



MARICOPA
COMMUNITY COLLEGES

Transformation Plan Update

May 9, 2017

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Introduction

The ad hoc Transformation Task Force was created by Chancellor Maria Harper-Marinick in February 2017, and conducted 10 meetings over 25 hours from February 22 to April 7, 2017. The Task Force was comprised of both community members and Maricopa administrators, faculty, and staff. Its directive was to review structural, organizational, policy, and leadership issues related to student access and success, responsiveness to employers and industry, increased collaboration and efficiency, and overall fiscal stability.

Matters related to budget and finance, human resources and leadership, student support services, business partnerships, marketing and outreach, and academic affairs were reviewed and discussed.

The Task Force heard from subject matter experts and public participants in each area. Meetings were open to the public, agendas were posted ahead of time, and meeting minutes and presentations were posted on the District website. In addition, a public comment form was provided for individuals to submit comments and opinions, which were then distributed to Task Force members.

The Task Force produced 42 recommendations relating to student access and success; workforce responsiveness; resources, efficiency and collaboration; and leadership at the District and college level. The following overarching recommendations emerged:

Leadership

Maintain the current model of one president at each college while putting in place measures to increase system-level branding, decision-making, and effective practices. The following issues arose as the importance of this recommendation was discussed:

- a. Maintaining the individual connection to the community is important, as is maintaining the individual culture of each college.
- b. While individuality is important, there was broad agreement among the Task Force members that more systemic thinking, standardized practices and policies, and coordination of effort and messaging should be done to advance student success. In a competitive higher education market the advantage is gained by acting as a system, not as 10 individual institutions. The Task Force members believe that there is more power in acting collectively than individually, and that too many variations in practice and information create confusion and difficulty for students.

- c. More can and should be done to create clear expectations and mandate performance of college presidents, not only at their colleges but regionally and system-wide.
- d. Moreover, the Task Force repeatedly recommended stronger District standards and management, as well as marketing and communication of MCCCDC and the colleges' collective assets rather than each institution's individually.

Guided pathways

More strategic choices to help students toward completion and well-paying jobs was a critical overarching theme for the Task Force. The Task Force heard stories from students who were enrolled in multiple institutions, took classes that were not needed, were given inaccurate information about next steps, and wanted clear direction for how to complete a degree or program that could get them good jobs. MCCCDC data on excessive credits and completions tells a similar story.

The Task Force believes that providing students with clear pathways and stackable credentials that preserve options for courses, colleges, and careers is the single best thing MCCCDC could do for its students.

Student services to support success

To fully realize the benefits of the guided pathway model, business processes and practices require attention and standardization across colleges with regard to compliance, communications, and utilization of data and data analytics to boost enrollment and completion. The Task Force looked at several years of student surveys, included students in their discussions, and reviewed data and prior initiative recommendations relating to admissions, enrollment, advising, persistence, and completion.

Items highlighted include:

- a. A lack of consistent utilization of data and data analytics across colleges, which is important in converting leads, identifying potential barriers to student success, and assisting with financial aid and enrollment.
- b. Significant variances in response times, levels of service, and communications to students on financial aid, admissions, and enrollment assistance.
- c. The current, individualized enrollment process is a barrier to students and often prevents potential students from enrolling altogether.
- d. Substantial staff time is spent on compliance issues with varying levels of resources, training, and experience.
- e. A strong interest remains in implementing the work of the Seamless Student Experience team and in making as many services as possible available to students to access via smart phones and similar technology. Ultimately, MCCCDC must work on a comprehensive student portal to enable students to access all pertinent information regarding their education in one interface.

Marketing and outreach

The Task Force recognized MCCCDC's need to increase visibility and outreach:

- a. There was consensus that marketing the system as a whole and pooling resources is more effective than each college doing its own individual marketing.
- b. The Task Force agreed that until we can do a better job receiving, admitting, advising, and assisting students on their path to completion, simply engaging more marketing efforts would not yield much return.
- c. However, much work could be done to establish a brand identity for MCCCDC that includes reexamining core values, competencies, and areas for improvement.

Accountability and performance

Expectations for performance of leaders at the colleges and District Office was a major theme.

- a. Accountability and regular, mandatory performance reviews for all employees, particularly management (Deans, Vice Presidents, Associate Vice Chancellors, Presidents, and Vice Chancellors), were strongly recommended. Additionally, many Task Force members believed performance reviews should include elements such as 360 degree feedback.
- b. The Task Force emphasized the need for clear expectations and accountability for college presidents and recommended tying performance measures to regional and District outcomes as one means of promoting more collaboration and system-thinking.
- c. Since the District has a new Strategic Plan, it would follow that accountability be tied to those system- and college-level commitments and outcomes.



Reducing competition between MCCCCD colleges

When facing growing competition from outside of the District, particularly with regard to workforce and developmental programs, competition within the District hurts, rather than helps, enrollment. The Task Force repeatedly pointed out that not all colleges need to be all things and that program development should be more strategic based on economic and labor trends.

- a.** The need for culture change was a frequent topic of conversation in the Task Force meetings. The Task Force identified a few areas that could impact or improve current culture.
 - i. Develop a brand strategy to build consensus on core values, identify competencies, and agree on areas of improvement.
 - ii. Establish clear accountability and performance expectations, particularly for leadership.
 - b.** Faculty emphasized the need to undertake a comprehensive review and establish a common and well-understood definition of shared governance.
 - c.** The Task Force strongly supported MCCCCD's movement toward a market-based salary, performance, and promotion system as a management tool for meeting strategic outcomes.
- iii. Delineate District Office and college responsibilities
 - District Office should set standards, ensure systems are in place and functioning, provide adequate resources and training, and establish guidelines and strategic direction.
 - Colleges should implement against standards, make day-to-day decisions, manage personnel, and work toward student success.

Strategic Program Alignment to Industry – Increase

1. Industry Institutes: Transform CTE and occupational program into regional industry-sector “Institutes” across the District.

- Managed centrally but delivered throughout the District based on market and student demand.
- Establish single industry board for each sector representing the entire county. The boards will serve as the single point of entry for the District and operate as a regulatory body of sorts to provide guidance on learning outcomes consistent with industry norms and employer needs.
- Include structured internships, apprenticeships, and other on-the-job/immersion experiences for students.
- Ensure faculty and staff flexibility and mobility between colleges to ease student access and meet student and employer demand more readily.
- Establish sector-specific leadership for each institute to serve as liaison with industry.

2. Phase 1 of guided pathways should be done through the institutes and integrate stackable credentials where possible.

- Begin curriculum and course mapping once sectors and sequence are determined.
- Develop website for industry institutes and single portal for industry-related information and opportunities.
- Develop/Acquire E-Advising tool.

3. Institute “career navigators” at each institute.

- This is a case management model from outreach through completion, facilitating on-going, intentional connections between students and industry employers throughout each student’s program.
- Cohort-based coordination across academic advising, career advising and placement, industry outreach, and curriculum development.
- Establish and manage apprenticeships and internships.
- Identify 2-4 per institute depending on size and number of colleges involved.

4. Evaluate program and curriculum review processes.

5. Create and manage internal and external labor market data warehouse and tools to provide consistent and standardized labor market data and data analytics.

6. Incorporate sector pathways into high school dual enrollment.

7. Establish uniform accountability for all workforce programs.



Strategic Program Alignment to Industry: Next Steps

Within 90 days

- Establish Chancellor's Strategic Leadership Council on Workforce
- Identify appropriate subject matter experts and consultants
- Identify and prioritize industry sectors for Year 1
- Commission a brand analysis for consistent naming and identification for institutes
- Create and deploy implementation teams for Phase 1 sectors
 - Faculty—Begin mapping
 - Finance—Review appropriate funding structure and compensation for colleges; assess current assets, faculty lines and openings, staff resources, facility, and equipment needs
 - Industry—Begin identifying key occupational and workforce needs, as well as desired learning outcomes and competencies; recommend and recruit Industry Board members
 - IT—Set priorities and project management plan; review website needs; identify E-advising tool to support Institutes and colleges
- Identify best practice labor market information tools and support implementation

Within 18 months

- 3 Institutes in place; 3 more in process
- Structures determined
- Leadership Team in place
- Curriculum and course mapping completed
- Marketing and outreach begins/continues

Outcomes

- Increase in private and grant funding and other resources
- Increase in high school student enrollment and K12 partnerships
- Increase in graduates employed
- Increase in wages of graduates
- Increased visibility for MCCCCD
- Each industry sector academy will set specific goals every 3 years for:
 - enrollment
 - increased completion rates
 - students involved in apprenticeships and internships
 - Student employment by program
- Cost savings
- Apprenticeships and internships available across industries within 3 years
- Increase in number of private and business partnerships

Student Success Strategies – Implement

1. Implement Guided Pathways: While the first step in implementing Guided Pathways will be for occupational and CTE programs, discussions should commence for District-wide implementation as soon as possible.

- Support and implement a change management structure to ensure success.
 - Establish District-wide leaders and leadership team with authority to make decisions.
 - Support and implement a District-wide communication plan.
- Develop and implement E-Advising tool and website adjustments.
- Review impact on advisor ratios, resources, and other changes.

2. Support and improve academic advising.

- Invest needed resources in academic advising. There are operational funds available to enable all colleges to add at least 1 FTE or additional resources into advising immediately.
- Conduct a needs assessment and review best practices in hiring, training, and recruiting. Some colleges successfully commissioned consultants from national organizations dedicated to best practices in academic advising (e.g., National Association for Academic Advising, NACADA).
- Set a five-year goal for decreasing the advisor-student ratio, taking into account the Guided Pathway E-Advising tool and its impact.
- Adopt “intrusive” advising model over time with which students get “high-touch” from first call to graduation.

Student Success Strategies: Next Steps

Within 90 days

- Contract national consultant and program manager with experience in system-wide implementation of guided pathways and academic advising.
- Establish leadership model, including executive leader(s) and high-level steering team to provide oversight.
- Adopt Guided Pathways construct, framework, and guiding principles. Include measurable student success and program outcomes tied to the MCCC 2017-2020 Strategic Commitments.
- Establish a baseline for key performance indicators and finalize metrics and targets.
- Develop a detailed and comprehensive project implementation plan inclusive of degree mapping/course sequencing, alignment of student affairs business processes, IT integration of supporting e-tools, change management strategies, and professional development.
- Project an implementation budget that includes operational and technological costs and develop an annual operating budget.
- Establish a dedicated communications team to manage internal communications regarding all student service efforts.

By end of 2017

- Develop and implement a comprehensive plan for development and implementation of Guided Pathways.

Within 12 months

- Finalize needs analysis of academic advising.
- Establish comprehensive work plan for training and recruiting academic advisors.
- Establish goals regarding academic advising.
- Adopt a singular, committed advisement philosophy and practices among Maricopa colleges that includes integration of Guided Pathways.
- Secure and begin testing of E-Advising tool.

Within 18 months

- Add additional academic advising services at colleges
 - Establish a work plan for District-wide implementation
 - Establish operational budget
 - Leadership and staff training underway

Outcomes

- Increase in number of credits earned first semester
- Increase in number of credits earned first year
- Completion of gateway math and English courses in first year
- Improve equity measures
- Increase in persistence (Fall-to-Spring and Fall-to-Fall)
- Increase in completion of degrees, certificates, and transfers

Student Services and Infrastructure – Improve

1. Strategic branding and marketing

- **Pre-planning phase**, beginning immediately and running through Fall 2017
 - Immediate additional investment of \$300K on top of \$125K to expand tactics and digital efforts in the current Some College—No Degree program and include out-of-home tactics, such as billboards, bus wraps, bus stations, light rail, and building advertisement.
 - Establish a benchmark for all current awareness, affinity, and attributes of the Maricopa brand by executing a comprehensive Brand Attitude, Awareness, and Affinity Study with outside firms and consultants
- **Phase 1.** (October 2017 through April 2018) Implement the new Maricopa brand messaging strategy and focus on building consumer awareness and consideration as systems are upgraded to allow for complete relationship management and analytics. In addition, during Phase 1 we will update/refresh our creative in anticipation of the launch of Phase 2.
 - Targeted Digital, Mobile, Paid Social, Grassroots, Local Cable, Local Radio, Out-of-Home
 - Latino Outreach
 - Brand Awareness Study Update
 - Creative Update Phase 2
- **Phase 2.** (May 2018 through July 2019) Shift tactics from building awareness of the Maricopa brand to active recruitment and conversion of potential students. With a District-wide fully integrated CRM tool we will be able to track prospective students through the entire decision-making and enrollment process, adjusting messaging and tactics along the way, based on data.
 - Targeted Digital, Mobile, Paid Social, Grassroots, Local Cable, Local Radio, Out-of-Home
 - Latino Outreach
 - Brand Awareness Study Update

2. Increase outreach efforts in communities. The District should deploy resources for specific outreach in the following areas:

- Colleges with significant enrollment challenges
- High school districts
- Community-based organizations

3. Website redesign and enhancement. Deploy redesigned website to significantly improve the student, prospective student, and public experience. Much of the initial research and development has been done.

- Launch a new district website (Maricopa.edu)
- Bring new college sites live and have all 10 new college sites fully functional by June 2018

4. Call Center for converting leads. Establish Call Center to serve prospective students from employer leads, Workforce Innovation and Opportunity Act, Veterans, FAFSA, Admissions. Enable direct enrollment to colleges from call center.

5. Standardize compliance processes and practices

- Compliance continues to be a significant drain on resources across the District and implementation is inconsistent.
- Resources and effort must be focused on not just more compliance staff but how to change and improve processes so that the burden lessens over time.

6. Information Technology Upgrades

- Create a web-based student portal to enable students to have easy access to individual records, schedules, calendars, course requirements, and other individualized information to support needs through graduation
- Implement an E-advising system to support guided pathways

7. Additional support, student information, and standardization across the District

- Full integration of CRM tool
- Create information resources for students and families that is consistent and easily available
- Financial aid standardization and automation should be accelerated to reduce staff time on transactional functions and increase time engaging students
- Admissions and enrollment standardization



Student Services and Infrastructure: Next Steps

Within 60 days

- Identify a branding consultancy to assist in developing a revitalized and comprehensive brand strategy
- Begin content conversion with colleges for new website
- Begin CRM training with college staff and assess resource needs of colleges
- Identify facilities and purchase equipment for Call Center
- Hire and train Call Center staff
- Invest additional funds into Some College—No Degree campaign

By end of 2017

- New District website launched
- Conversion of college websites initiated

Within 18 months

- Call Center up with data collection and analysis report of first two semesters complete
- Website fully deployed across District
- CRM integrated fully across District
- Guided Pathways E-Advising Tool identified and tested
- Brand strategy complete
- Phase 1 marketing complete
- Phase 2 marketing underway

Within 18 months, cont.

- Standardization of full-system plan developed and underway
- Outreach teams in place
- Student portal under development and tested
- Initial evaluation of effectiveness of marketing and process changes

Outcomes

- Increase enrollment by 2 percent annually
- Increase persistence by 5 percent annually
- Increase completion by 5 percent annually
- Increase revenue by at least \$10 million from call center lead conversion
- Increased brand awareness both aided and unaided
- Improved student experience and reduction of time to disbursement of financial aid
- Decreased student loan cohort default rates
- Increased student knowledge of financial aid and financial literacy
- Increased student financial confidence and success as measured by number of FAFSA completers enrolling at Maricopa Colleges
- Improved Gainful Employment Debt/Earnings metrics

Leadership and Operations Infrastructure

1. Budget and finance

- Undertake an extensive review of base budgets for all colleges
 - Task Force members strongly believed that current and historical reasons for disparate budgets among colleges is no longer valid
 - Colleges need stability and predictability in budgets
 - Real costs of delivering programs must be incorporated into analysis
- Review current FTSE allocation formula but only after reviewing base budgets
 - Funding based only on enrollment does not drive collaboration and completion
 - Real program costs should be taken into account, particularly if some colleges begin to specialize in certain programs that are more costly
- Establish regular strategic reviews of college budgets and alignment to District goals

2. Performance management and accountability

- Implement performance reviews with fidelity
 - Launch a cross-functional performance task force to review best practices and make recommendations by September 15, 2017
 - Establish necessary staff and leadership training
- Implement market-based compensation system to keep pace with current trends
 - The Task Force strongly supports changes to bring MCCCCD into line with hiring and compensation practices across Arizona and the nation
 - Critical to success is an evaluation system and performance measures

3. Regionalize and Elevate Development/ Fundraising Functions

- Regionalize operational components of development services and fundraising at the colleges
- Establish consistent levels of service at college and regional level through a designated and trained Chief Development Officer

4. Regionalize Marketing and Communication Services

- Enhance leadership team to better adapt to digital markets
- Enhance data analytics capability to be more strategic
- Create regional teams to save costs while enhancing delivery of strategic marketing services
- Maintain college resources for day-to-day



Leadership and Operations Infrastructure: Next Steps

Next steps

- Establish cross-functional District-wide leadership team
- Research best practices
- Search for financial consulting services to complete equity analysis of budget
- Establish regular budget review calendar

Within 12 months

- Performance review tool established
- System for evaluation established
- Market-based salary system implemented
- Regionalization of development functions underway
- Regionalization of marketing and communications services complete
- Recommendations complete for budget changes
- Budget proposal to Governing Board for consideration

Outcomes

- Increased collaboration and systemic projects and initiatives
- Better employee morale, productivity, and performance at all levels
- Increased awareness and support as measured by increase private contributions and grants
- Consistency in budgeting
- Predictability for colleges
- Strategic budgeting implemented

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Transformation Task Force Recommendations, April 10, 2017

The following is a list of recommendations issued by the Ad-Hoc Transformation Task Force for the Chancellor's consideration. These are recommendations only and should not be construed as a plan that has been adopted by the Chancellor and/or the Governing Board. Rather, these recommendations represent the hard work and opinions of the Task Force members. The Chancellor will review the recommendations and incorporate those she supports into a Transformation plan to be submitted to the Governing Board for discussion.

Student Access and Success

Issues

1. Marketing is not reaching students; confusing, diluted, or non-existent
2. Students receive inefficient advisement regularly; high personal financial and completion cost
3. Not enough advisors; ratio of advisors to students too high. Also, no standard tools or communication among college departments for this group. Too many degree path options complicate issues for students and inhibit access to specialized advising in various program areas
4. Students cannot navigate Maricopa system efficiently; completion takes much longer than other entities are able to provide
5. Maricopa colleges are competing with each other instead of these external entities for students
6. Failure to understand why students are not retained and/or leaving colleges
7. Under-performing programs (low completion) not addressed

Objectives

1. Shift recruitment perspective to "getting the right student to the right college(s) at the right time for the right program from recruiting a student to a specific college
2. Increase persistence and completion
3. Consistent Student Contact and Information for Completion
4. Shift recruitment perspective to "getting the right student to the right college(s) at the right time for the right program" from recruiting a student to a specific college
5. Complete full implementation of an integrated re-deployed web presence, system CRM, coordinated marketing, communications, and student on-site and web-based interfaces
6. Standardize and simplify the tools, data and information for students across colleges
7. Streamline programs and partnerships
8. Maintain consistent student contact and information for completion

Implementation Strategies

1. Establish and maintain a change management strategy at DO to improve decision-making, standardize operations for students, and ensure consistent compliance through training, resources and clear information flow. Components include:
 - Identify key outcomes within each student service function
 - Include key stakeholder across the District for input and design
 - Delineate roles including establishing a leader for each project who is empowered to make decisions and is held accountable
 - Establish clear and ongoing communications for each project
 - Set standards for colleges to meet
 - Resource and staff appropriately to enable colleges to meet standards
2. Better outreach, recruiting, marketing/branding
 - Undertake a brand market review
 - Consider District-wide brand strategy development to establish shared core values, identify strengths and areas that need attention and conserve district resources
 - Build on value of entire District as well as individual college cultures and attributes
3. Better intake (admissions) and onboarding (enrollment)
 - Prioritize and resource redeployment of fully integrated website to connect to CRM and SIS to ease navigation for students
 - Review Seamless Student Success (SSE) Establish a District-wide 'Seamless Student Success Council' as functional implementation team to coordinate resources and actions
 - Review staffing, leadership
 - Standardize Data Tools and Reports for all areas
 - Generate and utilize meaningful data/stats from each student services area (FA, Admission, Enrollment, advisement) and drive college standardization from DO SSE Council
 - Review data on financial aid services to develop solutions for streamlining, simplifying and disseminating information to students
 - Improve response times and processes as needed by college until standards are achieved
 - Utilize data to and develop a strategy to provide more standard and systematic information to students and families (e.g., FAQs)
 - Virtualize and standardize central call center for leads to enrollment
 - Pilot utilization of central call center to direct enroll students at interested colleges
 - Evaluate staffing and space needs to realize return on investment
4. Significantly enhanced advisement and career counseling with current resources and prioritize for future resources
 - Evaluate outcomes of MCCCCD Career Navigator model and review budget options for scale
 - Review best practices from around the country, including ratio of advisors to students
 - Establish standard professional development for advising
 - Review prerequisites for hiring
 - Redesign the student intake process to help undecided students choose a field of study as quickly as possible
 - Fully and consistently implement SSE at all colleges and closely evaluate impacts
 - Evaluate individual efforts for improvements in persistence and completion

5. Streamline current degree and certificate programs by implementing guided pathways to completion.

Elements include:

- Simplify choices for students, using program maps as the defaults for program plans that are required of every student but that students can customize with support from an advisor.
- Give students predictable course schedules that make it easier to organize their lives around school and graduate on time.
- Integrate {co-requisite courses} teaching of foundation skills into college-level gatekeeper courses for major program areas to enable academically unprepared students to successfully enter a program of study as soon as possible.
- Monitor student progress on their program plans, providing frequent feedback and support as needed.
- Build bridges into all programs, including college programs (as opposed to preparing students for college generally) from high schools, adult basic education and other feeders.
- Standardize data, tools and reports – programs, degrees, credentials offered across all colleges

Workforce Responsiveness

Issues

1. Too many points of entry for employers and industry
2. Slow response times to employer and industry needs
3. Not enough flexibility within system to start and adapt programs
4. High levels of duplication amongst colleges
5. Inconsistent program offerings
6. Lack of system integration and no central decision-making or authority

Objectives

1. Create a competitive regional workforce by:
 - Connecting MCCCCD programs, resources, and services to serve the community
 - Creating pathways to careers in high demand and emerging industry sectors
 - Leading regional development in sector partnerships/strategies
2. Increase student enrollment in industry guided pathways with stackable credentials
3. Improve response times for employers and industry by reducing approval time for programs and simplifying engagement with colleges and District
4. Increase high school students participation in career pathways through MCCCCD
5. Increase degree and certificate completion in high-demand, livable-wage jobs that align with current economy of our region
6. Prioritize completions
7. Standardize labor market tools and data to inform decision making
8. Preserve individual relationship value at colleges

Implementation Recommendations

Regional Sector Institutes/Hubs¹

1. Establish industry sector institutes based on current employment trends – Advanced Manufacturing, IT/Cyber, Allied Health, Energy (Might consider other specialization centers like Fine and Culinary Arts, Automotive)
2. Administer through one lead college. Lead college criteria could include:
 - Regional employer base in sector
 - Projected job growth in region and sector
 - Current student enrollment by college
 - Number of completers in related programs by college
 - College assets and resources - faculty, space, equipment
 - Location of workforce as well as location of jobs
3. Establish a single industry sector council to engage in all aspects of center development and operation from the beginning (could be existing Business and Industry Leadership Teams “BILTS”) and ensure broad representation from across Maricopa County
4. Led by an Executive Director with knowledge of specific sector and higher education to serve as liaison to colleges, Sector Council, sector employers, District and faculty, and single point of contact for business, industry and education
5. Align all faculty, staff and students across District with lead college. There are options for structure that depend on circumstances of each program/industry sector. Options include:
 - Physical relocation (C4E model): All related faculty to lead college but enable courses and programs to be delivered across any of the 10 colleges based on employer need, student interest, enrollment trends
 - Virtual relocation: All related faculty remain at existing college but scheduling, course sequence and alignment done through lead college
6. Curriculum and program development modeled after nursing program.
With consideration of the following:
 - Focus on maximizing flexibility and shortening response time to create and change programs
 - Collapse and streamline the curriculum and program review (combine faculty, occupational deans and district review)
 - Faculty-led with representation across all colleges participating in the sector institute with appropriate District oversight
 - Provide opportunity for industry input (absent clear regulations, such as nursing, industry is best positioned to provide input on standards, skills, learning outcomes and needs)
7. Incorporate an early college high school component and work with all school districts, JTEDs and charters to build industry pathways toward regional job opportunities
8. Utilize stackable credential model for all programs and courses related to sector
9. Build regionalized internship programs and opportunities

¹ The Task Force was in complete agreement to not use the word “Center”

Empower District Workforce Office

1. Provide best labor market information and ensure it is implemented and utilize at regional industry centers and colleges with fidelity
2. Provide common and standardized tools for regional industry centers and colleges
3. Ensure appropriate pace of program development and review
4. Measure and report student outcomes to programs and Institutes regularly
5. Ensure appropriate connection to the regional workforce needs across all sector institutes statewide
6. Assist sector institutes in building business relationships
7. Establish standards for consolidating under-performing CTE and occupational programs District-wide and assist colleges in implementing necessary changes
8. Consider elevating workforce at District Office or regionally

Resources, Efficiency and Collaboration

Objectives

1. Reduce competition between colleges
2. Enhance development opportunities across the district
3. Eliminate redundancy and duplication
4. Incentivize the Colleges to be more entrepreneurial, increase efficiency and collaboration and better leverage resources
5. Enable colleges to plan and adjust resources effectively
6. Establish a more strategic approach to budgeting toward outcomes (Strategic Commitments, Governing Board Outcomes)

Implementation Recommendations

Development

1. Standardize staffing levels, training and policies across all 10 colleges with a goal of every college having one dedicated FTE position for development
2. Continue to support Foundation's move toward self-sustaining operating support
3. Review industry practice for Foundation overhead to determine any adjustment to current two percent

Budget

1. Evaluate college base budgets as to relative funding available to support programs based on enrollment levels, program type, faculty and support staff ratios
2. Once base has been evaluated, review FTSE allocation for options that will (1) provide stability and predictability for colleges; (2) drive strategic priorities, and (3) reduce competition for District resources
3. Explore funding options that are not entirely driven by FTSE to encourage increased enrollment across district, not just within a college (e.g., C4E model that moves all FTSE to lead college with appropriate reimbursements to other participating colleges)

4. Explore ways in which budget resource allocations can support and recognize college progress in achieving Strategic Commitments
5. Conduct regular budget review and discussion strategy sessions with DO and individual colleges throughout the year not just at budget time

Revenue

1. Evaluate differential tuition for programs, particularly those in high-demand and can adjust to market
2. Review registration and additional fee options, particularly for high-cost programs and key services that are costly to maintain (e.g., technology infrastructure)

Human Resources

1. Create a culture of performance; start by instituting regular evaluations with fidelity and enforce completion
2. Standardize staffing levels, training and policies across all 10 colleges to support presidents in making hiring decisions
3. Support move to a market-based system for hiring and salaries
4. Integrate performance and clear expectations for colleges and system into president and other leader contracts
5. Provide opportunities for employee input and communication for new ideas and create mechanisms for implementation when appropriate

Leadership Committee

Issues

1. Lack of consistency across DO and colleges; less centralization and more standardization; clearer definition of “operating lanes” between the colleges and the system
2. No single conversation or common operating picture
3. Collaboration at the right levels to avoid inhibiting decision-making and implementation
4. Need more accountability and performance culture at all levels
5. 15-17 direct reports to Chancellor is a lot; need for easier operational decision making for presidents
6. Clear delineation of DO role and presidents/college role with clear expectations tied to Strategic Commitments

Objectives

1. Preserve and consistently define Shared Governance
2. Define roles/functions
3. Improve accountability and performance culture
4. Realign resources with focus on function
5. Provide appropriate leadership training for all district employees
6. Let College Specialties Shine throughout District

Implementation Recommendations

1. Define roles & functions at DO and Colleges in relation to each other
2. Review DO operations and leadership structure to ensure necessary staffing and consistent application of services, standards and decision making that support colleges
3. Review District-wide executive structure and accountability
 - REVIEW ROLES - Vice Chancellors, Associate Vice Chancellors, Presidents and Vice Presidents
 - Student Affairs, Students Services, and Seamless Student Success Pipeline
 - Standard internal processes and tools at all colleges and DO
 - Standard external customer service processes and tools at all Colleges
 - Standard reporting schedules, methods, and performance metrics
 - Shared expectations to put Student's needs first
 - CONTINUE College Presidents, Vice Presidents management structure as is
 - More closely define functions and reporting expectations
 - More closely define performance metrics tied to Strategic Commitments
 - Include performance metrics related to region not just individual college
 - Clearly define expectations of the job with regards to external, internal, development, and system
 - Establish regular evaluation with 360 components
 - Review value of transferring some management positions to contract
 - Review and require appropriate functional training
 - REVIEW & ADJUST Policies as needed districtwide for adequate accountability, enabling strategic goals and ensuring access to best management practices
4. Realign Focus with Functions to include more efficient (less) processes based and data-informed decision making
 - Ensure councils and committees have clear direction, sponsorship, defined roles, and decision making authority assigned appropriately
 - Regionalize and/or standardize important positions both external (marketing, recruitment, development) and internal (compliance, advising, HR) to better serve colleges, students and employers
5. Specialization of Colleges
 - Market Colleges primary contributions to Maricopa's menu of offerings
 - Develop College reputations for specialties internally and externally
 - Enable faculty to meet load requirements by leveraging across colleges to meet demands across the District
 - Reduce competition within college "boundaries"
 - Reduce time to develop and approve programs

Transformation Task Force Charter

Mission

Develop recommendations to the Chancellor, for presentation to the Governing Board, on transformative changes concerning the Maricopa County Community College District (District) and its member colleges that will further Strategic Commitments established in the District's 2017-2020 Strategic Plan and achieve:

- a thriving community through access and student success;
- national recognition as a leading innovator among institutions of higher learning; and
- a driving force for economic and workforce development in Arizona.

Scope of Work

Review and recommend a framework to assist the District in establishing specific organizational regulations, systems and strategies as well as structural and leadership changes that will accelerate the Strategic Commitments. In doing so, the Task Force shall define goals, benefits, and drawbacks of any recommendation to systemic planning, coordinating, and executing of services and programs for furthering the Strategic Commitments.

Guiding Principles

- Focus on student success as the primary mechanism of system stability and success
- Empower system to be agile and responsive to workforce and employer needs
- Incentivize the enhanced use of resources, efficiency, and collaboration among colleges
- Deploy an agile leadership structure to enhance community connections

Values

- Data-driven decisions
- Full consideration of benefits and drawbacks of all proposed changes
- Transparency and inclusiveness

Responsibilities

Each member of the Task Force is asked to:

- Attend at least two full Task Force meetings and one committee meeting,
- Engage in honest dialogue with an open mind, and
- Utilize his/her expertise and experiences to inform discussions and recommendations.

Expected Outcomes

- Increased enrollment throughout the District by effective use of data and collaboration to guide enrollment strategies.
- An integrated and efficient system that improves the student experience and results: increased completion of certificates and degrees, successful transfer to a bachelor-granting institution, and gainful employment.
- Better leverage of resources, collaboration, and cooperation between colleges and with the District.
- A more agile and responsive system for workforce development that supports innovation and can meet present and future employer needs, and student workforce placement, more effectively.
- A proposed leadership structure that will support a systemic approach to better serving the community.
- A culture of inclusion and accountability.

Members

Seven Community Members representing all portions of Maricopa County

- Betsey Bayless – President Emeritus, Maricopa Integrated Health System
- Susan Ehrlich – Judge (ret.), Arizona Court of Appeals
- Sintra Hoffman – President & CEO, WESTMARC
- John Lewis – President & CEO, East Valley Partnership
- Mary Mitchell – Senior Associate, Community Engagement, Girl Scouts –Arizona Cactus Pine
- Peggy Neely – Johnson & Neely Public Strategies
- Lisa Urias – President, Urias Communications

Two College Presidents

- Jan Gehler – President, Scottsdale Community College
- Steven Gonzales – President, GateWay Community College

Two Vice Chancellors

- Paul Dale – Interim Executive Vice Chancellor and Provost, MCCC
- Gaye Murphy – Vice Chancellor Business Services, MCCC

Two Faculty Members

- Robert Soza – President, Faculty Executive Council
- Dolores Urbietta – Faculty Senate President, South Mountain Community College

Two Classified Staff Council Representatives

- Kris Bliss – Classified Staff Council President, Maricopa Community Colleges
- Shannon Ridgeway-Monaco – Classified Staff Council Conflict Resolution Officer

Three Students from Maricopa Colleges

- Cassidy Slusser – Chandler-Gilbert Community College
- Ashley Sneddon – Glendale Community College
- April Renteria Martinell (Alternate) – Chandler-Gilbert Community College

Transformation Task Force Members

Community Members

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President Emeritus
Maricopa Integrated Health System

Susan Ehrlich

Judge (ret.)
Arizona Court of Appeals

Sintra Hoffman

President & CEO
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Peggy Neely

Johnson & Neely Public Strategies

Lisa Urias

President
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MCCCD Members

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