



**Pasadena City College is an equity-minded learning community dedicated to enriching students' academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support.**

**PASADENA CITY COLLEGE MEETING AGENDA and NOTES**

**Title of Meeting / Committee Name:** Strategic Planning Standing Committee

**Date:** Monday, October 19, 2020 2:00 PM-3:00 PM

**Room:** Via Zoom

**Name of Person Taking Notes:** Jennifer Alvarez

**Chair(s):**

Crystal Kollross

Matthew Henes

**MEETING NOTES**

**In Attendance:** Melissa Anderson, Rebecca Cobb, David Colley, Anna Davis, Jennifer Fiebig, Stephanie Fleming, Marina Gonzalez, Matthew Henes, Veronica Jaramillo, Julie Kiotas, Crystal Kollross, Michaela Mares-Tamayo, Colleen Nanno, Cynthia Olivo, Lindsey Reed, Liesel Reinhart, Kyle Schmidt, Sonya Valentine, Christina Zhang

**C. Kollross called the meeting to order at 2:01 PM.**

I. Review and approval of meeting notes from October 5, 2020

- Motion to approve: D. Colley. Second: S. Fleming. Approved.

**II. INFORMATION ITEMS- none**

**III. OLD ITEMS - DISCUSSION AND POSSIBLE ACTION**

**1. Vision Statement**

- The committee discussed the vision statement.
- Motion made by D.Colley to approve the vision statement. Seconded by M. Henes. No further discussion requested; no opposition; no abstentions. Motion approved.
- C. Kollross explained that the vision statement will now move forward to the college community for further vetting.

**2. Core Values**

- The committee reviewed the core values.
- The committee discussed:
  - i. Racial equity and a culture of equity mindedness that causes the experience of racial equity. One is the impetus; one is the effect.
  - ii. The goal of racial equity. What does this mean?
  - iii. A commitment to anti-racism and the struggle to develop plans around racism.
  - iv. Free expression, external communication, "free and informed expression."
  - v. The post-it activity and the core values as the result of that activity.
  - vi. Student-centeredness as a core value.

1. C. Kollross added this to the document.
  - vii. Defining and elaborating on the values, adding a “blurb” after each one.
  - viii. Core values as statements that are overall self-defining.
  - ix. The prioritization of students.
  - x. Assisting faculty with finding material that draws from the cultures where students are from. Eurocentric ways are the baseline and there is a need to move towards not seeing that as the baseline. Students want to see material that reflects their lived experiences.
  - xi. Culturally responsive teaching as a core value.
  - xii. The word “inclusion” and race consciousness. The institution celebrating students and who they are. Centering students' identities and the lived experiences of our students. Certain students have experiences on the margins.
  - xiii. The jargon of racism, a value that can capture all differences.
  - xiv. Being inclusive by providing a list, “respective of identity” instead of race-conscious.
  - xv. Academic excellence as a core value.
  - xvi. Equity mindedness and educators that understand sociohistorical injustices that exist and how this influences education.
  - xvii. The idea of a learning community and connection between areas of the college. Decentering whiteness. Interconnection as a core value.
- C. Kollross explained that the core values will be sent to the committee for reflection during the next two weeks and will be discussed at the next meeting.
3. Strategic Enrollment Plan (SEP)
  - S. Fleming reviewed the Strategic Enrollment Plan and feedback from the working group.
  - There is a need to think about enrollment strategically and to develop specific strategies due to the pandemic.
  - This will be a three-year document that will inform planning from 2021-2024.
  - S. Fleming reviewed the EMP goals. The SEP will be “chunked out.” The document will go to other college areas and be brought back to the committee again.
  - The committee provided feedback:
    - i. Maintain and publicize clear pathways to completion.
    - ii. Some ADTs don’t align with transfer requirements for some of the most popular institutions, such as Cal State LA.
    - iii. A question was asked about gainful employment.
      1. S Fleming indicated this would be addressed elsewhere.
    - iv. Being more explicit about revising high unit degrees instead of “evaluate high unit degrees.” S. Fleming proposed “and modify when possible” instead.
    - v. Researching program completion.
    - vi. S. Fleming indicated the document would be also be taken to the Academic Deans for input.
    - vii. Cultivating students’ awareness and affirming their identities and access to specific outlets. At the Data Symposium, it was shown that students are not

using services at the same level as their peers. Not knowing about these services might be due to the way they are publicized, which does not speak to them.

1. S. Fleming indicated that other goals would be more intentional in addressing the values. She can add a bullet point, but there will be another goal on marketing and publicizing where this can be added.
  2. Some of the grant goals will need to be added, and she will reach out to M. Mares-Tamayo to discuss this.
- viii. Learning from research that will lead to an increase in completion for students. This was implemented in the Program Review, and an Equity Dashboard was created.
- ix. S. Fleming indicated she would send the document for distribution and asked the committee to contact her with questions and comments.
- x. The SEP is timely, given the conversation on anti-racism and strategic enrollment. It will be brought back to the committee in two weeks.

#### **IV. NEW ITEMS**

1. EMP metrics and strategies assessment- the committee did not discuss this item.

#### **V. ANNOUNCEMENTS**

- M. Mares-Tamayo thanked everyone who attended and participated in the planning of the Data Symposium.

#### **VI. ADJOURNMENT- 3:00 PM**