Futures Conference
February 18, 2014

Dr. Dolores Duran-Cerda: Good morning. Buenos dias.

Welcome. Bienvenidos.

Pima Community College’s inaugural Futures Conference is one of the college’s most significant events this year. We have invited leaders such as yourselves from various segments of the community to look at and discuss trends that affect the diverse population Pima Community College serves.

Today we have representation from local businesses, local and state government, chambers of commerce, the K-12 sector, ASU, U of A, NAU, our local hospitals, banks, and also employees from the college.

Let’s see a show of hands. How many of you have taken a class at Pima Community College or have taught one? Wow. Look around.

That’s amazing.

How many of you have family members or co-workers or neighbors that have taken a class at Pima? Look around again. Isn’t that
amazing?

So you are directly impacted by this college, be it personally or professionally and that’s why you’re here. That is why today is so important. All of you here in this room, your input and your perspectives will become part of the college’s strategic plan, providing a road map for us to follow. Your active participation today will help us realize a new vision for Pima Community College.

I’d like to take a moment to recognize those who organized this event today, so I will go ahead and read your name, and please stand up so everybody can recognize your hard work for today’s efforts.

President Lou Albert, David Bea, President Johnson Bia, President Char Fugett, Acting Provost Zelena Harris, Rachelle Howell, President Gwen Joseph, C.J. Karamargin, Keith McIntosh, President Sheila Ortego, David Purkiss, Paul Schwalbach, Heather Tilson, Frank Velasquez, Bill Ward, President Darla Zirbes, and Mark Ziska.

Thank you all. Thank you very much for helping to create this event today.

(Applause.)

>> DR. DOLORES DURAN-CERDA: The person who will help us lead all of us along this collaborative interactive road map is our chancellor, Lee Lambert. Chancellor Lambert has been at the college since July 1, 2013. Before coming to the college, Chancellor Lambert was president of Shoreline Community College in Shoreline, Washington, outside of Seattle. He also served as interim president
and was vice president for human resources and legal affairs at Shoreline.

Chancellor Lambert serves on the 2013/2014 executive committee of the American Association of Community Colleges, known as AACC. He chairs AACC's committee on program initiatives and workforce training. He received a juris doctor degree from Seattle University's School of Law and a Bachelor's degree in liberal arts from the Evergreen State College in Olympia, Washington.

A U.S. Army veteran, Chancellor Lambert was born in Seoul, South Korea, grew up in three continents and graduated from high school in the Olympia, Washington, area.

Chancellor Lambert has said over and over that he will always put our students first. He is determined to make sure that Pima moves quickly and thoroughly to address the challenges that lie ahead. Improving educational achievement, partnering with business and industry, and leveraging technology are imperatives for him.

He further believes that the community in our name comes with certain obligations, never forgetting that public trust and confidence must be earned. That is why you are all here today, so we can all work together in building Pima Community College's future.

Now I'd like to invite Chancellor Lambert to the stage to share some welcoming remarks with you.

(Applause.)

>> DR. LEE LAMBERT: Thank you Dolores.
Well, good morning, everybody. On behalf of our Board of
Governors, our outstanding faculty, staff, and students, I want to
thank you all for coming out this morning to help us chart the future
for Pima Community College.

As you all know -- well, before I get into providing a broad
context for today's work, I want to also add my thank yous to
everyone involved in planning, but I also want us to acknowledge all
of the folks who have handled all of the logistics and the setting up
of today's event. Many of them are outside of the room. So if we
could just give them a hand, please.

(Applause.)

>> DR. LEE LAMBERT: We live on the greatest nation on this
planet. We should be all proud of what we have accomplished over the
decades, especially through the 20th Century and beyond.

However, there are cracks now in the foundation, cracks in which
the American dream, the dream that successive generations would do
better than their parents before them is in peril.

Today I'd like to share with you the broad context for that and
how you may help us with your vast knowledge and talents and skills
to chart the future so that we can reclaim the American dream for our
American youth.

So let me first talk about what is education's purpose, and then
get into some of the forces I believe are redefining our world. So
education has four universal roles on society's evolving stage. It
empowers us to contribute to work in society, to exercise and develop our personal talents, to fulfill our civic responsibilities, and carry forward our traditions and values. As I noted, these four pieces are under attack.

So what is driving the changes that are imperiling not only education but our society as a whole? 1, demographic shifts. 78 million baby boomers are retiring at 10,000 folks a day. So who is coming up behind the baby boomers to fulfill the needed jobs in our society?

Well, let me just share a statistic with you all. In the U.S., age group 14 to 24, 48 million by 2015. 48 million compared to 78 million. I think you're getting the picture.

Let me contrast that with a couple of other nations. In India, 15 to 24, 450 million by 2021. China, from birth to 24, is 420 million. So as you can see, the challenge is enormous going forward, but it also underscores a very important point. We cannot afford any longer to have any more of our kids failing and dropping out of our systems in order for us to be competitive against the Chinese and the Indians and many other nations. Every person counts more now than ever.

Let's talk a little bit about the educational achievement gap and the technology gap. So you're all familiar with PISA, which measures critical thinking and problem-solving skills from an international perspective.
So how is America doing as we compare to other nations? We’re 26th in the world in math. 21st in the world in science. 17th in the world in reading. Doesn’t bode well for one of our key pillars in supporting our nation’s prosperity.

So PIAAC, which is the adult version of PISA which measures the adult proficiencies in literacy and numeracy, among other things. So how does America stack up there? PISA was 15-year-olds. PIAAC is looking at 16 and beyond.

Numeracy, we’re 21st in the world. Literacy, 15th in the world. Again, not positive signs for ongoing prosperity that we have all enjoyed.

So now let me talk a little bit about the technology gap or opportunity, I should say.

77% of American corporations use online as a way to engage in the training and development of their employees. It’s the second-most important training method for them.

Fully one third of all college students are at least taking one online class as part of their educational pursuits.

Globalization. Are you aware that 95% of the customers live outside of the United States, that 1 in 6 jobs in the U.S. are tied to trade, and in some states it’s 2 in 5 jobs that are tied to trade. 97% of manufacturing exports from our SMEs go to outside of the country.

The Abraham Lincoln Study Abroad Study that was conducted back in
2006 reached some important conclusions, two of which I just want to point out. One is America knows less about the world than the world knows about America, and as a result, our national security is being compromised for lack of our understanding of folks outside of our country. The other important piece that they found was America's competitiveness is also being compromised.

And here is another important stat that they shared, and that is only 20% of Americans hold a passport. Only 20%. Now, that number has climbed since that study to about a third of Americans, but guess what happened during that intervening time? You have to have a passport to go to Mexico; you have to have a passport to go to Canada. So again, these numbers don't bode well for our understanding of the world around us.

So let me talk about the skills gap. 4 million jobs go unfilled in the United States every year. According to the National Association of Manufacturers, 67% of their members report a moderate to severe shortage of qualified workers. The American Society For Training and Development reports that 84% of the respondents say there is a skills gap, and they also say only 27% of college grads are hired for a job related to the major in which they pursued, only 27%.

Industry is calling for greater qualified workers in the middle skills area, and by the way, that's the sweet spot for community colleges.
They also are calling for not only those industry skills, but they are also calling for soft skills. Some of those soft skills we all know them very well: communication, collaboration, creativity, and critical thinking and problem solving, among others. Again, our challenge is before us.

So what does this all mean? What role should Pima play in addressing these challenges and opportunities? So we look forward to drawing upon your combined experiences to help us think critically about the strategic direction we should move Pima in.

As you all know, we live in a community that has been identified as the sixth poorest in the country for our size. I don't think any of us in this room find that acceptable, but as we look to those forces that I identified earlier, you can see why I would make the following statement, and that is: Tucson is the sixth poorest community because Pima Community College has not done its part to help address the ongoing challenges within our community, and we have to do better. So by having all of you here today to help us start to think about that future is very vital for us.

I think the other thing I want to say is we must, more than ever today, pull together as a community. We must figure out ways so that we can meet the needs of our business and industry communities as well as our youth and our adult working population.

So we must come on to the same page. That's why it's been very important to me, as your chancellor, to start to say that we will
align what we do with the needs of the community, that we will engage all individuals in the community, and that we are going to start measuring ourselves to make sure that we are performing to get to better outcomes.

So let me just close with the words of the first female CEO of General Motors, Mary Barra. And she said, The most important thing that we have to do is drive into the business every day that all things start and end with a great product, in our case, a great curriculum. We have to make sure every aspect of our product meets the customer needs, in our case, that our curriculum is relevant to the needs of our students and our community and business and industry partners.

So with that, I look forward to working with all of you as we plot the direction to address the major challenges before us, whether they are demographic, whether they are educational, whether they are technological, whether they are global. So let's get to work.

Thank you.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Thank you very much, Chancellor Lambert. We heard some inspiring news and some sad news of the state of the nation and of our Tucson community, and so with your help we will be able to move forward.

Are we ready to get to work?

Oh, come on. Let's try it again. Are you ready to get to work?
DR. DOLORES DURAN-CERDA: There we go. As you can see, you have been assigned to a table of about nine or ten people. At each table we have a facilitator and a scribe from the college.

Facilitators, could you raise your hand? I'm a facilitator over there. I will raise my hand.

And scribes, they will be taking down notes and summarizing, capturing what you're discussing. Scribes, could you please raise your hands? Thank you very much.

And we also have people at your table from the Tucson community and some employees from the college.

So before we go further, I'd like to talk about the folders, your packets, so we can run through what's inside the contents.

Obviously we have the agenda. There is also a sheet with quick facts about the college.

There is a list of the people who coordinated the event, the fast-action planning team, and also recognizing the scribes and the facilitators and everybody that's been working, for example, outside also with the registration.

There is a page on resources. Probably the most important item in your packet is the list of strategic directions.

We will be reviewing those at each table. So the goal is to brainstorm ideas of what strategic direction the college should take in the future. This group activity that we are about to start will
take a total of about 90 minutes. The focus, there is a question for all of us to focus on, is What should Pima Community College focus on now and in the future to bring the most value to our community?

It could be regarding access, community engagement, it could be about employer engagement, economic development, student success and degree completion, for example.

So the format is we will take about 10 minutes for you to introduce yourselves to each other. I know you have done that, but remembering the people's names at your table. If you can provide your name, your profession, and maybe even your connection to the college, what is your connection to the college.

We will take about 10 minutes to do that. Then everybody will review that list, that little packet of strategic direction themes. We will take about 10 minutes to review those.

And if you feel that there is something missing there, please let us know. Our scribes can capture that, too.

Then, as a group, you're going to vote on your top three discussion themes from that packet, or if it's missing, it's not in the packet, you'd like to include it, that will be one of the three, so three discussion themes. That's the goal right after you review the packet.

Also, we would like for you to select a table reporter. So at the end of this group activity, that reporter, we hope it's a community member, will be able to report out the most important theme
in one minute, okay? So that will be at the very end.

So someone who is a fast talker? I don't know. (Laughter.)

So as you discuss the -- you will choose three themes. You'll take 15 minutes per theme to discuss and to really hash out the details and the importance of it, the relevance to the college and to the community.

Then we will summarize the discussion for about five minutes. That's when the table reporter will highlight and discuss one idea, one of those three ideas or initiatives, to the entire group.

We will have people passing around the microphone so you'll be able to report out your initiative.

So any questions? I feel like I'm in class.

So are we ready to get started? First introductions, review the themes, pick out three themes, discuss each one for 15 minutes, summarize, and then report out.

Okay? Thank you very much.

(Private table work.)

>> DR. DOLORES DURAN-CERDA: So what's going to happen now -- everybody has identified a table reporter, correct? You have somebody who's going to report out to the entire group on only one of the three, or in our case, we had four initiatives, but one of the three initiatives, and you have one minute to summarize to the group.

The way we are going to do this -- I had said before we will pass around microphones, but what we are going to do instead, we have two
stationary microphones.

What we will do is we will go in the order of the tables. So table No. 1 will be starting off, and then just keep in mind 2, 3, I will cut you off if you go too long.

But we have captured all of these in the notes, so table 1. Where is table 2? Maybe who is going to be reporting at table 2, you can stand up there. Start forming a line so it will be continuous, please. Table 3, table 4. Choose a microphone. Please start lining up.

Okay.

>> SPEAKER: Ready. First of all, it's great to be on the other side of the podium for once (laughter).

It's a great event. Chancellor Lambert, thank you very much for this opportunity. Our group went through a number of issues. They were all very important to us. We settled on partnership with industry. We coined it Learn to Earn.

We felt it was important that we have an alignment, Pima College have an alignment with employers in our community so that industry was working hand in hand with faculty to strengthen that relationship to benefit our students who really have to have open access so that they can achieve their goals. We could do this by enhancing partnerships, mentoring, job shadowing, and we also talked about organizational skills in terms of soft skills and teaching our young kids really at the elementary age how to have a job, how to act in an
organizational environment and really prepare them for success going on.

But we also decided that it was important that Pima College focus on the hot topics in our community in terms of creating jobs with its aerospace, biosciences, retail, hospitality. There should be a career focus, and that alignment with the partnerships in our community are strengthen so that we can have better students and enhanced jobs and enhance our economic environment here in Tucson.

One minute.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Well done. A+. Table 2.

>> SPEAKER: First we wanted to extend a very, very heartfelt thank you to the board and to the chancellor for including community, and we feel that this is the dawn of a new age where community will be included from the beginning.

Our first topic was very similar to the first table, but I think I wanted to add just slightly something a little bit more concerted in that we want the chambers to be included and that we believe that including the chambers and including TRiO in the planning process, bringing industry into Arizona, Tucson in particular, with a partnership with the college that would include Pima as a trainer and that that way we would increase industry.

So that was something we feel is very important.

(Applause.)
DR. DOLORES DURAN-CERDA: Wonderful. Thank you.

Table 3.

SPEAKER: Table 3 had wonderful discussions, very robust ideas came out, and we want to say thank you so much for inviting us all here today, also. We were a little bit rebellious at our table and we kind of mixed a few in, but I put it into one.

We would like to see partnerships between the K12 system and industry, and we are calling that a K work force alignment. And to make sure that students are successful through that process, we would like to see the focus on students, as the chancellor was mentioning, be the driving force between decision, you know, decision-making policies.

One of the examples that was given is that both the K12 system and at the university level students have one counselor they are assigned to throughout their years there, where at Pima they see whoever is available next.

We would like to see things like that where students are able to build relationships with individuals on the campus be more of a focus.

(Applause.)

DR. DOLORES DURAN-CERDA: Thank you. Excellent. We kind of had the similar topics. We wanted K through college alignment.

Table 4?

SPEAKER: Hi. We started out with a mission statement, which
is to develop our community through learning without the limits of
time, place, or distance.

Meet the students where they are regardless of age, origin,
education, orientation, financial resources in order to prepare them
for career success.

The second thing we thought about was create awareness and inform
the community of Pima College's excellent educational opportunities
and value through a robust marketing and communication program.

C.J., you can say thank you now (laughter).

The third thing is to establish a comprehensive institutional
assessment plan to measure growth, reflect success, and identify the
opportunities where we can do better. The community doesn't know
what we're doing, and we need to make sure they do.

Thank you.

(Appause.)

>> DR. DOLORES DURAN-CERDA: Thank you.

Table 5?

>> SPEAKER: So we looked at how to connect the student with the
goals, mission statement of the college, which includes university
transition, occupational education, work force response, personal
special interest, and developmental education.

What we found was that the best way to do this is to connect each
of these missions with a private partnership, and that can take the
form of an industry partnership, or in the case of, say,
developmental education, maybe nonprofit social service group, but with the flexibility to introduce any kind of partnership that we need to accomplish any of those goals.

It gives us a lot more efficiency and helps us achieve what we need to by connecting with the community and getting that response, that feedback, instead of just isolating it within an institution, which is primarily what's been done so far.

And in return, what needs to happen is that if those partnerships happen and they connect with the college and a college bogs down decision-making processes with inefficiencies and beaurocracies, they are going to walk away. So the college has a responsibility to make sure it has the most efficient systems in place to make decisions.

So those together, I think, put the community back in community college. Thank you.

(Appause.)

>> DR. DOLORES DURAN-CERDA: Wonderful. Thank you so much.

Table 6.

>> SPEAKER: We talked about a lot of things, but we ended up deciding on a couple of sentences to share with you. We looked at improving the use of data and analysis and decision-making and continuous improvement, and the data would come from many sources.

Our two sentences. The data analysis, along with critical thinking, determines outcomes, and collecting innovative ideas within Pima County to anticipate educational ideas to serve the community.
>> DR. DOLORES DURAN-CERDA: Wonderful. Thank you.

We are getting lots of great ideas.

>> SPEAKER: Table 7. We looked at Pima as a critical partner in pathway to increased wealth for our community. Those pathways would include access which would be increased enrollment diversity that would require financial aid, curriculum alignment with school districts and the University, and open enrollment policy, development programs, not just for high school students but for adult learners as well.

A pathway to college, which would be evaluation of the curriculum.

Transparency of the data records, i.e., if people are all flunking the same math course, what's wrong with the math course? It's not that all the students can't do math. Alignment of curriculums. Improved communication collaboration between the university and Pima.

A true partnership that instead of competing agendas, expanded role of the advisors, and that the advisors work together between the U of A and Pima.

And support and retention of student success. Intervention analysis in classrooms, early alert systems so we know when kids are getting off-track.

In addition, that's all part of the counselors and advisors and
improved system that we know what’s going on, and we can catch the
students back, whether the adult or the kids. Also a pathway to
work. Partnering with industry. SALC, TRiO, community organizations
so we are targeting the people who want to go to career rather than
college can do that.

Internships, career-related work. Most of these people who are
at Pima are working. They are working in jobs that are nothing
related to the careers they intend to pursue.

Our fourth one was a pathway to a strategically functional
administration faculty staff and board through training development
courses for all of those levels so that we can truly have this very
strategic partner to build the wealth of our community.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Outstanding. Thank you.

Table 8?

>> SPEAKER: The conversation at table 8 focused on Pima
Community College students as workers. We talked about the need to
expand the number of pathways that are mapped to specific jobs in
stackable progression that also embeds industrial certifications,
credit for prior learning, and academic credit, along with relevant
job skills.

We talked about the need for the community college to get out
into the community and engage with partners that are experts in
things like remedial education and literacy, recruitment of students
and planning for academic transfer pathways, prescreening of students, case management of students, and early intervention, as the previous speaker mentioned, and also placement of students and retention of students in employment.

We talked about the need for the community college internal culture and organization to change in order to assure responsiveness to strategic priorities.

So, in other words, partnerships with economic development organizations such as TRiO or Startup Tucson could drive change throughout the community college as new needs are identified and communicated as a strategic priority down to the program level.

I think that about sums it up.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Excellent. Thank you very much.

Table 9.

>> SPEAKER: This is from the team at table 9. We really focused on success, and specifically student success. So student success has to be proactively designed based on the needs of the student and how the student defines success, whether it is based on their Associate's degree, their four-year degree, or be going beyond that, or just because they are a lifelong learner.

We also need to make sure that they have the tools to be prepared. That means that we are working with our K-12 system to ensure that we are providing them metrics and feedback on what they

(Applause.)
need to do to make their students more prepared at the same time that we are working with our students to make sure they are prepared for the university and college setting.

We need to interface with industry so that we are preparing students not just for the jobs of today but for the jobs of tomorrow. That means actively and proactively working with industry to determine where the jobs are and where the jobs will be, and then integrating that back in the student success system so that they understand what they are going to school for and how they will apply it in the future.

And throughout all of this, there has to be a culture of success at the college through all levels. That goes from the students to the industry partners and to every single employee on every single campus. When you build a culture of success, you get success.

That was our table’s report.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Table 10.

>> SPEAKER: I was privileged at table 10 to work with a group of true systems thinkers, because we decided that whereas all of the bullets on these lists were very, very important, the ultimate determinants of the success of any learning institution is does each student leave with a diploma or a certificate?

So we decided the bullet at the top of page 4, improved degree and certificate completion rates, was the ultimate goal of any Pima
student, and all other supports within the institution led to the fulfillment of that goal.

We felt there needed to be a community-wide systemic commitment to the entire P-20 system and that Pima Community College could not be looked at as just an insular institution but that it needed to work with industry partners, the K12 system, the Pima County JTED, and that all of this needed to include a strong family engagement piece.

So with looking at that ultimate end in mind and considering a systems-based approach in a community-wide commitment to the goals of the entire P-20 system, we see that as ultimately benefiting the goals of Pima Community College.

(Applause.)

>> DR. DOLORES DURAN-CERDA: I agree. That’s crucial. Thank you.

Table 11.

>> SPEAKER: I’m happy to report for table 11. Our conversation sort of ended up settling around access and community engagement. One of the conversations we had was Pima Community College is someplace where the doors for academic achievement are open to everybody regardless of where you are on that journey.

So whether or not you have had any community college experience or some, at some point our community should see that as a place, a resource for all of us at some point wherever we are.
But we also wanted to see this as a beginning to building upon our community engagement. Now more than ever we hear about the importance, and I've heard it already from a number of the tables that have reported, about the need to leverage our existing relationships. In light of the years of cuts in funding from the state level, we have all had to reach out to one another to make the most of what we could provide for our community, so we really need to continue to build upon that and identify our resources and how we can implement that in a successful strategic plan for our community, and in that also finding some place for a resource director. We can't really provide an academic experience for our students without having today's tools, today's technology, without proper funding.

Sometimes we need to go out to our business partners and say, Hey, we have an aviation program. We want our students to be able to work on whatever today's technology is and in preparation for where it's going tomorrow. So that was one of the ideas presented by Ann at our table about having that.

But also building upon a relationship that also helps us be more successful in aligning ourselves with other school districts. We talk about the need for having prepared students coming to the community college and being ready. But if we know where they are going, we know their strategic planning process and what they are talking about and how they are meeting the needs of their students, we can be more properly prepared to meeting their needs when they
Outreach. By leveraging and identifying those partnerships we already have established, we can actually start tomorrow reaching out back into our schools and back into our family communities about what we can provide and what we can do and how we can help these students be set up for success with a quality product.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Thank you.

And now for table 12.

>> SPEAKER: I'm representing table 12. We had some pretty deep conversation in three areas, and there was some overlap. They were in partnership, development ed, and retention.

A lot of you have covered the other areas, so I will go a bit deeper into the retention area where we believe that there should be more structure in meetings with the three state university presidents, annual meetings, as well as including department heads or the various disciplinaries.

We thought this year was a good kickoff to getting superintendents together. It seemed like this was something well overdue or ignored and to continue that effort.

This folds into the retention where there is also a need for student orientation to make sure that they were aware of resources. Let's see what else here.

A lot of the conversation was based around going back to basics.
I want to touch a little bit on the orientations where, you know, creating that campus welcome, that culture, and so on in addition to the students but also for the faculty, making them aware of the student population that they are working with and making adjustments as they go.

I think everybody else touched upon the different areas.

Did I skip anything?

(Applause.)

>> DR. DOLORES DURAN-CERDA: Wonderful. Thank you.

Table 13.

>> SPEAKER: I'm reporting for table 13. This is a workshop on strategic planning, and we talked about three different areas, the access and community engagement, work force responsiveness, but the one we started out with and which no one mentioned yesterday was the HLC process. The workshop on strategic planning is all about leadership.

We feel that the HLC process is really, really important, and if we don't get that right, then nothing else will really follow from it. It's about rebuilding confidence with the community.

One of the most important things that is involved in this process is getting the buy-in of the community through an open, clear, and focused governance structure, which is the chancellor and the board and everyone that's with them.

In the community, the board is elected by the community, and so
we thought that it's absolutely key that the college develop
effective communication with everyone in Pima County so that the
board is elected by the people that have buy-in, and that brings the
change and the openness and the transparency back to the college,
restoring confidence in the county so that everything else flows from
that.

Specifically we thought that also the mission could be -- this is
an opportunity to really clearly define the mission of the college.
You have heard lots of different things here, and it's going to be
important to reach out to the community and be really clear about
what the key goals of the college are.

We talked briefly about the fact that there is many different
areas where people come, where students come to the college for their
future, including, you know, being a transfer student, going on to a
different school, learning a skill or a vocation, just adult
literacy, those things.

Over the last few years, the balance between those has changed
and the emphasis on those has changed. So the college really needs
to think hard about what is the right balance amongst those areas.

So I will leave it at that.

>> DR. DOLORES DURAN-CERDA: Excellent. Thank you very much.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Table 14.

>> SPEAKER: I'm proud to represent table 14. It's starting to
sound like a convention here.

We truly appreciated the opportunity to look at those eight pages of jam-packed stuff and we talked just about all of them.

But what we kept coming back to was access and image and perception of the Pima Community College in the community, because we need to restore trust. We need to restore trust, everybody. And Pima's image and credibility with Pima County is critical.

We need to communicate the positives within Pima College, and there are many, many positives. Are we hearing about them throughout the county? I don't think so. Why?

There are many students who could be speaking on behalf of the college. We need to hear them.

We need internal and external messages to match. We need what's going on inside the college to be reported in a way that brings credit to the organization. We're not hearing that.

We need to look at the role of full-time faculty and adjunct faculty and the first encounter that the student has with the faculty member, a full-time faculty member, not necessarily an adjunct one.

We need administrators to engage actively with community business advisors and ask, What do you need? What do we need to provide for you?

And we need to articulate clearly a clear pathway for adults and to tell them, In this amount of time, you will have this, which will give you an opportunity to apply for these types of jobs.
We need reality, we need communication, we need a better image, folks. We can do it.

Thank you.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Very true. Thank you.

And table 15.

>> SPEAKER: Good morning. I'm a proud representative of table 15.

We looked at several areas, and they stack -- that's my new favorite word, stackable -- they are stackable upon each other, and we feel our focus happened to be high school and college, but definitely the adult learner and other partnerships around the community are crucial.

We started with access and community engagement. We believe that everyone at Pima needs to ensure that our community understands and has access to the areas of focus that are correct for them.

We believe that partnerships outside of the entity, for us, college and high schools, need to be looked at so that the articulation between all three would be crucial.

That led us to student success, degree and credential ability, and bottom line: Advising is crucial. It must be relational, positive, knowledgeable, and have follow-through to the next level.

We prefer the word "proactive" to "intrusive." We thought it sounded a little better.
And then much like table 13, we believe that the HLC targets are crucial, and all of these things lead up to that.

Measurements have to be clear to everyone in the college and to all of the students, wherever they are, and that there has to be an ability to understand the matriculation from one place to the other, from one place to the other, whether it's college to -- high school to college, college to university, that those numbers have to be part of the end goal.

Did I miss anything?

That's a wrap. Thank you.

(Appause.)

>> DR. DOLORES DURAN-CERDA: Very well said. Thank you very much.

Table 16.

>> SPEAKER: Good morning. I'd like to first thank Pima for hosting this important session this morning.

I especially like being here, because I have been working in Pennsylvania the last three months, and I was really tired of the snow (laughter).

Our table included community people from TRiO, Bro (phonetic) Research, a stock brokerage firm, and from my industry, mergers and acquisitions, so it's no surprise that our approach was primarily focused on the partnerships between industry and students.

What we wanted to do was to make sure that in this planning
session the Pima staff is focused on partnering with industry to effectively respond to current and emerging work force, whether it's a need like TRIO who has done a program with Pima related to mechanics or Bro Research (phonetic) who has brought their welders in for additional training to upgrade their skills, or in the financial service industry where we are constantly recruiting people to work with who need skills and finance, communication, who need skills and technology.

Pima needs to establish a way that we know who to go to for these specific needs, we know who to go to for a particular area or if we want to develop something that's totally new.

In addition, we want to narrow the skills gap and to meet the industry needs. We need to establish the alternative methods of working.

In those, within our table, we had people who worked locally. We had people who hired people internationally. And we really placed a value on diversity, diversity of ethnic diversity and skills diversity, so we had a couple of recommendations related to the wording that we got or the material that we got where we wanted to make sure that when you talk about diversity that you're talking about embracing diversity as opposed to tolerating people that you work with, that we don't want to just celebrate, since it’s February, African-American diversity today, and then go on back to business as usual and that international diversity is very important in terms of
getting skills and creating work environments that are going to be useful.

And we finally wanted to suggest -- this is just a suggestion -- that as you redo your documentation, you put more focus on minority diversity as opposed to -- this document seemed particularly focused towards just Hispanic, for some reason, which we weren't really able to assess, but we think it's important. There are refugee communities within Tucson, Indian population, African-American population, and this documentation seems to exclude those along with the international community.

>> DR. DOLORES DURAN-CERDA: Definitely. Thank you very much for highlighting that.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Table 17.

>> SPEAKER: I am a student at the University of Arizona studying -- well, studying this, studying college access.

We had a really good discussion at our table, and I have kind of summarized it for us here. Community colleges were established around the primary goal of increasing college access. We must remember that our initial function was actually to help students transfer to four-year colleges.

Throughout our history, they have continued to serve as the main entrance to postsecondary education for populations who have been typically marginalized by society, including immigrants, ethnic
minorities, and low-income students.

Therefore, what we have established is what we are calling the roadmap for Pima that is intentional, visual, and immediate.

That includes a couple of major points. First, to focus or to refocus our early outreach efforts and clear marketing into high schools for recruiting and establish or reestablish our training for stronger student services to increase our retention. That means following students along their continuum to ensure their completion.

Our second point is to establish premier approaches to working with more marginalized populations, including first-generation students, veterans, students of color, immigrants, and "adult students," students typically over the age of 24 who have completed some sort of college to bring them back to complete their degree or certificates. This also includes establishing a premier approach to work with our adjuncts who need and deserve a living wage and healthcare.

And finally, to use data and goals --

(Applause.)

>> SPEAKER: -- to use data and goals to measure our success but do not cause Pima College to reproduce social inequality to simply achieve the goal.

Thanks.

>> DR. DOLORES DURAN-CERDA: Fabulous. Thank you.

(Applause.)
>> DR. DOLORES DURAN-CERDA: 18? Then 19.

>> SPEAKER: We are out of order now. Hope that doesn't stress everybody out that we are out of order.

So synthesizing our ten pages of flip chart notes, we focused on access, work force development, and student success, and the overarching theme seems to be community. We broke it down into three areas.

One is building a sense of community for Pima College; in other words, having people understand that Pima is this beautiful existence, like you would feel about your alma mater, let’s say. The second would be, as a student, feeling both connected and supported within the community at Pima Community College. And we talked about learning communities and perhaps building in some student success factors by building smaller learning communities.

The third is bringing the community to campus and being engaged in creating solutions and having an ownership of the success of community college and its graduates.

We talked specifically about, for an example, of bringing community as a responsibility of bringing industry and employers to Pima College to build pathways for jobs, relevancy in the curriculum, and readiness for the work force, and creating relationships that would be partnership relationships where employers would actually be able to be involved in creating some of the curriculum, as well.

Thank you.
(Applause.)

>> DR. DOLORES DURAN-CERDA: Thank you.

Now we backtrack to 18.

>> SPEAKER: Thank you. Proud to represent table 18, which our facilitator was Edgar Soto, AD, former coach who threatened us with wind sprints if we didn't get done in time. Got down five minutes early (laughter).

What we talked about, the three major areas were work force, developmental ed, and continuous improvement. And then in that, we, just like many of the groups that have presented, we talked about the need for a clear pathway, and we talked about this cradle to career, that it doesn't just start in middle school or high school, but it has to start at a young age, that knowing that this is your community college, and this is how you succeed by going through the community college or higher education.

We thought about also having student advising and advocate in a case management approach. We then saw that one of the other themes was partnerships with both our community and within the college, and the other part was we have to focus on student learning, that it permeates everything that we do, and if we focus on what's best for students and how they learn, we will be successful.

And finally, I want to thank Chancellor Lambert and Provost Harris for reaching out to the community and involving you in this, because without community there is no community college.
Thank you.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Definitely. I think we all agree with that.

Thank you. Table 20?

>> SPEAKER: Good morning. I'm reporting for table 20. We see a lot of the same things, and this was an incredible event because it did engage the community. We were looking and summarizing this, that Pima College stands at the threshold of an opportunity, a tremendous opportunity, that with what has gone before, here is an opportunity to now build trust through engagements of the community.

And with that, bringing value to the community as a community college, but I think that every other team has already started to hit this. It's not just one insular solution. It's a holistic approach. I like what the last presenter said, cradle to career approach.

But where do we start? It really is about building the trust that the HLC issues will be dealt with appropriately and successfully. That will start building the trust and the image where we know we need to go.

From that, we believe that the next step would be to work the work force and employer engagement aspect of it, because at the end of the day, the American dream is about having good careers that pay for the car, the house, et cetera, and so forth, and bring people up from wherever they were before.
After that, of course it's building the community engagement.

This is a great step. But continuing to understand and communicate that we have this tremendous opportunity to help people grow from the community into great careers.

Student success is the next step, of course, with building a culture of service. That was from our table, and I thought that was tremendous, because it is about a community college understanding the community college and serving that community.

What we saw is that it starts to build a life cycle where you start bringing these kids up from the very earliest part so that they understand there are opportunities and we grow and partner with other organizations and employers to start building those steps so that we can build an opportunity for people to build a new career and a new life.

Thank you.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Excellent. Thank you so much.

And I think our last one is table 21.

>> SPEAKER: Good morning. We had three main focus areas, and then brain-stormed lots of different ideas under each one, so let me share the main themes and a couple of ideas to illustrate where we were going. Main ideas we looked at: One was the importance of building enrollment at Pima College. How do we help more people take advantage of educational opportunities? The second main theme we
looked at was once someone is enrolled at Pima, how do we make sure they stay? We want to improve retention rates.

The third was how do we promote student success? We defined success was success is helping students successfully transfer to whatever is next for them, how they define it.

So one way to measure success, we need to check in with students early. What are they trying to achieve and then have ways to measure if they actually accomplish that, whether that's getting a job right out of Pima College or transferring to a different program, or moving to a four-year university.

How will we help students to have that kind of success? The theme that emerged from all of our ideas was we need to do a better job of building linkages and sharing information, because there is a lot of great information and support out there. We just haven't done the best job of actually connecting the pieces together so that we can learn and apply the knowledge in the best possible way.

Quick examples. Enrollment. We need to be going out to the high schools. We need to go to them, and we need to bring Pima people and students to the high schools and find out what do the high schools need from us to help their students successfully move and be encouraged to go from high school to college.

They know the answers to that. We have to go out and work with them proactively to get that information and apply it. How do we retain students? We need to build linkages inside of the college
communities and outside of the college.

For example, if students are absent too many times, someone needs to -- there needs to be a way to identify that quickly and reach out to that student. What's going on? Is there some way we can help you?

We need to help our faculty to be more successful in engaging the students. We can do that in part by creating opportunities for faculty to learn from each other across their disciplines and what works best, what are those techniques that faculty have found that are really effective in engaging students? How do they learn from each other to be better faculty? And how do we recognize them for doing that to encourage that?

That gives you the idea. The knowledge is there. It's too fragmented. The best way we can get to the student success of helping people move to what they want to is to engage those different communities and apply that knowledge to build better systems and opportunities at the college.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Thank you so much.

Did I miss anybody?

I think we have all reported, correct?

Okay. So as you can see, there were some common themes, and basically in our table I think somebody wrapped it up: Pima needs to be more student, community, industry friendly.
So I think that sums it up well. Before we leave, I'd like to invite the chancellor back onstage to give some closing remarks. (Applause.)

>> DR. LEE LAMBERT: Thank you, everybody.

As Andy Grove once wrote, We are at a strategic inflection point where we can go in many directions, but the question is: Are we going to make the right turn? I think today is reflective of our commitment as Pima Community College to begin to make that right turn.

Stephen Covey reminds us, As we think about that right turn, you begin with the end in mind.

As we think about that end, I think all that we have heard today really reflects that we need to get back to that starting place, which is the end. So let me just share with you some of those pieces that I heard resonate through the presentations and then going around the tables.

So one high-arching theme, if you will, is to start thinking about what we do as cradle to grave, a culture of success. What’s key to being able to do that is really getting back to the partnerships, the alignment, the engagement, and connection with all of you as part of moving forward.

Also pathways become critical to the success of our students. They have to start out knowing that they can see that end point, and so we have to create that seamless pathway.
In order to do that, we’ve got to have greater and better alignment with thinking around P-20 systems. Really, I think one person said it really well, it’s really P through work force.

Also, in order for Pima to play its role in the community, we have to restore the trust and faith that all of you have in what we do.

Access and community engagement, connection and support, we need to do a better job of reviewing our programs for relevancy and the curricular alignment to the needs of industry in the community.

I guess, at the end of the day, as noted by the last speaker, it's really building those linkages that get us to that place.

As we think of that end in mind, Jim Clifton reminded us in his most recent book that the most important metric of all for any community is a good job. So at the end of the day we need to measure ourselves against that final outcome.

Are we providing opportunities for folks to get good, livable wage jobs in this community, which will in turn attract more opportunities for our community?

Let me close with just one quote from Ann Landers. I think it really brings it back for all of us. It is not what we do for our children but what you have taught them to do for themselves that will make them successful human beings.

So I want to thank you all for coming together today to work with Pima so that we can move forward so that our children, our adult
learners, can have a more successful, more thriving opportunities in our community.

So thank you very much. Have a great day.

(Applause.)

>> DR. DOLORES DURAN-CERDA: One more quick thank you. You're probably wondering what's going to happen with all these ideas, the flip charts. Well, Pima's strategic planning committee will take these results of this future conference and create a college-wide strategic plan, and this will be finalized probably the first part of April.

Then each of the six campuses and units of the college will develop their own plans, which will be aligned with the overall college plan.

Every participant here will be receiving a copy of the college's strategic plan, and then within 18 months we will report back to the community our progress in implementing the plan.

So as you can see, your participation today was vital for Pima Community College's future. I have homework for you. Yes, homework.

What are you going to do with what you learned today at these tables with your colleagues and new friends and partners? What did you learn today, and what message are you going to take to the community to share?

Think about that. That's your homework, and let me know later on.
Thank you very much for being with us. On behalf of Pima Community College, we are very grateful to you. Thank you.

(Applause.)

(Adjournment.)

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