



Transformation Task Force Recommendations

April 10, 2017

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

Any questions regarding these recommendations should be directed to Darcy Renfro, 480-731-8818, darcy.renfro@domail.maricopa.edu.

Student Access and Success

A. Issues

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

B. Objectives

1. Shift recruitment perspective to "getting the right student to the right college(s) at the right time for the right program from recruiting a student to a specific college
2. Increase persistence and completion

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

C. Implementation Strategies

1. Establish and maintain a change management strategy at DO to improve decision-making, standardize operations for students, and ensure consistent compliance through training, resources and clear information flow. Components include:
 - Identify key outcomes within each student service function
 - Include key stakeholder across the District for input and design
 - Delineate roles including establishing a leader for each project who is empowered to make decisions and is held accountable
 - Establish clear and ongoing communications for each project
 - Set standards for colleges to meet
 - Resource and staff appropriately to enable colleges to meet standards
2. Better outreach, recruiting, marketing/branding
 - Undertake a brand market review
 - Consider District-wide brand strategy development to establish shared core values, identify strengths and areas that need attention and conserve district resources
 - Build on value of entire District as well as individual college cultures and attributes
3. Better intake (admissions) and onboarding (enrollment)
 - Prioritize and resource redeployment of fully integrated website to connect to CRM and SIS to ease navigation for students
 - Review Seamless Student Success (SSE) Establish a District-wide ‘Seamless Student Success Council’ as functional implementation team to coordinate resources and actions
 - Review staffing, leadership
 - Standardize Data Tools and Reports for all areas
 - Generate and utilize meaningful data/stats from each student services area (FA, Admission, Enrollment, advisement) and drive college standardization from DO SSE Council
 - ~ Review data on financial aid services to develop solutions for streamlining, simplifying and disseminating information to students

- ~ Improve response times and processes as needed by college until standards are achieved
 - ~ Utilize data to and develop a strategy to provide more standard and systematic information to students and families (e.g., FAQs)
 - Virtualize and standardize central call center for leads to enrollment
 - ~ Pilot utilization of central call center to direct enroll students at interested colleges
 - ~ Evaluate staffing and space needs to realize return on investment
4. Significantly enhanced advisement and career counseling with current resources and prioritize for future resources
- Evaluate outcomes of MCCC Career Navigator model and review budget options for scale
 - Review best practices from around the country, including ratio of advisors to students
 - Establish standard professional development for advising
 - Review prerequisites for hiring
 - Redesign the student intake process to help undecided students choose a field of study as quickly as possible
 - Fully and consistently implement SSE at all colleges and closely evaluate impacts
 - Evaluate individual efforts for improvements in persistence and completion
5. Streamline current degree and certificate programs by implementing guided pathways to completion - elements include:
- Simplify choices for students, using program maps as the defaults for program plans that are required of every student but that students can customize with support from an advisor.
 - Give students predictable course schedules that make it easier to organize their lives around school and graduate on time.
 - Integrate {co-requisite courses} teaching of foundation skills into college-level gatekeeper courses for major program areas to enable academically unprepared students to successfully enter a program of study as soon as possible.
 - Monitor student progress on their program plans, providing frequent feedback and support as needed.
 - Build bridges into all programs, including college programs (as opposed to preparing students for college generally) from high schools, adult basic education and other feeders.
 - Standardize data, tools and reports – programs, degrees, credentials offered across all colleges

Workforce Responsiveness

A. Issues

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

B. Objectives

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

C. Implementation Recommendations

Regional Sector Institutes/Hubs¹

1. Establish industry sector institutes based on current employment trends – Advanced Manufacturing, IT/Cyber, Allied Health, Energy (Might consider other specialization centers like Fine and Culinary Arts, Automotive)
2. Administer through one lead college. Lead college criteria could include:
 - Regional employer base in sector
 - Projected job growth in region and sector

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

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

Empower District Workforce Office

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

Resources, Efficiency and Collaboration

A. Objectives

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

B. Implementation Recommendations

Development

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

Budget

1. Evaluate college base budgets as to relative funding available to support programs based on enrollment levels, program type, faculty and support staff ratios
2. Once base has been evaluated, review FTSE allocation for options that will (1) provide stability and predictability for colleges; (2) drive strategic priorities, and (3) reduce competition for District resources
3. Explore funding options that are not entirely driven by FTSE to encourage increased enrollment across district, not just within a college (e.g., C4E model that moves all FTSE to lead college with appropriate reimbursements to other participating colleges)
4. Explore ways in which budget resource allocations can support and recognize college progress in achieving Strategic Commitments
5. Conduct regular budget review and discussion strategy sessions with DO and individual colleges throughout the year not just at budget time

Revenue

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

Human Resources

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

Leadership Committee

A. Issues

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

B. Objectives

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

C. Implementation Recommendations

1. Define roles & functions at DO and Colleges in relation to each other
2. Review DO operations and leadership structure to ensure necessary staffing and consistent application of services, standards and decision making that support colleges
3. Review District-wide executive structure and accountability
 - REVIEW ROLES - Vice Chancellors, Associate Vice Chancellors, Presidents and Vice Presidents
 - Student Affairs, Students Services, and Seamless Student Success Pipeline
 - Standard internal processes and tools at all colleges and DO

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