Well, again, welcome. Welcome to the East Campus. Welcome to this new opportunity. We are just delighted to host you and look forward to really a very exciting time.

Now, without further ado, I'd like to present the gentleman whose vision inspired this two-day planning session, joined us in July, believe it, not even a year ago, and has kept us moving forward.

We are always delighted to have him at the East Campus. We are especially excited about this opportunity to have him provide us with an overview and remarks and expectations for this session.

Ladies and gentlemen, please welcome our chancellor, Lee Lambert.

(Applause.)

>> DR. LEE LAMBERT: Good morning, everybody.

Before I begin with just laying kind of a broad perspective for the next two days, I want to first recognize some folks. Zelema
Harris, without her, we would not have been able to pull together this strategic planning effort. So thank you, Zelema, for that.

(Applause.)

>> DR. LEE LAMBERT: With all the folks who have been involved in planning the whole strategic planning process, please stand.

These are the folks under the leadership of Dr. Harris that really have pulled together what we are doing. I just want to thank them, because without us working together, we cannot move Pima forward into the future.

Let me talk about our future. My hope for Pima is that we become a college that is student centered and a learning organization. In other words, a student-centered learning organization.

What does that mean? Let me just share just some broad points about what does that mean?

Being student centered means the student interest is what you always take first and foremost. So in other words, you start whatever you're doing with the conversation of what's in the best interest of the student? And once we conclude our work, we ask the question, Did the work we completed, is it in the best interest of our students?

So that's, I think, where we have to stay grounded in. But how do you know what's in the best interest of students? I always like to say it's not based on my opinion or your opinion or anybody else's opinion. It's really looking at a multiplicity of factors. One is
what's going on internationally? Because what's going on internationally is going to impact directly the interest of our students.

What's going on nationally? That's directly going to impact our students. And you just go down the line. What's happening at the state level, what's happening regionally, and what's happening locally.

We should understand the trends, the data that's out there that's going to impact our students' futures. So that's how you start to think about what does it mean to be student centered.

Now, of course we need to ask our students, as well. So if we're not asking them those critical questions, then we're not really being student centered.

Here is the positive thing: I have been to many campuses now and I have seen points of student centeredness. Even on this campus I have had the pleasure of meeting with Gene Trester (phonetic) and the students that he works with in the inculturation model where the students are at the center of the learning and the faculty member is the guide on the side facilitating that learning.

That's one example of being student centered. Out at Desert Vista I visited the Math Emporium model, the incredible model Darla A has created for the students where, again, the students are at the center of the learning, and Darla has created a structure that really helps facilitate their success.
I can go on and on, but I just want you to see that we have these elements in place already at Pima. But what's not here at Pima is that we are not a learning organization.

Because we're not a learning organization, we haven't taken that and created systems that create that student centeredness. That's what we have to really start to think about, how do we create the systems.

So systems is one important component, as you know, of our learning organization. But it doesn't stop there. It's also about personal mastery.

In other words, what are we individually doing to understand those things I just talked about earlier? But also, how do I improve as an individual? What am I looking to continue to grow and develop so that I can play my role in helping the institution for its overall goals.

And then you get into the team. If the individual is doing their piece, then that contributes to the team's piece of the approach.

Then we've got to get past our mental models. Whatever our mental model may be of what student centeredness may look like may not, in fact, be what student centeredness looks like.

So we have to be willing to challenge our own viewpoints and break loose from mental models that we have created that are important to a learning organization.

I think another important piece, when you think about the systems
component is are we willing to evaluate what we do? There's got to
be an evaluation component built in constantly refreshing how we look
at ourselves.

So I think if we can do that -- so your work is helping us start
to put the framework in place that moves us to that place of being a
student-centered learning organization.

So your work is key to creating the last piece of a learning
organization, and that is the shared vision.

Without all of us collectively starting to define that shared
vision, we can't get to the higher outcome that we are seeking for
our students and for our community.

You know, you have heard me talk about certain data points. I
don't need to go back over that. But the world has changed, so
learning has to go with that as we prepare to move forward in the
future.

So with that said, let me just hit two other key points, and then
I want to say just a few more comments.

As we think about planning, I always look back in history. Two
important lessons I want to share.

During World War I, during the Battle of the Somme -- some of you
are probably more familiar with that history related to that than I
am -- but I always remind myself that the French and the British put
together a battle plan; then the Germans put together their battle
plan; then the French and the English began to execute their battle
plan, and guess what happened?

They got slaughtered. They got slaughtered in the beginning.

Why? Because one of the things they did not do was adjust their plan to the changing landscape.

So we have to always remember when we develop a plan that it has to be flexible and adaptable to the changing circumstances. Keep that in mind as you start to help us think about mapping that future direction for Pima. It has to be flexible and adaptable.

We don't know where the next threat may come or the next opportunity may come, but just know it will be out there. We have to be able to be flexible and adapt to that.

The other thing is those of us internally, it's been a hard slog for about a decade. It's actually gotten worse over the last few years. So the morale has been low. We can't lose sight of we've got to do something to start to instill confidence back in all of our employees to believe in Pima again, believe in the vision of Pima.

So the other story I want to share is a story from the Korean War. When General Ridgway was brought in to take over the 8th U.S. Army, some of you may be familiar with the Korean War. Basically America with a losing and losing badly.

So what did he do? He went out and he started talking to the soldiers. He went out and visited a lot of the soldiers, and what he realized was his officer corps wasn't doing their job. They weren't getting out and finding out from the folks on the front line what's
going on.

What can we do to help support you so that we can turn the tide?

Well, thanks to General Ridgway, that's what happened. I think at Pima we can't lose sight of how important it is that we've got to be connected to each other. We've got to constantly be talking to each other and take each other's views seriously and to heart as we think about how we support our students.

If we don't do these things I talked about as part of this planning process, I think that's going to be important for us to be able to move Pima forward to be able to be a student-centered learning organization.

I also want to conclude by saying thank you all for coming together. Without you, we cannot move Pima forward. I want this to be an example of how we start to change the culture. I want us to create a culture where we start to seek input into decisions.

Now, ultimately, you know, the Board of Governors make the final decisions, but we have to provide them with information and data and trends that allow them to make informed decisions that are based on evidence.

That's only going to happen if we're willing to engage each other. Your work today is going to go a long ways to start setting that framework for us to move forward. You'll build off of the work of the Futures Conference, as we learned a lot during that process from our community about things that are important to them which are
important to understanding what's important for students to know and be able to do.

So things like access and partnerships, a culture of student success, all of those are important themes that grew out of the Futures Conference.

So I'm sure those will be shared again as part of this as you think about creating those strategic directions. And as you think about creating those directions, we have to remember, at the end of the day, we have to be -- it has to be smart.

What do I mean by smart? I mean in an acronym way, and that is it has to be specific enough that we can measure that that is attainable, that is realistic, and that is time bound.

So as you think about your work, you think about it in that framework. Right? Is it smart? Is it, at the end of the day, as I mentioned, is it good for students?

If we do that, I think we are going to be moving in the right direction. I already know we're moving in the right direction because we're here. We wouldn't be here today if we weren't moving in the right direction.

So, again, I just want to thank all of you for coming together and giving of your time for the next two days. But as you know, this is just one point in our journey. As we move forward we’re going to do wonderful things not only for our students but for the community of Tucson and Pima County.
With that, again, thank you for being here and have a great two
days.

(Appause.)

>> SPEAKER: Thank you, Lee, for those remarks. Really
appreciate it.

We are fortunate today that we have two professionals who are
going to lead us through this process. They are from Cosgrove &
Associates. Cosgrove & Associates specializes in providing
comprehensive research, planning and evaluation services for
educational institutions.

Current projects include assisting colleges with strategic
planning, development of institutional research capacity,
implementation of business intelligence tools, use of data for
decision-making and continuous improvement, evaluation of career
pathway program development, including the economic value of
short-term stackable credentials, and employer needs and skills
assessment.

Margaret Cosgrove I believe goes by Maggie; is that correct? She
is a senior partner and she has extensive experience in policy
analysis, grant management, evaluation, strategic planning, and
classroom instruction.

She has a strong background in statistical analysis and in the
use of data for planning and continuous improvement. In addition,
Maggie has a proven track record of providing excellent training and
customer service to nearly 100 colleges and universities, and was instrumental in the development of McGraw-Hill's customer resource management system.

In addition, we have John Cosgrove, also a senior partner. Coincidentally they have the same last name. Is there a reason for that?

>> MAGGIE COSGROVE: Brother and sister.

>> SPEAKER: All right. (Laughter.)

John has more than 30 years of experience in database design, program and grant evaluation, assessment, institutional research, strategic planning, and is also a seasoned faculty member.

He is a proven leader in helping colleges get the most of their assessment, research, and planning processes.

His approach to using assessment and evaluation to improve student learning outcomes is documented in many professional journals and publications.

Ladies and gentlemen, will you please welcome the folks who will guide us through this, John and Maggie Cosgrove.

(Applause.)

>> JOHN COSGROVE: Always makes me nervous when people applaud before we even start. We're just going to switch a couple of stuff here, folks, and we will get going with you.

How is everybody doing so far? Pretty good? Okay. Great.

>> MAGGIE COSGROVE: It is so much nicer here than the 30 degrees
back in -- I checked my phone this morning. When you're out of town, aren't you thrilled to know how much colder it is at home?

St. Louis, Missouri. Yucky weather today.

>> JOHN COSGROVE: I'm John Cosgrove. I'm the starting guard for the Wildcats, and I'm from Holy Innocence Grade School in St. Louis.

No, you know what, that team would be in big trouble if I was the starting guard, I can assure you. We'd have to walk the ball up the court very slowly.

A couple of things to just kind of get started here. I look at the people in the room that have been involved in your Futures Summit and that can listen to the comments of your chancellor. It is a humbling experience, and I'm not just kidding around with you there, folks.

It is really important to like acknowledge the courage of the people in this room who are keeping in mind that you know what the hell you're doing. You guys are not casual kind of like travelers on this journey. You guys are seasoned, you guys are experienced, and, you know the value of trying to overcome challenges should not be taken lightly.

I'm not a motivational speaker for you here. I'm not living in a van by the river or any of those kinds of things.

But it is really important that you guys, you know, come to that conclusion on yourself.

I thank you for taking that step, because I have sat on that side
of the table. I came from a college, I don't know, this is about 10 or 12 years ago, I guess, that had had a huge community disaster.

I mean, public relations stuff out the wazoo. The same kinds of things that occur all over the world, but all of a sudden there was a guy in from the St. Louis Post Dispatch who set up office for about a year and a half back in our central office and pretty much wrote a story about how awful we were every single day.

As I watched the college move through that experience, the courage of the faculty and staff to keep in mind that every day 30,000 students were showing up, and they didn't give a damn about what people were writing in the newspaper.

They wanted to know, I'm here, how are you going to help me get there? How are you going to help me transfer? How are you going to help me get a job? How are you going to help me learn what I want to know?

Now, obviously that doesn't exist in a vacuum. Right? That's kind of like a Disney movie. We all come out and everybody is happy. That's not how it works. You will move through this.

But as your chancellor talks about, it's about keeping focused on the students, because they are the ones that are going to matter at the end of the day.

I want to thank you guys for coming and the courage that it takes to stand up and get that work done every day.

Could we dim the lights just a little bit? These are really cool
slides. I mean, really cool. All right? We will keep you excited about these a little bit during the day.

Right now my senior partner is very concerned that I have the microphone, because she's seen this show. Oh, God, I'm never going to get it out of his hands.

We think about John Cotter. Everybody know who Cotter is? He's an interesting cat. Not like a strategic planner in like a traditional sense of the word. He's about strategic learning. Okay?

So that has really influenced a lot of our thinking over the past several years about old school strategic planning: come up with a plan; come up with a logic model; get started; on you go.

As your chancellor just explained to you, that will cause you to lose the war, because you have to be ready to make changes. Cotter reminds us that one of the key things about making planning, like a successful piece in that it has an impact is there is a sense of urgency. And you all have that. Right? Without question. You guys have that.

>> MAGGIE COSGROVE: So we were here first in January, and we were really fortunate that we got to attend one of the planning sessions. During that planning session, President Fugett said something that so resonated with both of us. What she said is that she believed that it was important, in addition to all of the other goals and all the directions that the college have, that it keep in mind aspirations, that it think about where do we want to be? Not
where can we get, but what's our goal?

What's that institution that's in the back of your head that you think, Wow, if we could be the Harvard of community colleges, what are the goals? What is our aspiration? President Fugett, did I get that? Yes? Yes? Okay.

Yeah. It speaks to what John said about the value of the experience that you all bring to the table. And as I watch your faces, the commitment that you have -- and I almost can sense, Let's get going. Let's do something. Let's move forward. Let's put the past behind us. Let's aspire to something new.

>> JOHN COSGROVE: We went too fast. Let's go back one.

Senior partners are hard to find, guys. Really. Sometimes it takes 35 years before you realize that it's a senior partner.

This is a great question. This was one of your chancellor's questions at the Futures Summit. What should Pima Community College focus on now and in the future to bring the most value to its community and its students? It's about social impact. Your community needs you.

If there was one central theme of the Futures Summit, everybody talked about, We need Pima to get back in the game. We need them to do all kinds of things for us: partner with us, show access, all of those types of things.

Your community gets it. That's a huge strategic advantage of any business. Right? People want you. They need you to help them try
to develop their sense of worth. Huge question.

As we go through kind of a series of exercises, you know, today, to help take the large, make it smaller, take the smaller, make it smaller, trying to get to consensus and agreement, there will be times when it's not self-evident, when it seems confusing. It's not intuitive.

You're going to think, What the hell are the consultants doing? Why are they talking to us like this? If you get to that point and you're not quite sure what you want to do or if you're worried about what do they want us to do, keep that question in mind. That will push you forward in the exercises.

So if we're going to be student centered -- it is an interesting situation at a community college, because there is one guaranteed spot where there is student engagement every day, and that's in the classroom.

But at a community college, when you have students coming and going, lots of different modalities, all types of things, it's really difficult to engage students in a lot of other ways. Right? Because it's not like you have dormitories. It's not like you have some organized spot, you know, where you can always get students.

So many of you, as you encounter students anyplace, can make a difference in a student's life just by having a conversation with them. Just by saying to them, Hey, I see your aspirations and your dreams. It's not impossible. You can do it.
So I'm going to tell you a quick story, and then I will ask for three volunteers.

Those of you who have had an opportunity to kind of engage with me on other situations have come to the conclusion of John is a stutterer. Okay? I have no idea why that is. Sometimes it just comes up; sometimes it doesn't come up. I don't really know when it's going to do it. Right?

So I'm in like sixth grade. Okay? And I was not a good sixth grader. Okay? I was what I now refer to myself as I was a disruptive innovator.

(Laughter.)

I can tell you Sister Mary kicked my butt. Did not share that same philosophy. She would have described me in another way, except she was a Christian so she wouldn't do it.

So there was this thing at our school called the speech team. It was a really cool thing. You got to go to different schools like on Saturdays and you gave canned speeches. You know, kind of like you got to do entertainment. I was like, I can do that. Okay?

So I went to the speech teacher who was not my like homeroom teacher, and she was this little old lady. She was awesome. She says to me, Great idea. Good courage for someone who has a speech impediment to want to try this. I'm on board with you. I think it will good at it and it will good for you, but you got to get your homeroom teacher to sign off on it.
Went to the homeroom teacher real excited. Right? Aspirations, dreams. She said, Stutterers don't do speech team.

I'm like, Really? Stutterers don't do speech team. Plus the speech team is for the smart kids. Okay?

Now, you know, that was not a good day for little Johnny. All right?

But because I was a disruptive innovator, I went back to the speech teacher and I said, Sister Mary, whatever, is not going to let me be on the speech team because I'm a stutterer.

She says -- now, look, she didn't have to do anything. This was a Catholic grade school. She was a layperson. This is 1960-something. Lay people don't take on nuns in the Catholic grade school. She didn't have to do boo.

I wasn't going to win the speech team for her. Right? Wasn't like I was going to be Harry Truman or somebody.

She went back to the sister and said, No way. He's on. He's my responsibility.

That lady made a big difference in my life. Not because she taught me anything, but because she said, That's not impossible. If you do this, you'll be better.

Now, folks, it's not a Disney movie. I didn't win any blue ribbons. You know, you're not going to see me on the Disney Channel, greatest speech writer ever. No. But it made a difference in my life.
That's how all of you engage with your students.

So I want to hear three other people's stories that are like that. I'm seeking volunteers, and there is a prize for you. I am a seasoned faculty member, also, so if you won't volunteer, I will pick you.

So anybody? Anybody want to try --

>> MAGGIE COSGROVE: Are they supposed to tell a story about stuttering or achieving or someone that helped them?

>> JOHN COSGROVE: Thanks a lot, Porky Pig. About achievement where somebody helped you that was unexpected.

>> SPEAKER: I teach teachers, so this is going to be me right from the beginning. Many of you don't realize this, but my first career I was a park ranger. I entered Northern Arizona University after being told by numerous counselors and advisors in high school that women don't become park rangers. They don't become forest rangers.

So I went to NAU and was the only woman in my first forestry classes. I remember the professor took tremendous delight there with the other young men in the class telling the class that duff is all the crap on a forest floor. That's how the Y came to my name.

However, I was the first female park ranger in five of the six parks that I was employed in.

Nothing, even back in the 1970s, is impossible.

(Appause.)
>> JOHN COSGROVE: That was really good. Thank you. I wish I was a park ranger. Although I would get people lost, that's for sure.

Anyone else? Two more prizes, so we're going to pick two more people. Alrighty. Dolores. Thank you.

>> DR. DOLORES DURAN-CERDA: So I don't know if a lot of you know that I'm from Iowa originally. My mom was from Douglas; my dad was from Chile, but I was born and raised in Iowa. In elementary school several things happened. There weren't too many Latinos in Iowa City, Iowa. I was the only one in elementary, junior high, and high school. My first language is Spanish, and then I started learning English in kindergarten.

Anyway, so I think it was first or second grade in art class they told us to draw with crayons a self-portrait. And I did. You know, the 36 Crayolas in one the box and all the different hues and subtleties and colors. I drew myself: dark skin with my little braids.

One of my friends said, Who's that? I said, That's me. Oh, it's ugly and dirty.

So I went home and I showed my parents this Crayola picture. They said, Who is this? They said, Is this your little friend? I said, No, it's me. I had redrawn the picture as a blonde girl, blue-eyed little girl.

They taught me the importance and value of my identity, of my
I swear I came out of the womb at 5'7". I was never a small child.

I was always tall for my age, and then sometime I stopped.

But I went to grade school in the South in the '50s and '60s. We had what used to be called Christmas pageants. So we have gotten more diverse since then, but it used to be the Christmas pageant.

I tried out for the Christmas pageant, and I wanted to be the star on the tree. I wanted to be the star, because that was the thing I wanted to be.

The teacher said, Charlotte, you are the tallest person in the class, including the boys, so you have to be the engine on the locomotive. Not the part I wanted. I wanted to be the star.

So I went home crying to my mother who said, You're going to be the star. It's not impossible. You may not be "the" star on the tree, but you will be the star.

My sainted mother worked day and night. It was like a holiday miracle. Overnight she fashioned somehow -- we didn't have a lot of money -- she fashioned this costume that had the smoke stack and the cow catcher and it was beautiful and it was colorful. When I came
out on the stage, I got a standing ovation.

She taught me that it's not the cards that you're dealt. It's how you play the hand. That nothing is impossible.

(Applause.)

>> JOHN COSGROVE: That's awesome. Thank you very much, folks. It's just an example of how every day, if you go out of your way for a student, you just never know.

I mean, that could be the point in that student's life when they're thinking, You know, I'm going to the car or bus stop and I'm never coming back. Because you were nice to them, which cost you nothing -- all it cost you was a little bit of hope -- that student stays in class. Who knows?

So as we talk about planning, make no small plans. It's all about what do we want to do that's going to change lives, that's going to impact our community. I mean, I don't know what your enrollment is right now, what, about 25,000, Heather? Maybe a little more?

So let's just say that in a period of like four years you had a positive impact on all of those students. Quickly, you have made 100,000 Futures, because that's what the community college is really about. It's about making Futures.

And not just that individual's future. But when you're talking about you're bringing somebody in who's never been to college before and putting them on a pathway, a clear pathway towards something and
you support the hell out of them while they're there, other people in their families see that.

So you not only change that person, but you change a generation of folks. You can get to 100,000 like that (snapping fingers).

But you've got to be willing to be that learning organization. You've got to be willing to engage and get up and start doing the things that you guys all know you can do.

So as we go through the rest of this conversation, this is not about like a prescription for how you all should do this. This is not some kind of perfect, strategic planning model that says, First we do 1, then 2, then we do 3, then we have a party. Great.

That's nonsense. That doesn't work anyplace.

It's strategic learning. It's about having the courage to get going, try things out, take a look at it, how did it work, try new things out. That's what our students do every day. How do I get to class? How do I do all those types of things? That's what we need to be about, too.

We're going to do -- give you a framework in which to engage in strategic learning.

>> MAGGIE COSGROVE: We have three pieces to the puzzle. You've got a vision, you've got a mission, and you know your values. What's left? The easy part. Those three first things are the hard part.

Now all we have to do -- you have all the pieces. We need to just set the directions and make the choices. You have already done
all the hard work. You're here; you showed up; you ate your fruit; you're drinking your water. Because when you're in Arizona you have to drink a lot of water or something bad happens. I'm not sure what. I'm drinking water like crazy.

So let's get started. Let's move on, and let's make the choices -- set the directions and make the choices.

So what do we have here? Strategic learning. Over here in the corner we've got the -- up in the corner, if you can see this far away, you've got the external input. You did the Futures Conference. You've got the internal input.

We have the planning committee, climate surveys. And then what are we going to get? We're going to get intended strategy. We're going to get the battle plans at the Somme. That's where you're going to start.

But as you move forward and you start enacting your strategy, you start following your directions, what happens? Some of them you will say, Wow, based on the incredible amount of experience that I have, because I'm a smart guy and I've been doing this community college stuff for a long time, I realize this is not working.

The Germans are coming and my troops are dying, and I'm not going to do this.

But what happens is you also see these emergent strategies, grassroots strategies, things that are happening on your campus in your department that are working and are making a difference.
So you bring together your intended strategy, those intended
directions that we start with today, and the entire time you observe,
you pay attention, you evaluate, you look at your data, and you move
forward and you get to a better place.

And it’s not hard. Okay, I’m wrong. It is. It’s really hard.
But you have been doing hard work for quite a while and you can do
this. Because nothing is impossible.

Isn’t this exactly what Lee said in the beginning? We’re going
to set these directions, but there is no way we know -- okay, you are
really smart people, but you don’t know everything.

There is an unknown out there. There are unknown unknowns. We
can’t plan for everything. But we set the directions and we move
forward, and then we incorporate as we move on

>> JOHN COSGROVE: So any time there is like a strategic planning
process, there is always lots of fearless predictions. So I picked
this one. There is a million of them. I didn’t pick this one
because he’s wrong or because, wow, that turned out to be not such
like a good kind of prediction.

Like, I picked it because this guy was not an idiot. He was the
CEO of a big company who was doing a lot of cool things in the
computer world. He makes the statement in 1977, so not 1930, 1977,
"No reason anyone would want a computer in their home."

Now, he made that statement not because he was an idiot but
because he was blinded by his own view and his own culture.
He just couldn't see it. Right? He just couldn't see it.

And sometime educational institutions fall prey to those same things, or even higher people up in the organizational of culture, like the Department of Education. The only way to give someone a Pell Grant is if they come to school...

Are you kidding me? Changes are coming in the educational world. Maybe you guys are thinking to yourselves, Boy, we're working through this hard stuff. HLC is at our heels. The newspaper is at our heels.

Yeah, he's right. There is like a sense of urgency, but boy, we're just...

No. You guys are at a great place. Changes are coming. Make changes. You know what to do. Don't be Ken Olson.

We talked a little bit about framework here. Where do we want to go? Strategic directions. So this is meant to be kind of a definition of common terms.

As I use the term that's a strategic direction, really what we are talking about here is where does the college want to go? Prioritize in terms of the next one to three years. These are big things. And, you know what? Pick whatever term you guys are comfortable with.

Themes, you know, whatever it is. Don't get trapped into the, What does somebody mean by direction? I call it a theme. Great. What makes sense to you guys is what's going to be important.
But you have to be able to get some sense of, Here's where we want to go. How you gonna get there? You've got to make choices in planning. Simply by definition, planning is a choice model. It's a choice model whether you're going to the grocery store or you're about to go home or going on vacation or something. You make choices all the time, because nobody can do everything.

So as you make your strategic choices, it should answer the question, How are we going to get there? And then you have to pay attention to what's going on with those.

Key performance indicators. This is a term that lots of businesses use. It's in the literature all the time. It tends to take on kind of a jargon of itself. KPIs, quantitative measures, all that kind of stuff.

That's important not so much in that you're keeping score but that you're keeping track, and so that there is a conscious decision by members of the faculty and staff who need to engage in thoughtful interpretation of KPIs, and not somebody who produces a scorecard once a quarter that says, This is how you people are doing.

That's a terrible use of KPIs. KPIs are meant to help people pay attention, to look up, to see what's going on around you.

Here's my direction. Here is my choice. It's like the little kid sitting in the back of the station wagon or any other car -- I'm aging myself when I say that, right? -- who is constantly screaming at the poor mom or dad, Are we there yet? And you've left home like
10 minutes ago. And the kid, Are we there yet? When is Disney...

But you've got to be paying attention to where you are on this journey.

KPI should answer the question, How do we know if like those actions and choices are making a difference?

So here is a sample of where we would like for you all to be as you start down your path at the conclusion of tomorrow. This is a pretty simple one, but you can make it simple. And very often there is power in making things simple.

So there is strategic direction that says, This college would like to increase access in enrollment. As a choice, they are going to go after the 25 to like 44 age group who has never been to college before.

Very impactful group of people in any community.

So as the KPI, you simply start to track how you're doing with that. Right? Nothing magical about this.

But it says, Here's a direction, here's a choice, here's how we're watching it.

That's what we would advise you guys to have in place as you go forward.

So as you think about narrowing things down, clearly one of the key input pieces is what came out of the Futures Summit? So it looks like kind of most of you were in attendance. Right? Was there anyone here who was not in attendance at the Futures Summit? A
majority of folks were there.

If you guys have questions about, you know, you can just ask at your table. Okay? So tons of stuff talked about that day. I don't know how many pages of notes. Heather? Like a million? Okay. Almost a million. I'm a roundup kind of guy.

So we poured over those notes and really thought about kind of our observations of that day. What we were trying to look for were some central kinds of directions about this is what the community is talking to you about. This is what resonates in the community.

So there is about, what do you think, like 15 of these maybe? Like 11. About 15.

>> MAGGIE COSGROVE: A million.

>> JOHN COSGROVE: I'm a roundup kind of guy. A key piece that almost every table seemed to talk about was about access. They talked about this in a lot of different ways.

So what I'm interested in here, like and this is how we're going to run each one of these key points, tell us what you guys heard about access.

>> MAGGIE COSGROVE: We heard it at every table. Somebody heard something.

>> JOHN COSGROVE: Yes, ma'am.

>> SPEAKER: That there are certain groups in this community that feel excluded.

>> JOHN COSGROVE: Great. Thank you. Anyone else?
I think that we really need to make a conscious effort to rebuild the relationships with our K-12 partners. Certainly the campus leadership has maintained those relationships over some really difficult times, but I think the more that we can partner more closely both with K-12 and the universities and include our community for college readiness, the better.

>> JOHN COSGROVE: Thank you very much.

>> SPEAKER: That when we think about access, we also need to think about Adult Education, that we graduate a lot of people every year with a GED, and that's a big feeder into the college.

>> SPEAKER: One of the community members specifically may have said this, but the community overall has said to us several times now that we used to have access and we don't have access now. They would like us to go back to full access.

>> JOHN COSGROVE: Great. Thank you very much.

My buddy, Phil.

>> SPEAKER: Yeah, this is the elephant in the room, I think.

Why did every table talk about access? Because your previous administration and the Board of Governors decided to impose barriers on access in this community. That's why every table talked about access.

You mentioned in your slide, John, and Maggie, that the mission is in place. Right?

That is an assumption that you cannot make. Because if you know
-- how many of you have read George Keller's book, Academic Strategy?

It is the all-time best selling book on higher education in the United States.

George Keller says that no matter how elegant your strategies are, if you do not have a clear mission, your strategies are meaningless.

I would suggest that what all of the tables were talking about at that community event was clarity of mission. The HLC has focused on the mission of Pima Community College, in case you did not notice that.

The mission has been eroded, has been shifted, and barriers have been set up within this college to deny access to certain groups of people.

So that's my observation, John.

>> JOHN COSGROVE: Very nice, Phil. That was my two-handed grade school clap, because like our grade school teachers caught on that if they let us start clapping we never shut up. More like disruptive innovators, you know. So if somebody really liked it it was like a two-handed clap, so that's what I was doing on Phil there. Absolutely.

Like at the end of like table report-outs, like at Futures Summit, there was a young fellow out of the University of Arizona who gave an incredibly impassioned kind of presentation that talks about do not deny access to traditionally marginalized populations.
I mean, people in that room stood up and applauded. Right? Or like am I missing something there. Right?

That's what I recall. I think what is an important point out of Phil's comment here is about organizational culture and about moving forward. Right?

>> MAGGIE COSGROVE: Partnerships. What did you hear about partnerships at your tables? I heard it over and over again.

>> SPEAKER: Just better integration between the community, local employers, because I had a good mix at my table. And the college. So just more consistent integration between the three.

>> MAGGIE COSGROVE: Did anybody hear anything about internal partners -- oh, in the back.

>> SPEAKER: I wasn't at a table, but if I recall, one of the things that I heard was partnerships, and a key element not having the college necessarily drive those partnerships, but businesses and educational partners working collaboratively and perhaps even taking a senior role in how the college needs to add value for them.

Does that make sense? In other words, we're not just the experts on everything. We need to listen to our external partners to assess need and how we provide value.

>> SPEAKER: I heard, Don't say it if you don't mean it. Don't partner with us if you're not really going to be with us in the long run. I think that's been an embarrassment at the college because of the turnover we have had in our leadership over the last six, seven
years, especially.

One case in point was our partnership at Community Campus with Davis Elementary School. We said we were going to partner with them. We became their United Way partners, and with the exit of leadership some of my students came back after asking to observe at Davis elementary this year being told, No, we don't work with Pima.

>> DEBBIE YOKLIC: At my table we had a lot of discussion about partnership with business, but there was also an emphasis on partnership with K-12, that they really felt left out of having any input into Pima.

We tend to think of partnerships as businesses and training students, but there was a lot of discussion about partnership with K-12.

>> SPEAKER: Good morning. At our table, I recall a discussion -- I had U of A and ASU at our table. Again, along the line of alignment, educational alignment, not only at the K-12 but also the university transfer track.

Fortunately, we also had folks who were very interested in workforce development. So alignment, again, with the employers, with the industry, so it's a multi-directional partnership that was being requested of the college.

So I think we need to build that in.

>> SPEAKER: I think that for both internal and external partnerships, if you want to establish and even begin the process to
establish successful partnerships you can't start with no. We heard that a lot, and I have even heard it when I go out to visit with the high schools.

I had a principal tell me, You guys start with no, and maybe we will get to yes. We start with yes, and sometimes we have to say no.

>> JOHN COSGROVE: Thank you very much. Lots of rich conversation on partnerships, so this seems to be something that like really is resonating in the community but also internally.

>> MAGGIE COSGROVE: Student success

>> JOHN COSGROVE: Student success. Huge topic at all the tables in terms of our observation.

Are there folks who would like to share some of their comments on that?

>> SPEAKER: That it's not a one size fits all. I think that was the common thing from our table.

>> JOHN COSGROVE: Absolutely. Thank you.

>> SPEAKER: I think in building a little bit on Frank's statement, we have to define student success better, and we have to have ways of measuring student success.

Oftentimes what's imposed on us in terms of student success is a university model of student success. We aren't necessarily trying to help every student here at the college transfer for a four-year degree.

So we need to be very, very active in the definition process, and
then have accurate measures so we know if we're achieving that.

>> SPEAKER: I heard us being encouraged to allow for and support
more accelerated student success so that students can achieve success
faster rather than having to wait two to six years.

>> JOHN COSGROVE: Yes, that came up very often. (Off
microphone.)

>> SPEAKER: If I recall in the report-outs, it was also not
about just instructional, although certainly that's critical, but it
was the wraparound and support services that were perhaps even
specifically designed for individual students that we need to be
attuned to.

>> SPEAKER: We had a student at our table, and she said exactly
that: the communication process, misinformation from the support
services was very frustrating for her. I just wanted to add with
that.

>> JOHN COSGROVE: There was an aside comment, as I recall, and
that is many of the people who were talking about the value of like
of true integration of the construction and like engagement in
support services spoke really highly of the service itself. I mean,
talked about it as like a strategic advantage.

Like in your organization like you guys have great services, but
that they were kind of like best kept secrets in the community
sometimes.

>> MAGGIE COSGROVE: Pathways. I know you all heard about
pathways, because every table I went by I heard that word over and over again.

>> JOHN COSGROVE: I will call on Zelema. (Laughter.) She did not think I was going to do that, but she should have known better.

>> DR. ZELEMA HARRIS: (Off microphone.)

>> SPEAKER: I’m not a young voice.

Coming into Pima College is very overwhelming I think for anybody. Many of our students are also first generation, don't have a lot of savvy about what goes on. You come into Pima and we say, What do you want to do before we even tell them anything that we have to offer.

Allowing students to see, this is where I begin and that's where I want to go and these are all the steps to get there is very important, because otherwise we are taking, oh, whatever classes we like and ending up in trouble.

So having a clear direction for wherever they want to go is very helpful, as well as giving lots of information.

>> JOHN COSGROVE: Awesome. Thank you.

>> SPEAKER: The piece that we were talking about and hearing about pathways at my table was about the successive structured pathways that are accelerated and combine developmental ed or Adult Ed along with career exploration. So something structured with those two things combined.

>> SPEAKER: Our table is disproportionate because Gretchen was
from my table. We talked a lot about pathways, and it was people are coming from such different backgrounds and different experiences, and it's confusing and there is a multitude of options and they all have different goals.

But they need clarity in terms of getting to their ultimate objective. You know, we were sort of diagramming out sort of real roadways. Okay, you come in from Adult Ed and this is a pathway that you can take. It might go into, you know, the traditional college environment; it might end up going through to the university; it might go off to the side towards a more occupational pursuit.

But we need to have spelled out very clear pathways that can help guide the students, because it's very confusing.

>> SPEAKER: That highway, you can't get off that highway regardless, but you might want to cut off and take another highway. So I think that we always have to keep that flexibility in mind, that people may move between pathways depending on their goal.

>> JOHN COSGROVE: Multiple on and off ramps.

>> SPEAKER: I was hearing or we were hearing not just at the Futures Conference but from other interactions with our high schools, local high schools, that many of our students who come out of high school who have followed what they are supposed to do there. And hearing from the high school, some of their middle level students who have done their four years of math, who have done the things they are supposed to do, are maybe not the top students, but they followed the
proper course. Come to us and assess at a very low level.

There seems to be a disconnect there, and some of the rhetoric we hear is that the students are coming to us underprepared and we have to put them into dev ed. What the high schools are feeling is that there is something wrong with our assessment.

Maybe neither of those is exactly correct. I think that that pathway, that partnership, is something we have to explore together to try to problem solve.

>> MAGGIE COSGROVE: This is a big part of the pathway. We heard a lot about stackable credentials that have meaning.

>> JOHN COSGROVE: Comments about stackables. Just kind of a quick like definition of term there, you know, so we are working you from the same kind of framework.

So like along your pathway that there are like multiple points of achievement that have meaning. Not just, hey, I gave you like a red star today, but can translate into some educational currency, either in like an education system or like in the workplace.

So that seemed to be kind of what folks are talking about there.

>> SPEAKER: As we are talking about stackable credentials, some of the things that I think about that are real concrete are credit for prior learning. We really need to see how we can give credit for professional skills and let students use that as part of their degree or certificate.

And then the other thing that we are talking a lot about here at
the college, and it's really on the national forefront, is digital certificates or really skills portfolios, and how do we develop professional skills portfolios in electronic formats so students can use those as they seek employment.

>> JOHN COSGROVE: Anybody else on stackables? We will go there. We will be back.

>> SPEAKER: The table I was on, we talked about stackable credentials and specifically developing credentials that are meaningful to industry in particular sectors. So have them define what classes should go into which credential, so that when the students leave us they have something that's not just a Pima certificate, but specifically means things to the local community.

>> MAGGIE COSGROVE: Yep.

>> SPEAKER: I think she said it all there in terms of the industry connection, but also, the other piece is simply that the multiple entry, multiple exit points along that pathway, that really ties in with it, and the meaning is more derived from the types of kind of career advancement, different levels to reach the next stage in that career.

So as long as it's structured that way, that's what folks are looking for.

>> JOHN COSGROVE: So this was another issue that tended to come out like a lot in table kind of discussions, and that is you have to get students to completion. So I'm interested in comments that I
guess other folks heard there.

And, again, keep in mind kind of context of these like you know, there are stackable credentials to completion. These are not mutually exclusive, I guess.

Anybody on completion?

>> SPEAKER: The first thing I thought when we are talking about completion is engaging students. So we have, you know, thousands of students that we want to keep to completion. I think the key is how do we keep them engaged? How do we keep them on that track if they exhibit challenges which I think we deal with on a daily basis to get them to their goals and to see them through?

>> SPEAKER: A conversation at our table regarded the actual definition of what completion is. We keep struggling with this and we keep circling around on it, but we never come to a viable definition. You know, my college algebra that I completed this summer is all I needed from Pima, versus I wanted a few courses or certificate versus I want an associate's. We can't seem to put our finger on that and come to a fair definition.

>> SPEAKER: So this was already mentioned a couple of times today, but it was heard over and over and over again at the Futures Conference, so I thought I would bring it up again.

Advising was something that we were told by the community really needs to be strengthened. One of the suggestions put forth by one of our members was having advisors assign like a case, kind of like a
case study so the student, when they entered, would meet the advisor as kind of mandatory thing, and that same advisor would stay with that student to completion and advise them along the way.

It would be a point of contact, consistent point of contact for the student.

>> JOHN COSGROVE: Great. Thank you.

>> SPEAKER: I think completion really depends on the student's goals. They may be here for transferring to a university; they may be wanting to take a welding class. It just depends. As Don said, advising is very important. Faculty engagement, more engagement with faculty and the students, community engagement, and also, I think we need to have more outreach to families in the community.

Not only the high schools, the schools, but also reaching out to the community centers and speaking with families, because that's part of the retention in various cultures and ethnicities. If the family is involved in the student's career and academics, then it will be more successful and they will complete.

>> SPEAKER: So building on information that's already been shared and tying to pathways and partnerships and starting from yes rather than no, I think it's important, if we want to get a person to completion, it's to take them where they are when they walk in the door. And I'm talking specifically about high school.

So the students that are coming in right out of high school, why not accept where they are coming from based on what their high school
transcript states?

If they had precalculus, why not acknowledge that and allow them in to the class rather than having the assessment and saying, No, you're going to have to go back two, three semesters. That immediately shuts them down, and the chances of them completing are very slim. Chances of them walking away are very great. Because we have seen that.

>> JOHN COSGROVE: Great. Thank you very much.

Just a quick comment back on the completion piece, because I think everybody is talking about this in the same vein. Not everyone is here for an AAS. Not everybody is here for an AA that can transfer.

So if you were Ken Olson, maybe you would make a silly statement like, There will be no value of stackable credentials ever in the workplace. Right?

Well, that's just not a true statement. I mean, that's what industry values all the time.

>> MAGGIE COSGROVE: I also think it's interesting, as you're talking and responding to these, the overlap between all these things. They are all important.

So here we get to data beats opinions. What's this about? Use of information in learning analytics. I see nods going around the room. What did you hear about the use of information? Whose hands should it be in?
>> SPEAKER: The learning analytics are something we really need to invest more in. We do collect data, but it's rather limited and it's from the college only. We need to consider data in a broader arena, data that we are getting from the community, from the high schools, from other learning areas that our students are coming from.

>> SPEAKER: We do need data, and we need accurate data. One of the discussions I think that also comes up is we need to know the student's intent.

Our current method leaves considerable amount to be -- it's got to be better. Currently we ask students before they register every semester, Why are you here? And one of the things that I commonly run into with students is they will say, Hmmm, I want to earn a Pima degree. That's a choice. I'm transferring to the University. That's another choice. And I can only pick one.

So we are garbaging our data that we collect to begin with, and we really need to clean that up.

>> SPEAKER: My comment actually relates to the side directly, and that is that most of us have experienced single-case anecdotes. They can be very compelling and very powerful and we remember them and we want to then, in many instances, generalize.

And what we find sometimes is that the data do not support the anecdote. So that becomes hard, because I'm very passionately attached to my anecdotal experience. I think that's the way the world is.
So as we use data, I also think we have to be careful about our own biases. We have to look at our own ability to maybe let go of that powerful experience that was important on its own but is not reflective of what's really happening.

>> JOHN COSGROVE: I'm a long time kind of data geek, so I will weigh in and then I will shut up on this one.

There is a great article like I think it's been Alicia Dowd, and like in the title like it says it all in my mind: Data don't drive.

You have to have those kinds of partnerships internally where it's not about just the data, but it's about a meaningful kind of thoughtful interpretation of the data that is across the spectrum.

You know, from the data collectors to the data analyzers to the data users.

And that's something that -- those organizations that are really engaged in that kind of learning, they've got that figured out.

Multiple instructional modalities. Now, this usually scares the hell out of education people, but people said this all the time:

Faster, pathways, all kinds of things like that. Anybody want to weigh in on this one?

>> MAGGIE COSGROVE: We heard words like self-paced, nontermed.

>> JOHN COSGROVE: Competency based. Nonterm. Somebody gets laid off like in March, oh, my God, don't tell them. Yeah, I've got a class for you that starts in August.

>> MAGGIE COSGROVE: Hybrid. Did you all hear these?
>> JOHN COSGROVE: I think they love this one. We will go on.

>> MAGGIE COSGROVE: This is John's favorite.

>> JOHN COSGROVE: Not so much, huh?

So is this like a Captain Obvious one? We don't want to spend an
inordinate amount of time on this one. By anyone's measure the
current strategies around the country, like on dev ed, lots of really
well-intended people, not quite a colossal failure, but running there
quickly.

>> SPEAKER: My sense of it is it's not necessarily the
instruction in dev ed that's lacking. Sometimes it's very, very
good. Sometimes it's the lack of advising. Something I heard
someone say earlier about having one person follow the person through
the process.

I heard one developmental education teacher say they had had the
same student seven times in the same class. That seems to be a
problem.

>> SPEAKER: We are currently going through a redesign of
developmental education, and it's incorporated in all different
facets of the college, different segments: Faculty, staff,
administrators, advisors, counselors, faculty in math, reading,
writing, ESL, STU classes.

So we are taking it in another level, opening it up. And not
just for dev ed students. This is for success for all students. We
have had consultants come, the McClenneys, Byron and Kay McClenney,
and they have been helping us with the process.

We have a tentative or preliminary plan set that’s incorporating everyone and working with student services, too.

>> MAGGIE COSGROVE: Awesome.


>> MAGGIE COSGROVE: Responsiveness to industry needs. Every table where there was a business partner, an employer partner, what did they say to you?

>> SPEAKER: I wasn’t there, but I will tell you that is the problem. The No. 1 issue when you look at economic development, our community, the climate, getting the people out of poverty, is it's all about how Pima ties into job creation and attracting jobs.

That's all we hear from our members, is what can the colleges and universities do to help that? Again, I'm from the chamber of commerce.

>> JOHN COSGROVE: Thank you very much.

>> MAGGIE COSGROVE: Even though you weren't there, we heard that.

>> SPEAKER: What became a big issue at our table regarding this was the fact that people, businesses, industry and whatever in Tucson, wants Pima to respond to their needs, which might only be a single course.

The example was a business that needed their welders to learn a
new technique, and that they would like Pima to respond to something like that and to do it quickly.

And having spent 25 years myself in higher education, I have never seen a group that can respond slower -- I'm sorry, that is so slow to respond, and that's faculty members. So move it.

(Laughter.)

>> SPEAKER: I'm lead faculty here at East Campus, and one of my writing adjunct faculty is working with Greg Wilson, who I believe is from Community Campus with the partnership.

She's working -- I can't remember, but something in Oro Valley, and also with the casinos, employees, teaching technical writing or just writing in general. That partnership is occurring.

>> JOHN COSGROVE: Great. Thank you.

>> MAGGIE COSGROVE: One of the things we heard was that we would be walking by a table and we would hear advisory committees are a joke. We go and we eat a chicken.

And then at the next table we would hear, Wow, this advisory committee we have been on has been great. They have been so responsive to our needs. They are producing the students that we need. They are filling the skills gap.

So I would say there is a wide variety.

>> SPEAKER: A couple of business leaders at my table as well. One of the things they said was a better alignment. So whatever the needs are in the business industries, that they are better aligned
with what's being taught at Pima College. And sometimes there is a big gap between that.

The other piece that they also talked about was talking about strategic planning, the future. So what are the business needs of our community for the future? And, again, start planning what those programs that we can either start from scratch a new program that will, again, be aligned with what we are looking for in our future

>> MAGGIE COSGROVE: As evidenced by the quote on the slide.

>> JOHN COSGROVE: I think you guys are doing great. We are about -- we are about 12 minutes away from break. Okay? So there is going to be nine TV timeouts during that period. We are talking about four hours before... no. All right, I'm in that basketball mode. I'm sorry. I'm like a huge fan here.

>> MAGGIE COSGROVE: Okay. Integrate instructional and student support services

>> JOHN COSGROVE: I love this slide

>> MAGGIE COSGROVE: Breakdown organizational silos.

>> JOHN COSGROVE: Take away the silos and put students. Right? I mean, that's what people told us.

>> SPEAKER: This is just something I'm very passionate about, but I hear it among a lot of us as well, and certainly at the Futures Conference.

Just as a brief example, we have had great success in my area in a very small pilot through a grant project by bringing an advisor
into an academic division on the floor and having a very well-qualified, professional-level tutor on the floor to help in STEM areas.

Both of those efforts have been very small success because it's a little pilot, but they have been a really active model of instructional and student support blending together and working well

>> JOHN COSGROVE: Awesome. It almost always works.

>> SPEAKER: Something else we have heard from the community members that threw me back to the early '90s when I was a Pima Community College student was they missed that faculty weren't involved in orientation and advising and counseling.

I remember when I first came to campus, the first person I met was a faculty member. That was really important, I think.

>> MAGGIE COSGROVE: We also heard about engagement, student engagement. But then faculty and staff engagement, too.

Is this what your faculty looks like?

>> JOHN COSGROVE: Disruptive innovator right there. (Laughter.)

Yeah, I mean, you guys know these things. Right? This is not meant to be kind of a lecture, but this is meant as part of this, you know, consensus building. Right?

So this is what the community told us. All of you seem onboard with this. Right? We are driving towards we agree more than we disagree.

>> MAGGIE COSGROVE: Proactive student services.
So initially on the table handouts for the Futures Conference, it said intrusive student services, and there was pretty much agreement that intrusive was not a word anyone liked, so it was changed to proactive.

There has been a lot of talk so far about a need for that. Anybody want to add anything to that?

>> SPEAKER: I'd like to connect this with what Mary Kaye was saying earlier, and she will remember we were faculty members together on the West Campus eons ago at this point, and we had advisors right in the area who were specializing in the kinds of things that were being taught in that particular area.

So the advisor was housed with us, which is part of what Mary Kaye was talking about in a new pilot. But that's hearkening back to an old practice we had, and this is several years old now. Jenny will remember that, as well.

So we could walk students right down the hall to somebody who had a very keen idea of what the student was studying, and was very well connected with the student and that particular set of faculty and that particular curriculum.

>> SPEAKER: Yeah, when talking about student support, I really think we need to remember who it is that we are serving in terms of looking at our demographics. I don't know how many of you have looked at our demographics in Tucson and Pima County, but we are now a minority-majority county.
We have, I believe, 53% minorities, Native Americans, Asians, African-Americans, Latino in Tucson, and I think Pima County is right now around maybe 47%.

So we need to remember that if we want to develop effective systems and talking about student support, we need to be aware of those realities.

>> SPEAKER: I want to share an anecdote. This actually happened to me. Well, I have a difficult time as a faculty member sometimes in referring students when they need help. I don't know all the resources, so I refer them to student resources.

I was actually going down to -- I'm at Downtown Campus -- and I was going to meet with someone who is actually on my HLC committee.

I walked through this door, and sometimes I can look like a student if I'm dressed a little bit more casual, but I was stopped and asked to wait so that they could find someone to go escort me through, you know, the maze of desks.

It really made me feel as a faculty member that I couldn't even walk down and, you know, through my -- this department.

>> JOHN COSGROVE: If it were Halloween, that would be a scary story.

>> DR. DOLORES DURAN-CERDA: I actually wanted to address the previous slide, and that had to do with engaging faculty and staff or engagement in general. Something I think we should also take into consideration is engagement with faculty and administrators.
I was a faculty member for ten years at the Downtown Campus. Now I'm in an administrative role, and I don't think there is a strong enough communication between faculty and administration, in general.

We have meetings, but there is not that, you know, give a phone call, talk to, ask a question, don't be afraid to ask administrators or administrators to faculty. I think that's part of the building the strengthening of the internal core of the college.

So having been on both sides, I understand.

>> MAGGIE COSGROVE: Okay.

>> JOHN COSGROVE: Global education and cultural awareness are inclusivity.

This came up in a number of the conversations, and I'm just wondering what was going on at the tables there.

I was hoping that you'd raise your hand. This guy was like a slide ahead of us.

>> SPEAKER: We need to change our concept of community. When we say community, we're not talking about Pima County and Tucson. Our community depends on many constituencies between our traditional borders, and we need to learn it and we need to learn it soon.

Just thinking in terms of Arizona and our recent policies that are pretty isolationist, hundreds of thousands of jobs in this state actually depend on foreign nations and foreign trade, as some of you know.

And I think some of our legislators were not thinking about that
until other CEOs actually reminded them of that detail. We know how their perspective has changed, but I think we, as a community college, need to be aware of that, as well.

>> SPEAKER: Some of our conversation also dealt more with the regional development, regional planning, and in that arena with Tucson, where it's located, both on land, air, and other rail systems.

There is the movement, there is the interest, there is the planning for Tucson being a major hub of distribution. Those are all long-term goals of the economic community in this region.

So with that in mind, those were some of the topics that also came up in our discussion in terms of being aware, conveying that to our students, the global awareness, the global competitiveness, the tying of the commerce globally.

So just making that aware as part of our planning.

>> MAGGIE COSGROVE: That's what we heard, too.

So moving on, we heard a lot about the need for faculty and staff development as new policies are introduced.

Anybody want to speak to that, or is that self-evident? If you're going to do new things, you've got to train the staff, faculty to do them? Train.

Did everybody hear that?

>> SPEAKER: (Off microphone.)

>> JOHN COSGROVE: You bet. And it is especially critical here,
administrators, board members and everybody there. Right? Because this is an organization, as your chancellor clearly articulated, is like working hard at being a learning organization.

But none of this is like a Disney movie, like I said. It isn't going to happen because people hope it's going to happen. You know, there needs to be conscious choices, and about people talking to each other and that like in reaching out, you know. Keeping in mind that sense of, it's about the students.

>> MAGGIE COSGROVE: Last but not least.

>> JOHN COSGROVE: Outwork the challenges. Really, this is HLC slide. I just didn't have the nerve to put HLC up there for you.

Anybody got comments about that, or are you so damn tired of hearing about it you're like, Go on?

>> SPEAKER: I feel kind of compelled to make a comment here, due to my role.

This is obviously the foremost challenge the college is facing at this point in time, because if we are not successful, we can't do any of the other kinds of things that we have been talking about this morning and that we talk about across the district.

So this is the focus of the college effort. Strategic planning is a piece of that. Strategic planning is also one of the pathways, if you will, forward once we are off probation.

But this is where the college must put its efforts, and the timelines are short. There are many of us in this room who are
working very, very hard on that, and frankly feeling the anxiety because of our short timeline.

But the son we do this is so that we can do all of those other kinds of things.

>> SPEAKER: The thing I would add, is outwork, the challenge is is we have to ensure that after all this work that we are going through that we don't repeat the same mistakes over and over again. That's one of my concerns.


So we take about a 15-minute break. There is lots of stuff back in the back of the room. As we come back together, it's going to be more of a narrowing now like on the directions like in choices. There does seem to be a lot of consensus in the room. There was not, you know, anybody who is like a standing up doing, you know, kind of a presentation of these key points and saying, I don't know where that came from.

Everybody seems to be pretty much on board with this. I think you guys are in a good place. Let's take a 15-minute break, and we will see you at 10:30.

(Break.)

>> JOHN COSGROVE: Let's just take a couple of minutes to get settled in again. There is a handout at your table that is a copy of the slide, you know, that is up here.
So I just want to take a couple of minutes and kind of walk through kind of a set of instructions about this. This is meant to be a very interactive process for you all.

So...

>> MAGGIE COSGROVE: When he says that, he means work.

>> JOHN COSGROVE: Yeah. This is the time, you know, when you guys are going to get to work again. Again, you know, I appreciate all your efforts here today. Like I know you guys are really busy and there are a million thing, you know, that are going on like on your operational calendars.

So like if you have to step out or take care of something, absolutely, you know. But that's a priority item, and they can do that and come back in and join us again.

So I'm going to let Maggie go through these instructions

>> MAGGIE COSGROVE: On your table is the handout that exactly replicates this, I think. So there is really two tasks, and the first task at hand -- and we are not going to announce buzzer, it's time to stop activity 1 and move on to activity 2. That will just be organic table discussion.

The first activity is to go through a handout in your folder that's called strategic planning directions.

Vanna has it over there. Strategic planning directions. What we are going to ask you to do is you have a facilitator at your table, and I think your facilitator has asked everybody to take notes.
Everyone has a flip chart if needed.

As a table, if you go through those directions -- they are numbered 1-197. If you go through those directions and talk about this question that's on here, what changes, modifications, or additions should be made to those directions?

So as a table, just the numbered pieces, the numbered directions. Not the choices below but the numbered directions you're going to go through and determine whether or not you need to change, modify.

Now, we're not talking about John misspelled a word, which he does all the time, but is there a major thematic change?

For example, as we mentioned earlier at the Futures Conference, how initially the term was called intrusive student service and it was pretty much general consensus that it should be proactive student services. Or if there is something missing.

So that's No. 1. Everybody got that?

>> JOHN COSGROVE: (Off microphone.)

>> MAGGIE COSGROVE: So then when that's done, and that will be done at a different time at every table, your facilitator then has a device that has Internet connection. The facilitator is going to this link that's on your piece of paper, the SurveyMonkey survey. The survey looks like this.

As a table, you're going to go through the strategic choices and evaluate those according to the criteria -- well, first you're going to say which table you are.
>> JOHN COSGROVE: It looks something like this.

This is an exercise that is meant as like a narrowing, like a consensus-building piece. Loves me/loves me not.

On the first page of the survey it explains the scale for you. Right? From 0 to 3. It is force choice.

They're going to see it in a minute.

So the very first question, folks, is going to ask you, Tell me your table number. It's all just click, like I'm table No. 1, and then you say, Go to the next page.

Then there is going to be like a series of items that will match the choices, you know, that are listed, like according to the various directions.

And for each choice as a table, right, so one response as a table, you're going to go through and you're going to indicate, This is what our table thinks about this choice.

There is about an hour to complete this task. If you've got questions, if you get What the hell are they talking about kind of derailed, raise your hand and one of us can come and help you immediately with that.

Everybody ready to get to work? Have at it, folks.

(Table exercise.)

>> JOHN COSGROVE: Seems like there has been great conversation here, mainly at the direction level, and so as we talked about a little bit earlier, I don't know how many folks actually got to
participate like in the survey, but that's okay.

You know, we'll just kind of change the rules a little bit and can do that a little bit kind of on a later piece in the discussion.

As we walked around, there were conversations, everything from, you know, Boy, I'm engaged in these, these all seem like these are great things, to, We don't know how to get started on this, because I'm not sure exactly like if there is enough data to actually start.

I'm really interested in the kind of views from each one of the tables.

I think lunch is scheduled for about 12:15, so for the various tables, whoever is your spokesperson, if you want to stand up and give us kind of a five or ten -- well, I guess a five-minute overview counting all the tables and like amount of time and like were very interested in like what you guys have to say.

And like our hope is that this continues to kind of drive us to some form of consensus.

If any table wants to start. We're going to start over here.

This is the short report-out.

>> SPEAKER: All right. So I had a difficult group. No, I'm just kidding. They were an outstanding group.

But really what we spent our entire time talking through -- with one exception, and I'll hit on that later -- is that we are really concerned that by approaching these the way they are without data behind them we couldn't get to a point where we felt we could
weigh them.

So, for example, if you take the different increases in enrollment, everyone thinks, Yeah, that's a great idea. We all want to increase enrollment by these different group, these different age components. But, you know, where we are now and where we want to be with each of these components is going to speak to the fact of what weight we need to give them.

So, for example, if we are doing really well in one of these areas, that's great. Maybe that is a little bit less of a priority compared to some of the other ones that we need to focus on.

One of the things we talked about is are previous college plans. The biggest concerns that I heard from folks were that we would have an item such as engage students with culturally enriching activities. What we would do is we would literally list all the different things that Student Life did, put it on a piece of paper, and say, Check; yeah, we did that one.

But we never spoke to what we were trying to achieve, so we really didn't know, year before did we reach more students? Did we engage in deeper conversations? Did we allow students to gain greater knowledge or bring in more speakers?

None of that really occurred. So what we were hoping, I think, to -- where we want to see and where we can go from here is to take each one of these, and where it's appropriate, say, This is where we are currently, maybe even historically, and maybe benchmark a few
places and say, Ideally the national average is here. We have a lot of work to do, so this needs to be a priority.

That's kind of where we're at.

>> JOHN COSGROVE: Any reaction? Any comments on that?

That was table 8. Thank you very much. Who wants to be next?

>> SPEAKER: We had a wonderful group here. Very engaged.

On the first one, the first thing that struck us was because of the nature of the access and discussion on access, we felt that was a standalone item. So we spent a great deal of time on that. Finally we just separated out and said, That's a standalone item.

The rest of it are important, also. So we said to improve access and then to improve the partnerships and the community engagement as an item.

Some of the other items that we discussed, the rest of the items, the 3, 4 -- 2, 3, 4 were fine. When we got to No. 5. We also spent some time on that. The way we changed the wording, currently it says, Improve global education and cultural inclusiveness, and we inserted the words global connectivity, especially with some of the -- especially on the commerce side.

The chamber representative was really emphasizing, and we understood what was involved there. So we changed the wording to global connectivity to capture that. Of course the cultural inclusiveness, as well.

And then finally in terms of faculty and staff development, we
broadened that to try to change the wording to foster organizational learning.

Again, capitalizing on the earlier comments by our chancellor about that learning piece of it. So foster organizational learning is what we said, and then finally on the last item was -- currently it says, Gainful HLC accreditation and HLC target improvement.

We said, Gain and maintain. Not just a once to get through it and it's done, but rather the importance of keeping that and complying with that and keeping it current.

Finally, we just had some general recommendations about clarifying or defining some of the common terms for clarity. For example, when we are talking about student success, we are inserting student intent/student success because those pieces go together.

Again, defining engagement and partnerships, defining access, defining global education, and that's where we ended up with a learning organization.

Thank you.

>> JOHN COSGROVE: Thank you very much.

That was table... (Off microphone.)

>> SPEAKER: All right. So very similar, so I'm going to start with our -- we kind of looked at it holistically. We thought that seven was too many, so we actually broke it down in this respect. And please, David or Char add if I miss anything.

Access, we also thought that should have been a standalone, so we
did separate that out. And then we went into community engagement, which kind of encompasses the following: businesses, local and regional businesses and global, K-12, parent outreach, which is kind of along the lines of what Dolores had said earlier, and Adult Education. All of those would be pieces under community engagement.

Then we also added -- our next bullet point was pathways to student success. So, again, some of the things already listed out there would fall under those pathways to student success. We did keep the next bullet point a standalone, global education and cultural inclusiveness. Then we added the final piece. We wanted to kind of move away from the term HLC, and instead we said, We need to create and implement a culture of organizational effectiveness -- not learning, but effectiveness -- and then we even had a definition for it.

So it includes but not limited to continuous improvement, employee engagement, respect, accountability, inclusiveness, integrity, et cetera.

I think that's where we -- am I missing anything? I think those were our five main areas.

All right. Great.

>> JOHN COSGROVE: Hold on, now. As a data geek, I'm intrigued by your little equation here of 0 over n minus 3 over 1. Is that going to be discussed at any point, or is that just now it's just out there?
>>SPEAKER: That's my translation of your...

>>JOHN COSGROVE: Nice. That's what I meant to say.

Who's next?

There will be appropriate time for complaint filing.

>> SPEAKER: They stole our sign and replaced it... (Off microphone.)

>> SPEAKER: In a spirit of collaboration, we also thought that access was important and shouldn't be buried. But what we did was we didn't change the numbers of the number of strategies. We made -- we sort of rearranged things.

Our first one is improve access in cultural inclusiveness, because a lot of the items under access have to do with cultural inclusiveness.

We make No. 2, Improve community engagement and local and global partnerships. We were very -- we talked about that partnerships was a very broad term and would include global education.

Then improve workforce we are good with.

Improve student success and completion of educational goals. Because it's not just degree and credentials. It could be, I want to take that one workforce course.

We did a little wordsmithing on proactive support systems. It needs a verb. Again, with faculty and staff development, it needs a verb. We didn't do anything with the last one except we didn't think HLC needed to be twice.
But we like table 5 with the continuation.

>> JOHN COSGROVE: Great. Thank you.

Now let's move to the group that feels marginalized and left out. They're always the most entertaining.

>> SPEAKER: I think I damaged my rotator cuff raising my hand so much.

As we looked at access, we too thought that perhaps that should be separate and standalone. We said that we really need to define what access means at the institution.

We looked at workforce responsiveness, and we thought that was really related to our occupational programs. So we thought that one was fine.

Improve student success. There again, we thought that that needed to be defined and really look at defining the word completion as well as we look at degree and credential completion.

For this one, we thought it was really operational in nature. There was a lot of overlap into the other areas, which this group did a nice job of combining them.

Also, 5 and 6 we thought were really a subset of a lot of these. So there again, the combining of those.

And then No. 7 we thought, of course, is a no-brainer under institutional effectiveness.

>> JOHN COSGROVE: Thank you very much.

(Applause.)
JOHN COSGROVE: I'm going to go to this table first, because just like in every other organization, they complained so I give them attention. (Laughter.)

>> SPEAKER: When that problem student gets the mic again. All right. I'm going to move you guys...

This is our masterpiece here. This is what you get when you put me on the note taking. We did decide it's a little bit different from every other group was that we looked at 1 and 2 together, and that we needed to squish them together.

We believe these are actually symbiotic relationships, that access can be improved through partnerships and workforce development, but that increase workforce development and engagement and partnerships within our community. Also promote access for us.

Anything I'm forgetting? And then we revisited not once but three times because we got 20 extra minutes.

We also, like many of the groups, said that student success can be defined in multiple ways with multiple indicators, and listed some of those that many of you have already mentioned and called some of those, you know, areas are soft definitions that actually have to be articulated.

And we also believed that in addition to defining success, we need to also define completion and allow students to have some input into what that really is.

We struggled with the verb here, proactive student support. We
went back, we looked at the word proactive, and felt that intrusive may not necessarily be a negative.

Ted gave the example of the student that doesn't show up and you get on that phone and you're calling and needling. And then Dee went right to the Internet and found out all the negative words associated with proactive. See, we are a very intellectual group over there, aren't we?

And that we need to redesign and implement proactive student support systems.

And we veered and talked about how we can look at all of us as instructors and go to all of our instructional personnel at the college into supporting that.

We looked at global education and cultural inclusiveness also as being related, and we believe that we can improve exclusiveness through global education and a cultural emphasis or affirmation.

This is where we actually really got into the discussion of who's an instructor at the college? If we have a job anywhere else, any other type of institution, we're employees. We have a job. We're workers.

This is a calling. It's more than a profession, and every one of us that come to a learning institution has a job, has a responsibility that extends to the people that we are here to serve. Not only our students, but the community that we serve.

So we started thinking that faculty and staff, they should be
termed as instructors, educators, and that includes full and part
time.

Then we thought about development and what that means. We looked
at a discontinuum of competency versus exemplary performance for all
of us, and that we would like to see that engendered in some way at
the college. That we are always constantly striving to improve, even
in our 40th year at the college. Right, Phil?

Phil’s lost it here. Even in your 40th year at the college.

Okay. We looked at different ways that might help establish and
engender that continued development that went beyond just attendance
but actually bringing to your professional practice what you have
learned.

It's one thing on a step progression plan to say I went to a
conference. It's quite a different thing to allow that to become a
part of your practice and your improvement constantly.

Finally, yeah, we think we should be accredited, but much like
some of you have said, we need to maintain that. We need to find a
way at the college that that doesn't become something we look at just
once every couple of years.

It has to be a guiding principle for our college to meet and very
much exceed those expectations of HLC.

Now, because I know from psychology, even though I'm not a
psychologist, that the people in the middle sound like blah, blah,
blah, blah, blah, blah, blah. I'm going to give it to the
lovely Don Harp, because he's been over here saying, Give it to me, Duffy.

>> SPEAKER: I can't believe they let you be a scribe at a Futures Conference. Look at that. (Laughter.)

So I made the mistake of confessing to one of my team members that I'm extremely extroverted until you hand me a microphone, and then I go into a panic and I become an introvert.

So thank you for unanimously nominating me to do this.

We spent a lot of time dealing with the wording. We have not one but two writing instructors at our table. We did notice everything was related somehow -- I like the word symbiosis -- and that some of the possible topics maybe fit in several areas or one other area.

But we pretty much stuck to rewriting the titles as we thought we should.

We also liked access, but we thought we should improve access.

We included outreach because we thought that was a huge component that we needed to work on.

Cultivate community -- I picked that word. I was allowed.

Cultivate community engagement and strengthen partnerships. So we just added a few more words.

No. 2, I don't remember what the original statement was. Would you mind handing me that, please?

So, oh, yeah, I can remember now. There was a confusion about the workforce, the way it was worded. We liked improve
responsiveness to workforce and to their needs and increase partnerships with industry.

On No. 3 we took a strategic direction all together because it seemed redundant because they are strategic directions.

So we took that all together and said, Improve student success and goal completion.

Because each student might have a different goal. We have noncredit, we have credit, we have transfer, we have certificate programs, all sorts.

No. 4, develop and implement proactive student support systems.

We kind of chopped that one up.

5, we struggled with quite a bit, and we ended up with, Promote diversity, global awareness, and cultural inclusiveness.

No. 6, cultivate. That word came up again. Apparently it was very popular with the writing teachers. Carmen. Cultivate continuous faculty and staff improvement.

And, finally, No. 7, the biggie for all of us right now, Reaffirm HLC accreditation and create a culture of continuous improvement.

Thank you.

(Applause.)

>> JOHN COSGROVE: Very nice, Don. Thank you. Okay.

So in the spirit of tables filing complaints against others and objections and all those types of things, how about if we do a little bit of closing argument?
So we will take a couple of sides here. How many tables in the room here? Eight? There was a variety of things that were brought up, so how about if we take just about 10 minutes, and in a very disruptive innovation way, which means you don't have to raise your hand, you just get to scream out, okay, tell us those things that seemed common.

For example, like if somebody was going to say access, okay, that seemed to be common. Right?

So that's on the one side of closing argument.

Like on the other side of closing argument, if somebody screams out something, access, and you disagree, shout out. Okay?

So very much like kind of a play group here. Right?

Who wants to start? Because, again, trying to get to consensus, not easy work, folks. Not easy work.

Anybody want to just start with something? I don't think I'm going to run around and catch up with you like on microphones, but we will hear.

>> SPEAKER: Access

>> JOHN COSGROVE: Access. Access is a standalone item.

I agree.

Yes.

(Comments off microphone.)

>> JOHN COSGROVE: Looking for verbs to go with these.

Somebody says improve. Somebody says enhance.
Cultivate.

(Comments off microphone.)

>> JOHN COSGROVE: Table No. -- Table No. Park Ranger talks about improve access to all constituent bases.

>> SPEAKER: Outreach activities to increase access. (Off microphone.)

>> JOHN COSGROVE: Again on access still.

That’s good.

It's a free classroom. You can yell out whatever you want whenever you want.

Just do it.

Community partnerships.

Community relationships.

Designate leaders to lead each one. Right.

Come on, there are a lot of things people felt strongly about.

Now is not the time to be quiet, folks.

I think what we are trying -- I think you can say what you just said. I'm looking for summary points here.

Culture of organizational effectiveness. Continuous improvement.

Assessment. Proactive student support systems.

I love that one. But I'm not the judge. Define student success and goal attainment.

I'm so implicit is that there is multiple. Right?

How is lunch looking back there, guys? (Laughter.)
None of these people are going to get to eat. No, we would not do that.

All right. Anything else?

Need to define what needs to be improved. Yeah, you know, HLC is a given. Right? I would not turn -- hey, I would not turn a strategic plan into the HLC people that didn't say HLC. (Laughter.)

That's kind of Captain Obvious.

Okay. Let's eat lunch.

(Lunch break.)

>> JOHN COSGROVE: This next little exercise here, reflection, or like family arguing, however you want to define it.

So for about ten minutes I'm going to scroll through what the entire group has said on the responses to the survey. Okay?

The loves me not, not bad, good choice but not important, to loves me, let's start, you know, today.

This is not meant as some scientific poll that is like an election. This is not a voting thing like those are the top 5.

That's what Pima has to do.

That's not the purpose of this. The purpose of this is to try to find some sense of consensus and agreement. If you recall that slide, it was clear, you need to buckle up, because that's not easy work. Okay?

Everybody is passionate about their point of view. Everybody wants to do good things. Everybody wants to do good things like in
Students' minds, but we can't do everything. Right? That's just a given. Can't do everything.

This takes us back to, you know, kind of our original goal of the day, and that is to try to learn together that sense of, not strategic planning, strategic learning, trying to drive each other along the way to here are some things that seem to hold the most promise for our organization, for our community, and our students.

Not everything. The most promise. Things that are most important.

So I think what we will do here is I'm going to go through this piece. You guys want to boo, you want to throw apples, Maggie is right over there. You can hit her easy. No problems at all.

This is a nice exercise to visually see how the tables have responded to those choices.

Now, as you went through the survey like I'm sure you noticed, where is proactive kind of student support like on the survey. That was listed like in the directions and pieces that are on the handout. So that wasn't in the survey because that was kind of an emerging piece. Right? That came out a little bit later.

That's fine. Nobody says this is like perfect. This is not Moses coming down saying, Here are the Ten Commandments. This is about trying to move us along.

So as soon as we go through the actual I guess view of the survey like and comments and stuff, then we are going to turn it right back
over to your groups. Because at the end of the day today, what we'd
like to be able to have is some sense of summary on the directions.

I think because we engage, you know, kind of right before lunch,
you know, there were some things that were clearly kind of resonating
like with everyone. And then start to look at those possible choices
that seem to hold the most promise. So that's where we are.

Let's take a look at the survey findings that exist right now.

Again, I think if we can bring the lights down just a little bit
up front it might be easier for people to see.

How about if you drive the thing. No, it isn't a slide. You're
going to have to page down through it.

Lower. Lower. I think this is the one that's causing me
problems. Somebody have a BB gun? There we go. I got it.

So here we go. If you're thinking about looking at this from the
perspective of what if people said, The bottom two bars like in every
chart, right, everybody see that? Those are choices 2 and 3. Okay?

So if an item comes up and it tends to be loading here in these
two bars, that would seem to suggest that as a group people think
that seems to hold, you know, some promise.

If an item comes up and it tends to be loading on these two bars,
like loves me not, poor choice, why would you do that, or good choice
but we don't want to get kind of engaged in that, that would seem to
suggest, you know, from the tables that that's not one people are
especially interested in.
Here we go. 2. Just start going through, Maggie.

Thanks, Doc.

So that looks like one that seems to be popular. Loading up because of an example of the two bars at the bottom. Just keep going through. Okay? Loading up. That seems to be popular.

Loading up. That's popular.

Pretty interesting one there.

Let's stop right there, Margaret.

This is the first time that we have seen anything with this bottom bar running up about 80%. Can everybody read what that says? Improve financial aid policies, public and private to blah, blah, blah, blah, blah.

People seem to like that one.

People seem to like this one. This is about image like and rebuilding trust.

Slow down, please.

Years of experience. Help with that please word. Right?

(Laughter.)

Oh, I'm speaking like in nuances. I'm sorry.

Looks popular. Partnership leader. This was an interesting comment that came up in the Futures Summit, and I don't know if you guys actually like kind of recalled this or like heard this on the partnership conversation, but many people in the community seem to think that you guys would be the perfect venue to have this like
leadership academy group or something that's like a community kind of resource for bringing people together as a leader.

That seems to be a popular one.

I'm not going to have you try and read those. That would be annoying. We will come to those.

Partner with industry to redesign occupational programs, blah, blah, blah, along career pathways and industry recognized credentials. A++. All right?

Again, you know, for the industry side, pretty high rating. Great choice. Let's do it today.

If we stop there for just a second, Mag. Go back to that one.

So those two that were kind of in advance of that were all about, Let's partner with industry. Yeah, that sounds great. Let's do this. Da, da, da, da, da.

And then when we get with one here that says, But let's do it in nonterm-based multiple instructional kind of modalities. You know, it kind of starts to waiver a little bit. I just thought that was interesting. Not a big call for competency-based instruction.

Okay.

So I need to ask a question here, because this was not a Cosgrove & Associates pick. This is what it appeared like in all the environmental scanning stuff, that those were the key industries. Like is that true?

(Comment off microphone.)
>> JOHN COSGROVE: I'm going to come back to that point later.

(Comment off microphone.)

>> JOHN COSGROVE: Great. Thank you.

Okay. Let's continue.

So everybody is pretty much on board on the dev ed piece, and I think you guys have started on that. Right? So I would pick that as a strategic direction. That would probably be a good idea.

More on dev ed. Just kind of a different way of like people have said that.

But this gets to this notion of like pathways, multiple student goals, all of those types of things that there was a lot of conversation about. That seemed to be kind of a popular choice there.

This seems to be a popular choice. Everybody loaded on the top two.

So as a statistician, if there was a lot of data here we'd call this kind of bipolar. Right? (Laughter.)

The No. 1 finding. Okay, so I have done climate studies of colleges around the country. The No. 1 finding on climate study is nobody likes the weather. There is no organization that thinks, Man, I just love my organizational culture. It's just perfect. No. Haven't found it yet. So everybody was on board with that.

This one seemed to get a lot of play, too. Some greater use of data for continuous improvement pieces.
Key performance indicators.

So I have got to tell you I thought this was kind of interesting as I first looked at this one, because nobody liked -- that's not true. You know, there was a call for organizational culture kind of improvement, okay, that was like 100%. Right?

And then at like a statement -- and this could all be about the wording and like how people kind of express this -- but like I did find it interesting that there was a little bit of divergence here, you know, from the previous piece.

Okay. Turn that off.

So that's what you guys said through your tables.

Now what I'd like to do, and I think we can probably take about 40 minutes with this exercise. So now that you've seen those pieces, and, again, you know, they are not meant to be the Ten Commandments or popular vote.

I want you to go back to your tables and talk about if that looks like kind of a surprise to you, if that's what you thought was going to happen, and if there are pieces that are choices that are in this document -- not the survey piece -- this document, that seemed to really hold promise like in your mind.

You know like, boy, you know, this is something no matter what we do, no matter what we call it, whether it's strategic learning or planning or direction or choice, we really should be about trying to work on this.
Take a pen and mark it next to that and have that conversation at your table for about 40 minutes. Then we're going to spend about like 30 minutes on a final like report out of that conversation.

So everybody clear with that?

Clear as mud?

Yes, it is what the survey indicated, but there is more conversation behind that than some simple survey. There are folks who I have talked with who have come up to me and said things that have not been mentioned, you know, today yet as if I'm kind of a secret person. Right?

That's not what we're doing here, folks. Okay? Let's not come to John and say, blah, blah, blah, blah. Like if something is an issue for you, talk about it at the table. It needs to brought to the surface before we go any further. That's how healthy organizations function.

So how about if we take time at the table here.

>> SPEAKER: Let me ask a question. We have had a chance at a table to discuss a lot of these. Would it be helpful to do the individual groups for another 40 minutes, or do you feel like maybe getting some larger discussions would be helpful? I don't know. I'm just throwing it out there. I won't take offense if people are like, I just want to talk about it as a small table.

Does that work? Can we do that?

>> JOHN COSGROVE: You bet. Excellent suggestion.
So take 10 minutes at your table to just give like a little bit of reflection on like comparing what your table thought to kind of what you saw up there for the overall kind of results. If it's the same, great. If it's not, that's okay, too.

(Table exercise.)

>> JOHN COSGROVE: All right. Are we ready to start doing like final summary of the day here? I would say that's a resounding yes.

All right. This is the exercise here.

I'm going to start with this table right here because she's the president of this campus. They have done a wonderful job of taking care of everyone.

I also would like to thank Gloria and her team for trying to keep pace with me as I'm constantly changing the rules and grabbing the microphone and not sharing the microphone.

So really well done, Gloria. Thank you.

(Applause.)

>> JOHN COSGROVE: And I know the lunch folks are gone, but they did an awesome job. The folks who actually did the registration and stuff, too. I think as we go forward and kind of -- if we see them, if we can share our appreciation, that would be great, also. Very nice job to those folks.

In your table summary here, think about it as like again like kind of your closing argument. You know, this is what your table got out of the day in terms of some sense of direction and some sense of
these are key choices that this college needs to be about.

You know, that can be like three or five minutes. I mean, that's not a dissertation here, but this needs to be a pretty interactive process, folks.

So if a table says something and you disagree with it, that hand's got to go up and say, I have a question about that, or, I'm not clear about that, or, Could you tell me more about that?

I'm not going to let that go on forever and ever, I can tell you that. 3:00 we're going to be out of here. But this is not the time to sit quietly in here, and then as soon as you get out in the hallway, get with your buddies about something and say, Well, that was really stupid. I can't believe Mary Smith said that.

That's not what we are doing here. It's about consensus building and trying to get to some sort of agreement.

Those are the exercises. Who is your reporter? Frank?

>> SPEAKER: I'm not sure we did our homework appropriately, but we found that there was a lot of alignment around the strategic directions, but also in the various sets of activities or sub elements under those directions.

We did have a question about the efficacy of trying to build consensus without data, and I think table 8 maybe talked a little bit about that in their first report-out. That it's difficult for us.

And then we raised a question. I looked at my notes from Lee's comments this morning, and there were two things he mentioned that
stood out to me and to our table.

One was a learning organization, and the other was student centered.

Frankly, in this discussion today we're not sure that we're getting at that with what we have and what we are trying to build on. Certainly we touch on elements of it, and maybe it's something that can go into the continuous improvement barrel.

But those of you who are educators more than I am, you know my background. I am concerned that we have not begun to plumb the depths of what it means to be student centered as an organization and create a learning environment as an organization.

Anything else?

Okay. So with that, ha ha...

(Applause.)

>> JOHN COSGROVE: Any reaction?

Great. We'll go right here.

>> SPEAKER: Okay. My table actually asked me to speak, which was kind of unusual since I was popping in and out. But we focused, in this last discussion, on an issue about what might be missing. And we are looking at No. 7, which has to do with HLC accreditation since that's the only topic I have anything to do with anymore. That's my life.

Getting off of probation is something obviously we are striving to do and will accomplish. But once we are off probation, HLC is not
going to simply say to us, Great job, Pima. They will say that part.

But they will also then be saying, We have an awful lot of things we want you to do to follow up with.

So all going well, we will have multiple monitoring reports very similar to what we have recently done on two occasions. So part of what we talked about is that there are actually going to be several HLC kind of follow-up pieces and embedding pieces that we really think the strategic plan needs to encompass.

The monitoring that I'm imagining that we are going to have once we get off probation will be a significant amount of work. Not the amount of work we are doing now, but a significant amount of work, and that has to be accounted for.

But what is even more important is that we build HLC compliance, HLC awareness into everything else that we are doing. That's got to be at the forefront. So we have compliance issues all the time having nothing to do with the monitoring that we have gone through or with the probation that we are currently on.

We also need to constantly think, Oh, thinking about a new program; Oh, thinking about a new location; thinking about this; thinking about that. What will we need to do that may be HLC related?

That's so crucial. That's something that the college missed before. That really needs to be part of what we live and breathe.

So I think -- are there other things at the table, folks?
I think that's a piece that we want to look at. Not just the concrete, getting off of probation, not just some of the concrete changes, but the fact that we are going to have to live and breathe this.

That has to be part of the fabric of the college.

>> JOHN COSGROVE: Great. Thank you. Any reaction?

How about if we go up here? You have kind of changed schedule around a little bit here.

>> SPEAKER: So we struggled a little bit, you know, from our earlier comments about how to approach this. One of the things that I think kind of came out is that first of all we really don't want to be naysayers.

The stuff in this document are positive things. They are things I think we all agree are steps we want to go forward with. We don't want to dismiss that in any way.

But we struggled a little bit in the process in terms of giving way to some of these different things.

There were a couple different points in here where we did see some overarching themes that I thought we could focus on. For example, when you look at No. 1, it's got a lot of different, more, I guess, practical aspects.

And then it has like the develop the community based partnerships to encourage young students to enroll, et cetera. With slight rewording I think that captures a lot of the different elements that
we are trying to capture there.

We just kind of struggled a little bit with how to take that and how to move forward with it.

And given some retooling of a few of these, I think that would give us a foundation from which we could move forward and capture some of the other components.

So that was kind of our discussion. And we were able to, in most of these, identify one or two large statements that really seem to capture a lot of the different components.

We worked with that, but we really kind of came back to the fact that we think that there are some other pieces that could be added to make it -- to make the outcome of this overall discussion more tangible so we walk away from tomorrow with a plan that has salient points to it that really guides our choices over the next six months, year, et cetera.

Any reactions? Okay. Here we go.

>> SPEAKER: Well, we also struggled, as Aubrey's group struggled, because pretty much every single point on here was very important to all of us.

We tried looking for commonalities or some underlying, you know, bridge between all these.

We struggled with that and thought, you know, this thing about advising came up, and that was really echoed at the Futures Conference. We were just thinking about the word access and student
success, and a lot of these things, you go through these seven, I think four or five are touched upon by advising in some way, shape, or form.

So Dolores just wrote this down, and I think this is beautiful. She wrote access to success, and that includes advising. There was some talk about maybe strengthening maybe that branch in the college, the advising branch, but not putting the onus of training on just the advisors but to include outreach and mentoring.

You know, like we mentioned earlier about including faculty with that, but also staff and administrators, to reach out with the community and reach out to the students.

Again, that one component touches at least five of these strategic planning directions.

So if we strengthen that one area, it would have a large impact over the broad area.

Did I manage to say that okay?

>> JOHN COSGROVE: Thank you very much, Don.

Who is in charge at this table?

If you want, I could do like the bride thing. Whoever grabs it is it, but that probably is not going to work.

>> SPEAKER: Some of our discussion here, when we were going through some of the, what did we call it, the choices, possible choices, I think we were almost tempted to collapse some of them because they were so closely related, almost a restatement.
And to the extent that where we weren't really able to
differentiate many of those areas, if there was some level of
differentiation by the way they would be broken out or collapsed in
some cases, I think that would have helped in our rating of it.

And talking about rating to other things, we simply, from this
group, didn't understand why the Deming Cycle continues
-- improvement didn't get the solid 5.0 or 3 all the way across.

No, I'm joking.

But we noticed just I think some level of collapsing or
differentiating the choices we felt could have helped us
tremendously.

>> JOHN COSGROVE: How about this table right here?

>> SPEAKER: We wanted to echo, I believe it was group 2, in
talking about the data deficit and feeling like we didn't have enough
information to make appropriate determinations.

I don't know if it was an error in my -- the use of my finger,
but we never saw the faculty and staff development page go past. We
kind of wanted to vote on that, too. Did it happen to anybody else
or was it just me?

>> JOHN COSGROVE: Yeah, it wasn't perfect alignment. (Off
microphone.)

>> SPEAKER: Wondering why that was missing. We think that was
an important component.

I'm going to go out on a limb here and also add that this issue
of definitions, not to put too fine a point on it, but we keep talking about student centered. I don't know what that means.

I have a lot of theories as to what that means, but I would like for somebody to be able to tell me what it means or say this is our program and here's what our program would look like if it was student centered.

Because I think it's very easy to throw around words like student centered, student success, all these different things, but it's very easy to say I'm student centered. Okay, well, let's all agree on the definition before we put that label on something.

I just think that's a necessary step if we're going to go united towards these strategic goals.

>> JOHN COSGROVE: Great. Thank you.

And table 6.

>> SPEAKER: We assumed the approach of looking at all of the strategic directions, and we are in pretty much agreement that there should be separation of some, collapse of others.

As we were looking at the choices, many of them were kind of the same thing just said differently, as many of you had noted.

So what we did was we identified top two or three that we felt were broad enough to where we could address many of the other items that were here.

So when we did our survey, that's what we focused on. We focused on the top ones. Then we wrote a whole bunch of notes. We did that
throughout the survey.

The other piece that was missing from our survey was the proactive student services piece. That one was not in there, either.

But we didn't spend too much time on that either, because those pieces that we saw as operational we felt might be better addressed later as an action item maybe, but to focus more on the bigger picture, the big strategic direction.

Where we did spend a significant amount of time was on the section for global education and cultural inclusiveness. We had a very good conversation about that simply because of the populations that we serve.

When you look at Pima County and the demographics of Pima County and what the percentages are and how is that reflected at the institution, what we talked about was the importance of cultural inclusiveness, but talking about it not in terms of international -- we did say let's internationalize the college, but what does that mean?

It's not necessarily about bringing in international students, although it would help. It's more about how do we become a much more welcoming institution that has culturally -- that can better meet the needs of our culturally diverse population, where they are feeling more welcome, but also to expose them to the importance of the global competition that they will have to face regardless of whatever field they go into.
So those were the biggest pieces that we focused on.

>> JOHN COSGROVE: Thank you very much. Any reaction?

>> DR. ZELEMA HARRIS: I just want to call everybody’s attention to the whole notion of redundancy. If you will note, when you look at access there are several items here, strategic choices, that deal with access.

But if you also look at the source documents, where they came from, and the source documents we utilized were those that were local. They were those that were institutional; they were national; they were state.

So you will see a lot of redundancy, but I think, as you think about it, how many times do you see something repeated by those information sources should guide us in selecting that choice? Because everybody is saying it. We are saying it inside the college; we are saying it in Tucson at the state level; we are saying it at the national level.

And I think we also have the latitude to collapse, as some of you mentioned. I think that’s important. So I just wanted to bring that out. I don’t think we talked much about that as maybe a guiding principle as we look at some of these strategic choices.

>> JOHN COSGROVE: Excellent point, Zelema.

So I’m intrigued simply because I was like a data background individual, so there were like a couple comments about, you know, the call for like additional information like or data to help kind of
guide.

And then like as you think about, Well, if this is what we are going to do, like and then we are going to develop a set of KPIs, like as we outlined in the morning session, like if there are concerns about we don't have enough data right now to guide us, well, you sure as heck aren't going to have data on the KPI case, either. Right?

So if somebody could, you know, kind of include in the group some set of data items that you feel are missing, that you're not aware of, or they are not generated or not produced, I think that would be a helpful step forward.

>> SPEAKER: The piece that I felt like we were missing when we tried to decide if we were in consensus with other groups was what we saw from like the SurveyMonkey. To see that in front of us, because we wanted to see people's comments, if they gave it a 2, what they were thinking.

Because sometimes with our group it would be very specific to the wording of the question, and we might have been in more agreement than we even were aware of. That's what we meant

>> JOHN COSGROVE: I will have those for you in the morning. Our plan is type up all those comments.

I guess I was talking more about, you know, like in conversations I had like with people in the room, they would mention things like, Well, there is a choice in here that says, you know, I want to go and
increase our retention rate or something. Right? Comments about, Well, I need to know what the retention rate is now before I can say whether I want to increase it or not. Right?

So I'm looking for some sense of if there are some set like of data elements that you all, you know, don't feel that you have access to in order to move forward.

>> SPEAKER: I think you named a lot of them, but just how many people go from Pima on to a four-year school, how do you know if that's what you want to increase or not if you don't even know how many kids are doing it in the first place. I shouldn't say kids. People. Adults.

Same with the Hispanic. How many at the different campuses, what are the demographics of the student makeup, and then what's the surrounding community. You get into the programs, I mean, it's just that baseline knowledge about that. You can't really don't know where you can go.

>> JOHN COSGROVE: Great.

>> DR. ZELEMA HARRIS: I think some of us came perhaps better prepared with the knowledge of what we are dealing with because we were required, some of the groups, to read all of the documents.

So I came knowing pretty much what, you know, the percentage of students were enrolled in developmental ed. In reading The Tucson Plan, we know that the 25 and older group really need an education.

We have a number of people in our community within that age group
that requires some educational experience.

Also, I think we have an environmental scan that is produced by PIR that will have a lot of this information. So if I were to say anything about this process, I would apologize for not providing those foundational pieces. Because some of us who have been involved in the planning, and for me, in particular, I need to know who we are in order to make decisions about the college.

So if we can, by tomorrow, at least provide the environmental scanning document which will help those of you who must be able to make -- to have that knowledge to be able to select choices.

So I do apologize. This process was probably done more quickly than any other I have been involved in. A lot of people have been working on it. And while that is no excuse for providing those of you who have said you didn't have the information to make the correct decisions or a decision, all of them are correct.

I apologize for that. The only way I think we can correct it by tomorrow -- that is on our website? Yeah, so tell them where to go to find the environmental scan, and that will give you most of the information that you will need to help you with those choices.

So, again, I apologize.

>> JOHN COSGROVE: You know what? I don't think there is any need to apologize.

>> SPEAKER: Let me tell everyone if you’re not aware, you can find a number of published enrollment reports, retention,
persistence, completion, the environmental scan, by going to Pima's planning and institutional research main web page.

If you go to the upper right-hand corner, there is a hyperlink that says reports. Can you click on that, and there is a separate section that houses the environmental scan.

If anybody has any access issues, please let me know and I will help you find it.

>> DR. ZELEMA HARRIS: (Off microphone.)

>> SPEAKER: And if you're feeling very ambitious and want to see how we do compared to our peers, go to collegemeasures.org. You can look up all of our peer institutions. There is a list of peer institutions also on the PIR website.

So if you have excess amounts of time between now and tomorrow morning, make sure you do that, too.

>> JOHN COSGROVE: Thank you very much.

Anything else? I'm going to launch you into like next day. So we're going to take like about five more minutes of your time to talk about homework assignment, what you're going to do in the morning.

You're driving. Okay. This is an interesting way of trying to come to like a little bit more of a consensus about choices or directions. Okay?

So obviously it's a four-quadrant box. Along the vertical axis it goes from, Wow, this is going to be really, really easy to do, and, This is going to be really, really hard to do. Or on the bottom
At the end of the day, it would be great -- although not likely, but great -- if there were tons of choices or even three choices that were in the lots of impact, easy-to-do box. Okay?

But in our theme of it's not a Disney movie, that's probably not going to be the case.

Most of the things that you guys have talked about tend to live in this larger box up here about this is going to have a lot of impact but it's going to be harder to do.

So as we think about, you know, choices, directions, things that the college wants to get involved in right now that are going to make the most difference, taking us all the way back to our question at the beginning of the day that was, Let's look at what PCC can do now and in the future to have the greatest impact in the community and in the students. That's the guiding principle.

That's the key question.

So as you start to refine that and can pick those things that are going to make the most difference, you really don't want to have anything in the bottom box: Easy to do; no impact.

Although this seems to be a very Captain Obvious moment, lots of organizations spend a lot of time here. They argue about things. They, you know, get really stressed out about things and they spend time on things that are increasingly difficult to achieve that have
marginal, if any, impact.

That's a bad thing like in any organization. But in an organization that has a real sense of urgency and that is trying, you know, to learn to trust each other again, you all don't want to be in that box at all.

So as we engage in our conversation in the morning and as you walk out of here with all the warts of, is it a choice, is it a direction, do I have data, don't I have data, how will I know, keep in mind that central question, and keep in mind what works best at Pima to get the most impact.

And if you can find things that are here, planning loves easy victories because it changes the culture of the organization. People then start to say, Hey, that's just not nonsense. That strategic learning stuff really works. All of us came together. There was some sense of agreement, lots of debate. Not everybody walked out happy.

But we picked some things that are here, and now we're working on that. Now we are driving budget to them and now we are driving attention to them and now we are paying attention to them. Looking ahead, looking behind, looking all around us about how we are doing.

You will find yourself feeling a lot better about this kind of strategic learning process.

So this is what we are going to launch in the morning. I want to thank you for your attention and patience today. This is not an easy
process. It is not a recipe. Okay?

   Anybody who comes in and says, Oh, I can guide you through this.
You just get five people in the room and tell them this and I'm going
to go write a strategic plan for you, I don't know. Yeah, like I
guess they can write the plan for you, but HLC is not going to like
it.

   So I think this effort here is the kind of things that as you go
forward like on your HLC piece and not just get off probation but
have those kind of quarterly checkups about this is how we're doing,
this is going to serve you really well, folks.

   So, again, I want to thank you for your attention and your
courage in terms of trying to be a leader in this process.

   Thank you.

   (Adjournment.)

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