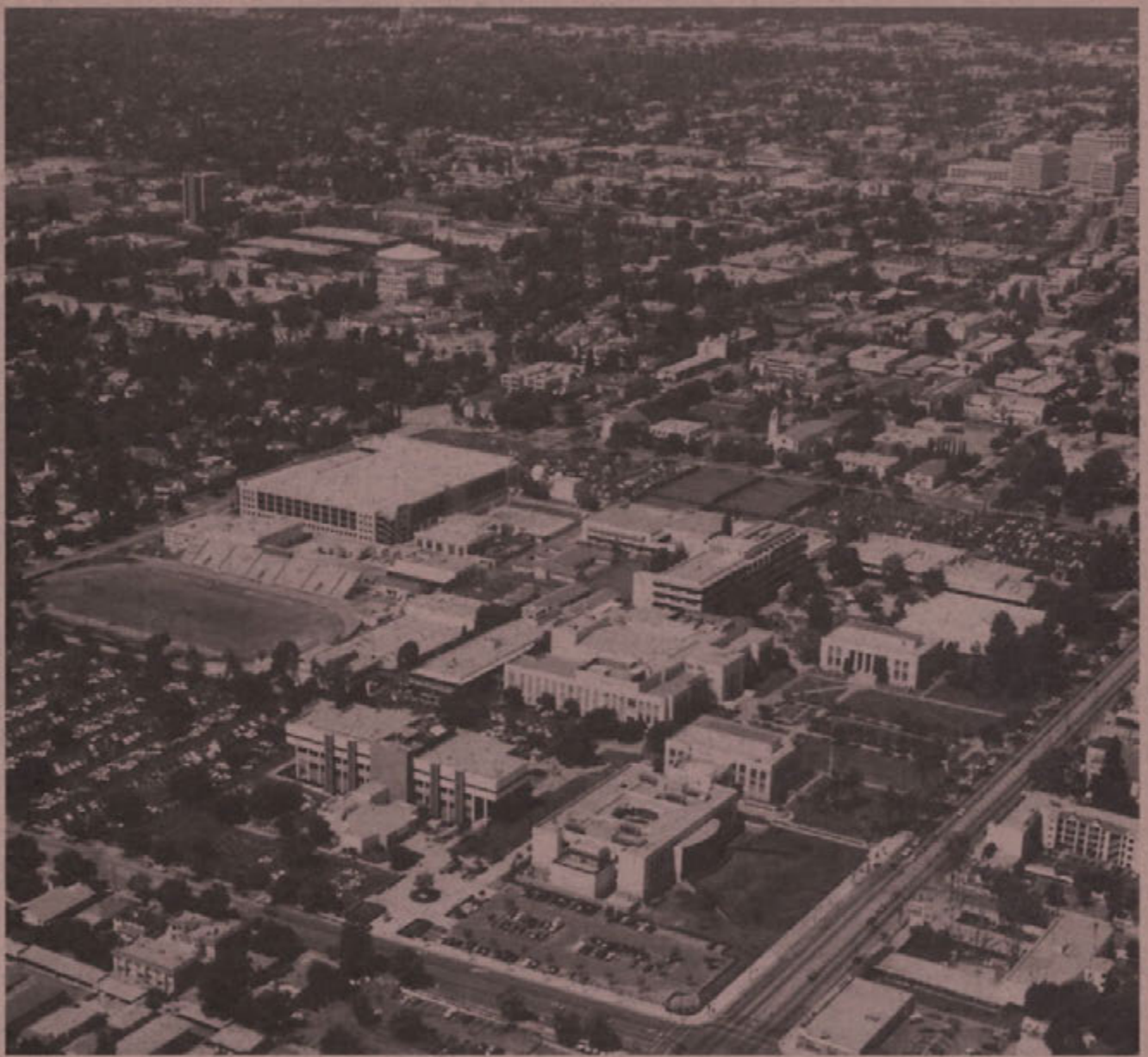
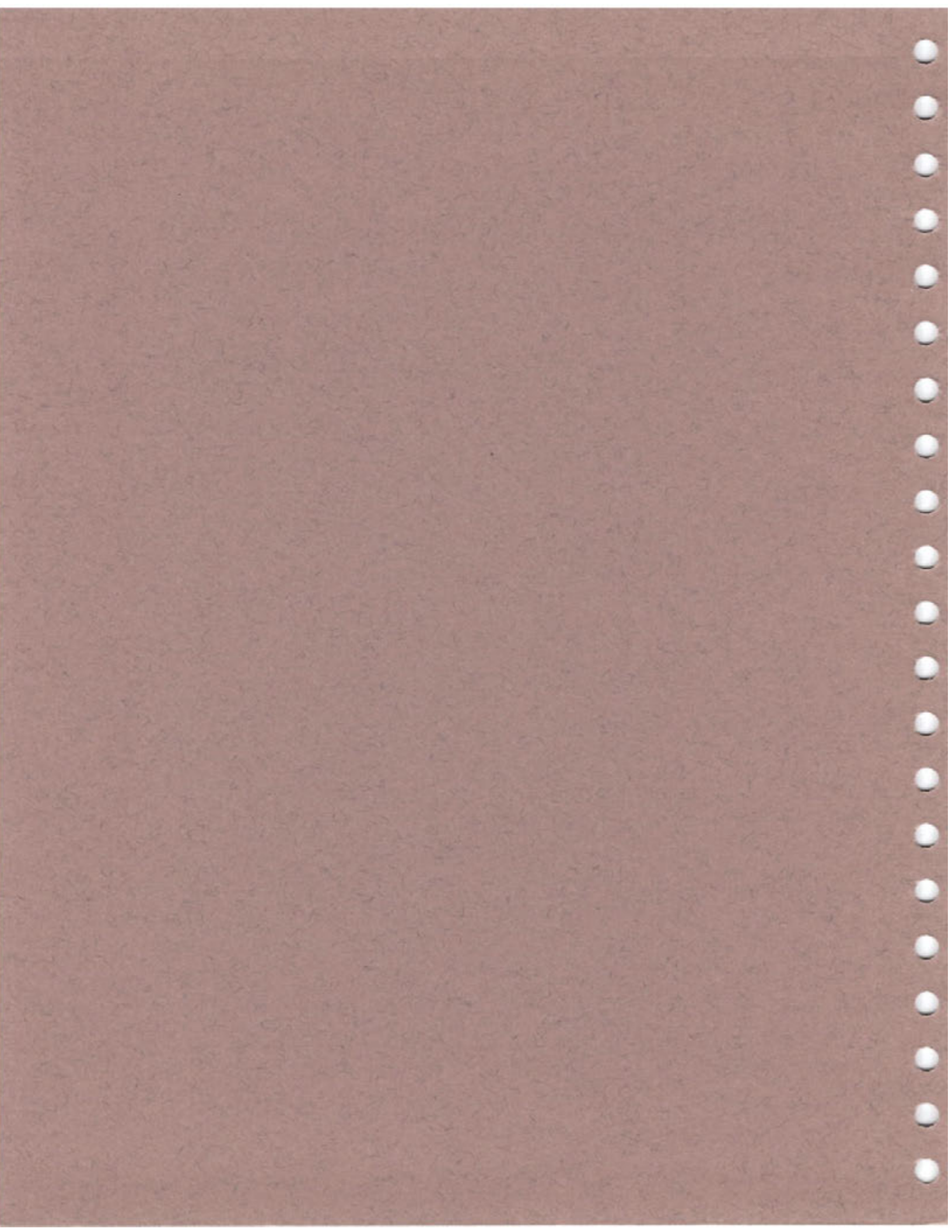


Pasadena City College



Institutional Self-Study 1996



INSTITUTIONAL SELF-STUDY

Submitted by the

**PASADENA AREA
COMMUNITY COLLEGE DISTRICT**

1570 East Colorado Boulevard
Pasadena, California 91106-2003

October 1996

*to the Accrediting Commission
for Community and Junior Colleges
of the Western Association
of Schools and Colleges*

*in Application for
Reaffirmation of Accreditation*



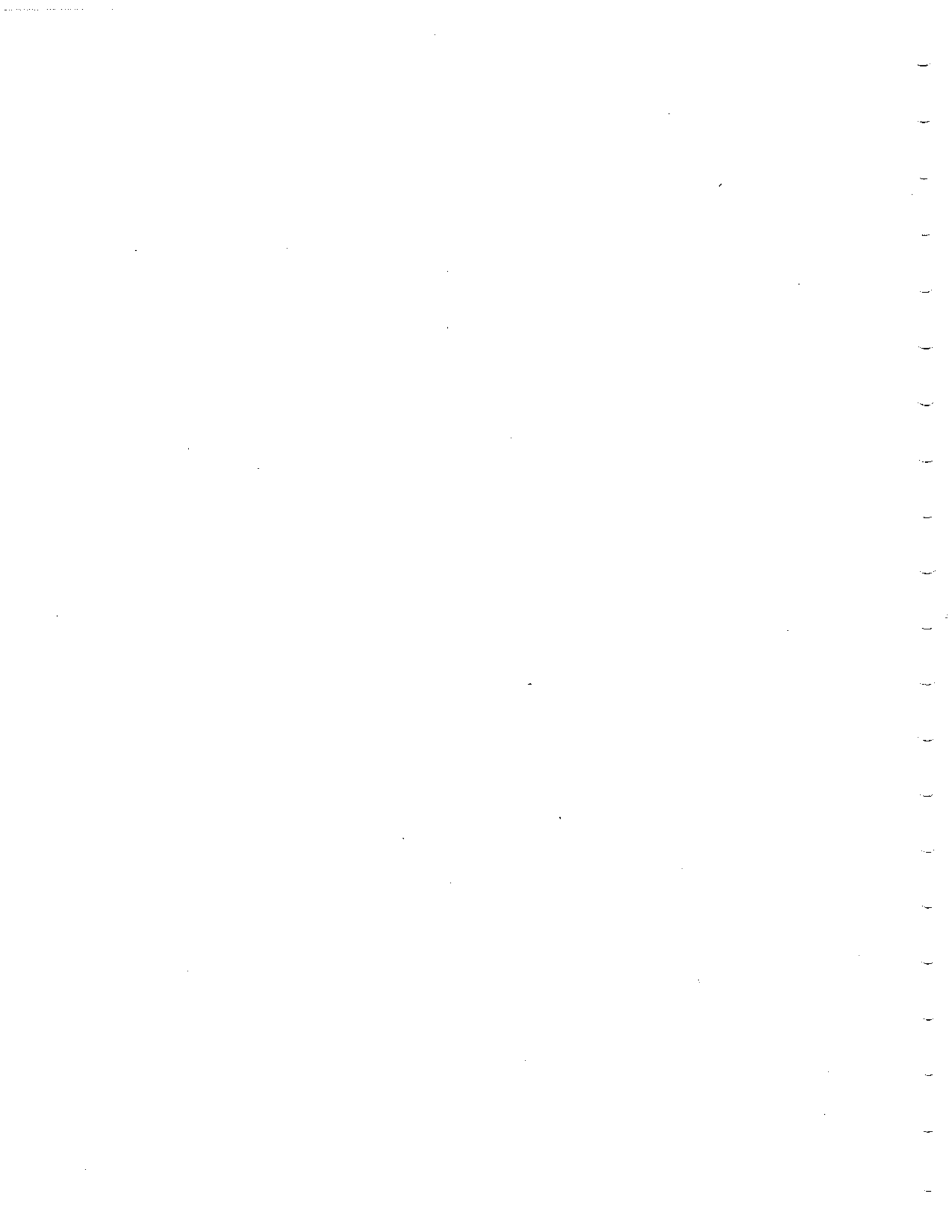


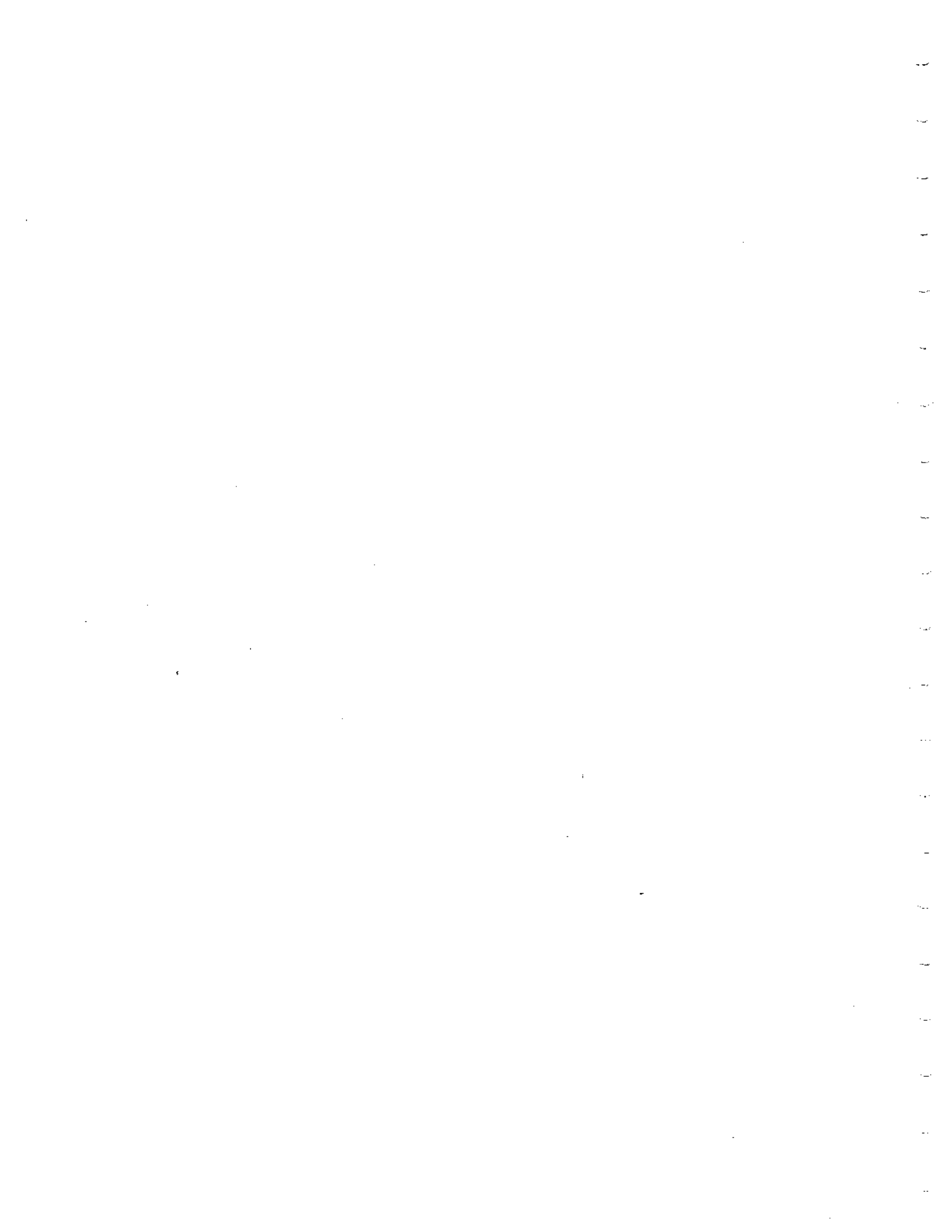
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Certification of the Institutional Self-Study

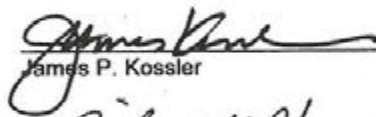
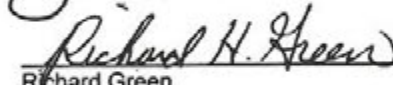

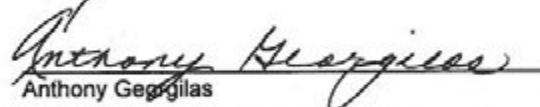
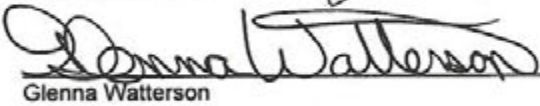
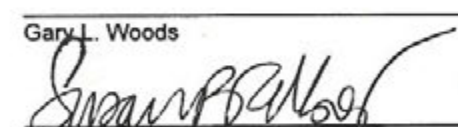
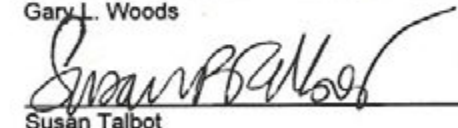
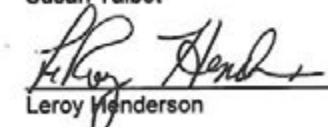
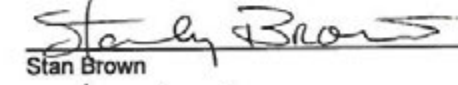
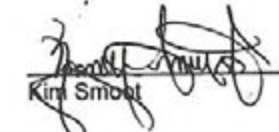


Certification of the Institutional Self-Study Report

Date: June 1996
To: The Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
From: Pasadena Area Community College District
1570 E. Colorado Boulevard
Pasadena, CA 91106-2003

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this Institution.

 James P. Kossler	Superintendent-President
 Richard Green	President, Board of Trustees
 William E. Goldmann	Accreditation Liaison Officer
 Anthony Georgilas	President, Faculty Senate
 Glenna Watterson	President, Classified Senate
 Gary L. Woods	President, PCC/CTA
 Susan Talbot	President, PCC/ISSU
 Leroy Henderson	President, PCC/POA
 Stan Brown	Chief Shop Steward PCC/CSEA
 Kim Smoot	President, Associated Students

Certification

Committee Certification

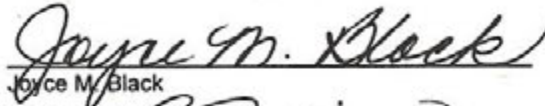

Bruce A. Carter

Standard 1: Institutional Integrity,
Purposes, Planning and Effectiveness

Bruce A. Carter


Susan B. Clifford

Susan B. Clifford

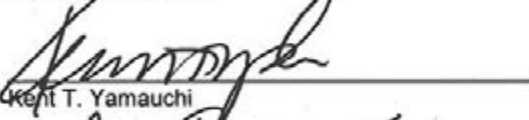

Joyce M. Black

Standard 2: Educational Programs

Joyce M. Black

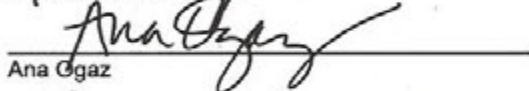

Marion L. Pavlovich

Marion L. Pavlovich

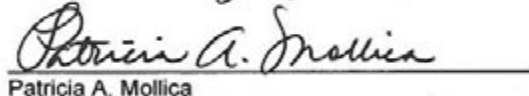

Kent T. Yamauchi

Standard 3: Student Services and the
Co-Curricular Learning Environment

Kent T. Yamauchi

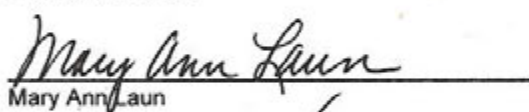

Ana Ogaz

Ana Ogaz


Patricia A. Mollica

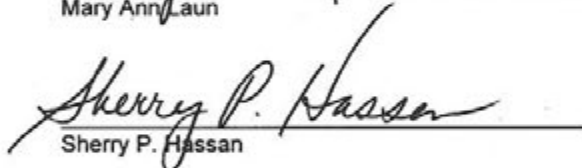
Standard 4: Faculty and Staff

Patricia A. Mollica


Mary Ann Laun

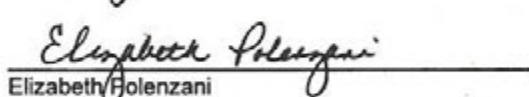
Standard 5: Library and Learning
Resources

Mary Ann Laun


Sherry P. Hassan

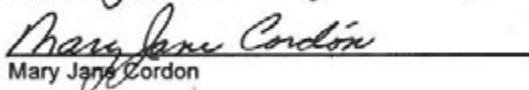
Standard 6: Physical Resources

Sherry P. Hassan

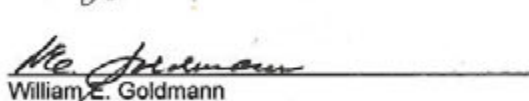

Elizabeth Polenzani

Standard 7: Financial Resources

Elizabeth Polenzani

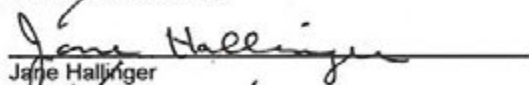

Mary Jane Cordon

Mary Jane Cordon


William E. Goldmann

Standard 8: Governance

William E. Goldmann

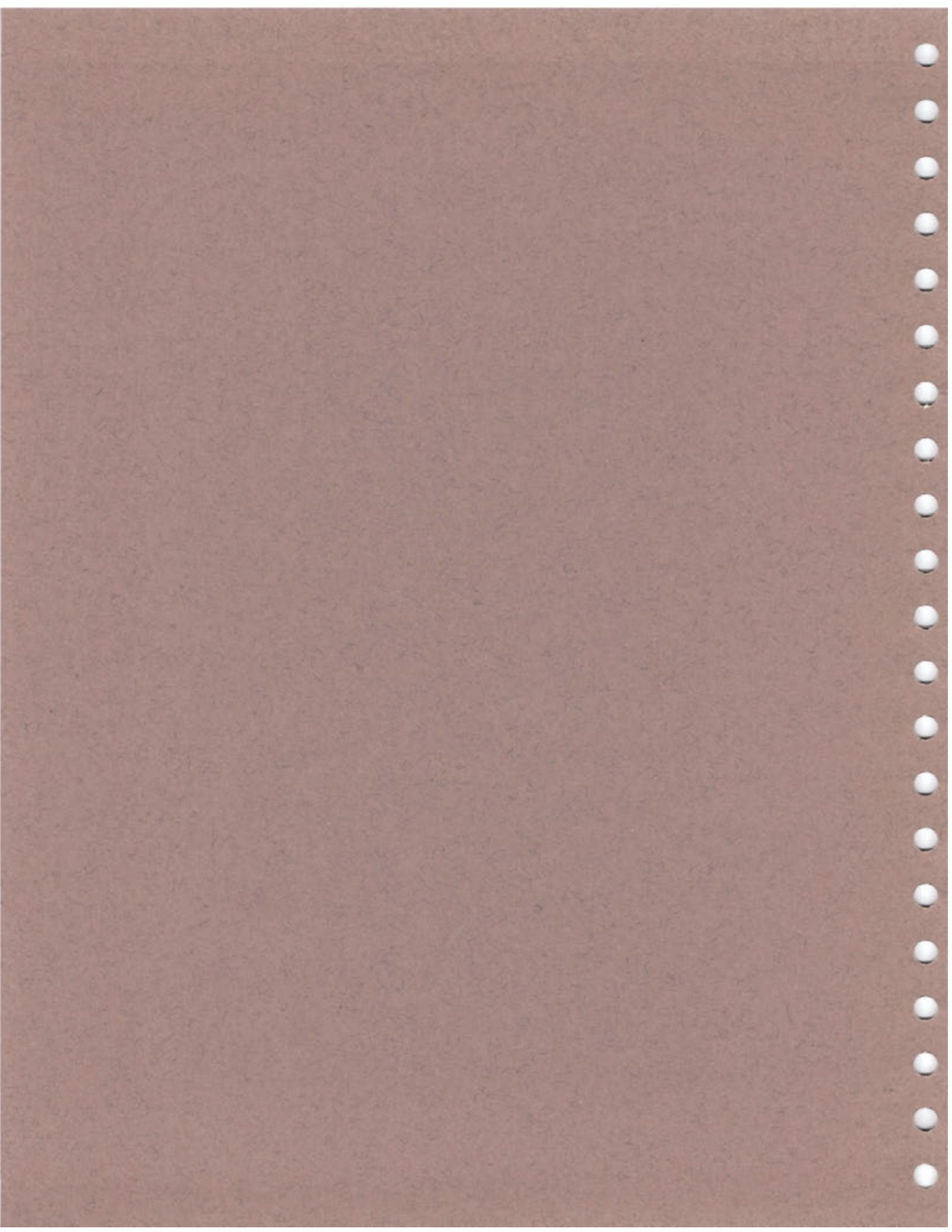

Jane Hallinger

Jane Hallinger


Hollis Stewart

Hollis Stewart

Abstract
of the Institutional Self-Study Report



Abstract of the Report

The Pasadena Area Community College District (PACCD) offers comprehensive educational programs and services in an urban setting to over 21,000 students. Since the last accreditation visit, the District has been characterized both by great change and considerable stability.

Appearances have changed. The facilities Master Plan, begun in 1989, is 80% complete and showcases the Shatford Library and a new parking structure on the main campus and the Community Education Center and the Child Development Center off campus. The upper levels of administration have changed: two years ago, the District appointed a new vice president for Instruction; in the past year, a new President and a new vice president of Administrative Services were appointed. The student body has become increasingly diverse. Seventy percent of the students identify themselves as Asian, Hispanic, or black, in contrast to about 58% five years ago. The increase has come almost equally in the areas of Asian and Hispanic students, who each make up approximately 30% of the current student population.

Programs and planning have changed. Course offerings, curriculum, and student services have been

revised to meet the demands and better serve the needs of the varied student population. To focus the institution in its efforts, the PACCD developed a mission and goals statement. The Educational Master Plan and the pending Technology Master Plan are guided by these goals. Lastly, the District has embraced and been confounded by new technology, as it has been by new regulations having to do with shared governance. It struggles to contend with both.

The financial stability and quality of the District's programs and personnel have not changed. The institution has weathered the statewide budget crisis well, with no layoffs and no serious compromises in programs and services. The institution also continues to be staffed by highly skilled personnel. Finally, the District continues its commitment to and success at offering the community an extraordinary range of substantial educational programs and services.

The following abstract of the accreditation standards reports provides a more detailed accounting of the District.

Standard 1: Institutional Integrity, Purposes, Planning, and Effectiveness

As mentioned above, since the last accreditation report, the institution has developed a mission and goals statement that is published in the Catalog, Schedule of Classes, and other appropriate college publications. In addition, an educational master plan has been developed and a technology master plan has been drafted. Affirmative action and student equity plans have also been formulated. Efforts are being made to ensure that academic, fiscal, and all other planning is in accordance with the institution's Philosophy, Mission, and Goals statement. Educa-

tional planning seems well connected to these goals. Fiscal planning seems less clearly connected.

In 1992, the institution initiated the Institutional Program Planning (IPP) review process for the review of all college programs every five years. To aid in planning and evaluation, the institution opened an office of Matriculation and Research Services which provides data on an ongoing basis to various college constituencies and programs. Further work needs to be done in integrating the data produced by this office into the evaluation and planning processes.

Abstract

Standard 2: Educational Programs

The PACCD offers an extensive array of educational programs for students seeking transfer, vocational training, enrichment, and noncredit courses. Special programs, such as block programs, the Study Abroad Program, and the Scholars Program offer students exceptional opportunities for study in innovative environments. The District's transfer and vocational programs have a high success rate.

The institution has made great efforts to accommodate recent demographic changes. In response to demand, the number of basic skills and transfer level courses has increased. The number of ethnic studies courses offered has also gone up considerably. In addition, the institution offers special academic programs, such as the Puente Project and the African American Male Enrichment Program, that are designed to improve retention in the groups they serve. Moreover, with the assistance of our outstanding Grants Office and through the efforts of individual

faculty, PCC has been able to offer faculty training in the multicultural classroom and diverse curriculum.

At the same time as the institution has increased the number of basic skills and transfer-level courses, it has eliminated some vocational programs because of lack of demand and/or lack of job availability. The total number of courses offered by the institution has also been cut in an enrollment management plan designed to keep the institution within its budget by reducing the institution's overcap enrollment. These increases and reductions have not damaged the integrity of PCC's educational programs, but have, in some cases, lengthened the time necessary for student completion of a program by approximately a semester.

The Community Education Center, with its new facility, serves the demand for noncredit courses well, as do the Continuing Education and Community Education fee programs.

Standard 3: Student Services and the Co-Curricular Learning Environment

Pasadena City College provides a comprehensive, high-quality program of services to students. The Student Services staff is dedicated and highly respected. Services provided in this area range from counseling to disabled student services to support of clubs and cultural organizations.

The most significant recent change in the ability of Student Services to serve students has been in the use of technology. Since the last accreditation study, the Admissions and Records Office has implemented scannable admissions applications and telephone registration, helping both the students in having a conveniently accessible system and the college in securing accurate and timely data. Counseling Services has automated the Student Educational Plans. This has afforded counselors and students quick access to educational information and records. Assessment Services is in the final stages of implementing its computerized adaptive testing program.

The High-Tech Center of the Disabled Student Programs and Services utilizes state-of-the-art technology to assist students with a variety of disabilities. A system for direct student access to their own records and general college information is being developed. Demonstration kiosks have been introduced at some campus locations.

One of the major difficulties for Student Services has been its facilities. Currently, student service offices are spread throughout the campus in small quarters. Now that the state bond issue has passed, the college will implement its plan to centralize many student services by remodeling the old library building. The relocation will bring together about 80% of student services under one roof, thereby increasing daily and direct contact and communication among the service area providers and creating easier and more convenient access to services for students.

Standard 4: Faculty & Staff

The college has weathered the fiscal instability of the past few years with no layoffs and relatively little reduction in staff. The staff is well-qualified and has met state guidelines for diversity in all areas except for the administration. The institution has also been able to hire full-time replacement faculty annually to keep the balance of credit courses taught by full timers to part timers at or near the Chancellor's required 75/25% ratio.

Procedures for hiring and evaluation are perceived as generally fair and effective in the hiring of fully qualified candidates. There is concern among the faculty about their role in faculty hiring. In addition, the place of faculty in the hiring of division deans has been an area of dispute for the past few years. These matters continue under discussion.

A great many staff development opportunities are offered to managers, faculty, and classified staff in

the form of workshops, retreats, seminars, and conferences. Except for a 10% decrease in 1994-95, PCC has maintained conference attendance and travel budgets in every department at the same levels for the last six years. Further, the institution continues to fund sabbatical leaves at the highest level provided for in the faculty collective bargaining agreement. The institution also sponsors a classified staff retreat every year. An area of concern, however, for all staff, is Flex Day, which is perceived as not addressing campus and academic issues well. The coming Flex Day is once again being revised. Human Resources will be conducting a campus-wide survey to establish staff development needs.

For the most part, areas addressed in the standard are clearly stated in a number of college documents, but a number of handbooks and policy manuals need to be updated and redistributed.

Standard 5: Library and Learning Resources

The wide spectrum of Pasadena City College's learning resources supports the college's mission statement and educational goals by enhancing the teaching and learning processes. The institution's Library and its Learning Resources are staffed by well-qualified individuals and offer high-quality services. The Library, the Media Center, and Instructional Computing have also been instrumental in helping the college take advantage of the electronic revolution through their services and training. However, the very success of the Library and of Learning Resources has brought difficulties.

The new Shatford Library has made a tremendous difference in improving the institution's sense of itself as a college and in the ability of the institution to provide high-quality library services. However, there has been no increase in staff to deal with the larger

space and greatly increased usage. Similarly, Instructional Computing has seen a tremendous increase in computer use and in sophistication of technology without any increase in staff since 1988. The Media Center also functions with increased responsibilities and limited staff. In all these areas, staffing has been stretched to the limit, and sufficient resources and maintenance time is scarce.

A further problem is overcrowding. Instructional Computing cannot accommodate student demand for computer use, and the Learning Assistance Center must provide high-quality student services in an overcrowded, noisy area.

The finalization of the Technology Master Plan may help guide decisions in the areas of staffing and facilities.

Abstract

Standard 6: Physical Resources

The most obvious change over the past few years in the Pasadena Area Community College District has been the change in the physical appearance of the institution. The college has had great success raising the money to implement the facilities Master Plan. Both the Library and the parking garage on the main campus are attractive and have greatly enhanced the college's service to its students. Renovations in other areas, including new campus signage, repainting of buildings, and the remodeling of food service areas and the Bookstore have also added to the positive general appearance and have improved functioning. The new Community Education Center and the Child Development Center, both to be officially opened in Fall, 1996, help fulfill the college's commitment to the community. With the recent passage of the state

capital improvements bond issue, PCC will complete its facilities Master Plan, which includes renovations of the old library and other buildings and construction of a new physical education center.

Most of the equipment for the college is adequate and well-maintained. Computers and computer accessories have been provided to faculty and staff at a rate above average for comparable community colleges, but long-term plans for procurement and replacement of technology are perceived as inadequate. There is also some confusion about the roles of Computing Services and Management Information Systems in the administration of the college's computer programs. Finalization of the Technology Master Plan may lead to clarification.

Standard 7: Financial Resources

Pasadena City College has maintained a reputation for fiscal soundness for many years. Through efficient use of technology, aggressive fundraising to supplement traditional sources of revenue, annual adjustments in the number of classes offered and positions filled, and maintenance of and careful use of reserves, the college has been able to provide support for its programs and staff without a compromise in quality.

The District budget for 1995/1996 is over \$100,000,000 (\$59,000,000 Unrestricted General Fund and \$41,500,000 Restricted Funds). With long-term liabilities of the new parking structure and energy improvement programs, the college is maintaining reserves of 10.4%. The institution continues to be challenged by funding demands, particularly in new technology.

To assure accuracy in reporting and managing, fiscal operations follow the California Community College Budget and Accounting Manual, and annual audits are conducted in the fall by an independent certified public accountant. The Board of Trustees also receives quarterly reports. Cost center managers have access to monthly expenditure summary reports. The college is covered by a comprehensive self-insured program for property, auto and professional liability, and workers' compensation.

The current budget development process is clear to participants, but the roles of the administration, Faculty Senate, Classified Senate, and Associated Students in that process need further definition.

Standard 8: Governance

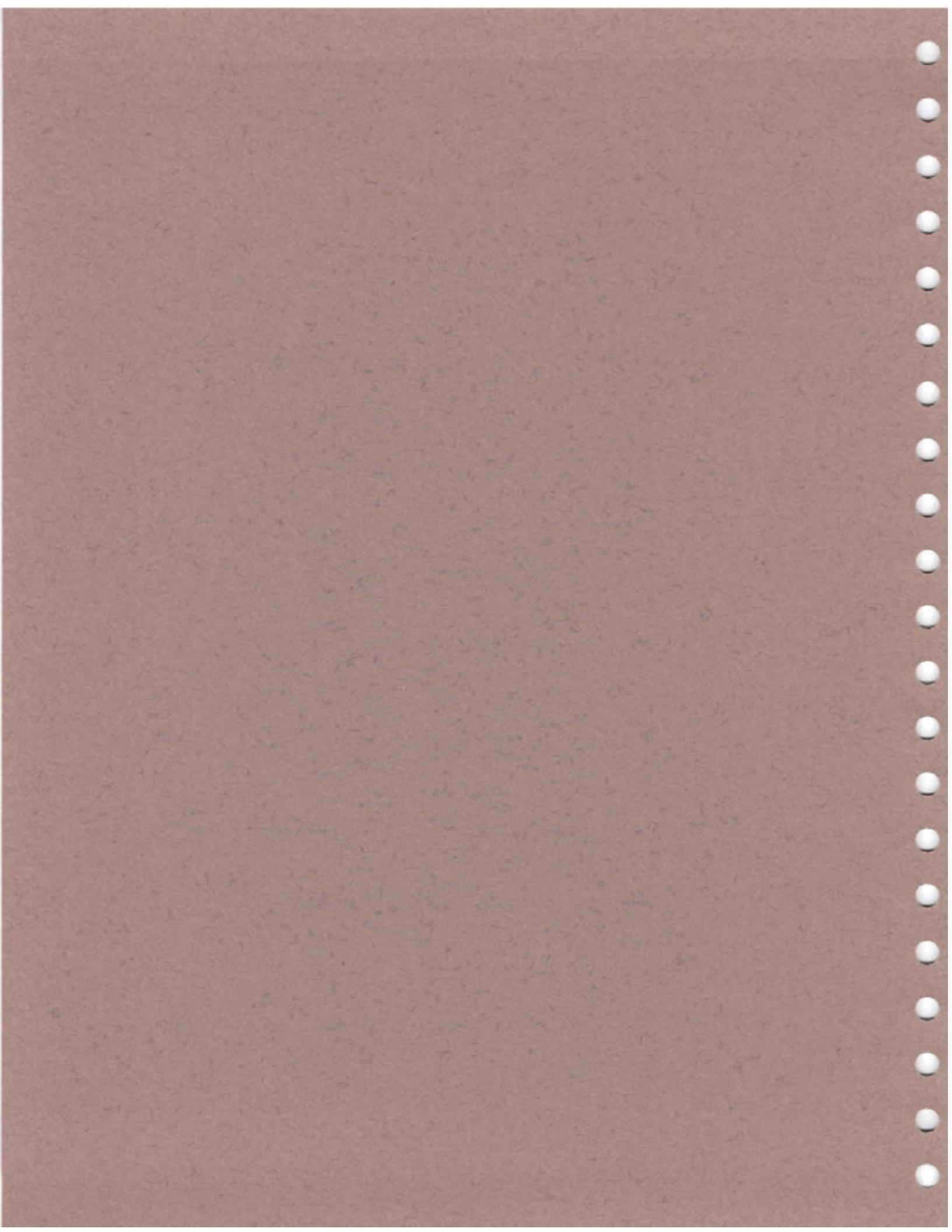
PCC, as other like institutions throughout the state, is adjusting to the implications of Title 5 and shared governance. In 1991, the Board of Trustees enacted a governance policy that affirmed an ongoing consultation process among all constituents of the college. Since then, the college has been working toward better definition of the roles of the various constituencies in the shared governance process and the rights of all constituencies in regard to policy-making. The Faculty Senate Board (FSB) believes that the administration and the Board of Trustees have not committed to reaching mutual agreement on academic and professional matters as mandated by Title 5 regulations. For its part, the Board of Trustees believes that the shared governance agreement that it reached with the FSB in November, 1991, provides evidence of its commitment to reach mutual agreement on academic and professional matters. The managers are in a period of self-definition *qua* managers at this

point. The new President has called for a college council with representation from all governance constituencies.

In other arenas, the Board of Trustees has a positive relationship with the institution and provides appropriate oversight and support. The managers, faculty, classified staff, and students all have associations that represent their interests in the governance of the college. The Associated Students Board, however, has not functioned well over the past two years. It has been and continues to be plagued by chaos and conflict. Attempts to clarify procedures and to settle disputes among officeholders continues. Much more harmonious is the relationship between the institution and its Foundation. The relationship has been excellent, and the Foundation has provided invaluable support, material and nonmaterial, over the past five years.



Organization of the Institutional Self-Study



Organization of the Self-Study

Superintendent-President: James P. Kossler
Accreditation Liaison Officer: William E. Goldmann
Self-Study Coordinator: Judith V. Branzburg

STEERING COMMITTEE

Judith V. Branzburg, Robert Bowman, James Crayton, Anthony Georgilas, William Goldmann, Shirley Henry, Roldan Herrera, James Kossler, Patricia Lynn, Jeanette Mann, Imelda Martinez, Robert McLean, Kathleen Rodarte, Hollis Stewart, Susan Talbot, Cathy Wei, Yoshi Yamato

COMMITTEES

Standard 1 - *Institutional Integrity, Purposes, Planning, and Effectiveness:*

Bruce Carter*, Susan Clifford*, Dolores Avila, Millie Barboza, Robert Cagle, Jeannette Church, Jeff Holmes, Susan Housepian, Ted James, Paul Kilian, Paul Martin, Darrell Price, Walter Shatford II, Nino Valmassoi

Standard 2 - *Educational Programs:*

Joyce Black*, Marion Pavlovitch*, Nabil Abu-Ghazaleh, Michael Bloebaum, Susan Clifford, James Crayton, Rebekah Doughty, Rosemary Gaines, Coleman Griffith, Mark Hayden, Virginia Heringer, Isabel Hildebrandt, Jacqueline Jacobs, Gerald Lewis, Laura Linton MacFarlane, Phyllis Mael, Linda Malm, Imelda Martinez, Michael O'Bryan, Patricia Peach, Carolyn Recendez, Lou Rosenberg, Barbara Salmon, Joseph Sierra, Julie Slagle, Michael Stephans, Amy Ulmer, Nino Valmassoi, Chrystal Watson

Standard 3 - *Student Services and the Co-curricular Learning Environment:*

Kent Yamauchi*, Ana Ogaz*, Robert Bowman, Dina Chase, Cecile Davis-Anderson, Marcia Freedman, Jim Gonzalez, Chuck Havard, Judith Heinrichs, Blanca Henderson, Linda Jenkins, Stephen B. Johnson, Ellen Kauti, Ernestine Moore

Standard 4 - *Faculty and Staff:*

Patricia Mollica*, Ellen Reynolds-Ligons**, Robert Cagle, Ramona Caro, Kathryn Dabelow, Gloria Horton, John Jacobs, Linda Magee, Joseph Moreau, Richard Moreno, Terri Tschirgi

Standard 5 - *Library and Learning Resources:*

Mary Ann Laun*, Alan Armstrong, Diana Castaneda, Bob Cody, Joe Conner, Rod Foster, Matthew Hunt, Ted James, Harry Kawahara, Teri Keeler, Joanne Kim, Candice Larson, Daniel Ly, Linda Magee, Ramona Nale, Dale Pittman, Ilsa Setziol, Debbie Smith, John Wood

Standard 6 - *Physical Resources:*

Sherry Hassan*, Alan Armstrong, Tim Berreth, Bob Cody, Don Eckmann, Martha Hager, Ed Haines, Chuck Havard, Don Holthaus, Vince Palermo

Standard 7 - *Financial Resources:*

Elizabeth Polenzani*, James Kossler ****, Mary Jane Cordon***, Fred Figueroa, Ahni Foley, Annie Le, John Martin, Paul Martin, Robert Navarro, Edgar Nandkishore, Odessa Walker

Standard 8 - *Governance and Administration:*

William Goldmann*, Jane Hallinger*, Hollis Stewart*, James Bickley, Mabel Duncan, William Farmer, Christine Goudy, Roldan Herrera, Harry Kawahara, Rodney Mitchell, Warren Weber, Linda Wildeboer

• Chair

* Co-chair

** Co-chair through 10/95 *** Co-chair from 12/95 **** Co-chair through 11/95

Organization

SELF-STUDY TIMETABLE

9/92	Response to 1990 Self-Study visiting accreditation team recommendations initiated
1/93	Mid-term report issued
9/94	College representatives attend ACCJC accreditation workshop
10/94	Self-Study coordinator appointed by accreditation liaison officer. Approved by Faculty Senate Board Preliminary steering committee nominated by President
11/94	Preliminary co-chairs selected in consultation with Faculty Senate Board Standard co-chair appointments finalized with appropriate approvals Accreditation Infoline 1 distributed
12/94	Standards committees and subcommittees formation begun
1/95	Accreditation office officially opened Steering committee finalized with appropriate approvals First steering committee meeting
2/95	First standards co-chairs meeting Further calls for committee volunteers issued Responses to previous recommendations assigned to standards committees
2/95 - 3/95	Self-Study coordinator conducts meetings with all standards committees
2/95 - 9/95	Standards committees and subcommittees work in preparation of first draft. Surveys initiated, forums held, etc.
3/95	Accreditation Infoline 2 published
4/95	Steering committee meeting Article on accreditation published in the <i>Courier</i> , the college newspaper
5/95	Standards co-chairs meeting Steering committee meeting
9/95	First drafts standards reports due Steering committee review of drafts Coordinator meetings with standards co-chairs or committees to review steering committee responses to drafts
9/95 - 1/96	Standards committees and subcommittees work on second drafts
10/95	Steering committee meeting Standards co-chairs meeting Infoline 3 published

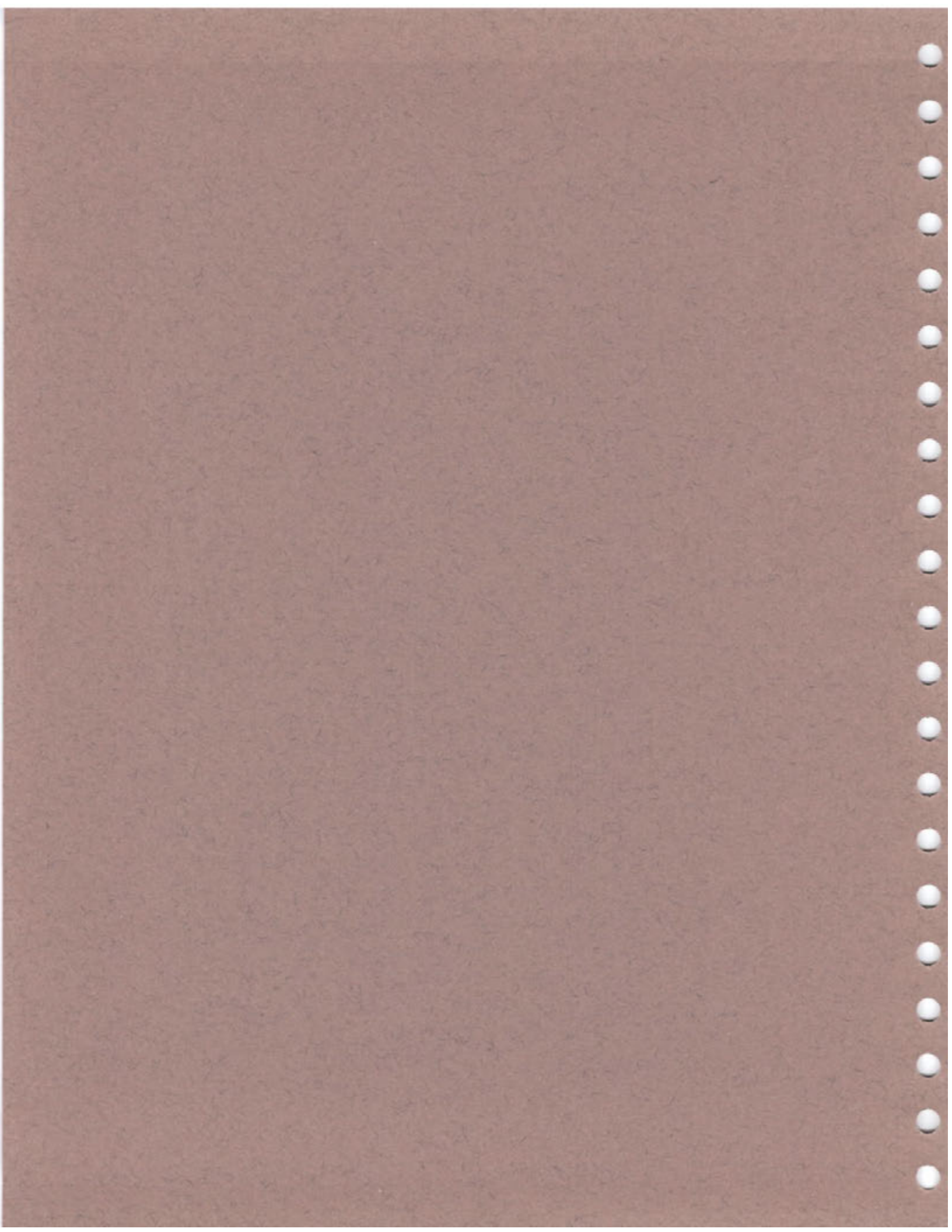
- 1/96 Steering committee meeting
Standards co-chairs meeting
Second drafts standards reports due
Preliminary plans submitted to leadership retreat
- 2/96 Steering committee meeting
Coordinator meetings with standards co-chairs regarding steering committee responses to second drafts
- 2/96 - 3/96 Standards committees work on drafts
- 3/96 Steering committee review of Self-Study draft
- 4/96 Draft of Self-Study distributed throughout college for review
Steering committee review of suggested revisions
- 5/96 Board of Trustees discussion of document
Distribution of packet of all suggested revisions to all members of standards committees for standards committees' responses
Steering committee meeting with standards co-chairs for discussion of revisions and final review of document
Steering committee approval of final, revised document (one negative vote)
- 6/96 Board of Trustees approval of final revisions to Self-Study Report (one negative vote)
Final proofing and preparation for printing
- 7/96 Printing of Self-Study

Special thanks to the following for help in preparing the Self-Study Report:

Jennifer Cooper
Barbara Salmon
Susan Talbot
Beverly Tillman
Office Services staff
Printing Services staff
and all volunteer proofreaders



Description and
Demographics



Description and Demographics

The Pasadena Area Community College District, established in 1966, is located in the West San Gabriel Valley of Los Angeles County. The District population is 370,000.

Pasadena City College, the third-largest single-campus community college in the United States, was founded in 1924. The college currently enrolls 21,000 credit and 3,350 noncredit students on a 53-acre campus on one of Pasadena's main streets, Colorado Boulevard. The college draws 60% of its

students from outside the district. Community education, located at a newly opened Community Education Center a few miles from the campus, serves 11,000 clients per year. Continuing Education offers courses to approximately 7,500 students. PCC also owns and operates a Child Development Center within a few blocks of the campus. The District employs 363 faculty, librarians, counselors, and administrators and 334 maintenance, trades, professional, clerical, and management workers.

STUDENT BODY CHARACTERISTICS - FALL 1995 1st CENSUS

	Credit Count	Credit %	Noncredit Count	Noncredit %	Total Count	Total %
1. Total Students	21,072		3,350		24,422	
2. Male	9,366	44.5%	711	24.9%	10,077	42.1%
Female	11,690	55.5%	2,147	75.1%	13,837	57.9%
Unknown	16		492		508	
TOTALS	21,072	100%	3,350	100%	24,422	100%
3. American Indian	175	0.9%	6	0.3%	181	0.8%
Asian/Pacific Islander	6,268	31.9%	198	10.1%	6,466	29.9%
Black	1,655	8.4%	170	8.7%	1,825	8.4%
White	4,389	22.3%	465	23.8%	4,854	22.5%
Hispanic	6,306	32.1%	1,096	56.1%	7,402	34.2%
Filipino	876	4.5%	17	0.9%	893	4.1%
Other						
Unknown	1,403		1,398		2,801	
TOTALS	21,072	100%	3,350	100%	24,422	100%

Demographics

STUDENT BODY CHARACTERISTICS - FALL 1995 1st CENSUS (continued)

	Credit Count	Credit %	Noncredit Count	Noncredit %	Total Count	Total %
4. U.S. Citizens	13,726	66.5%	513	15.3%	14,239	66.3%
Foreign/Other	70	0.3%	17	0.5%	87	0.4%
Immigrants	5,828	28.2%	285	8.5%	6,113	28.5%
Refugees/Asylee/Parolee	316	1.5%	19	0.6%	335	1.6%
Student (F-1 Visa)	697	3.4%	1	0.0%	698	3.3%
Unknown	435		2,515	75.1%	2,950	
TOTALS	21,072	100%	3,350	100%	24,422	100%
5. PACCD Residents	8,244	39.7%	200	6.0%	8,444	40.1%
CC District Residents	11,474	55.2%	66	2.0%	11,540	54.7%
Out-of-State	157	0.8%	11	0.3%	168	0.8%
Foreign Students	906	4.4%	20	0.6%	926	4.4%
Unknown	291		3,053	91.1%	3,344	
TOTALS	21,072	100%	3,350	100%	24,422	100%
6. First-time Students	4,755	22.7%	709	25.7%	5,464	23.0%
First-time Transfer/PCC	1,439	6.9%	50	1.8%	1,489	6.3%
Transfer/Returning	413	2.0%	4	0.1%	417	1.8%
Returning Students	1,927	9.2%	76	2.8%	2,003	8.4%
Continuing Students	12,418	59.3%	1,918	69.6%	14,336	60.5%
Unknown	120		593		713	
TOTALS	21,072	100%	3,350	100%	24,422	100%
7. Full-time	6,483	30.6%	9	0.3%	6,462	26.5%
Part-time	14,619	69.4%	70	2.1%	14,689	60.1%
Noncredit Only			3,271	97.6%	3,271	13.4%
TOTALS	21,072	100%	3,350	100%	24,422	100%
8. Day	9,352	44.4%	2,230	66.6%	11,582	47.4%
Day/Evening	6,291	29.9%	193	5.8%	6,484	26.5%
Evening	5,429	25.8%	927	27.7%	6,356	26.0%
Unknown						
TOTALS	21,072	100%	3,350	100%	24,422	100%

STUDENT BODY CHARACTERISTICS - FALL 1995 1st CENSUS (continued)

	Credit Count	Credit %	Noncredit Count	Noncredit %	Total Count	Total %
9. Veterans/Dependents	240	1.1%	2	0.1%		
10. 18 and Under	2,426	11.5%	55	1.6%	2,481	10.2%
19-21	6,709	31.9%	205	6.1%	6,914	28.3%
22-24	3,941	18.7%	206	6.1%	4,147	17.0%
25-29	3,189	15.1%	356	10.6%	3,545	14.5%
30-34	1,757	8.3%	446	13.3%	2,203	9.0%
35 and Over	3,042	14.4%	930	27.8%	3,972	16.3%
Unknown	8		1,152	34.4%	1,160	4.7%
TOTALS	21,072	100%	3,350	100%	24,422	100%

STUDENT BODY CHARACTERISTICS - SPRING 1996 1st CENSUS

	Credit Count	Credit %	Noncredit Count	Noncredit %	Total Count	Total %
1. Total Students	20,911		3,756		24,667	
2. Male	9,376	44.8%	1,025	27.5%	10,401	42.2%
Female	11,535	55.2%	2,731	72.7%	14,266	57.8%
Unknown						
TOTALS	20,911	100%	3,756	100%	24,667	100%
3. American Indian	173	0.8%	8	0.2%	181	0.7%
Asian/Pacific Islander	6,258	29.9%	239	6.4%	6,497	26.3%
Black	1,708	8.2%	199	5.3%	1,907	7.7%
White	4,411	21.1%	522	13.9%	4,933	20.0%
Hispanic	6,060	29.0%	1,254	33.4%	7,314	29.7%
Filipino	837	4.0%	19	0.5%	856	3.5%
Decline to State	1,464	7.0%	1,515	40.3%	2,979	12.1%
TOTALS	20,911	100%	3,756	100%	24,667	100%

Demographics

STUDENT BODY CHARACTERISTICS - SPRING 1996 1st CENSUS (Continued)

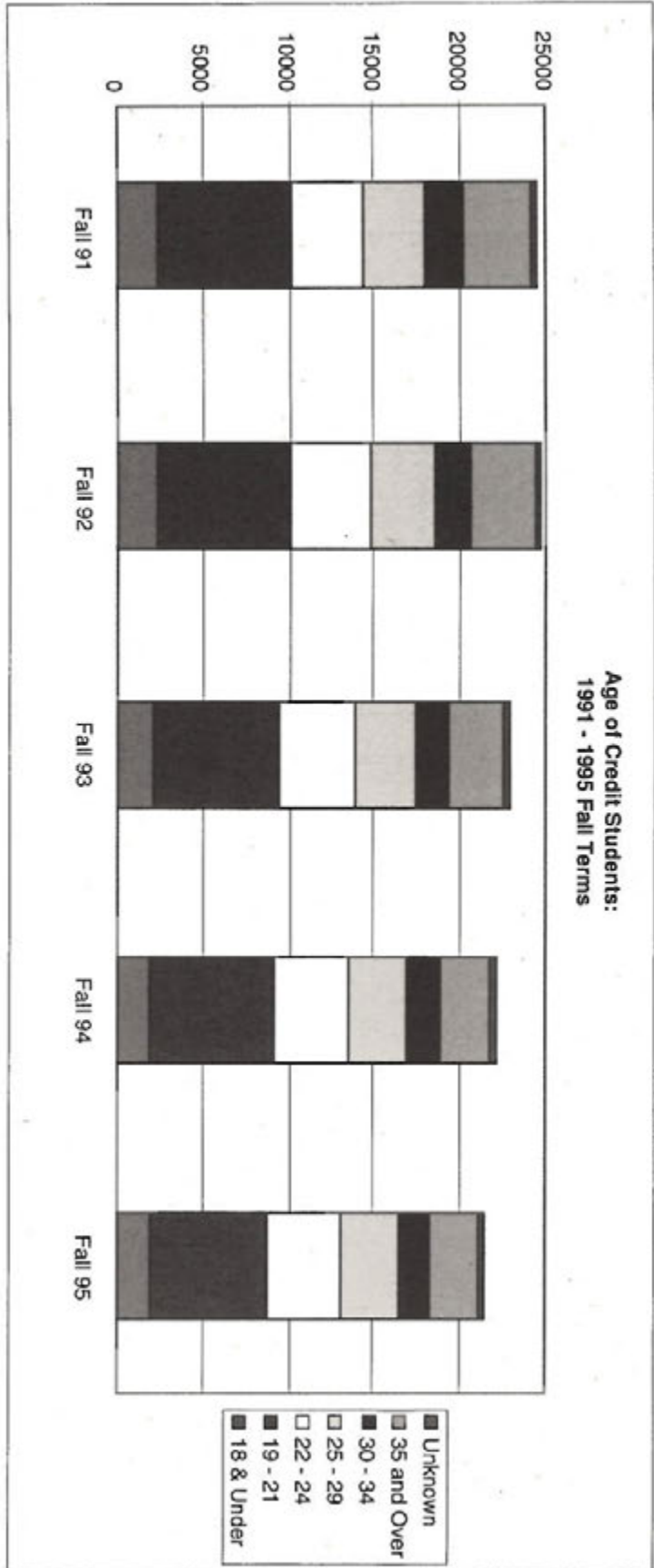
	Credit Count	Credit %	Noncredit Count	Noncredit %	Total Count	Total %
4. U.S. Citizens	13,674	65.4%	609	16.2%	14,283	57.9%
Foreign/Other	326	1.6%	17	0.5%	343	1.4%
Immigrants	5,639	27.0%	284	7.6%	5,923	24.0%
Refugees/Asylee/Parolee	323	1.5%	17	0.5%	340	1.4%
Student (F-1 Visa)	714	3.4%	4	0.1%	718	2.9%
Amnesty	235	1.1%	2,825	75.2%	3,060	12.4%
TOTALS	20,911	100%	3,756	100%	24,667	100%
5. PACCD Residents	8,328	39.8%	236	6.3%	8,564	34.7%
CC District Residents	11,459	54.8%	70	1.9%	11,529	46.7%
Out-of-State	172	0.8%	3,431	91.3%	3,603	14.6%
Foreign Students	952	4.6%	19	0.5%	971	3.9%
Unknown						
TOTALS	20,911	99.6%	3,756	100%	24,667	100%
6. First-time Students	2,007	9.6%	455	14.8%	2,462	10.0%
First-time Transfer/PCC	1,842	8.8%	49	1.6%	1,891	7.7%
Transfer/Returning	510	2.4%	3	0.1%	513	2.1%
Returning Students	1,808	8.6%	159	5.2%	1,967	8.0%
Continuing Students	14,666	70.1%	2,410	78.3%	17,076	69.5%
Transfer from CSC	78				78	
Unknown			589		589	
TOTALS	20,911	99.6%	3,665	100%	24,576	97.3%
7. Full-time	6,264	30.0%			6,264	25.5%
Part-time	14,647	70.0%			14,647	59.6%
Non- credit Only			3,665		3,665	14.9%
TOTALS	20,911	100%	3,665	100%	24,576	100%

STUDENT BODY CHARACTERISTICS - SPRING 1996 1st CENSUS (Continued)

	Credit Count	Credit %	Noncredit Count	Noncredit %	Total Count	Total %
8. Day	8,824	42.2%	2,433	66.4%	11,257	45.8%
Day/Evening	6,252	29.9%	236	6.4%	6,488	26.4%
Evening	5,835	27.9%	996	27.2%	6,831	27.8%
TOTALS	20,911	100%	3,665	100%	24,576	100%
9. Veterans/Dependents	230	1.1%	1	0.0%	231	0.9%
10. 18 and Under	1,833	8.8%	77	3.1%	1,910	8.2%
19-21	6,653	31.8%	249	10.1%	6,902	29.5%
22-24	3,921	18.8%	243	9.8%	4,164	17.8%
25-29	3,406	16.3%	409	16.5%	3,815	16.3%
30-34	1,811	8.7%	457	18.5%	2,268	9.7%
35 and Over	3,287	15.7%	1,039	42.0%	4,326	18.5%
Unknown			1,191		1,191	
TOTALS	20,911	100%	3,665	100%	24,576	100%

Demographics

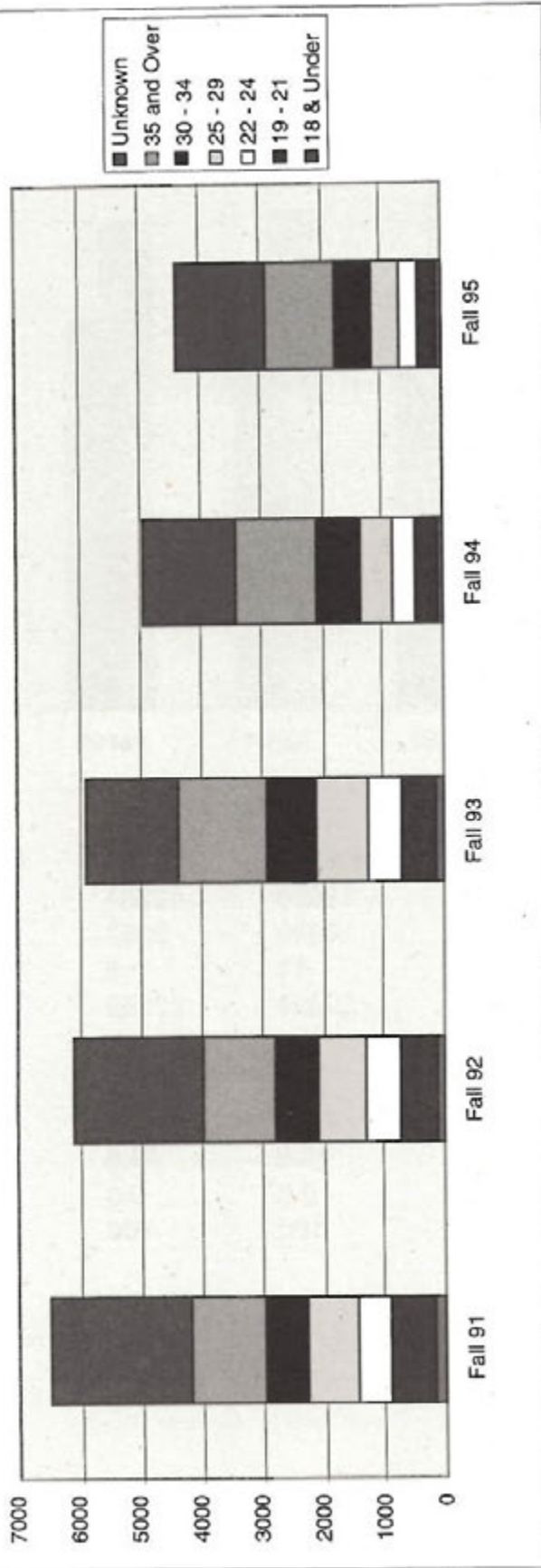
Age of Credit Students:
1991 - 1995 Fall Terms



N	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
18 & Under	2265	2309	2028	1934	1902
19-21	7922	7866	7446	7249	6863
22-24	4211	4622	4510	4382	4282
25-29	3582	3667	3444	3443	3465
30-34	2281	2231	2008	1860	1837
35 and Over	3962	3757	3245	3038	2925
Unknown	366	369	346	313	322
Total	24589	24821	23029	22239	21596

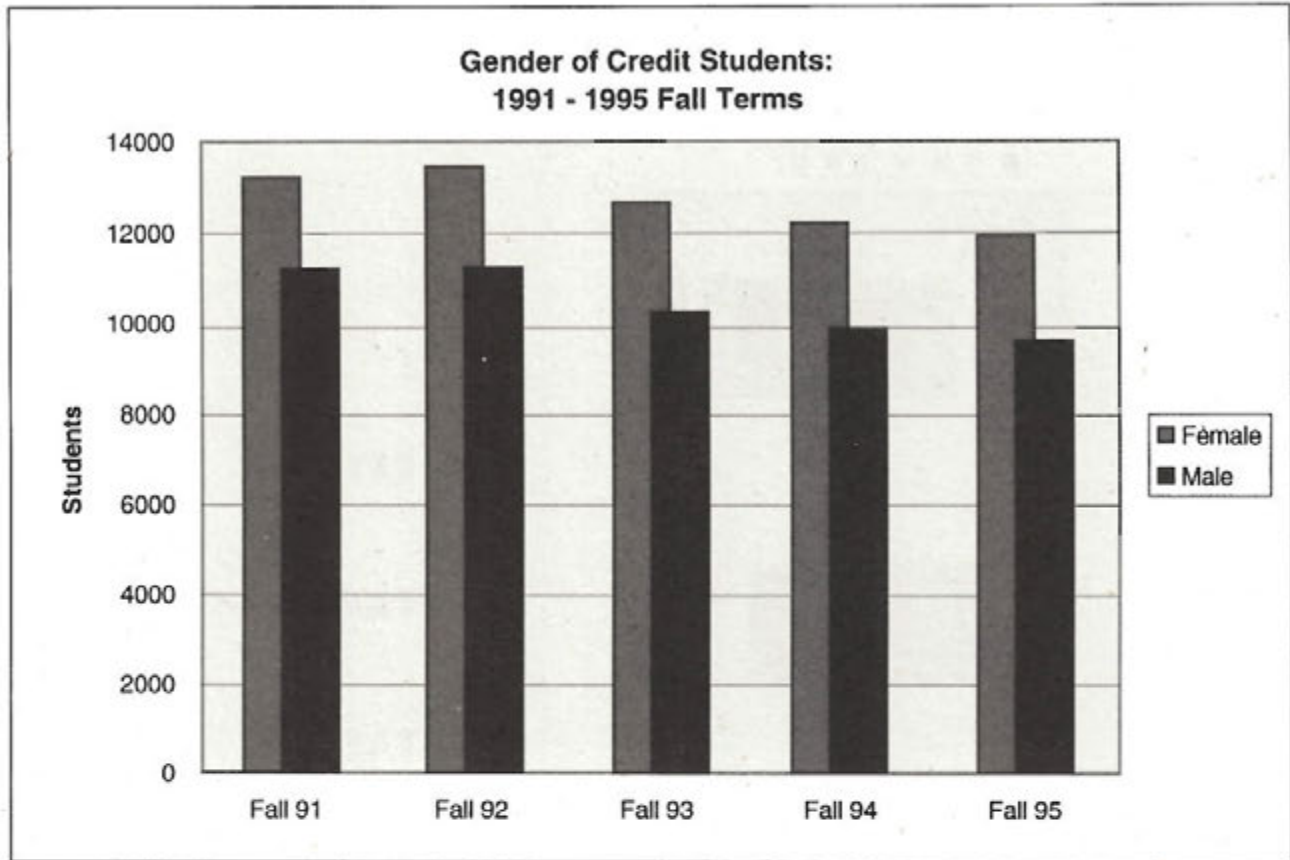
%	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
18 & Under	9.2	9.3	8.8	8.7	8.8
19-21	32.2	31.7	32.3	32.6	31.8
22-24	17.1	18.6	19.6	19.7	19.8
25-29	14.6	14.8	15.0	15.5	16.0
30-34	9.3	9.0	8.7	8.5	8.5
35 and Over	16.1	15.1	14.1	13.7	13.5
Unknown	1.5	1.5	1.5	1.4	1.5
Total	100	100	100	100	100

Age of Non-Credit Students:
1991 - 1995 Fall Terms

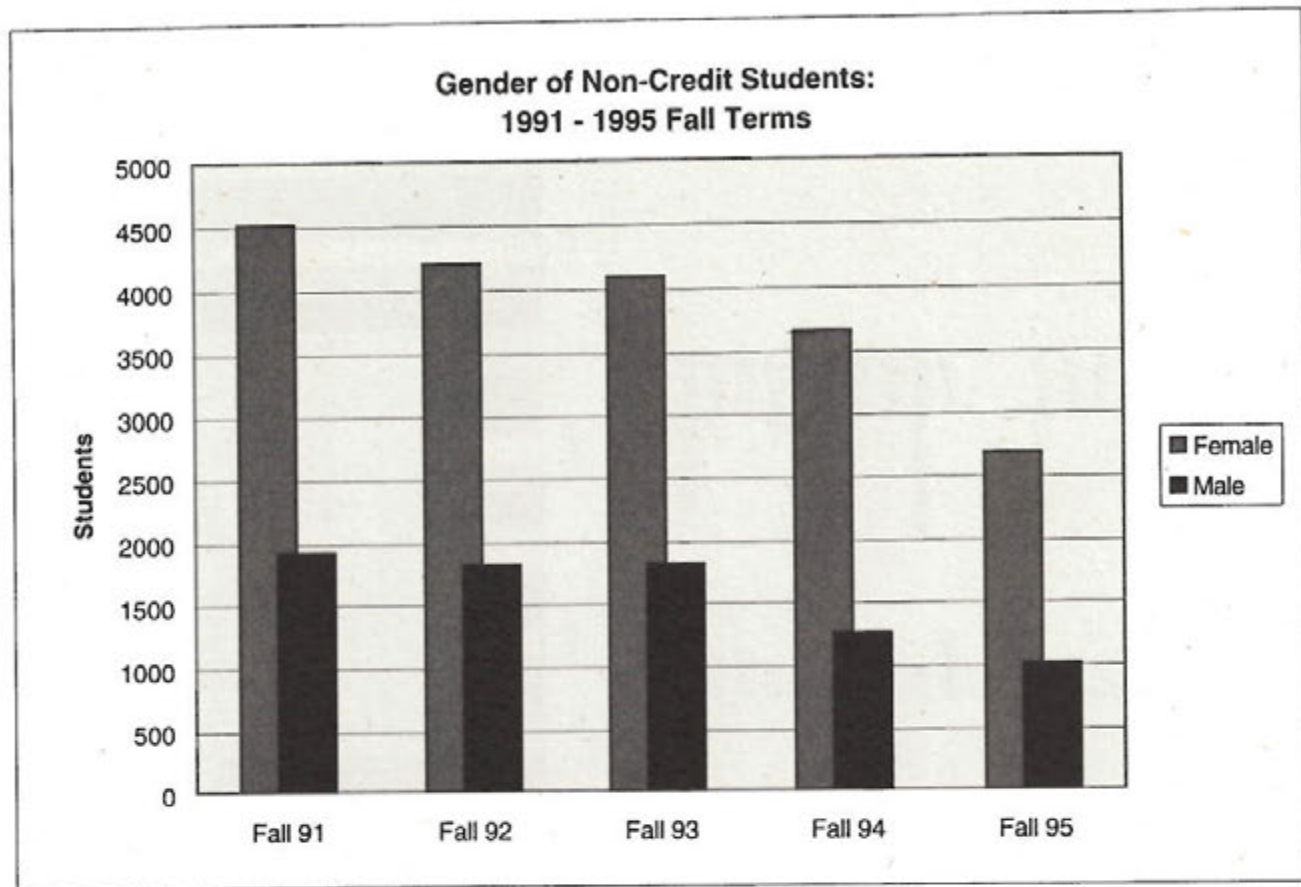


	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
N	6500	6079	5668	4926	4317
18 & Under	12.19	12.27	14.48	12.85	11.10
19 - 21	23.15	20.69	15.01	15.58	14.84
22 - 24	6.85	7.03	8.08	7.06	5.87
25 - 29	8.30	7.69	8.56	5.76	4.91
30 - 34	5.63	5.94	5.75	3.78	2.75
35 and Over	6.77	5.50	5.39	3.47	3.05
Unknown	2.11	1.77	1.41	1.5	1.5
Total	6500	6079	5668	4926	4317
%					
18 & Under	3.2	2.9	2.4	1.5	1.5
19 - 21	10.4	9.0	9.2	7.0	7.1
22 - 24	8.7	9.6	9.8	7.7	6.4
25 - 29	12.8	12.7	14.6	11.7	11.4
30 - 34	10.5	11.6	13.6	14.3	13.6
35 and Over	18.8	20.2	24.7	26.1	25.7
Unknown	35.6	34.0	25.6	31.6	34.4
Total	100	100	100	100	100

Demographics



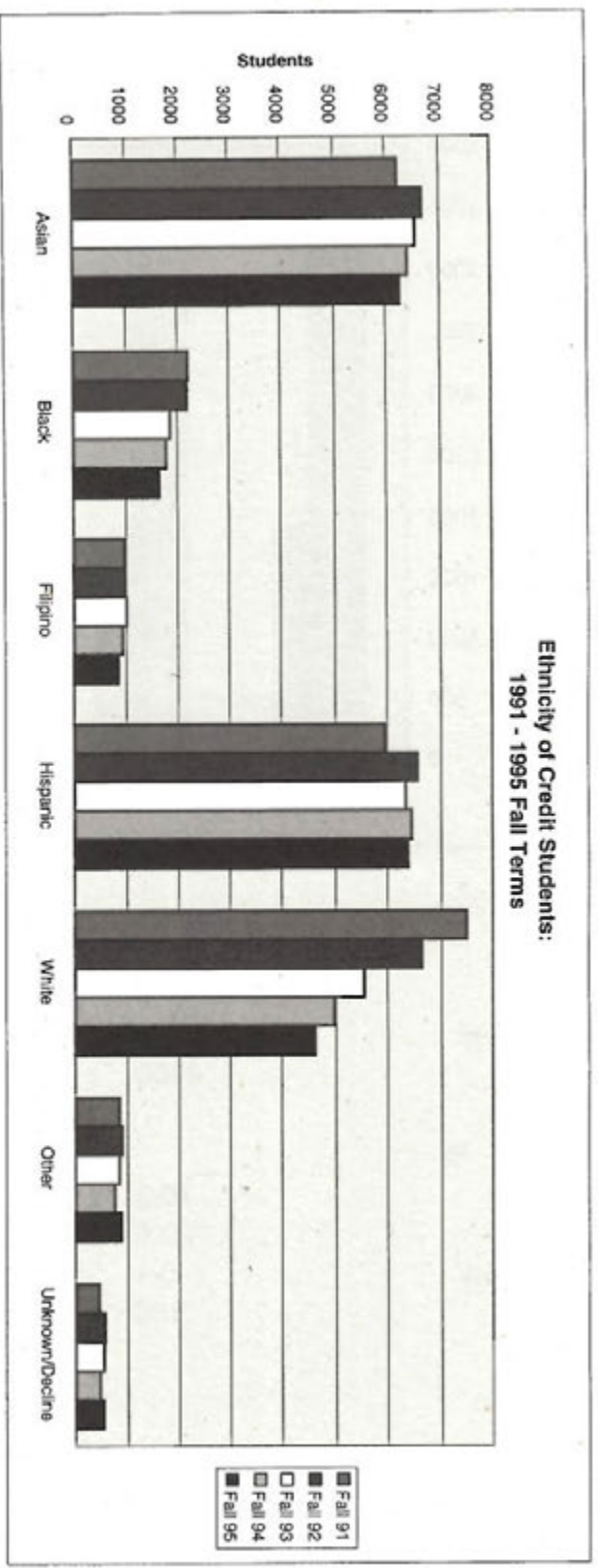
N	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
Female	13305	13516	12678	12264	11937
Male	11277	11292	10340	9967	9643
Unknown	7	13	11	8	16
Total	24589	24821	23029	22239	21596
%					
Female	54.1	54.5	55.1	55.1	55.3
Male	45.9	45.5	44.9	44.8	44.7
Unknown	0.0	0.1	0.0	0.0	0.1
Total	100	100	100	100	100



N	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
Female	4569	4229	4066	3661	2673
Male	1925	1825	1799	1258	999
Unknown	6	25	3	7	645
Total	6500	6079	5868	4926	4317
%					
Female	70.3	69.6	69.3	74.3	61.9
Male	29.6	30.0	30.7	25.5	23.1
Unknown	0.1	0.4	0.1	0.1	14.9
Total	100	100	100	100	100

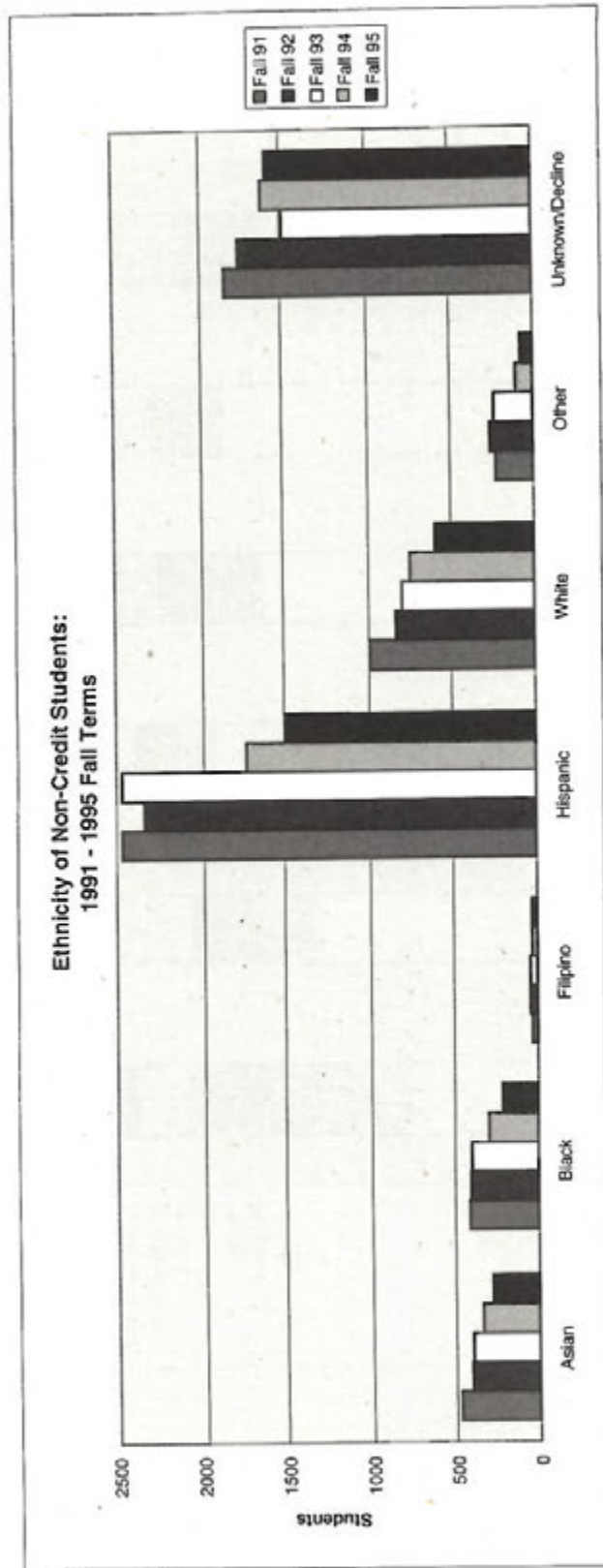
Demographics

Ethnicity of Credit Students:
1991 - 1995 Fall Terms



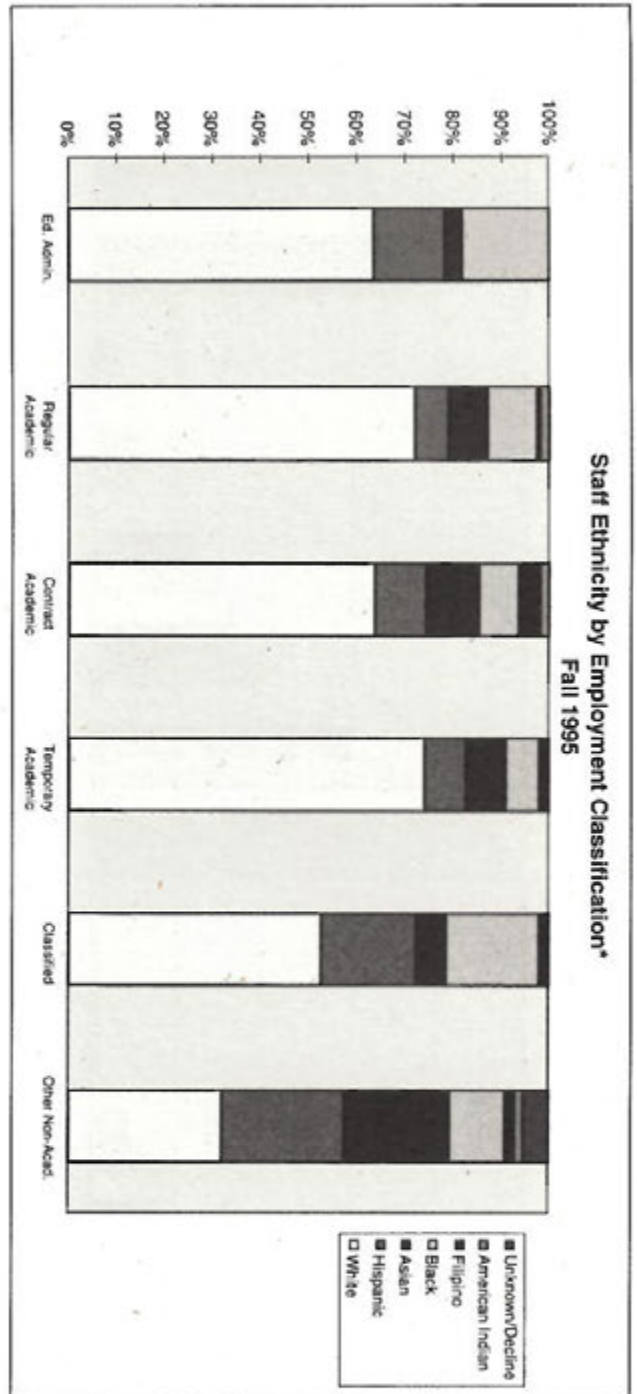
	N	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
American Indian		182	172	170	184	187
Asian		6232	6701	6536	6431	6273
Black		2214	2197	1894	1798	1699
Filipino		974	986	994	957	903
Hispanic		5988	6556	6360	6462	6424
Pacific Islander		49	67	51	53	51
White		7542	6646	5582	4992	4612
Other		883	922	889	834	895
Unknown/Decline		525	574	553	528	552
Total		24589	24821	23029	22239	21596

	%
American Indian	0.7
Asian	25.3
Black	9.0
Filipino	4.0
Hispanic	24.4
Pacific Islander	0.2
White	30.7
Other	3.6
Unknown/Decline	2.1
Total	100



N	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
American Indian	21	21	15	23	10
Asian	479	408	406	348	281
Black	421	421	403	299	223
Filipino	28	37	36	29	17
Hispanic	2480	2335	2475	1738	1503
Pacific Islander	1	2	1	5	1
White	997	838	804	746	601
Other	235	259	240	115	88
Unknown/Decline	1838	1756	1488	1623	1593
Total	6500	6079	5868	4926	4317

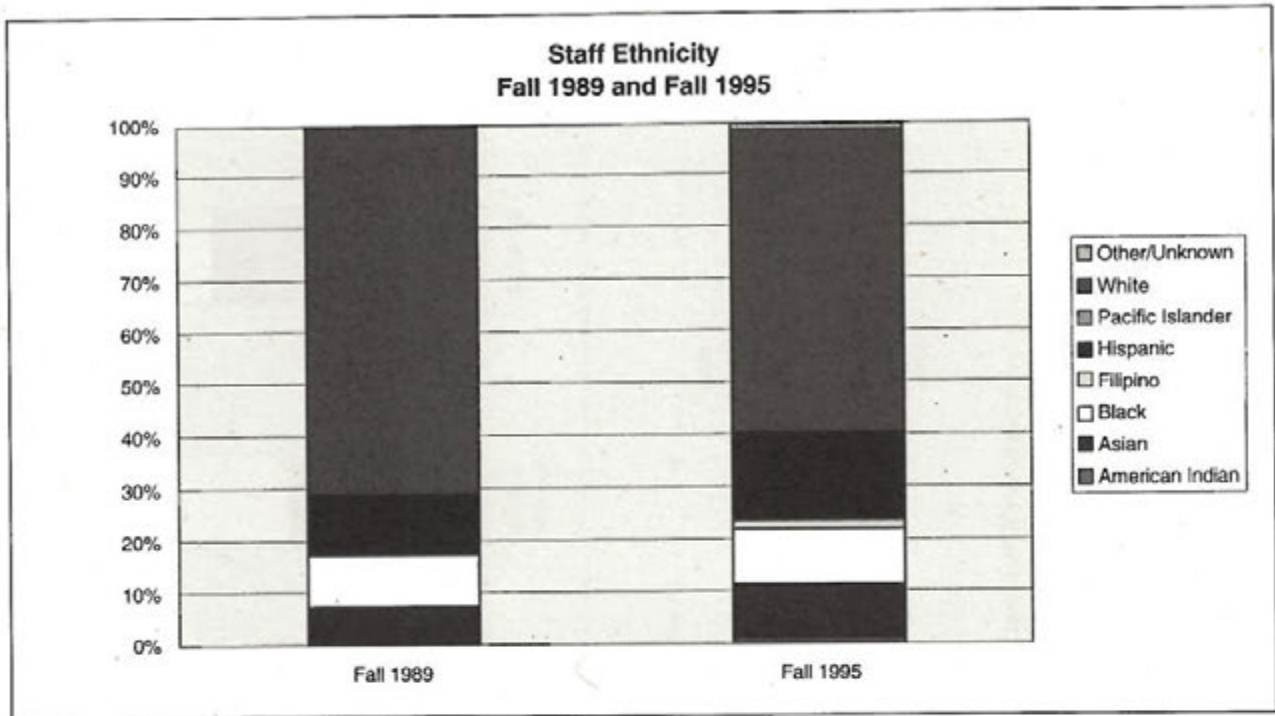
%	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95
American Indian	0.3	0.3	0.3	0.5	0.2
Asian	7.4	6.7	6.9	7.1	6.5
Black	6.5	6.9	6.9	6.1	5.2
Filipino	0.4	0.6	0.6	0.6	0.4
Hispanic	38.2	38.4	42.2	35.3	34.8
Pacific Islander	0.0	0.0	0.0	0.1	0.0
White	15.3	13.8	13.7	15.1	13.9
Other	3.6	4.3	4.1	2.3	2.0
Unknown/Decline	28.3	28.9	25.4	32.9	36.9
Total	100	100	100	100	100



N	Academic						Other Non-Acad.
	Ed. Admin.	Regular	Contact	Temporary	Classified	Other Non-Acad.	
American Indian	0	4	1	3	1	5	
Asian	1	22	5	44	23	69	
Black	6	31	4	36	75	39	
Filipino	0	2	2	8	5	5	
Hispanic	5	20	5	45	72	85	
White	21	201	30	396	195	103	
Unknown/Decline	0	0	0	1	0	18	
Total	33	280	47	523	371	324	

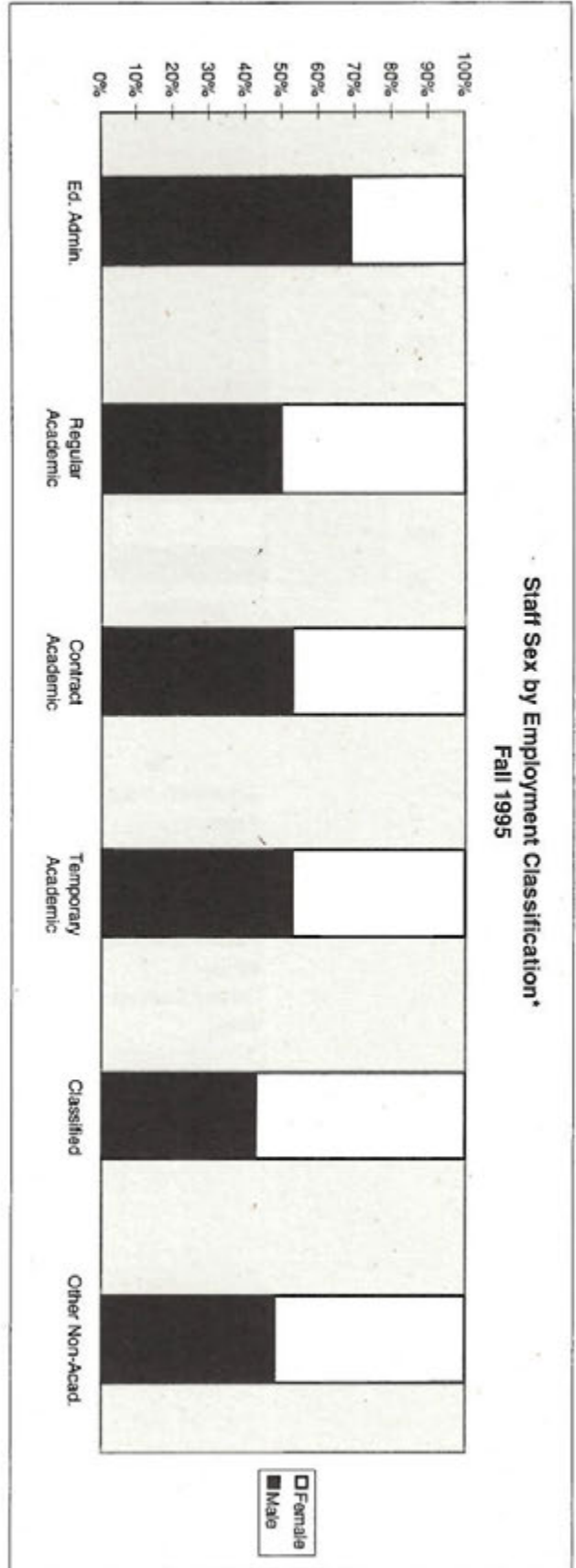
	%					
American Indian	0.0	1.4	2.1	0.6	0.3	1.5
Asian	3.0	7.9	10.6	8.4	6.2	21.3
Black	18.2	11.1	8.5	6.9	20.2	12.0
Filipino	0.0	0.7	4.3	1.5	1.3	1.5
Hispanic	15.2	7.1	10.6	8.6	19.4	26.2
White	63.6	71.8	63.8	73.8	52.6	31.8
Unknown/Decline	0.0	0.0	0.0	0.2	0.0	5.6
Total	100	100	100	100	100	100

*As defined by the CCC-MIS Data Element Dictionary, field EB08.



%	Fall 1989	Fall 1995
American Indian	0.6	0.9
Asian	6	10.4
Black	11.1	12.1
Filipino	0.5	1.4
Hispanic	10.7	14.7
Pacific Islander	0	0
White	70.9	59.3
Other/Unknown	0.2	1.2
Total	100	100

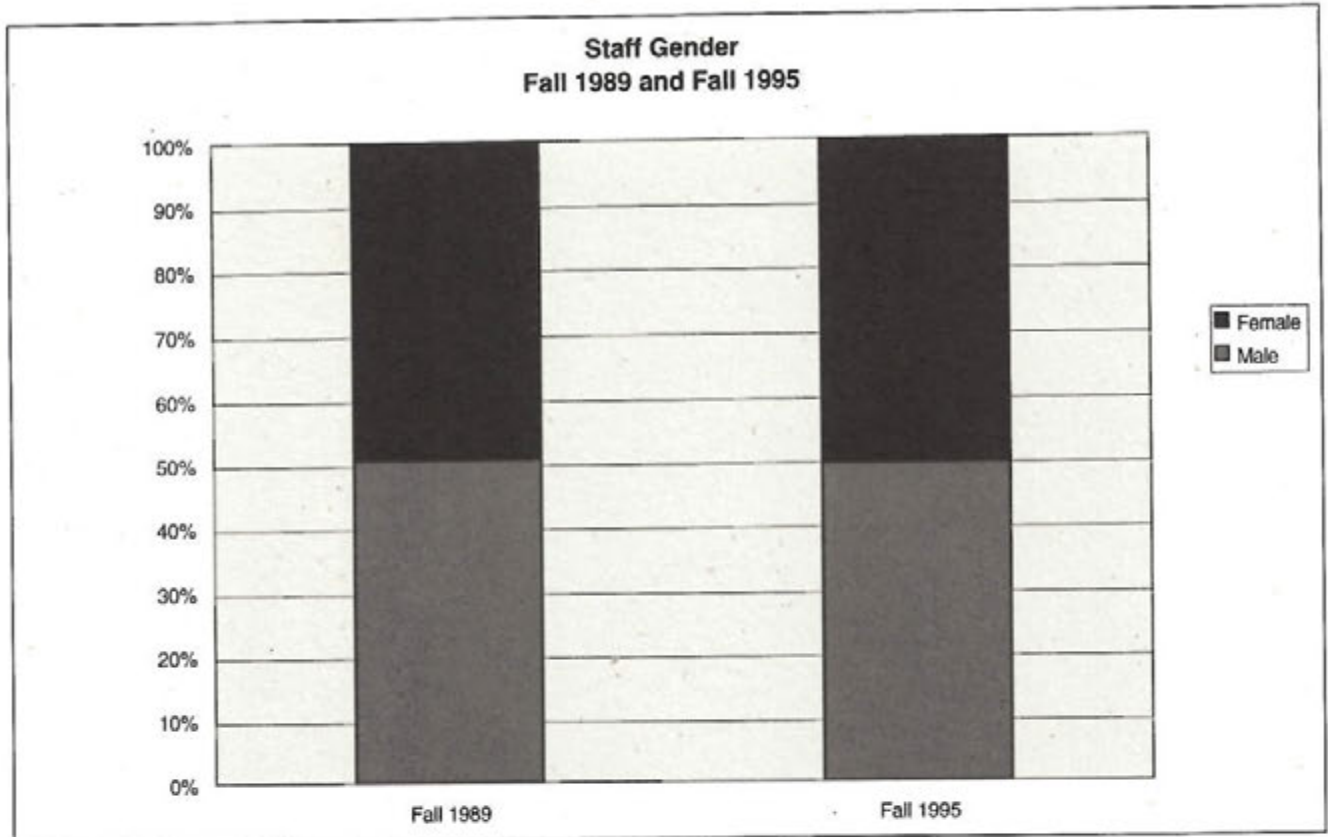
Staff Sex by Employment Classification*
Fall 1995



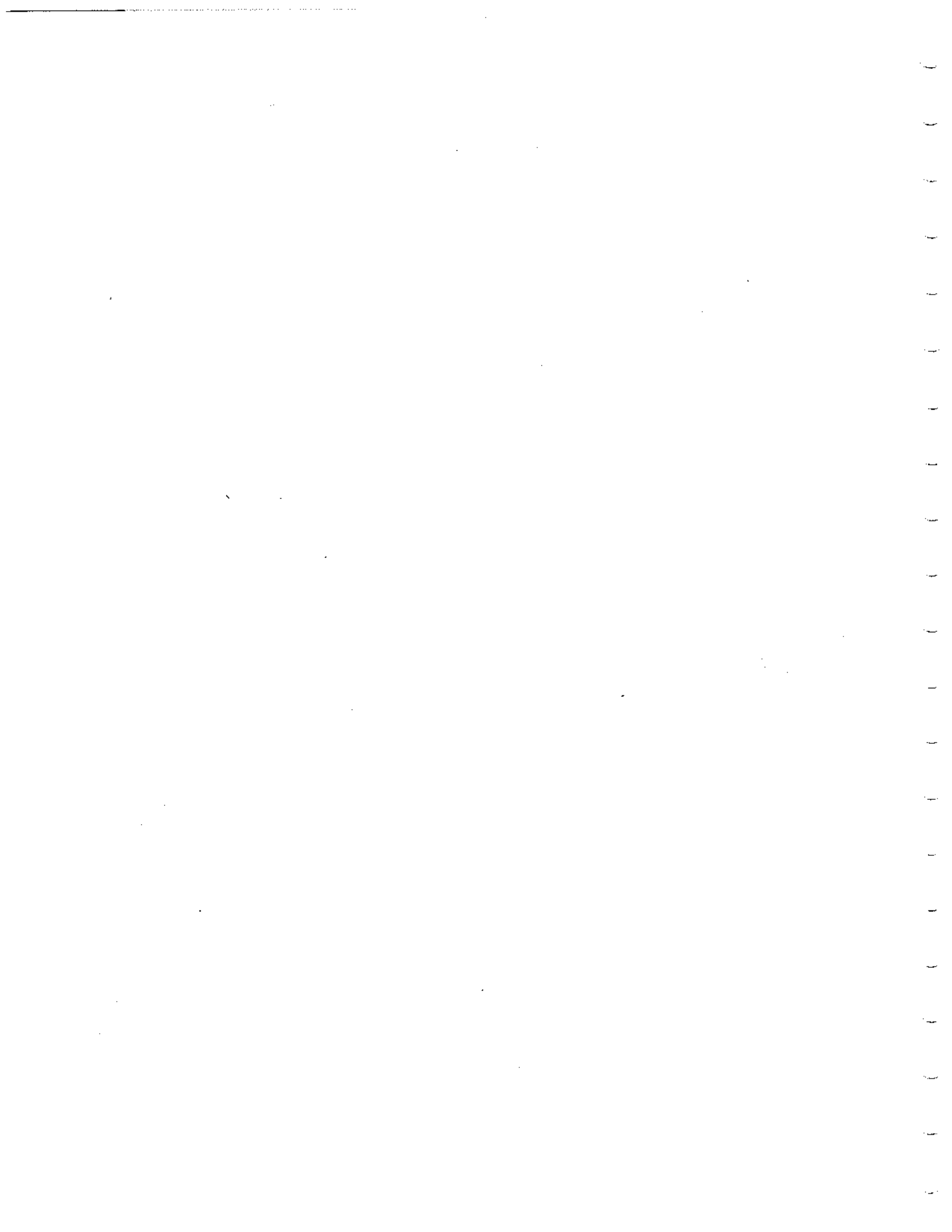
N	Academic						Other Non-Acad.
	Ed. Admin.	Regular	Contract	Temporary	Classified	Other Non-Acad.	
Male	23	140	25	276	160	159	
Female	10	140	22	247	211	164	
Total	33	280	47	523	371	323	

		%					
Male	69.7	50.0	53.2	52.8	43.1	49.2	
Female	30.3	50.0	46.8	47.2	56.9	50.8	
Total	100	100	100	100	100	100	

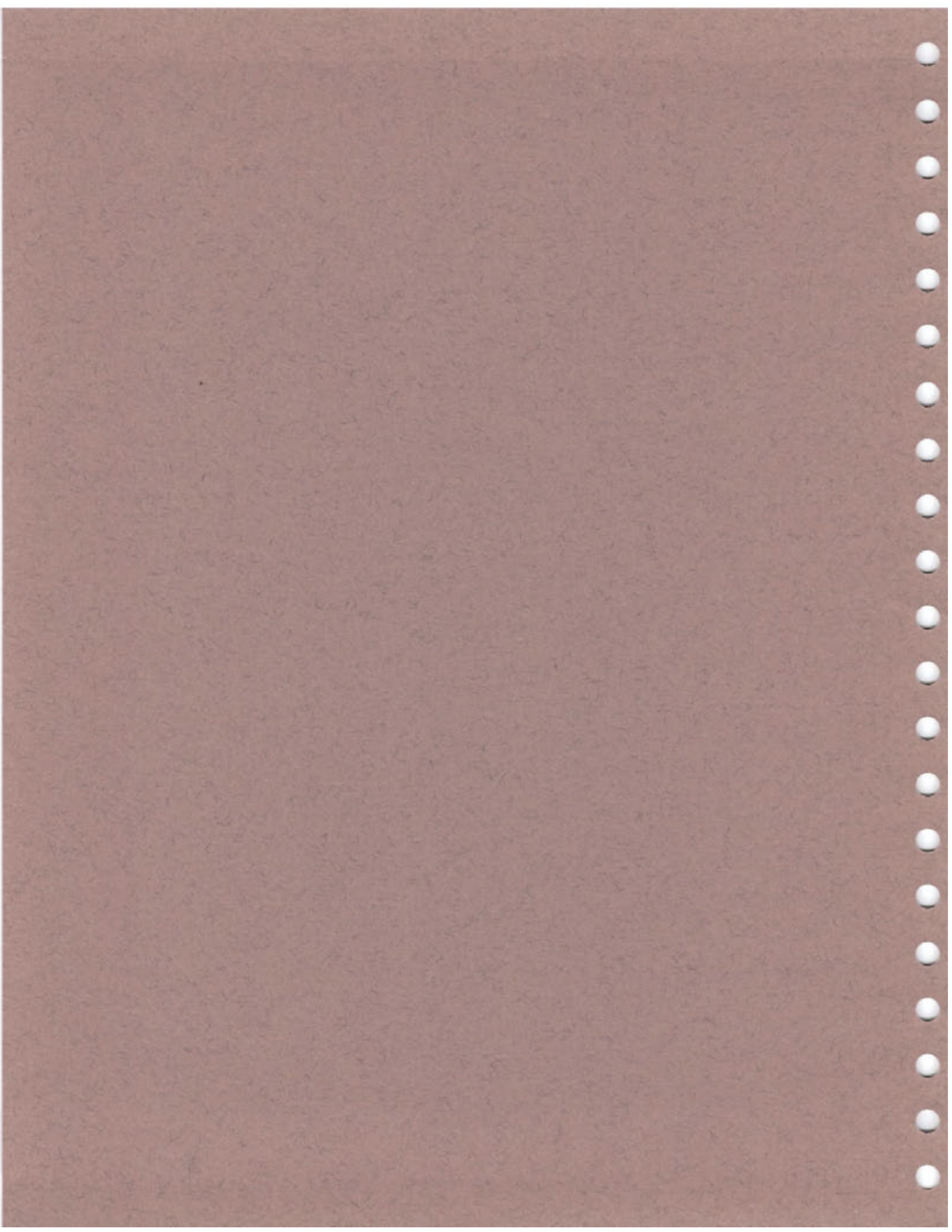
*As defined by the CCC-MIS Data Element Dictionary, field EB08.



	%	Fall 1989	Fall 1995
Male		51	50
Female		49	50

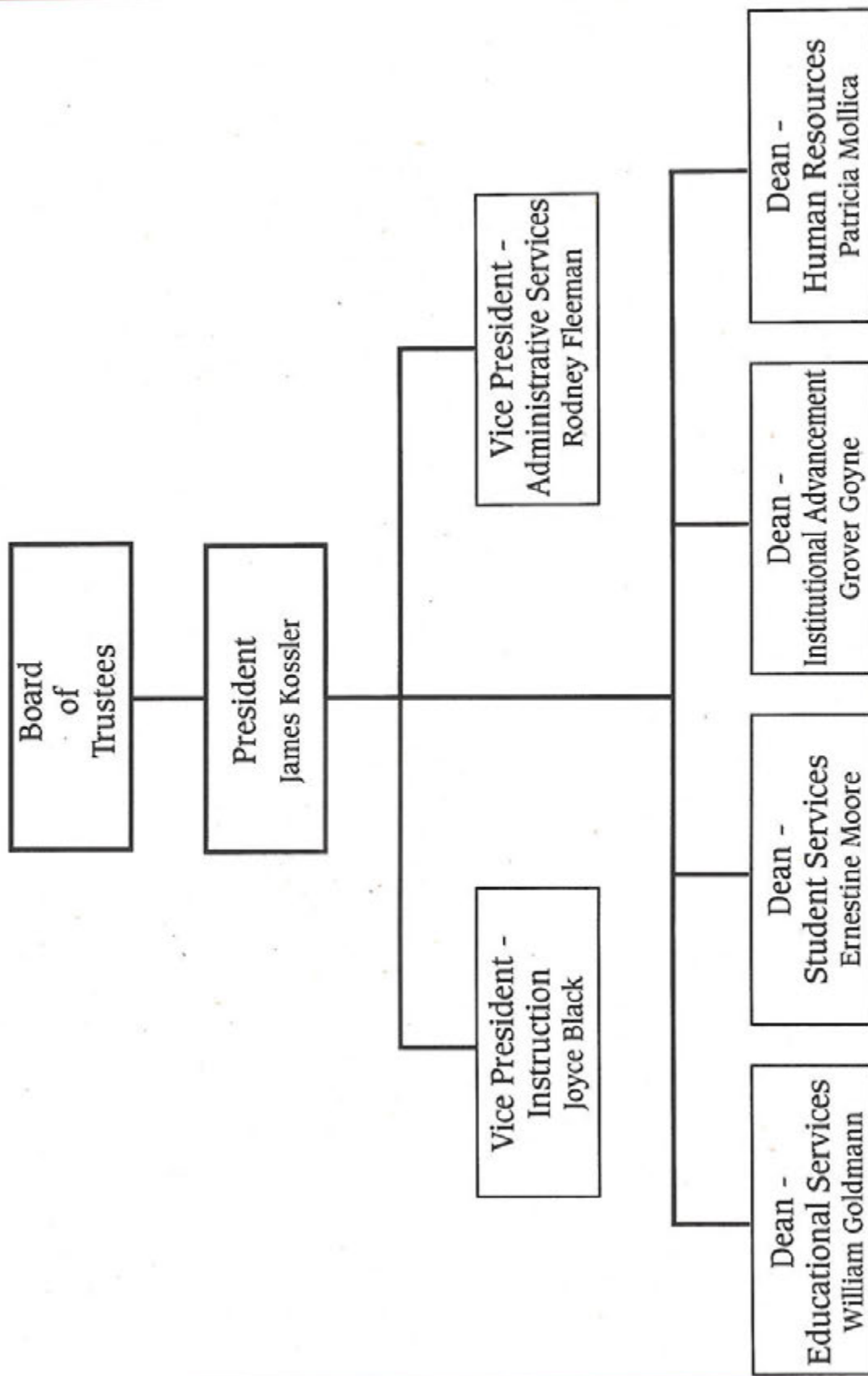


Organizational Charts

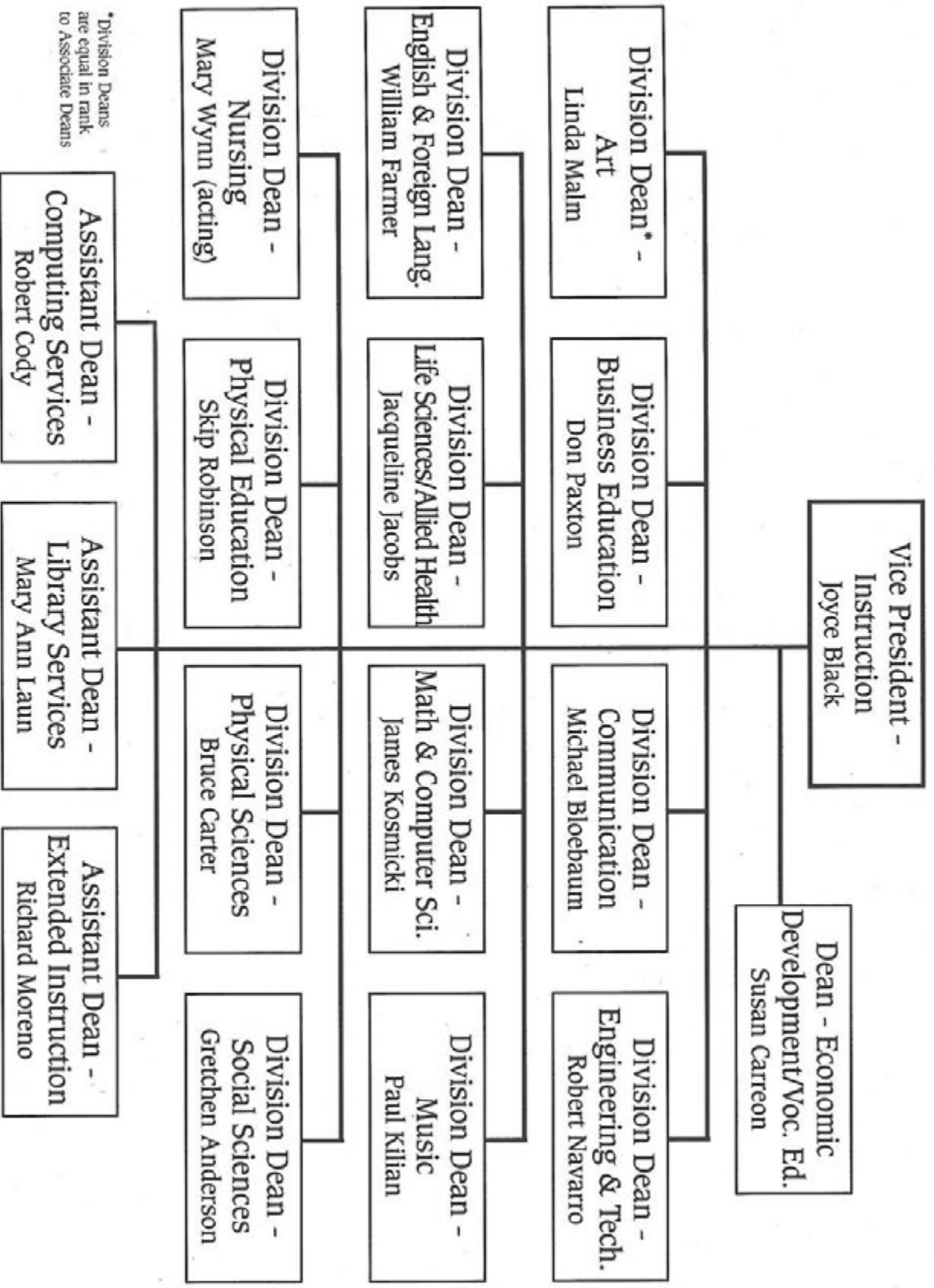


Organizational Charts

EXECUTIVE

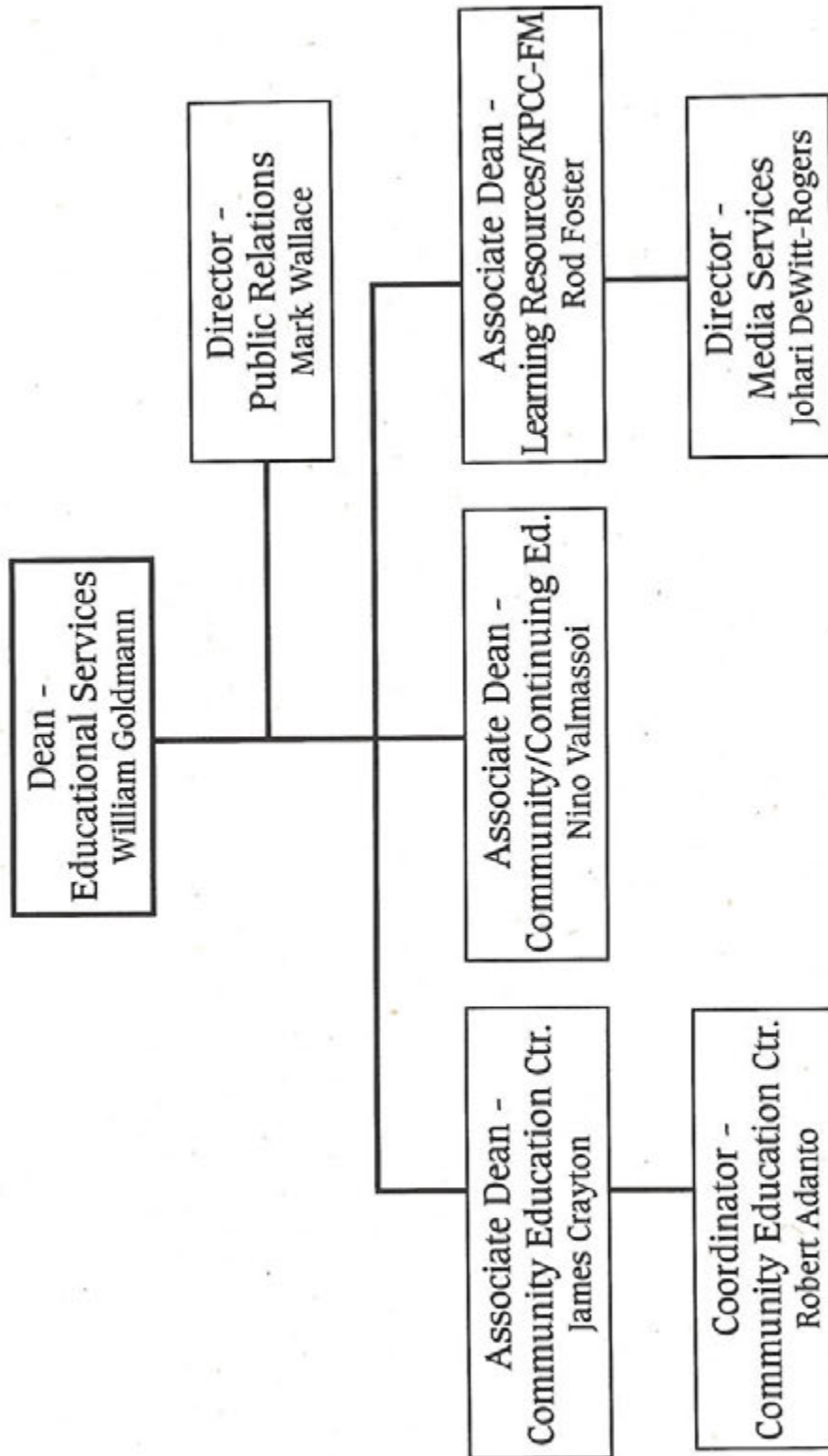


INSTRUCTIONAL ADMINISTRATION

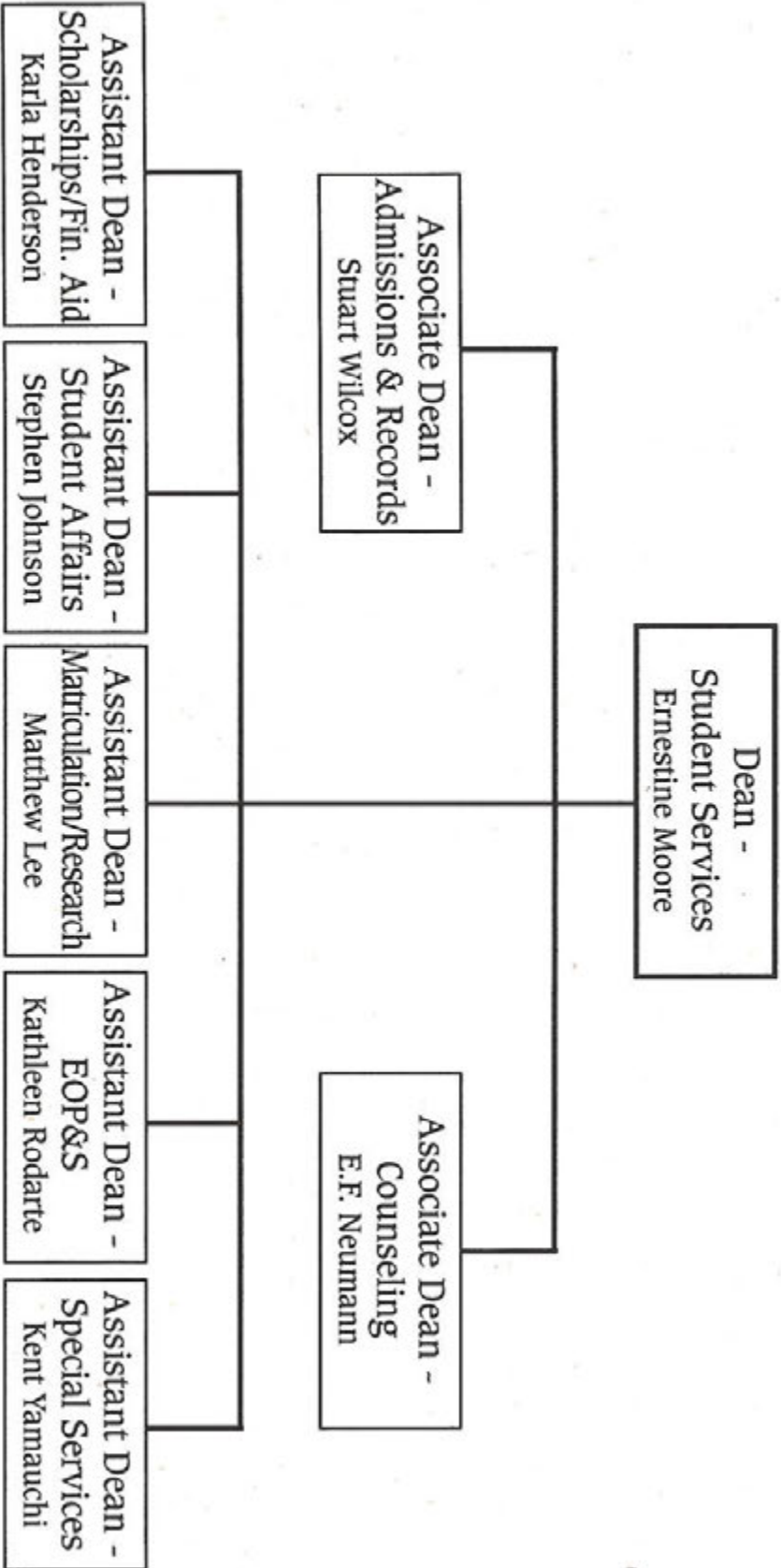


*Division Deans are equal in rank to Associate Deans

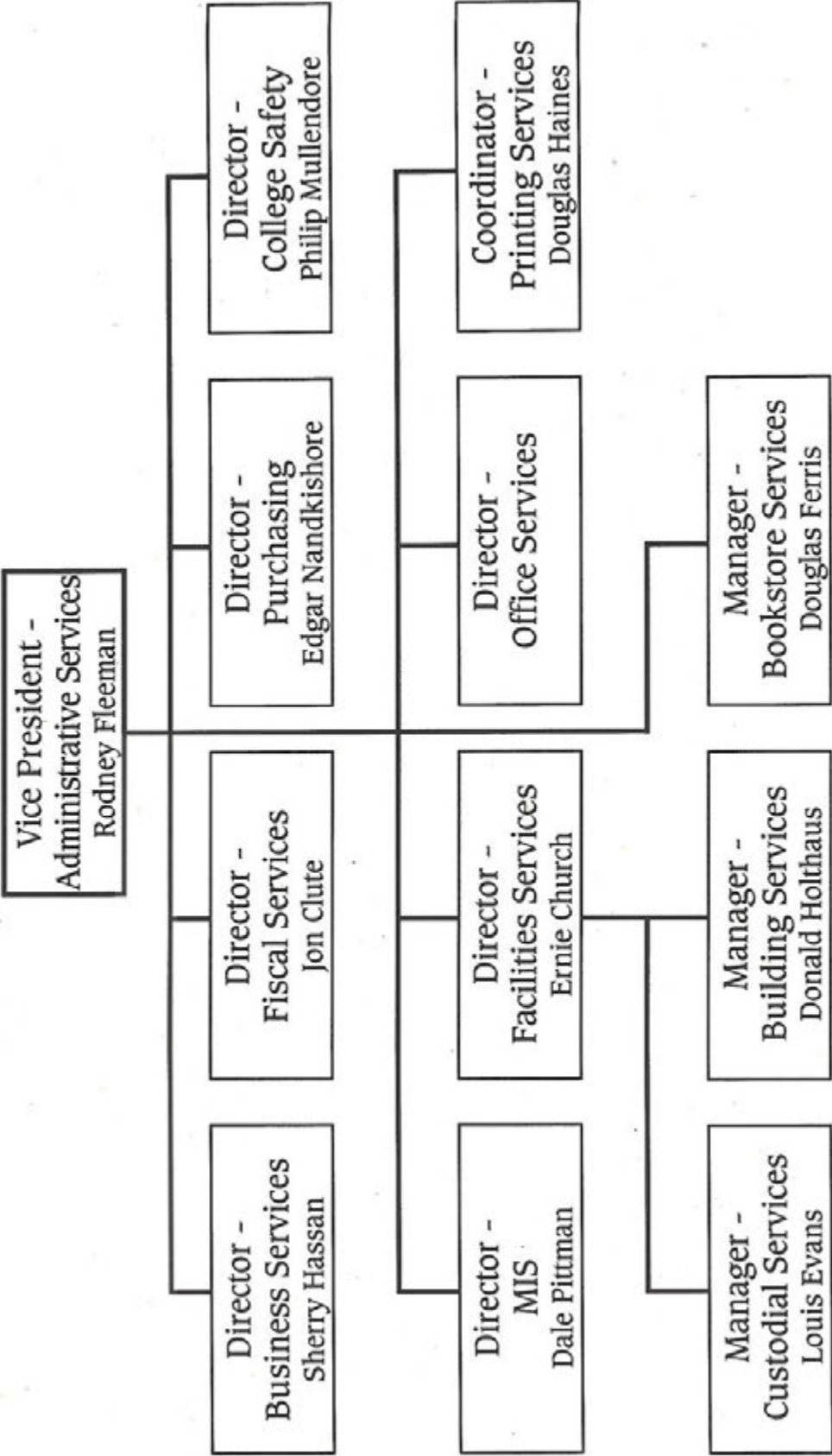
EDUCATIONAL SERVICES



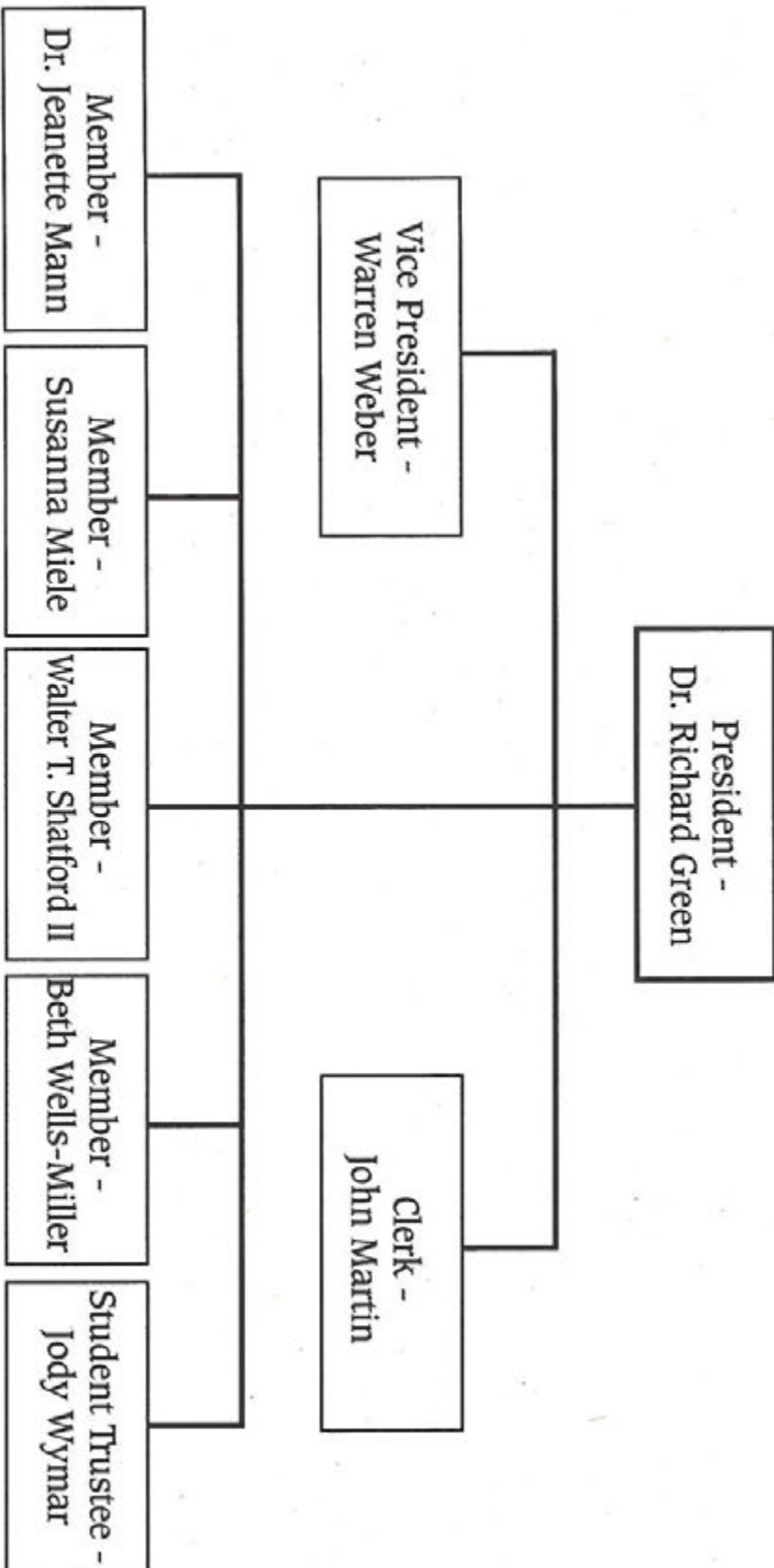
STUDENT SERVICES



ADMINISTRATIVE SERVICES

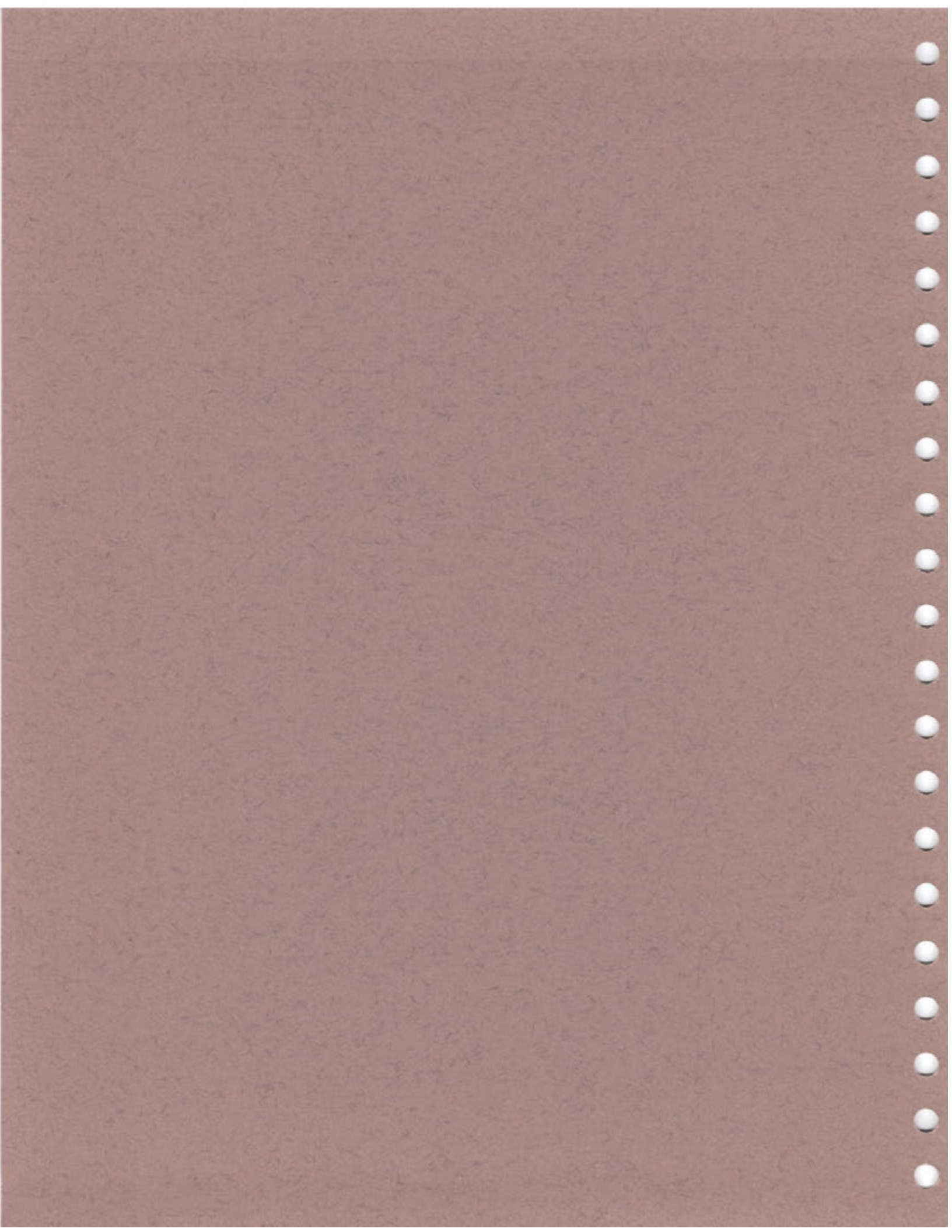


BOARD OF TRUSTEES



Responses to Recommendations

from the 1990 Evaluation



Responses to Recommendations from the 1990 Evaluation

Recommendation #1: As recommended in the Self-study, the institutional mission and goals should be reviewed more frequently, and up-dated through a process involving all segments of the college, along with some community representatives.

Response: In response to the team's recommendation, the Planning Council established a broad-based mission subcommittee charged with the task of revisiting the mission statement and changing it if necessary. The subcommittee planned and supervised a campus-wide six-hour long event that utilized the charrette process. Ninety-two individuals (students, faculty, staff, public officials, and high school feeder school district representatives) attended. Using the latest demographic information and planning assumptions from the Planning Council, the workshop participants developed the material for an updated mission statement and strategic goals for the college.

A draft mission statement was widely circulated on campus and, after considerable discussion, was accepted by the Board of Trustees (BOT) in 1993. Each year since its adoption, the mission statement has formed the basis of the Leadership Retreats and has remained without amendment. In 1995, the accreditation Standard 1 committee conducted its own review of the Philosophy, Mission, and Goals statement and concluded that it needed no revision at this time. For the text of the Philosophy, Mission, and Goals statement, see the 1996-1997 Catalog, p.1 (doc. RR-1).

Recommendation #2: The college should respond to the need for a more structured, comprehensive and widely disseminated institutional planning process related to governance, program planning and directions, budgeting, and evaluation of progress toward goals.

Response: Shortly after the team visit, an Educational Planning Council composed of the various constituencies on campus was formed. The Council built a series of goals and objectives and designed a plan for conducting program reviews of both academic and instructional support programs (Educational Master Plan, doc. RR-2). These program reviews, under the title of Institutional Program

Planning (IPP), were initiated in 1992. Also, as a result of a recommendation of the Planning Council in 1993, each year the college conducts a leadership retreat where the goals and action items are developed for the next year's budget cycle. Mutual agreement between the BOT and the faculty on institutional planning and the budget development process has not yet been reached.

Recommendation #3: Institutional research should be integrated into the planning and decision-making process.

Response: The research offices at PCC are fully integrated into the planning and decision-making process at the college. Since the last site visit, an office of Matriculation and Research Services has

been established, which provides a wide variety of data for educational planning, the budgeting process, enrollment management, and similar uses. It provides virtually all the data needed for the program reviews.

Responses to Recommendations

In addition, the Office of Assessment and Research conducts surveys on student satisfaction, college

calendar changes, retention, and the like, which assist in the determination of policy.

Recommendation #4: As recommended in the Self-study, the college should establish a college-wide academic planning process to be incorporated into the institutional planning efforts, with particular attention to program review and evaluation.

Response: As part of the academic planning process, the college has developed an institutional program planning model to assist in program review and evaluation. The college created its own "in-house" document (Institutional Program Planning Guidelines, doc. RR-3). Starting in 1992, each year

20 percent of all programs, both academic and non-academic, undergo a comprehensive review and evaluation. The results are employed to determine program changes and/or budgetary recommendations. Fiscal accountability is one component of the study.

Recommendation #5: Attention should be given to the need for further delineation and clarification of the duties and responsibilities of the department chairpersons.

Response: Discussions to clarify and delineate the duties of department chairs have been on-going since the last accreditation visit. Following several meetings in 1992, the department chairpersons developed three different drafts of duties and responsibilities. Discussion of these descriptions was the major topic at the department chairs' retreat in 1993.

Seven of the twelve department chairs have been hired since the last accreditation in 1990. In addition, the incumbent vice president for Instruction was hired in July, 1994. With this large turnover in the

instructional administration of the college, discussions of the chair duties and responsibilities were again held during the 1994-95 academic year. As a result, the following year, in an effort to clarify that department chairs are members of the administration rather than members of the faculty, the title of the position was changed to "division dean." Later, when the Faculty Senate Board raised questions about the proposed changes in the deans' job description, these were removed from the proposal to avoid confusion and any perceived usurping of faculty prerogatives.

Recommendation #6: The college should strengthen its commitment to increased faculty diversity in hiring and communicate that commitment and the affirmative action goals and strategies to all campus personnel.

Response: During the 1992-93 academic year, Human Resources conducted several one-day workshops where participants were trained as affirmative action monitors. Recertification of these monitors took place in February, 1995. The principal responsibility of these monitors is to serve on hiring committees and to ensure that all applicant pools are diverse.

During 1993-94, the dean of Human Resources conducted affirmative action training in each academic division. In these division meetings, the Title 5 regulations dealing with affirmative action were discussed, as well as the responsibilities of the affirmative action monitors, the college's affirmative action goals, and the duties and responsibilities of

interview committee members. During the Spring, 1995 semester, the dean of Human Resources conducted workshops for all managers entitled, "Working with Your Affirmative Action Monitor." One of the topics at these workshops was the college's commitment to affirmative action and the role of the manager in furthering the goals of affirmative action.

The college has participated in the annual affirmative action job fairs since 1991. The college's commitment to increasing faculty diversity in hiring is reflected in

the number of new faculty members from historically underrepresented groups hired since the last accreditation visit. PCC has met the system-wide diversity requirement in faculty staffing since 1992-93. Minority faculty represented 40% of the full-time hires for the 1995-96 academic year. Thirty-one percent of the faculty are now from traditionally underrepresented groups and 50% of the faculty are women.

Recommendation #7: Staff development programs should be more clearly related to achieving the institution's goals, including activities addressing the changing nature and increased diversity of the student body.

Response: The Staff Development Committee, in cooperation with PCC's Title III Grant, developed workshops which address the needs of the changing student population. Workshop topics have included the use and development of technologies, the use of multi-media in the classroom, awareness of different cultures and their learning styles, critical thinking, study skills, block programs, interdisciplinary courses, and supplemental learning (doc. RR-4). Staff Development has also supported retreats between disciplines and joint retreats with Student Services and academic departments.

Since the development of the Educational Master Plan in 1993, the Staff Development Committee has used the institutional priorities identified in the Plan to develop spending priorities. In addition, the college conducted leadership retreats in 1993-94, 1994-95, and 1995-96. The leadership from all constituent groups on campus— faculty, students, classified staff, and managers— meet to develop college goals based on the educational goals identified in the Plan. These college goals are then used by the Staff Development Committee in planning its activities for the year.

Recommendation #8: To the extent possible with available resources the college should add more learning resource materials that reflect and respond to the ethnic and cultural diversity of the students served.

Response: The Library seeks to meet the information needs of a diverse study body through its collection development process. The Library has encouraged the development of specialized collections such as the Chinese Language and the Special Services Collections. In addition, the ethnic heritage rooms are designed to be a focus for ethnic group holdings and programs. The faculty and community curators for these rooms coordinate requests for library purchase consideration. Faculty have also been encouraged to submit requests for purchase of books and other media material that reflect the needs

of PCC's diverse student body.

The Media Center has also worked to increase the diversity of its video collection. As PCC's faculty becomes more diverse, the requests for media reflect that diversity. A number of titles have been added, including a thirty-part series on world music and dance. The Center has also instituted a media preview service for faculty which schedules noon-hour previews of new videos twice weekly. This service has been of considerable help to faculty who are looking for audio visual material dealing with issues

Responses to Recommendations

of diversity. To further development and diversity in the media collection, the Center will need additional resources.

Recommendation #9: Efforts should be made to find additional resources to increase tutoring services for those students who are ineligible for categorically funded tutoring.

Response: The Learning Assistance Center budget for students ineligible for categorically funded tutoring has been dramatically increased from \$5,000 to \$35,000 annually. New approaches to tutoring have been adopted which stretch these resources even further. Through grants from the H. N. & Frances C. Berger Foundation, 54 computer stations were acquired which now provide an array of computer-assisted instruction options.

Group tutoring has replaced individualized tutoring where group tutoring is the appropriate methodology. Specialized tutoring activities have been implemented in classroom and lab settings and elsewhere on campus where proximity to instruction is an advantage. Plans are underway to offer tutoring via the Internet and to present a homework hotline on the college's cable television network.

Recommendation #10: The facilities Master Plan should be more closely tied to an educational master plan.

Response: The design and construction of the new Community Education Center (CEC) provided the opportunity to directly tie facilities to instruction. CEC curriculum teams re-designed its major instructional offerings and carried through those new instructional plans into the architectural design of the new plant. The same condition holds true with the new Child Development Center. Instructional considerations

drove the new plans. The Shatford Library has also enhanced educational opportunities by offering more access to collections and more congenial study space. Still, while continuous efforts are made to closely meld instruction and facilities, there is a somewhat tenuous connection between facilities and instruction on campus.

Recommendation #11: Parking is a serious problem that needs to be assessed regularly and coordinated with facilities planning.

Response: The college recognized that the parking problem was serious. After several years of careful planning, PCC finally opened a 2000-plus-space multi-level parking structure that has virtually ended

the parking woes on campus. Money for the structure came from reserves and the sale of certificates of participation.

Recommendation #12: The process for requesting and acquiring computers should be clarified and communicated to interested staff.

Response: The procedure for requesting and acquiring computers for management and classified staff has not changed. That is, these staff members make their requests through their cost center managers. Faculty continue to request computers for classroom use through the same process, with funds set aside in the instructional equipment purchase portion of the budget.

Faculty make requests for computers for non-classroom use through an application and review process administered by the Faculty Computer Implementation Subcommittee of the Academic Senate Computer Users Committee. This subcommittee receives guidance and provides feedback to both of its parent committees: the Faculty Computer Users Committee, composed of faculty representatives from all aca-

demical departments, and the Campus Computing Committee, composed of administrators, faculty representing the Faculty Senate, and classified staff. Final action on the allocation of faculty computer equipment is approved by the Office of Instructional Administration. Despite the budget constraints facing all community colleges, during the past five years expenditures for faculty, non-classroom computers have been significant: \$250,000 in 1991-92; \$300,000 in 1992-93; \$100,000 in 1993-94; and \$25,000 in 1994-95. \$100,000 has been budgeted for 1995-96.

The college believes that all faculty and staff are now aware of the procedures used for the acquisition of computers.

Recommendation #13: The college should disseminate information on the relationship between planning directions and the budget development process, criteria and allocations.

Response: Budget allocations beyond salaries and utilities and other required categories are done so on the basis of the relationship of the requested item to the educational planning process. Each request must

reference the specific goal or objective listed in the Educational Master Plan. This information is included in all budget planning packets and is reviewed yearly by the Budget Review Committee.

Recommendation #14: The college should clarify and streamline the committee structure by identifying, in writing, the key elements for each committee; i.e., functions, term length of members, process for appointment of members, to whom the committee makes recommendations, etc.

Response: The college has produced a brochure containing a list of college committees and their

relevant information as recommended by the visiting team (PCC College Committees brochure, doc. RR-5).

Responses to Recommendations

Supporting Documentation for Responses to Recommendations

- RR-1 Catalog
- RR-2 Educational Master Plan
- RR-3 Institutional Program Planning Guidelines and review cycle
- RR-4 Title III workshops
- RR-5 PCC College Committees brochure

STANDARD

1

Institutional Integrity, Purposes, Planning, and Effectiveness

STANDARD 1 COMMITTEE

Co-chairs: Bruce Carter, Physical Sciences, Management
Susan Clifford, Title III Coordinator, Faculty

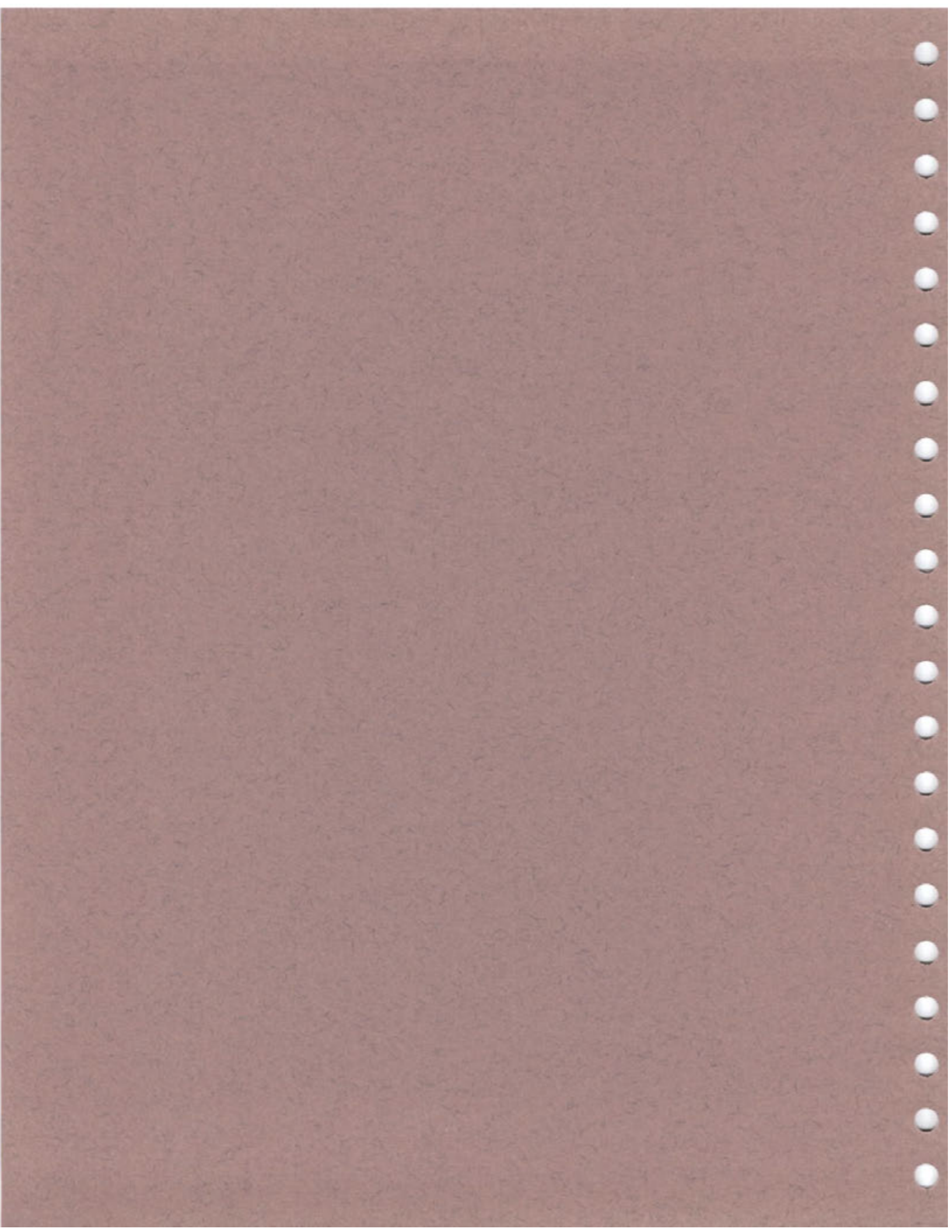
Faculty: Dolores Avila, Communications
Ted James, Engineering & Technology
Paul Martin, Community Education Center

Management: Paul Kilian, Music
Nino Valmassoi, Community and Continuing
Education

Classified Staff: Millie Barboza, Financial Aid
Jeannette Church, Instructional Computing
Jeff Holmes, Athletics

Student Body: Robert Cagle
Susan Housepian
Darrell Price

Board of Trustees: Walter Shatford II



STANDARD 1:

Institutional Integrity, Purposes, Planning, and Effectiveness

The four elements of Standard One are broadly applicable to each institution and to all its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

Standard 1A: Institutional Integrity

- 1A.1 Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.*
- 1A.2 Governing boards and administrators protect and support faculty in their exercise of academic freedom. The faculty protects the academic freedom of its members.*
- 1A.3 The institution fosters the integrity of the teaching-learning process. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.*
- 1A.4 Institutions which strive to instill specific beliefs or world views or to impose codes of conduct on faculty, staff or students give clear prior notice of such policies.*

Description

The Pasadena Area Community College District safeguards academic freedom in institutional policies established by the Board of Trustees on December 16, 1971, and published in the Faculty Handbook (doc. 1-1). Faculty responsibility is defined by the Faculty Duties and Responsibilities: an Ethical Code, published in the Faculty Handbook, and by the American Association of University Professors Statement on Professional Ethics, which was ratified by the PCC Faculty Senate on February 11, 1991 (doc. 1-2). The Faculty Senate also has a faculty professional rights and responsibilities committee.

The college has written policies, established by action of the Board of Trustees and published in appropriate

documents such as the Catalog (doc. 1-3), the Schedule of Classes (doc. 1-4) and the student handbook (doc. 1-5), which give clear prior notice about codes of conduct applicable to the campus environment for faculty, staff and students. These include specific rules governing speech and student behavior, along with applicable penalties for violation of these rules, as well as the Sexual Harassment Policy, adopted by the Board in May, 1982 (see Catalog, doc. 1-3).

Expectations concerning the principles of academic honesty are described in Standard 1A.6. College expectations of honesty and integrity in the athletic programs are described in Standard 1A.10.

Full-time faculty members receive personal copies of the Faculty Handbook when they are hired; extended

Standard 1

education instructors receive the Adjunct Faculty Information Handbook for Extended Instruction (doc. 1-6) when hired; service offices, including division instructional offices, have copies of board policies and other manuals and handbooks.

Appraisal

Institutional policies on academic freedom are clearly defined and published in the above-referred-to college documents, but the Board has yet to adopt the current Statement on Professional Ethics as adopted by the Faculty Senate. Violations of academic free-

dom do not appear to be an issue.

Some faculty have expressed concern that the current dispute process is not adequate for resolving faculty disputes with the administration on academic and professional matters (as opposed to contractual matters).

Institutional codes of conduct are published and widely accessible.

Plan

No plan at this time.

1A.5 The institution fosters an affirmative environment in which diversity is embraced and every person is treated with respect.

Description

A number of plans, projects, and grants have been developed and utilized to address issues of diversity. The Affirmative Action Plan (doc. 1-7) promotes efforts toward an ethnically and gender-balanced faculty, staff, and student body. The Student Equity Plan (doc. 1-8) promotes the creation of an environment of concern and respect for all students. The Educational Master Plan's (doc. 1-9) priority on student retention encourages and depends on a positive multicultural environment.

In Fall, 1994, PCC opened the Cross Cultural Center under Student Services. Staffed with a part-time coordinator, the Center provides activities that build solid relationships in the diverse student population. In addition, Student Services sponsors student clubs and activities organized around ethnic identity (see Standard 3).

The Title III Strengthening Institutions grant, the Chancellor's Office African American Male Enrichment Program, the Puente Project, the mentoring program, and the newly initiated Upward Bound program are examples of academic programs designed to promote student success. A number of faculty have also initiated grant-supported individual projects to promote multiculturalism in the classroom (see list, doc. 1-10) (see Standard 2).

For all staff, a college-wide Flex Day presents workshops and lectures addressing issues of diversity, cultural pluralism, and cross-cultural communication. A videotape, "Pathways to Student Success," jointly funded by Matriculation and Research Services and Title III, focuses on the perceived treatment of students by college staff. The videotape has served as a staff development catalyst for discussions on creating a campus environment of respect.

Appraisal

The Affirmative Action Plan, the Student Equity Plan, and the Educational Master Plan foster an affirmative environment in which diversity is embraced and respected among each constituent group at the college. (See Standard 4 for details on the Affirmative Action Plan.) The prioritizing of retention and success in the classroom as an institutional objective in the Educational Master Plan has been a great catalyst in this area. Many faculty have participated in grant activities that focus on diversity, and their courses have increasingly reflected their commitment in terms of content and methodology.

Student Affairs activities provide many outlets for the expression of diversity and help create a positive atmosphere in that regard. Support for diversity is especially obvious during ethnic activities weeks

when exhibitions, dances, and other outdoor and gallery activities are available to all. Clubs and other activities are also available to all interested students.

Plan

No plan at this time.

1A.6 *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.*

Description

Principles of academic honesty and sanctions for violations are published in the Catalog (doc. 1-3), and student cheating is discussed in the Adjunct Faculty Information Handbook for Extended Instruction (doc. 1-6). Many faculty members customarily include the issues in their course syllabi.

Appraisal

The only place these expectations of students appear is in the Catalog and Adjunct Faculty Handbook for Extended Instruction.

Plan

New faculty and student handbooks will include sections on student rights and responsibilities, due process, student discipline, release of student information, sexual harassment, and matriculation rights.

1A.7 *Representations about the institution to prospective students and to the general public are accurate and consistent with institutional practices.*

1A.8 *Precise, accurate, and current information is provided in the institutional catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees; and, (e) the names of the administration, faculty, and governing board.*

Description

Complete information about the college is presented to students and the public in all the traditional forms: the Catalog, the Schedule of Classes, the student handbook, and various applications, forms, and brochures from Student Services, Financial Aid, and Psychological Services (see miscellaneous brochures, doc. 1-11).

Appraisal

Publicly disseminated information on PCC is accurate and available through traditional means. In addition, an electronic PCC Student Information Guide is being developed to promote access to information in a more usable form for students and staff. This electronic information guide has been piloted on the campus computer network and will soon be available in kiosks around the campus.

Standard 1

The prerequisites need to be revised to reflect Title 5 policy (doc. 1-12).

Plan

A detailed review and revision of the Catalog will be undertaken in the 1996-97 year to reflect Title 5 policy on prerequisites, corequisites, and revised

advisories on recommended preparation and limitations on enrollment.

The student information system will be accessible to students and staff in kiosks with at least two sites planned for Spring, 1996. Eventually, the information systems will be placed in the Library, the Campus Center, the administration building near registration and admissions, and eventually at community sites.

1A.9 Degrees held by contract faculty and administrators are listed in the institution's primary catalog. All U.S. degrees listed are from accredited institutions. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

All the degrees held by contract faculty and administrators are listed in the Catalog (doc. 1-3). Human Resources is responsible for documenting degrees.

Appraisal

The degree listing is updated annually.

Plan

No plan at this time.

1A.10 The institution demonstrates honesty and integrity in its athletic programs.

Description

Pasadena City College expects honesty and integrity in its athletic programs in that faculty are bound by the Duties, Responsibilities and Freedoms of Faculty Members as published in the Faculty Handbook (doc. 1-1) (see Standard 1A.3) and students are bound by the Standards of Student Conduct published in the Catalog (doc. 1-3) (see Standard 1A.4).

college is currently preparing a Student Athlete Handbook (doc. 1-13) which should be completed by 1996, and which will include a specific section on honesty and integrity in the competitive athletic programs.

Plan

The Student Athlete Handbook will be completed and will include a Board of Trustees policy on honesty and integrity in the athletic program. This handbook will be distributed to all faculty and students involved with the competitive athletic programs.

Appraisal

The college has no policy specifically addressing honesty and integrity in athletic programs. The

1A.11 *In its relationship with the Commission, the institution demonstrates honesty and integrity, and agrees to comply with Commission standards, policies, guidelines, and self study requirements.*

Description

The dean of Educational Services serves as the accreditation liaison officer for the college. For the purposes of this accreditation, the college appointed a steering committee made up of representatives of all college constituencies, a self-study coordinator, and standards committees, also with wide college representation. Widespread participation and feedback were encouraged, regular bulletins about accreditation were published, and copies of the report were available for examination by the college community prior to the final draft and printing.

The college has also made serious efforts to comply with the recommendations of the previous accredita-

tion report (see Responses to Recommendations, this document).

Appraisal

The college has an open relationship with the Commission and has demonstrated its commitment to the purposes of accreditation by making a serious and responsible self-study and by continuing to develop the recommendations from previous accreditation site visits.

Plan

No plan at this time.

Standard 1B: Institutional Purposes (Mission)

The institution is guided by clearly stated purposes that define its character, which are appropriate for higher education, and are consistent with Commission standards.

1B.1 *The statement of purposes identifies the broad-based educational objectives the institution seeks to fulfill, is adopted by the governing board, and is periodically reexamined with the participation of the campus community.*

1B.2 *In implementing its purposes, the institution has defined the constituencies it intends to serve as well as the parameters under which educational programs can be offered and resources allocated.*

1B.3 *Institutional purposes delimit educational programs and services and guide the development of physical resources and allocation of fiscal resources.*

Description

In 1992, a mission subcommittee of the Planning Council developed a draft of the philosophy, mission, and goals statement as the result of a campus-wide,

day long brainstorming session designed for that purpose. Over one hundred people, representing a broad spectrum of constituents from the institution and the community, participated in the discussion. After the Planning Council circulated the draft col-

Standard 1

lege-wide for discussion and revision, the Board of Trustees adopted the statement in 1993 (see Catalog, doc. 1-3). Re-examination of the mission statement was scheduled to coincide with accreditation cycles.

The goals presented in the Educational Master Plan (doc. 1-9) are directly tied to the Philosophy, Mission, and Goals statement. Further, any special needs requests in the budget, as well as any new academic courses or programs, must reference the college's Philosophy, Mission, and Goals statement. The Technology Master Plan is also based on the philosophy, mission, and goals delineated in the statement. The development of the facilities Master Plan preceded the development of the current Philosophy, Mission, and Goals statement.

Appraisal

The college's Philosophy, Mission, and Goals state-

ment was developed with broad participation and clearly delineates the institution's constituencies, philosophy, and goals. The statement was reevaluated by the current accreditation Standard 1 committee and no changes were recommended.

Special needs budget requests and program changes have been tied to the Philosophy, Mission, and Goals statement, but the connection between institutional priorities and budget decisions is not as well-defined.

Plan

The President will initiate an expansion of the planning process to connect resource allocation with institutional objectives implementation and to develop a system of follow-up and tracking to evaluate the progress of the objectives.

Standard 1C: Institutional Planning

The institution is engaged in ongoing planning to achieve its avowed purposes. Through the planning process, the institution frames questions, seeks answers, analyzes itself, and revises its goals, objectives, programs, and services.

- 1C.1 An established planning process involves all segments of the campus community and the governing board.*
- 1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.*
- 1C.3 The planning process assists in identifying institutional priorities.*
- 1C.4 The planning process identifies the need for human, financial, and physical resources of the institution. Planning influences the acquisition and allocation of resources.*

Description

Each year for the last three years, the college has held a leadership conference with representation from all segments of the campus. At the Leadership Conference, institutional priorities are set based on the goals stated in the Philosophy, Mission, and Goals statement. Other college planning activities

include department retreats, planning and developing workshops and other Flex Day activities, and the Staff Development Committee activities.

In 1987, prior to the articulation of the Philosophy, Mission, and Goals statement, the college began work on development of a comprehensive facilities Master Plan to identify facility requirements through the year 2000 (doc. 1-14). Implementation of this

Master Plan is continuing to the present with the active guidance of the faculty, administration, and staff who serve on the Master Plan Implementation Committee. The extensive involvement of the staff in the development of the Master Plan ensures that each new building will function efficiently in serving the educational mission of the college.

In response to the 1991 accreditation review, an educational planning design committee was established which led to the formation of the Educational Planning Council. The Educational Planning Council, a wide-based campus and community group, developed the Educational Master Plan (doc. 1-9) which was completed in 1993 and adopted by the Board of Trustees in January, 1994. The Educational Master Plan includes a rewritten college Philosophy, Mission, and Goals statement (see Standard 1B) as well as the Institutional Program Planning Guidelines (doc. 1-15) (see Standard 1D). The Plan identifies six broad educational goals, each with specific objectives.

The Technology Master Plan Committee, composed of individuals from every segment of the college as well as community members, met in 1994-1995 to develop a comprehensive plan for providing appropriate technology and information to enhance student success, expand student educational opportunities, and empower all members of the campus community to contribute to the educational goals of the college. The plan is currently near final draft form (doc. 1-16).

Appraisal

Pasadena City College has a well-established plan-

ning process which involves all segments of the campus community. The active, ongoing planning process is used to develop a comprehensive vision, establish sound goals and objectives, and implement strategies of success for all programs and services. As a result of regular review, analysis, and evaluation, the need for change becomes evident in the planning process.

The Shatford Library, the five-story parking structure, the Community Education Center (CEC), and the Child Development Center (CDC) are completed components of the facilities Master Plan. Future components of the Plan are a physical education facility, a plaza/commons/sculpture garden area, and renovation of the old library building (for more information on facilities, see Standard 6A and 6C).

One of the major results of the Educational Master Plan is the Institutional Program Planning Guidelines which are now used throughout the college (see Standard 1D). These program planning documents have been instrumental in bringing about substantial changes in several programs such as the High School Diploma program, the Mathematics program, the History program, and the Fashion program.

The Technology Master Plan is largely completed and is undergoing campus review.

Plan

The facilities Master Plan will be completed.

The Technology Master Plan will be completed and implementation of the plan will begin as soon as possible.

Standard 1D: Institutional Effectiveness

The institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes and uses results of these evaluations as the basis for broad-based continuous planning and improvement.

1D.1 *Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness.*

A. *Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.*

Standard 1

Description

The position of assistant dean of Matriculation and Research Services was established at Pasadena City College in July, 1993. This dean has responsibility for providing institutional research reports for use in instruction, student services, and administration. The Admissions and Records Office also generates reports on student progress. Grade and course distribution/enrollment reports are issued regularly to division deans and administrators. Other special research reports generated by the assistant dean of Matriculation and Research Services include the Basic Skills Program Evaluation Report, the Writing Skills Survey, the ESL Survey, the Mathematics Prerequisites Survey, the Vocational and Applied Technology Education Act (VATEA) Counts, Demographics and Outcomes Survey, the Course Demand Analysis, the Transfer Eligibility Survey, the Early Warning Methods Survey, the Community College Student Experience Questionnaire, the Survey of Institutional Goals and Objectives, and the State Management Information Systems (MIS) Integrity Report (see doc. 1-17 for a summary list). This office also supplies informa-

tion for program reviews and provide statistics in specific areas upon request.

Appraisal

The reports from the assistant dean of Matriculation and Research Services are widely used for planning and evaluation by the Executive Committee, division deans, the vice president for Instruction, the dean of Economic Development/Vocational Education, Student Services, the management team, faculty, and classified staff. But concern has been raised that much of the data provided for campus use and distribution is not used as effectively as it could be. The recipients of the information are not always sure of how to apply the information to reach institutional goals. Part of the difficulty is that the institution has not established standards of effectiveness against which to measure the information provided.

Plan

Matriculation and Research Services will develop methods for more effective and efficient use of data and surveys.

B. Program reviews are systematically conducted for educational and student service programs and other institutional activities to assess their effectiveness.

Description

A systematic plan for reviewing all programs at PCC (Institutional Program Planning [IPP] Guidelines, doc. 1-15) was established during 1991-93 and was implemented at the beginning of the 1994-95 academic year. All instructional and non-instructional college programs will undergo review every five years to ensure educational quality. The self-studies are designed to do the following: (1) evaluate how well programs function relative to the philosophy, mission, and goals of the college as well as to the goals and objectives of divisions, departments, and support units; (2) aid in planning and setting priorities to meet the needs of the students; and (3) determine the effectiveness of college programs in

meeting the needs of the community and in strengthening partnerships between the college and the community.

The dean of Educational Services and the vice president for Instruction read all the IPPs. The Executive Committee member under whose aegis a department or division is undergoing an IPP also reads that IPP.

Appraisal

To date, about one half of the programs at PCC have participated in the IPP process. A survey (doc. 1-18) of team members who have participated in this process indicated that the format and scope of the IPP report are not clear. A few participants indicated that

the process was too cumbersome and lengthy, and although some questioned whether their reported results were utilized in making decisions at the senior management level, most thought that the process was valuable for the members of their unit.

Having the IPPs distributed only to a limited number of members of the Executive Committee results in having barely a third of the Executive Committee reading a given IPP.

Plan

The vice president for Instruction will streamline and clarify the format of the IPPs.

All members of the Executive Committee will read the IPP reports.

Standard 1

Supporting Documentation for Standard 1

Referenced:

- 1-1 Faculty Handbook
- 1-2 AAUP Statement on Professional Ethics
- 1-3 Catalog
- 1-4 Schedule of Classes
- 1-5 Student Handbook
- 1-6 Adjunct Faculty Information Handbook for Extended Instruction
- 1-7 Affirmative Action Plan
- 1-8 Student Equity Plan
- 1-9 Educational Master Plan
- 1-10 List of grants fostering an affirmative environment
- 1-11 Miscellaneous brochures
- 1-12 Title 5 Policies and Procedures
- 1-13 Student Athlete Handbook (draft)
- 1-14 Facilities Master Plan
- 1-15 IPP guidelines
- 1-16 Technology Master Plan (draft)
- 1-17 Summary list of research reports from Matriculation and Research Services
- 1-18 IPP survey

Other Supporting Documentation:

- Guidelines for Vocational Advisory Committees
- Institutional research reports
- Program review documents
- Report of Ad Hoc Task Force on Institutional priority 1.7
- Report of Learning Communities Committee
- SIGO survey and results
- Student Handbook versions
- Miscellaneous brochures, forms, handbooks, guidelines, surveys, etc.

STANDARD

2

Educational Programs

STANDARD 2 COMMITTEE

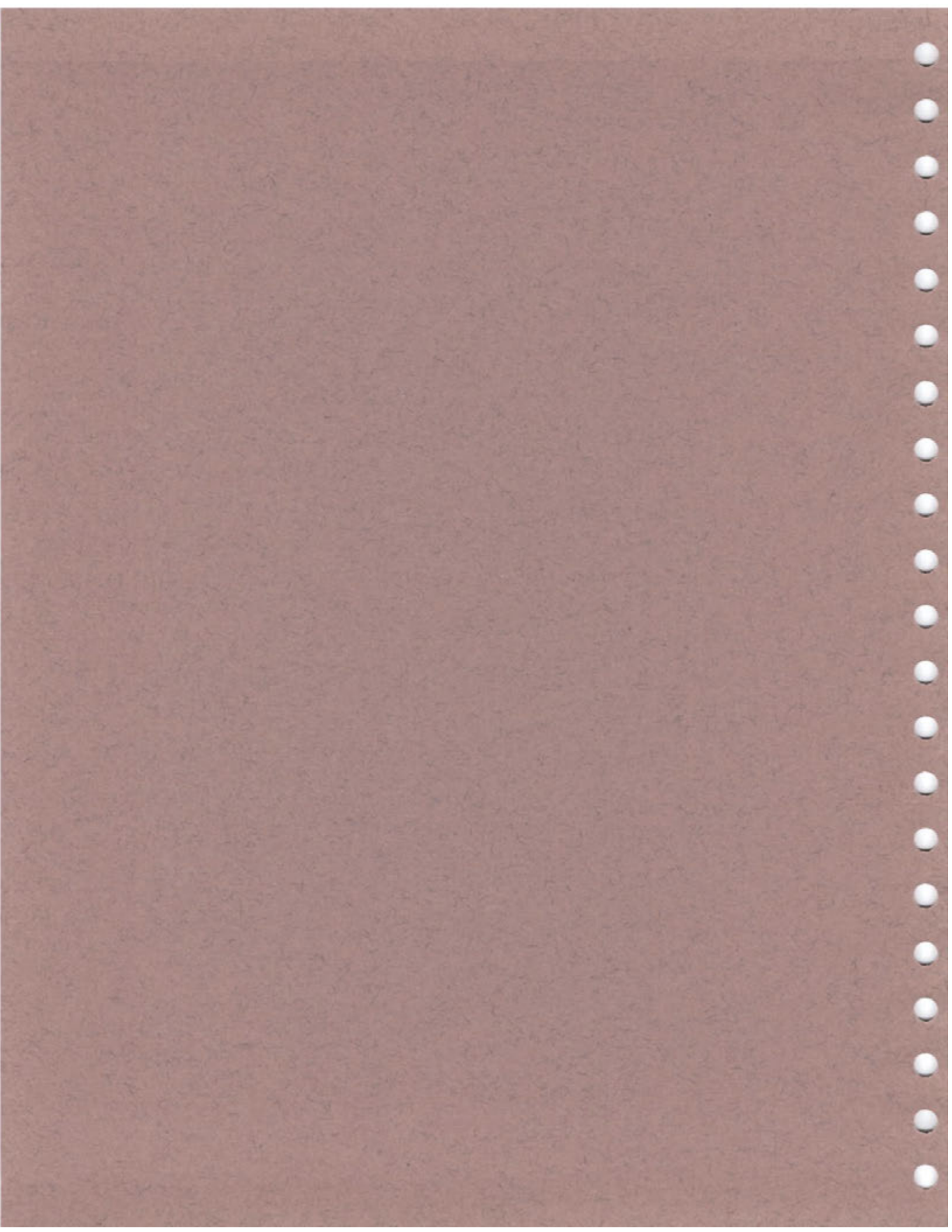
Co-chairs: Joyce Black, Instructional Administration, Management
Marion Pavlovitch, Life Sciences & Allied Health, Faculty

Faculty: Nabil Abu-Ghazaleh, Engineering & Technology
Susan Clifford, Title III
Rosemary Gaines, Nursing
Coleman Griffith, Engineering & Technology
Mark Hayden, Community Education Center
Virginia Heringer, English & Foreign Languages
Gerald Lewis, Physical Sciences
Phyllis Mael, Grants Coordinator, English & Foreign Languages
Patricia Peach, Mathematics & Computer Studies
Lou Rosenberg, English & Foreign Languages
Joseph Sierra, English & Foreign Languages
Michael Stephans, Articulation Specialist
Amy Ulmer, English & Foreign Languages
Chrystal Watson, Communication

Management: Michael Bloebaum, Communication
James Crayton, Community Education Center
Jacqueline Jacobs, Life Sciences & Allied Health
Linda Malm, Art
Nino Valmassoi, Community and Continuing Education

Classified Staff: Isabel Hildebrandt, Vocational Education
Imelda Martinez, Learning Resources (ITV)
Carolyn Recendez, Community Education Center
Barbara Salmon, Curriculum & Instruction
Julie Slagle, Computing Services/Title III

Student Body: Rebekah Doughty
Michael O'Bryan
Laura Linton MacFarlane



STANDARD 2:

Educational Programs

Standard Two is broadly applicable to all educational activities offered in the name of the institution, regardless of where, when, or how presented, or by whom taught.

Standard 2A: General Provisions

The achievement and maintenance of high-quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

2A.1 *The institution seeks to meet the diverse educational needs of all its students.*

2A.4 *Educational programs are structured to be consistent with institutional purposes, the demographics and economics of the service area, and the student constituency.*

Description

Pasadena Area Community College District serves a highly diverse, regionally representative student body of 21,000 credit and 3,350 noncredit students. To serve these students, PCC offers over 2,000 credit and noncredit courses and programs at two main locations. There are sixty transfer curricula in lower division and general education course offerings to meet the Associate in Arts or the Associate in Science Degree. These courses also fulfill requirements for transfer to the California State University and University of California systems as well as a number of private colleges and universities in the area. Certificates of Achievement are offered for over 60 additional credit occupational programs. Noncredit programs are offered at the Community Education Center. Community education fee classes and continuing education are offered throughout the District. (See Catalog, doc. 2-1)

The most significant demographic trend of recent

years is an increase in the number of students of Asian/Pacific Island and Hispanic origin attending PCC. These students currently total more than 60% of the student body (approximately 30% in each group), up from a more or less evenly split 50% in 1991. Over the same time period, there has been a significant drop in the number of white students, from 30% to 21% of the student body. The number of black students (7.9%) has also dropped but by a smaller 1.1% (see Demographics, this document). To meet the needs of these students, many of whom are non-native speakers and/or are in need of basic skills enhancement, the District increasingly provides developmental programs and basic skills courses in English, English as a second language, and mathematics, and specialized assistance for students with learning and physical disabilities. At the same time, the college has responded to the increased demand for general education/transfer level courses of this population and the decrease in demand for vocational programs. PCC also makes efforts to increase reten-

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tion, promote transfer opportunities, and create a civil community through special programs and services including the Scholars Program, the African American Male Enrichment Program, and the Puente Project, as well as an increasing number of ethnic studies courses, especially in the Asian/Asian American area.

Appraisal

The depth and breadth of programs at PCC is substantial and serves a broad range of community needs. Student migration into the District, with 60% coming from outside the District, reflects the college's reputation for educational excellence.

The demand for courses in the developmental areas has created difficulties in staffing and scheduling at a time of budget constraints that have necessitated the cutting of courses. While course offerings in developmental areas have increased relative to other offerings, PCC does not have enough instructors to teach the courses demanded, nor does it have the rooms available to schedule the courses at times of peak demand. Mid-level course offerings have not been sacrificed to accommodate those demands or the

demand for upper-level transfer courses since mid-level courses are necessary to ensure that students can complete their programs in a reasonable amount of time.

The Office of Instructional Administration establishes parameters for reductions and increases. In most cases, the decision on which sections are to be cut or redistributed is made within the divisions, but occasionally the vice president for Instruction directs certain reductions or increases based on analysis of college-wide enrollment patterns. Overall, analysis of what courses to offer and when to offer them needs to be done more efficiently.

Plan

The Office of Instructional Administration will encourage the development of innovation in areas of curriculum and instruction, including the integration of new technologies, to better serve the diverse needs of the population.

The Office of Instructional Administration will improve use of data on enrollment patterns, retention, and the like to determine class offerings.

2A.2 Sufficient resources are provided to meet the educational needs of the students.

Description

The college is fiscally solvent with appropriate reserves, the result of a stable budget development process and carefully monitored expenditures. While the District operates with a low state apportionment and decreasing allocations, the college is currently providing instruction to students 3-5% over the state cap. The college has had an effective enrollment management process: course sections in the Spring, 1995; Summer, 1995; and Fall, 1995 were reduced in an attempt to bring the unfunded cap more into line with funding.

In addition, the District has been able to complete a major portion of its facilities Master Plan (doc. 2-2), including construction of the Library/media resources facility, parking structure, Community Education

Center, and Child Development Center. A new physical education structure and the remodeling of the old library as a student services center are planned. The college also meets the established standard of 75% of its hours of instruction being taught by full-time faculty. The hiring of new full-time faculty and the replacement of retired faculty continues in areas of need.

Educational programs also benefit from an active and successful fundraising Foundation and grant application process. The PCC Foundation was incorporated in November, 1979, as a non-profit, charitable, public-benefit corporation. Funds raised by the PCC Foundation include donations from individuals, corporations and local foundations. During the past five years, contributions from the Foundation have totaled over \$5 million. Areas that have benefited from these

funds include major capital projects, equipment to ensure technological excellence, programs which provide special services to students and the community, faculty grants, library book purchases, and student scholarships (doc. 2-3). The Grants Office, which was started in 1990, has a full-time grants coordinator who assists in the development of grant proposals and provides grant management. The Grants Office received over \$4 million during the past five years from state, federal, and private resources. Grants have enabled faculty and staff to equip science and art laboratories, provide additional services for handicapped students, and experiment with new curriculum (doc. 2-4).

Appraisal

Through careful financial management, a very effective PCC Foundation, and a highly successful

grants program, PCC has been able to maintain a high quality of service. Faculty staffing, including the full-time/part-time ratio of courses taught, has remained constant. The improvements in the physical plant, especially the Library, have been a great benefit to all educational programs and services.

While there has been concern that the recent fiscal situation which resulted in some class cancellations may impact the integrity of some programs in terms of students completing prerequisites, the cancellations, while serious, have not caused major problems.

Plan

No plan at this time.

2A.3 *The institution demonstrates its commitment to high standards of teaching. Effective procedures and adequate resources exist to evaluate and improve the quality of instruction.*

Description

As outlined in the PACCD/CTA negotiated contract (doc. 2-5), all instructors are required to establish course objectives, plan and organize their instruction, and administer examinations. Every instructor is evaluated based on a process and schedule detailed in the negotiated contract. The process allows the involvement of peers and students and focuses on issues of instruction (see Standard 4C).

The college promotes a regular program of professional growth and development with annual Flex days, small funded grants to improve instruction, support for conference attendance, and a staff development program that allocates moneys for individual and institutional activities. Both District and staff development funds are available for faculty to attend conferences and workshops and/or to implement special projects. Requests for funding are submitted for approval to the division dean and to the Staff Development Committee (doc. 2-6).

In addition, the college supports team teaching in the

form of paired courses and course blocks such as the Humanities and American Cultures blocks by offering stipends to instructors during their first semester of participation to compensate for extra preparation. Faculty offering scholars options with their courses also receive a small stipend. In addition, the Faculty Senate sends one or two faculty members a year to the Great Teachers Seminar and rewards excellence in teaching through the annual Risser Award.

A number of instructional departments also offer lecture series, workshops, artists-in-residence, and visiting scholars which contribute to a general atmosphere of intellectual and instructional improvement (doc. 2-7).

There is no staff development for part-time instructors except for Flex day and as offered irregularly through specific divisions.

Appraisal

The institution demonstrates its commitment to high standards of teaching through the centrality of

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teaching in the evaluation program and aspects of its staff development program. The college welcomes innovations in pedagogy and instruction. While there are insufficient funds to support all requests from instructional faculty in terms of conference and workshop attendance (both because of limits in funding and the increasing cost of such conferences and workshops), the institution does offer some financial support through the divisions and miscellaneous other funds. A grants coordinator also assists faculty in development of grants for instructional purposes. The faculty has been extremely successful in their grant efforts, receiving grants in areas that range from the examination of multicultural learning styles to funds for the purchase of specialized computer equipment.

Part-time faculty have little formal opportunity to benefit from college efforts at improving instructional quality.

The Curriculum and Instruction Committee chair and representatives met with faculty and division representatives to discuss curriculum development.

Plan

The Office of Instructional Administration will bring more expertise on pedagogy and instruction to campus.

The Office of Instructional Administration will develop a method to better distribute information gathered by faculty at external conferences and workshops.

2A.5 Program and course objectives clearly specify the subject matter to be covered, the intellectual skills to be acquired and learning methods used, the affective and creative capabilities to be developed, and the specific occupational skills to be mastered.

Description

All faculty are required to use the official outlines of record as approved by the Curriculum and Instruction Committee (C & I Committee) and maintained by the Office of Instructional Administration (doc. 2-8). The official outlines of record include a course description, required prerequisites or recommended preparations, course content to be covered and intellectual skills to be gained. Learning methods and teaching objectives are clearly stated and the outlines of record are periodically reviewed as part of the Institutional Program Planning (IPP) by the divisions, the Office of Instructional Administration, and the C & I Committee to determine if they meet transferability and Title 5 standards. Where appropriate, all course outlines include specific occupational skills to be mastered. Active advisory committees in vocational programs help to ensure that courses meet industry standards (doc. 2-21).

Appraisal

Program and course objectives clearly define subject matter, methodology, and skills to be learned. But, because many subjects are taught by a high proportion of part-time faculty and because multi-section courses are taught by many different faculty, maintaining consistent teaching outcomes becomes difficult.

The college is currently reviewing all course prerequisites for compliance with the new Policy and Procedures on Prerequisites, Corequisites, Advisories on Recommended Preparation and Enrollment Limitations (doc. 2-9).

Plan

The Office of Instructional Administration will meet with subject area faculty to review and update prerequisites.

2A.6 *Programs and courses are offered in a manner which ensures students the opportunity to complete the entire program as announced, within a reasonable period of time.*

Description

The Catalog (doc. 2-1) lists the required courses and recommends a sequence of courses in order to meet the graduation requirements in a timely manner. The divisions develop schedules with the completion of the major in mind.

Appraisal

Although schedules are developed with student completion as a primary objective, there appear to be

some problems in meeting AA and AS requirements due to lack of available sections. Courses required for graduation may need to be canceled, which leaves students unable to complete their programs as announced. In these cases, an additional semester is often required.

Plan

No plan at this time.

2A.7 *The institution has an administrative structure responsible for the overall coordination and administration of instruction.*

Description

The administrative structure is outlined on the organizational chart (see Organizational Charts, this document). The credit instructional program is coordinated and administered through the office of the vice president for Instruction. Twelve division deans have direct responsibility for disciplines within their administrative areas. The dean of Economic Development/Vocational Education has direct responsibility for vocational programs and contract education. Responsibility for noncredit programs, and a small portion of credit instruction, is split, with the majority of adult education courses administered by the associate dean of the Community Education Center and the associate dean of Community Education, both serving under the dean of Educational Services.

The Curriculum and Instruction Committee reviews all courses and programs in instruction. The responsibility for decisions is shared by this Committee and the Office of Instructional Administration. The vice president for Instruction assumes coordinating responsibility for the Catalog, the Schedule of Classes,

course outlines of record, the evaluation of programs and courses of study, the evaluation of full-time and part-time faculty, the program review process (with the dean of Educational Services), and liaison with Student Services.

The assistant dean of Extended Instruction and the assistant dean of the Instructional Computing Center also report to the vice president for Instruction.

Appraisal

Until October, 1995, the instructional program was administered by managers with the title of department chair. That in many institutions department chairs are seen as faculty was the source of the previous accreditation recommendation that this function should be reviewed and clarified. A subsequent title change from "department chair" to "division dean" was presented to faculty at department meetings and to the Faculty Senate Board and approved by the Board of Trustees. The change clarifies the status of the division deans as members of the administration rather than the faculty.

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Divisional size and complexity vary from area to area. Some division deans teach as part of their administrative duties and some serve twelve-month contracts. Most division deans are on eleven-month service contracts and are absent during the summer months, a distinct problem. There needs to be a better balance in the duties and responsibilities of the twelve instructional division deans.

In 1994, one administrative office, the assistant dean of Instruction, was eliminated. The elimination of this position has shifted heavy responsibilities onto the

vice president for Instruction. The division deans in particular have been concerned with the lack of assistance in curriculum matters previously provided by this dean.

Plan

The vice president for Instruction will explore the possibility of having all division deans on twelve-month contracts.

Standard 2B: Curriculum Planning and Evaluation

Curriculum planning is designed to achieve the aims of the institution. Curriculum planning considers current and future needs for human, financial, and physical resources. This systematic planning is based on continuing institutional self-evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

2B.1 *The responsibility for design, approval, implementation and revision of the curriculum is vested in designated bodies with clearly established channels of communication and control. The faculty has a major role in such processes.*

2B.3 *Policies and procedures for additions and deletions of programs or courses are carefully developed and administered, are based on curriculum planning, and are consistent with the resources of the institution, the capabilities of faculty, and the needs of the community served by the institution.*

Description

Board of Trustees Policy No. 7001.10 (doc. 2-10) and the Curriculum and Instruction Committee Policies and Procedures Manual (doc. 2-11), last revised in February, 1996, detail and outline the process for curriculum development and evaluation at Pasadena City College.

The process of curriculum development begins with the faculty within divisions. New course adoptions, deletions, revisions, and/or programmatic changes are made in response to individual faculty proposals, vocational advisory committee recommendations, changing transfer and articulation requirements, state mandates, and Board of Governors regulations. After division approval, proposals are sent to the Standing

Committee on Style and Mechanics for review and then to the full Curriculum and Instruction Committee (C & I Committee) for consideration.

The C & I Committee is a standing committee authorized under a consultation agreement with the Faculty Senate and the Board of Trustees designee, the vice president for Instruction, as outlined in Title 5, Regulation 55002 (doc. 2-12). Following the requirements detailed in the Curriculum Standards Handbook for the California Community Colleges (doc. 2-13), the C & I Committee recommends approval of new and/or revised courses and programs as well as deletion of courses and programs. Minor revisions to the policy and procedures of the C & I Committee process occurred in Spring, 1996, including revision of the process for selecting student representatives.

The C & I Committee has 28 voting members and as many as 11 non-voting members with representation from instructional units (faculty), students, members ex-officio, and resource experts. The majority of the voting members are faculty. The Committee is chaired by a faculty member appointed by the Faculty Senate for a two-year term. The vice president for Instruction approves all C & I Committee recommendations and forwards all new course additions/deletions/revisions and/or new program additions or deletions to the Board of Trustees for final approval.

During the 1994-95 academic year, the C & I Committee recommended approval of 23 new courses, 55 course revisions, and 92 course and three program (Motorcycle, Interior Design, Laser Optics Technology) deletions. In 1995-96 the Aviation certificate was also deleted. After program reviews and review by the dean of Economic Development/Vocational Education, these programs were deleted because they were no longer viable due to changes in the job market and lack of enrollment.

Appraisal

All curriculum moves through the program and discipline level. Therefore, all recommendations require that full-time faculty in a discipline are aware and approve of the proposals. Faculty are also at the

core of the C & I Committee. The Committee is efficient and productive. The membership is committed to excellence and serves the needs of the instructional program well.

While curriculum policies and procedures, including those governing the addition or deletion of courses and programs, have been carefully developed and documented, there seems to be a consensus among a significant number of faculty members that the process is cumbersome. The time involved in the process is particularly troublesome in credit vocational programs. Often the needs of industry and business are immediate, yet curriculum changes, because of procedures and catalog deadlines, may have a two-year delay in implementation. To solve this problem, there has been some discussion of a "Pilot/Experimental" category. The Community Education Center (CEC) noncredit vocational programs are an exception. Noncredit vocational programs in the CEC can be adjusted each semester to respond to changing business needs.

Plan

Members of the C & I Committee, along with the Office of Instructional Administration, will review ways to streamline the curriculum process.

2B.2 *The institution engages in periodic review of program and departmental quality and effectiveness under clearly specified and demonstrably implemented procedures. The process is based on current qualitative and quantitative data which are used to assess strengths and weaknesses in achieving program purposes and projected outcomes. (See Standard 1D.)*

Description

Disciplines within the divisions complete an Institutional Program Planning (IPP) review every five years which means an analysis of approximately 20 programs each year. The process was developed by the Educational Planning Design Committee and initiated in 1992 (doc. 2-14). Through subcommittees, instructional units evaluate how well they function relative to the goals of the college as well as how they plan and set priorities to meet student

needs. The instructional units also review course content, prerequisites and other criteria to meet all goals and objectives of the discipline. As part of the program review process, curriculum must include budget considerations and implications. The college research services provide documents and data, such as matriculation information, grade distribution reports, retention rates, enrollment patterns, prerequisite validations, etc., as well as transfer rates, rates of completion and other demographic information to assist in the program reviews. IPPs are submitted to

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the dean of Educational Services and then the vice president for Instruction for review, discussion, and approval.

The C & I Committee has developed a Criteria for Evaluation of Proposed Courses or Programs and a guideline for creating and revising courses (doc. 2-11). The Curriculum and Instruction Committee, as part of its required functions, reviews courses and programs.

The dean of Economic Development/Vocational Education regularly completes a review of each vocational program, providing an evaluation of the completion rates and placement of students in industry (doc. 2-15). Vocational programs are also included in the IPP process.

Appraisal

Program review and assessment is an integral part of the educational and instructional program of the college. The review assists the faculty and the administration in its efforts to make informed decisions, to provide students with relevant and current courses of study, to recommend the expansion, termination, or addition of courses or programs, and to best utilize the resources of the District. It also works well as a collaboration between the faculty and

various instructional units on campus.

Faculty involved in the IPPs have provided some very positive feedback about the process. On the other hand, some faculty have expressed frustration with the extensive nature of the requirements and the lack of a clear format in which to address the questions, resulting in reports with widely divergent formats and content. The faculty also does not have clerical support to help complete the document, compounding the frustration and formatting concerns.

There is also some concern that much of the data provided by the college research services for campus use is not used as effectively as it could be.

Plan

The Office of Instructional Administration, along with representatives of the Faculty Senate, will form a task force to review and evaluate the IPP process.

Methods to better use measures of student outcomes and placement in the IPP process will be developed.

The Office of Instructional Administration and the Faculty Senate will develop a plan to link the IPP course reviews with the C & I Committee course reviews.

Standard 2C: General Education

The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate degree include a major area and a general education component.

2C.1 The general education segment of all educational programs is based on a philosophy and rationale that are clearly stated and provide the criteria by which the appropriateness of each course in the general education component is evaluated.

2C.2 The plan for general education is cooperatively developed by the faculty and the administrative staff and approved by the governing board.

Description

The current general education component has been in place for many years. It is clearly delineated in the Catalog under the title "Associate Degree Require-

ments and Transfer Requirements: Philosophy of General Education" (doc. 2-1), and is based on the philosophy and rationale stated in Title 5 regulations and general education transfer requirements. Along with the Philosophy, Mission, and Goals statement,

the transfer requirements and Title 5 regulations provide criteria which determine the appropriateness of each general education course.

The C & I Committee has responsibility for the plan for general education as agreed to in the Curriculum and Instruction Committee Policies and Procedures Manual (doc. 2-11).

Annually the associate dean of Counseling reviews the general education criteria in response to changes in articulation agreements and transfer requirements and recommends revisions to the C & I Committee. Courses are also regularly reviewed for appropriateness by the instructional units as part of their program reviews and by the articulation officer. This

information is communicated to both the Office of Instructional Administration and the C & I Committee.

Appraisal

With the IPPs and the C & I Committee review of curriculum in compliance with Title 5, cooperative development of the plan for general education is ensured. There is not, however, a clearly specified procedure to evaluate courses in terms of general education goals or philosophies or to evaluate the general philosophy itself.

Plan

No plan at this time.

2C.3 The general education program introduces the content and methodology of the major areas of knowledge—the humanities, the fine arts, the natural sciences, and the social sciences—and helps students to develop the intellectual skills and social attitudes that will make them effective learners and citizens.

2C.4 The educational program provides opportunities for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.

Description

Requirements for the AA/AS degree include at least one course in natural sciences, social and behavioral sciences, and humanities (including fine arts). Nine units are required in language and rationality (including critical thinking) and six units in American institutions. Since the previous accreditation, PCC has introduced critical thinking classes in English, philosophy, and physical sciences to meet the critical thinking requirements of the Associate degree and for transfer to the University of California and California State University systems.

In addition to general education requirements, students must develop and demonstrate competence in communication and mathematical skills. Reading and writing competency can be met through completion of one of several English or ESL courses, and

quantitative skills can be learned in a variety of mathematical, electronics, business, and statistics courses.

Since the last accreditation report, the college has also instituted a variety of programs and classes that augment the general education program and reflect the college's commitment to cultural diversity. The Catalog lists approximately thirty ethnic studies courses found distributed in a number of disciplines. The block programs, such as the American Cultures Block initiated three years ago with the assistance of an NEH grant, focus on multiculturalism. Special block programs are highlighted in the Schedule of Classes. Beginning with the Fall, 1995 Schedule of Classes, ethnic studies curricula and courses have also been highlighted, but there is no separate ethnic studies listing (doc. 2-16). Ethnic studies is also listed as a course classification in the Catalog (doc. 2-1).

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Many faculty have directly and indirectly been involved in programs promoting diversity issues. Among them is the AAC&U's Ford Foundation/NEH sponsored "American Commitments Project," whose goal is to diversify curriculum; the NEH "Shades of LA" grant which focuses on multiculturalism in Los Angeles; and the Chancellor's Intersegmental Joint Project grant involving PCC and UCLA in the study of multiculturalism in first-year composition courses (doc. 2-4).

Other academic campus activities that encourage the appreciation of cultural diversity are the Social Sciences Forum that features lecturers on culturally diverse subjects, the Visiting Scholars Program which recently brought N. Scott Momaday to campus, and the Artist-in-Residence program (doc. 2-7).

Appraisal

The general education program offers many options for exploration of the content and methodology of the major areas of knowledge. The program also emphasizes the inclusion of critical thinking in all courses while developing new courses with a specific critical thinking focus.

In addition, the college has an impressive array of courses and programs promoting cultural diversity. Still, while available and well-enrolled, these courses are not coordinated into a program of study. In addition, efforts need to be made to promote ethnic diversity courses to student populations *not* from those specific ethnic groups, as enrollments in these courses are predominantly ethnic minorities.

Concern has been expressed by faculty that it is still possible for a student to graduate with little or no classroom exposure to diversity issues or critical thinking skills. The American Commitments group and others have recommended that the Curriculum and Instruction Committee consider a diversity requirement for the AA degree. Although not an institutional mandate, suggestions have also been made that computer literacy and conflict resolution should be graduation requirements.

Plan

The Office of Instructional Administration will review the category of ethnic studies as presented in the Catalog.

Standard 2D: Special Programs Offering Courses for Credit

All special courses and programs which include courses for credit whether conducted on- or off-campus are integral parts of the institution; their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational program.

The college is solely responsible for the academic and fiscal integrity of all instructional programs and courses which bear the institution's name.

The provisions of Standard 2D apply to the following courses and programs:

- *Courses taught by non-traditional delivery systems such as television, correspondence, newspaper, video or audio tape, radio, modularized instruction, and computer assisted learning*

Description

Development and expansion of alternative methods of instruction has been affirmed as primary at PCC at the February, 1996 Leadership Retreat.

Pasadena City College is a member of INTELECOM, a consortium of southern California community colleges which produce and distribute audio and video credit course to students through an alternative means of instruction (see Schedule of Classes, College by

Television, doc. 2-16). All courses offered for Instructional Television (ITV) must be approved through the regular curriculum process, are subject to identical academic standards, and are monitored by the faculty for content. Most telecourses are taught by full-time faculty. Each telecourse includes regular personal contact with the instructor through group or individual meetings and orientation and review sessions. Currently all ITV courses carry full transfer credit. All ITV courses are consistent in academic content and materials with traditional course offerings. The Curriculum and Instruction Committee, in cooperation with the Office of Instructional Administration, is reviewing all ITV courses for appropriate status in the curriculum.

The District currently offers about a dozen credit instructional television courses in a regular semester and 6-7 during the summer intersession. Viewing options include four cable channels, videotapes on campus in the Learning Assistance Center (LAC), and VHS tapes which can be checked out from the PCC Library. In Fall, 1994, 1573 students were enrolled in ITV courses, second only to the Coastline District. Between July, 1993 and May, 1994, 10,809 credit units were granted. Workshops offered by the producing consortia are attended by faculty, staff and administration responsible for the program.

Oasis, a computer-based, individualized basic skills instructional program, was initiated in 1993 as part of a Title III project. A full study of the pilot project

was conducted for two semesters. The Oasis project became a permanent part of the instructional program in Spring, 1995 and is housed in the LAC. The program has a capacity of 200 students and is fully enrolled.

Appraisal

Instructional television courses provide college access to nontraditional students whose schedules may prohibit attendance at other times. Increasingly, however, students from the traditional college population are enrolling in ITV classes due to the lack of availability of other open sections and opportunities on campus.

The Oasis program has been a success in offering an equivalent alternative to classroom delivery for basic language skills. But, the number of students who could benefit from Oasis far exceeds the capacity of the Learning Assistance Center. When the existing computer network infrastructure is expanded, enrollment capacity could increase and students will be able to access the software from their homes.

Plan

The Technology Master Plan (doc. 2-17) for the District proposes the expansion of the infrastructure and educational opportunities for alternate instruction and a greater distance education capacity.

• *Contract education courses taught for credit*

Description

Economic Development and Vocational Education, under the direction of the dean of Economic Development/Vocational Education, develops and recommends contract noncredit and credit courses for business and industry. Most contract education courses are taught not-for-credit and are customized. They are flexible in duration and content. These courses may be provided by college faculty or staff, individuals, private companies, or another public agency. Credit contract education courses are always coordinated with the appropriate division and pro-

gram dean, ensuring that the faculty meet minimum qualifications and that the course, in all areas, is equivalent to sections taught on campus.

PCC currently offers eight contract courses, down from a peak of over 80 courses running from 1992-94 (doc. 2-18). The college recently became a partner in The Training Group, a consortium of four area community colleges which hired a marketing person to promote such educational opportunities for business and industry.

Until Spring, 1995, the Economic Development program was administered by an assistant dean. That

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position has been eliminated and a half-time classified staff member, the director of Economic Development, coordinates the program under the direction of the dean and will continue to do so until activity increases.

Appraisal

In the last few years, contract education has declined and been less profitable than in the past.

The activities of the consortium marketer and the new director of Economic Development are too new to assess.

Plan

Under the direction of the recently hired dean of Economic Development/Vocational Education, the district will expand contract education services.

• All study abroad programs (international education programs)

Description

PCC has an extensive, comprehensive study abroad program. The program is administered by the dean of Educational Services and is coordinated by a faculty member with reassigned time. The college conducted its first study abroad program in Oxford, England in Spring, 1986, and has offered the Oxford semester abroad opportunity annually since then. Currently, two faculty members accompany between 35-40 students who are enrolled in at least 12 units of credit study and participate in a home-stay program living with British families. New programs, all initiated in the past few years, include an Oxford-style semester program in Florence, Italy, beginning in Fall, 1996 and summer classes in Ireland, China, Kenya, Vietnam, and, most recently, Costa Rica (doc. 2-19).

All courses offered in these programs are PCC transfer-level courses and are taught by full-time faculty members. Courses are supplemented by field trips, specialized lectures, and immersion in a foreign culture on a daily basis. These study abroad programs generally enroll 25-35 students, approximately one-third of whom receive some financial aid through the college. Informal appraisals are done

each year and on-site evaluations are conducted periodically.

In addition, each year the English and Foreign Languages Division conducts a Theater-in-London class during the Spring break.

Appraisal

PCC offers an extraordinary range of international study programs to expand students' opportunities for instructional and cultural experiences. Demographics of students enrolling in study abroad programs closely resemble the makeup of the student body. The students uniformly report that they benefit from their experiences. The success of the programs can largely be attributed to careful planning, the evaluation of previous programs, orientation of the students, and the variety of instructional courses offered.

Plan

The college will expand study abroad programs, providing alternate locations for instructional opportunities for students and faculty.

• Courses offered through independent study

Description

Independent study is a credit option in most academic

programs offered by the college. The independent study program permits students to pursue topics or activities of special interest beyond the scope of

regular course offerings. Regular progress meetings with the supervising faculty member and reports are required, and independent study contracts are monitored and evaluated on an individual basis and documented by the record of study. In general, the courses have prerequisites to enrollment which vary from 6 units of related course completion to as many as 20 units of prerequisite work. All independent study offerings must be approved by the appropriate division dean as satisfying college course and credit requirements. Faculty participation in the program is voluntary and is not compensated.

Appraisal

Due to the increased preparation and skills development independent study offers, the program helps to

prepare students for transfer to four-year institutions. It is not, though, a widely used program.

Concern has been raised by participating faculty and division deans about variable and inconsistent prerequisites and standards of preparation required for students prior to admission into various independent study courses.

Plan

The Office of Instructional Administration has initiated a review of standards for prerequisites to independent study courses.

- *All practices providing credit for prior experiential learning*
- *All credit courses or programs taught under contract by an outside institution*
- *Work experience and cooperative education courses*
- *Programs offered on military bases*

Description

Pasadena City College offers credit for prior experience only for military training with a maximum of 16 units.

Pasadena City College does not offer any programs under contract to an outside institution, work experience or cooperative education courses, or programs on military bases.

Appraisal

The credit for prior experience program is not heavily used but has requirements in place that provide the necessary safeguards to the instructional integrity of the curriculum.

Plan

No plan at this time.

Standard 2E: Credit for Student Achievement

Evaluation of student learning or achievement and the award of credit are based on clearly stated and distinguishable criteria.

2E.1 *Student performance is evaluated in terms of defined and published course requirements.*

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2E.2 Criteria for evaluating student performance or achievement, i.e., grades (A,B,C, etc.), are clearly established, stated in college publications, and are generally understood by faculty and students.

Description

Board of Trustee policy, grading standards, and District policy are published in the Catalog (doc. 2-1), the Schedule of Classes (doc. 2-16), and the Adjunct Faculty Information Handbook (doc. 2-20) and are consistent with those standards identified in the Education Code and Title 5. The Catalog also contains statements about the meaning of the grades as well as information on grading options such as credit/no credit grading, incompletes, withdrawal from classes, credit-by-examination, and advanced placement and independent study. Faculty are required to inform students of course content, requirements, and the basis of student evaluation, and they are encouraged to do so in writing. New faculty complete a twelve-week orientation process that includes a review of policy/procedure for course evaluation and the preparation of materials for student use.

Appraisal

Although the college has well-established, published policies and procedures for evaluating student learning, concerns remain that some students do not receive sufficient information. Although faculty are required to inform students of grading policies, there

is currently no mechanism to ensure that faculty do so. A written syllabus is not required by contract.

Some confusion exists over a "credit/no credit option" versus "credit/no credit only" in the grading system. The Catalog and the Schedule of Classes clearly identify those courses that are credit/no credit grading only, typically basic skills courses. Although the Catalog indicates that a credit/no credit grade option is available, some exclusions exist and students must seek out information from the Divisions. No listing of excluded courses is published as student information.

The credit-by-examination and advanced placement procedure is clearly detailed in the Catalog and appears to function well.

Grade-point averages and retention reports are distributed to the division deans for review with the faculty; however, the distribution of these reports to faculty is inconsistent.

Plan

The Office of Instructional Administration will develop ways to use staff development activities and the IPPs to address consistency in the evaluation of student performance.

2E.3 Credit awarded is consistent with student learning or achievement and based upon generally accepted norms or equivalents.

Description

Pasadena City College operates on a semester system using the Standard Carnegie Unit as defined in the California Education Code with one unit of credit awarded for 16-18 hours of lecture or 48-54 hours of laboratory activity. During the process of curriculum committee review and approval, course units of

credit, lecture/lab formatting, and hours of contact are evaluated.

Appraisal

Most courses fit within the pattern identified above, although some courses have required hours of contact over and above an exact unit of credit calculation because of lab obligations.

Plan

As part of the current Catalog revision for prerequisite corrections and consistency with new Title 5 regula-

tions, the Office of Instructional Administration, division deans, and the faculty chair of the Curriculum and Instruction Committee will verify all courses and units of credit.

2E.4 The degree, certificate, or diploma awarded upon successful completion of an educational program is appropriate to the demonstrated achievement of the graduate.

Description

The Catalog outlines requirements for Associate in Arts and Associate in Science degrees as well as the occupational curricula for issuance of the Certificate of Achievement.

The 48 advisory committees (doc. 2-21) in the occupational training programs meet on an annual basis in order to maintain industry standards.

Appraisal

The degree, certificate, or diploma awarded by the college is appropriate to the skills and knowledge demonstrated by the graduate.

Plan

No plan at this time.

2E.5 Clear and well-published distinctions are made between courses that offer degree and non-degree credit.

Description

Courses numbered 1-99 in the Catalog and Schedule of Classes are considered transfer equivalent and generally correspond to university or senior college lower division courses. Those with numbers 100-399 are degree appropriate, but technical, occupational, or developmental. Those with numbers 400 and above teach basic skills and/or adult noncredit and cannot be used to satisfy degree requirements. The Catalog and the Schedule of Classes identify transfer credit by the symbols CSU or UC as representing California State University and the University of California systems. The California Articulation Number (CAN) appears in both the Catalog and the Schedule of Classes. Courses so designated have been articulated as eligible for transfer to any UC or CSU participating in the CAN project. Currently the college has "CAN'ed" 49 courses.

Appraisal

College publications clearly identify and distinguish between credit and noncredit courses, but some confusion exists in the community about the Certificates of Achievement offered for credit occupational programs, certificates issued at the completion of programs in adult education, and certificates issued in noncredit community services classes. This confusion sometimes creates a problem for potential employers in evaluating the credentials of job applicants from PCC. The Office of Instructional Administration has reviewed the format of printed certificates to clarify the type of program being certified.

Plan

The new format for certificates will be implemented.

Standard 2

2E.6 Any credit for prior experiential learning is awarded and limited in accordance with Commission policy.

Description

Military experience is the only prior experience for which PCC gives credit. Students must petition to have military experience evaluated for a total of 16 units.

Appraisal

The college has only limited requests for experiential credit. All standards for such credit are in accordance with commission policy.

Plan

No plan at this time.

Standard 2F: Articulation

The institution has a systematic procedure for articulating its programs with secondary schools, with baccalaureate institutions, and with employers who hire occupational students.

The associate dean of Counseling is the official articulation officer for the District. S/he has the primary responsibility for the articulation of academic and vocational programs with the area high schools

and with institutions of higher education. S/he is assisted by the college's articulation/transfer specialist, a certificated non-teaching faculty member with responsibility to implement transfer.

2F.1 The curriculum-planning process involves liaison with high schools, particularly in sequence courses. Where articulation agreements exist, high schools of origin receive reports on student performance.

Description

The college currently maintains agreements with local area high schools through a federal Tech-Prep grant and eight Pasadena Partnership Academies. Tech-Prep programs have been articulated with the Pasadena Unified and Temple City School Districts. Tech-Prep agreements are delineated by a special committee composed of high school faculty and administrators, four-year college faculty, industry representatives, and PCC's Tech-Prep coordinator, faculty, and the dean of Vocational Education. Vocational courses and certificates are reviewed by advisory committees

composed of college faculty and administrators, area business representatives, and industry experts (doc. 2-21). Through the Tech-Prep grant, the college is able to offer programs in dental assisting, dental laboratory technology, dental hygiene, computer studies, early childhood studies, business, graphic arts, sign arts, and medical assisting to qualified high school students.

The Pasadena Partnership Academies were instituted with the Pasadena Unified School District in 1988. Students enrolled in a Partnership Academy take courses at the college and complete their programs at

the high schools in related courses. The Partnership Academies enroll up to 300 students with identified majors in business, business information technology, health, computers, banking, engineering and technology, graphic arts, and arts and design.

The high schools involved in these programs regularly send reports to PCC on student status and progress.

Appraisal

PCC has excellent relations with the high schools with which it coordinates programs and courses. There has been good coordination regarding the

nature of the courses and the credit given. Course sequencing and transfer of credit works well.

In recent years, the partnership program has been very successful in transferring students to PCC with credit for previous work. In 1990, only ten percent of the academy students transferred to PCC, but by 1994, eighty-five percent of the academy students transferred to PCC. When students finish high school, some have as much as one year of a certificate program completed.

Plan

No plan at this time.

2F.2 The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to major and general education requirements. Data about the number, performance, satisfaction, and adequacy of preparation of transfer students are systematically collected and reviewed.

Description

Pasadena City College has 42 articulation agreements with baccalaureate institutions on a course-by-course, general education, and/or major program agreement basis. General education courses are monitored by the Curriculum and Instruction Committee for applicability to transfer to the CSU and UC systems. These systems in turn communicate acceptance of courses to meet their general education requirements as well as fit the Intersegmental General Education Transfer Curriculum (IGETC). Additional articulation agreements have been developed for specific programs at private colleges and universities (doc. 2-22).

The college participates in additional articulation activities, including the California Articulation Number (CAN) System and the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). The college has qualified 49 baccalaureate-level courses in the CAN system and works with CAN personnel on a yearly basis to review existing courses and propose new course-to-course articulations with both the UC and CSU systems. Additionally, the college recently received state funding to

develop and implement electronic articulation using Project ASSIST. As a result of this involvement, a cross section of the college community will be able to access articulation information and agreements on computers throughout the campus.

Pasadena City College also offers high-achieving students the opportunity to meet their goals of transfer to baccalaureate institutions through the Scholars Program. The Program is a partnership agreement between PCC and eight local colleges and universities, including institutions such as UCLA and Pomona College, that guarantees priority consideration to participating students. PCC also participates in the UCLA Transfer Alliance Program and has similar agreements with the University of California, Riverside, the University of Southern California, Pepperdine University, Pomona College, and Chapman College.

The CSU system, UCLA, and USC provide reports on academic transfer students to the college, as does the Los Angeles Partners Advocating Student Success, which provides information on transfers to the UC and State University systems. These reports are made available to divisions deans.

Standard 2

Appraisal

In the Pasadena area and surrounding communities, the college is perceived as having a positive reputation for transfer and academic preparation of its students. According to information gathered at registration, many of the students who reside outside the college District (representing over sixty percent of student enrollment) come because of this reputation. The college has a successful transfer rate and demand for enrollment in transfer programs exceeds capacity. In 1993-94, PCC transferred 226 students to the UCs (125 students to UCLA) and 994 students to the CSUs. For the Fall, 1994, 169 PCC students were admitted for transfer to UCLA (50% of the non-scholars students and 100% of the scholars students), representing 53% of PCC's applicants. In the Fall, 1995, 162 PCC students were admitted for transfer to USC, representing 55.4% of PCC applicants. Comparatively, this puts PCC at the top of the list of Los Angeles area community colleges transferring students to the CSUs and to USC and second on

the list behind Santa Monica College for transfers to UCLA (doc. 2-23).

Comprehensive, system-wide reports of individual transfer to the UCs and CSUs are unavailable, despite statewide efforts to persuade the UCs and CSUs to provide them. In addition, anecdotal evidence supports that PCC transfers a substantial number of students to private institutions other than USC, and to out-of-state colleges, but no system exists to identify such students. Consequently, PCC is unable to evaluate systematically specific programs and services for their efficacy in promoting actual transfer. However, PCC is building upon prior work in "transfer readiness" and developing new studies in line with a recently promulgated statewide model, which will allow for such evaluation of specific programs and services.

Plan

No plan at this time.

2F.3 The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum review.

Description

Pasadena City College's occupational curricula utilize advisory committees comprised of business and industry representatives who meet to review the curriculum and to ensure that certificate criteria and course requirements correspond to the specific skills required by employers in the field (doc. 2-21). The dean of Economic Development/Vocational Education also analyzes each occupational program for job placement and certificate sequences. The job placement rate is a primary consideration should curriculum revision become necessary. These reviews become part of the regular program reviews in the IPP process. The Community Education Center noncredit curriculum is heavily driven by job availability.

In addition, a number of occupational programs have specialized accreditation or certification: Dental

Assisting, Dental Hygiene, Dental Laboratory Technology, Legal Assisting, Medical Assisting, Registered Nursing, Vocational Nursing, Certified Nursing Assistant, Radiological Technology (doc. 2-24).

Appraisal

Most of the District's occupational programs are strong, with good job placement. Some courses, such as market checker at the CEC, are especially successful with 100% placement.

The dean of Economic Development/Vocational Education's completion and placement rate analysis has been valuable in curriculum planning and determining the productivity of vocational programs. But job placement information has been difficult to collect on students who are not employed immediately upon completion of a program.

Plan

The college is participating in the state project to develop a more accessible and predictable data base to track accountability of vocational programs and job placement information.

2F.4 *Follow-up studies of transfer and occupational students are regularly conducted to evaluate the level of performance or job placement.*

Description

Transfer students are surveyed to assess their transfer experience using the USC and UCLA reports on transfer rates and performance (see 2F.2 above). Job placement performances are not systematically assessed except through the awarding of certificates and degrees.

Appraisal

Follow-up of both transfer and occupational students is limited.

Some individual departments/divisions attempt to track student outcomes, but there is no coordinated effort made to evaluate the level of performance after transfer or graduation. PCC should conduct a regular survey of leavers with "X" units to get better information on actual transfer, as opposed to transfer

readiness.

Various methods have been attempted to collect data on program completers, but the response rate has been very low. However, the data PCC does have shows that students are placed in the career for which they trained. Certain programs, such as those with specialized accreditation, do obtain records of student success which are used as part of their accreditation processes. Some programs also monitor student success rates on state exams.

Plan

Pasadena City College is cooperating with the Chancellor's Office in collecting better placement data on the program completers. It is anticipated that the statewide system for follow-up will be in place by 1998.

Standard 2G: Noncredit Courses and Programs

Noncredit courses and programs, whether offered on- or off-campus, are integral to the educational mission of the institution.

2G.1 *Planning for and evaluation of noncredit courses and programs is comparable to planning and evaluation for other programs of the institution.*

2G.2 *Programs are administered under stated and well-publicized institutional policies and procedures.*

2G.3 *Policies governing noncredit courses and programs are described in appropriate institutional publications.*

2G.4 *There is demonstrable coordination with institutional credit programs.*

Standard 2

Description

The Community Education Center (CEC) (formerly the Community Skills Center) was opened in 1980 as a result of a tripartite agreement between Pasadena City College, the Pasadena Unified School District, and the City of Pasadena. It has recently relocated to its new site a few miles from the main campus. The mission of the Community Education Center is to offer year-round noncredit entry level vocational training for adults; basic skills leading to the completion of General Education Development (GED) certification or the High School diploma; and courses in Americanization, including citizenship and English as a Second Language. The CEC serves approximately 4,000 students a semester, many of whom transfer to the main PCC campus. The CEC has an instructional staff of 13 full-time instructors (down from 22 at the time of the last accreditation), 52 part-time instructors, and 3 counselors.

The development of noncredit curriculum is accomplished collaboratively with faculty, CEC administration, the Office of Economic Development/Vocational Education, the dean of Educational Services, the dean of Student Services, the C & I Committee, and the Office of Instructional Administration in compliance with the official mission of the college. Vocational courses at the CEC are developed in conjunction with an advisory committee consisting of business and industry leaders (doc. 2-25). Assessment of student outcomes, business and industry needs, future trends, resources, and the mission of the college are key factors in course development.

The Community Education Center schedule of classes and other course information is published in the college schedule and other official college bulletins each semester. In addition, the Center publishes a separate schedule of classes for the fall, spring, and summer sessions (doc. 2-26). These publications include information related to registration, fees, and other general procedures in Spanish as well as English.

In compliance with the Educational Master Plan (doc. 2-27), the Community Education Center completed three self-studies in recent years: ESL/Adult Basic Education (1993-94), high school diploma/GED (1993-94), and vocational programs (1994-95). Further, a self-study conducted by the faculty and the associate dean of the CEC, with input from the CEC

planning committee, was conducted with an emphasis on planning for the new CEC with respect to the integration and articulation of CEC programs with other PCC programs and operations (doc. 2-28).

Other noncredit courses are offered through the Continuing Education Office at Pasadena City College. Continuing Education provides noncredit programs for parent education, seniors, developmentally and functionally disabled, and foster care. The office staff consists of a thirty percent associate dean, a full-time secretary, two part-time coordinators, a foster care coordinator, and a part-time word processing clerk. Eighty teachers and assistants provide approximately 200 classes a year, serving about 7,500 students. The classes are offered throughout the District at 60 off-campus sites. A listing of noncredit classes is included in the Schedule of Classes (doc. 2-16).

Appraisal

At the Community Education Center (CEC), the development of curriculum and collaboration with the credit programs works effectively.

The CEC studies completed between 1993 and 1995 resulted in a number of recommendations for program improvement, including the addition of full-time faculty to meet the mandates of current state legislation and the projected needs at the new CEC; the increase in, support of, and training for the latest academic and vocational technology; the addition of an ESL lab; and the development of plans for recruitment of students using bilingual communications media. In addition, greater liaison with the college campus programs was seen as necessary as the CEC takes on new responsibilities (see Plan below).

The Continuing Education program is successful in serving the needs of its students and the community.

Plan

Future program emphasis at the new CEC facility will include the development of the CEC as a hub of clerical and business support training programs for the community, including fee-based courses to meet the changing needs of the business industry.

A plan for bilingual recruitment of students will be implemented.

Standard 2H: Community Education and Services

Community Education and Services, if recognized as an institutional objective, respond to local needs for lifelong learning by providing avocational classes, classes for the business and professional community, noncredit contract education courses, cultural events, and community and civic functions.

2H.1 *Community education classes are part of the educational program and are coordinated with the credit and noncredit program.*

2H.2 *Community liaison is effectively developed and maintained in order to determine community interests and needs and to evaluate offerings.*

Description

Community Education classes are offered in addition to the college's credit and noncredit instructional programs to meet the mission and goals of the college by offering alternative educational opportunities and intensive skill instruction in a format and schedule other than that used by credit programs. Community Education offers fee-based programs, workshops, and seminars providing opportunities for business, personal, and professional development; skill development; cultural enrichment; and recreational enjoyment for participants of all ages. The Community Education schedule of classes (Kaleidoscope) (doc. 2-29) is mailed to 160,000 households in the District five times a year. The number of students enrolled in these courses since 1991 has ranged from 9,600 to 12,600. In 1994-95, 646 sections were offered, enrolling 10,894 students in five locations. Classes enroll 14-21 students on the average.

Community Education program proposals are reviewed by an advisory committee composed of community members, college faculty, the vice president for Instruction, and other college staff (doc. 2-30). The advisory committee reads and rates proposals based on established criteria intended to reflect community interests and probability of success, as well as fiscal responsibility. Participants enrolled in all sections of Community Education classes complete a formal evaluation packet which is reviewed by the associate dean. The results are also communicated to

the presenter. In addition, students are encouraged to contact the Community Education office if they do not receive the specific information they expected.

The Community Education program is self-supporting and meets very strict accounting criteria to verify that college apportionment is not used to subsidize the program. Net profit from the program since 1991 has ranged from \$2,000 to \$40,000 depending on enrollments. The net profit in 1994-95 was \$6,500 (doc. 2-31).

Appraisal

PCC's Community Education program is very successful. Community members are very active on the advisory committee and are invaluable in determining community needs. The program has proven flexible in offering classes and workshops across the community. The prices seem reasonable in the context of the community.

The operation could be more efficient if all the office computers were upgraded and networked.

Plan

The Community Education office will be conducting a survey intended to establish demographic data on enrollments and to gather evaluative opinions from students.

Standard 2

2H.3 Institutional policies and procedures establish conditions under which college facilities may be used by the public.

Description

Pasadena City College is an urban college in a community of some historic interest. Its facilities and grounds are used extensively by hundreds of individuals, special interest groups, and various organizations in the community on a regular or special occasion basis. Recent activities include Armenian dance concerts, Arcadia Chinese School graduation, Appraisal Institute testing, and JPL and Cal Tech tennis. The Office of Administrative Services receives requests and determines eligibility for facilities usage based on criteria established in Board of Trustee

Policy 3002.10 (doc. 2-32). There are differential fees for nonprofit and for-profit organizations.

Appraisal

PCC is able to serve the diverse needs of the community through its facilities usage policy. The policy is fair and works efficiently.

Plan

No plan at this time.

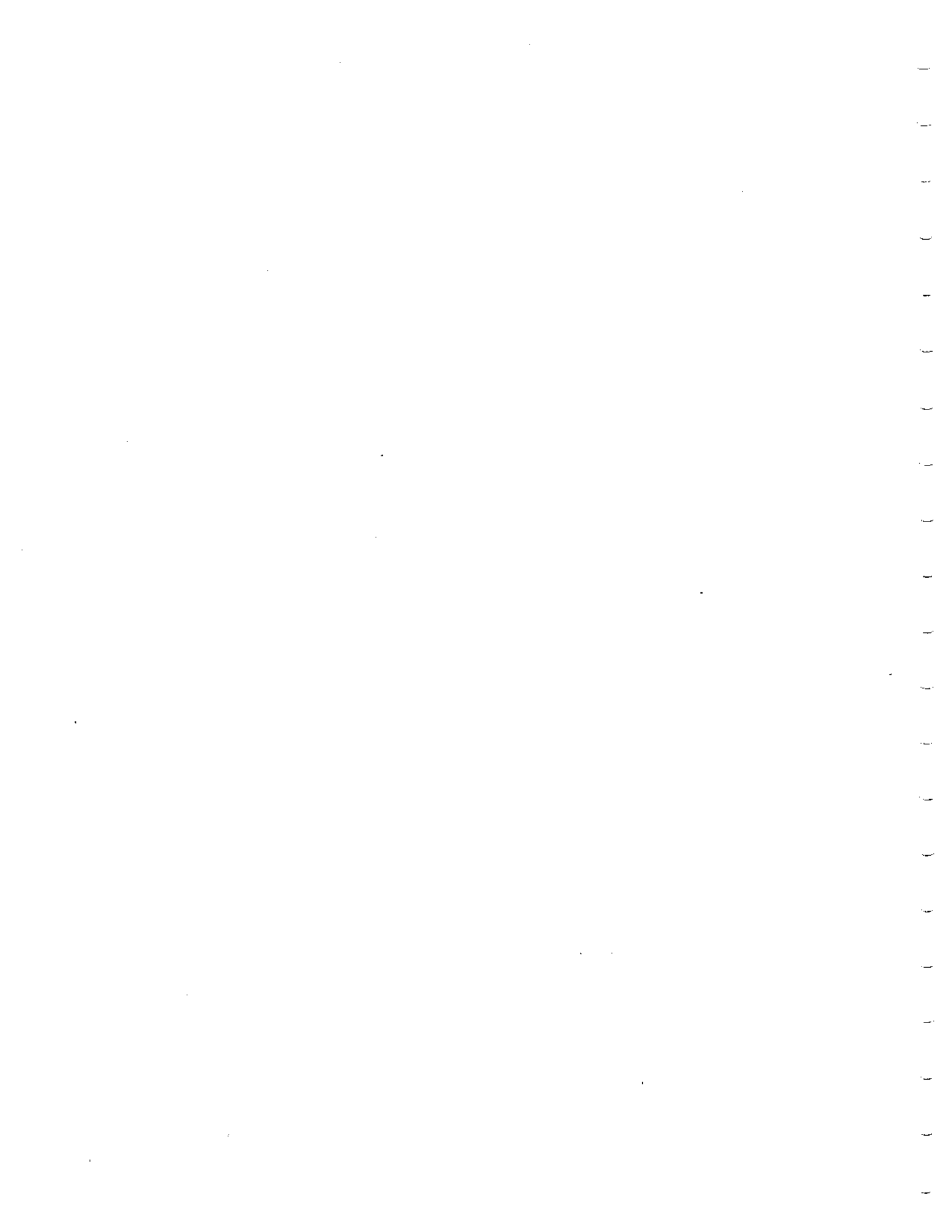
*Supporting Documentation for Standard 2***Referenced:**

- 2-1 1996-97 PCC College Catalog
- 2-2 Facilities Master Plan
- 2-3 Foundation report and funding list
- 2-4 Grant Development Handbook, Project Management Handbook, and other grant information
- 2-5 PACCD/CTA Contract
- 2-6 Staff development plan and expenditures, 1995-96
- 2-7 Miscellaneous brochures for lecture series, etc.
- 2-8 Course Outlines of Record
- 2-9 Policy and Procedures on Prerequisites, Corequisites, Advisories on Recommended Preparation and Enrollment Limitations
- 2-10 Board of Trustees policy # 7001.10 (Curriculum and Instruction)
- 2-11 Curriculum and Instruction Committee Policies and Procedures Manual and minutes
- 2-12 Title 5, Reg. 55002
- 2-13 Curriculum Standards Handbook for the California Community Colleges
- 2-14 Institutional Program Planning information
- 2-15 Follow up studies on vocational students
- 2-16 Schedule of Classes
- 2-17 Technology Master Plan (draft)
- 2-18 Report on contract education
- 2-19 Study abroad program brochures, contracts, and information
- 2-20 Adjunct Faculty Information Handbook for Extended Instruction
- 2-21 Vocational Education Advisory Committee information
- 2-22 Articulation agreements
- 2-23 Follow-up studies on transfer students
- 2-24 Self-study and evaluation reports from external reviews and the most recent professional and institutional accreditation visits and documentation of resulting actions
- 2-25 CEC advisory committees
- 2-26 CEC Schedule of Classes
- 2-27 Educational Master Plan
- 2-28 CEC self-study
- 2-29 Kaleidoscope

- 2-30 Community Education Advisory Committee and minutes
- 2-31 Community Education report
- 2-32 Board of Trustees policy # 3002.10

Other Supporting Documentation:

- Description of curriculum-development bodies and recent minutes
- Summary listing of off-campus programs, directors, sites, and enrollments
- Teaching at PCC (Building for the Future Through People, Spring, 1993)
- Miscellaneous brochures, forms, handbooks, guidelines, surveys, etc.



STANDARD

3

Student Services and the Co-Curricular Learning Environment

STANDARD 3 COMMITTEE

- Co-chairs:* Kent Yamauchi, Psychological Services, Management
Ana Ogaz, Counseling, Faculty
- Faculty:* Cecile Davis-Anderson, Counseling
Jim Gonzalez, Project L.E.A.P.
Chuck Havard, Disabled Students Programs & Services
Blanca Henderson, Community Education Center
- Management:* Stephen B. Johnson, Student Affairs
Ernestine Moore, Dean of Student Services
- Classified Staff:* Dina Chase, Transfer Center
Marcia Freedman, Financial Aid
Judith Heinrichs, Admissions & Records
Ellen Kauti, Extended Opportunity Program & Services
- Student Body:* Robert Bowman
- Community:* Linda Jenkins
-

STANDARD 3:

Student Services and the Co-Curricular Learning Environment

The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitate educational progress, and help students to relate to others in the institutional community.

Standard 3A: General Provisions

Established policies and practices make clear the institution's obligation to students and the obligations of students to the institution.

3A.1 *The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.*

Description

Student characteristics are initially gathered at the time of admission and updated by a variety of means throughout the academic year. Characteristics such as gender, ethnicity, age, full/part-time status and unit load, as well as course and grade distribution information, are distributed to the campus each semester by the associate dean of Admissions and Records and are available to the community from the Office of Public Information. Detailed program-specific reports are compiled by Matriculation and Research Services and disseminated to academic divisions and student support departments to be used in Institutional Program Planning (IPP) (doc. 3-1). The college's Educational Master Plan sets forth a schedule for systematic review of all segments of the college to ensure that programs are current and meet the learning needs of a changing student population (doc. 3-2 and 3-3).

In addition to the regular program reviews, the institution conducts a comprehensive assessment of all students approximately every ten years. The last

survey was held in 1992 (doc. 3-4). Retreats involving academic divisions, student services offices and students, and automated tracking of individual student utilization of counseling services also contribute to identifying the learning and counseling needs of students (doc. 3-5).

Appraisal

The college does well at gathering information on students at the time of admissions. The IPP process is also useful in providing ongoing information, as are comprehensive and special surveys and the tracking of students through counseling services.

Plan

A survey of students to track the characteristics and to identify the learning and counseling needs will be conducted annually commencing Fall, 1996. Questions for the survey will be solicited from the college community.

expressed confusion about the placement process and frustration regarding students' level of preparedness for their classes. To clarify division and counseling procedures, concerns, and constraints, division faculty and counseling staff met and expectations and procedures were clarified and adjusted.

The follow up and tracking of transfer students and leavers is made difficult by problems in locating the students after they leave the college and by inconsistent and insufficient feedback from transfer institutions, although the latter is improving in public institutions (see Standard 2F).

Plan

Admissions and Records will revise the telephone registration procedure to include a data update option.

The Testing Center will implement a computerized adaptive testing program to improve advisory and mandatory course placement of students by the Summer, 1996 target date.

3A.3 The institution involves students in the planning, development, and delivery of student services.

3A.6 The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.

Description

PCC involves students in planning, development, and delivery of student services through student representation on the Board of Trustees, the Student Services Committee, the Matriculation Task Force, the accreditation self-study, and many college committees, as well as at the Leadership Retreat. Associated Students (AS) appoints the students who serve on these committees.

The institution has a student governance structure (the Associated Students) and over forty self-governed student organizations sponsored by the Associate Students with a \$94,000 budget derived from the Student Services Fund and the Flea Market. Offering students ample opportunity to participate in activities and develop leadership qualities, clubs and the sponsorship of campuswide activities ranging from Gay and Lesbian Week, ethnic heritage celebrations, and Deaf Awareness Day, to lunchtime concerts on the Quad, are coordinated by the Inter-club Council and the AS Executive Board. Opportunities are also available through AS funding for attendance at state and national student conferences (doc. 3-9).

Student Affairs is responsible for advising and

supervising the student government, student organizations, the Flea Market and its governing board (doc. 3-10), and other student-centered services, programs, and advisory boards on which students serve. Previously known as the Office of Student Activities, the name was changed in 1994, with the hiring of a new assistant dean, to better reflect the broader nature of the services provided.

To facilitate student participation, PCC has traditionally set aside Tuesdays and Thursdays from noon to 1 p.m. as time for school and club meetings

Appraisal

The college's provision of fiscal resources to the AS Executive Board and the Student Services Fund and the support of the Flea Market assures the college's ability to have an important impact on student life.

Student government has been in a crisis over the past year (1995-96,) with clashes among a few of the Associated Students officers and between some AS officers and the staff of Student Affairs. These clashes have made obvious the poor construction of the AS Constitution, an inadequate election code, and an almost complete absence of written policies and

3A.5 *Publications (e.g., student handbooks) describing relevant policies and procedures, student services and programs, student government and activities are readily available.*

Description

The PCC Catalog (doc. 3-12), revised yearly, and the Schedule of Classes (doc. 3-7), published every term, describe courses offered; curricula; services; policies and procedures, including degree and general education transfer requirements; information about support services and programs for students; and information on students' rights and due process. The Catalog and Schedule of Classes are available at minimal cost at the bookstore. They are also available for viewing at student services offices, division offices, and the Library. In addition to college-wide information, numerous divisional/departmental publications provide information on individual programs and services to students (doc. 3-14).

The PCC Information guide went on-line for college use in Spring, 1995. The system will eventually evolve into one by which students can access their academic data as well as general information.

The student handbook, Lifesaver (doc. 3-15), was not reissued after the second printing in 1992. Possibly due to its length, students reported that the handbook was not widely used nor read.

Appraisal

While current publications are clear and thorough, the Matriculation Technical Report of December, 1994 and the student charrette of Spring, 1993 concur that the campus needs to explore alternatives for establishing efficient, centrally located information areas which provide complete, consistent information about programs and services (doc. 3-16 and 3-17).

Plan

A new, more streamlined student handbook is being prepared and will be published and widely distributed during the next academic year.

Direct access for students to college information and their own academic data will be made possible by the installation of strategically placed computer kiosks over the next few years. Off-campus access is being studied, especially at the Community Education Center.

3A.7 *Counseling and other appropriate academic support services are offered to day and evening students on and off campus.*

Description

Regularly scheduled day and evening hours are offered in Admissions and Records, the Bookstore, Counseling/Career Services, Student Health Services, the Transfer Center, the Learning Assistance Center, the Child Development Center, and the Veterans Office. Day and some evening hours are offered in Assessment Services, the Career Center, the Office of Scholarships and Financial Aid, Psychological Services, Student Affairs (including the Cross-Cultural

Center), and Job Placement Services. Day hours are offered in Disabled Student Programs and Services (with evening hours by special arrangement), Extended Opportunity Program and Services, Program for Academic Support Services, and Vocational Education. During the registration period, students can register for classes by telephone from 7:00 a.m. to 9:00 p.m., Monday through Friday. A student services manager is on duty each night during the first two weeks of each term. For concerns taking place during the other weeks of the term, the Office of

3B.1 *Standards for admission, including provisions for exceptional cases, are based upon norms of expectation generally recognized in postsecondary education, and are consistent with the institution's educational purposes. Test instruments used in the admission process are designed to minimize cultural bias and are evaluated to assure their validity.*

Description

In accordance with state regulations, the college admits high school graduates and others who are over 18 years of age and can benefit from instruction offered. The college may admit other qualified students based on pre-established criteria. Qualified students who have not yet graduated from high school may be admitted for concurrent enrollment in college transfer and advanced vocational courses upon the recommendation of their school principal or designee, and approval of parent(s) and of the Pasadena City College associate dean of Admissions and Records (see Catalog, doc. 3-12).

International, F-1 visa students are admitted to the college in accordance with locally established criteria that include evidence of having completed the equivalent of a secondary education and an acceptable score on the TOEFL. These criteria are periodically reviewed by an ad hoc committee and revisions are recommended as needed.

Enrollment in noncredit classes is on a first-come, first-served basis. Students may enroll in Continuing Education noncredit classes at any time during the

semester based on space availability. Students enrolling in the Community Education Center must complete an application for admission similar to that used for credit students.

Assessment for basic skills occurs after admission to the college for both credit and non-credit students. Students who need special consideration or exception regarding some aspect of the admissions process are referred to the Petitions Committee.

Appraisal

Standards for admissions are clearly stated, fairly applied, and in accordance with the college's philosophy, mission, and goals as stated in the Catalog.

All of the test instruments used in course placement and advisement have been designed to minimize cultural bias, are validated in accordance with matriculation regulations, and are on the Chancellor's approved list (doc. 3-20).

Plan

No plan at this time.

3B.2 *The institution seeks diversity in its student body.*

Description

The student body has become increasingly diverse over the past five years and is reflective of the demographics of the District and its service area. Still, efforts continue to be made to increase the enrollment of recent high school graduates from District high schools and from underrepresented populations. The Orientation/High School Specialist provides consistent liaison and recruiting programs

between the district feeder high schools and the college and provides general assistance to high school staff and students in matters that relate to enrollment and opportunities at PCC. Efforts to increase participation of underrepresented students also include implementation of a Puente Project serving Mexican-American/Latino students, the African American Male Enrichment Program, and other activities such as African American High School Day and ethnic cultural programs that encourage

Plan

A new ad hoc committee composed of faculty and students will review and revise existing procedures on release of student information to faculty and other college personnel.

3B.4 *Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure academic quality and relevance to the student's program. Implementation of transfer credit is consistent with the Commission Policy on Transfer and Award of Academic Credit.*

Description

Transfer credit is granted according to guidelines established by the American Association of Collegiate Registrars and Admissions Officers in Transfer Credit Practices of Designated Educational Institutions (doc. 3-21). The American Council on Education's Guide to the Evaluation of the Educational Experience in the Armed Services (doc. 3-22) is used as a guide in granting credit for military service education. Acceptance of credit from a foreign institution or acceptance of foreign credentials is based on the recommendation of a recognized and approved evaluation service.

Currently, the college accepts the evaluation and recommendations for credit from the Credential Evaluation Service and the Academic Credentials Evaluation Institute, Inc.

Appraisal

The transfer credit procedure works fairly and adequately to benefit students' educational programs.

Plan

No plan at this time.

3B.5 *The institution has a policy regarding fee refunds that is well-publicized, uniformly administered, and consistent with customary standards.*

Description

Refunds of fees and tuition and other such refunds are made in accordance with state regulations and District policies. Refund procedures and deadlines are published in the Catalog (doc. 3-12) and the Schedule of Classes (doc. 3-7) and are widely posted on campus. Students dropping classes by telephone are also informed of the policy procedures and directed to the appropriate office for a refund.

Appraisal

The fee refund policy is satisfactory.

Plan

No plan at this time.

10, with a staff that includes the director, 3 full-time staff members, and 16 hourly assistants. The Center also serves as a training site for students in the college's Early Childhood Education certificate program, as a Mentor Teacher Program site for the state of California, and as a volunteer site for college and high school students seeking community service opportunities. Long housed in the Community Skills Center, the Child Care Center will open a new, expanded, and up-dated facility of its own in Fall, 1996. Occupying about 10,000 square feet (about 4 times the space available in the old facility), the new facility will be able to accommodate 110 infants, toddlers, pre-schoolers, and kindergarten-age children.

Extended Opportunity Program and Services (EOP&S) offers an array of educational support services, including counseling, assistance with textbooks, tutoring, college and career information, short-term emergency loans, and grant aid to economically and educationally disadvantaged and underrepresented students. In Spring, 1993, PCC also received funding for Cooperative Agencies Resources for Education (CARE), an EOP&S program for single mothers who are long-term AFDC recipients. The number of EOP&S students has grown by 50% in the last five years to over 1,300 EOP&S students and over 100 CARE students, yet funding has decreased by 14%, resulting in a net loss of one full-time counselor and an assistant director. Currently, two full-time counselors and one hourly counselor and three support staff provide all services. The district funds the EOP&S manager as required by Title 5.

The **International Students** program provides various support and compliance-related services to the international students studying at the college. The scope of services has been expanded to include other visa categories besides the F-1 visa. With a full-time certificated advisor and two full-time clerks to help with admissions and on-going support, the program serves 850 F-1 students and approximately 350 other visa students each semester. About 75% of the students come from Asia.

All food operations, including catering, are handled by an outside contractor, Professional Foodservice Management (PFM). Within the last five years, most food serving facilities have been remodeled or newly opened. Located throughout the campus, they include Checkers, the central cafeteria; the Palm Cafe, hous-

ing a Taco Bell Express, Pan D's Pizza, and a variety of hot and cold "grab & go" items; and the Lancers Pass, with a full deli, various "grab & go" items, and snacks. Beverage vending machines are located throughout the campus. Food services are available in the morning, afternoon, and evening. PFM works cooperatively with the college's Food Services occupational certificate program.

In 1993, federal vocational education funding for the **Re-entry Center** was discontinued and specialized help for re-entry students was channeled into mainstream counseling services. Services for re-entering students now take place in a student club called "New Horizons." One counselor serves as the faculty advisor for about twenty-five students a year.

The **Office of Scholarships and Financial Aid**, together with academic divisions and student services departments, awards institutional scholarships to an ethnically diverse group of students through a computerized scholarship management program and a standing campus scholarship selection committee. Financial aid is available from federal and state programs in the form of grants, loans, and jobs to assist in meeting some, but not all, of the costs of attending college. There has been a 24% increase in the amount awarded in the past five years (\$147,000 in 1989-90 to \$182,000 in 1993-94). Scholarships from outside organizations amount to \$30,000 - \$45,000 annually. Most aid is based on demonstrated financial need. In 1993-94, a total of 8,830 students received a total of \$9,435,579, with an average award of \$1,069, representing a 192% increase over the 1990-91 academic year (doc. 3-26).

Three student services areas compose **Special Services**: Disabled Student Programs & Services, Student Health Services, and Psychological Services. Special Services is administered by the Assistant Dean of Special Services.

- The **Disabled Student Programs & Services** offers specialized services to students with disabilities. Each year about 900 students are served. In addition to support services, students are helped with special classes, collaboration with divisions, and a cooperative job development program with the Department of Rehabilitation. The High-Tech Center recently received a \$135,000 grant from a private foundation to purchase computer equipment and software specially designed to assist students with

with greater financial need to the institution; 3) easy accessibility of loans with fewer restrictions and minimal authority of the Financial Aid Program to deny certification; and 4) a change in the formula for calculating default rate from dollar to cohort, which does not provide an accurate representation of default issues. For example, from the entire 1992-93 cohort of borrowers, only 18 students defaulted, which is 22% of the entire cohort. The actual numbers are quite low, although the overall rate is high.

- DSP&S has consistently received high marks from state certification teams. But the number of students in DSP&S has grown over 40% since the last accreditation visit. To help in the delivery of relevant, disability-related support services, the state has increased funding, thus permitting the hiring of more hourly staff (though the upcoming loss of \$25,000 in vocational education due to state budget restructuring may adversely affect DSP&S). In addition, the High-Tech Center's grant has enabled the Center to provide state-of-the-art equipment in a newly remodeled facility to about 200 students annually. Still, because of the decentralized arrangement of the different disability services, coordination of services is difficult.
- Because Psychological Services is a small program

in a large campus, efforts to extend the services to reach a greater number of students is needed. This is especially true as the recent increase in the number of DSP&S students with psychological disabilities has required the psychologist to utilize over a third of his time serving students in this program alone.

- At the Transfer Center, due to space limitations, interview areas and resource materials are crowded together. Security of materials is a problem, and having materials placed on reserve compromises the Center's design to be a self-service program.

Plan

In accordance with the facilities Master Plan, the proposed Physical Education facility will be constructed.

Student services, including EOP&S, CARE and DSP&S, will be centralized upon renovation of the old library building and the D building.

The Office of Scholarships and Financial Aid will increase the use of the SAFERS financial aid management program and the adoption of the EdExpress to help speed processing of financial aid applications.

Standard 3D: Counseling Services

A systematic program of counseling and academic advisement assists students in making appropriate decisions.

3D.1 The institution provides an organized and functioning counseling program which includes, but is not limited to:

- *Academic counseling.*
- *Career counseling.*
- *Identification of potential barriers to progress and strategies to overcome them.*
- *Counseling of students on probation.*
- *Referral to appropriate support services and agencies.*
- *Counseling of student populations with special needs.*

3D.2 A structured system of academic advisement is available to all students.

Description

Counseling/Career Services provides students with a

systematic program of academic, career, and personal counseling; new-student orientations; and outreach services to District high schools. Student needs are

Description

Student Services is administered by the dean of Student Services. The dean reports directly to the President and serves as one of the seven members of the Executive Committee.

There are just over 100 monthly employees in Student Services and each of the administrators, faculty, and staff have the appropriate degrees, qualifications, and training to perform their respective job duties. The employees represent a range of groups with regard to ethnicity (61% white, 19% African American, 13% Hispanic, and 6% Asian), gender (76% female), and disability (4% with visible disabilities).

The Student Services Committee, chaired by the dean of Student Services, meets monthly and includes faculty (both teaching and non-teaching), administrators, classified staff, and appointed student representatives. The academic and classified managers of Student Services meet semi-monthly to disseminate information, discuss concerns, coordinate evaluations, and address issues of importance. Several of the areas have program-specific advisory committees composed of faculty, administrators, student representatives, and community specialists (doc. 3-24).

The Matriculation Task Force, with its many subcommittees, meets monthly. To encourage the sharing of information and the exchange of ideas, several interdepartmental meetings and retreats involving Student Services faculty and teaching faculty are held.

There is an on-going collaborative effort between the student services areas and the Community Education Center faculty and staff to provide technical assistance in the development of specific services to students and successful matriculation of CEC students from noncredit to credit classes.

The Student Services programs conduct regularly scheduled self-studies as part of a college-wide effort to systematically evaluate the services offered to students. In addition, the college routinely surveys its students to gather information on perceptions of services and instructional programs, as well as to evaluate the educational needs of its students. (See Standard 3.A.1). Matriculation and Research Services assists Student Services, instruction, and administration in planning, coordinating, conducting, and utilizing research studies to promote student success (doc. 3-28).

All student service programs undergo systematic review under the college's Institutional Program Planning process. In addition, the categorically funded programs undergo comprehensive program reviews by the Chancellor's Office (doc. 3-23).

Appraisal

The Student Services staff is well-qualified.

With the centralization of Student Services and increased use of technology, the dean of Student Services will be better able to coordinate functions of the unit

There is systematic involvement of representatives of the college constituencies in development, planning, and evaluation of student services programs. The recent state review noted that the Matriculation Task Force is impressively composed of key decision makers in Student Services, in instructional divisions, and among students (doc. 3-16). Interdepartmental retreats have also been successful in involving faculty in the counseling and advising functions.

Plan

No plan at this time.

STANDARD

4

Faculty and Staff

STANDARD 4 COMMITTEE

- Co-chairs:* Patricia Mollica, Human Resources, Management
Ellen Reynolds-Ligons (Co-chair through 10/95),
Business Education, Faculty
- Faculty:* Kathryn Dabelow, Social Sciences
Gloria Horton, English & Foreign Languages
John Jacobs, Title III, Art
- Management:* Joseph Moreau, Instructional Resource Center
Richard Moreno, Extended Instruction
- Classified Staff:* Linda Magee, Life Sciences & Allied Health
Terri Tschirgi, Computing Services
- Student Body:* Robert Cagle
Ramona Caro
-

STANDARD 4: Faculty and Staff

The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel, and administrative staff, and includes persons employed on full-time and part-time basis. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity.

Standard 4A: Selection

4A.1 *Each category of staff is sufficient in number and diversity of preparation to provide effective instruction, student services, support services, learning resources and administration.*

Description

The following table presents the numbers of PCC employees according to their work classifications for the period of the 1986-87 academic year through the 1995-96 academic year.

	Executive	Academic Employee	Part-time Faculty*	Clerical	Technical/ Paraprof.	Service/ Maint.	Skills
1986-87	42	365	369	151	73	88	23
1987-88	43	379	405	150	78	81	25
1988-89	44	384	472	149	64	69	22
1989-90	47	413	389	168	73	87	25
1990-91	41	390	485	162	73	90	25
1991-92	48	408	494	175	76	94	25
1992-93	51	363	353	173	79	87	21
1993-94	54	344	497	179	71	91	24
1994-95	52	349	508	161	71	92	29
1995-96	46	343	509	158	71	93	35

*This figure represents part-time faculty authorized to teach. It does not represent all part-time faculty actually teaching.

4A.2 *Criteria, qualifications, and procedures for the selection of all personnel are clearly stated, public, and directly related to institutional objectives. Job descriptions are available for all staff positions and are adhered to in all selection procedures.*

Description

Procedures for the hiring of managers and administrators, except for division deans, are not stated in any college documents (see Standard 4E.4). Because each management position is slightly different, the composition of the hiring committees to select managers differs. Each time an opening occurs, a job description for the position is developed by the administrator to whom the position reports. This description is reviewed by the Executive Committee and the affirmative action officer. The full job description is included in the published job announcement. The procedure for the selection of division deans was adopted by the Board of Trustees at its meeting of May 3, 1993. It was developed by the Executive Committee and is still being contended by faculty. The job description for the division dean position was developed by the department chairs. (Doc. 4-2.)

The procedure for the hiring of faculty was developed by a committee of faculty and administrators in conformance with the requirements of AB 1725 in 1990 (doc. 4-3). The procedure was reviewed again in 1991 and revisions made. Job descriptions for faculty openings are developed by the departmental hiring committee each time a vacancy occurs. This description is reviewed by the vice president for Instruction and the affirmative action officer. The full job description is included in the published job announcement. In addition to the job announcement for a faculty position, Human Resources includes a letter which further explains the selection process and the requirements for the position.

The procedure for the hiring of classified staff was developed and approved by the Faculty and Staff Diversity Committee in 1992. Each time a vacancy in the classified staff occurs, the manager is sent a copy of the current job description so that it can be revised, if necessary, before the position is announced. The major functions of the job are included in the published job announcement. (Doc. 4-3 & 4-4.)

Appraisal

According to surveys conducted by a subcommittee of the Standard 4 committee, hiring procedures at all levels are carried out in accordance with the prescribed selection procedures (doc. 4-5). All new employees met the qualifications stated on the job descriptions and the minimum qualifications required by the Chancellor's Office.

The Faculty Senate Board Shared Governance Committee has expressed serious concerns about the process of hiring faculty and the hiring of division deans. The Board of Trustees (BOT) revised procedures for the hiring of division deans as a result of considerable disagreement over the faculty/management ratio at both the first and second levels of the selection process during the 1993 search for the replacement of the Social Science division dean (then department chair). Previous to the revision, faculty were a minority at both levels of interviews. Currently, four faculty and four administrators serve on the first level and eight administrators and one faculty member, a representative from the first level, serve on the second level interview. While the BOT, based on a 1983 PERB decision, regarded these as management positions which did not require consultation with the Faculty Senate Board (FSB), the fact that these changes in the hiring procedures of division deans were made by the BOT without the consent of the FSB caused controversy on campus.

In addition, concern has been expressed by many faculty members that the equivalency process needs to be reviewed and revised. Faculty in the departments/divisions do not have a majority vote on the Equivalency Committee.

There are a few classified positions for which there are no published job descriptions. These positions are typically ones which were developed several years ago in which no vacancy has occurred which would trigger a review of the description.

ACADEMIC STAFF	90/91	91/92	92/93	93/94	94/95	95/96
American Indian	00.7	01.1	01.3	01.3	01.0	01.3
Alaskan Native						
Asian/Pacific Islands	04.7	06.7	06.2	06.4	07.3	08.0
African American (not of Hispanic Origin)	11.0	11.3	11.3	11.4	11.7	12.0
European American (not of Hispanic Origin)	75.2	72.5	72.2	71.6	70.1	69.6
Hispanic	07.4	07.7	08.3	08.5	08.9	08.0
Filipino	01.0	00.7	00.7	00.8	01.0	01.1
	100.0	100.0	100.0	100.0	100.0	100.0

CLASSIFIED STAFF	90/91	91/92	92/93	93/94	94/95	95/96
American Indian	00.3	00.5	00.8	00.5	00.5	00.3
Alaskan Native						
Asian/Pacific Islands	06.2	04.0	03.6	04.3	04.2	05.1
African American (not of Hispanic Origin)	20.0	20.2	20.9	20.5	19.8	19.8
European American (not of Hispanic Origin)	52.7	56.2	56.1	55.7	55.1	54.2
Hispanic	17.5	17.3	17.7	18.8	19.3	19.5
Filipino	01.0	00.7	00.7	00.8	01.0	01.1
	100.0	100.0	100.0	100.0	100.0	100.0

PCC has met the system-wide diversity requirement in faculty staffing since 1992-93. Since 1992-93, the trend in faculty staffing has been a constant slight decrease in the category of "European American not of Hispanic origin" and concomitant slight increases in other areas. Minority faculty represented 40% of the full-time hires for the 1995-96 academic year. Gender distribution in faculty has remained more-or-less constant in recent years at 50/50. (See Demographics, this document.)

In terms of classified staff, PCC has exceeded state guidelines for many years in ethnic distribution but has had difficulties in hiring and retaining women of any ethnicity in the traditionally male skilled trades.

On the administrative level, PCC has not met state guidelines but has made gains toward those goals with the hiring of three African-Americans and one Asian-American in recent years. Gains have also been made in a more balanced gender distribution in the administration/management area. (See chart below.)

Standard 4B: Qualifications of Staff

4B.1 *All members of the staff, including faculty, paraprofessionals, support staff and administrators, are qualified by academic background and experience to carry out their institutional and program responsibilities in accord with the purposes of the institution.*

Description

All PCC faculty and administrators meet the requirements for their positions as outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2d ed., January 1994, which was developed by the Human Resources Division of the Chancellor's Office. Classified staff meet position requirements as determined by a standard established in 1986-87 by a consultant hired for the purpose of establishing such standards.

Appraisal

PCC maintains a staff that is highly qualified by academic background and experience to carry out its institutional and program responsibilities in accordance with the purposes of the institution. A great

number exceed the minimum qualifications. For instance, among full-time faculty, where the masters degree or equivalent is the minimum requirement, 27% have earned doctorate degrees.

A random survey (doc 4-5) made of members of hiring committees of new hires from August, 1994, to the present showed that in comparing the minimum qualifications, knowledge, and skills described in the job announcement to the actual candidates, in most cases the person appointed exceeded the requirements of each category, and, in all cases, the person met the requirements.

Plan

No plan at this time.

Standard 4C: Evaluation

4C.1 *The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal, systematic and timely.*

4C.2 *Evaluation processes seek to assess effectiveness and encourage improvement.*

4C.3 *Teaching excellence is the principal criterion for the retention of teaching faculty.*

Description

Formal evaluation procedures and instruments have been developed for administrators, faculty, and classified employees to provide guidelines in content and frequency of evaluation and to facilitate follow-up and encourage improvement (see Standard 4E.4) (doc. 4-3, 4-7, 4-8, 4-9, 4-10).

Administration/management

The Board of Trustees has a self-evaluation procedure (see Standard 8A.7).

The Board of Trustees, in accordance with their newly designed procedure, will evaluate the President every two years, beginning in 1997 (see Standard 8A.6).

Managers have expressed satisfaction with the evaluation process and instrument and consider them effective in helping job performance. The evaluations are done in a timely manner.

Faculty

The evaluation process for full-time faculty focuses on teaching as the main criterion for evaluation with multiple classroom observations and student evaluations. Nonetheless, a number of faculty find the evaluation process does not contribute a great deal to their teaching effectiveness. Student evaluations are sometimes useful, but classroom observations tend to be limited in value because they are based on only one or two class sessions.

In many instances, tenured faculty evaluations are not completed by Feb. 20. They generally are done, though, within the prescribed academic year.

Non-tenured, full-time instructors are usually evaluated in a timely, regulated manner, but procedures for evaluation of part-time faculty are loosely followed and vary from division to division. Most divisions evaluate instructors during their first teaching semester, but evaluations after that tend to take place

irregularly, in part because of the uneven employment patterns of part-time instructors.

Classified Staff

It is hoped that the new ISSU evaluation form, with its more goal-oriented, cooperative format, will eliminate some of the negativity that classified staff have associated with the previous instrument. The previous form, still used by CSEA, POA, and confidential employees, was perceived by classified staff as leading to mechanistic, nonconstructive criticism, and perfunctory evaluation interviews.

There are also some managers of classified staff who do not evaluate their staff members at the regularly scheduled times. This remains an ongoing problem.

Plan

The Faculty Senate Board will present suggestions for revisions in the faculty evaluation process to the California Teachers Association.

Standard 4D: Staff Development

- 4D.1 Members of the faculty, administration, and support staff remain current in their field of expertise.*
- 4D.2 Development opportunities are planned for each staff category with the participation of the staff and are available to all and supported by the administration and the governing board.*
- 4D.3 Faculty, administration, and staff members engage in professional activity supported by the institution.*

Description

Professional development activities are planned by a broad-based staff development committee comprised of members of the Faculty Staff Development Committee, Classified Staff Development Committee, and the Management Staff Development Committee. At least once a year, the members of the Staff Development Committee attend a one-day retreat to discuss staff development needs, plan activities and establish

the budget for the coming year (doc. 4-11).

The staff development expenditure reports filed by the college at the end of each fiscal year show the level of fiscal support given to staff development by the college. This report includes moneys spent on such things as sabbatical leaves and release time to faculty and staff to work on staff development activities. The 1994-95 report showed that the college spent in excess of \$800,000 on staff development activities, which is about constant for recent

undersubscribed. In other sessions, especially in technical areas, demand is too high and people are turned away. The divisions have also been unclear about how to best utilize Flex time. In addition, it is difficult for faculty to understand what fulfills Flex requirements and to keep track of Flex obligations. Therefore, resentment about Flex Day and Flex requirements exists in many quarters.

Workshops throughout the semester, especially those on the use of technology, have been more clearly successful in increasing the effectiveness of instruction, student services, and student success. These workshops, which are announced through e-mail, are often oversubscribed. On the other hand, other workshops suffer from lack of sufficient publicity so are sometimes not as well-attended as they could be.

There has been sufficient funding for management and staff conference attendance, especially for management for which conference attendance is funded through regular budget lines and is therefore not dependent on AB 1725 funding. Classified moneys are sufficient in part because there are relatively few conferences offered for classified staff. The faculty, on the other hand, are often short on

funds for conference attendance because of high faculty demand and limited division budgets.

At the 1995-96 Staff Development Retreat, the committee discussed the lack of follow-up information from conference attendees. The Committee decided it would develop procedures and guidelines which will insure that information gathered at conferences is disseminated.

Release time for classified staff development is sufficient, but there is concern among classified staff about release time for attending governance activities (see Standard 8E).

Plan

Human Resources will develop and distribute a survey to the entire college staff to determine the greatest college staff development needs.

The Flex Day Committee will reorient Flex Day to try to better serve the needs of the staff.

Human Resources will develop a process to better disseminate information from conference attendees to all areas of the college.

Standard 4E: Other Personnel Policies and Procedures

4E.1 Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

Description

The Pasadena Area Community College District Policy and Procedure Manual (doc. 4-18) describes all the personnel policies and their procedures. Collective bargaining agreements (docs. 4-7 - 4-10) also contain policies and procedures affecting faculty and classified staff. The Faculty, Adjunct Faculty, and Classified employees handbooks (doc. 4-4, 4-19, 4-20) discuss policies and procedures that are relevant to the staff. Personnel policies and procedures are clearly stated in each of the aforementioned documents. The policies and procedures have been written and published for every employee group on campus, are available for review by all staff members, and are accessible through Human Resources.

To ensure equitable administration of personnel policies and procedures, including complaint resolution procedures, the handbooks and collective bargaining agreements are consulted.

Appraisal

The Board of Trustees manual has not been updated on a college-wide basis since 1987, but the Board policies were updated in 1995.

The Faculty Handbook is in the process of revision and should be distributed to all full-time faculty during the Spring, 1996 semester.

The Classified Handbook has not be updated since 1988. Many of the provisions of this handbook have

tee and mutually agreed-upon changes were made. This Committee has not met since that time.

Appraisal

Every time that collective bargaining agreements are up for renewal, personnel policies and procedures which affect the group of employees covered by the agreement are reviewed and changes can be negotiated.

The Faculty and Staff Diversity Committee meets several times a year and includes a review of the

personnel policies and procedures which are included in the Faculty and Staff Diversity Plan.

The Faculty Senate Board Shared Governance Committee is in the process of reviewing the hiring procedures for faculty.

Plan

Following the Faculty Senate review of faculty hiring procedures, the FSB shall attempt to reach mutual agreement with the BOT or its designee on new faculty hiring procedures.

4E.4 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes are explicitly stated.

Description (for more information, see 4A.2)

Management

Because each management position is slightly different, the full composition of the hiring committees to select managers (except division deans) is not defined. However, the interview procedures for hiring these employees and the minimum hiring committee composition is defined in the Faculty and Staff Diversity Plan (doc. 4-3). Advancement (in the form of salary increases) is published in the Management salary schedule (doc. 4-21) for classified and academic managers. Procedures for due process for classified managers and supervisors are contained in the Classified Handbook (doc. 4-4). Those procedures for academic managers are not contained in any college publication, but are based on regulations found in Title 5 and the Education Code. An Administrative Handbook was drafted in 1980. Another draft was developed in 1992. However, neither of these documents were issued in final form.

Faculty

For faculty members, the selection procedures and criteria for full- and part-time instructors are stated in the college's Faculty and Staff Diversity Plan (doc. 4-3). Evaluation/retention procedures and criteria are stated in Article 7 of the collective bargaining agreement. Advancement procedures and their criteria in the form of salary schedules and step advancements

are stated in Article 12 and Appendix A of the collective bargaining agreement. Procedures for due process, in the form of grievance and dispute procedures, are clearly stated in Articles 10 and 11 of the collective bargaining agreement. Faculty members receive a copy of their collective bargaining agreement when they are hired and every time there is a change (doc. 4-7).

Classified Staff

Procedures and criteria for the selection of classified personnel are stated in the college's Faculty and Staff Diversity Plan (doc. 4-3) and in the Classified Handbook (doc. 4-4). Procedures for evaluation/retention are stated in the collective bargaining agreements of ISSU, CSEA, and POA (doc. 4-8, 4-9, 4-10). Advancement procedures in the form of salary increases are also contained in the appropriate collective bargaining agreements. Due process procedures are contained in the appropriate collective bargaining agreements as well. All classified staff members receive a copy of the collective bargaining agreement upon employment and whenever changes are made.

Appraisal

The procedures and criteria for personnel appointment, evaluation, retention, advancement, and due process are clearly stated for faculty and classified staff (with the exception of confidential classified

*Supporting Documentation for Standard 4***Referenced:**

- 4-1 Technology Master Plan (draft)
- 4-2 Division dean information
- 4-3 Faculty and Staff Diversity Plan
- 4-4 Classified Handbook
- 4-5 Hiring procedures surveys
- 4-6 Teaching demonstration documents
- 4-7 Agreement between PACCD and CTA
- 4-8 Agreement between PACCD and ISSU
- 4-9 Agreement between PACCD and CSEA
- 4-10 Agreement between PACCD and POA
- 4-11 Staff development retreat form
- 4-12 Faculty and staff development expenditure report
- 4-13 Flex day programs
- 4-14 List of workshops
- 4-15 List of retreats
- 4-16 List of conferences
- 4-17 Release time form
- 4-18 PACCD Policy and Procedure Manual
- 4-19 Faculty Handbook
- 4-20 Adjunct Faculty Information Handbook for Extended Instruction
- 4-21 Management salary schedules

Other Supporting Documents:

- Update of faculty, with degrees earned
- Miscellaneous salary schedules
- Criteria and procedures for employing, evaluating, and compensating faculty in special programs such as off-campus, study abroad, study travel, non-credit programs, and programs provided by contract with other organizations
- Miscellaneous brochures, forms, handbooks, guidelines, surveys, etc.

STANDARD

5

Library and Learning Resources

STANDARD 5 COMMITTEE

Chair: Mary Ann Laun, Library, Management

Faculty: Alan Armstrong, Engineering & Technology
Joe Conner, Life Sciences & Allied Health
Matthew Hunt, English & Foreign Languages
Ted James, Engineering & Technology
Harry Kawahara, Counseling
Teri Keeler, English & Foreign Languages
Joanne Kim, Library

Management: Bob Cody, Computing Services
Rod Foster, Learning Resources
Candice Larson, Instructional Television
Dale Pittman, Management Information Services
John Wood, Learning Assistance Center

Classified Staff: Diana Castaneda, Instructional Television
Linda Magee, Life Sciences & Allied Health
Ramona Nale, Information Support
Debbie Smith, Library
Ilsa Setziol, KPCC

Student Body: Daniel Ly

STANDARD 5:

Library and Learning Resources

The college provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.

Learning resources include the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

Standard 5A: General Provisions

- 5A.1** *The library holdings, media resources, facilities, and staff are sufficient in quality, depth, diversity, and currentness to support the institution's educational offerings.*
- 5A.2** *The library collection and other learning resources are adequately supported in relation to the total budget and needs of the institution.*
- 5A.3** *Learning resources are designed to provide support for varying modes of instruction appropriate to students' needs and learning styles and are augmented to serve curricular changes.*
- 5A.4** *Technical assistance is provided to faculty in the production of tests, syllabi, audiovisual programs, and other instructional materials.*
- 5A.5** *Learning resources equipment is properly maintained.*

Description

Library

The new Shatford Library opened in Fall, 1993. The Library has 55,000 assignable square feet and over 950 reader stations. It houses approximately 110,000 books, 4,000 cassettes, 500 videocassettes, 15,000 pamphlets, and 600 periodical subscriptions. It also maintains specialized collections (such as Special Services and the Chinese Language Collec-

tion) and ethnic heritage rooms. In the Library's first semester, circulation increased 65% over the Fall, 1992 semester, and the number of students oriented through formal orientations increased 32% (doc. table 1). Faculty assignments involving library research have also increased considerably.

The Shatford Library provides access to its holdings on every floor through thirty computer terminals. Faculty, staff, and students working in the instructional labs on campus can access the book catalog,

Broadcasting, KPCC is member-supported with approximately 15,000 members. It is licensed to the Pasadena Area Community College District and is located in the Shatford Library. It is the third-largest public radio station in the Los Angeles area. Through KPCC, twenty-five students a year gain professional on-air experience as music announcers and news anchors. Another 100 students train and work as engineers. In addition, KPCC assists academic divisions and the college with productions and special programs.

Maintenance

The Library maintains service contracts with various vendors for maintenance of its equipment. Downtime for repairs from commercial vendors is insignificant. The Library relies on Computing Services and Management Information Services for maintenance of the Library's software, hardware, and network support.

Electronic Maintenance services the electronic equipment for the college, including KPCC, ITV, and the Communication Division television studio. It maintains the video equipment (180 TV monitors and 320 videocassette recorders) in all classrooms and learning laboratories across campus as well as in the Community Education Center and the Child Development Center.

Appraisal

While new facilities have improved delivery of services greatly in some areas, overall, these new facilities, the changing dimension of technology on campus, and a static, or in some cases, diminishing budget over the last five years have adversely affected staffing, resources, supplies and maintenance in the Library and Learning Resources areas.

The Library has met with especially high acceptance from the entire PCC community, as indicated by the degree of increased usage over the old facility. Shatford Library offers students and faculty more efficient and congenial study and research areas, more access to materials, and up-dated electronic resources and equipment.

On the other hand, the three-floor arrangement has created great challenges for staff coverage (see section 5D for more on staffing issues). Also, the Shatford Library book collection badly needs updating. Based on a 1996 sampling of general collection

and reference books, 45% of the books in the Library were published before 1969; 72% were published before 1979. Sixty-nine percent of the titles in sciences and technology were published prior to 1979. While the PCC Foundation augmentation grant is invaluable, it will not be adequate for the maintenance of a dynamic library collection. The cost and delivery of the Library's increasing use of electronic resources has also added a budget burden to the Library.

Conversely, the LAC identifies lack of space as the critical factor in its ability to meet student needs. Tutoring especially suffers from the small area to which it is confined. Also, because the LAC shares space with many other laboratories, the noise and activity levels are high and make concentration difficult.

At the same time, the Library, the LAC, and other learning resource areas struggle to remain current with and satisfy the demand for new technology and information services equipment and services. However, funding and long-range institutional planning in these areas is inadequate. Antiquated equipment often causes problems for staff and students. A plan for regular equipment and information access upgrades needs to be developed, as does a long-range budget plan.

As the college becomes more technically oriented, Electronic Maintenance must also grow to meet the technical needs of the institution. Currently, there is insufficient time for routine maintenance in many learning resource technical areas and for in-house training of technical staff. Further, the shop is too small to handle storage of parts and equipment sent in for repairs.

Plan

The Library and Learning Resource areas will identify the impact of new technologies on staffing, equipment, resources, and supplies and present special needs requests within the budget process.

The Library and Learning Resource areas will present strategies to deal with these issues for integration in the Technology Master Plan.

The Library will identify ways to help defray the high cost of supplies and subscriptions in the electronic resources area.

technologies are advancing rapidly, there is a need for frequent revision of this document. Although limited numbers of faculty members actually become involved in the selection process, the faculty in general seem to be pleased with the Library's process for selection of library materials.

As instruction shifts toward technology-based materials, the LAC staff has assumed the responsibility for the development of the student computer network and its resources. While LAC staff are qualified to select some materials, it is imperative to have faculty more involved in the selection of instructional support media for the LAC.

Currently, the IRC procedure for faculty and administration participation in the selection, evaluation, and elimination of learning resource materials is working well, but rapid changes in learning technology are making it difficult to provide faculty and staff with the most current information about new resources. Still, the IRC has more titles than it can house. With the implementation of the new computer booking system in the Media Center, the IRC staff will be able

to identify more accurately older titles for possible elimination.

Plan

The Library will design a plan to inform Library Board representatives of new developments in information technologies and information retrieval methods.

The Library will explore options for involving more faculty in library materials selection and evaluation.

The LAC will form an interdepartmental materials and software review committee, especially in the high-demand skill areas and in higher level course areas, to make recommendations for the budgeting and purchase of materials for the LAC.

The Media Center will design and implement a weekly media preview service to teach faculty and staff about new developments in learning technologies.

Standard 5C: Accessibility

5C.1 Use of the library and other resources is promoted through a comprehensive program of orientation, instruction, and printed material designed to assure substantial use of these resources by students, staff, and faculty. Attention is given to the needs of both traditional and nontraditional students.

Description

Library

In 1995, the Shatford Library received the John Cotton Dana Award, a national award given for outstanding public relations in libraries. In addition, the Shatford Library Guide (doc. 5-8) won a second-place Silver Medallion in the Brochure/Flyer category in the 1993 Medallion Awards competition of the National Council for Marketing and Public Relations, for excellence in library publicity. This guide informs students of library resources, policies, procedures, services, and instruction on the use of the on-line catalog for books and periodical articles.

The Library also promotes the use of the library resources through one-on-one instruction at the reference desk; a one unit self-paced course, Basic Library Research Skills; large group instruction designed with specific instructor needs in mind; faculty and staff orientations; and specialized bibliographies (doc. 5-2). In addition, a graphical user interface has been installed to provide a visual approach to library information. Since the Library moved into the new structure, a considerable increase has occurred in the number of class instructions. In Fall, 1993, the number of student orientations increased 32% from the previous year. During 1994-95, librarians gave formal bibliographic instructions to 125 classes, reaching over 3,250 students. Orien-

5C.2 *Learning resources are available to students at off-campus centers for both day and evening students.*

Description

PCC's new Community Education Center (CEC) and the Child Development Center (CDC) have local network capabilities, as well as wide-area network capabilities, to provide access to campus resources, including the Library, Instructional Computing Center, the LAC, and other learning resources. In addition, Computing Services is studying the feasibility of providing home access to the college's learning resources.

All resources of the IRC are available to the staff at the CEC, but currently instructors must come to the Media Center to pick up the materials.

Appraisal

Computing Services anticipates that the wide-area network capability of the Community Education Center and the Child Development Center will adequately meet the needs for students to access on-campus computer-based learning resources. Extension of the instructional network to dial-in access will provide access from the CEC, community sites, and private residences.

While CEC students have access to the Library's on-line resources, they only occasionally come to the

main campus to use the Library and its resources. The need for a core collection of reference materials and the establishment of an effective delivery method of main campus resources to the CEC needs to be addressed. The IRC's delivery of material to off-site locations also needs improvement, since faculty are required to come to the Media Center to pick up the materials.

Plan

The institution will complete plans to extend electronic access to community sites.

The Library and the CEC will study the library needs of students at the new Community Education Center in 1996 and design a plan for off-campus library services and delivery.

The IRC will develop a plan for the IRC to work more closely with the faculty and administration at the new Community Education Center and Center Child Development Center to create an efficient and reliable system for delivering media resources.

The CEC will coordinate software evaluation and purchases for their needs with the LAC for efficient network sharing of resources.

5C.3 *Hours of service provide adequate access to learning resources.*

Description

The hours of service are listed in the following table:

(see table on following page)

5C.4 *Where reliance is placed on the resources of another institution or organization, the arrangement is clearly delineated in a written agreement.*

Description

Since many public libraries have universal borrowing privileges, PCC students are free to access their collections. Also, since the college is located in a large metropolitan area, faculty and librarians refer patrons to nearby academic and public libraries. In order to assist users with these referrals, the librarians use OCLC or Internet access to other libraries' holdings. The Library also actively participates in interlibrary loans. In 1994-95, the Library handled 357 transactions. Other than interlibrary loan transactions (doc. 5-10), the Shatford Library does not have any formal agreements with neighboring institutions regarding borrowing privileges or cooperative networking.

Appraisal

The interlibrary loan arrangements work adequately. The Library is able to satisfy requests in a timely manner.

Although the California State Library has been working on a grand design for a multitype library network for the entire state, it would be beneficial to students if the college had formal agreements with nearby higher education institutions for mutual borrowing privileges.

Plan

The Library will explore cooperative borrowing agreements with nearby academic libraries such as California State University, Los Angeles.

Standard 5D: Faculty and Staff

5D.1 *Learning resource staff are sufficient in number and properly qualified in various specialty areas to serve users and to provide technical support. (See Standard 3.)*

Description

All staff members in library and learning resources fulfill the posted employment requirements of their positions.

A description of the staff for learning resources is listed in the following table:

(see table on following page)

the growing faculty demand for alternative methods of instruction.

Repair demands on Electronic Maintenance have dramatically increased over the past five years while the staff has decreased. The staff is too small to provide routine maintenance of the resources.

Overall, drafts of the Technology Master Plan (doc. 5-11) inadequately address issues of staffing or acquisition of electronic resources in the library and learning resources area.

Plan

Using American Library Association Standards, the Library will submit a five-year staffing plan which will provide adequate professional and classified staff both for the present and to meet the future increasing and fast-changing demands in the information technology arena. The Library will submit this plan to the Budget Committee.

The Learning Resources departments will develop a five-year plan to meet the increasing demands for their services and will submit the plan to the Budget Committee.

The LAC will study the feasibility of changing current LAC staff positions from classified to certificated.

Standard 5E: Information Technology

5E.1 Computing and data communications services are provided as learning resources in sufficient quality and quantity to support the educational offerings of the institution.

5E.2 The institution provides service to support full utilization of its information technology resources.

Description

Computing Services was created in 1993. It provides all services previously supplied by Instructional Computing Services (ICS) and a number of administrative services formerly provided by Management Information Services (MIS) (for more information on computers and computer servicing, see Standard 6B).

Computing Services supports over 753 lab/classroom computers, and the Computing Services Instructional Network provides students with access to more than one hundred structured and unstructured software applications (doc. 5-12). The Instructional Computing Center (ICC) consists of two classroom labs and one open lab, comprising eighty-seven networked computer work stations. The one open computer lab has twenty-five stations. The six instructional department labs that Computing Services supports provide 179 stations on the main campus. In addition, support is provided to the Community Education Center (seventy-eight stations) and eight campus departmental sites, including the LAC and the Library. Computing

Services also supports the Computing Resources Room for faculty and staff which is equipped with five networked IBM computers, three Macintosh computers, and various scanners and printers that can be used for preparing instructional materials. The ICC labs, as well as many of the departmental labs, are still using the old ARCNet technology.

In 1988-89, the ICC reported 42,426 hours of student attendance; in 1994-95, student hours had increased dramatically to 66,018 (doc. table 5). Even more significant has been the increase in the number of student network logins, up from 59,400 in 1988-89 to 215,813 in 1994-95. (These figures do not reflect the use of resources where logins are not required, such as in the Library.)

During the new faculty orientation, Computing Services invites faculty to apply for a network account and informs them of procedures for scheduling the use of the computer lab. All faculty and staff are also invited to a variety of workshops and demonstrations scheduled on Flex Days and through-

*Supporting Documentation for Standard 5***Referenced:**

Table 1

Table 2

5-1 Budget for the Library

5-2 Curriculum materials for bibliographical instruction

5-3 LAC bibliography

5-4 Media Catalog

5-5 Telecourse brochures

5-6 Miscellaneous Library and Learning

Resources brochures

5-7 Policy for Library collection development

5-8 Shatford Library Guide

5-9 Library User Survey

5-10 Interlibrary loan agreements

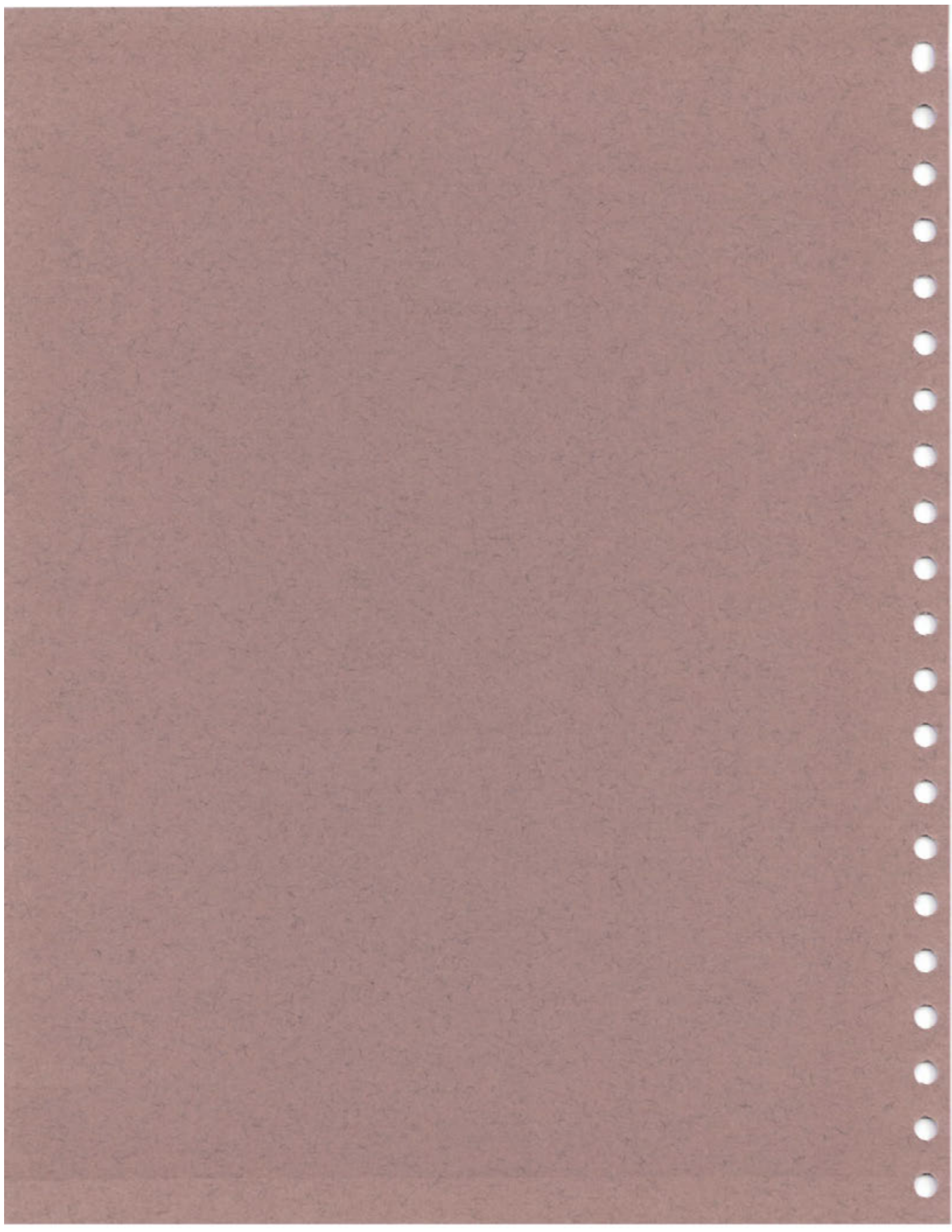
5-11 Technology Master Plan (draft)

5-12 Computing services software applications

Table 5

Other Supporting Documentation:

Miscellaneous brochures, forms, handbooks, guidelines, surveys, etc.



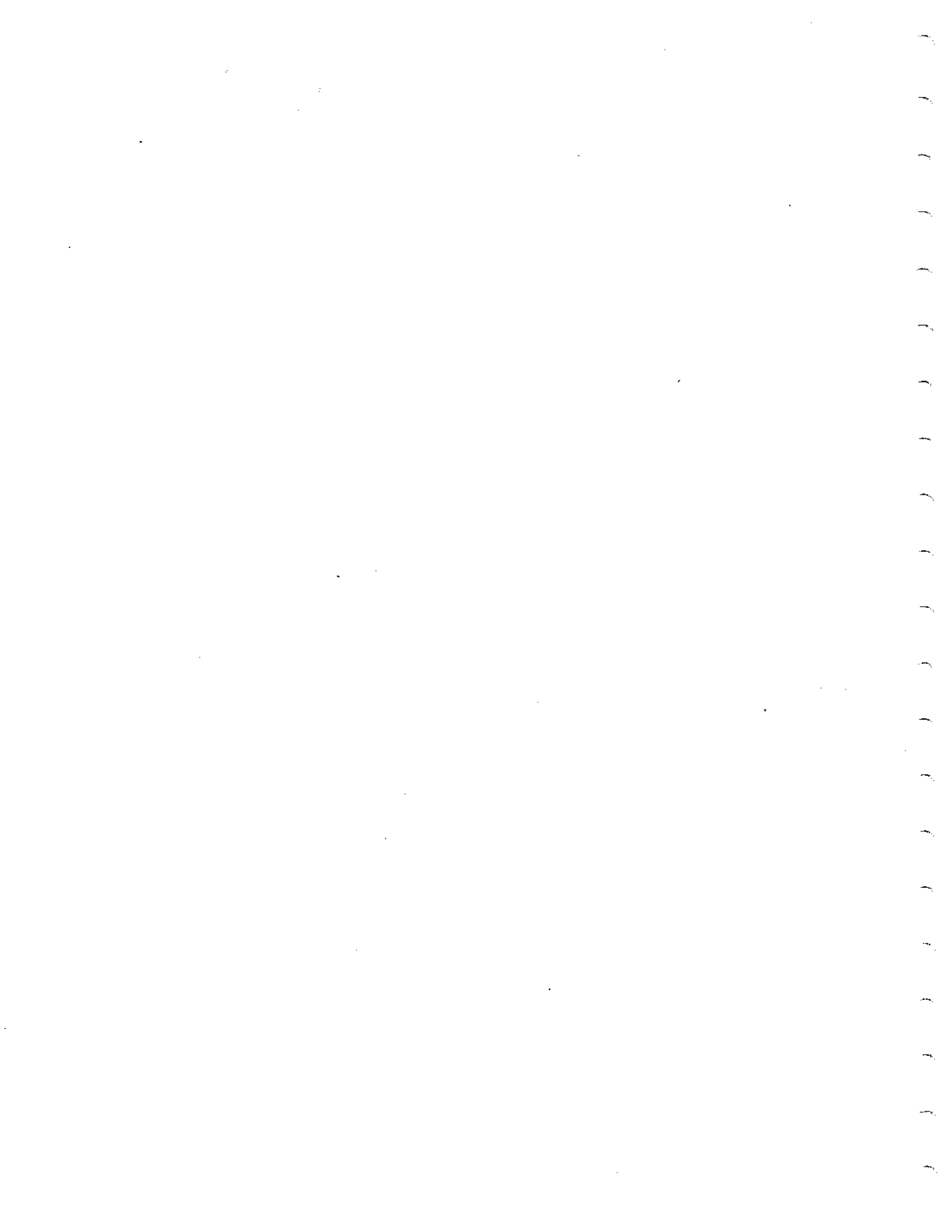
STANDARD

8

Governance and Administration

STANDARD 8 COMMITTEE

<i>Co-chairs:</i>	William Goldmann, Educational Services, Management Jane Hallinger, English & Foreign Languages, Faculty Hollis Stewart, Computing Services, Classified Staff
<i>Faculty:</i>	James Bickley, Social Sciences Mabel Duncan, Community Education Center Harry Kawahara, Counseling
<i>Management:</i>	William Farmer, English & Foreign Languages
<i>Classified Staff:</i>	Christine Goudy, Instructional Administration Linda Wildeboer, Music
<i>Student Body:</i>	Roldan Herrera, Associated Students Rodney Mitchell, Associated Students
<i>Board of Trustees:</i>	Warren Weber



Supporting Documentation for Standard 7

Referenced:

- 7-1 Institutional budget.
- 7-2 Educational Master Plan
- 7-3 Cost center budget package
- 7-4 FSB Shared Governance Committee Report to the Standard 8 accreditation committee
- 7-5 Title 5, Section 53200, 1991
- 7-6 Independent auditor reports
- 7-7 Foundation documents
- 7-8 Auxiliary organization documents
- 7-9 Self-supporting activities documents

Other Supporting Documents:

Documents illustrating budgetary control
Miscellaneous brochures, forms, handbooks, guidelines, surveys, etc.

Standard 7

Plan

No plan at this time.

7C.5 Auxiliary organizations or foundations using the name of the institution conform with institutional principles of operation and support institutional goals. Their activities are carefully monitored and their financial records are regularly reviewed by an independent auditor. The institution retains appropriate responsibility and control over such organizations.

Description

All of the college's auxiliary organizations and the PCC Foundation operate in support of the college and are carefully monitored by college staff. The college President and the dean of Institutional Advancement serve on the Executive Board of the Pasadena City College Foundation. The college President, the vice president for Administrative Services, the dean of Student Services, and the assistant dean of Scholarships and Financial Aid serve on the Board of the Scholarship Fund Association. The college vice president for Administrative Services, the dean of Student Services, and the assistant dean of Student Affairs serve on the Board of the Associated Students Fund. The college vice president for Administrative Services, the dean of Student Services, and the assistant dean of Student Affairs serve on the Board of the Pasadena City College Flea Market.

All of the auxiliary organizations and the PCC Foundation are governed by boards of directors and operate in conformity both with their own formally adopted by-laws and with college accounting policies. The organizations are audited annually by the certified public accounting firm of Guill, Blankenbaker and Lawson (doc. 7-7, 7-8).

The college has identified other programs which, although not auxiliary operations, are designated as self-supporting activities. These include Community Education, Economic Development, the Child Development Center, KPCC-FM, the Afterschool Music

Conservatory, and others. It is intended that the revenue generated by these activities will equal or exceed the cost to operate the programs (doc. 7-9).

Appraisal

During the past five years, the college has received over \$12 million in grants, equipment, donations, and pledges from local individuals, corporations, and foundations, including \$5,000,000 from the PCC Foundation and \$4,000,000 through federal, state, and private grants. The Flea Market, Bookstore, and food service operations are all profitable services which serve the needs of the campus community and financially support the college's student activities programs.

While, on the whole, the self-supporting programs have done very well, occasionally individual activities have not generated sufficient income to cover all of their expenses. In 1994-95, for example, the Afterschool Music Conservatory, the Child Development Center, and Economic Development reported operating deficits. The college should carefully review the viability of any program designated as self-supporting which has demonstrated an inability to generate sufficient revenue to cover expenses.

Plan

No plan at this time.

Plan

No plan at this time.

7C.3 *The institution has policies and programs on risk management which address loss by fire and theft and liability for personal injury and property damage.*

Description

The college is a member of a self-insurance joint powers authority, the Statewide Association of Community Colleges (SWACC), which provides a comprehensive self-insured program that includes coverage for property liability, auto liability, professional liability, and fidelity bond. Through SWACC, the college has a \$50,000 deductible and coverage up to \$1,000,000 for each liability occurrence. An additional \$14,000,000 of excess liability coverage is provided through the Schools' Excess Liability Fund (SELF). For real and property losses, the college has a \$25,000 deductible and coverage up to \$250,000 through SWACC. Excess property coverage through SWACC amounts to a maximum of \$95,000,000 per occurrence. Claims against the college are administered by the firm of Keenan and Associates.

The college is also self-insured for workers' compensation. The college is a member of the Schools

Alliance for Workers' Compensation Self-Funded Joint Powers Authority (SAWCX II). The college's deductible for this program is \$150,000, with a limit of \$3,000,000 per occurrence.

The District reviews the various plans annually.

Appraisal

The director of Business Services, who serves as the District's risk manager, has stated that the coverage is adequate at the present time. The fact that SWACC requires the participation of the member districts allows Pasadena City College to have direct input regarding the development of risk management policies and procedures.

Plan

No plan at this time.

7C.4 *The institution's financial records and internal control processes are subjected to an annual audit by an independent certified public accountant.*

Description

All of the college's financial records and internal control processes, including those of the auxiliary or specially-funded operations (Pasadena City College Foundation, the Scholarship Fund Association, the Associated Student Fund, the Flea Market, and KPCC-FM), are audited annually during the fall by the certified public accounting firm of Guill, Blankenbaker and Lawson (doc. 7-6).

Appraisal

The District's auditors have stated that the financial statements are presented fairly and accurately and are in conformity with generally accepted accounting principles. All recommendations in the annual audits have been appropriately acted upon.

Standard 7

Appraisal

In general, the college has adequate plans to cover long-term projected costs. Considerable concern was expressed, however, by members of the committees and staff about the college's long-term ability to fund equipment replacement, especially the replacement of the increasing inventory of computer equipment.

Plan

The college will continue to aggressively pursue grant money for the purchase and/or replacement of computer equipment.

Standard 7C: Financial Management

7C.1 The organization for financial management is clearly defined.

Description

The vice president for Administrative Services has primary responsibility for the financial management of the college. The vice president is assisted by three fiscal managers. The director of Fiscal Services has responsibility for all of the accounting functions for District funds. The supervisor of Student Business Services has responsibility for all of the accounting functions for the auxiliary funds, except those of the Foundation. The director of Business Services has responsibility for budget development and position control. (See Organizational Charts, this document.) In all of its fiscal operations, the college follows the California Community College Budget and Accounting Manual.

Appraisal

The organization for financial management is clearly defined and the chain of command is listed on budget worksheets, on cost center pages of the adopted budget, and on various budget change approval forms. The organizational structure is reviewed and updated each year by the director of Business Services and the director of Fiscal Services.

Plan

A new vice president for Administrative Services was appointed June, 1996.

7C.2 Financial reports are timely and accurate and are routinely distributed and reviewed.

Description

The preliminary and adopted budgets are approved by the members of the Board of Trustees, who also receive copies of the quarterly financial reports that are sent to the Chancellor's Office. Cost center managers receive monthly Expenditure Summary Reports. With the installation of the computer network, all cost center managers and those staff members with network-compatible computers have access to all the information in the fiscal accounting system.

Printed financial reports are distributed to administrators and cost center managers on a monthly basis (within the first week after a month-end), and a variety of special financial reports can be requested through the Fiscal Services office or through the Management Information Services office.

Appraisal

The fiscal information system works well.

which assigns priorities to the special needs requests, includes two members from the Faculty Senate, one member from the Classified Senate, and four members from the Executive Committee. In 1993-94, \$95,072 was available in the special needs budget; in 1994-95, the figure was \$120,226, and in 1995-96, \$110,130. Both the tentative and adopted budgets are approved by the Board of Trustees.

Appraisal

Although not all staff members are familiar with each aspect of the budget development process, it seems that those who are actively involved in budget preparation and approval (cost center managers, administrators, Budget Review Committee members, and Board members) do understand and accept the process and their function within the process. The vice president for Administrative Services and the director of Business Services make regular presentations of the budget process to interested campus groups.

However, in comments made during an open campus meeting and from interviews conducted by Standard 7 committee members, it is apparent that the linkage between the budget and educational planning is not

always clear to some who are not actively involved in the budget development process. Further, a number of staff members expressed a desire to be more fully involved in the development of the budget for their cost centers. In a report presented to the Standard 8 accreditation self-study committee by the Faculty Senate Board Shared Governance Committee on May 1, 1995, it is stated that "the Administration's current budget development process was not mutually agreed upon by the administration and the Faculty Senate" (doc. 7-4). The Administration's position is that since PCC's budget process was in place prior to Title 5 (Section 53200, 1991) (doc. 7-5), it remains in existence until a request is made to change it.

Plan

The vice president for Administrative Services will have cost center managers (instructional managers, office managers, etc.) better acquaint and involve their staff in the development of the budget for their areas.

The Faculty Senate Budget Committee has been commissioned by the Faculty Senate Board to propose a budget process in accordance with Title 5.

7B.3 Financial planning takes into account long-range projections regarding programs, services, costs, and resources.

Description

The uncertain nature of annual state funding for higher education precludes any meaningful long-range planning regarding state resources. In areas where the college has control over the financial planning, long-range projections have been used. For example, the college has provided for long-term needs to cover 20-year Certificates of Participation and the 15-year Energy Efficiency Revenue Bonds. In addition, the college has made provision for post-retirement employee benefits and claims arising from workers' compensation and property and general liability.

On a more year-by-year basis, the college has taken the following steps: enrollment management has

been designed to keep over-cap enrollment within a 2% to 4% range; stringent controls on staff hiring and careful management of staff attrition are used to avoid future payrolls which exceed expected revenue; funds are budgeted each year to match available state funding for deferred maintenance in order to keep the physical plant in good order; and annual allocations for new or replacement equipment are made from prior year unexpended funds.

In the computer area, in 1995, an additional \$400,000 of block grant money received from the state was set aside to purchase or replace computer equipment. PCC's aggressive grant program has also contributed to the institution's ability to purchase high-tech equipment.

Standard 7

Appraisal

In two of the last four years, 1992-93 and 1993-94, the District has had to cover a portion of expenses from reserves because appropriations approved by the Legislature and the Governor proved to be late in arriving or overly optimistic, resulting in funding deficits in each year. Through careful enrollment management, conservative budgeting, and the maintenance of reserves in excess of recommended minimums, the District has avoided the need to borrow money to meet payrolls or to make vendor payments. For example, when the establishment of

the Educational Revenue Augmentation Fund (ERAF) resulted in long delays in colleges receiving their authorized revenue, the extra reserves meant that Pasadena City College did not have to borrow funds through Tax and Revenue Anticipation Notes (TRANS) in order to meet payrolls.

Plan

Until the state budget process reaches a state of predictable stability, the college will continue to maintain General Fund reserves in excess of the recommended minimums.

Standard 7B: Financial Planning

7B.1 Financial planning is based upon the educational master plan and provides for staff participation and budget approval by the Governing Board.

7B.2 The policies, guidelines, and processes for developing the budget are clearly defined and followed.

Description

Since the last accreditation visit, the college has adopted an educational master plan, entitled Teaching for the Future, which is integral to financial planning (doc. 7-2). Each year, prior to the beginning of the budget development process, representatives from the Faculty Senate, the Classified Senate, the Management Association, the Associated Students, and the Executive Committee attend a leadership retreat to participate in the development of the annual goals. These goals and the Educational Master Plan are the basis for decision making by the Executive Committee and provide a guideline for allocating special needs moneys.

All budget development activities begin at the cost center level with staff participation. Each year cost center managers receive a packet of instructions, sample budget materials, and a budget development calendar (doc. 7-3). Also included in the packet are two flowcharts. The first flowchart indicates the steps in decision-making for a number of activities (e.g., collective bargaining, increases in staff FTEs, position reclassifications, special needs, and equipment

allocations) which affect budget development. The second chart depicts the process by which the budget is linked to the educational plan.

For cost center managers, the budget development process begins with a rollover of the prior year's budget, adjusted for step and column, cost of living, and benefits increases. Managers are then permitted to further adjust the amounts allocated among hourly staff, supplies, and services items as long as they do not increase the total allocation. Requests for increased funding are handled through the special needs process. Staff development and equipment are funded through a separate process.

The budget development process also has been changed to make sure that the special needs review requires that those requesting such funding link their need to the educational plan and to the institutional goals for that year. Special needs is the category in which new or additional dollars are allocated to specific cost centers. The special needs category also covers large expenditures such as the cost of the Board of Trustees elections and the accreditation Self-Study because these are not yearly expenses and are thus not rolled over. The Budget Review Committee,

Appraisal

From 1990-94, the financial stability of Pasadena City College, like that of most colleges in the state, was severely challenged. The shortfall in projected property taxes, the changing fee structure, the unpredictability of the Educational Revenue Augmentation Fund, and the tardy legislative approval process all combined to make the process of budget development a somewhat speculative activity.

The college dealt with the decreasing revenue while still maintaining a balanced budget by implementing a three-pronged strategy: 1) using appropriate technological tools to increase the efficiency of college

operations, 2) instituting an aggressive fund-raising effort to supplement traditional sources of revenue, and 3) adjusting, on an annual basis, the number of sections offered and the number of staff positions filled in order to bring college expenses in line with available revenue. By the careful use of reserves, the college has been able to operate in a fiscally responsible manner in spite of the shifting revenue picture. With the increased revenues in 1995-96, the college received needed additional funds to maintain its programs and fulfill its missions and goals.

Plan

No plan at this time.

7A.2 Plans exist for the payment of long-term liabilities.**Description**

In recent years the college has undertaken two long-term liabilities: \$14,500,000 (\$7,000,000 in principal; \$7,500,000 in interest and fees) in 20-year Certificates of Participation to partially support the construction of a badly-needed parking structure; and \$3,500,000 (\$1,800,000 in principal; \$1,700,000 in interest and fees) in 15-year Energy and Water Efficiency Revenue Bonds to support energy improvements. The parking structure liability has been addressed through increased parking fees. The energy project liability will be amortized through energy savings over the life of the bonds.

The District has also set aside funds to cover risk management liabilities and post-retirement benefits to

employees. These reserves are maintained in the Self Insurance Fund.

Appraisal

The District has been extremely conservative in the assumption of long-term debt. The parking structure debt was necessitated by the fact that the state does not provide funding for parking facilities. The energy conservation debt was viewed as a way to slow the increasing demand on scarce General Fund resources by the rising cost of electricity.

Plan

No plan at this time.

7A.3 Cash flow provision and/or reserves are sufficient to provide fiscal stability and to meet the needs of the institution.**Description**

Although the state requires that reserves be maintained somewhere between 3% and 5%, the college's Board of

Trustees has consistently required higher reserves. The reserves percentage in 1992-93 was 13.36%; in 1993-94, 8.78%; in 1994-95, 7.85%; and in the 1995-96 adopted budget, the reserve is 10.04%.

ADOPTED BUDGETS - UNRESTRICTED GENERAL FUND TOTALS

Revised 4/9/96 - Odessa Walker

	FY 95-96	FY 94-95	FY 93-94	FY 92-93	FY 91-92	FY 90-91
FND 01 GENERAL						
REVENUE	59,109,850	55,291,728	55,737,680	55,506,024	55,571,411	55,857,408
BEGINNING BALANCE	6,144,665	4,301,496	5,203,543	8,160,330	6,691,925	4,469,362
TOTAL GENL FUND	65,254,515	59,593,224	60,941,223	63,666,354	62,263,336	60,326,770

ADOPTED BUDGETS - ALL RESTRICTED FUNDS TOTALS

	FY 95-96	FY 94-95	FY 93-94	FY 92-93	FY 91-92	FY 90-91
FUND 03 GEN RES						
REVENUE	7,485,741	5,831,546	5,991,720	5,714,192	5,669,025	5,897,261
BEGINNING BAL	-	-	-	-	-	-
FND 09 FIN AID						
REVENUE	8,598,437	6,969,686	2,497,175	2,516,581	2,461,435	1,601,879
BEGINNING BAL	405,653	384,142	318,666	313,834	308,891	326,587
FND 11 CHLD DV						
REVENUE	264,077	176,000	161,253	170,297	-	-
BEGINNING BALANCE	23,734	4,651	182	16,439	-	-
FND 13 SELF INS						
REVENUE	2,566,098	2,141,605	1,766,525	1,520,500	1,480,000	925,000
BEGINNING BAL	3,863,454	4,583,609	4,253,095	4,060,614	3,463,258	2,855,404
FND 15 & 22 CAPT/DFR						
REVENUE	11,321,254	17,891,848	21,437,592	14,814,245	14,757,179	15,787,658
BEGINNING BAL	5,962,983	10,365,189	11,446,234	11,346,367	10,791,716	10,082,409
FND 71 DEBT SRV						
REVENUE	996,000					
BEGINNING BAL	6,649					
TOTAL ALL RESTRICTED FUNDS	41,494,080	48,348,276	47,872,442	40,473,069	38,931,504	37,476,198

STANDARD 7: Financial Resources

Standard 7A: Financial Stability

Financial resources are sufficient to achieve, maintain, and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation.

7A.1 Current and anticipated income is adequate to maintain high quality programs and services.

Description

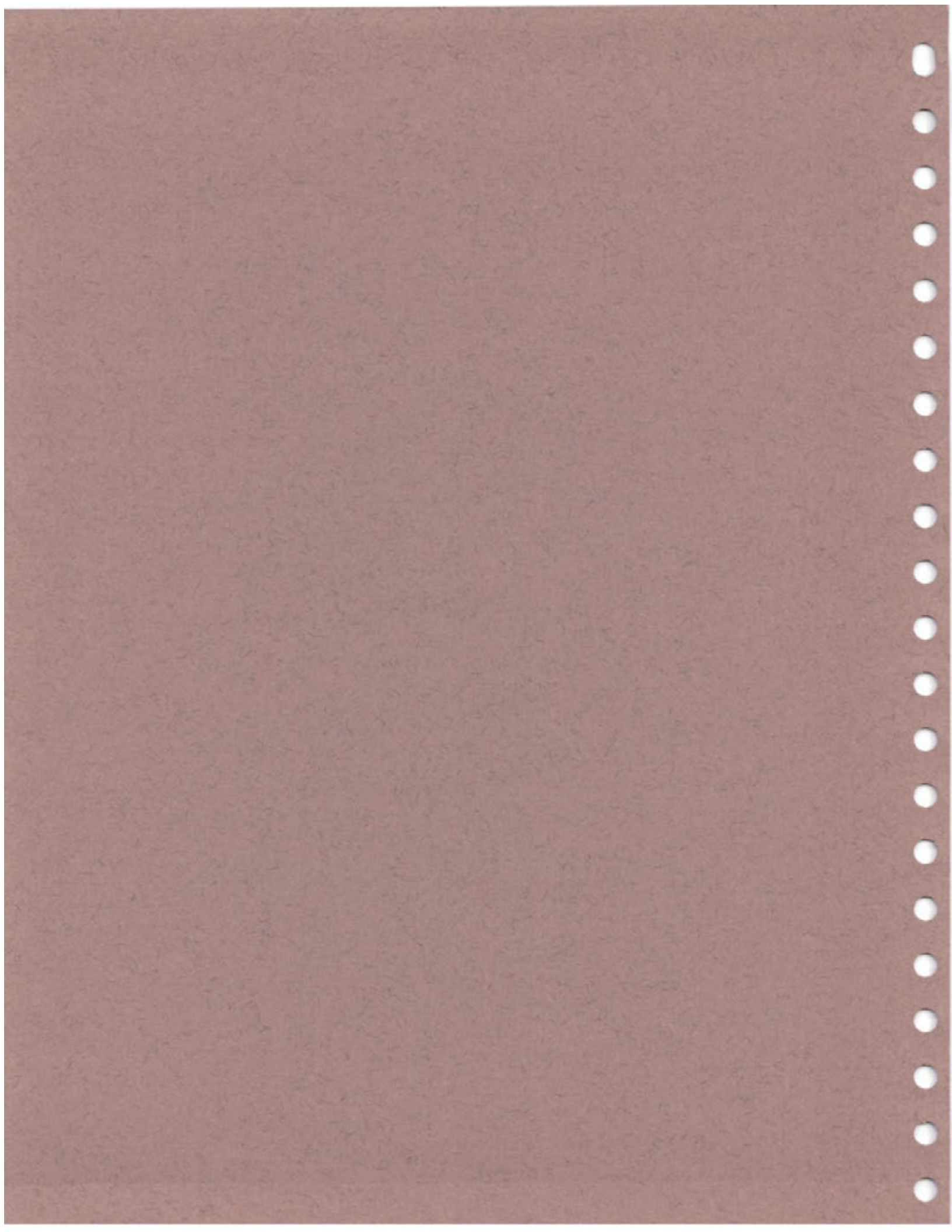
Revenue to support the programs and services of the Pasadena Area Community College District's General Fund comes primarily from property tax collections, state apportionment, student fees and tuition, and local fees. From 1990-94, this combination of revenue sources had resulted in less funding for the college, in spite of a continually growing demand by students for the college's services. In 1990-91 the Unrestricted General Fund revenue was \$55,857,408; in 1994-95, that figure had been reduced through deficit funding to \$55,291,728.

In 1995-96, there was a rise in revenue to \$59,109,850. Thus, the total operating budget for

the college for 1995-96 when including the beginning balance from 1994-95, was \$65,254,515. The three main sources of revenue for the Unrestricted General Fund (01) for 1995-96 were federal sources (2%), state sources (43%), and local sources (55%). Salaries absorb 87% of the unrestricted budget.

The District also maintains seven Restricted Funds: the Restricted General Fund (03), the Student Financial Aid Fund (09), the Child Development Fund (11), the Self Insurance Fund (13), the Capital Outlay Projects Fund (15), the Deferred Maintenance Fund (22), and the Capital Servicing Fund (71) (doc. 7-1).

(See following table for Adopted Budgets:)



STANDARD



Financial Resources

STANDARD 7 COMMITTEE

- Co-chairs:* Elizabeth Polenzani, Business Education, Faculty
Mary Jane Cordon, Mathematics & Computer Studies,
Faculty (Replacing James Kossler, 11/95)
- Faculty:* Ahni Foley, Business Education
Paul Martin, Community Education Center
- Management:* Robert Navarro, Engineering & Technology
Odessa Walker, Fiscal Services
- Classified Staff:* Edgar Nandkishore, Purchasing
- Student Body:* Annie Le
- Board of Trustees:* John Martin
- Community:* Fred Figueroa, Alumnus
-



Supporting Documentation for Standard 6

Referenced:

- 6-1 Campus plan
- 6-2 Master Plan
- 6-3 Emergency procedures
- 6-4 Schedule of Classes
- 6-5 Safety rules brochure information
- 6-6 Crime statistics update
- 6-7 Policies on safety, security, and energy conservation
- 6-8 Cost center managers' survey
- 6-9 Grants and Foundation list
- 6-10 Technology Master Plan (draft)
- 6-11 Maintenance agreements

Additional supporting documentation:

Miscellaneous brochures, forms, handbooks, guide lines, surveys, etc.

Standard 6

Appraisal

The Master Plan has been extremely successful to this point both in achievement and in involvement of members of the PCC and local communities. By Fall, 1996, the college will have completed the Shatford Library, the parking facility, the CDC, and the CEC, thus making great strides toward alleviating conditions of serious inadequacy.

PCC will now be able to proceed with the completion of the Master Plan due to passage of the 1996 bond issue. Prior failures at passage had halted new building construction as well as the renovation of old facilities.

Plan

The institution will complete the facilities Master Plan.

On the other hand, rapid computerization, the increasing complexity of programs, recent development of decentralized special and departmental labs, the increasing complexity of software, and the lack of additional staff has resulted in problems in staff work load, training of service staff, and administration of computing services, making issues of maintenance of the computers and the servicing of computer users. The growth of technologies and their subsequent need for service has produced an atmosphere where quick fixes are the norm and preventive maintenance is overlooked. There has been no increase in staffing in Computing Services over recent years, and there has been very little time for professional training of staff members to keep them up to date on new applications and equipment. Complicating matters in this area is confusion on the part of faculty and administrative users as to departmental responsibility for different function or servicing problems. This confusion seems to be the result of a lack of clear coordination between MIS and Computing Services, as well as some confusion about lines of responsibility for campus computing systems on the administrative level.

Ergonomics is another area of concern in terms of computers. Equipment purchases, such as those for

the newly furnished offices in the new and renovated buildings, are made with ergonomics and healthy computer use in mind. But in older offices, the addition of computers has not been accompanied by the addition of appropriate chairs, desks, lamps, and the like. There is also no systematic plan to update these office sites. This is partially due to the delay in the renovations and office relocations which were dependent on passage of the bond issue. Plans for updating equipment to ergonomically correct status are included in these plans.

Overall, though, the present equipment is safely used. There have been few workers' compensation cases in both computer and noncomputer areas.

The inventory system works well.

Plan

In accordance with the Technology Master Plan, the college will provide the capital and human resources necessary to maintain and improve the quality of technological services.

The institution will provide ergonomically correct equipment to office staff as the budget allows.

Standard 6C: Facilities Planning

6C.1 There is a master plan for campus development, consistent with the objectives of the institution and the educational master plan.

6C.2 There is appropriate involvement of staff in the planning of facilities.

Description

PCC has had a Master Plan for facilities since 1991 (doc. 6-2). The Master Plan committee is made up of representatives from all college constituencies. The Plan has guided the completion of the major building programs of the past few years and includes completed plans for further construction as well as extensive renovation of existing facilities (see Standard 6A). The Plan is designed to address educational needs such as the Library, practical needs such as the parking facility, and comprehensiveness through construction of new off-campus facilities: the CEC and the CDC. The Plan is currently more than eighty

percent complete.

Faculty, staff, community members, and professionals in related fields have been active in determining the appropriateness of all new and renovated facilities. For instance, in the planning of the Library, parking facility, CDC, and CEC, faculty, staff, and students from those areas participated completely on the planning committees, meeting with architects, designers and engineers. They also looked at state mandates for facilities, spoke with outside consultants, and met with neighborhood members and local elected officials to discuss the impact of the facilities on the local community.

Standard 6

been submitted for college review but has not been approved as an official plan by any governing board.

Plan

The college will finalize the Technology Master Plan

6B.2 Equipment is maintained on a regular basis and attention is given to the safety/health/security aspects of equipment operation and maintenance.

6B.3 Equipment is adequately inventoried and controlled and periodic replacement is scheduled.

Description

Non-computer equipment is maintained on a regular basis as required by the manufacturer or as needed. Maintenance agreements are maintained with outside contractors for other specialized equipment such as copying machines, typewriters, and vehicles (doc. 6-11). Computer equipment is repaired as needed under warranty on campus or sent out as necessary.

With a staff of eleven FTE, Computing Services supports and maintains all desktop computing on campus, installing and repairing equipment and responding to software questions regarding all faculty and instructional computers. The support extends to the campus backbone, the maintenance contract for which is funded by Computing Services. The Instructional Computing Center (ICC) employs two full-time Instructional Computing Center Technicians and one electronic repair technician (the same level of staffing as 1988) to support more than 700 computers in student-related areas and in all areas of the curriculum. There are plans to add more than 300 computers in 1995-96, but there are no plans for increasing staff to support these acquisitions. (See Standard 5E for more information on computers and learning resources.) One staff person will be hired to maintain CEC equipment. It is hoped that the position will be filled by June, 1996.

MIS supports and maintains the campus mainframe (the HP 3000) and network data base servers. MIS is responsible for student records and other administrative databases such as ESCAPE. In addition, MIS maintains and supports the router and file server

in order to begin addressing some of the present and long-range concerns about technological equipment and support.

required for off-campus connections such as the Internet.

Equipment use training is provided for safe use of specialized equipment in various departments, including use of forklifts and electric carts. Training programs are also run for use of protective equipment for hearing conservation, respiration, and back and sight safety for applicable employees. DMV checks are run for personnel whose duties involve driving college vehicles.

A staff member in purchasing is responsible for the inventory of all campus equipment. All equipment has electronic bar codes which allow for monitoring and tracking.

Replacement of equipment is dependent on requests from cost center managers.

Appraisal

Maintenance of classrooms and offices is generally adequate. Evaluation, maintenance, and replacement of equipment, however, are done on an ad hoc basis in response to complaints rather than in a systematic, preventative manner. There is no program for regular evaluation, maintenance, or replacement of equipment. The institution also suffers because there are no established standards for purchase of equipment.

Overall, PCC's current implementation of FDDI and switched Ethernet, both at the main campus and at CEC, creates a very stable environment that will support the majority of the District's needs at a reasonable cost.

will be for upgrades, the CEC, and administrative and staff offices. Thirteen of these computers will be going to faculty. Screen guards, arm and foot rests, and other such accessories for safe, comfortable, and ergonomically sound computer use are purchased as requested. All faculty and staff with IBM-compatible equipment are connected to the campus network which provides access to a wide array of software, receipt and sending of e-mail, and, for those with Windows capability, access to the Internet.

In 1995-96, \$100,000 was allocated for the acquisition of computer equipment in the technology budget. Administrative departments have some flexibility in their budgets and are able to move funds from one account to another for computer purchase. Faculty computer purchases are funded through allocated equipment funds from the reserve and have varied greatly over the last four years: \$300,000 in 1992-93; \$100,000 in 1993-94; \$25,000 in 1994-95; \$100,000 for 1995-96. Much of the purchase of specialized computer equipment has been made with grant funds, including the Disabled Students High-Tech Center (H.N. and Frances C. Berger Foundation) and Engineering and Technology Division CAD updates (H.N. and Frances C. Berger Foundation, MTA, Chancellor's Office) (doc. 6-9).

Recent models of multifunction copying machines are strategically located around campus for use of faculty and staff. FAX capabilities are available to all offices. An upgraded phone system was installed in January, 1990 to provide call forwarding, conference calls, voice mail, and other telecommunications capabilities.

Twenty-seven vehicles are available for campus use, including maintenance vehicles and vans for instructional trips. The institution also has the financial ability to rent additional vehicles for instructional programs as needed. The maintenance vehicles are supplemented by electrical carts.

Appraisal

The amount and quality of classroom furnishings and noncomputer equipment is not the highest in many cases but is state-of-the-art in others. It is adequate overall to allow PCC to prepare students for the current workforce or for success in further education, including in fields dependent on technology. The District has also been able to equip new buildings

with new furniture and equipment to enhance both the function and aesthetics of these facilities.

The computer revolution of the past five years has been met at PCC with a great burst of purchasing that has made computer access available to administrators, faculty, and staff at a rate above average for comparable community colleges (see Standard 5 for information on student computing equipment and facilities). Upgrading, replacement of old equipment, and purchase of new equipment continue. Still, PCC has not been able to meet the college need for computers. Approximately 102 out of 391 full-time faculty members do not have computers, and many faculty who have them must share, thus limiting access to programs and networks. The Faculty Computing Committee (a standing subcommittee of the Faculty Senate that makes decisions on faculty computer purchases and distribution) reports an outstanding demand of forty first-time requests for computers and fifty requests for upgrades. Further, the age of faculty computers, the bulk of which were purchased three to five years ago, presages an increased need for upgrades or replacements in the near future. Many faculty, as well as classified staff, cannot take advantage of current campus software and network offerings because of outdated equipment. The irregularity in funding for faculty computers in particular has made setting a program for purchase and upgrades impossible.

Insufficient training opportunities and printed manuals for faculty and staff using computers have limited the usefulness of computer capability. Flex Day training seminars are always oversubscribed, as are the workshops offered throughout the year during the work day. There is no coordinated program for training staff or faculty upon installation of equipment or system upgrades nor are sufficient manuals available.

The most recent draft of the Technology Master Plan set technology goals for the campus (doc. 6-10). These goals include the establishment of the use of technology as a high priority and the setting of realistic and objective timelines to implement the plans. The goals also call for budgetary support for technology, including purchase, updating, and replacement of equipment, and the provision of support services and training. This Plan, as implemented, might begin to address some of the technological needs of the college, but so far the Plan has

Standard 6

Appraisal

Safety statistics reveal a low crime rate at Pasadena City College, especially impressive for an urban environment and a campus with approximately

23,000 students, staff, and visitors a semester and an approximate average of 15,000 cars parked per day Monday-Thursday, 10,000 on Fridays, and 5,000 on Saturdays.

	Jan-Dec 1993	Jan-Dec 1994	Jan-Dec 1995
Murder	0	0	0
Rape	1	0	0
Robbery	5	3	5
Aggravated Assault	2	4	3
Burglary	31	23	4
Motor Vehicle Theft	43	13	11

Burglary and car thefts have gone down significantly over the last three years. The attention paid to safety concerns in the new parking facility also seems to have paid off, with virtually no crime reported in that area.

Printed emergency procedures posted inside office and classroom buildings are in place and accessible and the staff seems well-informed about procedures.

A September, 1995 survey of cost center managers concerning safety issues in their areas revealed that

most areas are seen as adequately safe (doc. 6-8). Lack of sufficient storage space, though, was noted as a safety problem in a number of areas.

The institution is in compliance with ADA and OSHA requirements.

Plan

No plan at this time.

Standard 6B: Equipment

6B.1 Equipment is appropriate for institutional functions served.

Description

All classrooms and educational facilities are fitted with adequate desks, chairs, blackboards, tools, supplies, machinery, and other educational equipment. (See Standard 5 for information on learning resource facilities and equipment.) State-of-the-art computer and/or electronic equipment is available in the Physical Sciences Division, the graphic arts lab, the engineering and tech labs, and the TV and radio stations. All other labs and shops are equipped with modern equipment and tools in sufficient numbers and quality for the training of students. The new

Library was supplied with all new furniture and furnishings, and new furniture and furnishings have been ordered for the new CEC and CDC facilities.

Currently there are 1,261 computers at PCC: 189 faculty computers, 319 management and staff computers, and 753 classroom and lab computers. There is at least one computer in every staff/administrative office on campus. Almost half the faculty offices (accommodating from two to five faculty members) have computers. Two hundred more computers will be purchased and installed over the next three to four months. Most of these computers

6A.4 There is demonstrated concern for safety, security, disaster planning, and energy conservation.

6A.5 There is concern for health issues, barrier-free access, and environmental standards related to hazardous materials and waste.

Description

College Safety Services is staffed by nine sworn officers and two parking and security officers supplemented with approximately ninety student cadets. Safety officers or cadets patrol the main campus, the CDC, and the CEC twenty-four hours a day, seven days a week with a foot and vehicle patrol beat system designed to ensure campus coverage. Two patrol cars, six bicycles, four electric carts, and one electric tram (which is used as part of the escort service) are available for campus security. One hundred emergency phones are located on the main campus in parking lots, the parking structure, elevators, and in some hallways. Campus lighting was upgraded for energy efficiency and safety in 1994-95. An escort service for employees and students for transport from classrooms to cars parked in campus lots is available in the evening.

Emergency procedures for fire, earthquake, and other contingencies are posted in obvious and accessible places in every office and classroom (doc. 6-3). A section on safety for the campus community is published in the Schedule of Classes (doc. 6-4). Upon employment, every employee receives a brochure on general safety rules and the injury prevention program and a safety folder which describes campus safety features and reporting responsibilities (doc. 6-5). Updates of crimes statistics are delivered once a year to all faculty and staff (doc. 6-6). The Safety Office also provides crime awareness programs on a regular basis, and the college offers CPR training twice a year for faculty and staff.

All buildings are equipped with alarm and sprinkler systems and fire extinguishers. All fire equipment is tested on an annual basis. Appropriate safety equipment such as first aid kits, chemical showers, and eyebaths are provided in all instructional labs and maintenance work areas.

The campus supports a well-maintained student health office. In addition, the college is a disaster assistance site per agreement with the Red Cross and is equipped with appropriate facilities and resources.

The institution recently hired a consultant to ensure college compliance with ADA requirements. The college is amply equipped with ramps and elevators in all facilities. Only one classroom on the main campus does not have wheelchair access. TDD telephones are also available for the hearing impaired near the DSP&S office.

In compliance with federal standards, PCC has a regular procedure in place to dispose of hazardous materials and completes all required reports regarding compliance. A classified employee has responsibility for maintaining the hazardous materials program. In addition, training in proper procedures for the handling of blood-borne pathogens is offered under OSHA guidelines.

The college participates in the state program (Greentree) to increase energy conservation. New campus lighting, both internal and external, are recent efforts of the campus in this area.

A fully budgeted Safety Committee, composed of twenty representatives from various segments of the campus, meets to oversee and plan activities related to safety. This Committee is responsible for the annual Health and Safety Fair held on campus; reviews complaints and concerns from faculty, staff, and students; and makes recommendations to the Executive Committee and Board of Trustees on policy changes. In addition, once a year, representatives of Business Services, Safety Services, the student body, and any other interested parties conduct safety walks throughout the campus to identify problem areas.

(For policies on safety, security, and energy conservation, see doc. 6-7.)

Standard 6

sculpture garden will add to the green space on campus, making the campus more aesthetically appealing and offering another venue for performances.

A new Community Education Center (formerly known as the Community Skills Center and housed in space owned by the Pasadena Unified School District) is scheduled to open August, 1996, and is located in northeast Pasadena, approximately three miles from the main campus. The new 70,000 square-foot facility will contain 31 classrooms all wired for computers, a multi-purpose room (available for community use), a learning assistance center, and administrative space.

The Child Development Center, formerly located in the CSC, is scheduled for completion in Fall, 1996, and is located one block from the main campus. The 22,000 square foot facility will contain three main rooms, an infant/toddler facility, a snack preparation area, a reception and lobby area, offices, and observation rooms.

The District also leases approximately sixty off-campus facilities from a variety of public agencies to conduct non-credit classes through its Community Education and Continuing Education programs. In addition, the District leases a 9,000 square-foot building to serve as a warehouse.

The District has acquired seven residential homes adjacent to the campus, including two houses demolished and rebuilt by Building Construction classes. An eighth house was also built by the students in a joint project with the city of Pasadena. None of the residential homes are used to provide instructional classroom or office space for the college.

Over 80 full-time employees provide maintenance, gardening, and other support services for the campus, the CEC, and the CDC on a regularly scheduled basis. There are also provisions for special projects.

Appraisal

The past few years have seen major changes in the PACCD facilities due to the District's successful efforts in obtaining the financial resources necessary to fulfill the goals established in the campus Master Plan (doc. 6-2), adopted by the Board of Trustees on December 6, 1989. The four completed or nearly completed buildings— the Shatford Library, the parking garage,

the Community Education Center (CEC), and the Child Development Center (CDC)— have solved many of the most serious space and facilities problems PCC was experiencing. The Library is an aesthetically pleasing facility that has significantly improved all library functions. The parking garage has largely solved the parking problems of the main campus and has also improved relations with community neighbors by decreasing residential area street parking. The CEC will allow for the improvement in and updating of delivery of services to CEC students. The increased space in the CDC will enable the Center to add an infant care program, accommodate 110 children in the pre-school and after-school programs, and offer lab facilities for 45 college students in field practice classes. The considerable attention given to design, landscaping, and the impact on the local area in the CEC and CDC has resulted in facilities that enhance the appearance of local neighborhoods.

Classroom space itself on the main campus is just adequate to meet the needs of the institution. Classes run five days a week from 7:00 a.m. to 10:00 p.m. and on Saturday mornings. Except for Saturdays, most classrooms are filled throughout much of the day. Needed additional space for multi-station instructional computer and other labs, as well as for the Learning Assistance Center, will continue to be at a premium. Planned renovations should solve some of the problems of space use and organization of services, notably in physical education and student services (see Standard 5) but will not address all the space concerns.

The campus grounds and buildings are generally well-maintained with close attention paid to landscaping, general up-keep, and cleanliness. Efforts at making the new buildings and signage fit into an overall architectural design for the campus have been particularly successful. The exterior painting of many buildings has also helped maintain a positive appearance for the campus. On the other hand, interior painting is needed in a number of offices and classrooms.

Plan

The institution will complete the Master Plan and the sculpture garden and amphitheater.

STANDARD 6:

Physical Resources

Physical resources, including buildings and equipment used both on- and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.

Standard 6A: Facilities

- 6A.1** *Space allocations are appropriate and adequate for the institutional functions served.*
- 6A.2** *Buildings and grounds are clean and in good repair. Maintenance and operations are conducted in a systematic, planned manner with adequate staff and support.*
- 6A.3** *There are well-planned, adequate, and well-maintained physical facilities for off-campus programs.*

Description

The Pasadena Area Community College District occupies facilities at three major sites and a number of smaller sites in the city of Pasadena.

The main campus is situated on 53 acres on Colorado Boulevard, the main thoroughfare in Pasadena. The 39 buildings on the main campus house standard classrooms, auditoriums, theaters, vocational/instructional shops and labs, a TV studio, a radio station, an art gallery, a life science museum, a planetarium, a physical education facility including a stadium and a swimming pool, and other instructional facilities (doc. 6-1). The three-story, 50,000 square-foot Walter T. Shatford II Library opened its doors in September, 1993. The Library also contains a 9,000 square foot Media Center. In January, 1995, a five-story, 2,000-space parking structure was completed. This new structure resulted in a net gain of 1,600 parking spaces.

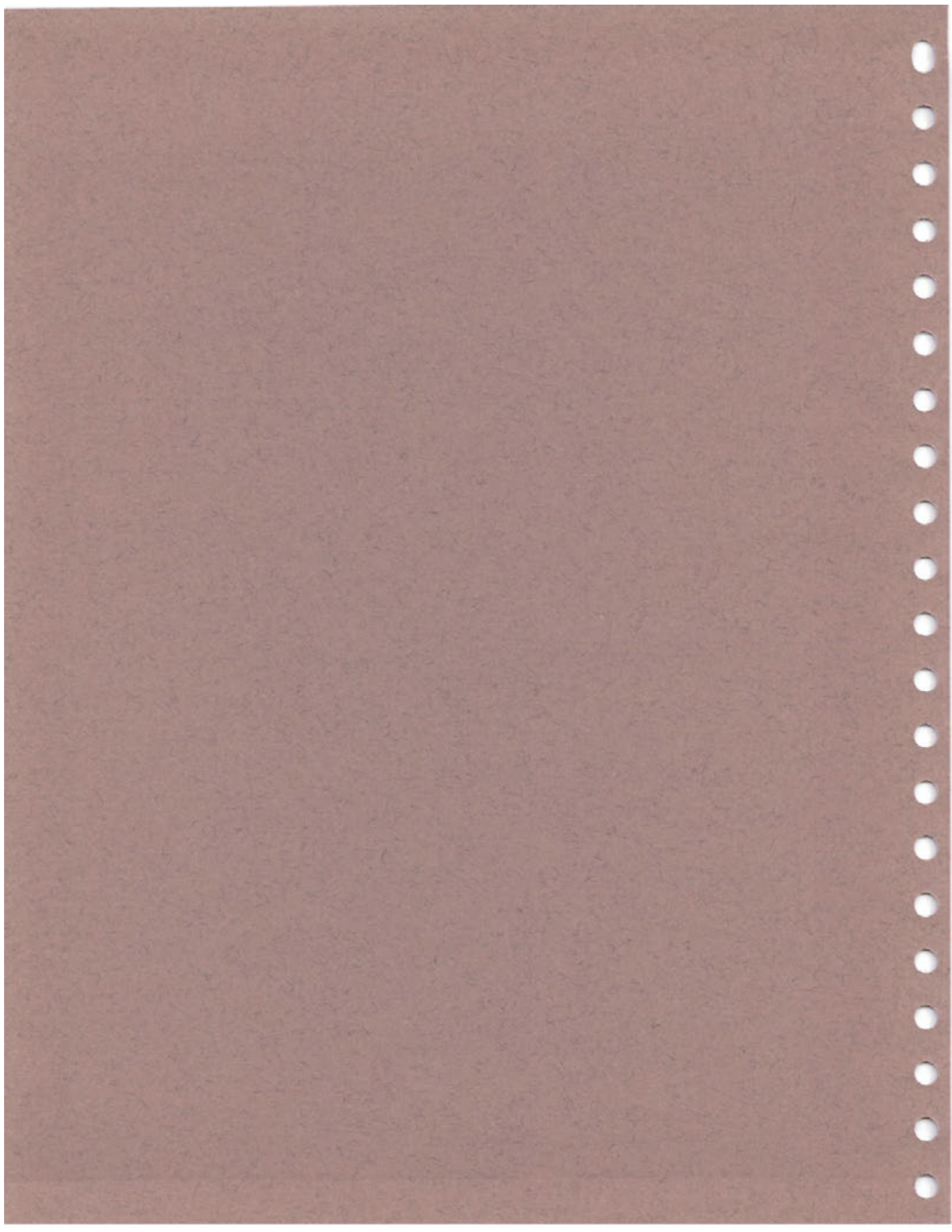
Recently completed restoration projects on the main campus include the following:

- Repainting of the exteriors of the C, D, and E Buildings and trim of most other buildings to

correspond to the architectural theme and color of the new Library and parking structure

- The installation of a new air conditioning system in the Campus Center
- Construction or renovation of signage at needed areas throughout the campus
- Remodeling and redesign of the locker rooms and showers in the W Building to accommodate students and staff and the creation of a temporary training room and office space for the Physical Education staff
- Remodeling of the Bookstore and most student food service sites

The passage of the March, 1996 bond issue (Proposition 203) will allow the college to complete plans which include renovation of the old library, the remodeling of the Music and Robbins buildings and Sexson Auditorium, and the construction of a new Physical Education facility which will include a pool/fitness center and football stadium. There are also plans to completely remodel the main campus dining area. Another construction project, the sculpture garden with a small amphitheater, is funded privately and should be completed by Summer, 1997. The



STANDARD

6

Physical Resources

STANDARD 6 COMMITTEE

Chair: Sherry Hassan, Business Services, Management

Faculty: Alan Armstrong, Engineering & Technology
Martha Hager, Nursing
Chuck Havard, Disabled Students Programs & Services

Management: Tim Berreth, Staging Services
Bob Cody, Computing Services
Don Holthaus, Facilities Services
Vince Palermo, Police & Safety

Classified Staff: Don Eckmann, Facilities Services
Ed Haines, Receiving & Warehouse

STANDARD 8:

Governance and Administration

Postsecondary education has a tradition of broadly shared authority and responsibility. For an institution to serve its purposes and achieve its goals each major constituency must carry out its separate but complementary roles and responsibilities. Institutional governance mechanisms provide the means through which policy is developed and authority is assigned, delegated, and shared in a climate of mutual support.

Standard 8A: The Governing Board

The governing board is responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution, and responsibly manages available fiscal resources. It establishes broad institutional policies and delegates to the chief executive officer the responsibility to administer these policies. There is a clear differentiation between the policy making function, the board and executive responsibilities. The board protects the institution from external pressures and provides stability and continuity to the institution.

- 8A.1** *The board includes adequate representation of the public interest and the diverse elements of the population it represents. Arrangements provide for the continuity of board membership and staggered terms of office.*
- 8A.2** *Board policies include a statement of ethical conduct for its members. The board acts as a whole; no member or committee acts in place of the board. Board policy precludes participation of the staff in actions involving possible conflict of interest.*

Description

The governing board of the Pasadena Area Community College District is composed of seven members, each member elected from a legally defined trustee area within the district boundary (doc. 8-1). Pursuant to federal and state regulations regarding changing demographics, the district was re-aligned following the 1990 census (doc. 8-2). Board members serve four-year, staggered terms and are elected in odd-numbered years. The board is diverse by gender.

In August, 1994, the Board of Trustees adopted a code of ethics (doc. 8-3) which addresses issues such as the maintenance of confidentiality, mutual respect and collegiality, the importance of representing Board

policies accurately to the community, and other related matters.

During the past two years, the Board re-wrote or otherwise amended the college by-laws to bring the by-laws into compliance with the provisions of the newly-revised Brown Act (doc. 8-4). All meetings are conducted in compliance with the Brown Act and other state-mandated open meeting laws, and the Board considers only those matters appearing on the agenda. Closed session practices comply with appropriate legislation. Unless otherwise determined, regular Board meetings are held on the first and third Wednesday of the month at 7 p.m. Special meetings are held as needed.

Standard 8

In addition to regularly scheduled Board meetings, the Board holds an annual retreat for at least a half day where it can address selected issues in some depth. At these retreats, the members work with the President to develop goals for the upcoming year and to provide guidance to senior managers in their areas of supervision.

Appraisal

The Board is elected in accordance with state laws and makes every effort to represent the public

interest and the diverse elements of the population it represents. The Board meets and conducts business in accordance with its by-laws and in a reasonable and responsible manner. Members of the Board adhere to the code of ethics, and there are no known conflicts of interest.

Plan

No plan at this time.

8A.3 The board is responsible for the financial soundness of the institution and ensures that the educational program and the physical facility plans are of high quality and consistent with institutional purposes.

8A.4 The board reviews and approves educational programs, and ensures that programs, degrees, and certificates are of satisfactory quality and consistent with institutional purposes.

Description

The Board is the responsible fiscal agent for the District and is fully informed about college budget and financial matters. With the guidance of the President and the vice president for Administrative Services, who serves as the chief business officer, the Board approves 1) the tentative and adopted budget, 2) the quarterly budget status transmittals to the state, and 3) every transaction having an economic impact on the District such as personnel travel, grant applications and acceptance, contracts, program budgets and expenditures, and all personnel actions involving District funds.

Subject to the recommendation of the Curriculum and Instruction Committee and upon the concurrence of the vice president for Instruction, the Board approves all educational programs and courses, including additions and deletions, and exercises general oversight functions over the instructional program at PCC. Currently, at each Board meeting, the Board hears presentations from academic divisions, support staff, classified staff, and students.

Appraisal

The Board's performance in terms of financial oversight has been strong. Several members of the Board believe, however, that the Board might take a more aggressive leadership role in identifying and securing outside funding for the college.

Members of the Board have been guided by the belief that the instructional program and the students are central to their function.

According to the Board self-evaluation, some Board members feel they have not done enough to keep abreast of curriculum matters through attendance at association conferences, educational meetings, and personal reading (doc. 8-5).

The division/department presentations at Board meetings have been successful in providing information to the Board on instructional programs and support services and in opening lines of communication.

Plan

No plan at this time.

8A.5 *The board approves an effective organization which serves institutional purposes.*

Description

The Board oversees the organization of the college. In 1989, with Board approval, the President reorganized the senior management structure, creating a flatter table of organization. The two vice presidents and four deans function together as an executive committee, with each manager reporting directly to the President. (See Organizational Charts, this document.)

Appraisal

The flattened administrative structure has worked well to facilitate communication and make college administration more efficient.

Plan

No plan at this time.

8A.6 *After appropriate consultation, the board selects and provides regular evaluation of the institution's chief executive officer.*

Description

District Policy Number 1610 (doc. 8-6) empowers the Board, after appropriate consultation, to "select, establish the rate of compensation for, provide regular evaluation of, and/or terminate the Superintendent/President."

In 1994, the Board adopted Resolution 228 (doc. 8-7) which calls for a biennial evaluation of the performance of the President beginning in 1996. However, because the current President did not assume office until December, 1995, the Board resolved (June 19, 1996) to conduct the evaluation in 1997.

Appraisal

The Board has developed what they hope is a fair and informative process for the evaluation of the President.

Plan

The Board will employ the new evaluation instrument to evaluate the current President according to the prescribed timelines.

8A.7 *The board has a process by which its own performance can be assessed.*

Description

As part of the re-examination of District policies, the Board developed a document which outlines its policy and procedures for measuring its own performance (doc. 8-8). The areas of concern for Board self-appraisal include 33 questions under the following headings: "Relationship With The President," "Rela-

tionship To The Instructional Program," "Staff And Personnel Relationships," "Relationship To The Financial Management of The School," and "Community Relationships." A form is also provided for evaluating the level of completion of Board objectives. These instruments were used for the first time at the Board retreat in the summer of 1995 (doc. 8-5).

Standard 8

Appraisal

The evaluation instrument has proven valuable to the Board in assessing its relationship with members of the community and in establishing goals for the Board and the institution.

At the retreat referred to above, and partially as a result of its self-appraisal, the Board developed goals for the 1995-96 academic year that will form the

basis of the Board's self-appraisal at its retreat in the summer of 1996. These goals/objectives addressed the Presidential selection, fiscal soundness, the facilities Master Plan, and college governance (doc. 8-9, 8-10).

Plan

The Board will revisit its evaluation instrument and conduct another self-appraisal in 1996.

8A.8 *The board is informed about and involved in the accreditation process.*

Description

The Board has been fully informed about the accreditation process. Several of its members are currently serving on standards committees, and the most recent past-President of the Board is a member of the Steering Committee. Drafts of the accreditation report were widely circulated on campus, and all Board members were given copies of the final draft and the final report.

Appraisal

The Board worked well in the accreditation process through representative participation on the steering committee and on standards committees.

Plan

No plan at this time.

Standard 8B: Chief Executive Officer

The chief executive officer is the educational leader and provides necessary leadership to define goals, develop plans, and establish priorities for the institution. The role of the chief executive is central to the operation of the institution. The chief executive officer's full-time responsibility is to the institution.

The District appointed a new chief executive officer (President) on December 1, 1995.

8B.1 *The chief executive fosters appropriate communication among the governing board, staff, and students.*

8B.2. *The chief executive has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.*

Description

The current President employs a number of methods to communicate to various constituencies at the college and to clarify policies and procedures. He holds weekly Executive Committee meetings. He attends Board of Trustees meetings twice a month and Faculty Senate and Management Association meetings monthly. Once a year, the President attends division meetings with the two vice-presidents to present information and to respond to questions from the faculty. Also yearly, the Leadership Retreat is convened with representatives from all areas of the college gathering to determine the goals for the coming year. The President also serves on a variety of campus committees, including the Accreditation Steering Committee.

The President issues periodic bulletins, memos, and the like to the entire staff on college issues, both on e-mail and through campus mail. The President has also invited all staff members to address their concerns to him through e-mail or memo, and he has opened Executive Committee meetings. In addition, approximately three hours a week, the President walks through various parts of the campus to observe activities and to engage staff and students in informal conversation. The President also speaks frequently to community groups.

Appraisal

The President maintains good communication with the Board of Trustees and the Executive Committee and Management Association through their regular meetings. Information about college policies is clearly conveyed and questions about the content and application of policies answered (doc. 8-11).

Faculty meetings are poorly attended, so that avenue for communication tends to be unproductive. Still, an accreditation faculty survey revealed that 70% of the faculty were satisfied or very satisfied with communication on campus. About a quarter of the faculty felt unsatisfied or very unsatisfied with the level of communication on campus (doc. 8-12). Most classified staff feel that communication with the President has tended to be more up-down as opposed to interactive and two-way.

The new President has pledged that he will exert every effort to improve communication in all areas. The recently established Leadership Retreat has allowed for considerable school-wide discussion of and participation in selecting goals and objectives. The Executive Committee meetings have been opened to staff for presentations. The President has enlarged the informational letter and issues it with considerably greater frequency. His e-mail access and walks around campus are also useful in opening lines of communication.

The President has also proposed a standing committee, to be called the College Council, to deal with issues of college governance (doc. 8-13). This committee will include representatives from all college constituencies.

Plan

The new President will meet with small groups of faculty and staff on a regular basis, including visiting faculty and staff in the classroom, offices, and at their work sites.

The President will convene the College Council in cooperation with the campus governing boards.

8B.3 *The chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and Board policies.*

Description

For the past eight years, the college has been fiscally sound, with no layoffs or serious diminishment in

program offerings. There have been no significant audit findings and no findings of non-compliance with regulations. In addition, the college physical plant has been transformed by the almost-completed

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\$100 million Master Plan.

Appraisal

The college has remained economically stable while managing to fund a multimillion dollar facilities Master Plan. The past President was instrumental in managing the finances of the college and in securing the funds for facilities growth.

The Standard 8 accreditation survey responses to this section show that 79% of the faculty are satisfied or very satisfied with the past President's performance, with 13% reporting that they are unsatisfied or very unsatisfied (doc. 8-12).

Plan

The current President will maintain economic stability and complete the facilities Master Plan.

8B.4. The chief executive supports an effective affirmative action policy for staff and students.

Description

In numerous memos and in his addresses to faculty and staff, the new President has made it clear that issues of diversity and affirmative action are to be "front burner" goals for his administration.

Appraisal

Under the past President, staff diversity was a high priority and great strides were made. For instance, eight years ago, none of the division deans were members of underrepresented groups; now, a third are members of such groups. Affirmative action monitors serve on all hiring committees.

The student body of the college has also experienced a shift in its ethnic composition, with a clear majority

of students now coming from traditionally underrepresented groups (see Demographics, this document). Educational programs and support services have been developed to support these trends, with significant support from the President.

Seventy-one percent of the faculty agree that the President supports an effective affirmative action policy; eighteen percent feel unsatisfied or very unsatisfied with the efforts of the President on this issue (doc. 8-12).

Plan

The new President plans to continue the strong commitment to issues of diversity and affirmative action begun by his predecessor.

8B.5. If the institution is part of a state system, the chief executive officer establishes and maintains an effective working relationship with the state system administration.

Description

The former President maintained close relationships with area legislators and kept them informed of major issues confronting the community college system and PCC in particular. In addition, he served on the

Chancellor's Cabinet, composed of twelve Presidents, thus keeping the college "in the loop" regarding current legislation and the various legislative positions held by the Board of Governors and the Chancellor.

Appraisal

The former President was an effective lobbyist at the state level. The acquisition of funding for the \$100 million facilities Master Plan was a significant achievement, particularly in light of the prevailing fiscal climate. Appropriate attention was given to bringing political officials to campus for briefings and site visits. The President also provided leadership in state and local organizations.

Seventy-three percent of the faculty felt satisfied or very satisfied with the performance of the President

on this issue, while about two and one-half percent of the faculty were unsatisfied or very unsatisfied with his accomplishments in this area (doc. 8-12).

Plan

The new President plans an even more aggressive information campaign with area legislators and others in the political arena related to community colleges and PCC.

Standard 8C: Administrative Services

The administration is organized and staffed to provide leadership which makes possible an effective teaching and learning environment for the achievement of institutional purposes and goals.

8C.1 *The administration supports a decision-making process which is timely and which involves persons in the process who will be affected by the decisions.*

Description

Pasadena City College's administration supports and is committed to a policy of shared governance as elucidated in the Board of Trustees policy adopted on November 20, 1991 (doc. 8-14). This policy encourages the involvement of all parties affected by decisions and policies. It operates through established representative bodies: the Faculty Senate, the Classified Senate, the Associated Student Executive Board, and the Management Association.

Through shared governance, faculty are represented on all appropriate institutional committees and task forces (see Standard 8D). In addition, all academic divisions hold monthly faculty meetings. In some divisions, subdivision meetings are also held on a regular basis. Input from faculty on matters of curriculum, hiring, course offerings, staffing, scheduling, and departmental and budget allocations is secured either through formal committees such as hiring committees and the C & I Committee, or through surveys such as the requests for schedules issued by division deans each term. Faculty are also central in the preparation of the division IPP reports.

Classified staff are involved in decision-making through the shared governance process (see Standard 8E). Students are represented through the Associated Students (see Standard 8F).

A management association exists to represent the nonexecutive board management. The Management Association has a constitution (doc. 8-15) and a board of directors made up of equal representation from the following areas: 1) division deans, 2) associate deans, 3) assistant deans and coordinators, 4) supervisors, and 5) classified managers. The board of directors decides what issues are to be brought to the yearly "meet and confer" meeting of the Management Association and the Executive Committee. In addition, the managers and the Executive Committee meet once a month for meetings called Management Association meetings. These meetings are primarily informational. Recently, the managers started meeting on an ad hoc basis to discuss issues of particular concern to managers. Managers also meet with their appropriate dean or vice president weekly to discuss policy in their areas.

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Appraisal

Managers who are not on the Executive Committee participate in institutional decision making in areas that affect them as managers primarily through the weekly meetings with the deans and vice presidents. Division deans and student service managers seem to see themselves as more actively involved in decision making in these venues than do some managers in other areas.

Managers have expressed concern about sometimes being left out of the shared governance process. The Management Association itself is in a period of self-definition in this regard. There has been some confusion about who belongs to the Management Association. While the Management Association board of directors does not include Executive Committee members or representatives, Executive Com-

mittee members attend and set the agenda for the monthly Management Association meetings. Questions have also arisen about equity in representation on the Management Association board, especially as it relates to the selection of managers for representation on college committees and task forces. Such selection used to be an Executive Committee function but now is a Management Association responsibility.

For appraisal of shared governance on the faculty, classified staff, and student levels, see Standards 8D, E, and F.

Plan

The Management Association will revise its Constitution to more effectively guide its participation in the college's shared governance procedures.

8C.2 *The administration provides leadership and encouragement to the faculty in the improvement of instruction through methods such as the use of classroom research, educational technology, and innovative methods of instruction.*

Description

Pasadena City College regularly encourages faculty development in a variety of ways. It offers conference attendance money and sabbaticals to provide faculty with individual opportunities for professional development. It also offers on-campus workshops on instructional techniques such as Classroom Assessment Techniques (CATs). The PCC Foundation provides grants for the improvement of instruction and the purchase of instructional materials not otherwise available under regular college budget processes (doc. 8-16).

Pasadena City College faculty have regular opportunities to teach in study-abroad programs which the college supports. Currently, the college has programs in Oxford, England; Vietnam; Costa Rica; and Florence, Italy. Faculty who participate in the college's Scholars Program receive stipends for the extra preparation occasioned by their work. (See Standard 2D.)

The college encourages and supports team teaching in the form of paired courses and blocks of courses such as the American Cultures Block and the Humanities Block programs. Faculty in paired or blocked courses receive stipends during their first semester of participation for the extra necessary preparations required for team teaching (doc. 8-17).

A number of individual faculty members have integrated innovative technology into their teaching and/or contributed to the technological innovation of their divisions through grant-sponsored purchase of electronic equipment for the Physical Sciences Division, the Engineering and Technology Division, and the Disabled Students Program High-Tech Center. The Grants Office has also been instrumental in assisting faculty in securing grant funding in a great many other areas, including the above-mentioned CATs training and a number of seminars in multicultural and interdisciplinary pedagogy (doc. 8-18).

Appraisal

While the college is receptive to innovations in instruction and supports faculty endeavors in that regard in a variety of ways, many managers feel conference attendance support for faculty is underfunded. They also feel that generic workshops for all faculty, while valuable, do not address the more specific staff development issues of individual divisions and/or disciplines. Division deans feel that funds for instructional improvement should be targeted more to individual divisions so divisions can use funds for more productive division- and discipline-specific purposes.

While individual faculty have made substantial contributions to the possibilities for technological innovation in instruction, there are no dedicated computer classrooms available to allow for more generalized innovation in pedagogy involving computers.

Plan

Division deans will move at least \$100.00 per full-time faculty member into conference attendance budgets from other areas of their divisional budgets.

8C.3 *The administration assures that institutional research is conducted and that the results are provided to the faculty and the governing board.*

Description

On July 1, 1993, Pasadena City College established an office of Matriculation and Research Services, which incorporated the work of the Office of Research and Assessment. Staffed with an assistant dean supervising a contract researcher and a half-time secretary, this office is responsible for providing institutional program planning data to all areas of the college; for preparing data about assessment, placement, and testing; for preparing demographic reports about the college's constituencies, particularly its students; for responding to faculty research data requests; for preparing special reports for the college's Executive Committee and governing board as needed; and for ensuring the integrity of the data the college sends to the Chancellor's Office (doc. 8-19).

PCC uses a modified Santa Rosa Gold program for data management.

dispersal. Because of the myriad demands on the office and its limited staff, the office has had to prioritize research tasks. This has meant that the fulfillment of some requests—for example, special faculty research projects—has been delayed.

The reliance on the Santa Rosa Gold program for data management with PCC-specific adjustments makes it difficult to ensure the integrity of the college's data. Because the system has been so customized, changes and updates are very complex and time-consuming. As a result, the quality of its reporting data is not dependable.

Plan

Matriculation and Research Services will develop a plan to make data more directly accessible to users so its work load can be lessened.

The college will re-examine the use of the Santa Rosa Gold system.

Appraisal

Matriculation and Research Services is responsible for a tremendous amount of information gathering and

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8C.4 *The administration is organized and staffed to reflect institutional purposes, size, and complexity, and to provide economical and effective management.*

Description

Pasadena City College's administrative structure continues to be relatively small with few administrative layers. The Catalog lists the President, two vice presidents, five deans, twelve division deans, five associate deans, ten assistant deans, eleven directors, three managers, and two coordinators as administrators. The vice presidents and deans (not division deans) make up the Executive Committee and report directly to the President (see Organizational Charts, this document) (doc. 8-20).

Appraisal

Many administrators at all levels are feeling more burdened by a heavy workload. This is partially because of the streamlined nature of the administration, but much of the problem results from increasing demands in the areas of reports, regulations, and program responsibilities. The continued vacancy in the assistant dean of Instruction position has also resulted in additional responsibilities for the vice president for Instruction and the division deans in curriculum, faculty evaluation, and other instructional matters.

Equity in amount of responsibility is also an issue for division deans. While each academic division is headed by one dean, divisions vary greatly in size. For instance, as of Spring, 1995, English and Foreign Languages, the largest division, had 103

FTEF. The next largest division, Social Sciences, had 57 FTEF. Music and Nursing are the smallest divisions with 20 FTEF each. In addition, some deans have twelve-month schedules because of summer programs—Nursing, Physical Education, and Engineering and Technology—and the other deans have eleven-month contracts. The eleven-month contracts cause disruption in service.

Questions of responsibility are also an issue in computing areas. Computing services are currently split into two areas: Management Information Services, which reports to the vice president for Administrative Services, and Educational Computing, which reports to the vice president for Instruction. MIS and Computing Services' needs and responsibilities are sometimes unclear or appear conflicting.

Plan

The vice president for Instruction will recommend that all division deans have twelve-month assignments.

The vice president for Instruction will explore the possibility of filling the assistant dean of Instruction position.

Upon finalization of the Technology Master Plan, the college will reexamine the relationship between Management Information Services and Computing Services.

Standard 8D: Faculty

- 8D.1** *The faculty have established and participate in an effective academic or Faculty Senate, or in the case of private colleges, a formal process for providing input in institutional governance. This faculty organization is able to carry on its responsibilities for academic and professional matters at the college. The college provides support to the faculty to enable it to meet its responsibilities. Appropriate delegation of authority takes place from the local Governing Board.*
- 8D.2** *The role and responsibility of the faculty through its academic senate, or faculty organization, is clearly defined in written policy.*
- 8D.3** *The role and participation of the faculty on various policy-making, planning, and special-purpose bodies is clearly stated in written policy.*
- 8D.4** *The faculty have and exercise a substantial voice in matters of educational programs, faculty personnel, and other matters of institutional policy which relate to their areas of responsibility and expertise.*

Description

The Faculty Senate is the faculty group recognized under Title 5 (doc. 8-21) and in the local Shared Governance Agreement (SGA) (doc. 8-14) as having the primary role in advising the Board of Trustees or its designees on academic and professional matters. A faculty senate has been active on the PCC campus since 1971 and meets regularly twice a month. The officers are elected for one-year terms with a maximum of four consecutive terms, and Faculty Senate Board (FSB) representatives are selected by their respective divisions. The Faculty Senate currently has 19 committees, including those dealing with professional rights and responsibilities, academic policies, curriculum and instruction, and facilities.

Eighty percent reassigned time is shared by the president and the vice president of the Faculty Senate. The chair of the Curriculum and Instruction Committee receives 20% reassigned time from the college. The Faculty Senate AB 1725 Committee chair and other officers and chairs currently have no reassigned time. The Senate has a budget supported with college funds, an office, and a 2/3 secretary. Additional financial support comes from voluntary dues from faculty members with approximately 60% of the faculty contributing.

In November, 1991, the Board of Trustees of the college enacted a governance policy that affirmed an ongoing consultation process among all constituents of the college. The policy calls for a process of collaborative consultation and "mutual agreement" between the faculty and the Board of Trustees or its designees on academic and professional matters (doc. 8-14). According to Title 5 and the District's Shared Governance Agreement, all campus committees are to have faculty representation selected by the FSB after consultation with the President of the college or his or her designee. Faculty therefore are represented on virtually all campus committees, including student services committees, the Technology Master Plan Committee, and other continuing and ad hoc committees and task forces. They are the majority on and chair the Curriculum and Instruction Committee. Faculty are also active in program review and curriculum development on the division level.

The Faculty Senate Constitution has been reviewed several times in order to update its role in accordance with its expanded responsibility due to AB 1725. The most recent revision took place in the winter of 1991 (doc. 8-22). The Senate, working jointly with the union, are in the process of developing peer review and tenure evaluation processes.

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Appraisal

In a positive initial step, the faculty and the Board of Trustees reached mutual agreement regarding the general role of the faculty in college governance. This agreement, passed by the Board of Trustees as college policy in November, 1991, reflects the mandates of AB 1725 and Title 5 and outlines a faculty role in formulating and assessing policy and procedure regarding academic and professional matters through the FSB and its designated AB 1725 Committee.

Faculty do serve on the Curriculum and Instruction and other committees; however, while recognizing that the administration and BOT do not share the FSB's views, the FSB believes that the administration and the BOT have not complied to a significant degree with the Shared Governance Agreement and have not committed themselves to consulting and reaching mutual agreement with the FSB on academic and professional matters. The FSB has identified several specific areas in which it feels this Shared Governance Agreement (and AB 1725 and Title 5) has not been fully implemented: the hiring of faculty, the hiring of division deans, the development of the District's budget process, the appointment of faculty to campus committees and task forces, and the offering and scheduling of classes.

In their report to the Standard 8 Committee (which passed by unanimous vote), the FSB identified several specific areas in which it feels the intent and spirit of AB 1725 and Title 5 have not been fully realized in governance practices at PCC (doc. 8-23). In general, the FSB is asking that the administration and BOT reach mutual agreement with the FSB on all academic and professional matters identified under Title 5. More specifically, the FSB is calling for: 1) a revision of the District's faculty hiring procedures that authorizes faculty to assume the primary role in such matters as called for by AB 1725; 2) a strengthened role (commensurate with faculty authority under AB 1725 and Title 5) in the hiring of division deans (managers that directly evaluate all teachers and directly oversee all academic programs); 3) mutual agreement upon a District budget development process; 4) the right to appoint faculty members to all campus committees and task forces in accordance with Title 5; 5) a significant faculty role in decisions regarding the offering and scheduling of classes, in accordance with the faculty's right under Title 5 to

reach mutual agreement on educational program development.

Finally, the faculty, despite having authority under the law to enter into agreements on academic and professional matters with the BOT, has no mutually agreed upon means of resolving academic faculty disputes with the administration, since previous Faculty Senate dispute procedures, identified in the most recent Faculty Handbook as Academic Due Process (doc. 8-24), have, according to the administration, been superseded by dispute procedures found in the agreement between the faculty collective bargaining agent (CTA) and the District (doc. 8-25). Faculty contend, however, that the Faculty Senate never agreed to such a change.

Part of the problem with implementation of shared governance has been in interpretation. The policy on shared governance is delineated in a general document. Faculty as well as administrators are often not sure of the roles faculty and administration have been designated in the shared governance process. Procedures need to be more fully addressed so that all parties have a clearer interpretation of AB 1725 and Title 5 roles and responsibility on academic and professional matters.

In addition, some faculty at the college are unclear and, perhaps, some are uninterested as to the specifics of AB 1725 and Title 5. Also, various impasses and difficulties faculty encountered in faculty attempts to institute shared governance have resulted in some disillusionment and erosion of involvement.

A further problem exists among interested faculty. The FSB is unable to fulfill some of its responsibilities because of lack of reassigned time for some committee chairs. For instance, the Faculty Senate AB 1725 Committee is charged with the task of regular review of policies and procedures mandated as a primary responsibility of the Senate by AB 1725 (see Faculty Senate Constitution and By-Laws and Title 5, Article 2.#53200; doc. 8-21 & 8-22). The chair of this Committee has no reassigned time. It would also be helpful if the classified secretary of the Faculty Senate office were a full-time position.

Finally, the Community Education Center faculty are concerned that the CEC lacks definition as an integral part of the campus community. Because of its physical separation and status as non-credit, the CEC has been "outside the loop" of campus governance and

activities. Although the CEC has been allotted representation on the FSB, faculty at the CEC recently expressed a desire for the FSB to consider doing more to facilitate greater CEC faculty involvement in governance. Faculty at the CEC believe that additional efforts are needed to help erase the widely shared perception that they are "second class citizens."

Plan

The Faculty Senate will make additional changes to its Constitution to reflect its increased role in making recommendations to the Board of Trustees on academic and professional matters.

The FSB will increase efforts to educate the faculty on their rights and responsibilities under shared governance to foster more concerned involvement with and input into the governance process.

The FSB and the BOT (or its designees) will: 1) devise and implement a plan for reviewing PCC's shared governance policy in an effort to find agreement regarding the roles and responsibilities of faculty in college governance in light of AB 1725 and Title 5 and 2) develop more specific procedures that are in compliance with AB 1725 and Title 5 mandates regarding the role of faculty in academic and professional matters.

The FSB will negotiate with the appropriate bodies to gain reassigned time for the chairs of the Shared Governance AB 1725 Committee and other integral FSB committees and FSB officers. The Board will also negotiate for full-time status for the classified secretary to the Senate.

The FSB will consider occasional rotation of meetings to include the CEC as a meeting site and will make a greater effort to accommodate CEC concerns. Some committee meetings will be held at the CEC.

8D.5 *It is considered part of each faculty member's professional responsibility to participate in committees and the governance structure of the institution.*

Description

The Collective Bargaining Agreement includes a provision that each faculty workload include five hours per week for governance and division committee participation (doc. 8-25).

Appraisal

There are a great variety of opportunities for faculty to participate in governance and division committees. Some faculty take considerable responsibility for committee participation and governance activities on a college-wide level. Others contribute through divisional activities. Some do both. Some faculty do not participate much at the division or college level in governance activities, despite their contractual

obligations to do so. There is no designated process for monitoring participation. The FSB believes that commitment by the administration and Board of Trustees to fully implement shared governance as stipulated in AB 1725 and Title 5 would encourage faculty to participate more fully in college governance, as would more emphasis on governance activities in peer reviews.

Plan

The FSB will present the contracted five hours per week of governance to faculty as a serious paid commitment.

The FSB will make efforts to have participation in governance be strengthened in the peer review process.

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8D.6 *Where appropriate, there exists a workable written delineation of functions between the bargaining agent and the senate.*

Description

There is no formal document between the California Teachers Association (CTA) and the Faculty Senate. A representative of the bargaining group provides a report at each Senate meeting.

Appraisal

For many years, the Senate and union operated as separate bodies with limited interaction. However,

three years ago, a union representative was included on the Senate agenda for a report at each meeting.

Recently, there has been more dialogue between the Senate and the CTA. There still remains some confusion among faculty as to the separate responsibilities of these representational bodies.

Plan

The FSB will explore the possibility of developing a delineation of functions agreement with the CTA.

Standard 8E: Support Staff

8E.1 *An organization of support staff personnel, if established, has well-defined responsibilities and functions.*

8E.2 *The role of the support staff in various governing, planning, budgeting, and policy-making bodies is made clear and public.*

Description

Classified employees of Pasadena City College elected their first classified senators in March 1992. A constitution and bylaws (doc. 8-26) were drafted and ratified on April 29, 1992, by a vote of all classified employees and amended on November 3, 1993. The 17 senators serve two-year terms and represent four categories: clerical/secretarial, service/maintenance, skilled trades, and technical/paraprofessional. The number of senators from each category is determined by the total number of classified employees in that group as a proportion of the total number of classified employees (doc. 8-27). The Classified Staff Development Committee and Committee on Committees currently function under the direction of the Classified Senate. The Senate has an office on campus but no clerical support. No additional reassigned time is granted officers.

During the past few years, senior administrators have committed themselves to providing greater opportuni-

ties for classified staff development and governance participation. The college administration has made a particular effort to include classified representation on approximately 20 campus-wide committees (doc. 8-28). The Board of Trustees' policy on shared governance includes a section on classified staff (doc. 8-14), and a non-voting representative from the Classified Senate sits at the Board table.

The Classified Senate normally designates classified staff members to standing or ad hoc committees, task forces, or special groups. The Classified Senate Committee on Committees solicits volunteers and makes recommendations to the Classified Senate for appointment.

The Classified Senate maintains good working relations with the unions on campus and does not become involved in bargaining issues.

Under the leadership of the Classified Senate and with the approval of the college's Executive Committee, guidelines were developed providing four release

hours per month for classified staff participation on campus committees and in staff development activities (doc. 8-29). The guidelines became effective January 3, 1995.

Appraisal

There is a widespread feeling among classified staff that classified employees are excluded from governance. A possible reason is the lack of a campus wide shared governance coordinating committee. Presently, there is no place where classified staff, faculty, student, and management representatives meet and discuss issues related to shared governance. This lack may be filled by the President's planned College Council (doc. 8-13).

In addition, classified employees are not always consulted or responded to regarding decisions which significantly impact them. These include areas that specifically apply to classified staff tasks as well as to college issues. For example, recent changes in requisitions and time sheets have caused decreased staff productivity in these activities which could have been avoided with prior consultation. Means of input from and the responsibility for response to the Classified Senate or other representative groups needs to be clarified. Finally, information concerning issues that impact classified staff or the college as a whole are not routinely communicated to all members of the classified staff, hampering its full participation in shared governance and institutional decision-making.

Still, classified staff who participate on campus committees and other shared governance activities

feel more positive about the way things are done on the campus than those who do not. Nonetheless, these participating employees experience problems. Much of the work of the Classified Senate depends on senators using their breaks and lunch times for classified senate tasks, including clerical tasks. Classified senators also use two of their four hours of release time each month for the regular Senate meeting. Classified staff frequently then must work extra hours to "make up" for their absence from their work site on Classified Senate or college business. The Classified Senate has therefore requested a review of release time (reassigned time is not an option due to classified duties and contract provisions) provided for official Classified Senate tasks.

Plan

The Classified Senate will prepare a request in accordance with the special needs budget process to fund clerical support to assist with preparing and distributing minutes of the Senate and performing other tasks as needed to help the Senate function smoothly.

The Classified Senate will ask for a policy to commit leadership bodies to respond in writing when requests or recommendations are presented for approval or review.

The Classified Senate will recommend that the college initiate a procedure for planning that includes advance consultation with affected parties.

8E.3 *There exists a well-developed program of staff development for the support staff.*

Description

The Classified Staff Development Committee is a Classified Senate standing committee. All members of the Classified Staff Development Committee are members of the college's Staff Development Committee which was formed following the passage of AB 1725. Funding for this Committee's activities come from state allocations and are based on the Staff

Development Plan submitted by the college to the State Chancellor's Office (doc. 8-30). The college is also in the last year of a federal Title III grant which has staff development as one of its primary components.

There is no formal director of staff development on the campus. For reporting purposes, the dean of Human Resources is the designated chief staff development officer and approves all budget-related

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paperwork and signs off on the annual Staff Development Plan. The Classified Staff Development Committee processes requests for conference attendance funded with AB 1725 funds.

The major activity planned by the Classified Staff Development Committee is the annual retreat for classified staff. Between 35 and 40 individuals out of approximately 350 eligible employees have attended each of the six two-day overnight retreats held at an off-campus location. The emphasis at all the retreats has been team building and on-the-job relationships.

Classified staff also participate in the institutional Flex Day at the beginning of each year and workshops on personal and professional growth issues throughout the year.

Publicity about upcoming conferences and workshops is maintained in a three-ring binder by one of the Committee members. The conference information is also regularly announced on the e-mail Bulletin.

Appraisal

At the Standard 8 open forum for classified staff and in other discussions, a number of concerns were repeatedly mentioned. The major concern was that there is no ongoing comprehensive program for staff development. Another issue was the difficulty that some classified employees experience in receiving release time for staff development activities. Despite the institution of the release time guidelines referred to in Standards 8E.1 and 4D, some employees still are hesitant to request time, fearing the unpleasant work situation they may experience if they pursue their right. Even in the most benign situations, staff have to make up the work not done while they participate in development or governance activities. Facilities and College Safety Services areas have had proportionately lower participation in conference attendance and other off-campus activities than other areas of the college.

Of special concern to the Classified Staff Development Committee is the limited participation in the Classified Retreat. Only a small percentage of classified staff attend and many are repeat participants (first-time applicants have top priority). This can be attributed in part to a lack of encouragement among supervisors. Until direct pressure from senior administrators was applied, Classified Retreat participation was routinely

denied by certain offices to those employees who requested permission to attend on the grounds that they were essential to perform the current workload and could not be spared even for one day. Participants in the classified retreats uniformly have given the event high praise and believed it has contributed to their growth and to overall staff morale. They have also felt it was a valuable opportunity to learn more about other segments of the campus community and establish networks to provide better service to students.

Content of classified staff development activities is also perceived as a problem. Evaluations of Flex Day usually fault the lack of content of interest to classified employees (doc. 8-31). In addition, classified staff have persistently requested more workshops on Flex Day and throughout the semester and/or a regular training program for computer skill development, including the use of technology such as the Internet. Currently such activities, except on Flex Day when these workshops are oversubscribed, depend on the willingness of the individual budget manager to make certain his/her staff are released for training at workshops.

In addition, the Classified Staff Development Committee observes a lack of cooperative development of activities by the college Staff Development Committee. The classified members of the college Staff Development Committee did not receive copies of the 1995-96 recommended plan of action for staff development which was submitted to the college Executive Committee and subsequently returned for revision. They are unclear about exactly what activities have been recommended or how they will be funded. In addition, in a number of cases, the 1995 Flex Day activities for classified staff were not those recommended by the Classified Staff Development Committee. Further, when two workshops were scheduled on the subject of shared governance, classified speakers comparable to those from management and faculty were not included in presentations. On a number of occasions, very few or no faculty members of the Staff Development Committee attended planning meetings for Flex Day, resulting in classified members of the Committee feeling as though they were expected to do much of the logistics work.

Another issue of concern to the Classified Staff Development Committee has been the co-mingled

budget process applied to the AB 1725 funds. There is no budgetary distinction between staff development activities for academic, management, and classified employees, so it has been difficult to track expenditures that are charged to classified staff development activities or to monitor and manage budget allocations for items such as the Classified Retreat. Requests for detailed financial accounting have not been answered satisfactorily. The Senate is working with the dean of Human Resources to find a satisfactory interim solution.

Plan

The Classified Senate will request that the administration encourage managers to support the regulations for classified employee participation in staff development and shared governance activities.

The Classified Senate will request that the Office of

Human Resources plan and implement a regular series of training sessions on the adopted campus standard computer software and associated computer technology.

The Classified Senate will request that the administration restore the second-semester Flex Day for Classified staff, empowering the Classified Staff Development Committee to design, plan, and conduct the day's activities.

The Classified Senate recommends adding on-campus staff development activities available to all classified staff.

The Classified Senate will request that the institution restructure the financial accounting for staff development by establishing separate codes for employee groups (staff, faculty, and management) to allow each group responsible for staff development to set priorities, allocate funds, and track expenditures.

Standard 8F: Students

8F.1 A student governing body, if established, has well-defined responsibilities and functions.

Description

All students at Pasadena City College are considered part of the Associated Students. The Associated Students Executive Board (ASB) is elected by students each year. The Board's responsibilities and functions are defined in the ASB Constitution and By-Laws (doc. 8-32). The ASB consists of the president, executive vice president, vice president of Academic Affairs, vice president of Business Affairs, vice president of Student Services, coordinator of External Affairs, coordinator of Campus Activities, coordinator of Cultural Affairs, and the coordinator of Publicity. The ASB distributes funds to student clubs and organizations and sponsors various activities, retreats, and workshops for the students.

The judiciary branch of the ASB, the Supreme Council, consists of six justices and one chief justice. Council members are appointed by the ASB president and approved by the ASB.

In January, 1991, the Supreme Council initiated a

revision of the Constitution. This revision, under the aegis of the ASB, was sent out to the general student population for approval in March, 1995. The revised Constitution did not receive the necessary 2/3 vote for approval.

Appraisal

While there is a representative board for students, the ASB has been in disarray for much of the past few years. Many of the problems have come from questions of procedure and interpretation of the Constitution. The Constitution, as it currently stands, is vague, contradictory, and inconsistent. It still needs revision.

The function of the Supreme Council is also not well delineated nor is its relationship to the ASB clear. While, for instance, the Council has a say in areas such as impeachment, any decision about ASB members or ASB function can be overturned by the ASB.

Standard 8

Plan

The issue of the Constitution will be referred to a future ASB board.

8F.2 The role of students in various governing, planning, budgeting, and policy-making bodies is made clear and public.

Description

The Associated Students are represented on all key governing, planning, and policy committees including the Board of Trustees and the accreditation committees. Student representatives are either members of the ASB or are appointed by the Board. Student committee members report to the executive board during weekly meetings.

Appraisal

There is strong commitment to student representation on the bodies that make and administer policy at Pasadena City College. Students are on these committees, but many committees report poor attendance from students.

Plan

The ASB will encourage students serving on committees to be more active in committee activities.

*Supporting Documentation for Standard 8***Referenced:**

- 8-1 Trustee areas
- 8-2 Trustee Redistricting Plan, February, 1992
- 8-3 Trustees' Code of Ethics, Board Policy #1450
- 8-4 College by-laws
- 8-5 Board self-evaluation
- 8-6 Powers and Duties of the PACCD Board and Student Trustee, District Policy #1610
- 8-7 Adoption of Procedure for Evaluation of the President, Resolution 228
- 8-8 Procedure for Self-Appraisal of Board of Trustees
- 8-9 Goals of the Board of Trustees in 1995-96
- 8-10 Minutes, Retreat, Board of Trustees, August 15, 1995
- 8-11 Management report on the President
- 8-12 Faculty Senate accreditation survey
- 8-13 College Council concept paper (draft)
- 8-14 Shared Governance Agreement
- 8-15 Management Association Constitution
- 8-16 Foundation report
- 8-17 Block and Scholars program information
- 8-18 List of grants
- 8-19 Matriculation and Research Services reports
- 8-20 PCC Catalog
- 8-21 Title 5
- 8-22 Faculty Senate Constitution and by-laws
- 8-23 FSB Shared Governance Report to the standard 8 accreditation committee
- 8-24 Faculty Handbook
- 8-25 Agreement between the PACCD and the CTA
- 8-26 Classified Senate Constitution and by-laws
- 8-27 Classified representation in Classified Senate
- 8-28 Committees with classified staff representation
- 8-29 Release time guidelines
- 8-30 Staff development plan
- 8-31 Flex day schedules
- 8-32 ASB Constitution and by-laws

Other Supporting Documents:

- Board Policy Manual
- Manual of administrative procedures
- Student handbook and informational brochures
- Miscellaneous brochures, forms, handbooks, guidelines, surveys, etc.

