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March 30, 2026 Study Session.

>> MR. GREG TAYLOR: Then move right into 2.1, discussion for draft priorities for the July 2026 to June 2030 strategic plan.

Dr. Richmond? Dr. Nasse? Sorry.

>> CHANCELLOR JEFFREY NASSE: Well, just a couple things. As you

can see, we've moved the study session to what we hope is a more study-like environment here at a table across from each other where we can actually hash through the issues.

It's a little different than being in the boardroom and having to press down the microphone. We can just speak freely. I'm excited about the new venue.

Obviously the content, right? The strategic plan really sets kind of the high-level priorities for the college. Dr. Richmond has done a great job over the last at year and a half that I have been here, rallying the troops, getting all kinds of input from the community, from stakeholders, obviously from internal folks, from a variety of sources, looking at data to work through the strategic plan.

There is a strategic planning team, which she will go into, which

you're aware, that kind of leads this effort. I'm excited, because we're getting to a place now where we are starting to see emerging priorities, direction for the college moving forward.

I always think about it as in the future, what does PCC really

want to be good at? What are we going to be great at? What are we

going to invest in in these areas?

I'm really looking forward to your feedback and your take on this. Obviously, as the board, this is really where you get to shape the priorities for the institution. As you know, this is Chancellor's Goal No. 2, is to make sure we have this plan in front of you for June, I believe, by June 30th, for your approval.

So it's exciting times I think for the college moving forward, and so looking forward to the discussion.

With that, I will turn it over to Dr. Richmond.

>> DR. RICHMOND: Great. Thank you, Chancellor. Chair Taylor, members of the board, thank you very much for giving me the opportunity to meet with you all today and give you an overview of the planning process that we have used.

(Pause.)

>> CHANCELLOR JEFFREY NASSE: We want the clicker to work.

>> DR. RICHMOND: Let me go -- all right. That will be fine.

So what I'll do is give you a brief overview of the planning process so you know how we got to where we are today, and then I'll walk through the four draft priorities that have been identified. These are the initial discussion points. They have been fairly well vetted, but we need your feedback, your guidance, your insight so we can see if these directions align with what you're looking for for the college, if there is anything missing, how you'd prioritize across these topics.

Basically we need your input. As mentioned by the chancellor,
we

want to bring the final drafts to you in either May or June, so this is really the opportunity for the board to help shape this direction and provide us with your feedback.

So I want to start with how we went about generating ideas that led to the priorities that you'll see today. We have had a number of input-gathering sessions of different kinds. We had two Futures Conferences in 2025, both of which include opportunities for community and internal stakeholders to provide their feedback, and then we have had a series of data sessions that we have been holding for a couple of years at the institution. These, we highlight particular key metrics, and then we have breakout-room discussions focused on metrics, how do we work to improve, what do the data tell us.

We have also had internal planning days. These were new to the planning process where we had a number of different sessions over the course of the two years focused on slightly different aspects of planning, different kinds of topics, strengths, weaknesses, opportunities, threats, a topic, for example, in other discussions to kind of engage internal stakeholders so they had lots of avenues to give us input, feedback, and ideas.

We also conducted towards the tail end of last year a survey of all students and all employees so there was that opportunity, as well, where we specifically asked what are your ideas on what the college needs to do.

Based on this, we generated about 2,300 different ideas. There

were duplicates across these. Of course they are not completely individual, but by analyzing the input, we could see where do we see the common themes. What are the things that keep coming up that are important across the stakeholders.

In parallel with those input sessions, we have a strategic planning team that's been meeting roughly monthly, engaging in different aspects of planning work. That group has reviewed key college metrics. They have conducted foresight activities which are kind of futures sessions to try and anticipate what the future may hold. They have also engaged in very traditional planning activities. So, for example, institutional context, they looked at an environmental scan, talked about strengths, weaknesses, opportunities, and threats.

These are the results that that group analyzed were the most recent results of some major student engagement surveys that we conduct roughly every three years. We had some of those results hot off the press around six months ago, so they were analyzed in detail by the planning team, as was the external environment, so we could make sure we have a group of people at the college which includes administrators, faculty, staff, very deeply ingrained in thinking about the institution, where it currently is at, and where it potentially needs to go.

So based on the input sessions, we identified a long list of possible priorities. There were 39 items on that list, and if you're interested in hearing more about how we developed it, I'd be happy to

share that.

So that list was discussed separately by both the strategic planning team and chancellor's cabinet, so each group could go through and identify the things they considered to be the most important. Separately, and in parallel with this process, we've had a separate IT strategic planning team, and their input was also incorporated at this stage. Separately, that team had identified what they considered to be key priorities for the institution.

had Now, when we analyzed the results across the three groups, we very strong alignment across the three, which was very encouraging to us that we were heading in the right direction. It also ensured that we didn't have one group that kind of set themselves in a particular direction but we have three completely different perspectives converging on the same possible priorities.

Based on that input, we identified a shorter list of priorities for discussion at the Futures Conference. This included four events, so we had a community Futures Conference that was much reworked this time around. We changed the timeline. There was a much stronger effort and engagement with community needs and participation at that event.

And the week after that we had three internal sessions which basically worked through the exact same content as the external event but gave us input from both employees and students who were also invited to attend those events.

So that gave us what input, and essentially at these events we

asked attendees to rank across different ideas which things were most important from a subset across five different clusters. The strategic planning team met shortly after those events to take that input and turn that into a short list that we bring before you today.

To start that conversation, we talked about data. We looked at data a lot during the course of the planning process, but we started that meeting talking about the institutional scorecard and how the institution is performing around a set of key metrics. So enrollment, retention, outcomes, and other measures.

And this was important because we wanted to make sure when we made that final recommendation around topics to come forward for conversation today that it was rooted in the areas that would be most valuable when we think about those critical areas of college performance.

There were three primary areas that stood out in terms of data. The first was first-term success. This is a metric that we look at specifically for -- well, we look for all students, but have a specific metric focused on our new students. So these are new students to the institution in a given fall semester, and we look to see what portion of them experienced no success in their first term. They either failed or withdrew from every class that they signed up for, and that's a metric that has been creeping up for the institution and isn't quite where we want it to be. So that was one area that was identified as critical.

Also fall-to-fall retention. You see the data presented here as

an example. You will see that we look for the VFA main cohort, this group of new students to the institution in a given fall. In this case we're looking at fall to fall 2024 going into fall of 2025.

We are up slightly for the most recent cohort compared to the previous measure for those starting in fall of '23, but we didn't reach the target that the college had set for that group of students. If we split this between full-time and part-time students, you'll notice we have this red number here for full-time students, and that's where performance is actually a little bit worse than for the previous year.

So this again is a measure that stood out as important for the strategic planning team as we were thinking what should we do next as we think about the future of the institution to try and shift the needle meaningfully on retention.

Another area that was highlighted is transfer. This is another area where the college's metrics have been dropping a little bit over recent years, so that's another area where this is a key area for institutional focus.

Now, other areas are of course also important such as completion,

but these are three problem areas identified during the conversation. If we can shift the needle on these, that would be really beneficial for the institution.

So based on this conversation, the strategic planning team went on to identify five possible priorities. Those priorities were taken to chancellor's cabinet for leadership's review and perspectives, and

based on that conversation, the cabinet supported the themes identified by the SPT, but recommended to merge two of them together. So we're bringing four forward to the group now, originating from the strategic planning team but based on the wealth of input we obtained through the external and internal.

Before we talk about the priorities, I just want to touch on a few considerations to keep in mind as we work through this. And if you have comments and perspectives on these and other things you would add, of course we're here for a conversation.

First to think about, a number of priorities. The institution, if we look over time, if we go back 10, 15 years, we used to have jam-packed strategic plans with masses of priorities. It was very difficult with that volume for the institution to make meaningful progress, because efforts were spread so thin across so many different initiatives.

So I'm bringing forward four today. The philosophy is to focus on a small number of priority areas and do them well so that we don't spread our efforts too thin, get four years down the road, and nothing has significantly changed. Be really laser-focused on a small number of critical areas.

Also, as we go through the topics, please reflect on the relative

importance of the different priorities. There could be a time, let's say we move forward with four priorities, it could be busy, but we may not be able to do everything on all four of those areas as the plan progresses, so we need to know what's the most important thing

to help inform decisions as we operationalize these and move forward, so we'll be seeking input on that.

And balancing commitment with available resources. It would be wonderful if we had unlimited money and unlimited time, but the reality is we do not. So we need to make sure that the things we commit to are achievable with the resources that we have so that we can use our resources in the most valuable way to support the community we serve and not stretch our staff, our resources, so thin that we can't move forward.

And of course maximizing improvements to student access, progress, and outcomes which has been a central theme throughout this planning effort.

Just to pause here, are there comments from the board on these considerations? Would you agree with these? Do you have perspectives?

>> MR. GREG TAYLOR: Makes sense.

>> DR. RICHMOND: Then I will press forward.

So there are a few overarching principles. These are themes that came up repeatedly during the planning process, but as we looked at them and considered it, we see them as big-picture considerations impact every possible priority so we have separated these out.

They will feature in the plan as critical elements, but they don't individually show up as themes within the priorities themselves. Things that stood out to us here, of course, access, progress, and outcomes, central purpose of the institution.

Fiscal responsibility, ensuring that we do not commit to something that will negatively impact resources at the institution.

Sustainability and ensuring we are focusing on sustainability across the operations of the institution.

And then lastly, processes, people, and technology, including artificial intelligence, to ensure our processes are optimized to give us the output that we seek, our people are well trained, well supported, and ready to implement those processes. And then with the right technology in place, to support those things so they can move forward seamlessly.

These, as we were looking through it, we felt impacted every aspect of the college's operations, so we have separate as large items.

What are the thoughts of the board?

>> MS. KARLA BERNAL MORALES: I have a quick question, Dr. Richmond. Can you elaborate on the sustainability part? Tell me what you mean by that.

>> DR. RICHMOND: Absolutely. So sustainability of course has many different aspects. One of the ones that's been central for the institution for the last few years is around environmental sustainability.

We had a climate action sustainability plan that was put in place

a few years ago, and the college has been making efforts to move in that direction. There is a higher ed entity called the Association for the Advancement of Sustainability in Higher Education. They

provide a major external standard we could look to to help kind of guide as we develop a sustainability program at the institution.

Now, of course, there is a tradeoff between sustainability and fiscal responsibility. We could be the most sustainable college in the entire country and it would cost us a small fortune. We, of course, cannot do that, but where there are opportunities within the fiscal constraints, making sure that we are not doing things that negatively draws away from efforts to support student access, progress, and outcomes, to ensure that we are thinking about that in terms of how we do business.

>> MS. KARLA BERNAL MORALES: I have other questions, but I don't want to...

>> CHANCELLOR JEFFREY NASSE: It's a study session.

>> MS. KARLA BERNAL MORALES: Well, tell me a little bit more about what does that mean for the industries that are most relevant and more prominent in the current times, whether that's mining optics and photonics and aerospace and defense.

Those don't always fit within the environmental sustainability component. Obviously there are pieces to it, but there is a little bit of a contradiction to some of those industries. And I heard you say that it will be part of the principles without impacting the fiscal responsibility or the student access, progress, and outcomes.

Has that been part of the conversation?

>> DR. RICHMOND: That has been as part of the sustainability work we have been doing at the institution. And to be transparent

with some of my background, I'm a geophysicist by training, so I care about the environment and ensuring we are not being negative to the environment, but I'm also trained to go work for the oil industry. So there is an inherent conflict in there, because one is very -- one could argue the two things can't co-exist, but really they can --

>> MS. KARLA BERNAL MORALES: They can.

>> DR. RICHMOND: -- depending on the decisions that we make.

So the intention here is to take steps where we can to support sustainability at the institution, but being mindful of the fact that we serve the community, it's our role to meet the needs of the community, and that's really front and center, and so this isn't intended to detract or be a negative impact on that role and responsibility.

>> MS. KARLA BERNAL MORALES: Okay.

>> CHANCELLOR JEFFREY NASSE: Definitely right. As we talked about it, all these things are things that we think and everything we do, no matter what we prioritize, are we thinking about of course at the top is students, stewardship in terms of our resources, and, you know, other opportunities. I like kind of South32's, right? They really go all in on kind of a sustainable approach to mining.

Then of course I think in everything we are thinking about technology is a piece of -- that was an interesting conversation. Do you say, well, AI is a priority. Well, yeah, but it's a priority across kind of everything we are thinking about really.

That was the idea of the overarching principles, but we'd love
to

get your feedback, A, on the list that's there we have come up with, but B, are there things you'd like to see or us to think through or take one off the list?

>> MS. KARLA BERNAL MORALES: I have a quick follow-up question. How does -- how do I ask this question? How does public policy come into play with all of these? Because -- I'm trying to figure out how to articulate my question.

How do we implement or take into consideration public policy and the decision-makers that have an influence on the access or progress or outcomes and even the fiscal responsibility. I just wondered, is that part of the principles is understanding the government entities that influence our programming and the way that we provide the sustainability aspects of these principles? Is that something that was taken into consideration at all?

>> DR. RICHMOND: It's been discussed somewhat, but maybe that's a missing piece here that we should add to this list of considerations. I would say as we work on implementing this, I think this is where that will be a key component. We have had some preliminary conversations around implementation and how that might look.

And it's of course a critical element, because that shapes in part our external environment, which informs some of the strategic planning team's conversation of when we're thinking about external factors impacting the college. So I would say it's a key element for us to think about as we move into implementation, and that would need

to be part of the conversations.

>> MS. KARLA BERNAL MORALES: And I ask that specifically, because when we talked about, for example, the technology piece, there is different bills that are in place right now whether or not schools are going to be expected to have computer science as a graduating requirement. Data centers is another big conversation.

I wonder, how do we apply these principles, taking into consideration policy that is being developed as we are moving along. Are we going to move along with that trend, or are we going to stick to, you know, finding the balance between -- it's a beautiful convergence between all of these, but I do wonder, how does public policy play a role in this, in the conversations?

Sorry, I have so many thoughts that I can't really put it together in one sentence, but I think you get what I'm trying to say.

>> DR. RICHMOND: Yeah. Thank you.

Other comments on this? All right. Thank you very much.

All right. So let's talk about the four priorities. I review them briefly on this slide, and then we'll go through them one by one of course for discussion and input from the board.

So the high-level areas we are focusing on to improve student success are removing barriers. This is focused on meeting the needs of students that may be unmet as they seek to pursue their education. We'll elaborate more on that in a moment.

Strengthening integrated student support. This is ensuring that we have a seamless journey and experience for our students with

careful handoffs from one office to another to ensure that we are ready and offering support when it's needed in a very proactive way as opposed to students having to hunt around and trying to figure out where to go.

Thirdly, creating clear, structured pathways to completion.
This

one also includes transfer and outcomes of that type as well. This is about ensuring that students do not take excess credits that they don't need to take, but that they have a clear pathway that meets their needs that gets them to where they want to be.

This would include, for example, part-time pathways. About two-thirds of our students are part-time, and ensuring we have pathways that meet their needs, as well as full-time students. And also thinking about working adults and their needs to ensure we have pathways that meet a variety of needs from the different kinds of students that we serve at the college.

Then lastly, expanding career-connected learning to make sure that our students are exposed to different kinds of careers. Have the opportunity to kind of have an internship or experience careers in a meaningful way to help them both decide the route for what's right for them but hopefully also gain practical skills that will give them an advantage when they're out in the workforce trying to get a job.

So I will go through one by one for each, stop, have a conversation. I'd like to hear from the board whether you agree with these for our institution. Please keep in mind, once we go through

these four, I'll ask you what's missing to make sure is there anything major that needs to be added, something needs to be adjusted, and these are all drafts for input and revision.

>> MR. GREG TAYLOR: Is there any significance to the numbering?

>> DR. RICHMOND: No. For these, there is not. That's a great question. But what I will ask towards the end is if there are priorities here you like, let's say three of them, with the interest of the board...

>> Board Member Barraza?

>> DR. NICOLE BARRAZA: Yes. I don't know if maybe you said
this

in the beginning and I lost track or I didn't hear, but I kind of remember that we're finishing off an extension of the previous strategic plan that I can't remember if it was this board or the previous board that extended it by two or three years.

Aren't these plans usually for ten years? Why is this one only until 2030?

>> DR. RICHMOND: That's a great question. So when it comes to strategic planning at the institution, we have typically planned on a three- to four-year time horizon. This is primary because the pace of change is so fast that once you get too far beyond three to four years, then the world has changed and your plan probably needs refreshing anyway.

When it comes to things like master planning, so education
master

plans, facility master plans, those are ten-year timeline plans,

because that is the amount of time really to substantively make

progress on these very fundamental major changes.

Examples for the master plans from before, the centers of excellence built at Downtown Campus and elsewhere. Our strategic plans have typically been shorter, they tend to be more nimble, so that we can ensure that the plan is current, has recently been vetted, and we are able to pivot as needed as the landscape changes around us.

>> DR. NICOLE BARRAZA: Thank you.

>> DR. RICHMOND: You're welcome.

>> CHANCELLOR JEFFREY NASSE: This is part of a broader integrated -- you want to elaborate on that, as well, which maybe gets to that as well.

>> DR. RICHMOND: Agreed. So we have, as part of the chancellor's goals, development work on an integrated planning process. This is one piece of that.

We consider this Phase 1. We are currently through wrapping up the last master plans and the priorities identified there. This plan walks us through to 2030, at which point, between now and then, we will engage with external consultants who we'll bring in to conduct the master planning work around facilities, education, IT, to identify the next ten years of major substantive change at the institution.

That will take us out to 2040. Running in parallel with that,
we
will have this plan, currently what we term Phase 1, which is a development process for the next plans, and then we'll have a

five-year plan running from 2030 to 2035 and another from 2035 to 2040, to be the associated strategic plan that pulls in the priorities for the master plans, build in additional considerations we need to respond to as the world is busy changing around us, all accompanied by annual reviews so we can make sure we can pivot as needed.

>> CHANCELLOR JEFFREY NASSE: So it's constant planning,
constant

planning and adjustment. And also, I see your hand is raised, but
--

>> DR. NICOLE BARRAZA: Go ahead.

>> CHANCELLOR JEFFREY NASSE: No, you go first.

>> DR. NICOLE BARRAZA: Well, I'm just wondering, just for clarification, the projects in the GO bond correspond to previous strategic plans, correct, or facility plans, yes? So it's kind of we're a little always behind? Would that be correct to say? In terms of facilities -- like from what we had planned before?

>> DR. RICHMOND: I'm not sure if I would say "behind." I'd say when we did the last master planning effort around about 2015, a number of priorities were identified. They were ranked by another leadership team at that time and the Governing Board and implemented a set of priorities from there, which included applied technology and automotive technology centers of excellence.

Then, as we progressed into the next, once those were wrapped
up,

the next set of priorities identified around that were addressed, and

now we are moving to the final chunk of projects coming out of that

planning work.

a

The challenge is more, and we could argue these were identified few years ago, so you could say it's behind, but these tasks are very significant. We can only do so many of them at a time, and so we're kind of working our way through those sets of priorities so that we're ready, once we get to 2030, for a brand-new set of facilities and education.

>> CHANCELLOR JEFFREY NASSE: What I was going to say is the board will get an update or actually a conclusion, a wrap-up, on the previous strategic plan and then the extension of that plan.

The plan really wrapped up as I was coming onboard, right?

>> DR. RICHMOND: The original one.

>> CHANCELLOR JEFFREY NASSE: The original plan. And so that board agreed to extend it, that previous board agreed to extend that plan. You'll get it I think in May, right? I just saw it. We just went through the draft today of the report out. Mixed results.

>> DR. RICHMOND: Have we discussed that first priority?

>> MS. THERESA RIEL: Yes. So back to that slide when it says address things, that impact learning basically, right, barriers. That verb is a little nondescript to me, because obviously we are not ever going to be in housing, because that's a huge, huge money investment that I don't think this community college wants to partake of.

So, you know, I get what those words mean, but, you know, I hate to say it, it sort of feels fluffy to me. I don't know how I would

reword it, to be honest, so I'm offering sort of a criticism without offering any constructive part to it.

I was asked by a friend to go to a health professions open-house-

type thing, and I was all excited because I thought she meant here. I ended up being at PMI, and she and her mom, they are super excited about it, and they signed up for a six-month program at \$51,000.

So, you know, what I would hope when we are talking about barriers is even those kind of like why do students choose to go to PMI instead of here since we're pennies on the dollar compared to what they're getting in those programs?

So, to me, this seemed a little, you know, we have always been concerned about food and, you know, so saying it's a priority, unless there is teeth behind it and, you know, I'd like to see exactly how, as a college, we are planning on doing some of those things.

>> DR. RICHMOND: Thank you.

>> MS. KARLA BERNAL MORALES: I have a question to follow up on that. I actually feel the opposite way. I think that bit is broad, and I like the fact that it's broad, but I guess I would agree with you that the wording would be more strengthening, the collaboration with entities to access to essential resources. Because we're not going to provide food, we're not going to provide housing, and I guess the first thing this comes to mind is programs like JobPath that partner with Pima Community College to ensure that some of these barriers are minimized or completely removed.

So I actually really like this one, and all I have is anecdotal

data. You have the actual data analytics. All I have is anecdotal data.

Just this last week I have spoken to five different people that have asked me for a connection to be able to get back to Pima, because the only reason they don't go is they don't have childcare or because they either are going to pay for their rent or they're going to pay for a class at Pima.

So when I read this, it is very fresh in my mind, based on the last five conversations I have had, with people that are prospect students of Pima Community College.

So I agree with you in the sense that it is fluffy and it's, I would say, broad, but I would definitely want to keep this one. Just like I said, change the wording to say "partnership" so it doesn't portray we are going to provide those, we're not going to be eliminating those barriers ourself, but it's going to be through partnerships.

At least I'm assuming that's the intent?

>> DR. RICHMOND: Okay.

>> MS. KRISTEN RANDALL: I have a question. We deal with different kinds of barriers, and maybe the one I'm going to bring up fits more to Priority 2 a little bit better, but when we look at how Priority 1 is written, it's very specifically like these resource barriers. But one of the barriers that we often, we have talked about, we do have programs that address it, is just first-generation students, right, the barrier of not even being able to envision going

to college or what that means. And so that is a barrier.

It's not necessarily a resource barrier, but I don't know if that

would fit into Priority 2, as written, for 3, as written. It almost could fit into all of them. I just want to know if that was a consideration.

>> DR. RICHMOND: Absolutely.

>> MS. KARLA BERNAL MORALES: Intellectual barrier? I love that.

>> DR. RICHMOND: I would see that falling under, you're right, would be 2 or 3. (Indiscernible) perhaps primarily because that one is focused around support services, helping students be successful.

This would mean that for first-gen students who maybe have no experience with college, making ourselves easy to connect with, and once they have, easy to migrate through. They don't have to understand the workings of higher education.

We just have seamless support to help them from wherever they are starting, work through to get to whatever it is they're seeking to get through their education. I would definitely see first-gen there.

Great. Thank you.

>> DR. NICOLE BARRAZA: Going back to what Board Member Riel and Board Member Bernal Morales said, I think this one is a massive priority unless we focus it and be more specific maybe, like just focus on one of the barriers, because otherwise how are you going to measure this in 2030? Like, just a little bit of every barrier we worked on, or, you know, and they're all massive barriers.

one So I wonder whether we should be more specific? Because that

priority could be the, you know...

>> MS. KARLA BERNAL MORALES: The next five years.

>> DR. RICHMOND: Makyla Hays has her hand up. She was co-chair of the strategic planning team. Is it okay with the board if she speaks up and shares her perspective from that role on the SPT?

>> MAKYLA HAYS: Hi, I'm so sorry, add in my thoughts here, one of the things that we noted is that there is actually a lot of knowledge throughout the college in pockets. And so, like, adult basic ed has a lot of resources that they have catalogued. And we have advising with different resources that some of them have catalogued. We have a resource pantry.

There is a lot of these pockets of information throughout the college. But it's not uniformly gathered and it's not uniformly distributed.

So our thought was along the lines of cataloging it, grouping it together, and making sure that we were able to get it to students in kind of a systematic and measurable way almost proactively instead of reactively so that we could keep them in class.

A lot of times we hear the students say I was doing fine in my class, but my kids' school schedule changed and I couldn't continue, or something happened, somebody got sick and I couldn't continue.

But if we had these systematic ways of students to find these resources, we could potentially help them stay engaged in the courses.

That was kind of the conversation level we were at. I don't know

if that helps with the conversation a little bit.

>> DR. RICHMOND: Thank you.

Any thoughts from the board on this one? Would you like to see it move forward? Would you like it in a reworked form? Would you like to see it more focused on a particular area or barrier?

>> MS. KRISTEN RANDALL: I really liked what Board Member -- well, everybody said, basically. That maybe just dialing in a little bit to make it a little bit more specific.

I liked, Karla, what you said about -- I forget what you said, but I liked it.

>> >> MS. KARLA BERNAL MORALES: Collaboration between the partners that provide the essential service resources?

>> MS. KRISTEN RANDALL: Yes. Because I think that kind of goes to -- we're not going to necessarily be providing the housing and the food, right? But there are, I mean, Pima County, City of Tucson, nonprofits, there are so many groups out there that provide these resources. Really, all we have to do is have people here at the college who know who to talk to when a unique situation comes up.

Board Member Bernal Morales, having done that work for a long --

>> MS. KARLA BERNAL MORALES: 17 years.

>> MS. KRISTEN RANDALL: -- 17 years, knows that relationships are everything, and knowing where the resources are, and knowing the name of the people that have the resources. So I think that language signals a lot, and it's just such a minor change.

And I hate to be, like, picky, but I think just that small change

really kind of dials it in.

>> MS. THERESA RIEL: I do have a criticism now. I'm a people person, so I'm for all of this personally, right? But I think a college priority, for us to, you know, make sure we know who is doing the work out there, to me, it seems like a couple of staff people's jobs and not necessarily a college priority.

I think some of the things that Makyla had mentioned, you know, the fact that there is an ARC, a food pantry on the Downtown Campus, but none of the other campuses have the same kind of operation, is this because we don't have the staff -- so I think, to me, this doesn't sound like a priority, like, one of our top priorities. It sounds so weird, because that's so important what we're talking about, but to say that we're trying to make these connections with other people because they're doing the work, that sounds like a very odd priority to me.

>> MS. KRISTEN RANDALL: Can I push back on that a little bit?

>> MS. THERESA RIEL: Sure.

>> MS. KRISTEN RANDALL: Because I see what you're saying. You're saying, well, all the college would have to do is have four navigators and these are the people who have to know all these. But if we're talking about a larger priority, it might be something larger than that.

of So if I'm one of your students, and I don't show up to a bunch of classes and you reach out to me, and I'm, like, I had to pick up some extra shifts at work because I couldn't afford my groceries this

week, you don't have to be the one to navigate the world of helping me figure that situation out, but under this banner, under this priority, you might be informed by the college how do get them to the right people that do.

So if Priority 1 is just a philosophy, like an umbrella that we have over the entire college, then it kind of touches each of us in some way, not necessarily having to be the people that literally, you know, walk these people to a shelter or...

>> MS. THERESA RIEL: And all I'm going to say is having taught for 35 years, faculty do that all the time, and we always have.

>> MS. KRISTEN RANDALL: Oh, I know.

>> MS. THERESA RIEL: Yeah. So it just seems like if it's something that's already, they do it all the time, you know --

>> MS. KRISTEN RANDALL: Could it be improved, though?

>> MS. THERESA RIEL: Well, of course.

>> MS. KRISTEN RANDALL: Could faculty have more resources to help students, phone numbers or cards to hand out, or...

>> MS. THERESA RIEL: So that was why that "address," that verb, to me, it's not -- you know, I just think it's not -- it's not enough. Yeah, completely agree with what you said. And faculty have been doing it forever, you know.

>> MS. KRISTEN RANDALL: Oh, I didn't, like, make it up, obviously.

>> MS. THERESA RIEL: Right. Yeah, I have heard of faculty taking people's cars and getting them fixed because they can't get

back and forth.

>> MS. KARLA BERNAL MORALES: So push back a little bit, I understand where you're come from, and I do think -- because that was actually my follow-up question, how will we do this? If this is a priority, how will we do this?

I have 101 ideas because I was a social worker, and that was actually one of my criticisms about the college when I was a student, but I think --

>> MS. KRISTEN RANDALL: What was one of your --

go
>> MS. KARLA BERNAL MORALES: The lack of not knowing where to for help. As a single mom, working two jobs, and going to night school to try to get my degree --

>> MS. KRISTEN RANDALL: I had a similar experience.

>> MS. KARLA BERNAL MORALES: Yeah, I had no idea that that's something that the college -- I didn't think that the college cared. All I knew that I was a number in a classroom for a teacher that had to teach me stuff for me to graduate to get a piece of paper that said that I was educated. That's all I knew.

But to me, we're in the business of people.

>> MS. THERESA RIEL: Sure.

>> MS. KARLA BERNAL MORALES: If these people cannot be here because they have these barriers, I think this is fundamental. So for me, it is very much a college philosophy that should be a priority. For me, it is.

And I'm speaking both as a former student, as a social worker,

and as somebody that still serves in a capacity where people feel the comfort level to come and ask me for help. I just see the potential for this minimizing some of the challenges and then increasing the student success, increasing the graduation rates, increasing so many different aspects that are data driven. So, for me, it is...

>> DR. NICOLE BARRAZA: As a follow-up to what you just said, so I agree, how do we do this? And then how do we measure whether we've made progress on it or not?

>> DR. RICHMOND: Well, the how will actually be a follow-up step in this. Right now, the goal through the plan is to identify what are the strategic areas we need to focus as an institution. Development of the way in which we'll achieve these goals is we could argue partly in process. Those 2,300 ideas generated give us concrete ideas coming in from stakeholders about how we would do this.

But the way we see operationalizing the strategic plan is to commit this directly into the development of the next chancellor's goals, and that the chancellor's goals will be the operationalizing piece. Of course that would come back to the board so you would see what those major initiatives would be to implement these strategic directions. That would then cascade down to the cabinet members' goals, so this would become an operating plan embedded through the institution cascading from the strategic plan through the goals and onwards.

Similarly, from a measurement perspective, there are a few

survey

instruments, for example, we could look to when we gather input. As an example, we conduct a barriers survey each fall semester where we look at students who applied to the institution but did not start taking classes. We reach out to understand what prevented them from coming to the institution.

So we have input there. Oftentimes those reasons relate around financial need, family issues, things like that. We can track that year to year to see whether things are changing. Through the goal-setting process, the chancellor's goals and cabinet goals, establish KPIs. Attached to those, which again, as part of his goals, would come to the board for approval. Those would be how we would identify the tactics we would use and the specific measures we would use.

>> MR. GREG TAYLOR: So I like this one in terms of the essence of what it's trying to do. There might be some way to tweak the wording or whatever, but I'm not as concerned about that.

I think the idea that we would establish as a priority for the institution, that we would address these social barriers that prevent our students from succeeding, is critical to what we do. If I do a comparison to healthcare, this would be social determinants of health, social drivers of health, health-related social needs. There is lots of words for it in healthcare. Most of the research around what drives individual health outcomes, 80% of it is that.

So you could get the best care from the best hospital, the best doctor, whatever it is, and at best, that's driving 20% of what your

health outcome is going to be. I don't know if it's quite that, or I haven't seen it in terms of academic performance, but I would suspect it's similarly influential. And I'm not saying anyone is suggesting this, but I'm just saying if we only focus on sort of what traditionally we do as an institution of higher learning, we'll be selling short what our students need, especially I think in this community, in order for them to be successful.

And also, I mean, I'll walk a little farther out and say, I'm not sure -- there is a lot that can be done through partnerships. I have talked about that over the years, and we have had those conversations too about the college can partner more with community-based organizations that address some of these issues.

But I'm also not ready to fully walk away from things the college can do directly. We do have a model for a food bank. We have a model for a childcare program. We have a model for -- now, understanding, like, there is lots of critical question, like where does the money come from, and those things we can address down the line, but I don't see anything with us taking a stand as an institution and say, look, figuring out how we're going to help our students get through these barriers is a priority for us as an institution, and we can figure out on a need-by-need, item-by-item basis how we're going to do that.

The only thought on the wording that I would add, I know this list includes lots of things, food, housing, and others, so I know

that's not meant to be only those things, but if we're calling them

out, I feel like childcare is a critical one to mention by name, just because we are already starting to do some of that work.

But even on something like housing, and I agree, I'm not quite ready to jump into the deep end of the pool like we need to build dorms or whatever, but at one of the ACCT conferences, one of the presentations I was at was from I think a college in the Pacific Northwest that had partnered with a nonprofit, and the nonprofit built and runs all of their student housing. It's only students. The college doesn't own it, they don't maintain it, they don't do anything. They just have a relationship with this community-based housing organization that runs all their student housing.

I think there is ways that we can, through partnerships, through things like that, can try to address some of these things without us having to build dorms. I think we can be creative.

But I do like sort of taking a stand in our priorities and saying

this is something we're going to address, and then figure out how we're going to measure it as we go forward.

The only thought that kept occurring in my head, and maybe it's just a nod to wanting it to be a priority but also recognizing that our core business is education is maybe not having it be No. 1. Maybe have it be somewhere lower on the list, like a core academic one was No. 1. I know that's not necessarily a reflection of priorities within priorities, but maybe if it wasn't the first one out the gate, that it wouldn't catch people kind of going, "Okay."

Again, not that I don't think it's important. Maybe that would

make sense. Have the core academic ones be the first ones on the list and then that one be on there as a priority but maybe not the first one.

>> MS. THERESA RIEL: Can you share with the board at some point,

I'm not sure if it's Dr. Nasse or information from Nic, but it would be interesting to know how many of our students are positively impacted by the childcare at the Desert Vista Campus and what the cost is to the college for that, because it's in the millions, I'm thinking.

I I'm a huge advocate, just like you, I was always a single mom.

never had any other support, and, you know, it was, working at Pima, sometimes my ability to take jobs was compromised because I had a five-year-old and a two-year-old, and they're not going to be able to get home by themselves.

But like that, childcare at each campus, to me, that is like amazing. So that's what I'm saying about all of these, they all could be amazing, but if we just say we're addressing it, it doesn't seem like, you know, having a food -- we don't even offer food at most campuses anymore, you know, and so that means that if you're stuck there all day like some of our students in --

>> MS. KARLA BERNAL MORALES: Adult basic ed.

>> MS. THERESA RIEL: Well, I was also thinking the health professions. I think they do 9:00 to 5:00 oftentimes. If there is no ability to get food and you didn't have a chance to grocery shop,

I know that that's, come on, but those kind of things happen, right?

All of these are super important, but just to address them, to me, if we're not going to be making significant positive changes, I'm glad it's not going to be No. 1, because, you know, it feels like -- it feels... anyway.

>> CHANCELLOR JEFFREY NASSE: Childcare, so on the 27th, we're having a study session where we're going to go through all the childcare.

>> MS. KARLA BERNAL MORALES: Great minds think alike.

>> CHANCELLOR JEFFREY NASSE: We thought we might put it together

with this one, and we're, like, it's going to be too long, so that's going to be separate.

I want to say it's around -- so we do two ways. We do kind of a CCAMPIS style where we pay for people's childcare, and then we have the in-house at Desert Vista, and I want to say, and they just gave me the draft presentation, I can't remember, it's around 50 families, I believe. We use a variety of resources to help pay for it, but they're going to go through all of that.

This is exactly -- it's funny, I'm sitting here, this is exactly the conversation we need is do you agree just strategically, is this something we should prioritize, the idea of helping students with these, if you will, social, noncognitive, whatever you want to describe those kind of needs for. Is this something that's a priority.

It's been a healthy debate throughout that mimics some of the conversations here, is why I'm smiling. So it's great to hear the

feedback from the board.

>> MS. THERESA RIEL: I'd just like to posit, I'm not saying we should do this, but if we raised standards that only wealthy kids could go here, only kids who had taken college algebra at a minimum but preferably Calc I, if the standards were raised, a lot of those basic needs are going to be met because they are fortunate enough to be in that socioeconomic...

We are not that kind of institution. We are open enrollment. I would say most of our students have these kind of basic needs, and even though they are addressed, I don't think it's really ever been done in a strategic way at the college. Yeah.

>> MR. GREG TAYLOR: In a way that at least maybe there are measurable outcomes somewhere. I think that's a key takeaway. For me, I think if we are going to address food security, for example, how many students are food insecure now, how do we change that number. I don't know if I have ever seen numbers like that.

I mean, I'm glad we have programs like the pantry, things like that, because I think you're right, we intuitively know a lot of these students have these issues, but I don't really know what percent --

>> MS. THERESA RIEL: I mean, all of it is important, right? Childcare, do you have childcare needs? How many times this past week have you gone without a meal when you were hungry. Transportation. Can you not take all of the classes that you wanted to take this semester because you couldn't get to the different

campuses since they weren't all offered at the one closest to you, or whatever.

I don't think we know that about our students.

>> MS. KARLA BERNAL MORALES: Wonder if we do a campus climate survey.

>> DR. RICHMOND: We have a variety of surveys that go out at different times. The student engagement surveys are actually one of our major assessments for perceptions of the students across a variety of different topics. There are some of the more focused surveys that we do also, some external instruments, some fully internal.

The first step we would need if this moves forward as a planned priority is to go through those surveys to see what do we currently know? Where are there gaps that we need to fill in terms of understanding the student population, and then use that to put an instrument into place that we maybe repeat once a year to monitor how things are doing.

So some of this we do have insights for. Some of it relates to grants that the college has had that we have specific metrics on a population of students. But I would say there is an opportunity here to improve our understanding of the needs of our students, and then match them with those services or expand our own, whatever that might look like, to help make a difference on what's probably arguably the population we can most impact as a community college and change the lives of those people who maybe can't come today, but maybe with the

work that we do, they will be able to. And then change their employment situation and really work to transform lives as we talk about doing that, the purpose of the college.

>> MR. GREG TAYLOR: And also, just by way of a piece of advice, as we're sort of figuring out what that outcomes measurement looks like, I would caution not to make it overly simplistic. It can't be as simple as -- I'm just making up numbers, but like 39% of our students today are food insecure, we need to get that number down or improve, because there are external factors that we can't control.

of Like with some kind of giant economic downturn in this tsunami of hunger, there is nothing we can -- like, at some point we just get overwhelmed by the -- that doesn't mean we shouldn't try to address those needs, but I'm just saying, a thought as simple as five years from now, is the number higher or lower?

Because it also has to be filtered through the larger context of what's happening in the community and the economy and those sorts of things so that, I mean, if that number went down, that would be great. We'd love to see that. But even if it doesn't, it doesn't necessarily mean we weren't successful as an institution in helping to meet some of those needs, because they could have just gotten so bad, there was no amount we could have done to be able to hit what we want to do.

>> DR. RICHMOND: Absolutely. That contact is key. And maybe it's more focusing on what the college is offering and making it available and tracking what we do control as opposed to finding

ourselves attempting to measure something where it's heavily impacted by (indiscernible). 100%, that's a great comment. Thank you.

Ready for the next one? All right. So next up. Priority 2.

This one is about streamlining integrated student support. So improve coordination across advising, tutoring, academics, student services so students experience a seamless network of guidance and assistance.

So this is all about making sure that we have easy connection points for the students when they first start with us, be they first generation or otherwise, and then having a smooth and seamless experience for that student so they get entered into the institution, they have a handoff from one area to another as they journey through their time with the college, that we are proactive with support. So it mentions tutoring here, but these are kind of example areas, really the full breadth of services we provide.

For example, if we see connected to the data piece within my team, if we are tracking the metrics and we see that there are students struggling partway through a semester, how do we use that data to support that student success?

Maybe working with faculty, there is a recommended route. If students are failing a certain number of assignments, perhaps we connect them with the tutoring center, and this just happens. We connect them, we use the data, we use faculty and student experience expertise to make sure we are building a supportive network that helps every student and what they need as they journey through their

time at the college.

Of course, we have some of this now. It's not like everything
is

all disconnected, but the feeling through the planning conversations
is that we can do better. We can take this to the next level.

>> MS. KARLA BERNAL MORALES: Quick question. I go back to the
campus climate survey. Do we have data about rating on advising,
tutoring, or academics or student services?

>> DR. RICHMOND: I believe we do. I believe there are
point-of-contact surveys that are done through student experience
where they give their input on the satisfaction of people's
experiences with that.

>> MS. KARLA BERNAL MORALES: Interesting. You said improve the
coordination. I think you mean for that seamless transition, but I
wonder if we start with just improvement, period, and then proceed to
improving the coordination.

Because I think that that might be an area where I think we
could

also be better. It's just the quality of the advising and the
tutoring, maybe not so much the academics. I don't know. I'm really
intrigued as to what those ratings are like.

>> DR. RICHMOND: I can access some of those data and share them
with the chancellor's office for distribution to the board.

>> MS. THERESA RIEL: And the other thing that would be
interesting is I know that they do keep track of students who go into
the tutoring centers. I ran one and organized it when we first

changed it, and we kept track of people who went to tutoring. If

they went to tutoring twice, their chances of getting a better grade was increased, and if you went five times a semester.

So there are statistics that show that if, right, you have a question, you don't understand something, you ask, you get some help, your success improves greatly.

You know, originally, it waffled back and forth with advising and

testing, right, as far as coming into college. There was required advising. And then, this is a college, one of the chancellor says, we don't need to treat these children like babies, they don't need advising. So we went away from that. I think the data shows that if you have required mandatory advising when you first start out, someone to help you along the way, right? So all those kind of things.

This one and No. 2, you know, as you well know, Dr. Richmond, we have been talking about these things for 25, 35 years at the college, right? Student support has always been an area that needed improvement because students complained it wasn't working for them.

And the same thing with the pathways. We have been talking about

pathways for at least, I'm going to say, 20 years, and the fact that we still are talking about it is sort of, you know, maybe it wasn't a priority before.

>> MS. KRISTEN RANDALL: Since I kind of already made my Priority

2 comment in the wrong section, I guess I would love to see something here that captures what I was talking about earlier, and I don't know

if it's the word "outreach" or what would be a stronger word for, you

know, wording, but I would just like to see that captured in this one, since it is part of this priority.

>> CHANCELLOR JEFFREY NASSE: Can you elaborate a little bit? Outreach, like engagement?

>> MS. KRISTEN RANDALL: Well, when we were talking earlier about barriers, and one of the barriers, not a resource barrier, that psychological barrier for students who can't imagine being a college student.

>> MS. KARLA BERNAL MORALES: You can't be what you can't see.

>> MS. THERESA RIEL: Right.

>> MS. KARLA BERNAL MORALES: So if Pima is not at the high schools, at the elementary schools, that's not an option for them.

>> MS. THERESA RIEL: But it's going to be even worse now that TRiO isn't part of our repertoire, right? That was a way we were getting all of that done for a lot of students.

>> MR. GREG TAYLOR: I do agree too that I do think the piece -- that was my thought. I wasn't thinking necessarily about first-generation students, although that's a really good point, but after I read this, I wondered, doesn't, like, the student experience start at the recruitment and outreach stage?

This sounds like it's after that, the way that it's written right

now, that once you're here, we need to make sure you have this whole thing. But I really think it's from the first time we made contact with you through the time that you graduate.

>> MS. THERESA RIEL: That's why we have those CRMs.

>> MR. GREG TAYLOR: Yeah, exactly (smiling).

So I wonder if there is a way, and maybe it wasn't intentionally left off, but maybe there is a way to make it more explicit in that wording and say from improve coordination across outreach and recruitment, advising and tutoring, academics, like from the beginning, so it's a seamless sort of support experience from sort of pre-student to when you become a student and then go through to the end.

>> CHANCELLOR JEFFREY NASSE: We're taking this all back. I'm kind of hearing you say, though, it's not really the coordination. It's the actual experience from beginning, like, through that pipeline? Am I -- no?

>> MS. KARLA BERNAL MORALES: No, I agree. I think it's the experience. Coordination I think could use some help --

>> MS. KRISTEN RANDALL: That is a part of it.

>> MS. KARLA BERNAL MORALES: That would be part of it. That would come organically if the system in place already was strong and supportive.

>> MR. GREG TAYLOR: Yeah, you could say improve the student experience across, and you kind of use that phrasing at the end, but move that into the beginning and then just to kind of rephrase it, because it all should -- that seamless coordination is part of what creates the experience, but it's not just about coordination. It's about creating the experience. That's the outcome.

And similar to that mindset, and again, I wasn't thinking about

first-generation students, but I agree with what you said, and I don't know it necessarily has to be reflected in the wording here, but it just was a thought that popped into my head so I share it. But one of my frustrations as a student, and then watching my kids, so I don't know if it's genetic or whatever it is, but I just flat out will never ask for help. I just won't.

I'll figure it out on my own, even if it takes me five times as long as it did to try to figure out how to muddle my way through. So I always look for some proactive identification. Like, if someone came to me and said, can I help you? I would say yes. But I'm never going to come to you and say, I need help, can you help me.

So I don't know how that proactive identification works, but I think there is a similar thematic element, I think, to the first-generation question about you have to get to them as opposed to waiting for them to come to you, or if you're just stubborn, I guess, or whatever my genetics are that make me want to do it on my own.

>> MS. KRISTEN RANDALL: Stubbornness? (Laughter.)

>> MR. GREG TAYLOR: Exactly. And you talked a little bit about trying to identify which students might need it, but I think at least if I was that student, the key would be don't wait for me to come to you. You need to come to me and try to pull me into whatever you're doing, because I'm never going to knock on the tutor's door and say, I need help with this. I will spend hours being frustrated trying to figure it out.

>> CHANCELLOR JEFFREY NASSE: I love that. Good feedback.

>> DR. RICHMOND: Ready for the next one? Comments?

>> MS. KARLA BERNAL MORALES: Just one quick asterisk. How do I say this?

Ensuring that it's an actual contact and not necessarily left to artificial intelligence to do, because I think that, going back to what you said, we have to go look for them. Again, I'll go with anecdotal data. My sons, both of them, came here and they both have cognitive disabilities, and I stood and watched the whole experience. And both times they said, there is a computer right there, you can look it up right there.

That isn't acceptable. I didn't say anything. They needed to figure that out on their own, but you cannot just depend on the computers to provide the information, especially if you have individuals that are coming to ask for help. We need to make sure that we provide that support, a human being, not just depend on a computer or artificial intelligence to do it.

>> MS. THERESA RIEL: You know, Karla, I completely agree with you. My little sister from Big Brothers Big Sisters wanted to come here, and we went over there and they said that.

We both looked at the computer, and a student advisor did come over. I taught here, I'd only been gone for five years, and so I didn't lose all of my content knowledge, but by the end of his description, both she and I were like, what the heck?

He told us about, you know, D2L, and there is another -- I can't even remember all the names, but, like, it was --

>> MS. KARLA BERNAL MORALES: Overwhelming, I'm sure.

>> MS. THERESA RIEL: And I had already experienced all of it.

I

had been using it, teaching with it.

So I agree with you that we can't just expect people, because even when there is that human contact, it's also sometimes very overwhelming, yeah.

>> DR. RICHMOND: Good input. Thank you.

All right. Priority 3. So this one is focus on pathways to completion. Ensure students have well-defined, guided pathways to completion and transfer, with the flexibility needed to balance college with work, family, and life commitments.

I touched on this before, making sure we have pathways to have different completion points and transfer points that ensure students don't take classes that they don't need, so they're not spending their money on credits that aren't needed, that aren't going to transfer or won't contribute towards or count towards their final certificate.

And to make sure we don't have only full-time pathways but pathways for our part-time learners, working learners, to make sure, and there is always going to be unique circumstances, right, but for the broad types of students who come here, to make sure that they have an easy route to get from A to B without doing things they don't need to do, that is clearly laid out, it's easy to understand. Then supported by the seamless student experience that we were just talking about in the previous priority, making sure from an academic

perspective it's easy for the students once they come to college.

>> MS. THERESA RIEL: Dr. Richmond, how many of our programs do not have pathways that are well-defined and laid out? Because I thought we had been working on this for more than a decade.

>> DR. RICHMOND: We have. I would need to check.

>> MS. THERESA RIEL: Okay. I don't need to know an exact number, but, I mean, we have been working on this for a long time. Do we have some, many, a few? What would you say?

>> DR. RICHMOND: I think it's many, but I'm not sure if they are set up for part-time students, working students. I think it's that diversity of pathway, because for sure a lot of work has been done on this before. Guided pathways is featured in previous strategic plans. Of course guided pathways is broader than just academic sequence of classes. There is much more involved.

>> MS. THERESA RIEL: So a guided pathway is not that you have to take these classes in this order on these dates? A guided pathway, like you're saying, if it's a part-time student and they can't take five classes a semester, you still need to take these classes in this order, but this is the -- is that what you're saying?

>> DR. RICHMOND: Yes, absolutely, yes.

>> MS. THERESA RIEL: Okay.

>> MS. KARLA BERNAL MORALES: I have to be really honest and say I love this priority. I think it's important. I'm not crazy about the sentence that describes it, because what you're saying what this

priority is intending, it's not what I'm reading. Maybe it's just

me.

This one seems very fluff to me, because I think ensure students have well-defined, guided pathways to completion and transfer, with the flexibility needed and diversity to balance college and competing commitments, which I know it could be work and family, but I don't know why, for me, the work and family seems the fluff part.

I know that it exists, so I sound almost contradicting to what I said earlier. There is something about that sentence that doesn't say to me --

>> MS. KRISTEN RANDALL: It's like trying to accomplish two things in one sentence, I think.

>> MS. KARLA BERNAL MORALES: Yeah.

>> MS. KRISTEN RANDALL: Yeah.

>> MS. KARLA BERNAL MORALES: I'm glad I'm not crazy.

>> MS. KRISTEN RANDALL: No, I didn't pick up on it, and then when you mentioned it, I was like, yeah, because it's almost like two ideas. We can help you balance, or we can help you...

I see what they're trying to do by smooshing them together, but when I first read it, I -- actually, finish your thought, and then I'll --

>> MS. KARLA BERNAL MORALES: No, that's really just my thought. I agree with it, I think it should be a priority. I just don't think that that statement truly defines what it's intending to -- at least not for me.

>> MS. KRISTEN RANDALL: Unless we're misinterpreting what the

intent is.

So I'll say what I think the intent was or what my thoughts were when I read it, and maybe y'all will let me know if I'm wrong. But when I read it, think about well-defined, guided pathways for completion, it's really that first part of the sentence that stands out, because from my own experience, helping my son, I think there is a well-defined way to get from starting to completion, except that sometimes it's confusing, and folks who are in the position to try to assist a student, they're kind of confused about the process.

I'll bring up the radiology technician program. You have to have your prerequisites, so there are certain classes you need to take, and then you can apply, and that's only open twice a year. It's open for, like, a month. You have to have a certain amount of points to be admitted into the program, but some of the classes, the prerequisites are only offered once per year, so because there are all these competing deadlines, you could end up deciding I would like to do this program and you won't be able to enter it for a year and a half just because the way things don't line up.

So it's almost -- it's confusing, and so that's what I was thinking when I first read this creating clear, structured pathways to completion, that's the title of Priority 3, so that's why I was thinking, oh, great. And my question was going to be more, like, what does that entail? Does that entail sitting down to each program and deciding how we can make more points of entry or how we can ensure that it's more straightforward?

But then Board Member Bernal Morales brought up that second part of the sentence, which I can see how it relates, but it almost seems to be a completely --

>> MS. KARLA BERNAL MORALES: Separate --

>> MS. KRISTEN RANDALL: Yeah, different.

>> MS. KARLA BERNAL MORALES: -- concept.

>> MS. THERESA RIEL: So to tag onto what you just said, if you don't mind, when I was at PMI, one of the things that they said was that unlike Pima Community College, we don't have all of these courses that you have to take to get into the program. We have all of these courses that you take during the program, and we guarantee you, it says second semester, we guarantee you there will be that class for you to take.

So since that -- I mean, it was really a horrific experience to be sitting there to hear all this stuff, because we cancel classes at Pima, and so one thing about the guided pathways that I would like to see, I have always thought of guided pathways as these are the courses you need to take to get this certificate.

>> MS. KARLA BERNAL MORALES: Checkoff, checkoff, checkoff.

>> MS. THERESA RIEL: Right.

>> MS. KARLA BERNAL MORALES: That's exactly what I envision.

>> MS. KRISTEN RANDALL: They actually have it.

>> MS. THERESA RIEL: They do, yeah. But what I think we need to

make sure we do at Pima College is when our departments and programs are developing what money they need for the next year, they need to

say, we're going to have these classes, and they're going to run no matter what. Because if you have 12 students in a class, and then 3 drop and you have 9 and it gets canceled, that means there are 9 students that will most likely never get to where they need to be.

>> MS. KARLA BERNAL MORALES: 9 other people's academic career has been impacted.

>> MS. THERESA RIEL: Right. So I would like to see if we can move how we plan and how we fund. If we say this is your pathway, and it needs to be everything. I don't think it's fair just to say we're only going to do it for one program. I think we need to do it for all of our -- if we're offering the degree, you should be able to get the class in this timeline, and if it's our fault --

>> MS. KARLA BERNAL MORALES: But I think that's where the difference is in the 50,000, because that's ambitious to want to expect that we're going to be able to do that without having the financial impact, because you're right, if we have a class of 12, let's say 6 of them cancel, is it financially -- what's the word --

>> MS. KRISTEN RANDALL: Feasible.

>> MS. KARLA BERNAL MORALES: -- feasible, thank you, to have a class of 6 students? And, yes, we're going to impact their academic career, but just the financial impact that that would have, and that's why, bravo, PMI.

And the thing is that they work a lot with just get student loans

and just go ahead and pay this \$50,000. I know that firsthand. So finding the balance between those two, I think...

>> MS. KRISTEN RANDALL: And flexibility. For instance, some of these classes that my son needed to take, I don't see why some of them maybe could have been, if he had been admitted into the program, it's, like, all right, we're going to issue you a waiver, let's say, you do have to take it within your first year, or --

>> MS. KARLA BERNAL MORALES: I hear what you're saying, yeah.

>> MS. KRISTEN RANDALL: There's people smarter than me to figure

that out, but I hear what you're saying about we have to also make sure it's financially feasible, as well.

>> MS. KARLA BERNAL MORALES: Uh-huh.

>> CHANCELLOR JEFFREY NASSE: So on this priority, I heard language, right, so you were saying kind of cut off after transfer, basically, right? You want just a clean idea? And that idea should include limited access programs, which I think we were talking about, right, in all of those things?

I will tell you one of the genesis, I would say, one of the ideas

here was why do people come to the college. They want a degree in rad tech, right? They want to go to UofA. They want to get -- most of the students want a certificate or degree and go on to do something. The data point then, of course, you have heard me talk about a lot, is the completion.

So the idea is as a priority, we need to prioritize in getting more people what they want in those degrees or certificates. Especially as we look across other community colleges with

challenging, lots of first-generation students, lots of diversity in

their community, and lots of low socioeconomics, who are doing better than we are.

So we feel like we can -- the idea was to prioritize getting people through. Throughput was kind of the idea here.

>> MS. KARLA BERNAL MORALES: I think the priority says that. I just don't think that the description of it says that.

>> CHANCELLOR JEFFREY NASSE: Yeah. And you all have focused on the end there, right? The flexibility needed to balance -- like that part is what you...

>> MS. KARLA BERNAL MORALES: Yeah. Yeah, that definitely is a separate concept, or I think it's in there, it's part of it, but it's not necessarily clearly stated to align, to make it look like it aligns with the actual priority.

>> CHANCELLOR JEFFREY NASSE: Nic? Nicole?

>> MR. GREG TAYLOR: I'm not saying this as a statement of disagreement. Just as my perspective. I don't have a problem with the way it's written. It makes sense to me, but I appreciate everybody's feedback on it. (Laughter.)

>> MS. KARLA BERNAL MORALES: How do you know? You're a boy. (Laughter.) Just kidding.

>> DR. RICHMOND: All right. Ready for the next one?

So the fourth priority is expanding career-connected learning, provide students with career exposure through internships, work-based learning, employer partnerships, and applied learning experiences.

>> MS. KARLA BERNAL MORALES: Perfect.

>> MS. KRISTEN RANDALL: I was just going to say...

>> MS. KARLA BERNAL MORALES: Perfect. I wouldn't change anything. I love it.

>> MS. THERESA RIEL: So I'm thinking this is workforce development, because people who are in a transfer program, right, there may or may not be, you know, internships, work-based learning, all that kind of stuff, because, you know, like engineering degrees, I don't think that there are internships until you have enough knowledge and learning to be able to have you be an intern. You know what I'm saying?

So this is mostly just workforce-type strategies.

>> CHANCELLOR JEFFREY NASSE: You want me to go or you go?

No, the idea was that we believe that work-based learning experiences, even if you're pre-engineering, have great value, we feel like, for all students. If you go to universities, like, you know, those internships they are giving in the freshman year no matter what you're studying.

We feel like the idea of getting students some form of work-based

learning across, even in transfer -- transfer is still career, some level. And we don't know how yet. Is it a capstone course, do you go job shadow an engineer maybe for a little part of your class? We weren't just thinking specific to -- we were definitely thinking broadly across the college as a priority that one thing is really important for Pima students is that we provide them with some work-based learning experience.

>> MS. THERESA RIEL: So I'm not against the idea. I think it's great. This sort of reminds me of Priority 1 in that we're not going to actually be doing anything except for making those networks and those relationships with people out in the community.

>> CHANCELLOR JEFFREY NASSE: That will be a part of it, right, that's the how.

>> MS. THERESA RIEL: Because if we don't have those relationships, just like, just to go earlier on, like, the outreach and those two words that Greg had mentioned earlier, you know, if we're not in the high schools, if Pima is not doing it, it's not going to happen.

So I think this is a great idea, and I think along with -- yeah.

>> DR. RICHMOND: Good. Thank you. So there are a couple --

>> MS. THERESA RIEL: Makyla has her hand raised.

>> MAKYLA HAYS: I was just going to add, one of the conversations we had regarding these learning experiences was the connecting students generally with things that interest them in the future in their career could help with our persistence numbers.

We have things like our biology faculty, teaching, undergraduate research projects. We have things where they are involved in upper-division research that they might go on to continue to study.

So it's a little bit like what Board Member Randall was talking about with the idea of if they can't see themselves in it, they're not going to know but for the next level up.

So as they come in, then giving them the opportunity to see what

this degree could do and providing kind of a structure around that that we could help with that, it might be within advising, might be within certain classes, within honors, within different places and different degrees, but if they're going to graduate with a liberal arts degree, an associate's in liberal arts, we need to help them imagine where they want to go with that and make sure that they're on the right path.

That was what we were envisioning. So, yes, workforce but also the bigger, more nebulous degrees that don't have a specific application.

>> MS. KRISTEN RANDALL: Makyla, I really appreciate that, because I was thinking in the summer between my freshman and sophomore year in college, I was going to school for environmental studies, and obviously it's a transfer program, I went to university afterwards, but I had an internship that the college helped me get at the New York State Department of Health, and I learned that I actually really liked working for the government and doing that kind of work.

I had never envisioned that before. And that internship, I think

it really changed my life. I didn't ever go back to working for the Department of Health, but I definitely went back to working for government.

So I appreciate that.

>> MAKYLA HAYS: I have the opposite, if that makes you feel any better. I did an internship with the Phoenix Police Department Crime

Lab and discovered I didn't really want to be a CSI, and I continued on to be a teacher. So it can work both ways. I really enjoyed my internship but not enough to want to work in that field. (Laughter.) It was a very eye-opening experience.

>> MS. KRISTEN RANDALL: That's a valuable experience.

>> MS. THERESA RIEL: Yeah, get stuck for four years or whatever it takes, I do not want to do that.

>> MAKYLA HAYS: Yes.

>> DR. RICHMOND: Great. So there are two related topics that we wanted to make sure we discuss today. Firstly, what's missing? What would you want to see in the priorities for the institution that you have not seen so far?

>> MS. KARLA BERNAL MORALES: I feel like I want to ask for an extension. Do I have to answer that today? Because I feel like I have thought about so many things, and I'm not saying that there is anything missing, but can we have an extension by Friday, I don't know?

>> CHANCELLOR JEFFREY NASSE: You can answer that question anytime.

>> MS. KRISTEN RANDALL: I do appreciate that you're narrowing it down so that if everything's a priority, then we don't have any, so I appreciate that there is not 20 of these.

>> DR. RICHMOND: Great. Thank you. That's been very intentional, and we can make a substantial difference in the area so

we can really transform this experience as a college.

And actually, the other point we wanted to gather input on is related to that. We've had positive input with wordsmithing. How would the board like us to see us prioritize across these four?

At the moment, the ordering is somewhat random how they were developed through the planning process. We'd like to switch that to a very intentional order to help us make decisions moving forward about where do we prioritize if we have to make choices along the road.

So we have the barriers, integrated services, seamless pathways, and we have the career-connected experiences. Where does the board see the prioritization across those?

>> MS. KRISTEN RANDALL: You have five board members. You're probably going to get five different lists.

Mine, the first two could be flipped, I don't really mind, but mine is 3, 2, 4, 1, in that order.

>> MS. THERESA RIEL: Mine also, exactly in the same order.

>> MR. GREG TAYLOR: I have the exact order.

>> DR. NICOLE BARRAZA: I have a different order but with 3 the top one.

>> MS. THERESA RIEL: Tell it to us.

>> CHANCELLOR JEFFREY NASSE: All right. 3, 2, 4, 1?

>> DR. NICOLE BARRAZA: 3, 4, 2, 1.

>> MS. KRISTEN RANDALL: That's pretty close.

>> MS. THERESA RIEL: Yeah, I'd be okay with either of those.

>> CHANCELLOR JEFFREY NASSE: 3, 4 --

>> DR. NICOLE BARRAZA: 2, 1. But I'm okay with, just as long as...

>> DR. RICHMOND: Good. Excellent. Thank you very much.

in So just to touch on this measure of success, we mentioned this

part as we went along. We have the institutional scorecard. We will be looking to that, shifting the need in a significant way through the strategic plan on major metrics there.

And as already discussed for implementation, we see annual goals being developed as part of the chancellor's goals, so that there is visibility with the Governing Board to see what the major implementation activities will be, what the key performance indicators will be attached to those on an annual basis as we work through the plan.

board >> CHANCELLOR JEFFREY NASSE: Ideally, just on time, if the

approves the strategic priorities in June, that in, right, August when we came back, you'd be seeing chancellor's goals aligned to those strategic priorities.

>> MS. KRISTEN RANDALL: Great.

>> CHANCELLOR JEFFREY NASSE: Very clearly. And cabinet goals, for that matter. That would cascade down.

>> DR. RICHMOND: The next steps, at this point we'll take the input from the board. Thank you all so much for your input and guidance as we fine-tune and shape this.

We will take any additional feedback that the board provides and

leave this in, as well. We will take this forward through the

strategic planning team, through chancellor's cabinet, one additional final conversation before it's brought forward to the board in June, and we will also, as we finalize the language, tighten this up, input from the board, anything additional, post the priorities publicly, provide a link so the community members, employees, and students can provide feedback if they would like to so that we can take that into account before the very final process we come to the board.

And we have a timeline of either May or June, depending on the timing of how that works. Certainly no later than June bring this forward to the board for action at one of the regular meetings.

>> MS. THERESA RIEL: A question about the SPT and the cabinet. Is there any overlap other than you on those two groups?

>> DR. RICHMOND: There's one. Marcy Euler serves as part of the strategic planning team and is also on cabinet.

>> MS. THERESA RIEL: Okay. That's good. Thank you.

>> DR. NICOLE BARRAZA: For the next meeting, could we have a list, just so that we know who is on the...

>> DR. RICHMOND: Absolutely. Yes, I'll make sure that's available.

>> MS. KRISTEN RANDALL: Thank you so much. It was really great.

Also, this has made a huge difference.

>> DR. NICOLE BARRAZA: Major.

>> MS. THERESA RIEL: I have one comment. This was nerve-racking

to me, because it wasn't, no matter if you blew it up or not, it was

illegible. I love numbers, and I was, like, dang it, I couldn't even tell. Just FYI.

>> DR. RICHMOND: Next time. Make sure that link is there.

>> MS. KARLA BERNAL MORALES: Yeah, this has been my favorite study session.

>> MS. KRISTEN RANDALL: Yeah, this is really good.

>> MR. GREG TAYLOR: We've reached No. 3, which is adjournment. So we're adjourned.

(Adjournment.)

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