2018 Futures Conference Round Table Notes

March 9, 2018

Institutional Research, Planning and Effectiveness

PimaCommunityCollege

2018 Futures Conference
Round Table Notes

Guided Pathways

Table 1
The group started out discussing the 15 to Finish initiative because Mark Hanna sat at our table and had some feedback about it. He would like the college to change the payment policy so that students only pay for up to 12 units and anything after that is included in that cost.

Challenges of 15 to Finish
Cost: At Pima students must pay for every unit of tuition, so students would have to pay $244.50 to go from 12 units to 15 units, which could be a burden on some students. Capping tuition cost at 12 units (i.e., students pay for up to 12 units and then don't pay for additional units after that) would encourage more students to take more credits and would help them graduate in a more timely manner.

Time Investment: It's difficult for some students to have the time to take 15 credit hours.

Needed support for extra academic work: Many of our students need additional support, such as tutoring, to be successful in their classes; many of our students also have work and family obligations. Taking 15 credits might mean they are on campus longer and can take advantage of more resources like tutoring, advising, computers, and the Library.

Timing: Block scheduling would make it easier for students to take 15 credits.

Classes that are more than 3 credits don't fit into the current plan for block scheduling, for example, four credit science classes that combine the lab and lecture.

Academic Maps/Pathways
There was a discussion about whether academic maps are too restrictive as they don't allow students to take a variety of classes to help them determine a career and/or major. The intent of the Academic Maps is that students only have one path to on-time graduation. If students want to take classes that are not on their map they should have access to academic advising early in their academic career. The advisor can discuss the result of deviating from the map in terms of time and cost.

Clarity is Key
Pathways should not contain dense information, for example, there should not be any "if this then that" language that could result in a student not understanding the map. (This type of language would typically be found when determining say a math class where you have to have a certain score to take a specific math class.) There was a concern in the group that there would be a "creep" of options for students until the map was once again confusing or had too many choices.

Implementation and Follow-Up
The group wanted to know if students would be surveyed during the roll-out of academic maps and guided pathways to determine if they felt the system was easier to use/understand than our current system. They suggested we have checkpoints along our implementation timeline so we can make changes based on the students' feedback.

Guided Pathways

Pima Online
The group also asked that Pima Online is well integrated into Pathways (especially in helping students take the additional 3 units to get to 15) and that it is served by all the GPS initiatives and analyses.

Some other discussion points:
- The importance of academic advising to the guided pathways initiative
- We should tie GPS to our Mission to make it more integrated and so people understand why we are moving towards GPS.
- Make sure we are focusing on helping people in our community find jobs.
- Ensure faculty input in the process.
- Faculty and staff should know we are not trying to duplicate the University, that students come to a community college to get the courses they need to transfer, not to "wander around".
- The importance of student engagement on the campuses and how taking 15 units increases their ability to be engaged on campus (for example, joining clubs or working on campus).
- We should not use the term "intrusive" advising.
- We need to look at our advisor to student ratio to ensure students are getting the advising they need.
- Students like structure if they understand why the structure is there.

1. From your perspective, how do you see academic maps impacting student success?

Table 2:
Academic maps impact student success in positive way by minimizing the time to the degree. "Life happens" while students are in college, so minimizing the time increases the chances to graduate. The pathways help students who have financial aid to minimize the spending on a degree. Pathways save money for the people who pay from their own pocket as well, by providing the shortest and optimal path to the degree. But in the case if money is not a problem, any student can take additional classes that are not on the pathway and pay for them. There is no limitation on what and how many classes to take.

However, there is strong limitation for the student success impact. It can be too late to search for a major while already at college. The prof orientation should start much earlier, in high or middle school, so the students don't have illusions when they start college. Example of table speaker: "I enrolled into nursing program, because I always wanted to, and it is only after three months I discovered that I despise it." Meta-majors will not help in this case, because the courses the first semester of meta-majors are too broad.

Table 3:
- This is a Community shift and we must be realistic about the impact this will make.
- Student life structure- if students know "why" the structure is needed then they will support it.
- PCC can shape the community if they increase their involvement. (i.e. Middle School, High School, connecting with Community Leaders)
- Academic maps assist in Student Success by providing structured curriculum.
- Planning takes the guessing out of College education.
- Instill an exit strategy to prepare students for transfer or entering into the work force (career workshops around resume, interviewing, etc.)

Guided Pathways
- Academic maps will assist students in getting from point A to point B smoothly.
- The "Why", a clear purpose is an important thing that needs to be discussed.
- Foundational and Communication skills need work in the plan. They must be prioritized in the Academic Map.
- Be responsive to change in industry and community.
- Structure is necessary for high school students when entering PCC and Guided Pathways and Academic Maps will give us the structure necessary.

Table 4
- Academic maps will allow students to navigate curriculum leading to a degree or certificate more easily than they can now. This ease of navigation is particularly important for first-generation students whose families may not be familiar with higher education.
- Members of the table raised some concerns over flexibility of academic maps, which they thought might limit students' ability to pursue their intellectual interests.
- Members acknowledged that the maps might create implications for financial aid, but also acknowledged that financial aid issues may be the consequence of PCC's idiosyncratic interpretation of federal guidelines.
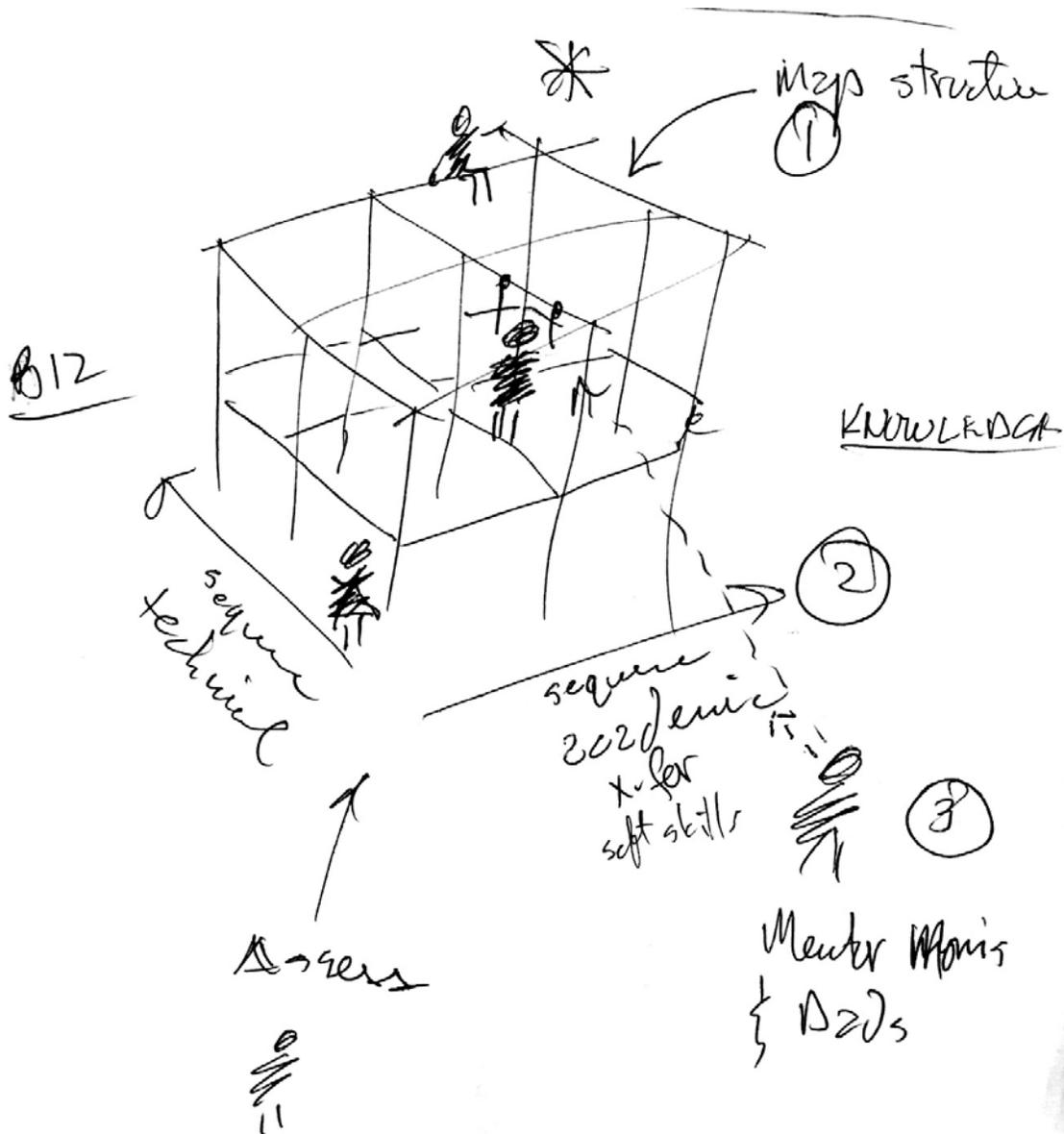
Table 5:
- Need to see stackable credentials Level 1 -> Level 2 -> AAS -> Option (this is important) to transfer
- Balance between both job-oriented objectives & the investment or continuing their education through transfer
- How many students know up front what they want to study?
  - How do I know what I want to do?
  - How are they introduced to fields of jobs, fields of study?
  - Develop a way to expose students to industry
  - Meta Majors - a way to respond to the need for exposure?
- Should design process for life choices
- Make sure credits are not lost as they build their future
- Faculty need to understand big picture and industry context to build curriculum paths
  - Need flexibility to adapt coursework
  - Ongoing design and revision of curriculum
  - Need strong integration with support services, knowledge
- Pathways does not solve lack of soft skills integration
  - Still need to integrate
- How are we teaching? Delivery w/engagement
- How are we training teachers?
  - Don't bore students
  - Students "live" in technology and social media
  - Teaching approach should life there too
- Contextualize soft skill instruction
- Business skills - operations
- Replicate real world situations
- Project based learning needed
- Leadership
  - How to lead?

Guided Pathways

- Coordinate key/milestone courses in bachelor paths to increase transfer pathways from Pima
- Negotiate with universities the reorganization of outcomes & key skill sets to maintain & promote transfer (traditional transfer and CTE)
- Competency & outcome based education needed

Analogy is the "jungle gym" in the playground. The student needs easy access to the gym, should be able to easily take the sequence for academic transfer, or technology & CTE. The gym itself is the academic map. The parents that watch over the students to make sure they do not fall and hurt themselves are the intrusive advising and other student services and faculty.

2. From your perspective, how do you see block and structured scheduling impacting student success?

Table 2:
Positively. This add clarity to the planning and organization.

Table 3:
- The modality Block Scheduling is offering will assist students in their success at PCC.
- Puts the student's inexperience first so building a path for them will be very helpful.
- Challenge in teaching in an Online /D2L environment to make sure that students are engaged and successful.
- Online needs to work on getting students engaged.
- Ability to be flexible within the Block and Structured Scheduling needs, to be taught and explained to the student.
- Online course added with sit down (face to face) classes, makes the difference for the student, which allows them to register for the 15 credits.

Table 4:
- Block schedules will provide predictability and thereby relieve the anxiety that students may feel regarding their ability to build a schedule that allows them to complete degrees on time.
- Common start times will also allow for greater ease in finding alternate classes should one get canceled.
- Block schedules will allow students to better build a class schedule around other competing factors in their lives such as work and family obligations.
- The idle periods within block schedules will also allow for students to become more engaged in the life of the College. These periods may offer opportunities for offering on-campus activities that strengthen the bonds of the cohort.
- Some factors such as the bus schedule and the length of lab-integrated science courses should be considered when creating the block schedule.

Table 5:
- What we have setup for evening block is not late enough to allow students to get off work and get to class
- How do you decide when to schedule when you only have one offering?
- How can technology help with block scheduling?
  - online vs. on ground (either/or)
  - Virtual online labs, etc. - new opportunities
- How does block scheduling relate to the online environment?
- Blended instruction is really important
- Issue of having too many scheduling options, and not filling any of the cohorts. How do you decide what to run and what to cancel, or combine?

3. From your perspective, how do you see proactive advising impacting student success?

Table 2:

This is the key to the success, proven by research and practice across the nation. However, the challenge is to educate the advisers in PCC. The incompetence of advisers in the new system will have much larger negative impact on student success and satisfaction than it had in the past, because now the advising will be a key element of the system. For now, there is no known plan how to improve the competence of the advisers.

Table 3:
- Must provide opportunities for students to learn and be successful.
- There needs to be a clear purpose and understanding as to "Why" the Advisor and student are present at PCC.
- Faculty are subject matter experts in that area and they must advise as well.
- A comprehensive approach is needed for the student from all Faculty, staff, and Advisors at PCC.

Table 4:
- Intrusive Advising demonstrates to students that someone cares and may help overcome the overly self-reliant attitude some students who need help bring with them while trying to navigate the institution.
- Specialized advisors along with faculty advisement bring great benefit to students.
- Advisors can connect students to valuable mentors.
- Sometimes students receive bad advising when they are encouraged to take classes for the wrong reason: the example of student athletes who are told to take low-level courses to maintain eligibility was cited.
- Overall, the theme of connection to the institution was cited as important here.

Table 17:
Guided Pathways:
- Plus
- Practical certainty
- Direction
- Structure
- Improve enrollment management
- Planning
- Cohort model
- Improved coordination with faculty/courses
- Learning community
- Delta
- Not one size fits all students
- Less choice

Guided Pathways

Advising:

- Lower cost
- Less time
- Engages students on multiple levels
- Improved soft skills
- Increases involvement
- Helps non-traditional students
- Helps engage students proactively
- Sense of belonging
- Helping hand

Block scheduling:

- Cohorts are good
- Student engagement is improved
- Common Hour good for transition
- Prevents course overlap
- Alleviates multi campus overlap
- Guaranteed schedule
- Science labs are difficult to fit in schedule

Guided Pathways

Centers of Excellence

Table 11:

- 2016-2020 Pima County Plan Strategic vision
  - Big topic for Pima county → is the WIB involved.
  - PCC needs to look at WIB and Pima County's priorities and mirror at PCC
- For the CofE, are we meeting the demand in producing education, certs, and degrees where the student will meet the demand and make a living wage?
- Multiple levels of research (local, state, national) trends in these jobs
  - What are national trends?
  - What we do here have (Title IV) impact and is based on national trends
- PCC disconnect with teaching soft skills – great at tech skills but lack in soft skills development.
  - Program specific advising and partnering (ex. Job Corp.)
  - Career services
  - Internships/shadowing → more employable → Business needs to partner
- Are there enough students interested?
- Does PCC have enough data to share with our students, stakeholders, & partners?
- Ensuring proper diversity represented
  - Program presence to help our diverse populations at the CofE, whether perm staff or scheduled
  - Diversity in educational staff
- Moving in the students in the right direction for support questions. Points of contact for student advising, financial aid, etc.
- Diversity in support staff
  - Advisors, financial aid, career, tutoring specialized
  - Same day/same time
  - Deliberate structure (multiple touch points) – Primary bench of staff that could (model at St. Louis CC was mentioned as one to look at)
- PCC Aviation ambassadors is a benchmark
- Instructors need to know where to send students who are struggling → touch points
  - ADR, tutoring, [early alert], financial aid, intrusive advising/pathways
- Programs knowing academic [calendaring], not knowing takes student out of traditional process
- Resources/people present at program students?
- FIX NOW website has wrong information – need college-wide audit. Students are using this as their first look at PCC and they are not given correct information. Make it difficult to provide proper follow-up

1. **Given that there are limited resources with which to implement the initial programs at the Center of Excellence in Applied Technology, how should the College prioritize which programs in which to invest?**

Table 12:

Focus on local need according to local labor market statistics. Accommodate both degree seeking and non-degree seeking student's needs. Include opportunities for work based learning opportunities (earn and learn). The quality of instructors should be higher priority over equipment. Leverage partner's

infrastructure (such as HS) and offer dual enrollment as much as possible. Students need higher level computer skills across all academic areas.

Table 13:
- Best for students and student interests (high school connection important; possibly younger)
- Most needed in community
- Work with universities
- Advisory boards – industry changes faster than education, and boards will help
- Use labor data (not all students stay local, but a majority do)
- Who is interested in partnering with the College? Prioritize based on potential for internships, mentorships, etc. with specific companies/industries
- Dual enrollment – so many opportunities to work with CTE
- Soft skills integration
- Relevance

Table 14:
- Emphasize programs that are heavier in technology
- Emphasize interdisciplinary
- Emphasize the programs where
- Strong application, include soft skills
- Avoid creating silo'd Centers of Excellence
- Priorities:
  - Applied Technology priority
  - Logistics Management, Truck Driving, Diesel Mechanic—perhaps these areas could be coalesced into a center of excellence, particularly with regard to Tucson and regions south and the role they play in transportation of goods across the international frontier.
  - Center of Excellence for Medical Studies

Table 15:
Summary: Work with industry and look at global, national, and local trends.
Other Discussion Points:
- Focus on base sills that allow flexibility in reaction to industry changes. Communication with industry partners about these skills and needs for employment. Include real world problems.
- Prioritize based on industries with need for employees. Where are jobs available?
- Global and national trends
- Look to industry partners for priorities
- Regional/local resources (i.e. solar)
- Effects on other programs or centers of excellence by increasing resources to a certain program.

Table 18:
- Needs analysis - program needs
- Mission, goals, values of college
- Effectiveness analysis - needs of communication employers
  - (employability/transferability)
  - local and global trends
- Cost-benefit analysis
- Socio-cultural benefits

Centers of Excellence
- Analytical skills
  - Critical thinking skills
  - Emotional/human factor
  - Human relationship
- Human Role vs. Mechanical/Technical

2. Given that the Centers of Excellence is an initiative that will span multiple years, how should the College message the Centers of Excellence to the community and how do we best keep our stakeholders engaged?

Table 12:
The CoE is a means to an end, promote the opportunities the CoE will provide students rather than the CoE itself. Highlight the relationship with employers and the better job opportunities that will mean for graduates. A marketing campaign around "I'm going to PCC because… "that provides a reason other than lower cost. Focus on HS and middle school marketing. Host tours of the CoE.

Table 13:
- Taking in into the schools
- Consistency
- Outreach and recruitment as College-wide responsibilities
- More student and alumni participation – on advisory boards, planning and promotion of COE
- Marketing featuring alumni
- Tours and events for JTED students at PCC facilities/COE
- PCC to tour high schools and have reciprocal relationships
- Monitoring
- Responsiveness
- Stackable programs for flexibility
- Prior learning
- Need to do continuous improvement (data driven and with input from partners in industry)

Table 14:
- Need to have regular dialogue
- What does U of A think of Pima's Center of Excellence? UA rep at the table contributed that this was a positive step. Concern expressed that
- How should the College message the Centers of Excellence to the community and how do we best keep out stakeholders engaged?
- Need to have regular dialogue

Table 15:
High Priority Points:
- Website improvement
- Follow up meetings after summit quarterly or monthly
- Continuous updating of industry and community partners contact list
- Industry partners in the college (i.e. in classrooms, on campus)

Other Discussion Points:
- Marketing plan
- Send PCC representatives to industry/community meetings

Centers of Excellence
- Connect with more partners through current partners
- Develop a timeline of focus driven by industry needs and communication it with them
- Funding assistance from partners when their needs are addressed

Table 18:

1. Holding summits - Annual
- community feedback
- updates
- continuous evaluation of programs
- advisory committees
- growing the economy
- attract employers< qualified employees; better training for students
- diversity, inclusion, equity
- students "active" engagement - develop future leaders
- students' feedback
- employers' feedback
- faculty involvement
- "focused" summits

3. Centers of Excellence is a term that is widely used. Thus, how can Pima Community College's Centers of Excellence differentiate themselves from others in the marketplace?

Table 12:

Use laymen terms in marketing, not academic speak. Offer student success stories. Focus on results that include partnerships and stakeholders. Show off what students have made (actual machined parts) to entice other students. Have student ambassadors to speak at schools and events. Focus on competencies, up-skilling incumbents, integrated soft skills.

Table 13:
- Soft skills and integration to relevant technologies and disciplines; do it early and often
- Messaging
  - CTE is just as good as 4-year degree
  - Value of the program vs. perceptions of who should be in those types of jobs
  - Demonstrate that all fields are open to all genders
- Marketing and testimonials to highlight success stories; celebrate success
- Push direct placement
- What is the College's standard for Excellence? What is PCC's definition?
- Global Pima vs. localized
- Institutionalizing and sustaining grant programs – marketing and integrating with existing resources and functions
- Building internship, externship, and apprenticeship programs
- Training students to keep them here in Tucson/Southern Arizona

Table 14:
- Opportunity for outreach;
- Reach out to younger ages
- Engaging Parents

Centers of Excellence
Table 15:
High Priority Points:
- Market Results
- Building student relationships with industry partners
- Model after successful programs

Other Discussion Points:
- Continuous investment
- Collaboration with other Centers of Excellence
- Affordability
- Convenience
- Hands on (can't get it online)
- Positive statistics and examples of student outcomes to potential students
- Market exit points

Table 18:
- Set parameters for best practices
  - compare with local standards/outcomes
  - compare with national standards/outcomes
- Research
  - Improve outcomes/benchmark
- Assessment/Outcomes
  - Are we meeting our goals?
  - How to disseminate?

Misc. Table 13:
Talking Points for Report Out:
- Key players
  - Students
  - Alumni
  - Community
  - Industry
    - Input on what they need
    - Reciprocity – externships/internships/etc.
- Data driven/labor market info
- Consistency in community presence/outreach (including grade school to high school)
  - Emphasis on development of the local workforce
- Marketing/branding
  - Message that CTE is OK!
  - What does excellence actually mean to the community and PCC?

Misc. Table 18:
Topics: Centers of Excellence - focus area
- team/facility/entity
- leadership
- best practices
- research
- support

Diversity

1. These goals were developed over the last few years. In what ways do they still make sense today?

Table 6:
- Relevancy of recruitment and retention (previous goal gives them both equal standing) but focus on retention; need more support and more accountability.
- Need to look at how staff reductions may impact this and how reductions may negatively impact our ability to recruit.
- More work needed to determine what are the "diversity competencies;" bring focus to this.
- Broadening competencies to include those who are very skilled to assist in addressing this.
- Developing diversity basics (vocabulary, terms, and policies) in employee trainings.
- Make the term of "diversity" broad and inclusive to cover many areas.
- More mirroring and benefits of this (diversity).

Table 8:
1. SUSTAINABLE INFRASTRUCTURE OF DEI OFFICE
2. DEI is a role and responsibility of everyone (needs to be a personal commitment)
3. Focus on the student in every goal

First goal: sustainability institution commitment + inclusion
- Budget staffing can't just be one person
- Adhere to timeline and plan
- Further strategic analysis of this office
- Benchmark other community college models

Second goal: Recruitment retention
- Still very relevant
- Blend of employees from around the country and from our local community
- Be explicit about what is being done
- Selection committees include students and community members
- Stronger employee retention efforts greater exploration of retention efforts
- Establish employee mentor program
- Include all employees
- Adjunct/part-time, etc.

Third Goal: competency for employees
- Cultural competencies
- More relational competency instead of transactional
- More training in working with diverse student populations
- Focus of employees is to add value to students experience
- Sense of belonging mattering philosophy
- More communication
- Sam e student experience regardless of campus

Fourth goal: community partnerships
- Students receive stipend for participation
- Reciprocal/meaningful relationships
- Include partners more , more communication/collaboration

Fifth goal: student diversity inclusion

Diversity
- Include student club voices an orientation for students + employees
- (streamlined) - student life policies + funding increased consistency in student life
- Asset based pedagogy
- More consistent welcome practices
- Same experience at every campus

Sixth goal: prepare students, faculty, staff
- Orientation onboarding
- Cultural competencies

Table 9:
- Achieved major part of goal #1 with the hiring of a DEI officer. However, the infrastructure needs to be more than a person: resources, staff support, and dedicated work from other employees.
- Lots of work still to complete with goal #3. Communication is at the heart of the effort. Start with definitions of diversity, equity and inclusion so all constituents know what we mean we use the words. Varying ideas of diversity, but not just racial make-up of students and staff.
  - What are the competencies?
  - Are the competencies embedded in hiring and evaluation?
  - ASU employee discussed how Michael Crow came in and made it a priority
  - Private sector (marketing) makes sure to reach out to different generations, understanding newer modalities are not the only way.

Table 10:
- Hiring the DEI officer is an initial start, but diversity is not a "stand alone" department.
- What does Pima's inclusion plan entail? Beyond just hiring. What infrastructure is in place? Build capacity and infrastructure to support diversity.
- Are the 26 objectives happening or not happening? Continue to work on action items.
- Identify "Champions of Diversity" across the College to emphasize importance to all.
- Use Centers of Excellence to inform other areas about diversity.
- Inclusion of diversity competencies for staff; especially, in the evaluative process, but what does it look like?
- Review Universal Design and insure accessibility across the College, including web accessibility.
- Use diversity as an asset in the classroom and build in competencies regarding diversity to enhance teaching and learning. How do we use diversity as an asset and weave it into the fabric of Pima?
- Needs to be on-going and continuous conversations about diversity.
- Educate and inform individuals regarding diversity, including diversity of thought, gender, ethnicity, sexual orientation, etc.
- Reviewing diversity policies and practices.
- Examples of diversity include looking at spaces and building architecture to insure appropriate. Ramps, open access, and accommodations for different abilities.

Table 14:
Overall, the impression was that Pima's Diversity plan was a very positive step and was well constructed. Preparing students to adapt and succeed in a diverse world received multiple comments that this goal was critical.

Diversity

Other comments:
- Learning to work together with multiple generations
- Humanistic knowledge—our world is no. Longer isolated and that our students should be able to react with cultural sensitivity.
- Millennial students may be more attuned and comfortable with diversity issues having grown up in a different era, but seem to be globally tone deaf—unaware of global issues
- Concentrate on /emphasize the strengths that every student brings to the class

2. What ideas or objectives would you add to the goals that would help us meet the needs of the community today?

Table 6:
- In addressing barriers, many of our students face (particularly those form under-represented groups) things like: childcare on-campus. What partnerships can we build? We are already co-located with YMCA, for example. Include summer when offering this type of support/services.
- We need to strengthen partnerships with our Native American communities to increase student and employee representation from this group.
- Build partnerships with churches that serve majority minority cultural groups.
- Reach out to Elders in these communities.
- Can we consider more employee "exchange" programs (e.g., faculty at PCC with other institutions that teach the same class, staff within the College and different departments/units)?
- Strengthen the students' voice and communication methods (via Student Senate, ACC).
- Utilize All College Day to have Diversity Training and discussions (combining faculty, staff and administrators).

Table 8:
- Faculty sharing student opportunities more
- Universal design
- More support of student life " funding and staffing "
- Improve communication processes for marketing for student support services
- Customer resource management improvement
- Students focus for every goal
- Why is pima appealing to any student ?(must be able to answer that)

Table 9:
- Focus diversity as a resource
- Re-establish the Diversity Council
- Teaching and learning center will provide better PD opportunities for faculty on working with a diverse student population
  - CLO/PLO assessment techniques need to diversify to meet needs of a diverse educational environment
  - Competency based measures
  - Need to go deeper into how to work diversity into all classrooms
- Mentoring and support
- Viewing culture, policies and procedures with a wider lens
- Disaggregating measures of success to include diversity (course/programs)
- Goal directly aligned to support under-resourced populations

- o Change scheduling procedure
- o Change semester structure
- o Wrap around services
- o Remove barriers to enrollment and progression
- Advisory groups need to have diversity topics as a focus
  - o College is working on diversity, but what about our work placement partners? What is their focus on diversity? How can we prepare our students better for a work environment that may differ (ex. women in automotive field, male nurses)

Table 10:
- Is Pima as an organization, ready for diversity?
- Infuse diversity throughout the College, including in curriculum and classes.
- Institutionalize or establish "norms" of diversity in the classroom and other Pima meetings.
- HR needs to insure that diversity is a key component of performance, including use of diversity competencies in evaluation process. Also, use of diversity and soft skills.
- How do faculty use diversity as an asset for students? What teaching methodology can be applied to students? How can administrators make sure every staff member has a voice?
- There are existing student clubs for diversity and pride.
- Utilize "Champions of Diversity" of all backgrounds at the College.
- As more engagement occurs in the community, more rewards for diversity should occur.
- Be more inclusive and transparent, listen to ideas, and integrate more diversity into social settings.
- Diversity needs to start long before arrival to Pima, including establishing K-12 partnerships that focus on students and diversity.
- Create a safe space for DACA students in buildings.

3. **How do these goals (or ones suggested at the table today) contribute to making this a community in which you want to live?**

Table 6:
- How does our cultural programming support addressing students' needs and those of our communities of color and other under-represented communities to show them we are a safe place that welcomes them?
- Consider bringing in courses that don't exist now (African American Studies, Asian American Studies, Latin American Studies, Disability Studies) to serve our larger communities.
- Need to strengthen community partnerships.
- Do more with our language in talking about diversity (how we talk about this "inclusive excellence").

Table 10:
- The question was self-serving and needs to be re-written as it seems to be written with a specific response in mind.
- Pima reflects the broader community and schools are a microcosm of the community.
- Need to increase student success, workplace readiness, and critical thinking around diversity.
- Need to reflect more community diversity in the College.
- Educational institutions often have been told to have certain quotas for employment by specific groups (i.e. women).

Diversity

- De-emphasize a traditional view and approach to diversity, which will require a thoughtful process.
- Instructors can encourage use of diversity skills that are representative of other groups, including use of individual skills.
- More communication for all of us to be more comfortable, including more events, exposure, and diversity opportunities.

General Diversity Comments:
Table 7:

- We began our discussion by sharing stories of when we each encountered and were grateful for diversity.
- What does diversity look like inside the classroom and within the realm of teaching and learning? Participants wondered if faculty have diversity training and if the college emphasizes on inclusive teaching.
- What does the college do to *maintain* diversity? Specifically here, a few participants wondered what the college does to recruit and retain minority males in STEM education.
- To what extent does the college promote diversity? Does diversity include a diversity of thoughts? Is there room at the table for the "white conservative male?"
- Students commented how they didn't feel they had the tools or skills to converse with opposing views locally nor nationally.

Table 17:

Diversity:
- Helps represent the community
- Engage students globally
- PCC is relatively close in reflecting the demographics of the community
- Stay the course and measure
- Need improved inclusivity in classroom
- Capitalize on diversity and belonging by including examples
- Little acts matter