



MARICOPA
COMMUNITY COLLEGES

2024-2027



**SYSTEMWIDE STRATEGIC
ENROLLMENT MANAGEMENT
PLAN (SSEM)**

TABLE OF CONTENTS



- EXECUTIVE SUMMARY3
- CONNECTION TO EXCELLENCE 2026.4
- SYSTEMWIDE STRATEGIC ENROLLMENT MANAGEMENT (SSEM) FRAMEWORK5
 - Guiding Principles5
 - Desired Outcomes5
 - SSEM and CSEM Alignment6
- DEVELOPMENT PROCESS7
 - Team Structure7
 - Iterative Development8
- THE PLAN: STRATEGIES, GOALS, ACTIVITIES, MILESTONES, AND KPIS.9
 - Strategy 1: Streamline the Experience; Student-Ready Solutions for All9
 - Strategy 2: Optimize Student Success; Remove Barriers.10
 - Strategy 3: Committed to Completion; Mission Accomplished11
- PLAN IMPLEMENTATION AND EVALUATION.12
- SUMMARY.12
- APPENDICES.13
 - Institutional and Situational Assessment Data13
 - SSEM Team Membership19

EXECUTIVE SUMMARY



The Maricopa County Community College District (MCCCD), known popularly as Maricopa Community Colleges, has evolved into one of the nation's largest and most innovative community college systems, serving the Phoenix metropolitan area and beyond. Today, the bustling District includes ten regionally accredited colleges and 31 satellite locations across Maricopa County, offering more than 600 degree and certificate programs and educating over 140,000 students annually.



In 2023, the Governing Board approved a new vision, mission, and core values for Maricopa Community Colleges and published Excellence 2026, a systemwide Strategic Plan. One of four key priorities identified in Excellence 2026 is the creation of a cohesive identity to support meeting Maricopa's vision, mission, and core values. This call for greater collaboration resulted in the charge of designing a dynamic and integrated planning framework to include the development of a Systemwide Strategic Enrollment Management Plan, a Systemwide Academic plan, and a Systemwide Facilities Plan.

This Systemwide Strategic Enrollment Management Plan has been developed to support this charge and improve alignment and collaboration between and among the colleges and the district office to support students.

“By coordinating our efforts, we will develop high-impact practices that bolster data transparency, foster enrollment growth, enhance access, and improve student retention and completion.”

Dr. Steven Gonzalez

Chancellor, Maricopa Community Colleges

Our Vision:

Excellence in education for a better world.

Our Mission:

The Maricopa Community Colleges ignite talent, transform lives, and enrich communities through teaching, learning, and service.

Our Values:

- **Student-Centric:** Students are the essence of our work; we partner with students as leaders and decision-makers in their own learning.
- **Integrity:** We foster a culture of honesty, trust, and transparency.
- **Collaboration:** We work together using system-thinking in pursuit of our vision and mission.
- **Inclusiveness:** We value all contributions and diverse perspectives.
- **Innovation:** We advance a culture that stimulates big ideas, creativity, and exploration.
- **Respect:** We treat each other with dignity, civility, and kindness.

CONNECTION TO EXCELLENCE 2026



The work of the 2024-27 SSEM Plan directly supports the Maricopa Community Colleges Strategic Plan, Excellence 2026, Strategy 1: Student Outreach and Success. The development of the SSEM Plan was outlined in the Strategic Plan to support a cohesive identity as outlined below.

Strategy 3: A Cohesive Identity

Goal 3.1: MCCCDC establishes alignment and collaboration between and among its colleges and district office to support students, communities, faculty, and staff.

Activity 3.1.A: Design a dynamic and integrated planning framework.

Milestone 3.1.A.2: Develop a Systemwide Strategic Enrollment Management Plan by June 30, 2024.

Plan Structure and Terminology

To support cohesion, the SSEM Plan leveraged the structure terminology used in Excellence 2026 as outlined below.

STRATEGIES	The Big Picture
GOALS	The What
ACTIVITIES	The How
MILESTONES	Targets to Organize the Efforts
KPIS	To Track and Measure Success



SYSTEMWIDE STRATEGIC ENROLLMENT MANAGEMENT (SSEM) FRAMEWORK



Strategic Enrollment Management (SEM) is imperative. It is a critical element in positively influencing the institution's enrollment, marketing, recruitment, retention, and completion strategies and ensures goals in these areas are established, monitored, and met. To support the establishment of a cohesive identity while maintaining the unique ecosystem of 10 independently accredited colleges, Maricopa's SEM planning framework includes 10 college plans aligned to a single collaboratively developed system-level plan. The SEM framework is designed to support an integrated planning model that aligns with the institution's strategic, academic, and facilities plan. The Systemwide SEM planning framework supports the guiding principles and outcomes as follows.



Guiding Principles

- Development of a planning process and team structure to foster system-level collaboration, communication, and shared governance.
- Grassroots flexibility for developing College Strategic Enrollment Management Plans (CSEM) to target local needs and support each college's culture.
- Creation of 10 CSEM Plans and one SSEM Plan resulted in a unified planning cycle.
- Establishment of clear CSEM to SSEM alignment options.
- Identification of data-informed high-impact SEM strategies, goals, activities, and milestones.

Desired Outcomes

- Enrollment growth and optimization for the 10 Maricopa Community Colleges by collectively supporting student access, retention, and completion.
- Data transparency and collection of SEM strategies, goals, activities, and milestones to identify effective, high-impact practices measured through Key Performance Indicators (KPIs) fulfillment.
- Systemwide adoption of the identified effective, high-impact practices.



SSEM and CSEM Alignment

College SEM (CSEM) Plans were created in unison with the SSEM Plan in order to have a unified planning cycle. Each Maricopa Community College integrated the three College Goals from the SSEM Plan into their CSEM Plans and developed milestones to support those Goals. Colleges could also create additional strategies, goals, milestones, and KPIs to meet specific targets unique to their college.



To support SSEM/CSEM alignment, two types of goals were developed for the SSEM Plan:

College Goal – A goal that is accomplished at the college level. These goals are integrated into CSEM Plans, and colleges will determine what milestones they will achieve and what activities they will do to support the SSEM College Goals. These goals do not include milestones or activities in the SSEM Plan but have aligned KPIs within the plan to track goal achievement.

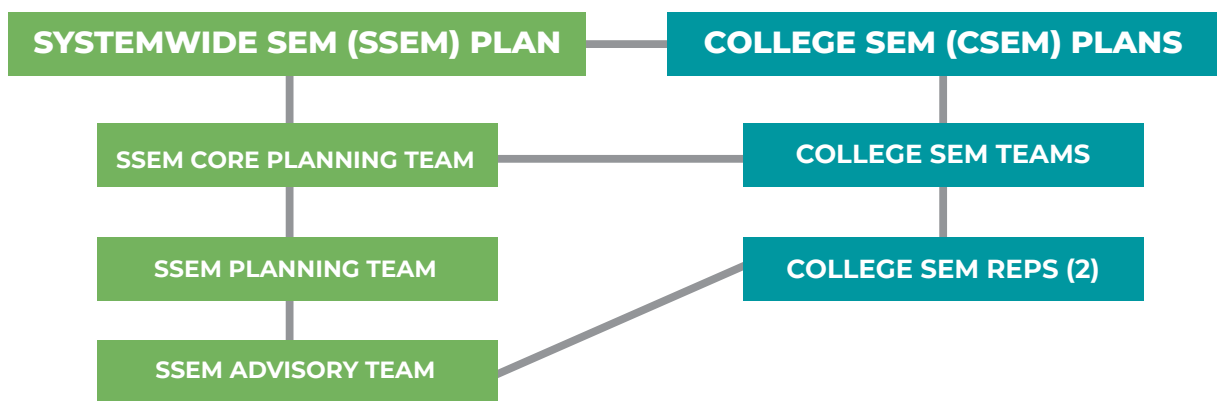
Systemwide Goal – A goal that is accomplished as a system. These goals include activities, milestones, and KPIs in the SSEM Plan. Colleges participate in Systemwide Goals through councils, committees, task forces, and special projects.

DEVELOPMENT PROCESS



Team Structure

The SSEM team structure was developed to support maximum collaboration and leverage existing college and council structures. Three teams support the SSEM work: Core Planning Team, a planning team, and an advisory team. The CSEM teams were established at the college level. However, two representatives of the college team were asked to serve on the SSEM advisory team.



- 1. Core Planning Team** – Provided project support, leadership, and coordination. The Core Planning Team supported the Systemwide SEM planning to ensure that all components progressed within the identified timeline, coordinated all scheduling and facilitation of meetings, created initial and final drafts of documents, collected resources for planning and development, and served as a resource to the CSEM teams.
- 2. Planning Team** – Charged with the development of key components of the SSEM plan. The Planning Team reviewed the planning resources, information, and data, and collectively developed the strategies, goals, activities, milestones, and KPIs of the SSEM plan. The team iteratively developed the plan through engagement and consultation with the SSEM Advisory Team.
- 3. Advisory Team** – Responsible for stakeholder engagement. The Advisory Team engaged with their respective college SEM teams, college leadership, and district councils and committees and collected iterative feedback for the Planning Team. They supported increased communications and engagement with stakeholders; supported change management practices; provided feedback, and reinforced the SSEM project and the plan’s strategies, goals, activities, and milestones.
- 4. College SEM Teams and Reps** – Formed by the college to develop the College SEM plans. Two representatives of the college team also served on the Advisory Team to engage and collect feedback from college stakeholders.



Iterative Development

To ensure the creation of a meaningful, impactful, and executable plan, the development phase was 12 months, with stakeholder engagement, communication, and collaboration being the top priorities. Each phase of the planning cycle was coordinated and managed by the Core Planning Team and included iterative development with the Planning Team and Advisory Team as well as iterative feedback from stakeholders across the system. The Core Planning Team created initial drafts, collected, analyzed, and shared feedback, modified initial plans, shared a new version for review and final feedback, and evaluated and incorporated feedback for the final editing. As collaboration and feedback were critical to this process, seven versions of the SSEM plan were looped out for stakeholder engagement and feedback. This iterative process was essential to the development of an effective SSEM plan.

SEM Planning Timeline

SSEM & CSEM Plans

2023										2024							
Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Systemwide SEM (SSEM) Timeline																	
Phase S1: SSEM Planning & Project Initiation			Phase S2: Current State Ideation/Analysis & Future State Planning Complete Enrollment Modeling				Phase S3: Iterative Plan Development & Stakeholder Engagement; Develop Strategies and Goals			Phase S4: Iterative Plan Development & Stakeholder Engagement; Develop Activities, Milestones, & KPIs				Phase S5: Create & Distribute SSEM Plan		Phase S6: SSEM Plan Implementation	Phase S7: Ongoing Analysis/Eval
College SEM (CSEM) Recommended Timeline																	
Phase C1: CSEM Pre-Planning & SSEM Support			Phase C2: CSEM Project Initiation & Current State Ideation/Analysis			Phase C3: Iterative Plan Development & Stakeholder Engagement; Develop Strategies and Goals			Phase C4: Iterative Plan Development & Stakeholder Engagement; Develop Activities, Milestones, & KPIs				Phase C5: Create & Distribute CSEM Plan		Phase C6: CSEM Plan Implementation	Phase C7: Ongoing Analysis/Eval	



THE PLAN: STRATEGIES, GOALS, ACTIVITIES, MILESTONES, AND KPIS



STRATEGY 1

STREAMLINE THE EXPERIENCE *Student-Ready Solutions for All*

College Goal 1.1: MCCCDC attracts, recruits, engages, and enrolls more students.

KPI 1.1: Increase annual new-to-Maricopa student enrollment (headcount) from X to Y (+%) by Z.

Note: College Goal KPIs are in development with CSEM Plans and will be used to create a Systemwide KPI.

Activity 1.1.A: Identify and achieve college-determined optimal enrollment targets for first-generation and underserved student populations.

See individual College SEM (CSEM) plans for milestones. CSEM Plans are linked on page 6.

System Goal 1.2: Improve access and create a universal Maricopa admissions and enrollment experience.

KPI 1.2: Increase the percentage of completed applications to enrolled status across student populations from 38.3% to 42% (+3.7%) by June 30, 2027.

KPI 1.3: Decrease enrollment cancellations rate due to non-payment from 3.5% to 1% (-2.53%) by June 30, 2027.

Activity 1.2.A: Develop and implement an innovative, student-friendly admission, enrollment, and payment process.

Milestone 1.2.A.1. Identify the biggest hurdles to admissions, enrollment, and payment and what incremental improvements can be made by August 2024.

Milestone 1.2.A.2. Develop the first improvements to streamline Under 18 (U18) admissions and enrollment process supported by technology by August 2024.

Milestone 1.2.A.3. Implement incremental improvements to the identity management system that addresses issues with MEID creation and reactivation by June 30, 2025.

Milestone 1.2.A.4. Implement a fully enhanced identity management system that addresses issues with MEID creation and reactivation by June 30, 2026.

Milestone 1.2.A.5. Develop improvements to billing, payment, and consortial process to support students who attend multiple colleges by June 30, 2026.

Milestone 1.2.A.6. Design a radically different, minimalistic admissions and enrollment process featuring immediate acceptance with prompt follow-up to facilitate seamless completion of the full enrollment process by June 30, 2027.

Milestone 1.2.A.7. Reduce unnecessary course, program, and placement requisites that prohibit self-enrollment by June 30, 2027.

Activity 1.2.B: Develop and implement a systemwide, automated, comprehensive student communication plan.

Milestone 1.2.B.1. Identify appropriate segmented student personas with customization for each by December 31, 2024.

Milestone 1.2.B.2. Establish consistent tool usage for inquiry to payment lifecycle by December 31, 2025.

Milestone 1.2.B.3. Streamline inquiry to payment lifecycle communication to create personalization for student personas by June 30, 2026.

Milestone 1.2.B.4. Develop automated technology to complement and supplement various mediums of communication by June 30, 2026.



STRATEGY 2



OPTIMIZE STUDENT SUCCESS *Remove Barriers*

College Goal 2.1: MCCCCD retains and supports students to reach their academic, personal, and/ or professional goals.

KPI 2.1: Increase annual retention rates from X to Y (+%) by Z

Note: *College Goal KPIs are in development with CSEM Plans and will be used to create a Systemwide KPI.*

Activity 2.1.A: Identify and achieve college-determined optimal retention rates while decreasing equity gaps.

See individual College SEM (CSEM) plans for milestones. CSEM Plans are linked on page 6.

System Goal 2.2: Achieve equitable retention through increased support for students.

KPI 2.2: Increase FAFSA completion rates from 51.2% to 55% (+3.8%) by June 30, 2027.

KPI 2.3: Increase scholarship application completion rate from 10% to 25% (+15%) by June 30, 2027.

Activity 2.2.A: Increase the availability and utilization of financial support for students.

Milestone 2.2.A.1. Develop and implement a proactive student “paying for college” program by March 1, 2025.

Milestone 2.2.A.2. Increase the availability, awareness, and utilization of non-federal aid funding, such as scholarships and other aid programs, by March 31, 2026.

Milestone 2.2.A.3. Improve FAFSA completion through implementing best practices and leveraging partnerships by June 30, 2027.



STRATEGY 3



COMMITTED TO COMPLETION *Mission Accomplished*

College Goal 3.1: MCCC graduates and transfers more students.

KPI 3.1: Increase annual graduation/transfer rates from X to Y (+%) by Z.

Note: College Goal KPIs are in development with CSEM Plans and will be used to create a Systemwide KPI.

Activity 3.1.A: Identify and achieve college-determined optimal completion rates while decreasing equity gaps.

See individual College SEM (CSEM) plans for milestones. CSEM Plans are linked on page 6.

System Goal 3.2: Optimize opportunities to accelerate momentum towards completion and graduation.

KPI 3.2: Increase the number of students receiving PLA credit from 1.21% to 5% (+3.8%) by June 30, 2027.

Activity 3.2.A: Develop and expand the number of standardized, systemwide Prior Learning Assessment (PLA) opportunities.

Milestone 3.2.A.1. Develop a systemwide process to standardize transfer credit equivalencies for industry-recognized certifications by June 30, 2026.

Milestone 3.2.A.2. Develop a systemwide process to standardize transfer credit equivalencies for AZ State Licenses by June 30, 2026.

Milestone 3.2.A.3. Implement streamlined technology solutions and website supporting standardized, systemwide Prior Learning Assessment (PLA) opportunities by December 31, 2026.

Milestone 3.2.A.4. Expand transfer credit equivalencies for industry-recognized certifications and AZ State Licenses by June 30, 2027.

Activity 3.2.B: Develop and implement a systemwide proactive graduation process that leverages automation.

Milestone 3.2.B.1. Develop a sustainable model to support proactive graduation by December 31, 2024.

Milestone 3.2.B.2. Fully migrate the proactive graduation process to SIS for identified programs and identify opportunities for automation to reduce manual processes by December 31, 2024.

Milestone 3.2.B.3. Identify inaccuracies, contingencies, business processes, and requirements for systemwide proactive graduation by June 30, 2025.

Milestone 3.2.B.4. Expand proactive graduation to 100% of eligible CCLs by June 30, 2027.

PLAN IMPLEMENTATION AND EVALUATION



The SSEM Core Implementation Team will lead the implementation of the SSEM Plan, and subteams will be established for each System-level activity. Membership of the five subteams will be comprised of college and district office staff to provide a systemwide perspective. Throughout the implementation of the plan, progress will be evaluated on a quarterly basis and aligned with the targeted completion date of each Milestone. Each Activity/Milestone will also have an action plan in the same manner established by the Excellence 2026: Strategic Plan implementation.

Maricopa Community Colleges' aim for SEM planning is to be a continuous process, and the documents created through the process are designed to be living guides. As implementation efforts progress and additional plans (e.g., Academic, Facilities, etc.) are developed, there may be a need to adapt or modify the plan. The SSEM Plan will be reviewed twice per academic year by the SSEM Core Implementation Team in collaboration with the established activity teams and relevant stakeholders.

SUMMARY

The Systemwide Strategic Planning framework was designed to support a collaboratively developed systemwide strategic enrollment management (SSEM) plan with 10 aligned college SEM Plans (CSEM). The 11 plans that have been developed and implemented, working in concert with Excellence 2026 and the other systemwide academic and facilities plan, will support Maricopa Community Colleges in its efforts to expand student access, improve student success, and increase certificate and degree completion. **Maricopa is for everyone!**
Maricopa para todos!



APPENDICES



Institutional and Situational Assessment Data

The demographics of Maricopa students have seen some shifts in their percentages of the population.

Age

- The largest age demographic of Maricopa students is 13-19 years-old, increasing each year from 2018-19 to 2022-23, reaching 41% of the student population. This is attributed to the ongoing growth in dual and concurrent enrollment students across the system.
- The next largest age group is 20-24-year-old students, which has decreased slightly during the same period but still accounts for 28% of the population.
- Adult students 25-49 constitute 30% of the population today and have experienced a slight decline during the past five academic years.

Overall, the age ranges have remained relatively consistent, with slight increases and decreases in some age ranges.

Age Group	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
13 - 19	35%	37%	37%	39%	41%
20 - 24	31%	31%	31%	30%	28%
25 - 29	14%	13%	14%	13%	12%
30 - 39	13%	13%	13%	13%	12%
40 - 49	6%	6%	6%	6%	6%
50 - 59	3%	3%	3%	3%	3%
60+	2%	2%	1%	2%	2%
Other/Undeclared	0%	0.1%	0%	0.0%	0.0%

Gender

- Gender representation has remained steady during the past five academic years, resulting in a demographic breakdown of 57% females, 42% males, and 1% undecided/other.
- Each academic year has seen only a percentage point or two difference from year-to-year.

Gender	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	56%	57%	59%	58%	57%
Male	43%	42%	40%	41%	42%
Other/Undeclared	2%	1%	1%	1%	1%



Ethnicity

- The ethnicity breakdown consists of predominantly Hispanic and White populations, with a slight decline in White students and an increase in Hispanic students during the past five academic years.
- Today, 38% of the student population is Hispanic and 41% is White.
- The remaining ethnicities (American Indian, Asian, Black, Hawaiian, two or more, and other/undecided) account for 22% of the population.

The ethnicity configuration of Maricopa students is in alignment with the ethnicities represented in Maricopa County and surrounding areas.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Am. Indian	2%	2%	2%	2%	2%
Asian	5%	4%	4%	5%	5%
Black	7%	7%	7%	7%	7%
Hawaiian	0.2%	0.2%	0.2%	0.2%	0.2%
Hispanic	34%	35%	36%	36%	38%
White	45%	44%	44%	43%	41%
Two or more	4%	4%	5%	5%	5%
Other/Undeclared	4%	3%	3%	3%	3%

Student Data Trends

First-Gen Status	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
First Generation	54%	53%	51%	50%	49%
Not First Gen	46%	47%	49%	50%	51%

Academic Load	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Full-time	27%	28%	28%	26%	25%
Part-time	73%	72%	72%	74%	75%





Student Enrollment Trends

While Maricopa's enrollment has grown year-over-year for the last two consecutive years, total students served by the organization are down more than 25% during the last decade. This coincides with COVID-era enrollment decline and increased local competition, mirroring national trends within community colleges. Maricopa's pool of prospective student applicants has been on the rise during the last several years. However, conversion rates for new students have declined, resulting in fewer new students each year during the last five academic years.

Annual student retention in Maricopa has declined nearly 10 percentage points during the last five years. Term-to-term persistence has remained relatively stable during the same time, suggesting that student stopout increases sharply after students' first semesters of enrollment. Graduation rates in Maricopa have remained relatively stable during the last several years; however, the system trails behind national peers in student completion metrics. Additionally, equity gaps exist between student populations, with traditionally underserved students experiencing less success than their peers in Maricopa.

10-Year MCCCDC Enrollment Trends

Metric	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Unique Student Headcount	190,089	183,055	175,960	171,019	169,687	166,176	165,110	140,885	135,900	138,830
Credit Hours Attempted	2,398,975	2,337,141	2,260,983	2,201,680	2,175,343	2,108,495	2,110,004	1,834,283	1,685,520	1,719,176

Admissions Trends

Academic Year	Applicants	YoY Applicant Delta	Enrolled Applicants	YoY Enrolled Delta	Conversion Rate	YoY Conversion Delta
2019-20	62,039		30,286		49%	
2020-21	53,887	-13%	23,759	-22%	44%	-5%
2021-22	59,931	11%	25,653	8%	43%	-1%
2022-23	72,778	21%	28,273	10%	39%	-4%
2023-24	74,215	2%	28,428	1%	38%	-1%

Note: YoY (Year Over Year)

Retention Rate Trends

Population Segment	2017-18	2018-19	2019-20	2020-21	2021-22
Overall Population	59%	59%	53%	55%	52%
Underserved: Yes	58%	58%	51%	54%	51%
Underserved: No	64%	63%	61%	60%	59%

Cohorts by Year of Entry

Graduation Rate Trends

Population Segment	2015-16	2016-17	2017-18	2018-19	2019-20
Overall Population	18%	19%	19%	19%	18%
Underserved: Yes	16%	18%	18%	18%	16%
Underserved: No	24%	25%	23%	25%	24%

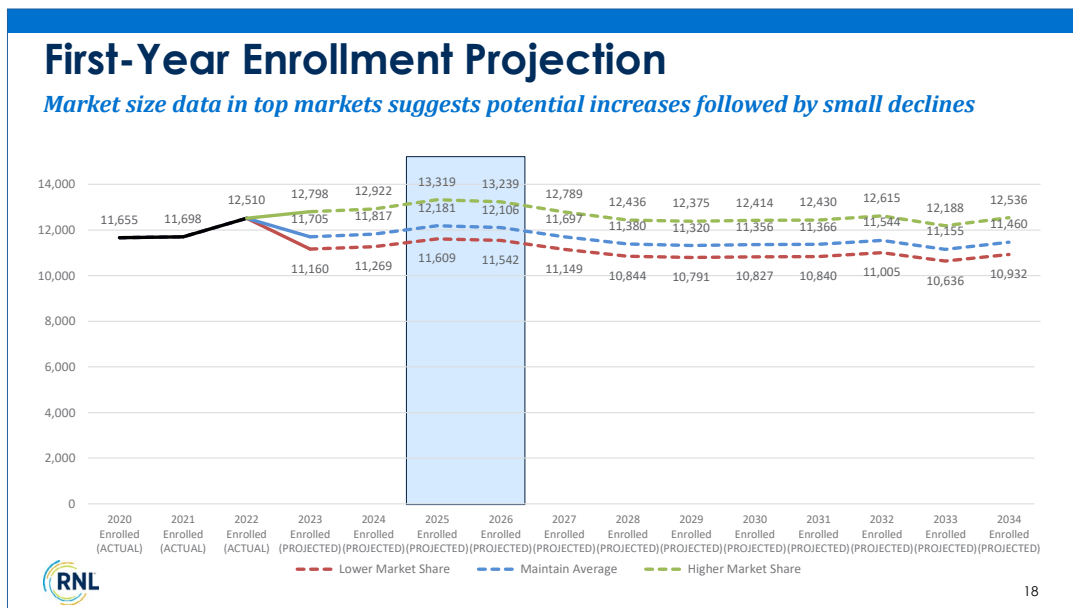
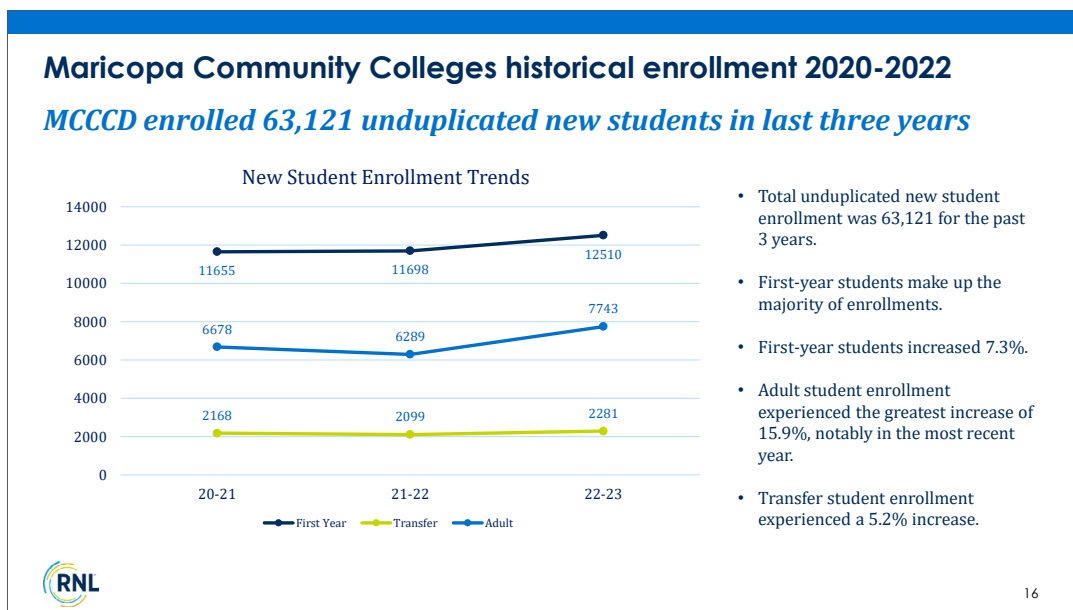
Cohorts by Year of Entry



External Factors Trends

Ruffalo Noel Levitz Enrollment Projections

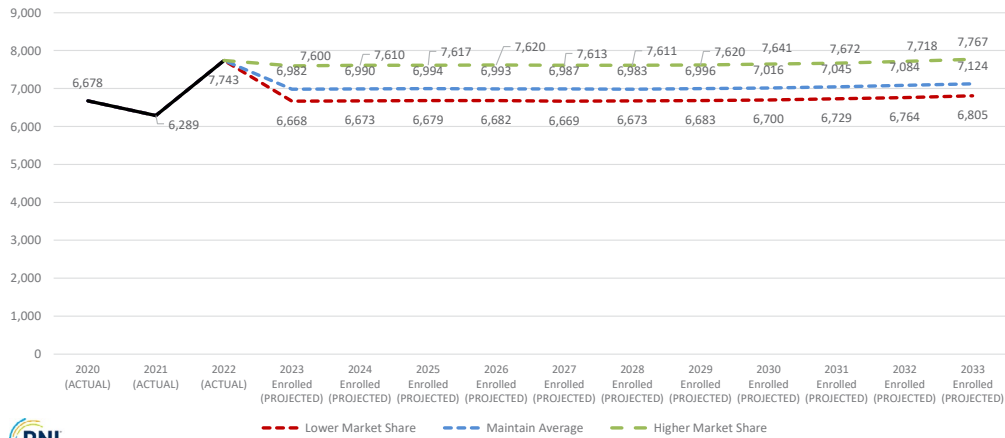
Ruffalo Noel Levitz (RNL) is a national provider of higher education services and solutions for enrollment, student success, and fundraising. Maricopa Community College contracted with RNL to determine enrollment projections and a student satisfaction survey. The anticipated market size for Arizona is expected to shift during the next decade for traditional first-year college students. The number of graduating high school seniors is expected to continue to rise through 2025 but is then anticipated to begin declining thereafter in tandem with shifting demographics nationwide. This trend is further exacerbated by recent declines in Maricopa County high school graduates enrolling in MCCC, down 25% during the last five years.





Undergrad Adult Enrollment Projection

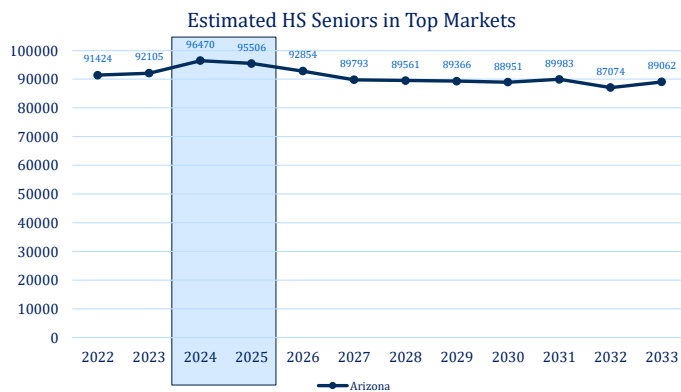
Market size data in top markets suggests stable undergrad adult market



24

Estimated High School Seniors in Arizona

Slight declines followed by periods of stability



The chart shows the expected number of HS seniors from Arizona through 2033 where Maricopa Community Colleges traditionally enrolls the majority of its students:

- Arizona to decline 2.6% (variable periods of growth and decline over these years)

Total population is forecasted to increase 2% in Arizona and 3% in Maricopa County during this time. Declines forecast for those aged 19 and younger, growth in those aged 35-49 and 65+ both in the state and in Maricopa County.

7



Spring 2022 Ruffalo Noel Levitz Student Satisfaction Inventory (SSI)

RNL conducted a student satisfaction inventory by surveying students in Spring 2022. The inventory focused on numerous areas, and some of the highlights are:

- Students want more assistance with academic planning and course scheduling.
- Students express concern about financial barriers to success and are looking for additional financial resources.
- Students expect greater support with examples provided of proactive outreach to learners who are struggling and/or falling behind.

Spring 2023 Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement (CCSSE) is an assessment tool that provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. Overall, there were many areas that community colleges do well and other areas that need improvement. A few highlights are:

- Students indicated a high level of engagement with student-faculty interactions, including working with instructors on activities other than coursework and receiving prompt feedback (written or oral) from instructors.
- Students reported high levels of being able to apply theories or concepts to practical problems or in new situations and using information they had read or heard to perform a new skill.
- Students expressed need for more dedicated support from academic advisors and/or more resources for academic planning.
- Students indicate a need for more non-academic support, including financial support, to continue educational attainment.

SSEM TEAM MEMBERSHIP



CORE PLANNING TEAM MEMBERS

Dr. CJ Wurster, Vice President of Academic Affairs (PC)*
Dr. Damita Kaloostian, Vice President of Student Affairs (SCC)*
Dr. Kishia Brock, Associate Vice Chancellor of Student Affairs (DO)*
Helice Agria, District Director of Academic and Student Systems (DO)
Kevin Bilder, District Director of Enrollment Management and Operations (DO)
Amanda Krukow, Project Manager of Student Affairs (DO)
Zach Lewis, Associate Dean of Institutional Effectiveness (RSC)
Josh Lindenberg, District Director of Enrollment and Financial Aid Services (DO)

* Tri-chair

PLANNING TEAM

Bruce Battle, Director of Marketing & Public Relations (SMCC)
Chris Schnick, Dean of Academic Affairs (CGCC)
Cindy Ramos, Dean of Student Affairs (PC)
Dana Frasca, Dean of Student Affairs (SMCC)
Dana Macke-Redford, Project Manager Senior, Maricopa Corporate College (DO)
David O'Shea, Vice President of Information Technology (RSC)
Dr. EJ Anderson, Director of Dual Enrollment (RSC)
Isaac Torres, Dean of Student Affairs (EMCC)
Dr. Jeannette Shaffer, Faculty Director of Center for Teaching and Learning (SMCC)
Jeff Salo, Tech Project Manager Senior (DO)
Dr. Juliane Roybal, Director of Teaching, Learning, and Employee Development (GWCC)
Katharine Johnson, Director of Financial Aid (PVCC)
Lambert Yazzie, Director of Early College Programs (CGCC)
Laurel Redman, Director of Admissions, Registration and Records (RSC)
Lindsey Wilson, Chief Marketing Officer (DO)
Dr. Lisa Marsio, Faculty (SCC)
Dr. Lou Sanchez, Dean of Student Affairs (GCC)
Melanie Burm, Director of External Affairs, Workforce Development and Community Partnerships (SCC)
Michael Voss, Dean of Academic Affairs (MCC)
Michele Agostinelli, Associate Vice Chancellor of Academic Technology (DO)
Nadine Sellers, Instructional Services Director (EMCC)
Ramona Goth, Faculty (SCC)
Rho La, Senior Analyst of Student Business Services (GWCC)
Shala Dveirin, Director of Clock Hour Programs (GWCC)
Stephen Zubia, Director of Academic Advising (EMCC)
+Core Planning Team Members

ADVISORY TEAM

Executive Sponsor - Dr. Lisa Armour (DO)
Staff Representative - April Roland (MCC)
Adjunct Faculty Representative - Kristina Gergus (GCC)
Academic Affairs Representative - Bettina Celis (DO)
Student Senate Representatives - Victoria Baker (CGCC), Asia Benally (SMCC)
College SEM Representatives - Theresa Wong (CGCC)
Dr. Felicia Ramirez-Perez (CGCC)
John Snelling (EMCC)
Dr. Patricia Cardenas-Adame (EMCC)
Danny Fisher (GWCC)
Ron Gaschler (GWCC)
Carly Zufelt (GCC)
Dr. Cesar Becerra (MCC)
Dr. Leanna Hall (MCC)
Dr. Pam Duty (PC)
Dr. Heather Kruse (PC)
Lori Espinoza (PVCC)
Dr. Jen Miller (PVCC)
Patti Curtis (RSC)
Simon Ring (RSC)
Aaron Torres (SCC)
Dr. Darryl Greeley (SCC)
Arnold Torres (SMCC)
+Planning Team Members
+Core Planning Team Members

CORE IMPLEMENTATION TEAM

Dr. Kishia Brock, Associate Vice Chancellor, Student Affairs and Enrollment Management (DO)
Kevin Bilder, District Director, Enrollment Management and Operations (DO)
Amanda Krukow, Project Manager, Student Affairs (DO)
Student Affairs Vice Presidents Representative
Student Affairs Deans Representative
Academic Affairs Deans Representative
District Office Enterprise Analytics Representative