

# Maricopa County Community College District

Appendices



LEADERSHIP • PROBLEM SOLVING • VALUE CREATION

December 9, 2009



# APPENDICES - CONTENTS

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- 1. Phase 1 – Implementation Plans**
- 2. Phase 1 – Dashboards**
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# 1 - PHASE 1: IMPLEMENTATION PLANS



# 1 - PHASE 1: Criteria for Best Practices

A&M identified “Best Practices” as those practices that demonstrated the five characteristics below:

| Characteristic  | Measure   |
|-----------------|---|
| Observable      | ▲ Defined by events and procedures that positively affect student satisfaction.   |
| Demonstrable    | ▲ Identified practices that follow specific paths and procedures.   |
| Student-Focused | ▲ Practice is designed to directly affect a student’s academic life.  |
| Outcome-Driven  | ▲ Focus towards specific goals and targets for potential and current students.  |
| Replicable      | ▲ Practices that can be standardized and integrated across the College systems with the same consistent, desired outcome. |



# 1 - PHASE 1: Recruitment Strategies

## 1 Centralized Marketing & Outreach Activities

Maximize MCCC'D's ability to drive new student enrollees and opportunities for existing students through centralized responsibility and accountability for managing and developing relationships with community stakeholder groups, such as social service agencies, potential Workforce Development candidate companies, local employers and four-year educational institutions. Eliminate duplication of efforts by the individual Colleges through overlapping outreach efforts to these key community stakeholders.

## 2 Localized Marketing & Outreach Activities

Execute recruitment strategies at the individual College level that are clearly designed to be high-touch, targeted to local demographic needs and eliminate barriers to on-the-spot enrollment.

## 3 Long-Term Planning

Ensure that Colleges have a proactive recruitment plan that is regularly reviewed, reflecting both College and District priorities and current best practices.

## 4 Centralized Dual Enrollment

Maximize dual enrollment numbers and partnerships with feeder schools by transitioning MCCC'D's approach to high school relationships from an individual College basis to a District basis. Eliminate the current duplication of efforts through clear delineation of responsibilities and accountability.

## 5 One Door

Design a single, District-wide interface that facilitates student enrollment, financial aid and scholarship application and course registration at any MCCC'D College. Create a comprehensive student record containing information of all interactions with all Colleges' staff for the life of the student at MCCC'D.

## 6 One Stop

Locate all student services in one physical location and deliver high-touch, seamless service through cross-trained staff and well-defined processes and protocols for triaging students.

Where physical co-location is not possible, set up a temporary One Stop solution at the beginning of each semester, using the gym, cafeteria or other appropriate facility.

## 7 Placement Testing & Degree Pathway Planning

Mandate placement testing and subsequent placement in appropriate Math, Reading and English courses for all first-time, degree, certificate and transfer-seeking students.

## 8 Mandatory Orientation

Mandate orientation for all first-time, degree, certificate and transfer-seeking students to discuss availability of student life, College resources, mandatory advising program and experiential learning opportunities.

# Recruitment **1** Centralized Marketing & Outreach Activities

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS  |
|--|---|
| <ul style="list-style-type: none"> <li>• Centralize and coordinate certain marketing, information and outreach activities that are currently being performed by Colleges at varying levels with varying approaches, including;                             <ul style="list-style-type: none"> <li>– Targeting agencies for community outreach that could generate re-entry students, like social services agencies, domestic violence centers, etc.</li> <li>– One access point for Maricopa Workforce Connections.</li> <li>– Coordinated recruiting through business and industry for Workforce Development programs.                                     <ul style="list-style-type: none"> <li>• Use these relationships to create experiential learning opportunities, such as internship and co-op programs for students District-wide.</li> </ul> </li> </ul> <p>(Also, discussed under <b>Achievement #12, Coordinated Career Services</b>)</p> <li>– Expanded coordination of relationships with four-year transfer institutions to capture their drop-out students.</li> </li></ul> <ul style="list-style-type: none"> <li>• Implementation of one standardized Customer Relationship Management (CRM) system for recruitment management that all Colleges use to capture the details of all potential students. <b>(See Information Technology Discussion for Project Info)</b> <ul style="list-style-type: none"> <li>– Use this system to drive targeted student and parent communications, such as marketing and information materials, financial aid information, etc.</li> <li>– Use this system to deliver messages via telephone, email, IM, and postings, notifying prospective students of impending deadlines, campus events, acceptance, etc.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Reduction in duplication of general marketing, information and outreach efforts.                             <ul style="list-style-type: none"> <li>– Improving the use of resources will improve marketing effectiveness in targeting potential sources of new students, quality of recruitment efforts and the ease with which stakeholders can interact with MCCCD and its Colleges.</li> </ul> </li> <li>• Increase enrollment through proactively capturing students who drop out of four-year institutions.</li> <li>• CRM system will drive enrollment through a better use of technology and resources to track and follow up with perspective students.</li> <li>• Increase in opportunities for students to participate in experiential learning through leveraging relationships with business and industry.</li> </ul> |
|  | <h3>KEY STAKEHOLDERS</h3>   |
|  | <ul style="list-style-type: none"> <li>• College and District Office Workforce Development</li> <li>• College and District Office Marketing</li> <li>• Local four-year universities</li> <li>• All recruiting staff</li> <li>• Experiential learning program administrators</li> </ul>  |



# Recruitment **1** Centralized Marketing & Outreach Activities

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <p><b>Centralized Marketing, Information &amp; Outreach to Key Target Groups</b></p> <ul style="list-style-type: none"> <li>• Document current marketing practices and groups, organizations, and businesses targeted by each MCCCCD College.</li> <li>• Document external best practices.</li> <li>• Investigate and highlight potential groups and businesses that MCCCCD is not currently targeting but should be.</li> <li>• Develop a single, standardized list of key target groups along with suggested strategies and tactics to effectively and proactively reach these groups.               <ul style="list-style-type: none"> <li>– Include programs that this group, employer, or business might be able to support or be interested in, such as Workforce Development, internships, co-op or service learning.</li> </ul> </li> <li>• Circulate list to individual Colleges for input.</li> <li>• Determine whether this marketing effort should be managed centrally using District Office resources, coordinated by District Office but performed using specified College resources or managed through a hybrid model.               <ul style="list-style-type: none"> <li>– Designate responsibilities at the College and District Office level.</li> </ul> </li> <li>• Determine roll-out plan, costs, and resources required.</li> <li>• Design implementation strategy to include relationship management designations.</li> <li>• Communicate changes and designated responsibilities.</li> <li>• Implement work elements from roll-out plan.</li> <li>• Regularly communicate results and best practices.</li> <li>• Regularly review and modify strategies, tactics and target groups.</li> </ul> | <p><b>Centralized Marketing, Information &amp; Outreach to Key Target Groups</b></p> <p>RISK – Individual Colleges may wish to continue doing their own marketing, information and outreach to specific target groups.</p> <p>MITIGATION – The emphasis for these efforts is on ensuring one coordinated, standardized approach to marketing and outreach across MCCCCD and to reduce duplication of efforts and improve effectiveness. Specific Colleges that feel their approach is best or that they should lead specific efforts will be able to incorporate these requests into any centralized approach and use of resources during the consensus-building stage.</p> |



# Recruitment **1** Centralized Marketing & Outreach Activities

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS  |
|--|--|
| <p><b>CRM System</b></p> <ul style="list-style-type: none"> <li>• Determine all needs and types of relationships the CRM system will manage, using input from all Colleges.</li> <li>• Determine who at the College and District Office level will use the system to manage relationships.</li> <li>• Finalize whether CRM should be managed at individual College level, centrally at District Office level or a hybrid model.</li> <li>• Develop base line specifications.</li> <li>• Identify potential vendors and hardware / software requirements.</li> <li>• Evaluate compatibility with existing systems.</li> <li>• Identify budget requirements.</li> <li>• Scope implementation plan and timings, including training.</li> <li>• Issue competitive RFP to procure CRM application and associated implementation services.</li> <li>• Perform pilot in one College.</li> <li>• Develop and execute training and communications to all Colleges.</li> <li>• Roll out to all Colleges in phases once initial trial is proven reliable and successful.</li> </ul> | <p><b>CRM System</b></p> <p>RISK – General system / technology feasibility, resource, implementation and adoption / compliance risks, further exacerbated by previous experience of MCCCD SIS implementation.</p> <p>MITIGATION – Must capture detailed requirements during specification stage and deploy a solution that incorporates minimal customization, so it will be used consistently. Also, place great emphasis on change management and training as well as ensuring resource and scheduling requirements are well thought out with realistic and practical plans in place. Detailed testing and piloting must be executed.</p> <p>RISK – Sustainability and consistency of usage.</p> <p>MITIGATION – Clear policies mandating usage of the CRM system and specifying standards of approach and key activities, with usage and results measured on a regular basis.</p> |



# Recruitment **2** Localized Marketing & Outreach Activities

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• College recruitment plans should reflect a general aspiration that their student population mirrors the demographics of the local population.                             <ul style="list-style-type: none"> <li>– Specialized recruitment strategies for ethnic student populations should be developed, where required.</li> </ul> </li> <li>• Use enrolled students, alumni and faculty as ambassadors in recruiting, whenever possible.</li> <li>• Admissions decisions should be provided on-the-spot during campus visits, open houses and in high schools whenever possible.</li> <li>• Financial aid staff should be available to provide information to potential students during any MCCCD College recruitment events.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase enrollment by providing students with easy access to financial aid information and on-the-spot enrollment.</li> <li>• Increase enrollment by providing potential students direct access to faculty, other enrolled students and alumni during recruiting.</li> <li>• Maximize utilization of available resources at recruiting events.</li> </ul><br><p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Recruiting staff</li> <li>• Financial aid</li> <li>• Alumni</li> <li>• Faculty</li> <li>• Enrolled students available and interested in recruiting</li> </ul> |



# Recruitment **2** Localized Marketing & Outreach Activities

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS   |
|--|---|
| <p><b>Student Population Mirroring Local Demographics</b></p> <ul style="list-style-type: none"> <li>• Compare local demographic data with College data.</li> <li>• Identify gaps/deficiencies in student population make-up.</li> <li>• Determine methods of recruitment to target student populations where penetration is below local levels.</li> <li>• Develop strategy for recruiting ethnic populations in each College’s defined area.</li> <li>• Measure impact of strategies and tactics each semester.</li> <li>• Adjust strategy over time based on results.</li> </ul> <p><b>Usage of Current Students, Alumni &amp; Faculty in College Driven Recruitment Activities</b></p> <ul style="list-style-type: none"> <li>• Determine how best to leverage enrolled students, alumni and faculty into recruitment activities (i.e. high school visits, information sessions, student shadowing etc.)</li> <li>• Develop standardized policies and responsibilities to govern enrolled students, alumni and faculty involved in recruiting.</li> <li>• Develop remuneration model for enrolled students actively participating in recruitment processes.</li> <li>• Communicate and train where necessary.</li> <li>• Review usage and effectiveness on a regular basis.</li> </ul> | <p><b>Usage of Current Students, Alumni &amp; Faculty in College Driven Recruitment Activities</b></p> <p>RISK – Using faculty to recruit may reduce their capacity in the classroom.<br/>         MITIGATION – Tie activities outside the classroom, such as academic advising, skills training, tutoring and recruiting to performance reviews. Require all faculty to participate in some activity outside the classroom, such as skills training, tutoring, academic advising or recruiting.</p> <p>RISK – Overstaffing or understaffing at recruiting events to adequately meet the demands for enrolling students on-the-spot.<br/>         MITIGATION – Train those holding the recruiting event to be able to enroll students so that a predictable, number of staff are available.</p> |



# Recruitment **2** Localized Marketing & Outreach Activities

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS |
|---|-------|
| <p><b>On-the-Spot Decisions</b></p> <ul style="list-style-type: none"> <li>• At each recruitment activity, whether at a high school or on the College campus, designate a set of computers in a classroom or computer lab where students can immediately enroll through the “One Front Door” system with the assistance of an MCCCD employee if necessary.</li> <li>• Identify and designate defined areas for on-the-spot computer enrollment at each recruiting site.</li> <li>• Ensure that an appropriate number of trained staff members attend each recruiting event in order to assist students with enrollment.</li> </ul> <p><b>Financial Aid Outreach During Recruitment</b></p> <ul style="list-style-type: none"> <li>• Capture current state of financial aid outreach at all Colleges.</li> <li>• Determine optimal type of financial aid outreach during recruitment by capturing the voice of the student.</li> <li>• Identify and assess differences /gaps between current state of financial aid and desired state.</li> <li>• Develop plan and program elements to achieve desired state, including resources, structure, coordination, communication and any necessary training.</li> <li>• Pilot at one College.</li> <li>• Standardize outreach program based on pilot results.</li> <li>• Roll-out to remaining Colleges.</li> </ul> |       |



# Recruitment **3** Long-Term Planning

## MCCCD: Best Practice Recommendations

| RECOMMENDATION  | BENEFITS  |
|---|---|
| <ul style="list-style-type: none"> <li>• Promote effective planning and leadership to drive collaborative and continuous improvement.</li> <li>• Create College-specific accountability plans that align their strategic plans with District’s vision and priorities and promotes data-driven decision making.</li> <li>• Seek continuous feedback from ,and collaborate with customers and stakeholders, such as students, staff, faculty and community partners.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase enrollment District-wide by driving continuous improvement, efficiency, effectiveness, and sharing best practices across MCCCD.</li> <li>• Increases accountability for achieving strategic goals and priorities.</li> <li>• Provides for transparent communication on strategic priorities and success in meeting College or District-defined priorities.</li> </ul> |
|   | KEY STAKEHOLDERS  |
|   | <ul style="list-style-type: none"> <li>• College Administration</li> <li>• College Enrollment, Admissions, Registration and Recruitment</li> <li>• District Office Administration</li> <li>• Governing Board</li> <li>• Community</li> <li>• MCCCD Faculty and Staff</li> </ul>   |



# Recruitment **3** Long-Term Planning

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <ul style="list-style-type: none"> <li>• Determine current best practices of College and District Office recruitment planning, objective setting and strategy and tactics selection.</li> <li>• Evaluate external recruiting planning best practices.</li> <li>• Identify ideal structure and process of College and District Office recruitment planning, including formats, documentation, timings, processes and responsibility designations.</li> <li>• Determine key targets / evaluation criteria.</li> <li>• Develop policies through District-wide input.</li> <li>• Agree on implementation and evaluation timings and processes.</li> <li>• Roll-out to all Colleges and District Office.</li> <li>• Review College recruitment plans annually, comparing performance vs. the growth targets and strategies utilized in the previous year.</li> <li>• Colleges communicate results of the annual review of recruitment plans to District Office.</li> <li>• District Office communicates District-wide performance, trends, best practices, broad targets and strategies for the year ahead.</li> <li>• Colleges translate and incorporate these best practices, targets and strategies into their own annual plans.</li> <li>• Regular evaluation of the effectiveness of enrollment, admissions, registration and general recruitment strategies and tactics at a College and District level, with learning translated to changes where necessary.</li> </ul> | <p>RISK – No defined strategic enrollment plans for student recruitment and alignment to MCCCD and College goals and priorities.</p> <p>MITIGATION – Each College would be required to annually submit a strategic enrollment management plan that is part of the College’s overall strategic plan.</p> |



# Recruitment **4** Centralized Dual Enrollment

## MCCCD: Best Practice Recommendations

| RECOMMENDATION  | BENEFITS  |
|---|---|
| <ul style="list-style-type: none"> <li>• Coordinate Dual Enrollment centrally within MCCCD at District level.                             <ul style="list-style-type: none"> <li>– Create one MCCCD Dual Enrollment website for admissions, registration and financial aid process across all ten Colleges, processed centrally.</li> <li>– Ensure that every high school has one specified MCCCD Dual Enrollment Coordinator contact as defined by District Office Dual Enrollment who is likely to be the closest College’s Dual Enrollment staff member and handles the day-to-day relationship and management of the relationship.                                     <ul style="list-style-type: none"> <li>• <i>NOTE: this does not mean that high schools cannot send their students to multiple MCCCD Colleges, just that the MCCCD contact must manage the relationship for all MCCCD Colleges.</i></li> </ul> </li> <li>– Every high school has only one Dual Enrollment agreement with MCCCD, covering all applicable MCCCD Colleges as opposed to multiple, separate agreements with individual Colleges.</li> <li>– Implement the long-term strategic coordination of the recruitment of new high schools to be managed by District Office Dual Enrollment.</li> <li>– District Office specifies who is responsible, accountable, and who should be consulted and who should be informed when pursuing new schools.</li> <li>– Implement the long-term strategic coordination and development process for Dual Enrollment that is managed through existing Enrollment Council.</li> <li>– Develop a District-wide curriculum plan for the course offerings at the area high schools.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Partnership with MCCCD becomes simplified, more consistent, more fluid and easier to work with for area public and private high schools.</li> <li>• Reduction in duplication of Dual Enrollment efforts at the College level.</li> <li>• Focused expansion of Dual Enrollment across the District.</li> <li>• Increase in the efficient and effective use of MCCCD resources by freeing up existing resources where possible to expand Dual Enrollment and by eliminating duplication in school relationship management responsibility where high schools are sending students to more than one MCCCD College.</li> </ul><br><p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• District Office Dual Enrollment</li> <li>• College Dual Enrollment</li> <li>• College Recruitment</li> <li>• College Academic Instructors (Course Oversight)</li> <li>• High School Dual Enrollment faculty</li> <li>• Public and Private Phoenix SMA high schools</li> </ul> |



# Recruitment **4** Centralized Dual Enrollment

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <p><b>Assigning Specific Colleges to Specific Dual Enrollment High Schools</b></p> <ul style="list-style-type: none"> <li>• Identify all current and planned high schools in MCCCC District.</li> <li>• Identify which high schools within this list are currently working with / being contacted by MCCCC Dual Enrollment staff and which high schools currently have Dual Enrollment students enrolled in MCCCC .               <ul style="list-style-type: none"> <li>– High schools are likely to be aligned to specific Colleges, and there may be more than one MCCCC College per high school.</li> <li>– Capture headcount numbers by school: total and by school: per College.</li> </ul> </li> <li>• Analyze data, and highlight:               <ul style="list-style-type: none"> <li>– High schools only working with one MCCCC College.</li> <li>– High schools working predominantly with one MCCCC College.</li> <li>– High schools working with multiple MCCCC Colleges.</li> <li>– Number of Dual Enrollment students by school vs. the total high school headcount.</li> <li>– High schools not being called on by any MCCCC College ('orphans').</li> </ul> </li> <li>• Using the above data:               <ul style="list-style-type: none"> <li>– Assign MCCCC responsibility for high schools only working with one MCCCC College to that College.</li> <li>– Assign MCCCC responsibility for high schools working predominantly with one MCCCC College to that College.</li> <li>– Assign responsibility for future potential recruitment of 'orphan' schools to become MCCCC Dual Enrollment schools to the College either closest to the high school or the most appropriate (the College is best suited to meet that high school's academic needs).</li> <li>– Assign MCCCC responsibility for remaining schools that are currently working with multiple MCCCC Colleges via a coordinated, common sense methodology.</li> </ul> </li> </ul> <p><i>(Continued on next page)</i></p> | <p><b>Assigning Specific Colleges to Specific Dual Enrollment High Schools</b></p> <p>RISK – Some MCCCC Colleges may already have very developed Dual Enrollment relationships, while others do not.</p> <p>MITIGATION – This will be factored into any responsibility realignment, as well as the considerations of how to maximize total MCCCC Dual Enrollment figures and the Dual Enrollment capabilities of all MCCCC Colleges.</p> <p>RISK – High schools may prefer to deal with multiple MCCCC Colleges from a relationship management point of view.</p> <p>MITIGATION – While such a situation is unlikely, special arrangements for such schools could be made when appropriate.</p> <p>RISK – Magnitude of change required for Dual Enrollment staff at a College level, is viewed as excessive or overwhelming.</p> <p>MITIGATION – Change management, training and development will be part of the realignment of resources, structure and responsibilities for Dual Enrollment.</p> <p>While reporting structures may also change, most Dual Enrollment staff's day-to-day jobs (managing and driving Dual Enrollment) will not change. The metrics against which their success will be judged will likely change, (total headcount / FTSE recruited for MCCCC rather than for an individual College) and will need to be reflected in the change management program as well.</p> <p>RISK – Dual Enrollment teachers and faculty may have relationships with multiple MCCCC Colleges.</p> <p>MITIGATION – While some high school teachers who are the Dual Enrollment faculty for MCCCC at the Dual Enrollment High schools may teach classes on behalf of MCCCC, the changes in broad relationship should not affect them in any way. The aim is to improve communication and coordination of these resources, and seamlessly transitioning MCCCC's internal management of Dual Enrollment by changing and streamlining arrangements with teachers.</p> |

# Recruitment **4** Centralized Dual Enrollment

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS  |
|---|--|
| <p><i>(Continued from previous page)</i></p> <ul style="list-style-type: none"> <li>– Develop and execute a dispute remediation approach for circumstances where two or more Colleges dispute responsibility assignments.</li> <li>– Highlight potential opportunities and outline targets for both existing and potential high schools, Dual Enrollment students vs. the total High School headcount data.</li> <li>– Communicate changes to existing area high schools.</li> <li>– Implement program across the District.</li> </ul> <p><b>Implement a Single, Centrally-Processed Dual Enrollment Application Form</b></p> <ul style="list-style-type: none"> <li>• The realignment of structure, resources and processes, ensure one Dual Enrollment application form and process is rolled out and implemented consistently across MCCCD. Any detailed technological, business process and project management changes / activities that will be required to ensure seamless migration, must be identified and implemented as part of the roll-out of the single form.</li> </ul> <p><b>Strategic Coordination of Recruitment of New Dual Enrollment Schools</b></p> <ul style="list-style-type: none"> <li>• Based on the High School 'orphan' list and total headcount vs. enrollment data, the District Office Dual Enrollment team will coordinate and come to agreement with the prioritized recommendations of the College Dual Enrollment teams with respect to which 'orphan' high schools should be targeted to build Dual Enrollment relationships with MCCCD             <ul style="list-style-type: none"> <li>– Ideal candidates would be identified by a set of criteria to include: low penetration of current enrolled students, high opportunity to enroll, falls within a catchment area of an MCCCD College with a well established DE program</li> </ul> </li> <li>• As new high schools open, District Office Dual Enrollment will assign a specific College's Dual Enrollment team responsibility for managing the dual enrollment program with that school.</li> </ul> | <p><b>Implement a Single, Centrally-Processed Dual Enrollment Application Form</b></p> <p>RISK – General implementation risk associated with centralized processing.</p> <p>MITIGATION – A single application form and consistent process can be implemented across MCCCD without the need for centralized processing. This can be implemented over time after careful piloting, in line with the broader structural and resources changes.</p> <p><b>Strategic Coordination of Recruitment of New Dual Enrollment Schools &amp; Long Term Strategic Coordination and Development of Dual Enrollment</b></p> <p>RISK – Long term sustainability.</p> <p>MITIGATION – The Dual Enrollment Council will be tasked with ensuring that the Dual Enrollment strategy, roles and responsibilities (both broadly, and at individual College levels) are reviewed regularly. District Office Dual Enrollment will work with all the MCCCD Colleges to regularly review the performance of both existing Dual Enrollment High schools ,the recruitment of 'orphans' as well as new potential High schools coming on board in the future.</p> <p>District Office Dual Enrollment will aim to develop and build closer relationships with Phoenix / Arizona K-12 systems to coordinate joint Dual Enrollment efforts wherever appropriate. The driving vision for the program is that Dual Enrollment is offered in new High schools as soon as possible after they come on board, dovetailing with Colleges and MCCCD's broader recruitment planning and strategy management processes and activities.</p> |

# Recruitment **4** Centralized Dual Enrollment

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS  |
|---|--|
| <p><b>Long Term Strategic Coordination and Development of Dual Enrollment</b></p> <ul style="list-style-type: none"> <li>District Office Dual Enrollment will coordinate the long-term development and execution of Dual Enrollment strategy through the Dual Enrollment Council which will consist of the Dual Enrollment staff from all MCCCD Colleges as well as other to be determined stakeholders.</li> </ul> <p><b>Single Dual Enrollment Agreements</b></p> <ul style="list-style-type: none"> <li>Targeted Dual Enrollment high schools (and faculty) will be encouraged to sign single agreements with MCCCD as opposed to continuing to have existing agreements with individual MCCCD Colleges.</li> <li>For newly recruited Dual Enrollment schools, Dual Enrollment agreements should be made with the MCCCD system (as opposed to individual MCCCD Colleges), and managed in line with any previous agreements which might exist which identify who is responsible for recruiting and managing the relationship with these new high schools.</li> </ul> <p><b>College &amp; District Office Dual Enrollment Resourcing</b></p> <ul style="list-style-type: none"> <li>In conjunction with the above plans, perform a review of current District Office and College level Dual Enrollment resources and structures vs. the required resources and structures to enable the above plan. In addition, assess competencies / training and development needs for existing staff.</li> <li>Redesign organizational structures and resourcing (both at District Office and College level) around these new requirements. Review job descriptions, roles and responsibilities and highlight new responsibility and accountability requirements as well as any required process and policy changes.</li> <li>Perform training and development as required before implementing new structure, roles and responsibilities.</li> <li>Communicate changes internally across the entire District.</li> <li>Implement program.</li> </ul> | <p><b>Single Dual Enrollment Agreements</b></p> <p>RISK – High schools may not want a single agreement with MCCCD or completing single agreements may take a lot of time and effort for little additional return.</p> <p>MITIGATION – Realigning and streamlining responsibility for the ongoing relationship management between the High schools and MCCCD is not dependent upon achieving single Dual Enrollment agreements and can be implemented separately from this effort.</p> <p><b>College &amp; District Office Dual Enrollment Resourcing</b></p> <p>RISK – General implementation risk.</p> <p>MITIGATION – Careful focus on ensuring proposed changes are well thought through, communicated and deployed across the District, and include stakeholders and those affected will mitigate implementation risks. An emphasis placed on training, development and general change management initiatives to ensure a successful implementation will also contribute to mitigating this risk.</p> <p>RISK – Uncertainty of impact of FTSE revenue sharing back to the Colleges.</p> <p>MITIGATION – Each College would continue to receive its allocation of earned FTSE taught by each high school course offering.</p> <p>RISK – Uncertainty of impact of how the Dual Enrollment Coordinators would be funded.</p> <p>MITIGATION – Each assigned Dual Enrollment Coordinator would be funded from the District Office Academic Affairs Office. A percentage of the FTSE revenue allocation would be retained by the Vice Chancellor for Academic Affairs to fund the centralized operation.</p> |

# Recruitment **5** One Door

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• Create a One Maricopa Front Door system (One Door), which is based on deployment of a single system that all Colleges use to admit students and track them from admission through achievement.               <ol style="list-style-type: none"> <li>I. Standardize policies, processes, timelines and deadlines for key activities, such as admission, class registration, add / drop, class cancellation, payments, payment planning, financial aid disbursement, across all Colleges.</li> <li>II. System will include single application, enrollment, financial aid, and billing processes for all of the ten Colleges that are accessible to students for completion online or in person when on campus.</li> <li>III. System will build electronic student profiles held in a centralized repository that is accessible at any of the ten Colleges. Electronic student profiles will create a record to continually build upon and will provide seamless visibility into student information across service areas by tracking each student’s enrollment, advising sessions, degree plan, tutoring sessions, early alert interventions, career services interactions, achievement and handle automated degree audits and transcript requests. See <b>Achievement #13, Enhanced Transfer &amp; Transcript Services</b> for details on the degree audit and transcript request system.</li> <li>IV. Deploy document imaging for admissions, records, and other key student enrollment functions.</li> </ol> </li> </ul> <p><b>Financial Aid Recommendations</b></p> <ul style="list-style-type: none"> <li>• In conjunction with One Door implementation, MCCCD should standardize, centralize, or automate the mechanical aspects of the financial aid application and disbursement process, while continuing to handle the high touch elements at the College level.</li> <li>• Revise current loan packaging application to automatically calculate accurate award amounts for both full and part time students without the manual intervention that is currently necessary.</li> </ul> <p><i>(Continued on next page)</i></p> | <ul style="list-style-type: none"> <li>• Document imaging will increase responsiveness and efficiency of One Stop staff by reducing workload created from double entry of information.</li> <li>• Increase student satisfaction and efficiency of One Stop staff by eliminating the need for students to enroll at multiple MCCCD Colleges.</li> <li>• Comprehensive, central student profile will increase retention through increased delivery of high-touch, customized service in each interaction students have with any service area at any College across MCCCD.</li> <li>• Increase student satisfaction by creating consistency among policies, processes, timelines and deadlines across the Colleges.</li> <li>• Increase the capacity of the financial aid staff by reducing the time they spend on manual adjustments for any part-time student who receives financial aid, since the current system is treating all students as if they are full-time, requiring manual adjustments for all part-time financial aid awardees.</li> <li>• Increase the capacity of the financial aid staff by having a third party or shared services group reach out to all students whose FAFSA applications have been flagged as having a problem.</li> <li>• These reductions in manual processing will allow financial aid staff at the Colleges more time to concentrate on engaging students in the high touch processes, like customer service and processing loan applications.</li> <li>• Increase in enrollment as a result of someone reaching out to students whose FAFSA application was flagged to try and correct the situation, since all Colleges do not attempt to resolve these flags with individual students.</li> <li>• Reduce the amount of bad debt collection efforts by standardizing the financial aid disbursement date to the late date currently used by some Colleges across the District.</li> <li>• Increase student satisfaction and reduce traffic in the financial aid office by disbursing excess financial aid funds via direct deposit or mailing out payment cards. Currently, students must come to the campuses and pick up printed checks to receive their excess funds.</li> <li>• Increase student enrollment through having one place with one application to apply for all financial aid and all scholarships available District-wide.</li> </ul> |

# Recruitment **5** One Door

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | KEY STAKEHOLDERS  |
|--|---|
| <p><b>Financial Aid Recommendations</b><br/> <i>(Continued from previous page)</i></p> <ul style="list-style-type: none"> <li>• Create one application and a full listing of all College and District financial aid and scholarships available in the One Maricopa Front Door where students apply for all possible awards with a single application.</li> <li>• Standardize the date of all financial aid disbursements to the late disbursement date across MCCCD or after the start of classes (e.g., 10 days after classes begin).</li> <li>• Automate the distribution of excess financial aid awards to students via direct deposit or deposit onto a payment cards that hold the excess funds.</li> <li>• Payment cards should serve as both the student ID and the card that holds funds.</li> <li>• Outsource or create shared services model to reach out to students to gather correct information to complete FAFSA applications that have been flagged as having a problem by Department of Education and are not being processed until the flag is removed.</li> </ul> | <ul style="list-style-type: none"> <li>• Admissions / Enrollment</li> <li>• Financial Aid</li> <li>• Academic Testing</li> <li>• Academic Advising</li> <li>• Registrar</li> <li>• Business Services / Bursar</li> <li>• Career Services</li> <li>• Information Technology (Colleges &amp; District Office)</li> <li>• Students</li> <li>• Cashier's Office</li> <li>• District Office</li> </ul> |



# Recruitment **5** One Door

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS  |
|--|--|
| <p><b>Phase I</b></p> <ul style="list-style-type: none"> <li>• Determine current status with respect to One Door capability at each College and evaluate against best practices.</li> <li>• Develop standard processes, policies and documents using District-wide input.</li> <li>• Communicate to stakeholders regarding new, standardized processes, policies and documents.</li> <li>• Implement standard timelines, deadlines, and policies District-wide.</li> <li>• Identify, quantify and implement necessary changes to the SIS system and College websites.</li> </ul> <p><b>Phases II, III and IV</b></p> <ul style="list-style-type: none"> <li>• Document current state vs. future state and work with stakeholders to identify gaps to better understand business and technology requirements.</li> <li>• Verify with PeopleSoft to determine if there are wrapper modules available for SIS that can fulfill new requirements.</li> <li>• Develop systems requirements specifications, taking into account what some Colleges already have in place and SIS-system integration.</li> <li>• Identify potential vendors and hardware / software requirements.</li> <li>• Evaluate compatibility with existing systems.</li> <li>• Identify budget and manpower requirements.</li> <li>• Scope implementation plan and timings, including training and piloting.</li> <li>• Define key measurement metrics.</li> <li>• Develop and issue RFP; contract with selected winner.</li> <li>• Select College to pilot new system.</li> <li>• Pilot new application and remediate issues.</li> <li>• Develop and execute train for new application at remaining Colleges.</li> <li>• Roll out in phases to all Colleges once initial trial is proven reliable and successful.</li> <li>• Monitor and review measurement metrics regularly at both District Office and Colleges.</li> <li>• Implement improvement plans where applicable.</li> </ul> | <p>RISK – Colleges will not agree on standardized software, processes, policies, timelines or deadlines because they may view their system as being superior to others’.</p> <p>MITIGATION – District Office must be prepared to make an executive decision on what will become the standard across the Colleges. Colleges will be consulted for input which will be taken into account in making the final solution selection. The ultimate decision will be made by District Office.</p> <p>RISK - Student profile tracking system and document imaging system must integrate with current SIS system and be accessible across all Colleges.</p> <p>MITIGATION – Everyone will be mandated to use one system. Evaluate existing SIS-wrapper modules that are available before evaluating third-party software.</p> <p>RISK - Some Colleges already have systems in place in limited service areas of the College and with varying levels of integration.</p> <p>MITIGATION – Evaluate the depth and effectiveness of these systems and their ability to integrate with similar systems before selecting additional software. Existing software will be superseded by the District-wide choice for a tracking system and eliminated. Pilot of new solution will be conducted before rolling out District-wide.</p> <p>RISK - Colleges will be reluctant to trust District Office to roll out any SIS-integrated student tracking or document imaging system due to previous failures.</p> <p>MITIGATION – Hire external experts in system implementation and change management to deliver an effective software evaluation, selection, piloting and implementation. Focus on delivering a well-planned change management program that will ensure effective training and communication that will remain in place long after implementation. Provide a District-wide, standard training and policy manual for continued training. Consult with Colleges to address their concerns and accommodate any relevant and feasible suggestions.</p> |

# Recruitment **5** One Door

## MCCCD: Best Practice Recommendations

| ACTION PLAN – Financial Aid   | RISKS  |
|---|--|
| <p><b>Revise Current Loan Packaging Application</b></p> <ul style="list-style-type: none"> <li>• Document process that financial aid staff currently undergoes to modify a part-time student’s financial aid award information from the default full-time status.</li> <li>• Document ideal state of automated calculation, using input from financial aid staff District-wide.</li> <li>• Identify the modifications necessary to the People Soft application.</li> <li>• Determine if the desired capability exists within People Soft and is not active, if we need to source the necessary software from People Soft or develop a modification internally.</li> <li>• Develop an implementation plan, including budget, timing, software, staff, training and communication to support the necessary modification.</li> <li>• Identify a pilot College and execute pilot.</li> <li>• Incorporate feedback from pilot into new application.</li> <li>• Communicate changes.</li> <li>• Train at remaining Colleges.</li> <li>• Rollout.</li> </ul> <p><b>Single Financial Aid and Scholarship Applications for All Awards</b></p> <ul style="list-style-type: none"> <li>• Incorporate detailed specifications for the single financial aid and scholarship applications into the One Door system and follow that action plan .</li> </ul> <p><b>Standardize Financial Aid Disbursement Dates Across District</b></p> <ul style="list-style-type: none"> <li>• Identify Colleges that currently disburse financial aid on the late date.</li> <li>• Scope the changes necessary to shift the remaining Colleges’ dates to the late disbursement date.</li> <li>• Develop a plan to address the necessary changes.</li> <li>• Communicate heavily to current and prospective students via all avenues possible of the change in date.</li> <li>• Modify remaining Colleges’ systems to reflect that same date.</li> </ul> | <p><b>RISK</b> – Colleges have been independently requesting custom modifications to the SIS applications.</p> <p><b>MITIGATION</b> – All requests for SIS modifications must be system-wide. The new system will be developed to restrict individual College modification and non-standard usage. Provide documentation that clearly outlines SIS usage standards across MCCCD. SIS Steering Group meets regularly to address new needs of SIS system.</p> <p><b>RISK</b> – General system / technology feasibility, resource, implementation and adoption / compliance risks, further exacerbated by previous experience of MCCCD SIS implementation.</p> <p><b>MITIGATION</b> – Must capture detailed requirements during specification stage and deploy a solution that incorporates minimal customization, so it will be used consistently. Also, place great emphasis on change management and training as well as ensuring resource and scheduling requirements are well thought out with realistic and practical plans in place. Detailed testing and piloting must be executed.</p> |

# Recruitment **5** One Door

## MCCCD: Best Practice Recommendations

| ACTION PLAN – Financial Aid   | RISKS – Financial Aid Specific   |
|---|--|
| <p><b>Automate Distribution of Excess Financial Aid Awards</b></p> <ul style="list-style-type: none"> <li>• Identify external best practices for automated distribution of excess financial aid funds via direct deposit and mailing of payment cards.</li> <li>• Consult with other academic institutions to learn about the successes and challenges of this type of process to create mitigation strategies.</li> <li>• Consult with existing vendor that handles direct deposit payroll to scope the necessary system modifications or upgrade</li> <li>• RFP for payment card vendor and direct deposit vendor, if necessary.</li> <li>• Develop implementation plan, including budget, timing, software, hardware, communications, and training.</li> <li>• Communicate to all Colleges.</li> <li>• Identify a pilot College and execute pilot.</li> <li>• Once pilot has proven reliable and successful, train remaining Colleges.</li> <li>• Rollout .</li> </ul> <p><b>Outsource or Create Shared Services to Complete Flagged FAFSA Applications</b></p> <ul style="list-style-type: none"> <li>• Document time spent and processes that financial aid staff at Colleges undergo to address flagged FAFSA applications.</li> <li>• Using District-wide input from financial aid staff, determine what the ideal process would be.</li> <li>• Evaluate costs of a shared services model vs. outsourcing this process of verification and information gathering based on volume and time spent.</li> <li>• Based on the comparison of the two models, conduct an RFP for the outsourcing firm or design an internal organization structure.</li> <li>• Proceed depending on decision with appropriate training, and rollout.</li> </ul> | <p>RISK – Students who are used to receiving financial aid disbursements earlier than the late date will be upset by the change.<br/>           MITIGATION – Extensive communication to the students in advance. If necessary, outreach to local housing providers of the change. Also, informing the students that receiving funds on the very day of disbursement will be an option if they set up direct deposit, eliminating the requirement of them having to come to pick up their checks in the office.</p> <p>RISK – Not all students have bank accounts to receive direct deposit.<br/>           MITIGATION – If the student does not have a bank account, they can receive funds on a payment card. Invite local banks that offer free checking accounts to set up a table at mandatory orientation sessions to allow students to sign up in order to receive their funds as quickly as possible.</p> <p>Also, ask the banks to offer education to students who have never had a checking account as to how to manage their funds over the semester. Ensure that the mailing addresses are correct for those students not signing up for direct deposit so that they receive their payment card as soon as possible. Offer payment card students the option to pick their cards up on the day of disbursement if they would like.</p> |



# Recruitment **6** One Stop

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• Implement One Stop at all Colleges, including Enrollment Services, Financial Aid, Placement Testing, Academic Advising, Registration, Student ID cards, Parking Passes, and Cashiers a single location with an initial triage system that identifies every student’s purpose for visit and necessary service level, eliminating any students from the queue whose questions can be answered on-the-spot.</li> <li>• Staff One Stops at all Colleges with cross-functional, cross-trained personnel where students can have all of their needs addressed at the beginning of the semester and throughout the year.</li> <li>• Deploy technology to manage student waiting times in the One Stop, including online scheduling of appointments for services, My Maricopa computer bank for self-service and instant notification technology enablers, such as text messaging .</li> <li>• Utilize One Door technology that will track student interactions with College service staff from the time of their original enrollment through achievement.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased student satisfaction by enabling students to complete all activities listed above in a single location with the minimum amount of redundant activity.</li> <li>• Increased student satisfaction during peak enrollment times and throughout the year by reducing wait times for each service through the use of technology. Waiting students will be free to use their time as they choose and will be notified when their turn in line is approaching via text.               <ul style="list-style-type: none"> <li>– Students will also have the choice to engage in self-service at the computer bank or to schedule an appointment in which case they can also be updated of their place in line via text message.</li> </ul> </li> <li>• Increase staff utilization by maximizing their student interfacing time through a mixture of scheduling appointments and taking walk-ins determined by traffic flow throughout the day.</li> <li>• Increased retention through delivering increased high-touch, customized service in each interaction with students by tracking all student interactions across MCCD from the time of enrollment to achievement.</li> </ul> |
|  | <p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Admissions / Enrollment</li> <li>• Financial Aid</li> <li>• Academic Testing</li> <li>• Academic Advising</li> <li>• Registrar</li> <li>• Cashiers Office/Bursar</li> <li>• Information Technology (Colleges &amp; District Office)</li> </ul>   |



# Recruitment **6** One Stop

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <p><b>Cross-Training</b></p> <ul style="list-style-type: none"> <li>• Develop specification document for minimum One Stop standards including organization and staffing, service level agreements and capacity requirements .</li> <li>• Determine triage strategy for staff who will direct students walking in the door into the appropriate queue or handle their problem on the spot.</li> <li>• Perform organizational audit (headcount, reporting lines and capability assessment) and evaluate against strategy and specifications.</li> <li>• Develop implementation plan that covers budget, timing, training and development requirements, staffing / hiring requirements, any changes in organizational structure and reporting lines in order to reach defined One Stop minimum specification.</li> <li>• Quantify ongoing as well as startup costs and potential ROI, setting targets in terms of student measures.</li> <li>• Build into current budgeting and approval processes at College and District Office levels.</li> <li>• Reorganize or hire where necessary.</li> <li>• Develop and deliver necessary training and communications.</li> </ul> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>• Develop physical facility specification document for minimum One Stop standards to include a location to triage students as they enter the facility.</li> <li>• Perform facilities audit and evaluate against specifications.</li> <li>• Develop implementation plan that covers budget, timing, capital expenditure requirements and staffing / hiring requirements in order to reach defined one stop minimum specification.</li> <li>• Quantify ongoing as well as startup costs and potential ROI, setting targets in terms of student measures.</li> <li>• RFP process for any necessary components.</li> <li>• Build into current budgeting and approval processes at College and District Office levels.</li> </ul> | <p><b>Cross-Training</b></p> <p>RISK – Resistance to reorganization and responsibility changes.<br/>           MITIGATION – Should be minimized as there are no headcount reductions envisioned, only reporting line and job responsibility changes.</p> <p>RISK – People may feel inadequately prepared for their new roles.<br/>           MITIGATION – Extensive training and people development effort to prepare staff for their new roles and redeploy them where necessary.</p> <p><b>Location</b></p> <p>RISK - Some Colleges do not currently have the facility or do not have a facility designated to create a One Stop in a single location and other Colleges have varying levels of development in their One Stop facilities.<br/>           MITIGATION – Each College is examined on a case-by-case basis and attempt to reach the closest match to ideal One Stop physical specification while considering budget and ROI. Temporary One Stops can also be set up at the beginning of each semester using existing facilities such as gyms or cafeterias.</p> |

# Recruitment **6** One Stop

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS   |
|--|---|
| <p><b>Online Appointment Booking</b></p> <ul style="list-style-type: none"> <li>• Develop systems requirements specifications.</li> <li>• Research potential systems, such as QLess which is currently in use at Mesa.</li> <li>• Identify potential vendors and hardware / software requirements.</li> <li>• Evaluate compatibility with existing systems.</li> <li>• Identify budget requirements.</li> <li>• Scope implementation plan and timings, including training and piloting.</li> <li>• Define key measurement metrics.</li> <li>• Develop, and issue RFP; contract with selected vendor.</li> <li>• Pilot. Application at one College.</li> <li>• Train at remaining Colleges.</li> <li>• Roll out to all Colleges in phases once initial trial is proven reliable and successful.</li> <li>• Monitor and review measurement metrics regularly at both District Office and Colleges.</li> <li>• Implement improvement plans where applicable.</li> </ul> | <p><b>Technology</b></p> <p>RISK – General system / technology feasibility, resource, implementation and adoption / compliance risks, further exacerbated by previous experience of MCCCD SIS implementation.</p> <p>MITIGATION - Must capture detailed requirements during specification stage and deploy a solution that has little to no room for judgment or customization so that it will be used consistently. Also, place great emphasis on change management and training, as well as ensuring system is reliable and accurate before rolling out across MCCCD.</p> |



# Recruitment **6** One Stop

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS  |
|---|--|
| <p><b>Instant Notification Technology</b></p> <ul style="list-style-type: none"> <li>• Determine wait times for all student-facing functions and departments at the College to prioritize deployment of instant notification technology enablers.</li> <li>• Conduct a student survey to determine if students would prefer a text message on their cell phones or a restaurant buzzer type system.</li> <li>• Identify a technology solution for instant notification based on feedback in student survey.</li> <li>• Choose a single system to use throughout the District to secure better procurement terms and create a consistent student experience, etc.               <ul style="list-style-type: none"> <li>– One alternative is: <a href="http://www.waitinginlinesucks.com/Colleges/">http://www.waitinginlinesucks.com/Colleges/</a>.</li> </ul> </li> <li>• Redesign business processes in the impacted areas to take advantage of instant notification solution.</li> <li>• Implement instant notification solution in a phased manner, focusing on functions and departments with the highest wait times.</li> <li>• Training and communication with staff and students.</li> <li>• Deploy new system.</li> </ul> <p><b>My Maricopa Computer Bank</b></p> <ul style="list-style-type: none"> <li>• Identify a computer area to be used during peak enrollment times that can be scaled during the semester for students to access the Maricopa Front Door system, register for classes, add / drop classes and make payments.</li> <li>• Existing computer lab or computer classrooms could be used .</li> <li>• Staff these areas with faculty / staff trained to use One Door, including the class registration system to assist students during peak enrollment times.</li> <li>• During the semester, ensure that computer lab staff is trained to assist students with add / drop and One Door.</li> </ul> | <p><b>Technology</b></p> <p>RISK – Lack of technology applications for students. Some students may not have access to instant message systems. Not all students have cell phones, iPods, etc.</p> <p>MITIGATION – For those students who do not have personal PDA devices, the District Office / College could invest in pager like devices . Possibly ask area business to support the costs in exchange for advertising on the devices.</p> <p>RISK – Inability to physically locate computer banks into centralized area.</p> <p>MITIGATION – If One Stop does not have the infrastructure capabilities, the College could use existing computing classrooms or the computer lab on campus.</p> |



# Recruitment **7** Placement Testing & Mandatory Placement

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS  |
|--|---|
| <ul style="list-style-type: none"> <li>• MANDATE placement testing and subsequent placement in appropriate Math, Reading and / or English developmental courses for ALL first-time, degree / certificate / transfer-seeking students, except for those who meet exemption criteria.</li> <li>• MANDATE successful completion of developmental classes for ALL students who place into them <i>before enrollment in corresponding 100 level</i> Math, Reading and English classes.</li> <li>• Identify courses other than 100-level Math, Reading and English where basic competency is required in these subject areas for future success. Require successful completion of relevant developmental courses as prerequisites or co-requisites for all students who do not pass associated assessment tests. These prerequisite / co-requisite requirements will be standardized District-wide.</li> </ul> | <ul style="list-style-type: none"> <li>• Higher retention, successful completion, persistence and achievement rates through improved pass rates in entry level courses.</li> <li>• Higher retention, successful completion persistence and achievement rates in peripheral courses that require a proficiency in basic skills tested by the placement tests.</li> </ul> |
|  | KEY STAKEHOLDERS  |
|  | <ul style="list-style-type: none"> <li>• Admissions / Enrollment</li> <li>• Placement/Assessment Testing</li> <li>• Information Technology</li> </ul>   |



# Recruitment **7** Placement Testing & Mandatory Placement

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <p><b>Mandatory Placement Testing &amp; Developmental Course Placement</b></p> <ul style="list-style-type: none"> <li>• Reevaluate placement testing and course placement policy to confirm that placement testing and placement into developmental courses for all students who fail one or more test are MANDATORY for ALL first-time, full-time and part-time, degree, transfer and certificate-seeking students.               <ul style="list-style-type: none"> <li>– Existing policy can be found in the MCCCD 2008-09 Course Catalog, Administrative Regulations, Section 2.2.7 – Student Course Placement Process.</li> </ul> </li> <li>• Reevaluate exemption criteria for students who do not need to take placement tests (e.g. high school GPA, SAT or ACT score thresholds or students receiving an academic scholarship), and modify using District-wide input.</li> <li>• Modify existing policy to include a requirement for the English, Reading and Math Instructional Councils to reevaluate and agree upon the assessment tests / tools every three years. This would be in addition to the existing requirement to review and make recommendations on the cut-off scores for placement tests every three years.</li> <li>• Evaluate current space and resource capacity to administer placement testing during peak enrollment times.</li> <li>• Using data from previous semesters, estimate the number of students for which assessment testing would now be mandatory.</li> <li>• Using data from previous semesters, estimate the number of students by subject for which developmental courses would now be mandatory.</li> <li>• Using data from previous semesters, estimate the reduction in the number of students taking 100-level Math, Reading and English classes as a result of mandatory placement in developmental courses and the corresponding increase in developmental course enrollment.</li> <li>• Develop a plan to address the additional capacity that would be necessary to administer the mandatory testing, including space, staffing, training and scheduling .</li> <li>• Introduce a flag into SIS to indicate placement testing requirement for all students who select their academic goal to be degree, certificate or transfer-seeking for the first time, whether they are first-time or returning students within the District.</li> <li>• Limit ability to remove the SIS flag to Advisors groups so that the blocks cannot be removed until the student completes placement testing and advising (Also, discussed under <b>Retention #9, Mandatory Advising &amp; Degree Pathway Planning</b>).</li> <li>• Configure SIS to automatically restrict registration in classes with pre or co-requisites to only those students who have successfully completed the required pre or co-requisite classes.</li> </ul> | <p>RISK - Increased time and cost for a student to achieve graduation, certification or transfer may be a disincentive.<br/>           MITIGATION - Not taking remediation courses when they are required is highly likely to lead to course failure, dropout and wasted time and tuition dollars for the student. Mandatory assessment testing and developmental classes are actually a preventative measure for both the student and MCCCD.</p> <p>RISK – Students who have taken the SAT or ACT, have a good high school GPA or have received an academic scholarship may be offended by having to participate in mandatory assessment testing.<br/>           MITIGATION – Establish exemption thresholds .</p> <p>RISK – Faculty may not agree to the validity of the assessment and placement testing methods used.<br/>           MITIGATION – Testing methods and standards should be reassessed regularly on a District wide basis every 3 years to ensure relevance, effectiveness and consistency.</p> <p>RISK – Potential initial drop in-100 level class sizes and a corresponding rise in developmental class size.<br/>           MITIGATION – This initial fluctuation will occur only in the first semester of implementation, which will provide a baseline to evaluate capacity requirements for semesters moving forward.</p> |

# Recruitment **8** Mandatory Orientation

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS  |
|--|---|
| <ul style="list-style-type: none"> <li>• Implement a MANDATORY orientation program for ALL first-time, degree, certificate and transfer-seeking students.</li> <li>• Offer additional components to specific target populations :               <ul style="list-style-type: none"> <li>– Financial Aid and Debt Management workshop for students receiving financial aid</li> <li>– Mentoring program sign-up at orientation</li> <li>– Introduction to, and creation of a Goal Setting account, e.g. (iGoal)</li> <li>– College Public Safety</li> <li>– Tuition payment plan options</li> <li>– Student identifications cards</li> <li>– MCCCD student support services                   <ul style="list-style-type: none"> <li>• e.g. day-care, wellness, student life activities</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Increase retention through students understanding the resources available to them to help them succeed.</li> <li>• Increase retention and achievement by educating students on how to manage their debt to mitigate them becoming overwhelmed or putting themselves in undue financial distress.</li> </ul><br><p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Admissions / Enrollment</li> <li>• Academic Testing</li> <li>• Academic Advising / Counseling</li> <li>• Registrar</li> <li>• Career Services</li> <li>• Library</li> <li>• Tutoring Center</li> <li>• Financial Aid</li> <li>• Counseling</li> <li>• Cashiers Office</li> <li>• Public Safety</li> <li>• Student Life</li> </ul> |



# Recruitment **8** Mandatory Orientation

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS  |
|---|--|
| <ul style="list-style-type: none"> <li>• Develop standardized MCCCD core elements of orientation that are standard across the District to include My Maricopa, Blackboard and email access as well as covering resources available on campus, such as counseling, career services, library, computer lab, tutoring center, advising, internship and co-op opportunities, mentoring programs, etc.</li> <li>• All Colleges must include educating students about the mandatory advising session they will be required to complete each Fall to ensure that students are on track to meet their academic goal.</li> <li>• Allow students to sign up for a peer mentor during orientation.</li> <li>• Incorporate additional elements that are College-specific as desired.</li> <li>• Establish two windows for orientation sessions – Primary Session and Late Orientation for late enrollers.</li> <li>• Assess resource requirements in each College in order to deliver orientation programs successfully.</li> <li>• Develop and execute training for new orientation resources, and provide updated training for existing orientation resources in Colleges as necessary.</li> <li>• Allocate and schedule resources appropriately.</li> <li>• Pilot if necessary</li> <li>• Manage student awareness and expectations via campus and enrollment communications</li> <li>• Set SIS block / flag to prevent students from taking classes if they have not completed required orientation.</li> </ul> | <p>RISK – Need for total cross functional commitment and support to deliver effective orientations.<br/>           MITIGATION – Effective communication and training. Gain stakeholder support by asking for input into creating orientation agenda and content.</p> <p>RISK – Increased workload to deliver orientations to all first time, degree, certificate and transfer seeking students.<br/>           MITIGATION – Schedule Primary Orientation session after key registration periods but before classes start, allowing all student service areas to focus on orientation.</p> <p>RISK – Students prevented from taking classes if they have not completed orientation.<br/>           MITIGATION – Schedule a ‘make up orientation’ or use Late Orientation to fulfill the requirement. Last resort is a one-on-one or small setting orientation led by One Stop staff in extreme cases.</p> |



## 2 - PHASE 1: Retention & Achievement Strategies

### Retention

#### 9 Mandatory Advising & Goal Setting

Require an initial, comprehensive degree pathway advising session for all degree, certificate and transfer-seeking students to ensure students have an academic plan. Mandate annual advising sessions prior to each fall semester to track progress against their academic plans, complemented by integrated systems and processes that further drive completion.

#### 10 Progress Tracking

Implement mandatory use of a standardized, SIS-integrated Early Alert Response System and learning management system. Drive systems through inputs from instructors, counselors, faculty, advisors, and tutors to proactively target at risk students to prevent failure, withdrawal or drop-out.

#### 11 Tutoring, Mentoring & Additional Support

Deliver a systematic approach for identifying, targeting and proactively providing at risk students in courses with high withdrawal rates, additional resources such as supplemental instruction, skills training, tutoring and mentoring.

### Achievement

#### 12 Coordinated Career Services

Maximize MCCC'D's ability to drive student employment and career opportunities through clear responsibility and accountability. Manage and develop relationships with local employers and business groups, through centralized activities, such as District-wide career fairs, and a standardized, comprehensive set of career planning tools.

#### 13 Enhanced Transfer & Transcript Services

Improve District and College transfer student support services, complemented by automated degree audit and single transcript delivery.

#### 14 Continuous Improvement & Long-Term Planning

Measure success of MCCC'D's ability to meet the needs of the local business community and four-year transfer institutions by tracking students' employment, earnings and / or academic success at four-year institutions.



# Retention **9** Mandatory Advising & Degree Pathway Planning

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS  |
|--|---|
| <ul style="list-style-type: none"> <li>• MANDATE a comprehensive advising session , for all first time degree, certificate and transfer-seeking students, following placement testing for the student. Student and advisor to define an initial degree, certificate or transfer pathway and discuss academic goals majors, academic workload and anticipated time to completion.                             <ul style="list-style-type: none"> <li>– Students will experience a formal goal-setting process with the advisor and will be able to track their progress to these goals online utilizing an application such as iGoal.</li> </ul> </li> <li>• MANDATE annual advising session prior to Fall registration period for all continuing degree, certificate and transfer-seeking students. Session would cover a review of how the student is mapping against their previously agreed degree, certificate or transfer pathway, checking progress and reevaluating overall goals, and choosing classes for the next two semesters.                             <ul style="list-style-type: none"> <li>– “Academic Advising Days or Weeks” towards the end of Spring semesters to release students from class to meet with an advisor regarding goal-setting / progress tracking, registration needs and to facilitate class registration.</li> <li>– Annual degree pathway advising is a minimum requirement. Students can proactively seek advising at any time.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Increase in retention, achievement and student satisfaction by clearly determining the student’s academic goal and pathway to achieving that goal, including timing, up front.</li> <li>• Increase retention, achievement and student satisfaction through ensuring their degree, certificate or transfer pathway is regularly updated, providing a measure against which students and MCCCD can judge progress towards an individuals student’s academic goals.</li> <li>• Increases in registration each semester, leading to improved student persistence.</li> <li>• Increased retention through the use of automation to allow high touch focus on specific student populations.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Implement an SIS- integrated standard tracking software solution across all MCCCD Colleges that logs all advising sessions, interactions and communications between MCCCD staff and the student adding to the student’s centralized ‘One Door’ student record that begins during enrollment.                             <ul style="list-style-type: none"> <li>– This system will log and track student to their degree, certificate or transfer pathway plan and will capture key elements such as academic advising history and notes, counseling notes within FERPA standards, tutoring information and have reporting and alert functionality to trigger appropriate interventions and follow-ups throughout the student's academic career. Details and detailed Action Plan of system found under <b>Recruitment #5, One Door.</b></li> <li>– Automated alert system will prompt academic advisors to pursue advising sessions with specific student populations, such as those nearing credit requirement fulfillment and those that have not registered for future classes.</li> </ul> </li> <li>• Implement an automated pre-requisite verification across Colleges allowing students to add / drop online rather than having to see Advising for prerequisite or add / drop sign-off.</li> </ul>  | <h3>KEY STAKEHOLDERS</h3> <ul style="list-style-type: none"> <li>• Academic Advising</li> <li>• Faculty</li> <li>• Information Technology</li> </ul>  |

# Retention **9** Mandatory Advising & Degree Pathway Planning

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS   |
|--|---|
| <p><b>SIS-Integrated Tracking System</b></p> <ul style="list-style-type: none"> <li>Action Plan explained in detail under <b>Recruitment #5, One Door</b></li> <li>Modify registration system to block class registration until Advisor releases, confirming advising session has taken place Also, discussed under (<b>Recruitment #7, Placement Testing &amp; Mandatory Placement</b>).</li> </ul> <p><b>Automated Prerequisite Verification</b></p> <ul style="list-style-type: none"> <li>Confirm with Curriculum Development Council that prerequisite and co-requisite requirements are consistent across all Colleges in the District.                             <ul style="list-style-type: none"> <li>This work should be done in conjunction with the co-requisite / prerequisite setting and standardization work covered in <b>Recruitment #7, Placement Testing &amp; Mandatory Placement</b>.</li> </ul> </li> <li>Enhance SIS and Course Registration systems to reflect latest, approved course hierarchy.</li> <li>Enhance SIS and Course Registration systems to allow students access to their course history and eligibility for subsequent courses.</li> <li>Modify SIS and Course Registration system to block class enrollment where pre-requisites and co-requisites are required but also to suggest class registration options that are appropriate for the student, in line with their degree / certificate pathway.</li> <li>Document and deliver training on system modifications to staff.</li> <li>Communicate updates and changes to students, staff and faculty.</li> <li>Pilot and deploy in phases.</li> </ul> <p><b>Automated Advising Session Prompting System</b></p> <ul style="list-style-type: none"> <li>Update online and other registration systems to notify current and new degree, certificate and transfer-seeking students that they are required to set up an appointment with an advisor before registering for Fall classes.</li> <li>Include in specification and implementation of tracking software and required SIS modifications the functionality to produce daily 'exception reporting' for academic advisors on those students who require academic advising sessions.                             <ul style="list-style-type: none"> <li>This functionality will be part of the broader 'early alert' system requirements described in <b>Retention #10, Progress Tracking &amp; Early Intervention</b>.</li> </ul> </li> </ul> | <p><b>Technology</b></p> <p>RISK – General system / technology feasibility, resource, implementation and adoption / compliance risks, further exacerbated by previous experience with MCCCD's management of the SIS implementation.</p> <p>MITIGATION - Must capture detailed requirements during specification stage and deploy a solution that has little to no room for judgment or customization so that it will be used consistently. Also, place great emphasis on change management and training, as well as ensuring system is reliable and accurate before rolling out across MCCCD.</p> |

# Retention **9** Mandatory Advising & Degree Pathway Planning

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS   |
|--|---|
| <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Compile a list of core Advising skills by analyzing "a day / week / year in the life of an Advisor" to further understand training needs and level of change to achieve desired service levels and advising expertise.</li> <li>• Exchange ideas on Advisor training components in Advising committee and reach out to other stakeholders to solicit ideas.</li> <li>• Perform capacity and capability analyses at each College to ensure each College is capable of effectively delivering the volume and quality of required degree, certificate and transfer pathway planning, goal setting and academic advising.</li> <li>• Develop capacity remediation plans where applicable, including cross-training with counselors and faculty to accommodate peak periods.</li> <li>• Develop consistent training programs for all College academic advising personnel incorporating faculty advisors and developmental education instructors where applicable.</li> <li>• Identify experienced and qualified Advisors who are willing to teach advisor training sessions, which may be District-wide trainers.</li> <li>• Train all advisors and relevant personnel on the updated systems and revised processes.</li> <li>• Communicate change, timings and rationale to all stakeholders</li> <li>• Pilot and deploy in phases.</li> </ul> | <p><b>People</b></p> <p>RISK – Increased advisor workload during peak periods, causing resource constraint , ‘service quality’ and capacity issues. In turn, any failings in the system, such as students being put on hold or blocked from enrollment, may decrease student satisfaction.</p> <p>MITIGATION – Provide continuing students with various options to complete their Fall advising sessions at the end of the Spring semester through offering Advising Days / Weeks in the Spring, group advising sessions and online appointment booking. Expand advisor training to others on campus, such as faculty and behavioral science students to help during peak enrollment times.</p> <p><b>General</b></p> <p>RISK – Sustainability and ensuring consistent standards and approach across the MCCCD system.</p> <p>MITIGATION - Conduct periodic District-wide Advisor conferences to promote sharing of Advising ideas, best practices, challenges, etc. and provide training updates. Mandate Advisor training for all new-hires to the Advising department as well as for current Advisors who have not experienced the updated training. Incorporate an "Advisor Training" component into the Advising committee meeting agenda to provide updates.</p> <p>RISK – Students who are tracking well against their academic plan may find the requirement to meet with an advisor an unnecessary inconvenience.</p> <p>MITIGATION – The goal of meeting with an advisor each Fall is to explore more than just the course selections that match the student’s academic goal. Students are meeting with advisors to ensure that they will be able to meet their overall goal once they leave MCCCD, whether that be employment in a certain field or transfer to a certain College, which is why ALL students are required to meet with an advisor each Fall.</p> |

# Retention **10** Progress Tracking & Early Intervention

## MCCCD: Best Practice Recommendations

| RECOMMENDATION  | BENEFITS  |
|---|---|
| <ul style="list-style-type: none"> <li>• Implement a standard Learning Management System (LMS), such as BlackBoard, that is deployed and supported across the District.</li> <li>• Require faculty to report applicable ongoing student progress within the standardized LMS only.</li> <li>• Implement a standardized "Early Alert Response System" (EARS), such as Starfish, that is integrated with the above LMS.                             <ul style="list-style-type: none"> <li>– EARS should have automated alerts that are triggered when key leading indicators of potential student drop out or withdrawal are recognized by the system, including missed classes, late course work, declining or poor grades or instructor concern.</li> <li>– EARS should produce daily 'exception reporting' so that specific individuals have clear visibility and responsibility for taking the prescribed action steps to remediate student issues before they lead to failing grades, drop out or withdrawal.</li> <li>– EARS should include monitoring and feedback loops for all stakeholders, including instructors, counselors, faculty, advisors and tutoring center.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Proactively target students at risk of drop out / withdrawal / failure with high touch, tailored, specific support which will drive improved persistence, retention and graduation rates.</li> </ul> |
|   | <b>KEY STAKEHOLDERS</b>   |
|   | <ul style="list-style-type: none"> <li>• Academic Advising</li> <li>• Counseling</li> <li>• Financial Aid</li> <li>• Tutoring</li> <li>• Faculty</li> <li>• Information Technology</li> </ul>   |



# Retention **10** Progress Tracking & Early Intervention

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS  |
|--|--|
| <p><b>People &amp; Process</b></p> <ul style="list-style-type: none"> <li>• Conduct brainstorming sessions across all departmental areas District-wide, including faculty, to discuss:               <ul style="list-style-type: none"> <li>– How Learning Management Software (LMS) should be used</li> <li>– How EARS system should work and be used</li> <li>– Departmental roles, responsibilities, impact and targeted interaction with the learning management system</li> <li>– Individual job descriptions and requirements</li> <li>– Resources and scheduling</li> <li>– How proper and timely use of the system should tie to performance evaluations to drive adoption and sustainability of use</li> </ul> </li> <li>• Conduct cost / benefit analysis.</li> <li>• Gather feedback and build consensus.</li> <li>• Develop specific policies, processes and service level agreements for the system users to create consistency across the District.               <ul style="list-style-type: none"> <li>– e.g. Clear service level agreements on input of key data, such as "Date assignment or exam offered" and "Date results or scores posted" fields.</li> </ul> </li> <li>• Develop measures to foster and facilitate cross-functional collaboration between faculty, advisors, counselors, tutors and enrollment staff.</li> <li>• Develop formal liaison relationships between counseling staff and departmental faculty.</li> <li>• Develop implementation plan, including change management.</li> <li>• Identify performance metrics and levers for each department, including role-specific critical success factors and student-success oriented behavioral and effectiveness indicators.</li> <li>• Define linkages to performance management for relevant stakeholders.               <ul style="list-style-type: none"> <li>– Mandate use of LMS system for faculty to ensure that they use the system and include associated performance metrics as a part of their faculty evaluations (e.g. timeliness of inputs into system, such as attendance and grades)</li> </ul> </li> <li>• Develop training material.</li> <li>• Conduct training sessions with stakeholder groups to communicate details of how Learning Management and EARS systems will work, their departmental responsibilities, their specific responsibilities and any ties to performance management.</li> </ul> <p><i>(Continued on next page)</i></p> | <p><b>General</b></p> <p>RISK – Faculty not using learning management system which is vital for early alert system to be successful.</p> <p>MITIGATION – Training and change management, including changes to performance evaluations to generate adoption, usage and sustainability.</p><br><p>RISK – Sustainability.</p> <p>MITIGATION – Regular reviews of EARS system and corresponding results on retention and persistence. Define and refine appropriate metrics , best practices and incentives through feedback from all relevant stakeholders on an ongoing basis.</p> |

# Retention **10** Progress Tracking & Early Intervention

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <ul style="list-style-type: none"> <li>• Conduct informational sessions with any relevant parties.</li> <li>• Perform on-going audits of CMS to tag offending courses in which inputs, such as scores and feedback, are not provided in a timely fashion.</li> <li>• Continuously improve the system based on monitoring of relevant metrics and ongoing feedback.</li> </ul> <p><b>Early Alert System</b></p> <ul style="list-style-type: none"> <li>• Analyze existing EARS systems to determine current state and identify exhaustive list of functionalities required and provided.</li> <li>• Communicate and gain consensus on using a common / standardized EARS system District-wide.</li> <li>• Document specifications for a future state EARS system.</li> <li>• Perform gap analysis between current and future states to determine resource requirements, including technology, staff, budget, time, change management and incentive alignment.</li> <li>• Perform technology assessment to determine whether to develop and maintain an in-house system or use third party provider.</li> <li>• RFP process if decision is made to go with a third party provider.</li> <li>• Select an appropriate Pilot College and Pilot test the new system.</li> <li>• Deploy and train users on standardized EARS solution in phased manner.</li> </ul> <p><b>Learning Management System</b></p> <ul style="list-style-type: none"> <li>• Document current state (BlackBoard, webCT, webCS, RioLearn) vs. future state and work with stakeholders to identify gaps to better understand business, student, faculty and technology requirements, using process described above for the Early Alert System.</li> <li>• Check to see if there is a wrapper module available around SIS that can fulfill these requirements.</li> <li>• Objectively compare BlackBoard, webCT, webCS, RioLearn and potential wrapper solution in the context of District-wide use and improved student experience / success.</li> <li>• RFP process to select a vendor for LMS.</li> <li>• Select an appropriate Pilot College and Pilot test the new system.</li> <li>• Deploy and train users on standardized LMS system in phased manner.</li> </ul> | <p><b>Technology</b></p> <p>RISK 4 – General system / technology feasibility, resource, implementation and adoption / compliance risks, further exacerbated by previous experience of MCCCD’s management of SIS implementation.</p> <p>MITIGATION – Must capture detailed requirements during specification stage and deploy a solution that has little to no room for judgment or customization so that it will be used consistently. Also, place great emphasis on change management and training, as well as ensuring system is reliable and accurate before rolling out across MCCCD.</p> |

# Retention **11** Tutoring, Mentoring & Additional Support

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS  |
|--|---|
| <ul style="list-style-type: none"> <li>• Align focus of tutoring services to provide quality, high-touch assistance to students in top ‘at risk’ courses.                             <ul style="list-style-type: none"> <li>– Specific initiatives should include formally organized and directed study sessions and tutoring services geared toward succeeding in these specific courses.</li> <li>– Student populations that are considered ‘at risk’ should also be identified and specifically targeted for supplemental instruction.</li> </ul> </li> <li>• Implement a consistent tracking software solution across all MCCCD Colleges that;                             <ul style="list-style-type: none"> <li>– Records students usage of all tutoring, mentoring and other academic support services.</li> <li>– Builds an ongoing history through a students academic career and integrate seamlessly with the SIS student record management solution as fully described under <b>Recruitment #5, One Door.</b></li> </ul> </li> <li>• Implement a mandatory, formal tutor training program, including faculty developed / lead tutor training and tutoring program certification (e.g. CRLA, NCLCA, ATP), to ensure tutors have appropriate breadth and depth of subject matter knowledge.</li> <li>• Develop mentoring programs with existing learners to help retain incoming students that students can opt into beginning during orientation.</li> </ul> | <ul style="list-style-type: none"> <li>• Target students with high risk of drop out, withdrawal or failure with high touch, tailored, specific support at the outset, driving increases in successful course completion, persistence, retention and graduation rates.</li> <li>• Increase retention and persistence through connecting students with other students to help them through their academic experience.</li> <li>• Increase successful course completion, retention and persistence by offering students with qualified and well-trained tutors.</li> <li>• More impactful use of limited resources by aligning availability of learning enhancement services with the courses and student populations who stand to benefit the most.</li> </ul><br><p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Student Mentors</li> <li>• Faculty</li> <li>• Information Technology</li> <li>• Institutional Research</li> </ul> |



# Retention **11** Tutoring, Mentoring & Additional Support

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS   |
|--|---|
| <p><b>'At Risk' Courses</b></p> <ul style="list-style-type: none"> <li>• Proactively identify top 'at risk' courses at each College using data from IR department, such as historical withdrawal and successful completion rates.</li> <li>• Assess current support services for these courses.</li> <li>• Establish an 'at risk courses' committee to review curriculum, faculty, pedagogy, placement, student preparedness and other components associated with 'at risk' courses and recommend appropriate changes to reduce drop out rates in these courses, which may include supplemental instruction solutions, study sessions, and / or skills training.</li> <li>• Design an implementation plan to deploy committee recommendations.</li> <li>• Implement suggested program and course support services.</li> <li>• Communicate list of 'at-risk' courses and recommended changes to student services functions to better serve students in these courses and to help educate students of additional available support.</li> <li>• Monitor student-progress in 'at risk' courses, while incorporating continuous improvement based on real-time monitoring and feedback from students, faculty and tutors.</li> </ul> <p><b>'At Risk' Student Populations</b></p> <ul style="list-style-type: none"> <li>• Proactively identify top 'at risk' student populations using student characteristic analysis with data from Institutional Research.</li> <li>• Integrate data with results of 'at risk' class analysis to highlight specific students that will benefit from high touch, targeted, tailored assistance.</li> <li>• Populate results of student analysis into EARS to aid in early alert.</li> <li>• Establish an 'at risk student' committee to review mitigation strategies to help these students and recommend appropriate programs and support to reduce drop out risk.</li> <li>• Implement suggested changes.</li> <li>• Monitor 'at risk' student progress, while incorporating continuous improvement based on real-time monitoring and feedback from students, faculty and committee.</li> </ul> | <p><b>'At Risk' Courses</b></p> <p>RISK 1 – 'At risk' courses change over time.</p> <p>MITIGATION – Review data prior to the beginning of each semester and make appropriate adjustments to tutoring support services, staffing levels and schedules based on enrollment in specific courses identified as 'at risk' for that semester.</p> |



# Retention **11** Tutoring, Mentoring & Additional Support

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS   |
|---|---|
| <p><b>Tutor Tracking Software</b></p> <ul style="list-style-type: none"> <li>Action Plan explained in detail under <i>Recruitment #5, One Door</i>.</li> </ul> <p><b>Tutor Development</b></p> <ul style="list-style-type: none"> <li>Identify available training / certification programs and requirements, such as eligibility, cost, timing, etc. to certify the tutoring program at the College.</li> <li>Perform gap analysis to determine what is needed to meet the requirements to become certified as a program.</li> <li>Develop an implementation plan, including budget, timing, people and training to pursue tutor program certification and the necessary individual certifications. Include time with faculty to gain relevant curriculum and course-specific knowledge to deliver specialized services.</li> <li>Execute against implementation plan.</li> <li>Schedule supplemental tutoring support services according to analysis of 'at risk' courses and student populations and corresponding committee recommendations.</li> <li>Promote Tutoring / Supplemental Instruction awareness via campus communications, incorporating in student orientations, course syllabi, LEC pamphlets and through all student services.</li> <li>Continue to certify new tutors as they are hired into the tutoring center and refresh or upgrade existing tutors' certifications.</li> </ul> <p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>Identify students who are willing / able to serve as mentors. They may be identified by faculty as 'A' students in current classes and could serve as mentors in ongoing or subsequent semesters.</li> <li>Determine what, if any, incentives should be made available to student mentors.</li> <li>Define process of how mentors are requested and assigned, session timings, length of sessions, Mentor/Student ratios, etc.</li> <li>Develop appropriate processes and systems to facilitate and track mentoring.</li> <li>Pilot mentoring program, review and enhance over time.</li> </ul> | <p><b>Tutor Tracking Software</b></p> <p>RISK – General system / technology feasibility, resource, implementation and adoption / compliance risks, further exacerbated by previous experience of MCCCD SIS implementation.</p> <p>MITIGATION - Must capture detailed requirements during specification stage and deploy a solution that has little to no room for judgment or customization so that it will be used consistently. Also, place great emphasis on change management and training, as well as ensuring system is reliable and accurate before rolling out across MCCCD.</p> <p><b>Tutoring</b></p> <p>RISK – Lack of qualified tutors.</p> <p>MITIGATION – Hold supplemental instruction sessions where possible, since they can be in a group setting. Train students on study skills so that they can study effectively on their own.</p> <p><b>Mentoring</b></p> <p>RISK – Lack of mentors at community College level.</p> <p>MITIGATION – Develop an incentive plan using student feedback to create the program. Incentives can be non-monetary, such as early registration for next semester's classes., or some similar remuneration.</p> |

# Achievement **12** Coordinated Career Services

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• Provide a comprehensive set of career planning tools to be used consistently across all MCCCD Colleges, including self-assessment tools, online career services center and District-wide co-op, internship, career and job fairs.</li> <li>• Centrally coordinate the management of relationships with established and new area employers to maximize the opportunities for students by fully developing these relationships.               <ul style="list-style-type: none"> <li>– e.g. Explore internship and co-op opportunities with employers with whom MCCCD has a Workforce Development relationship.</li> <li>– e.g. Explore Workforce Development opportunities with employers with whom MCCCD has an internship program relationship.</li> <li>– e.g. Explore service learning opportunities with social service agencies with whom MCCCD has an information delivery or recruiting relationship.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• District-wide career and job fairs allow both students and local employers to make meaningful and lasting employment relationships and decisions through offering the largest pool of applicants and opportunities.</li> <li>• Central coordination of key employer relationships reduces duplication of effort, maximizes resources and ensures consistent messaging to and from MCCCD with key existing and potential employers.</li> <li>• Central coordination of key employer relationships also maximizes opportunities to create and fill internship, co-op, apprenticeship, service learning and job opportunities for students and for employers.</li> <li>• A comprehensive set of self-assessment and career management tools will improve upon the varied career management services that MCCCD students have access to, which is currently dependent on the individual College they attend.</li> </ul> |
|  | <p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• College career services staff</li> <li>• College employer relationship managers</li> <li>• District Office employer relationship managers</li> <li>• Local employer contacts</li> <li>• Local Workforce Development contacts</li> <li>• Local Social Service agencies</li> <li>• Local businesses – new and established</li> </ul>   |



# Achievement 12 Coordinated Career Services

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS   |
|--|---|
| <p><b>Career &amp; Job Fairs</b></p> <ul style="list-style-type: none"> <li>• Assess current state of College career and job fair activities, including upcoming, planned events.</li> <li>• Collect best practices from previous District-wide career and job fairs.</li> <li>• Identify opportunities to improve these events and to combine resources to hold District-wide events.</li> <li>• Develop documented event plans to hold District-wide career and job fairs, including budget requirements, frequency of events, timing, educational aspects, employer list, location, marketing materials and plan.</li> <li>• Implement the above plans.</li> <li>• Continue to review the effectiveness of District-wide job and career fairs from both student and employer perspectives.</li> <li>• Improve plans and events based on student and employer feedback.</li> </ul> <p><b>Additional Career Management Tools</b></p> <ul style="list-style-type: none"> <li>• Document all career management tools available at each College.</li> <li>• Evaluate the effectiveness of these tools via utilization data and user feedback.</li> <li>• Determine the optimal mix of tools that should be available to all students.</li> <li>• Evaluate system augmentation requirements to offer these tools to all students.</li> <li>• Identify any potential vendors and hardware / software requirements.</li> <li>• Evaluate compatibility with existing systems.</li> <li>• Identify budget requirements.</li> <li>• Scope implementation plan and timings, including training of MCCCD staff, communication of initiatives to current students and methods of communication, orientation and training for new students.</li> <li>• Develop and initiate an RFP process, if necessary.</li> <li>• Perform pilot in one College.</li> <li>• Gather feedback and refine as necessary.</li> <li>• Train and communicate.</li> <li>• Roll out to all Colleges.</li> </ul> | <p><b>Career &amp; Job Fairs</b></p> <p>RISK – Colleges may wish to host their own individual career or job fair activities.</p> <p>MITIGATION – Colleges will have the opportunity to share their specific best practices in planning the District-wide events. District-wide activities will ensure that MCCCD students have maximum exposure to all potential career and employment options and that employers have the largest applicant pool possible to meet their needs.</p> <p><b>Additional Career Management Tools</b></p> <p>RISK – Under-utilization by students.</p> <p>MITIGATION – Training on usage of career management tools could be incorporated into mandatory student orientation and into annual mandatory advising sessions. Additionally, emphasis should be placed on publicizing the availability of the career tools to all students, ensure that they are easy-to-use and offer additional training and support. Visits to career services could be incorporated into English, writing, or CPD 150 course assignments (e.g. resume writing assignment in which students must solicit feedback on their resume from career services staff, creating an opportunity for career services to review available tools and resources with students and establish a relationship with them).</p> |

# Achievement 12 Coordinated Career Services

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS  |
|--|--|
| <p><b>Central Coordination of Employer Relationships</b></p> <ul style="list-style-type: none"> <li>• Document current state by identifying on an individual College and District Office basis which existing employers and social service agencies MCCCD has a relationship with, who is managing these relationships and what types of interactions they are having with these employers on a regular basis.</li> <li>• Develop an employer and agency matrix to document this information.</li> <li>• Identify any local employers and agencies that MCCCD does not have a relationship with to expand the matrix.</li> <li>• Survey existing and potential employers to understand their preferences, wants and needs in terms of the relationship and relationship management with MCCCD.</li> <li>• Evaluate matrix to see what relationships MCCCD would like to work to broaden to include Workforce Development, internship, co-op, apprenticeship and / or service learning opportunities for students.</li> <li>• Circulate the matrix for prioritization, discussion and feedback.</li> <li>• Develop general targets, strategies and tactics for all employers, using best practices analysis and specific targets.</li> <li>• Develop strategies and tactics for large, strategic, ‘high value’ existing and potential employers.</li> <li>• Develop a proposal on resourcing and structure to support the above plan.</li> <li>• Circulate the above for discussion and feedback.</li> <li>• Communicate internally and externally.</li> <li>• Implement plans.</li> <li>• Review actual performance of relationships and relationship management on a regular basis against stated targets.</li> <li>• Modify targets, strategies and tactics accordingly.</li> <li>• Regularly review relationship management responsibilities and adjust where necessary.</li> </ul> | <p><b>Central Coordination of Employer Relationships</b></p> <p>RISK – Colleges may wish to carry on with their own relationship management and development activities.<br/> MITIGATION – All activities should be carried out in a coordinated manner according to the strategic plan created by internal stakeholders to ensure consistency in the approach to employers and agencies and to maximize effectiveness and value for both MCCCD and the employers. Greater District Office coordination of employer relationship management and development activities does not mean that Colleges that have strong relationships with certain employers cannot request assignment to be responsible for the District relationship with that particular employer. <b>(See Recruitment #1 – Centralized Marketing)</b> for shared functions and mitigation strategies.</p> <p>RISK – Resource implications.<br/> MITIGATION – Resources to implement this plan should initially be taken from existing employer outreach and relationship management staff and activities. Where there are resource shortfalls, emphasis should be placed on the prioritization analysis performed so that efforts can be focused and targeted where most appropriate to deliver the maximum possible results. In the longer term, resources will be enhanced as the returns on investment rationale becomes compelling.</p> |



# Achievement **13** Enhanced Transfer & Transcript Services

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• Develop a single transcript request interface accessible through the ‘One Door’ where students can request transcript information at one time no matter how many MCCCD Colleges they have attended.</li> <li>• Develop a centralized and automated graduation / degree audit system that is usable and accessible at each individual College.</li> <li>• Improve District Office and College transfer student support services through initiatives such as a regular, District wide transfer fairs, regularly scheduled four-year university representatives visiting individual MCCCD Colleges, the development of transfer strategies courses, coaching and tools and the continued District-led development of enhanced transfer relationships with four-year institutions.</li> </ul> | <ul style="list-style-type: none"> <li>• Transcript audit, evaluation and check out is currently a manual process that is cumbersome and time-consuming for students and staff.</li> <li>• Automating and centralizing transcript requests and delivery will increase efficiency within the registrar departments across the District and improve student satisfaction by reducing the time and effort it takes them to request and receive transcripts from MCCCD.</li> <li>• Increase in transfer rates to four-year institutions through enhancing support services to assist students who intend to transfer.</li> </ul> |
|  | KEY STAKEHOLDERS   |
|  | <ul style="list-style-type: none"> <li>• Registrar / academic affairs</li> <li>• Four-year transfer institutions</li> <li>• Faculty</li> <li>• Career Services</li> <li>• Information Technology</li> </ul>  |



# Achievement **13** Enhanced Transfer & Transcript Services

## MCCCD: Best Practice Recommendations

| ACTION PLAN  | RISKS  |
|--|--|
| <p><b>Automated Transcripts</b></p> <ul style="list-style-type: none"> <li>• Determine if all course information from all Colleges can be delivered to a student on a single transcript or must be delivered on separate transcripts as a result of individual accreditations.</li> <li>• Perform gap analysis to identify system needs and modifications necessary to create a single interface that will pull data from all Colleges with a single transcript request, including both software and hardware requirements.               <ul style="list-style-type: none"> <li>– System will need to deliver a single transcript or separate transcripts depending on the result of the first step above.</li> <li>– System will need to be accessible through the ‘One Door’ to continue the ease of access for students to perform all similar activities through one system.</li> <li>– See <b>Recruitment #5, One Door</b> for detailed system implementation plan.</li> </ul> </li> </ul> <p><b>Automated Degree Audit</b></p> <ul style="list-style-type: none"> <li>• Perform gap analysis to identify system needs and modifications necessary to create a centralized and automated degree audit system that will pull data from all Colleges, including both software and hardware requirements.               <ul style="list-style-type: none"> <li>– System will need to be SIS-integrated and automatically track and audit students’ credit hours to their degree plans.</li> <li>– System will need to be accessible through the ‘One Door’ to continue the ease of access for students to perform all similar activities through one system.</li> <li>– See <b>Recruitment #5, One Door</b> for detailed system implementation plan.</li> </ul> </li> </ul> <p><b>District Office &amp; College Transfer Services</b></p> <ul style="list-style-type: none"> <li>• Assess current best practices for transfer services at District Office and individual College level.</li> <li>• Develop coordinated plans that incorporate above best practices and both standardized and improved activities such District-wide transfer fair, regularly scheduled four-year university representatives visiting individual MCCCD Colleges, the development or enhancement of transfer strategies courses, coaching and tools and the continued District-led development of enhanced transfer relationships with four-year institutions.</li> <li>• Consult with four-year transfer partner institutions to gain consensus, feedback and agreement on plans.</li> <li>• Implement plans.</li> <li>• Review performance on a regular basis and incorporate feedback and experience from students and events to continually improve transfer services.</li> </ul> | <p><b>Automated Transcripts &amp; Degree Audit</b></p> <p>RISK – General system implementation risk.<br/>         MITIGATION – Must capture detailed requirements during specification stage and deploy a solution that has little to no room for judgment or customization so that it will be used consistently. Also, place great emphasis on change management and training, as well as ensuring system is reliable and accurate before rolling out across MCCCD.</p> <p>RISK – Efficiency and effectiveness of automated transcript delivery system is reliant on Faculty inputting grades accurately and in a timely manner.<br/>         MITIGATION – Requirements for Faculty to input data currently exist, therefore no real change. Existing policies on timeliness of data input as well as required information and use of the systems are potentially not being enforced currently, so training, communication and change management may be required. However, data input of grades and course requirements is a prerequisite for the retention recommendations as well, so no additional work or emphasis may be required to remediate in this area.</p> |

# Achievement 14 Continuous Improvement & Long-Term Planning

## MCCCD: Best Practice Recommendations

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• Use the voice of community and professional leaders to develop academic and vocational programs that prepare students to meet the needs of the local market.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase in job placement for MCCCD graduates by producing graduates who are properly prepared to fill the jobs available in the marketplace.</li> <li>• Increase in knowledge of the MCCCD staff, including faculty, advisors and career services, of how to prepare students to meet the needs of the marketplace.</li> </ul> |
|  | KEY STAKEHOLDERS   |
|  | <ul style="list-style-type: none"> <li>• Local businesses</li> <li>• Local professional leaders</li> <li>• Local community organizations</li> <li>• Advisors</li> <li>• Career Services</li> <li>• Faculty</li> <li>• Program Development</li> </ul>   |



# Achievement **14** Continuous Improvement & Long-Term Planning

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS  |
|---|--|
| <ul style="list-style-type: none"> <li>• Identify and document ALL advisory committees and councils supported by MCCCD that are comprised of external stakeholders, such as community members, business leaders, industry experts, alumni, etc.</li> <li>• Identify any overlap and any gaps in the industries, programs and businesses these committees and councils are intended to support.</li> <li>• Document the intended goal and any benefits MCCCD has received from supporting each of these committees and councils.</li> <li>• Identify and document any gaps between the intended goals and the actual benefits realized.</li> <li>• Explore whether these committees and councils are providing adequate insight into the needs of the community and relevant advice as to how MCCCD can meet these needs with its program offerings and graduates, using feedback from the committee and council members themselves, as well as from the MCCCD staff members who are tasked to act on the information gained from supporting these councils. It is crucial to solicit input from the MCCCD staff members who are supposed to act on the information gained from these councils to see what information they are currently getting versus what they need to get that will allow them to be actionable and effective.</li> <li>• Develop a plan to adjust the number, composition, industry and business mix of the committees and councils supported by MCCCD. It is important that the committees and councils accurately represent the local community business mix in order to support the ideal program portfolio of the District and that they are producing results for the District.</li> <li>• Define and document the ideal goals and benefits of each committee and council from MCCCD's perspective.</li> <li>• Communicate MCCCD's desired goals and benefits to each committee and council in a working session where the committee or council will work to define and document strategies and tactics to achieve the goals and benefits defined by the District Office in the previous step.</li> </ul> | <p>RISK – Different external stakeholder groups have different motivations and their opinions of what skills students need may not be accurate.<br/>           MITIGATION – Balance opinions with hard data. For example, strategic direction should be taken from employers that employ MCCCD graduates and their opinions should be weighted higher weight those that don't employ MCCCD graduates. Use achievement dashboard to measure success of graduated students.<br/>           Make changes longer-term and incrementally rather than short-term and all at once.</p> <p>RISK – Demand in the market can change significantly.<br/>           MITIGATION – Align the feedback received through this process with strategic plan and scale of offerings and capacity to meet that demand.</p> |

# Achievement 14 Continuous Improvement & Long-Term Planning

## MCCCD: Best Practice Recommendations

| ACTION PLAN   | RISKS |
|---|-------|
| <ul style="list-style-type: none"> <li>• Design an Academic Advising Cohort model to promote collaboration between academic advisors, faculty , career services and external stakeholders, like transfer institutions, hospitals in the case of nursing program advisors, etc., to ensure advisors and career services staff are fully aware of any requirements necessary for students to gain acceptance into transfer institutions, hospitals, etc. and faculty are fully aware and up-to-date on these requirements so that they can incorporate them into their curriculum. Many of these requirements and desired skills may come from the District-wide committees and councils.</li> <li>• Develop a communication plan between the MCCCD staff members who attend each committee and council meeting, the Academic Advising Cohorts, those who develop academic programs for MCCCD Colleges and any other affected parties.</li> <li>• Develop a sustainability plan to continually measure the goals to actual results and to continually modify strategies and tactics to better achieve these goals and results.</li> </ul> |       |



## 2 - PHASE 1: DASHBOARDS

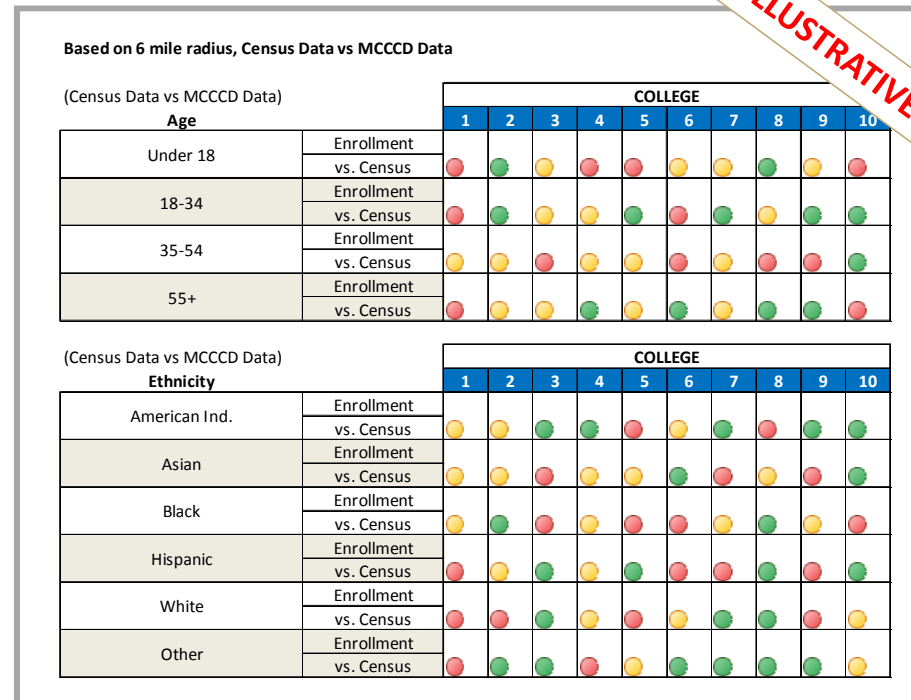
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## 2 - PHASE 1: Driving Best Practice Implementation - Recruitment

**ILLUSTRATIVE**

- ▲ 93% of all MCCCDC students take classes exclusively at one College location that is within a six to nine mile radius of their residence.
- ▲ Each Colleges recruitment strategy should focus on;
  - The local population within their six to nine mile radius.
  - Attracting a student population that is demographically representative (age and ethnicity) of its local population using census data.
  - Tracking recruitment performance and the demographic characteristics of their student body against the local market.
  - Opportunities to increase market penetration of underrepresented groups to ensure that the College best reflects the local community and its needs.



|   |  |   |
|---|--|---|
|  <p>College penetration matches local demographics to a close degree</p> |  <p>Opportunities to increase penetration within specific demographic group</p> |  <p>Large misalignment between College enrollment and local demographics</p> |
|---|--|---|

## 2 - PHASE 1: Driving Best Practice Implementation - Retention

|  |      |         | NCCBP Percentile |       |       |
|--|------|---------|------------------|-------|-------|
| Metric                                     | Year | MCCCD   | 50th             | 75th  | 90th  |
| Course Withdrawal Rate (Dropout)           | 2008 | ● 19.0% | 11.5%            | 8.8%  | 6.8%  |
| Course Retention Rate (Completion)         | 2008 | ● 81.0% | 88.8%            | 91.4% | 92.9% |
| Fall to Spring Persistence Rate (Semester) | 2008 | ● 61.0% | 68.7%            | 71.5% | 74.6% |
| Fall to Fall Persistence Rate (Year)       | 2008 | ● 45.0% | 46.8%            | 50.7% | 53.9% |

- ▲ Icons - RED (Underperforming the NCCBP median).
- ▲ Data from National Community College Benchmarking Project Reports, 2008 includes 188 community Colleges; 2007 includes 178 community Colleges.
- ▲ NCCBP calculation formulas are not as applicable to their model Reporting Year - 2008 (Fall '06 - Spring '07); 2007 (Fall '05 - Spring '06).
- ▲ Withdrawal Rate (Dropout Rate) - number of Withdrawal (W) grades given at the end of the semester divided by the total number of grades (A,B,C,P,D,F,W) given at the end of the semester.
- ▲ Retention Rate (Completion) - number of (A,B,C,P,D,F) grades given at the end of the semester divided by the total number of grades given at the end of the semester.
- ▲ Fall to Spring Persistence Rate (Semester) - Continuing students in the Spring semester divided by the total number of Fall students, less graduating fall students.
- ▲ Fall to Fall Persistence Rate (Year) - Continuing students in the recent Fall semester divided by the total number of previous Fall students, less graduating students.



## 2 - PHASE 1: Driving Best Practice Implementation - Achievement

| Metric   | Year | MCCCD                               | NCCBP Percentile |       |       |
|--|------|-------------------------------------|------------------|-------|-------|
|  |      |                                     | 50th             | 75th  | 90th  |
| Percent completed in 3 years (Full time)   | 2008 | ● 16.9%                             | 17.4%            | 25.7% | 33.1% |
| Percent completed in 3 years (Part time)   | 2008 | ● 5.2%                              | 5.1%             | 10.5% | 15.0% |
| Percent transferred in 3 years (Full time)   | 2008 | ● 5.6%                              | 18.2%            | 23.8% | 30.3% |
| Percent transferred in 3 years (Part time)   | 2008 | ● 2.4%                              | 11.8%            | 17.7% | 26.0% |
| Percent of transfers graduating from 4yr institution (in 3 years)                                    | 2008 | <i>Data Not Currently Available</i> |                  |       |       |
| Percent of MCCCCD graduates in FT employment within 12 months of graduation (exc. Transfer students) | 2008 |                                     |                  |       |       |
| Percent of transfer graduates in FT employment within 12 months of graduating 4yr institution        | 2008 |                                     |                  |       |       |
| Average salary of MCCCCD graduate after 3 years & % salary increase                                  | 2008 |                                     |                  |       |       |
| Average salary of transfers 3 years after graduation   | 2008 |                                     |                  |       |       |

- ▲ Icons - Green (Outperforming 75th percentile), Yellow (Outperforming 50th percentile), Red (Underperforming 50th percentile)
- ▲ Data from National Community College Benchmarking Project Reports.
- ▲ NCCBP 2008 Report includes 188 community Colleges.
- ▲ Completed students are identified by those who received degrees or certificates, including those also transferring.
- ▲ Transferred students are identified by those who transferred, but did not receive degrees or certificates.
- ▲ Reporting Year - 2008 (Enrollment Fall 2004)



## 2 - PHASE 1: Best Practice Implementation - Retention & Achievement

**ILLUSTRATIVE**

| Retention                                   |      | College |       |       |       |       |       |       |       |       |       | NCCBP Percentile |       |       |
|---|------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------|-------|-------|
| Metric                                      | Year | A       | B     | C     | D     | E     | F     | G     | H     | I     | J     | 50th             | 75th  | 90th  |
| Course Withdrawal Rate (Dropout)*           | 2008 | 15.8%   | 17.1% | 18.3% | 11.0% | 23.6% | 19.5% | 19.4% | 14.3% | 21.9% | 15.2% | 11.5%            | 8.8%  | 6.8%  |
| Course Retention Rate (Completion)*         | 2008 | 84.3%   | 83.4% | 82.2% | 89.6% | 77.1% | 81.2% | 81.3% | 85.9% | 78.3% | 85.7% | 88.8%            | 91.4% | 92.9% |
| Fall to Spring Persistence Rate (Semester)* | 2008 | 60.5%   | 58.1% | 58.9% | 54.7% | 59.1% | 56.3% | 58.3% | 32.0% | 58.8% | 54.3% | 68.7%            | 71.5% | 74.6% |
| Fall to Fall Persistence Rate (Year)*       | 2008 | 38.4%   | 34.3% | 39.3% | 36.3% | 39.0% | 36.0% | 38.0% | 18.5% | 38.3% | 32.5% | 46.8%            | 50.7% | 53.9% |

| Achievement   |      | College |       |       |       |       |       |       |       |       |       | NCCBP Percentile |       |       |
|---|------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------------------|-------|-------|
| Percent completed in 3 years (Full time)  | 2008 | 19.9%   | 19.2% | 20.7% | 14.3% | 15.0% | 15.2% | 15.5% | 65.9% | 23.0% | 10.9% | 17.4%            | 25.7% | 33.1% |
| Percent completed in 3 years (Part time)  | 2008 | 2.7%    | 8.2%  | 3.4%  | 6.6%  | 1.1%  | 1.8%  | 6.3%  | 5.4%  | 11.0% | 3.0%  | 5.1%             | 10.5% | 15.0% |
| Percent transferred in 3 years (Full time)  | 2008 | 1.8%    | 5.6%  | 3.2%  | 10.3% | 7.2%  | 8.6%  | 2.7%  | 2.3%  | 3.3%  | 7.8%  | 18.2%            | 23.8% | 30.3% |
| Percent transferred in 3 years (Part time)  | 2008 | 2.7%    | 1.8%  | 1.0%  | 3.3%  | 2.2%  | 6.6%  | 1.5%  | 2.7%  | 2.5%  | 3.2%  | 11.8%            | 17.7% | 26.0% |
| Percent of transfers graduating from 4yr institution (in 3 years)                             | 2008 | 60.5%   | 58.1% | 58.9% | 54.7% | 59.1% | 56.3% | 58.3% | 32.0% | 58.8% | 54.3% | N/A              | N/A   | N/A   |
| Percent of MCCC graduates in FT employment within 12 months of graduation (exc. Transfer)     | 2008 | 87.2%   | 93.4% | 90.8% | 83.4% | 82.0% | 94.5% | 98.0% | 91.3% | 84.9% | 81.1% | N/A              | N/A   | N/A   |
| Percent of transfer graduates in FT employment within 12 months of graduating 4yr institution | 2008 | 97.6%   |       |       |       |       |       |       |       |       |       | N/A              | N/A   | N/A   |
| Average salary of MCCC graduate after 3 years & % salary increase                             | 2008 | \$ -    | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | N/A              | N/A   | N/A   |
| Average salary of transfers 3 years after graduation  | 2008 | \$ -    | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | \$ -  | N/A              | N/A   | N/A   |

- ▲ Icon - Green (Outperforming 75<sup>th</sup> percentile), Yellow (Outperforming 50<sup>th</sup> percentile), Red (Underperforming 50<sup>th</sup> percentile)
- ▲ Percentile - Data from the National Community College Benchmarking Project Reports
- ▲ Year - Reflects year of data submission, year of NCCBP reports



# 3 – PHASE 2: HR IMPLEMENTATION PLAN



# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## Shared Governance & HR Delivery Model Redesign

| RECOMMENDATION   | BENEFITS   |
|--|--|
| <ul style="list-style-type: none"> <li>• Develop Shared governance model between District Office and the Colleges to provide Colleges a voice in the strategy, operations, and tactics of Human Resources</li> <li>• Design new HR Service Delivery Model</li> <li>• HR Job Description review and redesign</li> <li>• Gradually shift more decision making to the Colleges ,allowing District Office to take on more transactional, policy and program design</li> <li>• Re-allocate staff between District Office and Colleges</li> </ul> <p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Chancellor</li> <li>• College Presidents</li> <li>• Employee Group Representatives</li> <li>• HR Staff</li> </ul>  | <ul style="list-style-type: none"> <li>• Increased throughput and reduced cycle times on core / key HR processes such as hiring and firing.</li> <li>• Improved speed, transparency and understanding in HR decision making processes.</li> <li>• An enhanced structure that promotes collaboration, communication, engagement, consultation, inclusiveness and teamwork between District Office and Colleges, finding shared solutions, aligning District Office and College priorities and achieving better performance outcomes while minimizing risk and ensuring consistency.</li> <li>• Where applicable, decisions are made by the appropriate person or body within the College after solicitation of, and taking due account of, input from those with relevant expertise or information at District Office.</li> </ul>   |
| ACTION PLAN  | RISKS  |
| <p><b>Develop Shared governance model between District Office and the Colleges</b></p> <ul style="list-style-type: none"> <li>• Conduct HR visioning session with senior MCCC administration, District Office and College HR Leaders ,College Presidents and faculty to develop future state HR Vision and Strategy.</li> <li>• Delineate in the future state HR activities that will be conducted by the District Office, HR activities conducted by the Colleges and HR activities conducted jointly.</li> <li>• Conduct process mapping sessions to document the future state of HR, including organizational structures and service delivery processes, identifying any standardization, automation and centralization opportunities and specifying specific roles and responsibilities (District Office / College and individual role holders), process RACI’s (responsible, accountable, consult, inform) and decision-making, resource allocation, priority setting, tracking, reporting and communication processes and protocols.</li> <li>• Identify accompanying metrics to assess the effectiveness of processes under the new service delivery model.</li> <li>• Document Future State of HR Delivery and compare versus existing state, identifying key areas of difference and implications</li> <li>• Create draft governance model policy documentation and ‘Service Level Agreements’</li> <li>• Develop communication plan and process to validate with key stakeholders</li> </ul> | <p><b>RISK 1 – Uncertainty created within HR function by this process</b></p> <p><b>RISK 2 – Difficulty of achieving consensus across stakeholders</b></p> <p><b>REMEDIAION</b> – Success hinges on mutual trust among all stakeholders and requires all involved to take a mutual interest in and demonstrate an understanding and respect of what other Colleges, disciplines and functions do . Therefore, great emphasis placed on transparency of the process, communication and inclusion as well as clear statements of the case and reasons for change.</p> <p><b>RISK 3 – Resistance to consistency across MCCC Colleges</b></p> <p><b>REMEDIAION</b> – HR job descriptions, grading / classification and roles, responsibilities and RACI’s should be consistent across all 10 MCCC Colleges as much as is realistically possible while proposed HR organizational structures will reflect the differing sizes and compositions of each College. Policies and processes will be consistent across MCCC but also practical and implementable at every College and at District Office.</p> |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## Shared Governance & HR Delivery Model Redesign (continued)

MCCCD: HR Recommendations

| ACTION PLAN (continued)   | RISKS   |
|---|---|
| <p><b>Design new HR Service Delivery Model</b></p> <ul style="list-style-type: none"> <li>Using new shared governance model as a template, develop revised HR organizational structures at both District Office and College level (also utilizing revised HR job descriptions)</li> <li>Compare proposed organizational structures vs. existing, forecast detailed FTE requirements at both District Office and Colleges and identify implications on compensation and operational expenses for the proposed service delivery model.</li> <li>Develop communication plan and process to validate with key stakeholders</li> </ul> | <p><b>RISK 1 – Uncertainty created within HR function by this process</b><br/> <b>REMEDICATION</b> – Great emphasis placed on transparency of the process, communication and inclusion as well as clear statements of the case and reasons for change.</p>  |
| <p><b>HR Job Description review and redesign</b></p> <ul style="list-style-type: none"> <li>In line with new shared governance model (including roles and responsibilities and RACI’s and revised organizational structures), review both District Office HR Job Descriptions (roles and competencies). Define new roles, competencies, and responsibilities for all HR staff and make relevant changes to HR performance management criteria, training, and development.</li> <li>Develop draft documentation.</li> <li>Develop communication plan and process to validate with key stakeholders</li> </ul>                      | <p><b>RISK 2 – Resistance to consistency across MCCCD Colleges</b><br/> <b>REMEDICATION</b> – HR job descriptions, grading / classification and roles, responsibilities and RACI’s should be consistent across all 10 MCCCD Colleges as much as is realistically possible while proposed HR organizational structures will reflect the differing sizes and compositions of each College. Policies and processes will be consistent across MCCCD but also practical and implementable at every College and at District Office.</p> |
| <p><b>Gradually shift more decision making to the Colleges ,allowing District Office to take on more transactional, policy and program design</b></p> <ul style="list-style-type: none"> <li>Phased implementation and regular review of progress, metrics and best practices within the new governance and service delivery model will facilitate fast and gentle progress along the learning curve</li> </ul>   |   |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## Policies & Procedures Review

MCCCD: HR Recommendations

| RECOMMENDATION  | BENEFITS  |
|---|---|
| <ul style="list-style-type: none"> <li>• Document and update HR policies and processes at a District Office and College level to reflect the revised HR shared governance and service delivery models</li> <li>• Implement mandatory training</li> <li>• Implement new policies and procedures across the District Office and Colleges</li> </ul> <p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Chancellor</li> <li>• College Presidents</li> <li>• Employee Group Representatives</li> <li>• HR Staff</li> <li>• Employees and Supervisors</li> </ul>  | <ul style="list-style-type: none"> <li>• The strategic intent, principles and philosophy of the agreed changes are codified and solidified into clear policies and processes to ensure that everyone follows them and that desired outcomes / success is achieved.</li> <li>• The organization and individuals are ready and prepared through a variety of change management and training tools , successfully driving the new organizational culture, behaviors and desired approaches, thus ensuring successful outcomes while also maintaining / increasing job satisfaction.</li> </ul> |
| ACTION PLAN   | RISKS   |
| <p><b>Document and update HR policies and processes at a District Office and College level to reflect the revised HR shared governance and service delivery models</b></p> <ul style="list-style-type: none"> <li>• Using outputs from HR shared governance and service delivery work streams, after consultation, codify into draft sets of policy documentation and associated employee policy and departmental procedure documentation</li> <li>• Circulate draft documentation to key stakeholders to drive consensus and gain buy in</li> <li>• Conduct final review session with governance council after revisions are received to gain final consensus</li> <li>• Plan implementation (timings, resource requirements, project plans , phasing, communication etc)</li> <li>• Propose policies and procedures for board approval</li> <li>• Implement implementation plan, providing regular and timely updates and communications of progress</li> </ul> | <p><b>RISK 1 – Complexity / difficulty in standardizing across all Colleges and employee groups</b></p> <p><b>REMEDIATION</b> – The case for change, including the need for standardization should be well communicated and bought in to during the shared governance and HR delivery model redesign phase in order to ease the ease the difficulty / reduce resistance to standardization across Colleges and employee groups.</p>   |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN Policies & Procedures Review (continued)

MCCCD: HR Recommendations

| ACTION PLAN (continued)   | RISKS (continued)   |
|---|---|
| <p><b>Implement mandatory training</b></p> <ul style="list-style-type: none"> <li>• Develop methodology to assess current HR staff vs. new job descriptions, roles, responsibilities and organizational structure (competency and capability review).</li> <li>• Communicate and execute review methodology</li> <li>• Using results of review, feedback results to all HR personnel and develop individualized personal development plans related to training and development needs and requirements that are specific, measurable, achievable, realistic and timely in order to successfully transition to new job roles, responsibilities and organizational structure</li> <li>• Execute personal development plans / training – as groups where possible and individually where necessary. Provide continued communication and feedback individually and as groups / teams as to progress towards individual and HR department goals</li> </ul>                                | <p><b>RISK 1 – Staff reaction to change and uncertainty</b><br/> <b>REMEDIATION</b> – The process needs to be as openly communicated and transparent as possible and also swift. Employees affected by any changes will be coached and counseled and ideally view the changes as both positive for MCCCD and their own career advancement / job satisfaction.</p> |
| <p><b>Re-allocate staff between District Office and College</b></p> <ul style="list-style-type: none"> <li>• Create strategy for redeploying HR Staff in line with new organizational structure / needs assessment and results of the competency and capability review.</li> <li>• Develop retention strategy for Key Employees during the transition (Key Employee Retention Plan KERP)</li> <li>• Translate strategy into detailed and specific plans or redeploying employees in similar/same positions in future state after required retraining</li> <li>• Identify and specific gaps / recruitment needs / issues and develop remediation plans to address.</li> <li>• Reduction planning for any redundant staff.</li> <li>• Execute Staffing model (redeploy, recruit, and release appropriate employees)</li> <li>• Communicate changes within the Colleges and District wide (in conjunction with other communications related to the HR organization changes)</li> </ul> |   |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN Policies & Procedures Review (continued)

MCCCD: HR Recommendations

| ACTION PLAN (continued)   | RISKS (continued)  |
|---|--|
| <p><b>Implement new policies and procedures across the District Office and Colleges</b></p> <ul style="list-style-type: none"> <li>• Develop communication and implementation plan to validate with key stakeholders</li> <li>• Pilot test where applicable in individual Colleges and at District Office;</li> <li>• Communicate across MCCCD the new organizational structure, governance and service delivery model, revised roles and responsibilities and RACI's as well as associated policy and procedure changes / implications. Create and present communication materials emphasizing case / reasons for change.</li> <li>• Hold additional communication and training sessions where applicable to socialize the benefits of the new HR model to MCCCD and employees and ensure all MCCCD employees are prepared for the change and understand how it affects them</li> <li>• Execute implementation plan. In line with new policies and procedures, transition decision making authority and RACI's to College level where applicable.</li> </ul> | <p><b>RISK 1 – Implementation complexity</b><br/><b>REMEDIATION</b> - Consider phased implementation</p> |
| <p><b>Gradually shift more decision making to the Colleges ,allowing District Office to take on more transactional, policy and program design</b></p> <ul style="list-style-type: none"> <li>• Phased implementation and regular review of progress, metrics and best practices within the new governance and service delivery model will facilitate fast and gentle progress along the learning curve</li> </ul>   |  |



# 3 – PHASE 2:– HR IMPLEMENTATION PLAN

## Compensation & Performance Management Redesign

MCCCD: HR Recommendations

| RECOMMENDATION  | BENEFITS  |
|---|---|
| <ul style="list-style-type: none"> <li>• Develop revised compensation philosophy and design – consistently good job performance is rewarded financially and through career advancement</li> <li>• In line with revised compensation design and philosophy, mandate the regular completion of a standardized employee performance management review process, utilizing tools standardized across MCCCD (including a common approach, template and rating scale, inputs into Oracle)</li> </ul> <p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Chancellor</li> <li>• College Presidents</li> <li>• Employee Group Representatives</li> <li>• HR Staff</li> <li>• Employees and Supervisors</li> </ul>  | <ul style="list-style-type: none"> <li>• Helps MCCCD recruit, develop and retain talent</li> <li>• Provides a more market competitive salary structure</li> <li>• Recognizes and rewards individual performance</li> <li>• Allows MCCCD to effectively manage underperforming employees</li> <li>• Delivers clearer understanding of potential career progression and better career development support to all MCCCD employees</li> </ul> |
| ACTION PLAN   | RISKS   |
| <p><b>Develop revised compensation philosophy and design</b></p> <ul style="list-style-type: none"> <li>• Communicate the case for change across the MCCCD organization; emphasize benefits as well as the fact that no ones salaries will go down as a result of this project</li> <li>• Form working groups comprised of key stakeholder groups</li> <li>- Review existing job descriptions and grading / classification systems used across MCCCD and harmonize / simplify where possible.</li> <li>- Develop broad and specific performance management criteria (including training and career advancement criteria and potential career paths) across individual roles and broad departmental areas and job grades / classifications.</li> <li>- Encapsulate the above into standardized performance management documents and tools</li> <li>- Develop consensus on the policies and processes required to be overlaid on the performance management documentation and tools, such as; how often and when performance management reviews should be carried out; RACI of performance management; actions / protocols / implications arising from good job performance reviews(financial and career advancement); actions / protocols / implications arising from poor job performance reviews (financial and career advancement) ;</li> <li>• Develop communication plan to validate with key stakeholders</li> </ul> | <p><b>RISK 1 – Complexity and difficulty of job description, grading and classification review</b></p> <p><b>REMIEDIATION</b> – Great emphasis placed on communication plan. Working groups also seen to be transparent and truly comprised of the right people in order to deliver the right outcomes for all stakeholders. Utilization of external benchmark data wherever possible to validate and triangulate proposals.</p>          |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## Compensation & Performance Management Redesign (continued)

MCCCD: HR Recommendations

| ACTION PLAN (continued)  | RISKS (continued)   |
|--|---|
| <p><b>Mandate the regular completion of a standardized employee performance management review process, utilizing tools standardized across MCCCD</b></p> <ul style="list-style-type: none"> <li>• Develop detailed implementation plan (people, systems, policies and processes) and communication plan</li> <li>• Pilot test in one College and within specific District Office departments, identify and train SME’s, make modifications as required</li> <li>• Train all employees and managers on policies and procedures(mandated usage, details of responsibilities and accountabilities, practical instruction)</li> <li>• Implement across MCCCD</li> <li>• Document training and policies and ensure all new employees and managers are educated and trained to the required standard as part of their new starter orientation</li> </ul> | <p><b>RISK 1 – Buy In</b><br/> <b>REMEDIATION</b> – Policies and processes are mandatory. However, “hearts and minds” buy in is sought through transparent communication of both performance management criteria and the potential actions / protocols / implications and outcomes of the performance management systems on individuals, clearly stating the case for change and the benefits for MCCCD and all ‘performing’ employees.</p> <p><b>RISK 2 – Inconsistent usage across MCCCD</b><br/> <b>REMEDIATION</b> - Usage / utilization of the policies and processes must be consistently in its application across MCCCD and Colleges. Therefore documentation, tools and criteria will be specced so as to not allow inconsistent / different usage across MCCCD.</p> |



# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## HRIS

### MCCCD: HR Recommendations

| RECOMMENDATION  | BENEFITS  |
|---|---|
| <ul style="list-style-type: none"> <li>• Implement Employee Self Service (ESS) and Manager Self Service (MSS)</li> <li>• Implement Benefits Open Enrollment</li> <li>• Electronic facilitation of Performance Management Tools and Inputs</li> <li>• Electronic access to HR Policies and Procedures Documentation</li> </ul> <p><b>KEY STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Chancellor</li> <li>• College Presidents</li> <li>• Employee Group Representatives</li> <li>• HR Staff</li> <li>• Employees and Supervisors</li> <li>• District Office and College Information Technology</li> </ul>  | <ul style="list-style-type: none"> <li>• Curtails / automates some of the current time and cost consuming HR activities leading to a more efficient HR department; reduces long HR ‘paper trails’, increasing speed and accuracy as well as allowing HR teams to focus on longer term / more added value activities, leading to more productive and conducive department on the whole.</li> <li>• Allows HR personnel to more effectively gather and appraise specific information to measure, manage and drive employee and organizational performance.</li> <li>• More effective mobilization, application and utilization of HR tools and documentation via the enhanced use of technology, supported by effective training and communication, leading to superior HR / organizational outcomes</li> </ul>   |
| ACTION PLAN   | RISKS   |
| <p><b>Implement Employee Self Service (ESS) and Manager Self Service (MSS)</b></p> <ul style="list-style-type: none"> <li>• Leverage redesigned HR processes and policies to identify basic / standard tasks currently performed manually / centrally / inefficiently that can be transitioned to ESS and MSS systems and general MCCCD requirements for such systems</li> <li>• Identify potential vendors and hardware / software requirements</li> <li>• Evaluate compatibility with existing systems</li> <li>• Develop detailed specifications of technology requirements (software and hardware; District Office and Colleges) based on tasks to be transferred to ESS and MSS and the MCCCD system requirements</li> <li>• Identify budget requirements</li> <li>• Scope implementation plan and timings (including training)</li> <li>• Develop communication plan to validate with key stakeholders</li> <li>• Perform RFP; review and select technology</li> <li>• Initial implementation - complete pilot tests of technology in one College and at District Office, identify and train super users, make modifications as required</li> <li>• Train employees and managers on new technology (mandated usage, details of responsibilities and accountabilities, practical instruction)</li> <li>• Deploy to all Colleges</li> <li>• Document training and policies and ensure all new employees and managers are trained to the required standard as part of their new starter orientation</li> </ul> | <p><b>RISK 1- Non Usage</b><br/> <b>REMIEDIATION</b> – use of ESS and MSS systems is mandated. Those that don’t use are indirectly penalized through implications of non usage (example – not paid OT if OT not inputted) and therefore gradually educated (HR staff will aid staff when issues occur and remediate issues to ensure that staff are not disadvantaged long term, those staff affected will learn the benefits of using ESS and or MSS / that they have to use it)</p> <p><b>RISK 2 – Inconsistent usage across MCCCD</b><br/> <b>REMIEDIATION</b> - Usage / utilization of the systems must be consistently in its application across MCCCD and Colleges. Therefore systems will be specced so as to not allow inconsistent / different usage across MCCCD</p> <p><b>RISK 3 - Systems integration</b><br/> <b>REMIEDIATION</b> – New ESS and MSS systems must integrate well with existing HR systems, therefore detailed testing and exploration of utilizing existing vendors and systems for these purposes is strongly recommended</p> <p><b>RISK 4 – General implementation and systems migration risks</b><br/> <b>REMIEDIATION</b> – General implementation and systems migration risks will be mitigated through detailed project planning and management and concerted training and communication programs</p> |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## HRIS (continued)

MCCCD: HR Recommendations

| ACTION PLAN (continued)  | RISKS (continued)   |
|--|---|
| <p><b>Implement Benefits Open Enrollment</b></p> <ul style="list-style-type: none"> <li>• Identify potential vendors and hardware / software requirements</li> <li>• Evaluate compatibility with existing systems</li> <li>• Develop detailed specifications of technology requirements (software and hardware; District Office and Colleges)</li> <li>• Identify budget requirements</li> <li>• Scope implementation plan and timings (including training)</li> <li>• Develop communication plan to validate with key stakeholders</li> <li>• Initial implementation - complete pilot tests of technology in one College and at District Office</li> <li>• Train employees and managers on process</li> <li>• Deploy to all Colleges</li> <li>• Document training and policies and ensure all new employees and managers are trained to the required standard as part of their new starter orientation</li> </ul> | <p><b>RISK 1- Non Usage</b><br/> <b>REMIEDIATION</b> – Transition to open enrollment will be phased and coupled with a comprehensive training and communication program. Employees initially in non compliance will be identified and counseled to ensure they are not disadvantaged</p> <p><b>RISK 2 - Systems integration</b><br/> <b>REMIEDIATION</b> – New Open Enrollment systems must integrate well with existing HR systems, therefore detailed testing and exploration of utilizing existing vendors and systems for these purposes is strongly recommended</p> <p><b>RISK 3 – General implementation and systems migration risks</b><br/> <b>REMIEDIATION</b> – General implementation and systems migration risks will be mitigated through detailed project planning and management and concerted training and communication programs</p> |



# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## HRIS (continued)

| ACTION PLAN (continued)  | RISKS (continued)  |
|--|--|
| <p><b>Electronic facilitation of Performance Management Tools and Inputs</b></p> <ul style="list-style-type: none"> <li>• Leverage new, standardized performance management tools and processes and revised job descriptions and compensation models to identify which tools, materials and training can be made available electronically to managers and employees</li> <li>• If applicable (MCCCD may initially adopt ‘pen and paper approach’), scope top line technology requirements to facilitate implementation of new performance management processes and policies, including; data input requirements for managers; data input requirements for employees; access privilege requirements / levels across MCCCD; integration of performance management data with existing HR / employee management systems and employee records ongoing</li> <li>• Identify potential vendors and hardware / software requirements</li> <li>• Evaluate compatibility with existing systems</li> <li>• Develop detailed specifications of technology requirements (software and hardware; District Office and Colleges)</li> <li>• Identify budget requirements</li> <li>• Scope implementation plan and timings (including training for employees and managers)</li> <li>• Develop communication plan to validate with key stakeholders</li> <li>• Perform RFP; review and select technology</li> <li>• Initial implementation - complete pilot tests of technology in one College and at District Office , identify and train super users, make modifications as required</li> <li>• Train employees and managers on new technology (mandated usage, details of responsibilities and accountabilities, practical instruction)</li> <li>• Deploy to all Colleges</li> <li>• Document training and policies and ensure all new employees and managers are trained to the required standard as part of their new starter orientation</li> </ul> | <p><b>RISK 1- Non Usage</b><br/> <b>REMEDIATION</b> – use of Performance Management tools and systems is mandated. Those that don’t use are initially counseled – further infractions and reflected in an individuals own performance management assessments</p> <p><b>RISK 2 – Inconsistent usage across MCCCD</b><br/> <b>REMEDIATION</b> - Usage / utilization of the systems must be consistently in its application across MCCCD and Colleges. Therefore systems will be specced so as to not allow inconsistent / different usage across MCCCD</p> <p><b>RISK 3 - Systems integration</b><br/> <b>REMEDIATION</b> – New Performance Management systems must integrate well with existing HR systems, therefore detailed testing and exploration of utilizing existing vendors and systems for these purposes is strongly recommended</p> <p><b>RISK 4 – General implementation and systems migration risks</b><br/> <b>REMEDIATION</b> – General implementation and systems migration risks will be mitigated through detailed project planning and management and concerted training and communication programs</p> |

# 3 – PHASE 2: HR IMPLEMENTATION PLAN

## HRIS (continued)

MCCCD: HR Recommendations

| ACTION PLAN (continued)   | RISKS (continued)  |
|---|--|
| <p><b>Electronic access to HR Policies and Procedures Documentation</b></p> <ul style="list-style-type: none"> <li>• Leverage new, standardized HR policies and procedures documentation to identify which tools, materials and training can be made available electronically to managers and employees</li> <li>• Evaluate impact on existing intranet systems and sites of utilizing them for this purpose; evaluate both technological impact (additional software and hardware required) and content impact (how many sites will need to be changed / modified etc)</li> <li>• Identify resource and budget requirements in order to transition</li> <li>• Develop communication plan to validate with key stakeholders</li> <li>• Initial implementation - complete pilot tests in parallel with existing systems</li> <li>• Communicate changes to employees and managers (where information can now be found etc)</li> <li>• Deploy MCCCCD wide</li> <li>• Document training and policies and ensure all new employees and managers are trained to the required standard and know where the information can be found as part of their new starter orientation</li> </ul> | <p><b>RISK 1– General implementation and systems migration risks</b></p> <p><b>REMEDIATION</b> – General implementation and systems migration risks will be mitigated through detailed project planning and management and concerted training and communication programs</p> |

