to Goal
MCC Total	35%	37%	41%	-4
American Indian/Native American	30%	33%	41%	-8
Asian/Hawaiian/Pacific Islander	39%	48%	41%	Above goal
Black/African American	21%	27%	41%	-14
Hispanic/Latino(a)	34%	36%	41%	-5
White	39%	37%	41%	-4
Multi-racial/ethnic	30%	34%	41%	-7
Unknown	27%	53%	41%	Above goal

Success Measures for Sub-WIG 2.2:

Successful credit hour accumulation in the first year

This is a Guided Pathways Early Momentum Metric and research has shown that increased credit accumulation in the first term and first year is highly predictive of college completion. In addition, measuring credit momentum also means that we not only increase student retention, but also increase the number of credits students earn on their pathway.

2022 Update: This success measure was combined into a single measure that includes both full-time and part-time students for simplicity. Breakouts for both populations are still available via online dashboards. The percentage of new-to-MCC students reaching desired credit momentum thresholds decreased by two percentage points between the Fall 2019 and Fall 2020 cohorts, with gaps across all racial/ethnic populations. The pandemic situation likely had a negative influence on student enrollment intensity and persistence, impacting this success measure.

Percent of New-to-MCC Students Meeting Credit Momentum Thresholds Within First Year (30+ for full-time students and 15+ for part-time students)

Population	Fall 2019 Revised % Reaching Credit Threshold	Fall 2020 Cohort % Reaching Credit Threshold	2023 Goal	Gap to Goal
MCC Total	17%	15%	23%	-8
American Indian/Native American	17%	11%	23%	-12
Asian/Hawaiian/Pacific Islander	24%	19%	23%	-4
Black/African American	9%	11%	23%	-12
Hispanic/Latino(a)	15%	11%	23%	-12
White	21%	18%	23%	-5
Multi-racial/ethnic	13%	14%	23%	-9
Unknown	21%	12%	23%	-11

Success Measure for Sub-WIG 2.3: Students reporting a better-than-expected experience

The data below are from two surveys of MCC students: the Noel-Levitz student satisfaction survey (2019) and a mid-semester student survey that was started in 2021 in order to track this success measure. Data by race/ethnicity for this survey are currently limited to Hispanic and White populations due to the sample size of the surveys.

The survey question asks students, "So far, how has your college experiences met your expectations?" Answers are on a scale from "1 – Much worse than I expected" to "7 – Much better than I expected." Responses of five, six, and seven are considered to be a better-than-expected experience related to this goal.

2022 Update: The percentage of students reporting better than expected experience declined substantively during the COVID-19 pandemic but has shown signs of rebounding in Spring 2022 with an overall increase from 47% to 52% between Fall 2021 and Spring 2022.

Population	% of Students Indicating a Better-than-expected Experience	Fall 2021	Spring 2022	2025 Goal	Gap to Goal
MCC Total	54%	47%	52%	66%	-14
Hispanic/Latino(a)	51%	49%	55%	66%	-11
White	57%	44%	48%	66%	-18

Success Measures for Sub-WIG 2.4: Student Term-to-Term Retention

Retaining our students and ensuring they continue to earn credits toward their goals helps to both increase overall completion rates as well as college enrollment. While MCC always strives to increase our new student recruitment, retaining the students we already have is vital to stabilizing and reversing pandemic-influenced enrollment declines. This sub-WIG was added to this plan in Spring 2022 after support from the Guided Pathways to Success Council, the College Leadership Team, and the President's Cabinet. The goal will be revised annually based on enrollment and retention targets.

Fall-to-Spring Student Retention (Excludes Graduates and Transfers)

Population	# Fall Students Expected to return in Spring	Fall 2020 to Spring 2021 Retention %	2023 Goal	Gap to Goal
MCC Total	14,671	65%	70%	-5
American Indian/Native American	474	67%	70%	-3
Asian/Hawaiian/Pacific Islander	740	67%	70%	-3
Black/African American	811	64%	70%	-6
Hispanic/Latino(a)	4,747	64%	70%	-6
White	6,820	66%	70%	-4
Multi-racial/ethnic	694	66%	70%	-4
Unknown	385	65%	70%	-5

Fall-to-Fall Student Retention (Excludes Graduates and Transfers)

Population	# Fall Students Expected to return in Fall	Fall 2020 to Fall 2021 Retention %	2023 Goal	Gap to Goal
MCC Total	12,977	48%	53%	-5
American Indian/Native American	436	53%	53%	At goal
Asian/Hawaiian/Pacific Islander	640	50%	53%	-3
Black/African American	733	43%	53%	-10
Hispanic/Latino(a)	4,285	49%	53%	-4
White	5,942	48%	53%	-5
Multi-racial/ethnic	615	47%	53%	-6
Unknown	326	51%	53%	-2



Strategic Direction 3

MCC is a great place to work.

MCC strives to be known as a great place work with employees who are satisfied, engaged, and feel a sense of Thunderbird pride. The college culture will be intentionally cultivated, ensuring that employee voices are heard, differing perspectives are valued and that all interactions are rooted in respect and kindness. Living our values in this dimension calls us to commit to cultivating a talent pool that is reflective of our student population and the communities we serve, modeling inclusivity and equity in decision-making and communication. As a great place work, MCC will recruit, retain, and develop the most qualified individuals in their fields.

MCC employees will have the tools, resources, and support they need to be successful. Ensuring operational effectiveness frees our employees to focus on the relationships and collaboration that are vital to student success. To do this, we must focus on building effective systems and procedures that are free of barriers, are transparent, and are equitable in their design and implementation.

Wildly Important Goal

By 2025, increase the percentage of MCC employees who rate MCC as a great place to work from 74% to 85%.

Sub-Wildly Important Goals

Sub-WIGs 1.2 (recruit and retain a diverse workforce) and 1.3 (foster an inclusive and equitable campus climate) from Strategic Direction 1 also support this WIG. The need for any additional sub-WIGs will be evaluated in AY2022-23.

Acknowledgements

Special thanks to our Strategic Planning Committee. Collectively, they invested countless hours shepherding the strategic planning process. Their collective voice modeled shared governance and ensured the content of this plan reflects the varied perspectives of MCC's employees, students, and community. The committee's effort has paved the way for a strong implementation and a bright future for MCC. Also, thanks to the Fall 2020 College Leadership Team for helping to carry the plan over the finish line with a few last-minute adjustments.

2019-2020 Strategic Planning Committee

Stephanie Baldwin

Laura Ballard

Lori Berquam

Kris Bliss

Tony Bryson

Steve Budge

Liz Csikar

Bradley Kendrex

Puvana Ganesan

Pam Harrison

Ken Maruyama

Megan McGuire

Dennis Mitchell

Carmen Newland

Nora Reyes

Shannon Ridgeway-Monaco

Daphne Rossiter

Marcy Snitzer

Robert Soza

Michael Voss

Patricia White

In addition to our Strategic Planning Committee, MCC engaged hundreds of students, faculty, staff, alumni, community members, and business partners in the planning process through interviews, focus groups, visioning sessions, and surveys. The investment each of them has made in MCC is inspiring, and this work could not have been completed without their candor and ideas. Our Mission, Vision, Core Values, and this Strategic Plan reflect the passion for MCC we felt during these conversations.

Finally, this planning process was skillfully guided by our planning consultants at Improvement Assurance Group, who helped keep the committee on track throughout the 2019-2020 academic year.

Go Thunderbirds!



Mesa Community College Strategic Plan 2020-2025



**MESA
COMMUNITY COLLEGE**
A MARICOPA COMMUNITY COLLEGE

The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit <http://www.maricopa.edu/non-discrimination>.