

# Thunderbirds THRIVE

Mesa Community College Strategic Plan 2020-2025





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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](http://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.



**The strategic planning process is designed to yield a plan that answers four critical questions:**

- 1 What are the outcomes we care most about?
- 2 What are we committed to doing in order to achieve these outcomes?
- 3 How will we know if we are doing our work well?
- 4 How will we know if the work is having the impact we intended?



## 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

<b>Strategic Direction 1</b> MCC is an agent for diversity, equity, and inclusion.	<b>Strategic Direction 2</b> MCC improves student experiences and outcomes through Guided Pathways.	<b>Strategic Direction 3</b> MCC is a great place to work.
<p><b>Wildly Important Goal 1</b></p> <p>By 2025, MCC will attain equitable 2-year outcomes* for new-to-college students by increasing the 2-year success rate for all racial groups to 16%.</p> <p><b>Sub-Wildly Important Goals</b></p> <ul style="list-style-type: none"> <li>1.1 Close opportunity gaps in course success</li> <li>1.2 Recruit and retain a diverse workforce</li> <li>1.3 Foster an inclusive and equitable campus climate</li> </ul>	<p><b>Wildly Important Goal 2</b></p> <p>By 2025, MCC will increase overall successful 2-year outcomes* of new-to-college students from 11% to 16%.</p> <p><b>Sub-Wildly Important Goals</b></p> <ul style="list-style-type: none"> <li>2.1 Increase first-year, college-level English and math completion</li> <li>2.2 Increase first-year student credit momentum</li> <li>2.3 Improve the student experience</li> </ul>	<p><b>Wildly Important Goal 3</b></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><b>Sub-Wildly Important Goals</b></p> <p>Sub-WIGs 1.2 and 1.3 also support this WIG. In addition, MCC will establish additional goals and key strategies for this strategic direction based on employee feedback.</p>

**Measurable versions of the Sub-WIGs are defined on following pages.**

\*For these WIGs, successful 2-year outcomes are defined as earning a credential, transferring, or, for part-time students, earning 30 or more credits.

# 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 equitable 2-year outcomes for new-to-college students by increasing the 2-year success rate for all racial groups to 16%.

### 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 Diversity, Equity, and Inclusion Council will recommend a college diversity, equity, and inclusion survey to be administered to employees and students by the end of AY2021-22.

## 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 students in the first-time-in-college cohort who graduate or transfer within two years, along with the number of part-time students in the cohort who earn 30 or more college-level credits within two years.

Population	Fall 2018 Cohort Student Headcount	% Successful Outcome within two years	2025 Goal	Percentage point gap
MCC Total	2,300	11%	16%	-5
American Indian/Native American	84	7%	16%	-9
Asian/Hawaiian/Pacific Islander	100	16%	16%	0
Black/African American	150	13%	16%	-3
Hispanic/Latino(a)	833	8%	16%	-8
Multi-racial/ethnic	101	11%	16%	-5
White	975	13%	16%	-3
Unknown	57	9%	16%	-7

## 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.

Population	Fall 2019 Student Headcount	Fall 2019 Course Success (%ABCP)	Fall 2023 Goal	Percentage point gap
MCC Total	20,351	74%	80%	-6
American Indian/ Native American	698	68%	80%	-12
Asian/Hawaiian/Pacific Islander	1,021	79%	80%	-1
Black/African American	1,127	62%	80%	-18
Hispanic/Latino(a)	6,408	71%	80%	-9
Multi-racial/ethnic	873	71%	80%	-9
White	9,482	78%	80%	-2
Unknown	742	77%	80%	-3

## 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.

***For comparison with the employee demographics below, the MCC student body was 49% students of color as of Spring 2020 45<sup>th</sup> Day.***

Population	# of Employees	% Spring 2020 Employees of Color	2025 Goal	Percentage point gap
MCC Total	2,590*	23%	28%	-5
Faculty**	1,470	18%	23%	-5
Staff**	255	38%	43%	-5
Administration**	122	36%	41%	-5
Temporary**	1,045	24%	29%	-5

\*The total number of MCC employees is unduplicated and will not match the sum of all employee types due to duplication across employee groups (e.g. a staff member also serving as part-time faculty).

\*\*Faculty counts includes full-time, part-time, service, and OYO/OSO faculty. Staff counts include professional (non-exempt) staff, athletic specialists, crafts, maintenance and operations, public safety, and specially funded employees. Administration counts include employees in the Management, Administration and Technology group. Temporary counts include all time-card temporary employees and work-study employees.

## **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. In order to best understand, assess, and improve our college climate, the Diversity, Equity, and Inclusion Council will recommend a college diversity, equity, and inclusion survey to be administered to employees and students by the end of AY2021-22. The results of this survey will be used to establish a baseline and goals for improving our climate, and regular administrations of the survey will be used to assess our progress.



# 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 overall successful 2-year outcomes of first-time-in-college students from 11% to 16%.

### Sub-Wildly Important Goals

**2.1 Increase First Year College-Level ENG & Math Completion** By the end of 2023, with equity across racial groups, increase the percentage of new-to-college students who complete college-level English and math in their first year from 27% to 33%.

**2.2 Increase First-Year Credit Momentum** By the end of 2023, with equity across racial groups, increase the percentage of full-time, new-to-college students who earn 30+ credits in their first year from 12% to 18% and increase the percentage of part-time, new-to-college students who earn 15+ credits in their first year from 18% to 24%.

**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%.



## 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 first-time-in-college cohort who graduate or transfer within two years, along with the number of part-time students in the cohort who earn 30 or more college-level credits within two years.

Population	Fall 2018 Cohort Student Headcount	% Successful Outcome within two years	2025 Goal	Percentage point gap
MCC Total	2,300	11%	16%	-5

## 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. Due to reporting differences by the district, note that this measure uses a larger first-time-at-Mesa cohort than the first-time-in-college cohort used for WIGs 1 & 2.

Population	Fall 2019 New Student Cohort Headcount	Completed college-level ENG & Math in 1 <sup>st</sup> Year	2023 Goal	Percentage point gap
MCC Total	3,359	27%	33%	-6
American Indian/ Native American	114	23%	33%	-10
Asian/Hawaiian/Pacific Islander	165	41%	41%	0
Black/African American	188	20%	33%	-13
Hispanic/Latino(a)	858	30%	33%	-3
White	1,953	32%	33%	-1
Unknown	81	25%	33%	-8

## 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. Due to reporting differences by the district, note that this measure uses a larger first-time-at-Mesa cohort than the first-time-in-college cohort used for WIGs 1 & 2.

### Full-time Students Earning 30 or More Credits in First Year

Population	Fall 2019 Student Headcount	Completed 30+ Credits in First Year	2023 Goal	Percentage point gap
MCC Total	2,086	12%	18%	-6
American Indian/ Native American	73	7%	18%	-11
Asian/Hawaiian/Pacific Islander	115	21%	21%	0
Black/African American	115	7%	18%	-11
Hispanic/Latino(a)	544	6%	18%	-12
White	1,195	13%	18%	-5
Unknown	44	23%	23%	0

### Part-time Students Earning 15 or More Credits in First Year

Population	Fall 2019 Student Headcount	Completed 15+ Credits in First Year	2023 Goal	Percentage point gap
MCC Total	1,273	18%	24%	-6
American Indian/ Native American	41	15%	24%	-9
Asian/Hawaiian/Pacific Islander	50	18%	24%	-6
Black/African American	73	12%	24%	-12
Hispanic/Latino(a)	314	18%	24%	-6
White	758	19%	24%	-5
Unknown	37	19%	24%	-5

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

The data below are from the Spring 2019 administration of the Noel-Levitz student satisfaction survey to MCC students. Data by ethnicity for this survey are currently limited to Hispanic and White, but MCC will determine how to best collect data for this success measure in the future that can be disaggregated by additional ethnicities.

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.

<b>Population</b>	<b>% of Students Indicating a Better-than-expected Experience</b>	<b>2025 Goal</b>	<b>Percentage point gap</b>
MCC Total	54%	66%	-12
Hispanic/Latino(a)	51%	66%	-15
White	57%	66%	-9



## Strategic Direction 3

### MCC is a great place to work.

MCC strives to be known as a great place to 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 to 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. In addition, by the end of 2021, MCC will establish additional goals and key strategies for this Strategic Direction based on employee feedback.

## 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

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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

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