

MESA COMMUNITY COLLEGE

ACADEMIC MASTER PLAN¹

EDUCATIONAL PRIORITIES AND STRATEGIES

A. **Educational Priority:** The Student Experience

Goal: MCC is committed to facilitating a positive college experience for each student from first contact to transfer, degree/certificate/course completion, and/or job placement. We support student success from recruitment to completion through service excellence that fosters a college-wide culture where all employees are committed to student success.

Strategy 1: Student Affairs, Administrative Services, College Technology Services, and Academic Affairs collaborate to more effectively provide learning-centered enrollment services that are seamless, integrated, functional, consistent and timely, translating into a positive student experience.

Strategy 2: Academic Affairs works to align services, practices, approaches, and campus culture to meet the needs of our changing community and increasingly diverse student body.

B. **Educational Priority:** Personalized Educational Pathways

Goal: MCC is committed to helping each student develop his/her own clearly defined, structured, and personalized pathway to obtain his/her educational goals of transfer, degree/certificate, job placement, or personal enrichment.

¹ The original version was endorsed by Shared Governance Council on April 13, 2015. This updated version includes the addition of Strategy 3 supporting Educational Priority B: Personalized Educational Pathways which was endorsed by Shared Governance Council in April 2016.

Strategy 1: MCC establishes and provides innovative and sustainable educational programs with clearly defined pathways that are responsive to community and industry needs and that prepare students to obtain educational and career goals.

Strategy 2: MCC partners with universities to offer and expand access to baccalaureate degrees at the college.

Strategy 3: MCC employs the Guided Pathways to Success (GPS) model to help students identify their goals and needs, and chart clear routes to timely completion. Starting with courses shared among broadly-related areas of study, students progress through carefully sequenced courses with recognizable academic milestones and integrated support services.

C. **Educational Priority:** Academic Excellence

Goal: MCC is committed to offering a high quality educational experience through academic excellence. MCC hires and supports faculty who are committed to scholarly pursuits of teaching and learning, resulting in high levels of student success. As such, MCC seeks to craft curricula, environments, and experiences that foster the development of knowledge and abilities. MCC sustains and builds present and future college academic centers of excellence that adapt to the needs of our local and global partners.

Strategy 1: MCC hires, trains, and sustains a highly motivated, talented, knowledgeable, and diverse workforce who are recognized for teaching and service excellence to ensure rigor and high levels of student success.

Strategy 2: MCC engages in timely, comprehensive, and appropriate assessment of student learning outcomes at the course, program, and institutional levels. Academic assessment is recursive and sustainable which

leads to a culture of assessment throughout the college to ensure a high quality educational experience.

D. Educational Priority: Institutional Effectiveness

Goal: MCC is committed to fostering a culture of continued improvement, which includes integrated planning and the evaluation of all programs and services. MCC will use the identification and measurement of learning and instructional programs and the use of data and assessment to make informed improvement to our institution.

Strategy 1: Fully implement and clearly articulate MCC's integrated planning model that aligns academic planning to outcome measures, driving resource development and allocation.

Strategy 2: MCC will continue and expand the informed improvement process in order to sustain an assessment model that is meaningful to students, faculty, administration, staff, and stakeholders through activities occurring at the district, college, department, program, and course level.