PCAB Retreat 5.19.26

1A: Welcome and Framing

Purpose: More than planning – it's about modeling how we want to work together moving forward.

Key Ideas: Students experience Mesa College as one institution. Not separate divisions. Goal is to work in a more aligned, collaborative, and student-centered way.

Agenda:

- Context and Framing
- Review divisional plans and how they connect to the college-wide priorities
- Discussion of how planning informs resources and decision-making
- Interactive table activity to practice the collaborative approach

Questions to consider

- Where can we better align our efforts?
- What opportunities exist for collaboration?
- How does our work contribute to student success?

Takeaway: Think beyond departments and focus on how we can work together to support students and achieve shared goals.

1B: Setting the Context

Context for Roadmap 2

Higher education is facing growing pressure around value, accountability, and outcomes, while colleges navigate declining traditional student populations, increasing numbers of Adult Learners, and tighter resources. This makes prioritization, alignment, and intentional use of resources more important than ever.

What the Data Shows

- Student success outcomes have improved, and equity gaps have narrowed, but significant disparities remain.
- Adult Learners are driving enrollment recovery, yet many face barriers such as work scheduled and caregiving responsibilities.
- Most students who drop out still want to continue their education, highlighting the need for more responsive systems and support.

The Strategic Plan

Roadmap 2 focuses on clear goals, outcomes, measures and priority of populations across key areas: completion, pathways and partnerships, scholarship, community, and stewardship.

Implementation Approach

The goal to move from strategy to coordinated actions by:

- Aligning college goals with divisional goals and departmental plans
- Connecting priorities to day-to-day work,
- Strengthening accountability, assessment, and continuous improvement.
- Creating a feedback loop where lessons from implementation inform future planning.

Takeaway: Roadmap 2 is about building a more connected, student-centered system where all divisions work toward shared outcomes and priorities.

2A: Divisional Plan: Emerging Priorities

Instruction Priorities: Instructional goals were developed collaboratively by deans and faculty and focused on improving outcomes for Adult Learners through intentional, equity-centered strategies.

Key Priorities:

1. Increase equitable student completion and workforce readiness
    - Improve retention of Black/African American Adult Learners
    - Expand work-based learning opportunities, including internships, clinical experiences, and career-connected learning.
2. Increase enrollment of Latinx Adult Learners in livable-wage pathways
    - Focus on programs that lead to strong career and wage outcomes.
    - Examine and address barriers that may limit participation in these programs.
3. Strengthen culturally responsive teaching and learning
    - Invest in sustained professional development for faculty.
    - Use labor market data and evidence-based practices to continuously improve curriculum and student success.

Takeaway: The instructional division is prioritizing equity, adult learners' success, workforce preparation, and meaningful professional development to better support students and community needs.

Student Services Priorities: Student Services is focused on advancing equity, supporting Adult Learners, and strengthening community partnerships.

Key Priorities:

1. Support Black Student Success
    - Build on the college's Black-Serving Institution (BSI) designation.
    - Continue implementing strategies and measures that improve outcomes for Black/African American Students
2. Increase Equitable Access for Adult Learners
    - Align efforts with college-wide priorities to better serve Adult Learners.
    - Strengthen collaboration across divisions to achieve shared student success goals.
3. Expand Community Partnerships
    - Work with community organizations to address evolving student needs.
    - Leverage external partnerships to provide more comprehensive support and services.

Takeaway: Student Services is prioritizing equity, Adult Learner success, and collaborative partnerships while aligning its work with broader institutional goals to better support students.

Admin Services Priorities: Admin Services focused on identifying ways to support the college's shared goals around Adult Learner success and institutional alignment

Key Priorities:

1. Expand Access to Admin Services
    - Increase support for Adult Learners through extended hours, virtual services, and streamlined processes
    - Explore ways to provide access to hey services after traditional business hours.
2. Strengthen Infrastructure and Basic Needs Support
    - Ensure campus facilities, resources, and support systems align with the needs of working Adult Learners
3. Reduce Structural Barriers
    - Align resource allocation and admin policies to better support Adult Learners, with particular attention to Black and Hispanic student populations.

Takeaway: Admin Services is focused on making college systems more accessible, flexible, and responsive, ensuring that operational support aligns with the needs of Adult Learners and the college's broader student success goals.

2B: 2026-2027 Shared College Priority

Shared College Priorities: Overview

After reviewing and aligning the priorities developed by Instruction, Student Services, and Admin Services, leadership identified a set of shared college priorities for the coming year.

Shared Priorities

- Retention and completion for Black/African American, Latinx students, Adult Learners
- Enrollment in and completion of livable-wage pathways
- Participation in work-based learning experiences
- Time to enrollment, access to services, and resolution of student barriers
- Student satisfaction and sense of belonging

Key Message

These priorities are not the responsibility of any single division. Success will require coordinated, cross-functional efforts that are collaborative, integrated, and student-centered.

Next Steps

- Refine outcomes and metrics over the summer
- Establish shared measures of success and accountability
- Engage in intentional, college-wide conversations about how to achieve these goals together

Takeaway: The college is moving away from siloed approaches and toward a shared responsibility model where all divisions work together to improve student success and outcomes.

3A: Activity: One Outcome. Many Hands

Activity Overview

- Hai introduced an activity focused on moving from planning to action.
- Participants explored Saturday classes as a strategy to support Black/African American, Latinx, and Adult Learner success.
- Discussion highlighted barriers, supports, and opportunities for cross-divisional collaboration.
- Emphasized shared responsibility and a student-centered approach to achieving college goals.

Instruction Example:

- Enrollment Management Committee: Launching a small pilot of hybrid Saturday courses to better serve Adult Learners
    - Pilot would start on a limited scale to assess demand, gather student feedback, and determine opportunities for expansion

Students Services Example:

- How are we able to make enrollment, counseling, and support services more accessible for Adult Learners?
    - Consider opportunities and barriers to providing convenient access to services that complement Saturday course offerings.

Admin Services Example:

- Admin services discussed the resources and operational support needed for successful Saturday classes
    - Facilities, HVAC, staffing, and other campus services that support student access and comfort.

3B: Activity: Gallery Walk and Reflection

What are some themes, patterns, and common ideas that have emerged from the group discussion?

- Childcare; Police Presence; 8-week classes; fix the transcript evaluation process; Instruction is the easiest one.

Table Speaker

- Table 1: Ayana, Alison, Cynthia, and Ryan
    - Discussed assessing demand for Saturday classes and flexible service options.
    - Identified needs such as facilities, IT, safety, food access, childcare, and student support.
    - Emphasized using Adult Learner data to guide decisions and evaluate effectiveness.
- Table 6: Nicole, Liza, Celine, Dina, Todd and Anabell
    - Discussed key considerations for a Saturday class pilot, including student demand and barriers.
    - Identified needs related to staffing, childcare, outreach, and budgeting.
    - Emphasized accessible services, clear communication, and operational support.
- Table 7: Blythe, Bruce, Jennifer, and Erika
    - Discuss cross-collaboration, learning communities, and support for veterans.
    - Suggested aligning courses with student pathways.
    - Emphasized creating opportunities for connection and belonging through weekend activities and events.
- Table 8: Leland, Beth, and David
    - Participants highlighted the importance of weekend student services, childcare, faculty training, and workforce-focused outcomes.
    - Discussion emphasized aligning programs with students' career goals, improving communication, and exploring funding opportunities, including potential HSI-related grants, to support these efforts.
- Table 3: Anne, Krista, and Leticia L.
    - Participants emphasized engaging faculty, staff, and students early to gather ideas, build buy-in, and support implementation.
    - Discussion highlighted the value of leveraging creativity and expertise across campus to shape successful initiatives.

Other Discussion points brought up:

- Emphasized using Adult Learner data and student feedback to inform decisions and identify effective practices.
- Encouraged a flexible approach, starting with small pilots and adapting based on student needs and outcomes.

PCAB Retreat Activity Information

2026-27 Shared Priority (for activity):

Adult learner retention and completion, with a focus on Black/African American and Latine students.

Strategy:

Expand and support Saturday classes for adult learners

Summary

- 32 Participants (Table Activity)
    - 3 – Admin Services
    - 10 – Student Services
    - 16 – Instruction
    - 3 – Direct Report to President
- 36 Participants (Gallery Walk and Collective Reflection): Added President and VP's
- PCAB Retreat Activity Information Spring 2026
- Participants used sticky notes across divisions rather than limiting responses to their assigned division color

Overall Takeaways

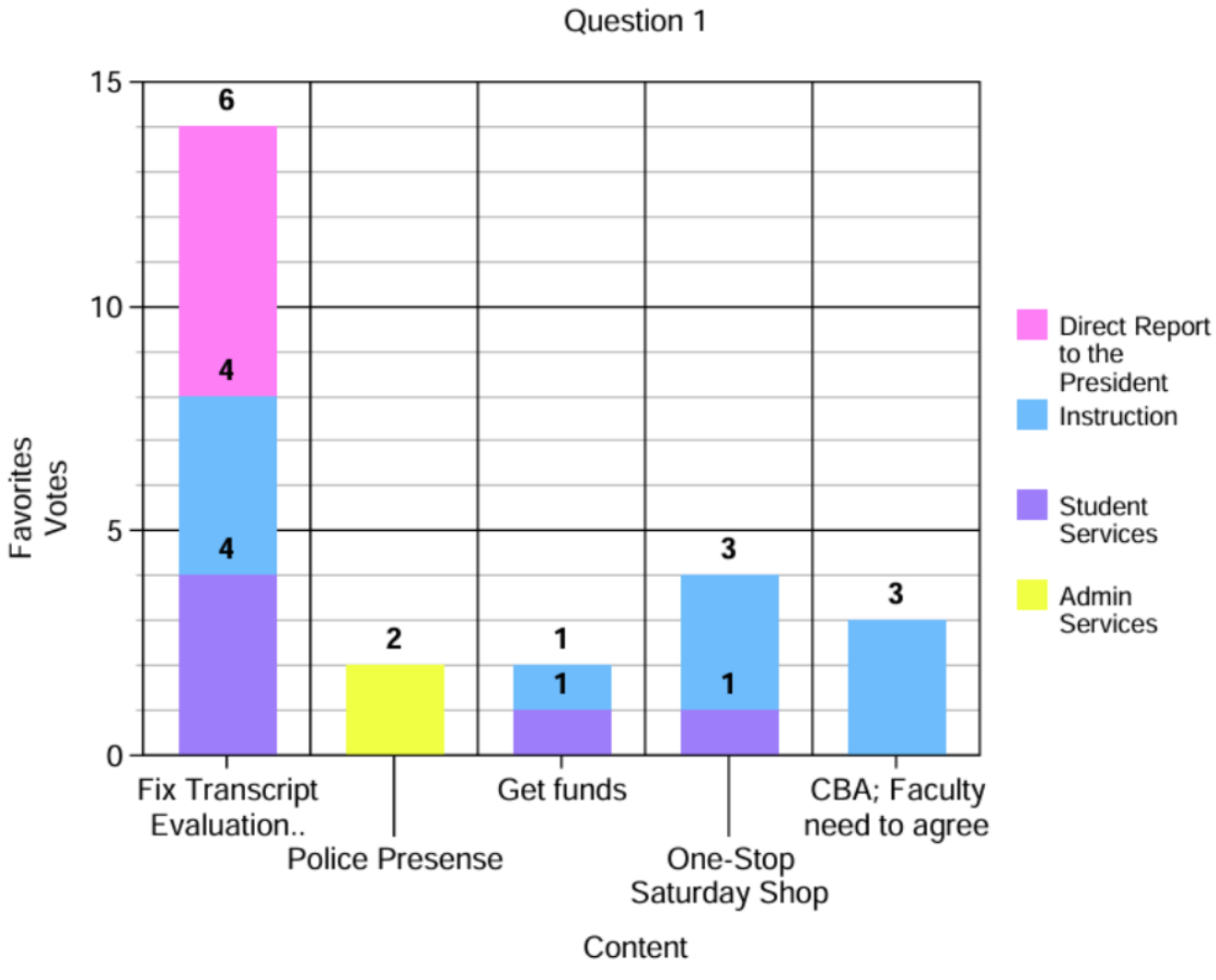
- Strong campus-wide support exists for expanding services and classes for adult/nontraditional learners.
- Success will require coordinated efforts across all divisions, not just Instruction or Student Services.
- The most common ideas included flexible scheduling, Saturday/evening access, childcare, student support services, staffing support, and operational readiness.
- Participants consistently emphasized the importance of data-informed planning, marketing/outreach, and sustainable funding/resources.
- Many responses reflected a shift toward a more flexible, student-centered service model focused on access, retention, and completion.

Question 1: What actions could we take together to move this strategy forward?

- Strongest Recurring Themes
    - Expanding Saturday/evening instructional and student support services
    - Improving access and flexibility for adult learners
    - Strengthening faculty/staff buy-in and operational support
    - Increasing marketing and communication efforts
    - Enhancing cross-divisional and one-stop-shop support models
- Other themes
    - Operational considerations for expansion (staffing, facilities, tech, support, funding, childcare, and policy/procedure adjustment)

Gallery Walk Activity

Charts reflect the ideas that received the highest number of participants' votes during the Gallery Walk activity.



Question 2: What systems, structures, processes, or assumptions may need to evolve for this strategy to succeed?

- Strongest Recurring Themes
    - Need for expanded operational and facility support for Saturdays (building access, HVAC, safety, food, IT support, printing, and campus security)
    - Flexible staffing model and employee schedules to support weekend operations and expanded hours
    - Greater faculty buy-in, faculty availability and instructional scheduling adjustment
    - Expansion of student support services (counseling, financial aid, admissions, tutoring, childcare, and mental health/basic needs support)
    - Stronger leadership alignments, planning, and funding support
    - Increased focus on tech and modality flexibility
    - Improve cross-divisions coordination and one-stop-shop service models
    - Use data, metrics, and student feedback to determine demand, guide planning and evaluate success

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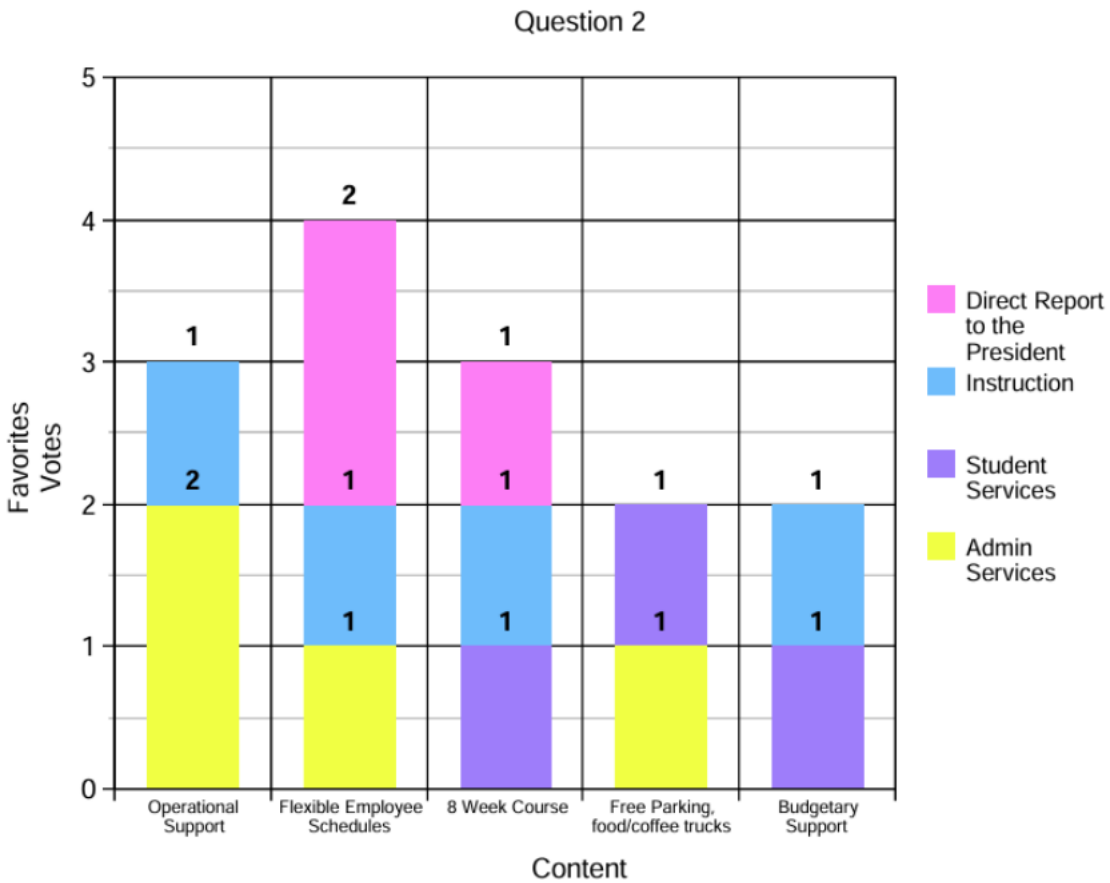

Question 3: Where are the greatest opportunities for cross-divisional collaboration?

- Strong Recurring Themes
    - Expanded childcare support and partnerships
    - Stronger marketing, communication and outreach efforts
    - Increase collaboration around student support services
    - More online, hybrid, evening and Saturday options
    - Greater use of data to guide scheduling and student support decisions
    - Improved facility, safety and operational coordination
    - Cross-training staff and flexible staff models
    - Creation of cross-divisional taskforce and committees

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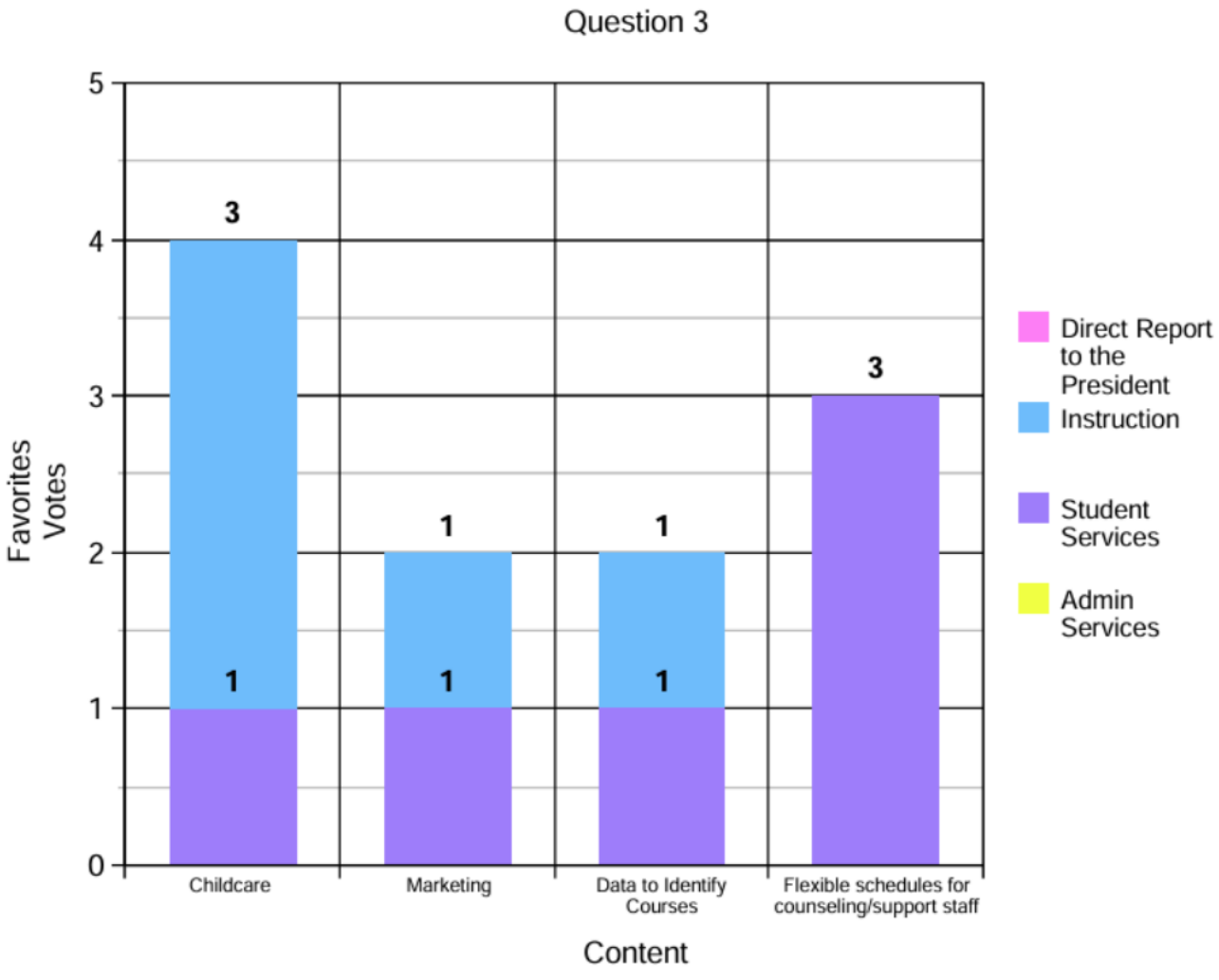

Question 4: What is one thing you or your area could begin doing differently tomorrow?

- Strong Recurring Themes
  - Greater use of data and research to guide decisions
  - More targeted outreach and communication to adult learners
  - Expanded Saturday staffing and faculty support
  - Improved student support services and streamlined processes
  - Increased mental health, affinity, and library support services
  - More cross-training and one-stop-shop service models
  - Better understanding of adult learner needs and preferences
  - Focus on actionable, immediate changes within each division

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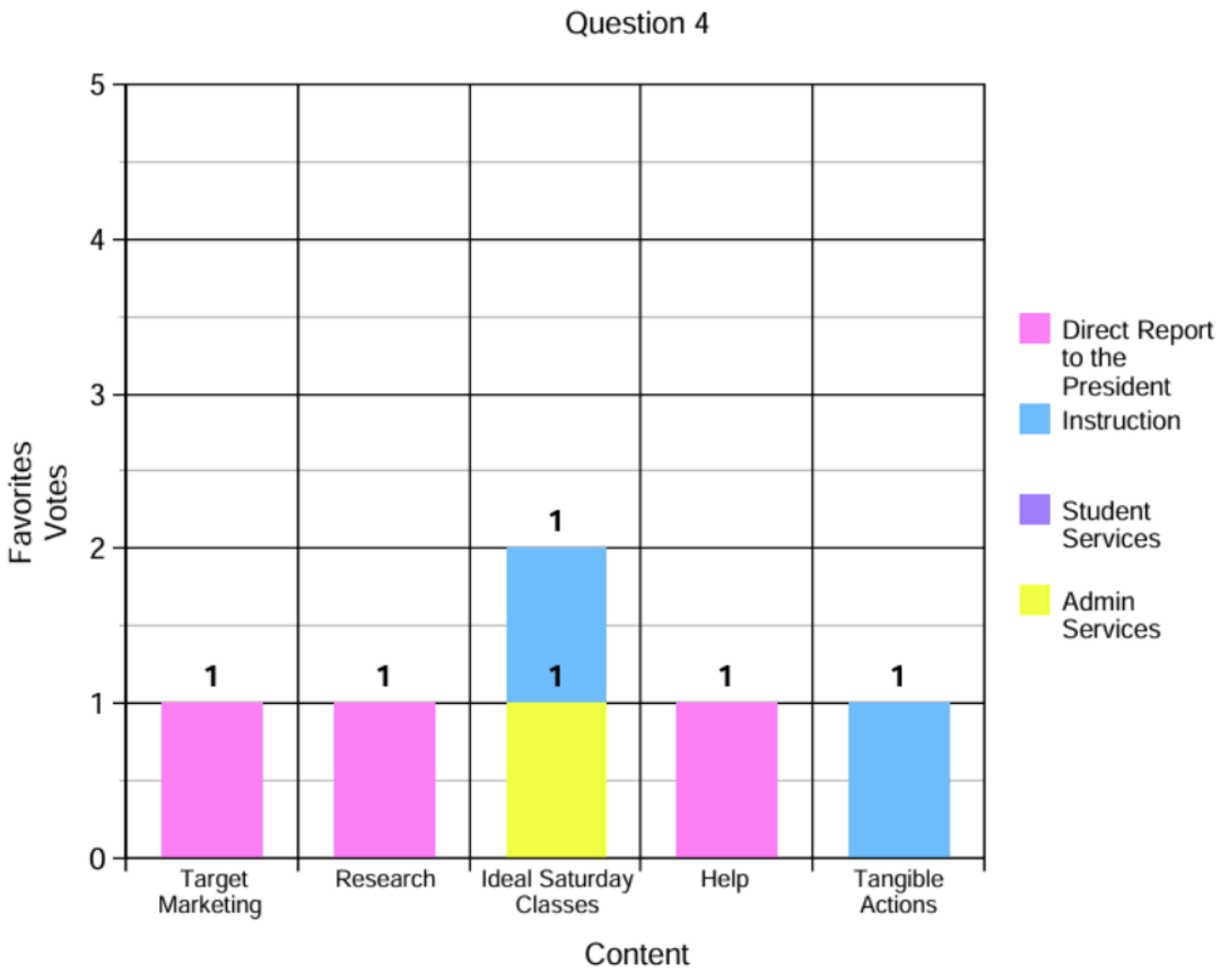

Themes across all questions/answers

- Focus on adult/nontraditional learners through flexible classes and services
- Expansion of Saturday, evening, hybrid, and online options
- Need for stronger cross-divisional collaboration
- Improved student support services and one-stop-shop models
- Concerns around staffing, faculty buy-in, scheduling, and operations
- Importance of marketing, outreach, communication, and data-driven decisions
- Recognition that student success requires both instructional and operational support working together

Unique themes for each question/answer

- **Question 1** – Actions and Strategies
    - Classes, services, outreach, support models
- **Question 2** – Systems and operational changes
    - Facilities, budgets, staffing models, policies, scheduling, and operational readiness
- **Question 3** – Collaboration opportunities
    - Childcare, marketing, student support, staffing, and shared services.
- **Question 4** – Immediate action steps
    - Use of data, outreach, staffing and process improvements
- **Questions 1 and 3**
    - Student-centered and collaborative; emphasized services, support and collaboration.
- **Questions 2 and 4**
    - Operational realities and actionable implementation; data and assessment also appeared more heavily.

4: Next Steps and Closing

Closing Discussion

- Participants emphasized collaboration across divisions and focusing on the specific needs of Adult Latinx Learners.
- The group discussed engaging students directly, defining success measures, and avoiding assumptions about student needs.
- Leadership will continue refining goals and metrics over the summer, with updates planned for convocation.
- The session concluded with appreciation for participants' engagement and commitment to equity and student success.