





Pasadena City College
Pasadena, California

INSTITUTIONAL SELF-STUDY 2002



INSTITUTIONAL SELF-STUDY

Submitted by the

PASADENA AREA
COMMUNITY COLLEGE DISTRICT

1570 East Colorado Boulevard
Pasadena, CA 91106-2003

October 2002

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

in Application for
Reaffirmation of Accreditation



Table of Contents

Introduction and General Information

Certifications	
Certification of Institutional Self-Study	5
Certification of Continued Eligibility	7
Abstract of the Report and Planning Summary	11
Organization of the Self-Study	21
Description and Demographics	27
Organizational Charts	65
Responses to Recommendations	
From the 1996 Evaluation	73

Institutional Self-Evaluation

Standard 1	
Institutional Mission	77
Standard 2	
Institutional Integrity	79
Standard 3	
Institutional Effectiveness	85
Standard 4	
Educational Programs	93
Standard 5	
Student Support and Development	109
Standard 6	
Information and Learning Resources	117
Standard 7	
Faculty and Staff	133
Standard 8	
Physical Resources	143
Standard 9	
Financial Resources	149
Standard 10	
Governance and Administration	159



Certifications





Certification of the Institutional Self-Study Report

Date: June 2002

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 Kossler

Superintendent-President


Warren L. Weber

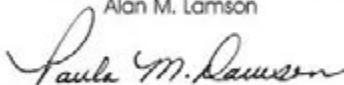
President, Board of Trustees


Stuart A. Wilcox

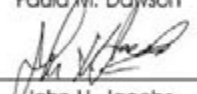
Accreditation Liaison Officer


Alan M. Lamson

President, Academic Senate


Paula M. Dawson

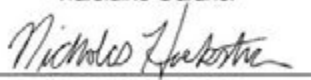
President, Classified Senate


John H. Jacobs

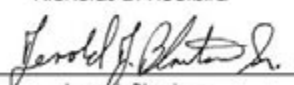
President, PCC/CTA


Haroldine Gardner

President, PCC/ISSU


Nicholas D. Hoekstra

President, PCC/POA


Jerry J. Blanton

President, PCC/CSEA


Angela Ortiz

President, Associated Students


Douglas Haines

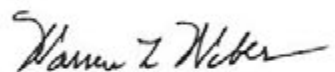
Convener, Management Association

Certification of Continued Compliance with Eligibility Requirements

A subcommittee of the Accreditation Self-Study Steering Committee reviewed the eligibility requirements for accreditation and validated each as being met. The institution continues to comply with the eligibility requirements set by the Western Association of Schools and Colleges.

Statement of Assurance

We certify that Pasadena City College continues to meet the eligibility requirements for accreditation.



Warren L. Weber

President, Board of Trustees



James Kossler

President, Pasadena City College

DISCUSSION OF ELIGIBILITY REQUIREMENTS

1. Authority

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges Letter of Reaffirmation of Accreditation is on file in the President's office. A notation of this status is printed in the College Catalog.

2. Mission

The college Mission Statement was adopted by the Board of Trustees in 1992 and is printed in the College Catalog.

3. Governing Board

The Board of Trustees operates under the authority of California State Education Code Sections 70900 – 70902. Its members are popu-

larly elected and represent a broad array of community interests.

An annual statement of lack of conflict of interest, California Fair Political Practices Commission Form 700 "Statement of Economic Interests", is filed by the Board members.

4. Chief Executive Officer

The job description for the position of President, Pasadena City College, describes the qualifications, attributes, and personal characteristics for the job. The Board of Trustees annually evaluates the President.

5. Administrative Capacity

The college organizational charts are in this Self-Study. The persons filling administrative positions are full-time and have appropriate preparation and experience for their duties.

6. Operational Status

The Enrollment history of the college is documented by records submitted each term to the Chancellor's Office of the California Community Colleges.

7. Degrees

The College Catalog lists degrees granted, course credit requirements, and length of study time for each degree program, and designates transfer-articulated status for individual courses. Data submitted to the State Chancellor's Office documents student enrollments and graduation statistics.

8. Educational Programs

The college degree programs are listed and described in the Catalog. The Course Outlines of Record and data attesting to compliance with Title V, Part VI, California Code of Regulations, and SCANS competencies are on file in the Offices of Instruction and Vocational Education.

9. Academic Credit

The college conforms with appropriate Education Code sections. The Board of Governors of the California Community Colleges has authorized the college to offer Associate Degree programs. The Course Outline of Record describes the relation between classroom hours and unit credit. The Office of Admissions and Records files document attendance and hours of credit for each class.

10. Educational Objectives

Program objectives are published with program descriptions in the College Catalog.

11. General Education

The programs of study leading to either an Associate in Arts or Associate in Science degree, as described in the College Catalog, require reading, writing, and computational competencies as well as general education breadth requirements.

The Intersegmental General Education Transfer Curriculum, located in the College Catalog, describes the transfer process to higher education.

12. Faculty

This Self-Study documents the number of full-time and part-time faculty. The current Schedule of Classes lists teaching responsibilities for each instructor. The College Catalog lists the academic backgrounds of the faculty. The CTA faculty contract describes the responsibilities of both the college and faculty. The Board of Trustees policies and procedures which identify various faculty roles and responsibilities are available on the District Web site.

13. Student Services

A list of student services and their descriptions is found in the College Schedule of Classes and Catalog. An annual Fall Student Survey which collects information about the use of various student services is available in the Institutional Planning and Research office.

14. Admissions

The College Catalog describes the college's admission policies and procedures, all of which are in compliance with State regulations.

15. Information and Learning Resources

The Library resources and holdings are on file in the Library. Student learning and support centers are described in the Schedule of Classes.

16. Financial Resources

College budgets for various years and financial statements are on file with the Vice President of Administrative Services. The college carries an ending balance sufficient to meet or exceed State requirements. Student loan default rates and relevant USDE reports are filed with the Office of Scholarships and Financial Aid.

17. Financial Accountability

The college is audited annually by an external auditor. A statement of audit procedures and findings is on file in the office of the Vice President of Administrative Services. A copy of the current budget and audited financial statement are also on file in that office.

18. Institutional Planning and Evaluation

The college's Office of Institutional Planning and Research is responsible for the integrated planning process in place at the college. The planning process is described in the Planning Handbook. Mid-year and annual reports are provided to the Board of Trustees on progress made on each of the college's annual goals.

19. Public Disclosure

The College Catalog, the primary document of public disclosure and student information, as well as printed informational brochures, are

available in the Admissions and Records office, Counseling Services, and various other Student Services offices.

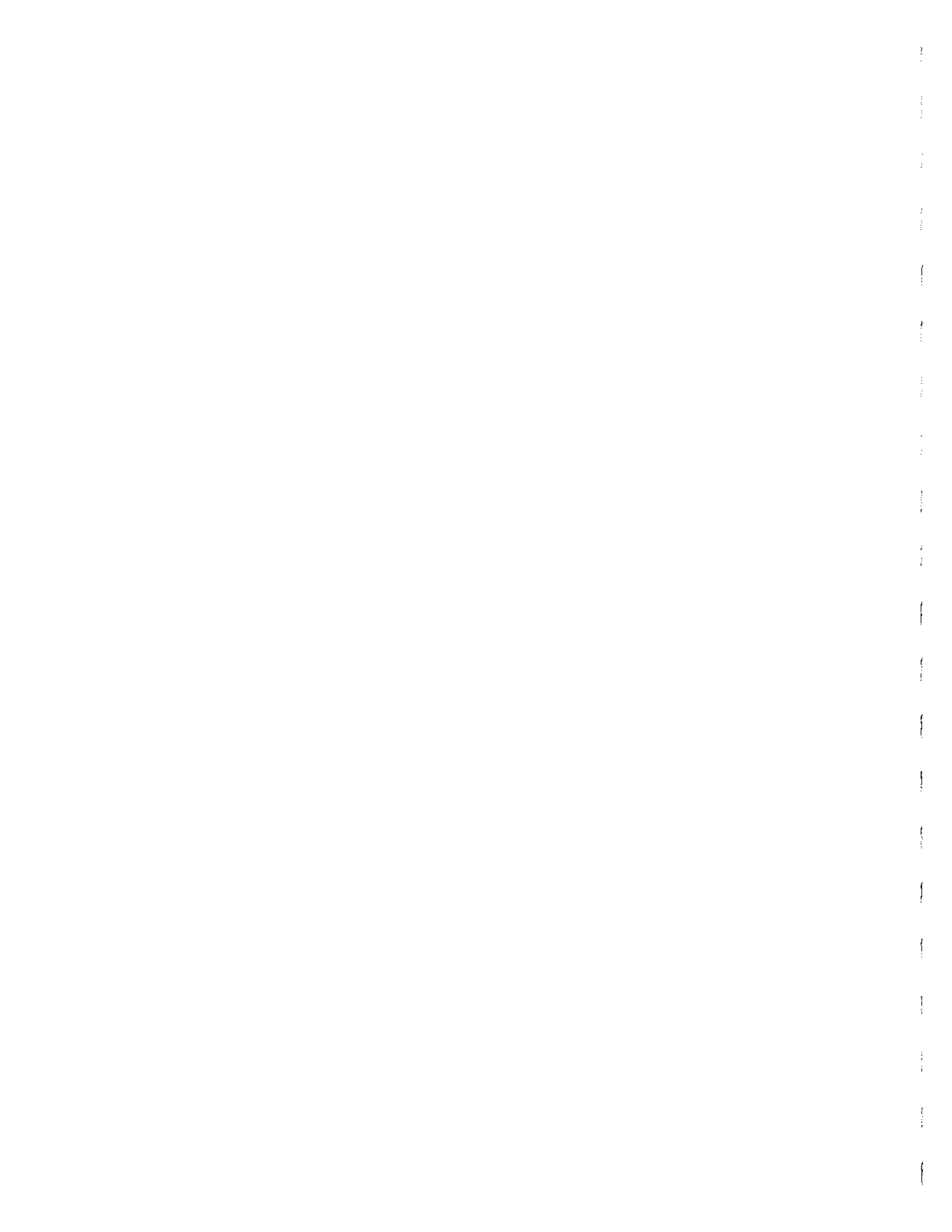
20. Relations with the Accrediting Commission

The governing board of Pasadena City College supports and adheres to the accreditation process as certified by the Continued Compliance with Eligibility Requirements.

Abstract and Planning Summary

of the Institutional
Self-Study Report





Abstract

of the Report

Note: The planning agendas developed by the various standard committees are listed in this abstract following the summary of each standard. The numbers associated with the planning agendas refer to the specific section of the standard that generated the planning agenda.

Standard 1: *Institutional Mission*

Pasadena City College is an open door institution admitting all high school graduates and anyone 18 years or older who can profit from the instruction offered, and in special cases non-high school graduates who are under 18 years. The mission statement clearly defines transfer, vocational, adult education, and basic skills students, among others, as those the college intends to serve. Although the mission statement should guide the college's strategic planning process, the college's mission statement has not been reviewed since 1992 and therefore does not influence the planning process as it should.

Planning Agendas

1.1 The Dean of Institutional Planning and Research will coordinate a review and revision of the mission statement in spring 2002.

1.3 The Institutional Planning and Research Office will coordinate regular reviews of the mission statement to coincide with the Integrated Planning Process.

Standard 2: *Institutional Integrity*

The college presents complete and accurate information to students and the public in all the

traditional forms: the College Catalog, the Schedule of Classes, and the Student Handbook. Information about the institution is also published on the college Web site.

The college has several approaches that meet the need for equity and diversity. The college has updated its policies regarding affirmative action and non-discrimination. Also, in response to updated legal issues, the sexual harassment policy has been rewritten. An affirmative action officer serves on every college hiring committee. An ongoing faculty-staff diversity committee sees that policies are applied effectively and considers any need for changes in policies.

The college's Policy and Procedures Manual details measures for evaluation and revision of policies and practices. The college extensively and periodically reviews its programs and services to ensure internal consistency and agreement between policies and procedures and actual practice, taking into consideration applicable laws and regulations.

Planning Agendas

2.2 The Academic Senate in consultation with the Office of Instruction will complete and publish a new Faculty Handbook.

2.3 The Academic Senate will ask the District and the faculty bargaining unit to review the "Student Evaluation of Teachers" form to determine whether it sufficiently addresses the issue of presenting material fairly and objectively.

The Academic Senate will ask the District and the appropriate employee representation groups to consider developing a statement on the obligation of administrators and classified staff to present material fairly and objectively to students and others.

2.4 The President's Office in consultation with constituent groups will develop an expanded policy on nepotism and conflict of interest.

Standard 3: *Institutional Effectiveness*

The college has made significant strides in the areas of institutional planning and research since the last accreditation report. Planning and research are now housed in the same office. By way of its Planning Handbook, the college has created an effective structure for the evaluation of its programs and services with the ultimate goal of achieving its mission and purposes.

The college has developed a comprehensive planning process that involves every element of the college community. The process begins with the collection of planning goals, activities, and resource needs from Program Planning Teams at the most basic functional levels of the college. These program plans are sent to the Unit level where the Unit Planning Teams integrate and prioritize items in the program plans to form the Unit plans. These Unit plans are then sent to the Area Planning Teams that integrate the Unit plans into the Area plans.

Through its planning process, the college identifies institutional strategic directions and annual goals that are published as the Institutional Strategic Directions and Annual Goals and Objectives report.

While the planning process involves all offices of the college and integrates both planning and budgeting, there is room for improvement. The results of the budgeting and program evaluation parts of the planning process have not been well communicated to the college community. In addition, the Planning Handbook describes a written Integrated Master Plan which has not yet been produced.

Planning Agendas

3A.4 The Institutional Planning and Research Office will communicate to the campus community the results of program evaluations. The results will be easily accessible to all interested faculty and staff. The evaluation process will provide feedback to ensure accountability and change.

The Vice Presidents of Administrative Services and Student and Learning Services will create and implement a program review process for noninstructional programs.

3B.1 The Institutional Planning and Research Office will continue to implement the planning process as it has developed, will review its recommendation for the creation of the Integrated Master Plan, and will communicate to the college community discussions and decisions at all levels of the planning process.

3B.2 The Institutional Planning and Research Office will review the details of the Planning Handbook and either follow the process described or revise the process to reflect current practices.

Standard 4: *Educational Programs*

Now in its 77th year, the college meets its mission with a broad curriculum, offering 60 academic programs and 76 certificate programs, in 38 vocational areas, with day, evening, and weekend classes. The college offers the degrees of Associate in Arts (AA) and Associate in Science (AS). The college has a diverse student population. In fall, 2000, 24,019 students registered for credit and an additional 3,808 for non-credit. Of this population, 37% self-identified as Latinos, 32% as Asian Pacific Americans, 4% as Filipino, 20% as White, 7% as African American, and less than 1% as American Indian.

Academic divisions are sensitive to sequencing needs of students and offer a wide range of courses every semester. The college is continuing to pursue online instruction, alternative scheduling, and a compressed calendar as ways to alleviate the need for additional classroom space, and to give students more options for achieving their academic goals. The design and characteristics of the college's degree and certificate programs are determined by the appropriate faculty for the program area and approved by the college-wide Curriculum and Instruction Committee, which operates under the terms and conditions of state regulations and the college's shared governance policy. Comprehensive descriptions with terminal measurable objectives, required for each course and all programs, guarantee that they are appropriate in length, breadth, depth, sequenc-

ing, synthesis of learning, and use of information and learning resources. All degree and certificate programs are clearly outlined in the college catalog, schedule of classes, and on the college's Web site.

The college's Program Planning Process, combined with Curriculum and Instruction Committee review, ensure college-wide development of the plan for general education. The college's commitment to multicultural education is evident in the integration of cultural awareness in its primary general education curriculum, such as in Psychology, American History, Political Science, and English Composition.

All divisions have completed a review of their courses and submitted results to the Office of Curriculum and Instruction. Since fall 2000, all courses have met the standards set forth in the California Code of Regulations, Title V, and the California Education Code. The college has recently made plans to provide online access to course outlines and terminal measurable objectives to all faculty, staff, and students.

Planning Agendas

4A.1 The Institutional Planning and Research Office will study the causes of declining African American student enrollment and matriculation rates.

4A.2 The Office of Instruction will seek and evaluate additional methods to help underprepared students and English language learners master essential skills.

4A.4 The Office of Instruction will seek additional ways to provide for technological upgrades to support the educational programs.

4D.3 The Office of Instruction and the Program/Unit/Area Planning Teams will address consistency between faculty-written syllabi and the Course Outline of Record.

The Office of Instruction in consultation with the Curriculum and Instruction Committee will review credit/no credit grading. If a course cannot be taken with this option, this will be communicated to students.

The Office of Instruction and the Program Planning Teams will evaluate the variety of laboratory requirements to ensure consistency with the Carnegie Unit.

4D.6 The Office of Instruction will fully implement the new Web-based course approval process and ensure that all faculty, division deans, and appropriate staff are fully trained to use the system.

Standard 5: Student Support and Development

The college maintains an open admission policy and adheres to the admissions standards of the State of California as stated in Title V of the California Code of Regulations and the California Education Code. Programs with special admission policies, including Nursing, Dental Assisting, Radiologic Technology, Legal Assisting, and International F-1 VISA students, publish their requirements in the College Catalog. Special interest programs, such as the Study Abroad Program, offer college credit while meeting transfer or degree requirements. Programs are held in conjunction with area high schools including Fast Track and the College Advantage Program. The Community Education Center provides varied educational opportunities for the community's multicultural adult population, including High School Diploma/GED preparation, Adult Basic Education, English as a Second Language, and various vocational programs.

The educational support needs of students are identified through program reviews, the matriculation process, information gained through admission and the college application, orientation, assessment, the counseling process, an annual Fall Student Survey, self-identification, departmental outreach activities, educational plans, collaborative projects with the Office of Institutional Planning and Research, and student interaction with faculty and staff.

The college offers a wide range of support services to meet the diverse needs of its students. Most of the Student and Learning Services are concentrated in one building and include Admissions and Records, Counseling, Transfer Center and Career and Job Placement, Scholarships and Financial Aid, Extended Opportunity Programs and Services, and Psychological Services. Other buildings house Student Affairs, Disabled Student Programs and Services, Learning Assistance Center, Health

Center, and Media Resources. The Child Development Center and the Community Educational Center are off-campus sites.

Numerous clubs and organizations provide scholarships and promote awareness and appreciation of diversity and a nurturing campus climate. The college has a broad variety of co-curricular activities that support the personal growth and development of its students.

Planning Agendas

5.5 The Community Education Center and college Assessment Center will select approved tests and complete the validation of their assessment instruments for the noncredit program.

Standard 6: Information and Learning Resources

The college offers a full range of information and learning resources and services. These include the Library, the Learning Assistance Center, the Instructional Computing Center, a music lab and library, the Career Center, the Writing Center, the Reading Center, the Math Resource Center, a foreign language lab, the Teaching and Learning Center, a social sciences learning lab, and the High Tech Center. With one exception, each of the centers is open at least 50 hours per week; all centers provide staff to assist students. The college's Community Education Center (CEC) also provides a Learning Assistance Center, open 52 hours a week, offering students individualized and group support across the curriculum.

Technology support services host both Internet and Web-based servers and minicomputers that support the various information and learning resources for the college. The Media Center, located in the Shattford Library complex, provides multimedia support for the college's instructional programs.

Since 1999, the Shattford Library has added 10,000 volumes to its print collection and has completed its first Library Technology Plan. Access to library, learning, and information resources has increased dramatically with the transition to Web-based services such as virtual reference, patron-initiated interlibrary loans,

online order forms, and tutoring services such as PLATO and Academic Systems. The funding for the Library and other information and learning resources has been adequate to maintain, secure, and improve these resources, but some areas of concern exist.

All library, information, and learning resources divisions participate in the college's annual survey and planning process. This hierarchical planning procedure endeavors to produce overall college goals based on "grass roots" input and invites participation from all college personnel.

Planning Agendas

6.1 The Library and Learning Resources divisions will work collaboratively with the Campus Technology Committee to study technology needs.

DSP&S will be invited to advise the Committee regarding the specific needs of disabled students.

6.2 The Library and Learning Resources divisions will work collaboratively within the planning process and the Campus Technology Committee to ensure an effective replacement cycle not only for college microcomputers and servers, but also for college network infrastructure and other campus systems.

Computing Services, Media Services, and Management Information Services will hold interdepartmental staff meetings on a regular basis to foster better communication among areas.

6.3 The Media Center and Music Library and Lab will expand access to their collections through the Web-based catalog system.

6.4 The Media Center will enhance and expand the Technology Training Center program and increase the number and support of smart classrooms.

6.7 The Media Center will conduct customer satisfaction surveys. This information will be used in the planning process, and appropriate changes will be made.

The Music Library and Lab will conduct a student survey each semester. Issues raised by students will be integrated into the program planning process.

Computing Services, Media Services, and Management Information Services will use the Campus Technology Committee as a conduit for information and will meet periodically with divisions and areas to discuss their technological needs and the impact on the college in general.

Standard 7: Faculty and Staff

The number of full-time faculty has increased from 333 in 1995 to 371 tenured and tenure-track faculty in 2001. Full-time faculty are hired based on student need (evidenced by enrollment patterns), the ratio of full-time to part-time faculty in a division or discipline, and program demands. The basic element of the planning process is the Program, and the Program submits its requests for additional faculty to the next higher element, the Unit. Unit requests then advance to the Area and to a college committee where hiring decisions are made in conjunction with budgetary constraints. While the planning process provides a mechanism to request additional staffing, a process to determine what constitutes adequate staffing levels needs to be determined.

Under the college's new planning process, now in its third year, requests for permanent positions within each Unit's annual plan are considered within the college's financial ability to support them. Based upon Unit requests, the Faculty Hiring Needs-Assessment Committee reviews and recommends which division/s should receive additional full-time faculty positions.

The college follows an evaluation process for all of its employees, including the President. The Board of Trustees also has a self-evaluation process. The processes are systematic and occur at stated intervals. The evaluation processes are outlined in the Board-adopted policies and in agreements between the various bargaining agents. The evaluations are designed to recognize each member's strengths and special qualities, to focus on goals that have been accomplished, and to encourage improvement.

The college's Staff Development Program provides numerous opportunities for profes-

sional development and self-improvement for all members of the campus community, creating a better learning environment for the diverse population that the college serves. The college has an active Faculty and Staff Diversity Committee, which meets monthly during the academic year.

Planning Agendas

7A.1 The Human Resources office in consultation with area managers will develop a process for determining adequate administrative and classified staffing levels, paying particular attention to areas which have indicated a need.

7A.2 The Office of Human Resources will finalize the management hiring policy and procedures.

Standard 8: Physical Resources

Founded in 1924 as a junior college, the main campus occupies 53 acres and serves the cities of Pasadena, Arcadia, Alhambra, Altadena, La Cañada Flintridge, San Marino, South Pasadena, Temple City, Rosemead, and parts of El Monte. The main campus has over 20 separate major buildings supporting its educational programs and services. More than half the buildings are over 30 years old.

A Master Plan Committee, comprised of faculty, students, classified staff, management, and the architectural firm of A.C. Martin, developed a new 2010 Facility Master Plan to address the college's current needs. Bond Measure P, passed on March 5, 2002, will fund the 2010 Facility Master Plan.

As a result of the connection between the Facilities Planning Process and the planning process for the entire campus, there is good coordination between facilities resources and all college staff required to accomplish the mission of the college. The planning process allows the college to meet the needs of its students effectively.

Planning Agendas

None.

Standard 9: *Financial Resources*

Since the college's last accreditation visit, the Planning and Budget Process Development Consultative Committee (PBPDCC) was formed to develop guidelines and processes for financial planning and budget development. The college links its financial planning to institutional goals through the use of a Planning and Budget Process. All programs, offices, divisions, and areas of the college have implemented the integrated strategic and annual planning process.

The District's auditors have stated that the financial statements are presented fairly in all material respects and are in conformity with generally accepted accounting principles. Recommendations in the annual audit are generally minor and are addressed in a timely manner. Procedures are in place to oversee the college's financial affairs in an efficient manner. The District has maintained reserves in excess of recommended minimums through careful enrollment management, conservative budgeting, and other financial practices.

Planning Agendas

9A.2 The members of the Budget Committee will share results of the budget allocation process with their constituents.

9A.3 The Office of Instruction will complete revisions of the Academic Master Plan.

9A.4 The planning process will be reviewed as called for in Planning Agenda 3B.2.

9A.6 The Integrated College System Committee will formulate a recommendation regarding a possible integrated financial system.

Standard 10: *Governance and Administration*

The Board of Trustees, the college's governing body, is composed of seven members, each elected from a legally defined trustee area within the district boundary. The Board is elected in accordance with State laws and makes every effort to embody the public interest and the

diverse elements of the population it represents. The Board meets and conducts business in accordance with its bylaws and in a reasonable and responsible manner.

Since its last accreditation, the college has reorganized its administrative structure. The college now has three Vice-Presidents, rather than two. A third Vice-Presidential position of Student and Learning Services was elevated from the Dean's level to reflect the college's commitment to the importance of learning services for its students. The college has also added a Dean of Institutional Planning and Research. The new Dean sits on the college's Executive Committee. In addition, the instructional divisions of the college have been reorganized. All Division Deans are now 12-month contracts. The work load of the Deans has been more equitably redistributed with the realignment of several divisions.

The College Coordinating Council is the central coordinating body for shared governance at the college. The Council includes representatives of the Management Association, Academic Senate, Classified Senate, Associated Students, and four collective bargaining associations. Through the process of collegial consultation, the Academic Senate attempts to reach mutual agreements at the college through the Council on Academic and Professional Matters.

Planning Agendas

10B.4 Human Resources will establish and arrange a more effective process for completing evaluations in a timely manner.

10B.10 The Associated Students Board in consultation with the Office of Student Affairs will create a single document combining all governing rules and regulations.

Planning Summary

The planning agendas were written such that the office responsible for the item was identified in the planning agenda. In some cases more than one office was identified as sharing responsibility. The ultimate responsibility for each planning agenda resides with the members of the college's Executive Committee and the functions they represent. The following lists the planning agendas organized by the Executive Committee office responsible for carrying out each planning agenda.

President of the College

2.2 The Academic Senate in consultation with the Office of Instruction will complete and publish a new Faculty Handbook.

2.3 The Academic Senate will ask the District and the faculty bargaining unit to review the "Student Evaluation of Teachers" form to determine whether it sufficiently addresses the issue of presenting material fairly and objectively.

2.3 The Academic Senate will ask the District and the appropriate employee representation groups to consider developing a statement on the obligation of administrators and classified staff to present material fairly and objectively to students and others.

2.4 The President's Office in consultation with constituent groups will develop an expanded policy on nepotism and conflict of interest.

Vice President of Instruction

2.2 The Academic Senate in consultation with the Office of Instruction will complete and publish a new Faculty Handbook.

4A.2 The Office of Instruction will seek and evaluate additional methods to help underprepared students and English language learners master essential skills.

4A.4 The Office of Instruction will seek additional ways to provide for technological upgrades to support the educational programs.

4D.3 The Office of Instruction and the Program/Unit/Area Planning Teams will address consistency between faculty-written syllabi and the Course Outline of Record.

4D.3 The Office of Instruction in consultation with the Curriculum and Instruction Committee will review credit/no credit grading. If a course cannot be taken with this option, this will be communicated to students.

4D.3 The Office of Instruction and the Program Planning Teams will evaluate the variety of laboratory requirements to ensure consistency with the Carnegie Unit.

4D.6 The Office of Instruction will fully implement the new Web-based course approval process and ensure that all faculty, division deans, and appropriate staff are fully trained to use the system.

6.1 The Library and Learning Resources divisions will work collaboratively with the Campus Technology Committee to study technology needs.

6.1 DSP&S will be invited to advise the Committee regarding the specific needs of disabled students.

6.2 The Library and Learning Resources divisions will work collaboratively within the

planning process and the Campus Technology Committee to ensure an effective replacement cycle not only for college microcomputers and servers, but also for college network infrastructure and other campus systems.

6.3 The Media Center and Music Library and Lab will expand access to their collections through the Web-based catalog system.

6.7 The Music Library and Lab will conduct a student survey each semester. Issues raised by students will be integrated into the program planning process.

9A.3 The Office of Instruction will complete revisions of the Academic Master Plan.

Vice President of Administrative Services

3A.4 The Vice Presidents of Administrative Services and Student and Learning Services will create and implement a program review process for noninstructional programs.

6.1 The Library and Learning Resources divisions will work collaboratively with the Campus Technology Committee to study technology needs.

6.1 DSP&S will be invited to advise the Committee regarding the specific needs of disabled students.

6.2 The Library and Learning Resources divisions will work collaboratively within the planning process and the Campus Technology Committee to ensure an effective replacement cycle not only for college microcomputers and servers, but also for college network infrastructure and other campus systems.

6.2 Computing Services, Media Services, and Management Information Services will hold interdepartmental staff meetings on a regular basis to foster better communication among areas.

6.3 The Media Center and Music Library and Lab will expand access to their collections through the Web-based catalog system.

6.7 Computing Services, Media Services, and Management Information Services will use

the Campus Technology Committee as a conduit for information and will meet periodically with divisions and areas to discuss their technological needs and the impact on the college in general.

9A.2 The members of the Budget Committee will share results of the budget allocation process with their constituents.

9A.6 The Integrated College System Committee will formulate a recommendation regarding a possible integrated financial system.

Vice President of Student and Learning Services

3A.4 The Vice Presidents of Administrative Services and Student and Learning Services will create and implement a program review process for noninstructional programs.

5.5 The Community Education Center and college Assessment Center will select approved tests and complete the validation of their assessment instruments for the noncredit program.

6.4 The Media Center will enhance and expand the Technology Training Center program and increase the number and support of smart classrooms.

6.7 The Media Center will conduct customer satisfaction surveys. This information will be used in the planning process, and appropriate changes will be made.

10B.10 The Associated Students Board in consultation with the Office of Student Affairs will create a single document combining all governing rules and regulations.

Dean of Human Resources

7A.1 The Human Resources office in consultation with area managers will develop a process for determining adequate administrative and classified staffing levels, paying particular attention to areas which have indicated a need.

7A.2 The Office of Human Resources will finalize the management hiring policy and procedures.

10B.4 Human Resources will establish and arrange a more effective process for completing evaluations in a timely manner.

Dean of Institutional Planning and Research

1.1 The Dean of Institutional Planning and Research will coordinate a review and revision of the mission statement in spring 2002.

1.3 The Institutional Planning and Research Office will coordinate regular reviews of the mission statement to coincide with the Integrated Planning Process.

3A.4 The Institutional Planning and Research Office will communicate to the campus community the results of program evaluations. The results will be easily accessible to all interested faculty and staff. The evaluation process will provide feedback to ensure accountability and change.

3B.1 The Institutional Planning and Research Office will continue to implement the planning process as it has developed, will review its recommendation for the creation of the Integrated Master Plan, and will communicate to the college community discussions and decisions at all levels of the planning process.

3B.2 The Institutional Planning and Research Office will review the details of the Planning Handbook and either follow the process described or revise the process to reflect current practices.

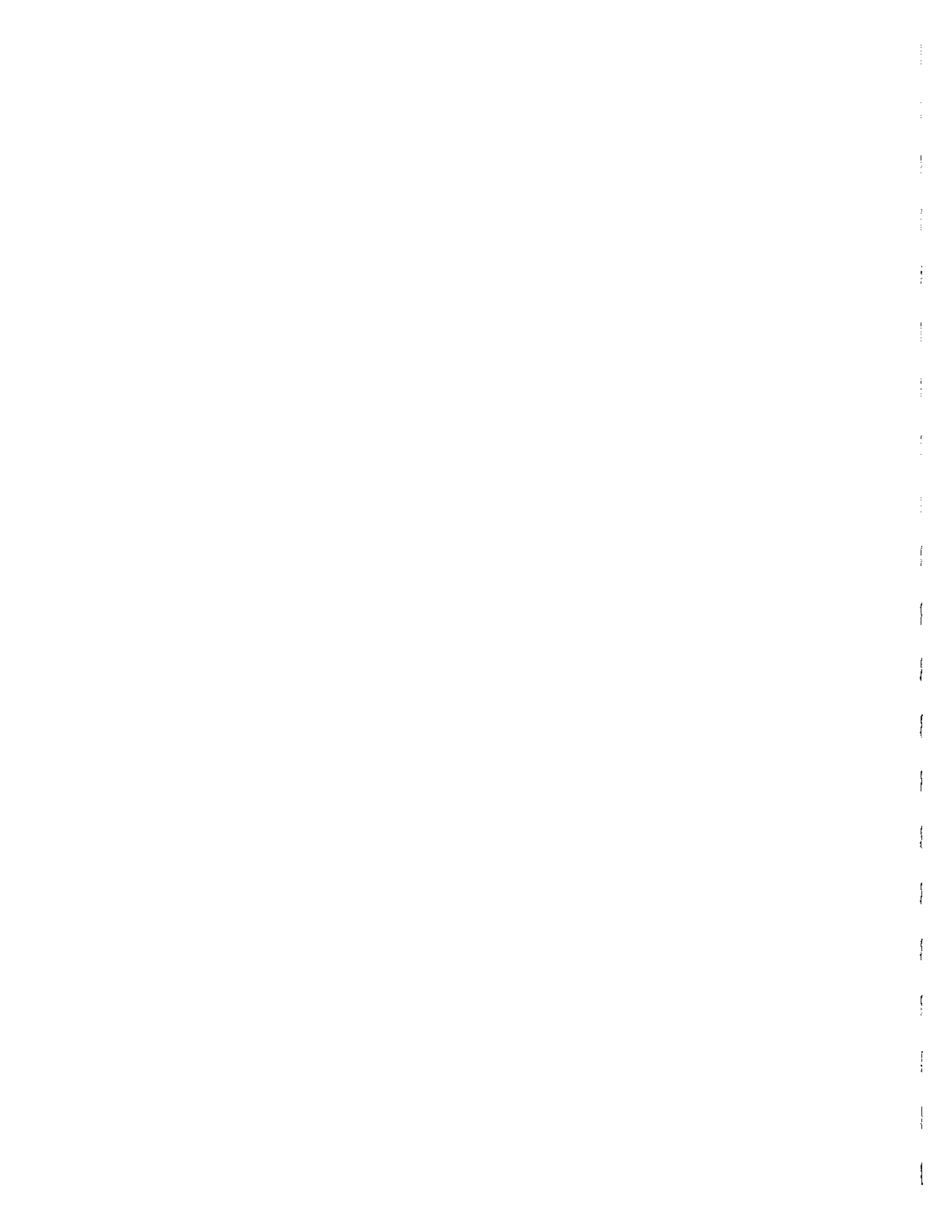
4A.1 The Institutional Planning and Research Office will study the causes of declining African American student enrollment and matriculation rates.

9A.4 The planning process will be reviewed as called for in Planning Agenda 3B.2.

Organization

of the Institutional Self-Study Report





Organization of the Self-Study

STEERING COMMITTEE

Faculty

Kay Dabelow, *Academic Senate Secretary*
Alan Lamson, *Academic Senate President*
Robert McLean, *Academic Senate Vice President*
Dorothy Potter, *Academic Senate Treasurer*

Classified Staff

Paula Dawson, *Classified Senate President*
Gary Potts, *Classified Senate Vice President*

Management

Peter Hardash, *Vice President of Administrative Services*
Dr. Jackie Jacobs, *Vice President of Instruction*
Ernestine Moore, *Vice President of Student and Learning Services*

Board of Trustees

Warren Weber, *President*

Student

Angela Ortiz, *ASB President*

Steering Committee Convenors

Dr. Allen Dooley (Faculty), *Accreditation Coordinator*
Dr. Stuart Wilcox (Management), *Accreditation Liaison Officer*

STANDARD 1 - INSTITUTIONAL MISSION

Deputy: Amy Ulmer (*Management*), *Division Dean, English*

Faculty

Michelle Ingram, *Mathematics*
Alan Lamson, *English*
Yoshi Yamato, *Mathematics*

Classified Staff

Irene Aguilera, *Resource Development Specialist*
Linda Wildeboer, *Secretary II*

Management

Dale Pittman, *Director, Management Information Systems*
Kathleen Rodarte, *Assistant Dean, EOP&S*
Dr. Stuart Wilcox, *Dean, Institutional Planning and Research*
Mary Wynn, *Division Dean, Health Sciences*

STANDARD 2 - INSTITUTIONAL INTEGRITY

Deputy: Dr. Grover Goynes (*Management*), *Dean, External Relations*

Faculty

Alan Lamson, *English*
Robert McLean, *Social Sciences*
Greg Smith, *Physical Education*
Chrystal Watson, *Communication*

Classified Staff

Marcia Grace, *Director, Economic Development*
Kathy Mufich, *Benefits Technician*
Shirley Schmid, *Printing Services Assistant*

Management

Dr. Sabah Alquaddoomi, *Associate Dean, Enrollment and Instructional Data Management*
Stephen Johnson, *Assistant Dean, Student Affairs*

STANDARD 3 - INSTITUTIONAL EFFECTIVENESS

Co-Deputy: Dr. Brock Klein (*Faculty*), *Title V Program*

Co-Deputy: Dr. Jeanie Nishime (*Management*), *Associate Dean, Counseling*

Faculty

Kay Dabelow, *Social Sciences*

Ray Kidd, *Community Education Center*

Dr. Emy Lu Weller, *Disabled Student Programs and Services*

Classified Staff

Pat Canonizado, *Secretary II*

Paula Dawson, *Data Controller III*

Cynthia Lopez, *Research and Planning Analyst*

Management

Dr. Stuart Wilcox, *Dean, Institutional Planning and Research*

Board of Trustees

Dr. Jeanette Mann, *Member*

STANDARD 4 - EDUCATIONAL PROGRAMS

Co-Deputy: Krista Goguen (*Faculty*), *Library*

Co-Deputy: Dr. Sabah Alquaddoomi (*Management*), *Associate Dean, Enrollment and Instructional Data Management*

Faculty

Anita Bobich, *Health Sciences*

Dr. Allen Dooley, *Business and Computer Technology*

Dr. Dave Douglass, *Natural Sciences*

Shirley Henry, *Community Education Center*

Wayne Houlihan, *Engineering and Technology*

John Jacobs, *Art*

Susie Ling, *Social Sciences*

Dr. Lola Proano-Gomez, *Languages*

Shelagh Rose, *Languages*

Joseph Sierra, *English*

Dr. Jude Socrates, *Mathematics*

Dr. Michael Stephans, *Articulation Officer*

Teresa Trendler, *Natural Sciences*

Classified Staff

Martha Granados, *Community Education Center*

Barbara Salmon, *Secretary II*

Wei-I Wang, *Research and Planning Analyst*

Management

Dr. Michael Finkenbinder, *Interim Division Dean, Languages*

Phil Huntsinger, *Assistant Director, Assessment*

Dr. Jackie Jacobs, *Vice President of Instruction*

Dr. Paul Kilian, *Division Dean, Music*

Ellen Ligons, *Associate Dean, Economic Development/Vocational Education*

Dr. Don Paxton, *Division Dean, Business and Computer Technology*

Dr. Kent Yamauchi, *Assistant Dean, Special Services*

STANDARD 5 - STUDENT SUPPORT AND DEVELOPMENT

Co-Deputy: Harry Kawahara (*Faculty*), *Counseling*

Co-Deputy: Dina Chase (*Management*), *Assistant Director, Transfer Center*

Faculty

Dr. Richard Beyer, *Counseling*

Dan Gallup, *Mathematics*

Blanca Henderson, *Community Education Center*

Dr. Michelle Ireland-Galman, *Social Sciences*

Ray Puchot, *Communication*

Bianca Richards, *Disabled Student Programs and Services*

Chuck Ward, *Counseling*

Classified Staff

Roland Amit, *Admissions and Records Clerk III*

Todd Blickenstaff, *Research and Planning Analyst*

Vi Gaudin, *Intermediate Clerk II*

Rochelle Long, *Admissions and Records Clerk III*

Victor Yasui, *Computer Center Assistant*

Management

Kim Miles, *Assistant Dean, Scholarships and Financial Aid*

Ernestine Moore, *Vice President of Student Services*

Robert Navarro, *Division Dean, Engineering and Technology*

Dr. Jeanie Nishime, *Associate Dean, Counseling*

Dr. Stuart Wilcox, *Dean, Institutional Planning and Research*

Students

Gabriel Gayhart, *ASB Vice President, Business*

Angela Ortiz, *ASB President*

Lavonne Ramirez, *ASB Secretary*

STANDARD 6 - INFORMATION AND LEARNING RESOURCES

Co-Deputy: Bob Eaton (*Faculty, Music*)

Co-Deputy: Mary Ann Laun (*Management, Assistant Dean, Library*)

Faculty

Leslie Diaz, *Library*

Dan Haley, *Library*

Danny Hamman, *Community Education Center*

Sandy Haynes, *Art*

Yoon Hoffman, *Music*

Robert Lee, *Languages*

Judy Ohye, *Library*

Dorothy Potter, *Library*

Pat Rose, *English*

Dr. Steve Whitney, *English*

Classified Staff

Jennifer Cooper, *Secretary I*

Darryl Distin, *Computer Support Technician*

Lana Fields, *CalWORKs Coordinator*

Cindy George, *Vocational Education Assistant*

Maria Jung, *Educational Technology Specialist*

Management

Dr. Bob Cody, *Assistant Dean, Computing Services*

Johari Dewitt-Rogers, *Director, Media Services*

Judy Gilbert, *Supervisor, Office Services*

Isabel Hildebrandt, *Director, Workplace Learning Center*

Dr. Jackie Jacobs, *Vice President of Instruction*

Joseph O'Connor, *Coordinator, Media Resources*

Dale Pittman, *Director, Management Information Services*

John Wood, *Director, Learning Assistance Center*

Students

Marina Marquez

Maria De La Torre

STANDARD 7 - FACULTY AND STAFF

Co-Deputy: Dan Gallup (*Faculty, Mathematics*)

Co-Deputy: Terri Tschirgi (*Classified, Computer Support Technician*)

Faculty

Caroline Bordinaro, *Library*

Kay Dabelow, *Social Sciences*

Alicia Vargas, *Staff Development Officer*

Chrystal Watson, *Communication*

Classified Staff

Sonja Hickey, *Computing Services Technical Assistant*

Management

Dr. James Crayton, *Associate Dean, Community Education Center*

Dr. Sandy Lindoerfer, *Dean, Human Resources*

Dr. Don Paxton, *Division Dean, Business and Computer Technology*

STANDARD 8 - PHYSICAL RESOURCES

Co-Deputy: Carl Main (*Faculty, Mathematics*)

Co-Deputy: Peter Hardash (*Management, Vice President of Administrative Services*)

Faculty

Dr. Keith Oberlander, *Mathematics*

Liz Polenzani, *Business and Computer Technology*

ORGANIZATION

Classified Staff

Ruth Collins, *Drafter*
Mark Glanzman, *Contract Specialist*
Ed Glasscock, *Gardener*
Gary Potts, *Network Specialist*
Hollis Stewart, *Center Technician*

Management

Rosemary Aragon, *Interim Division Dean, Mathematics*
Douglas Haines, *Coordinator, Printing Services*
Nicki Harmon, *Director, Child Development Center*
Dr. Rick Van Pelt, *Director, Facilities Services*

STANDARD 9 - FINANCIAL RESOURCES

Co-Deputy: Sherry Hassan (*Management, Director, Business Services*)
Co-Deputy: Candice Larson (*Management, Supervisor, Instructional Television Services*)

Faculty

Joanne Kim, *Library*
Walter Lusk, *Business and Computer Technology*
Dr. Doug Staley, *Business and Computer Technology*

Classified Staff

Conna Bain, *Intermediate Account Clerk III*
Marsha Oliver, *Educational Advisor*
Cynthia Smith, *Administrative Assistant I*

Management

Dorothy Burns, *Supervisor, Fiscal Services*
Virginia Dedeaux, *Supervisor, Student Business Services*
Peter Hardash, *Vice President of Administrative Services*
Odessa Walker, *Director, Fiscal Services*

Board of Trustees

John Martin, *Vice President*

STANDARD 10 - GOVERNANCE AND ADMINISTRATION

Co-Deputy: Dr. Jim Bickley (*Faculty, Social Sciences*)
Co-Deputy: Dr. Michael Bloebaum (*Management, Division Dean, Communication*)

Faculty

Naomi Garcia, *Community Education Center*
Harry Kawahara, *Counseling*
Alan Lamson, *English*

Classified Staff

Meta Holcomb, *Administrative Assistant II*
Melinda Polo, *Coordinator, Human Resources*
Gary Potts, *Network Specialist*
Shirley Schmid, *Printing Services Assistant*

Management

Dr. Bob Cody, *Assistant Dean, Computing Services*
Dr. Grover Goyne, *Dean, External Relations*
Ernestine Moore, *Vice President of Student and Learning Services*

Board of Trustees

Warren Weber, *President*

SELF-STUDY TIMELINE

11/1999	Mid-term Report issued to WASC
9/2000	Accreditation Self-Study Coordinator appointed by Accreditation Liaison Officer Approved by Faculty Senate
10/2000	Preliminary Steering Committee nominated by President
1/2001	Accreditation Liaison Officer and Accreditation Self-Study Coordinator begin regular bi-monthly meetings
2/2001	Standards Committee and Subcommittee formation begins
5/2001	Initial Standards Committees begin to convene
9/2001	Accreditation Officers receive WASC Accreditation Training Steering and Standards Committees begin regular meetings
10/2001	First Draft Reports produced First Accreditation Newsletter distributed college-wide
11/2001	Steering Committee reviews first Draft Reports Draft Reports returned to Standards Committees Standards Committees review and respond Second Accreditation Newsletter distributed college-wide
12/2001	Second Draft Reports given to Steering Committee Steering Committee reviews Reports
1/2002	Drafts Report given to Self-Study Accreditation Editor Editor prepares report for workup
2/2002	Workup of Reports begins College-Wide review of Reports
3/2002	Steering Committee response to college-wide review Third Accreditation Newsletter distributed college-wide
5/2002	Final workup of Self-Study Report produced Steering Committee reviews final workup Board reviews final workup
6/2002	Self-Study Report goes to publisher Final Accreditation Newsletter distributed college-wide
7/2002	Completed Self-Study Report goes to Board for approval
8/2002	Self-Study Report mailed to WASC Accreditation Team
9/2002	Appreciation Reception for college's Standards Committee members
10/2002	WASC Accreditation Team visit



Description and Demographics





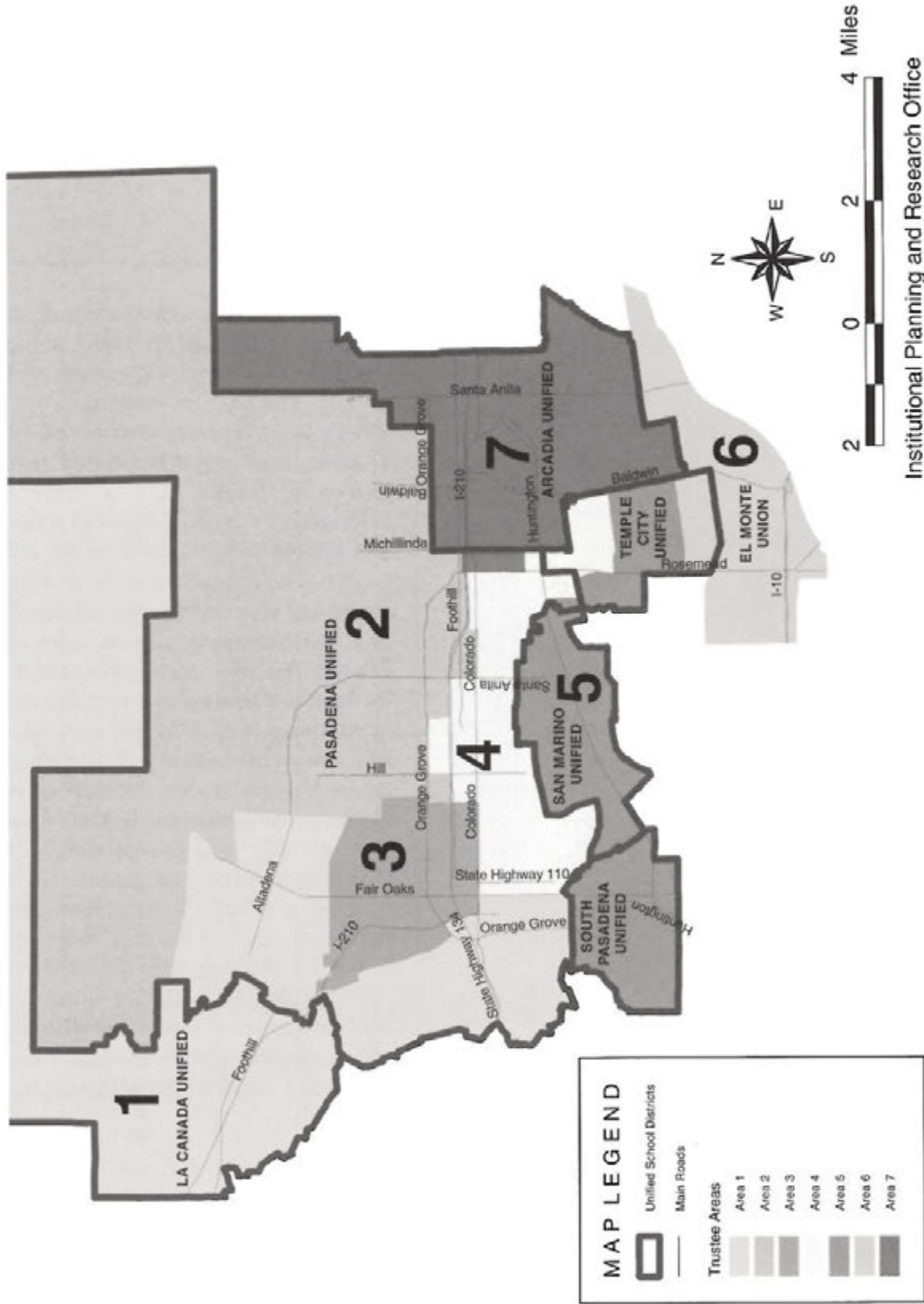
Description and Demographics

The Pasadena Area Community College District, established in 1966, is located in the western San Gabriel Valley area of Los Angeles County. The District population is 391,310. The college is governed by a seven-member Board of Trustees, each publicly elected from a specific area of the District.

Pasadena City College was founded in 1924 and established as a community college district in 1966. The college currently enrolls over 25,000 credit and over 5,000 noncredit students; 65% of this enrollment is drawn from outside the District. Hispanic and Asian students make up the largest ethnic groups, together accounting for approximately 57% of the enrollment. The college's main campus is a 53-acre site on Colorado Boulevard in Pasadena. A satellite campus—the Community Education Center, located 3 miles east of the college—primarily houses the District's noncredit programs. The college also operates a Child Development Center, located two blocks west of the main campus.

The District employs 371 tenure and tenure-track faculty, 35 academic administrators, and 393 maintenance, trade, professional, clerical, and management workers. In addition, some 733 temporary faculty are employed by the college (fall 2001).

Pasadena Area Community College District Trustee Areas



Student Characteristics Fall 2001 Enrollments						
Characteristic	Credit		Non-Credit		Total	
	Count	Percent	Count	Percent	Count	Percent
Total Enrollment	25545	100.0%	5103	100.0%	30648	100.0%
Gender						
Female	14195	55.6%	3385	66.3%	17580	57.4%
Male	11350	44.4%	1715	33.6%	13065	42.6%
Ethnicity						
African American	1655	6.5%	199	3.9%	1854	6.0%
American Indian	206	0.8%	13	0.3%	219	0.7%
Asian/Pacific Islander	7405	29.0%	552	10.8%	7957	26.0%
Filipino	1071	4.2%	19	0.4%	1090	3.6%
Hispanic	8168	32.0%	1318	25.8%	9486	31.0%
White	4636	18.1%	631	12.4%	5267	17.2%
Other	1232	4.8%	130	2.5%	1362	4.4%
Unknown/Decline to State	1172	4.6%	2241	43.9%	3413	11.1%
Citizenship						
US Citizen	18496	72.4%	1507	29.5%	20003	65.3%
Permanent Resident	5138	20.1%	1978	38.8%	7116	23.2%
Refugee	341	1.3%	55	1.1%	396	1.3%
F-1 Visa	978	3.8%	38	0.7%	1016	3.3%
Temporary Resident/Amnesty	92	0.4%	53	1.0%	145	0.5%
Other Visa	457	1.8%	113	2.2%	570	1.9%
None of the Above	43	0.2%	1359	26.6%	1402	4.6%
Residence						
PACCD Resident	9012	35.3%	NA	NA	9012	35.3%
Other Community College District	15099	59.1%	NA	NA	15099	59.1%
Out of State	271	1.1%	NA	NA	271	1.1%
Out of US	1163	4.6%	NA	NA	1163	4.6%
Enrollment Status						
New- First time to college	5300	20.7%	609	11.9%	5909	19.3%
New- Transfer	3169	12.4%	254	5.0%	3423	11.2%
Returning Transfer	225	0.9%	211	4.1%	436	1.4%
Returning	3147	12.3%	15	0.3%	3162	10.3%
Continuing	13659	53.5%	2636	51.7%	16295	53.2%
Transfer from HS Diploma at CEC	25	0.1%	65	1.3%	90	0.3%
Unknown	20	0.1%	1313	25.7%	1333	4.3%

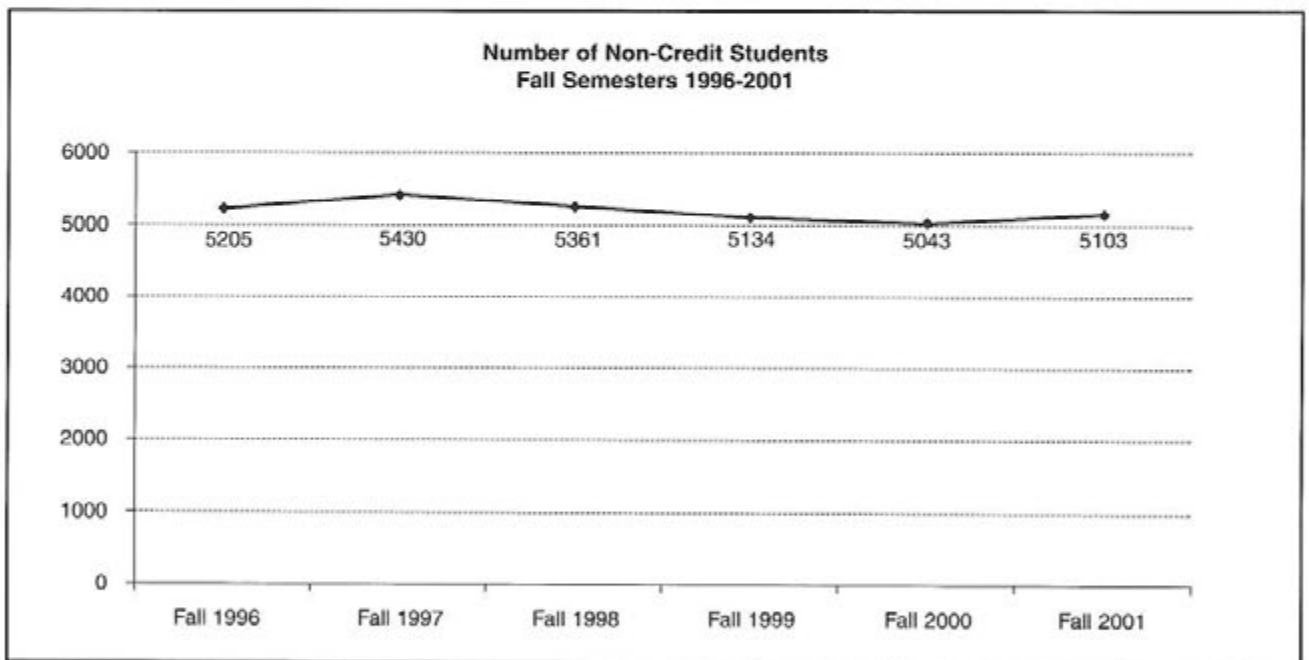
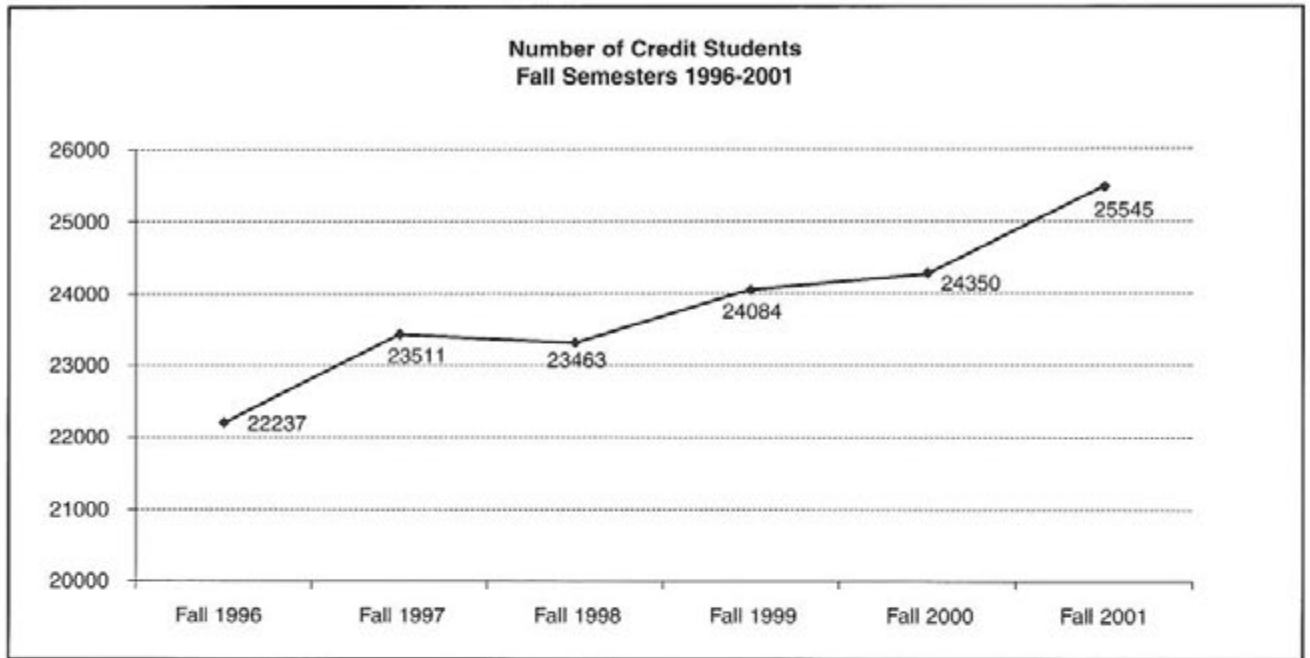
Student Characteristics Fall 2001 Enrollments *continued*

Characteristic	Credit		Non-Credit		Total	
	Count	Percent	Count	Percent	Count	Percent
Unit Load						
Full time (12 or more units)	8015	31.4%	NA	NA	8015	31.4%
Part time (less than 12 units)	17530	68.6%	NA	NA	17530	68.6%
Time of Day						
Day only	10478	41.0%	3111	61.0%	13589	44.3%
Day and Evening	8377	32.8%	470	9.2%	8847	28.9%
Evening Only	6690	26.2%	1522	29.8%	8212	26.8%
Age						
Under 20	7709	30.2%	430	8.4%	8139	26.6%
20-24	8826	34.6%	637	12.5%	9463	30.9%
25-29	3221	12.6%	645	12.6%	3866	12.6%
30-34	1938	7.6%	798	15.6%	2736	8.9%
35-39	1257	4.9%	707	13.9%	1964	6.4%
40-49	1630	6.4%	765	15.0%	2395	7.8%
50+	964	3.8%	1052	20.6%	2016	6.6%
Unknown	0	0.0%	69	1.4%	69	0.2%

Student Characteristics Spring 2002 Enrollments						
Characteristic	Credit		Non-Credit		Total	
	Count	Percent	Count	Percent	Count	Percent
Total Enrollment	25284	100.0%	5274	100.0%	30558	100.0%
Gender						
Female	14087	55.7%	3473	65.9%	17560	57.5%
Male	11197	44.3%	1801	34.1%	12998	42.5%
Ethnicity						
African American	1631	6.5%	252	4.8%	1883	6.2%
American Indian	203	0.8%	21	0.4%	224	0.7%
Asian/Pacific Islander	7503	29.7%	629	11.9%	8132	26.6%
Filipino	1065	4.2%	23	0.4%	1088	3.6%
Hispanic	7918	31.3%	1580	30.0%	9498	31.1%
White	4605	18.2%	771	14.6%	5376	17.6%
Other	1214	4.8%	135	2.6%	1349	4.4%
Unknown/Decline to State	1145	4.5%	1863	35.3%	3008	9.8%
Citizenship						
US Citizen	18126	71.7%	1796	34.1%	19922	65.2%
Permanent Resident	5055	20.0%	1665	31.6%	6720	22.0%
Refugee	379	1.5%	85	1.6%	464	1.5%
F-1 Visa	1023	4.0%	42	0.8%	1065	3.5%
Temporary Resident/Amnesty	81	0.3%	64	1.2%	145	0.5%
Other Visa	502	2.0%	165	3.1%	667	2.2%
None of the Above	118	0.5%	1457	27.6%	1575	5.2%
Residence						
PACCD Resident	9126	36.1%	NA	NA	9126	36.1%
Other Community College District	14606	57.8%	NA	NA	14606	57.8%
Out of State	324	1.3%	NA	NA	324	1.3%
Out of US	1228	4.9%	NA	NA	1228	4.9%
Enrollment Status						
New- First time to college	2693	10.7%	808	15.3%	3501	11.5%
New- Transfer	2085	8.2%	160	3.0%	2245	7.3%
Returning Transfer	202	0.8%	24	0.5%	226	0.7%
Returning	2756	10.9%	333	6.3%	3089	10.1%
Continuing	17378	68.7%	3122	59.2%	20500	67.1%
Transfer from HS Diploma at CEC	19	0.1%	108	2.0%	127	0.4%
Unknown	151	0.6%	719	13.6%	870	2.8%

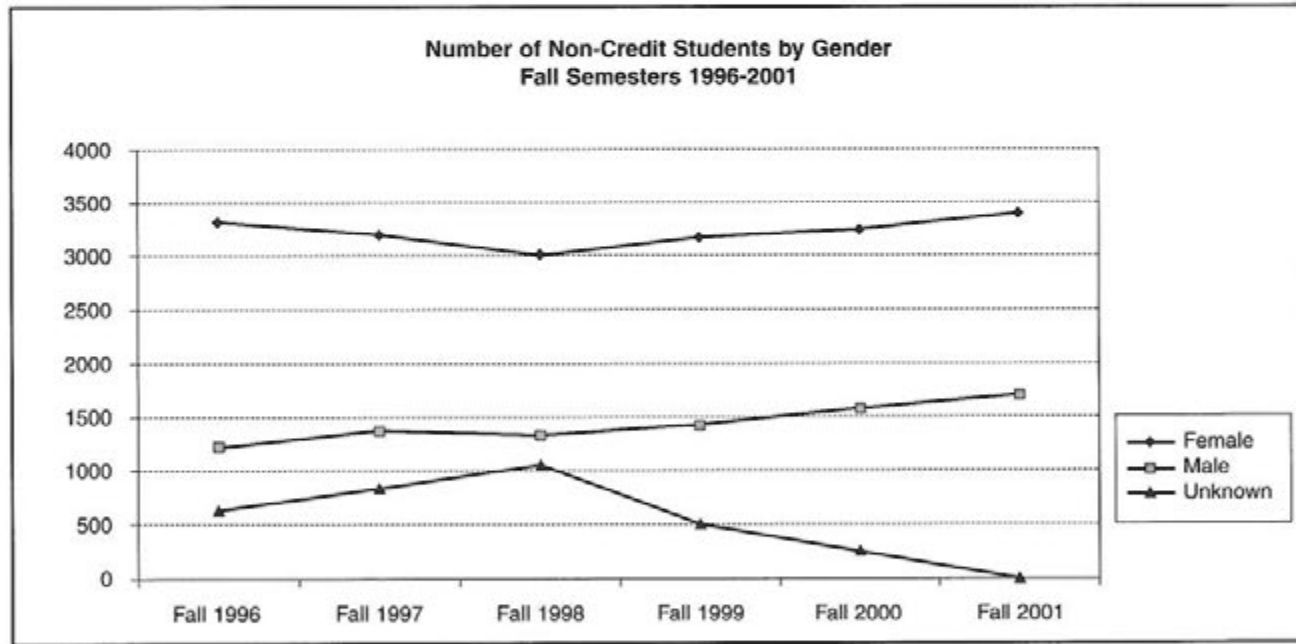
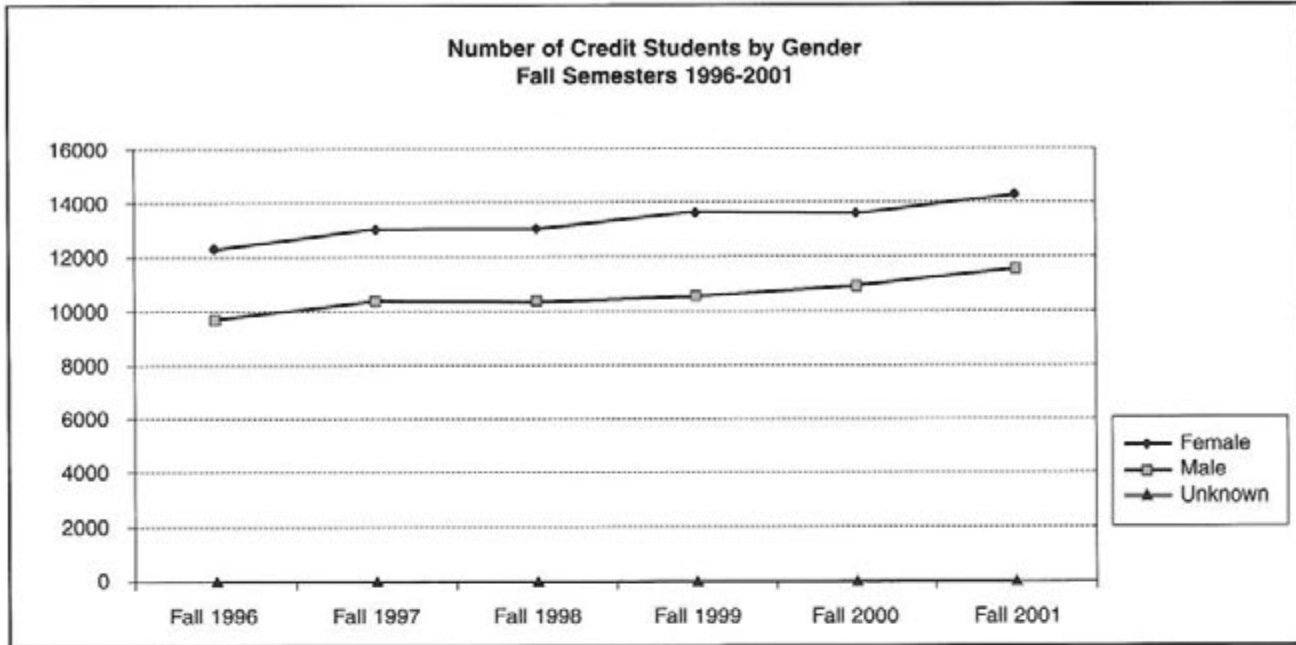
Student Characteristics Spring 2002 Enrollments *continued*

Characteristic	Credit		Non-Credit		Total	
	Count	Percent	Count	Percent	Count	Percent
Unit Load						
Full time (12 or more units)	6376	25.2%	NA	NA	6376	25.2%
Part time (less than 12 units)	18908	74.8%	NA	NA	18908	74.8%
Time of Day						
Day only	10120	40.0%	3299	62.6%	13419	43.9%
Day and Evening	8243	32.6%	587	11.1%	8830	28.9%
Evening Only	6921	27.4%	1388	26.3%	8309	27.2%
Age						
Under 20	6745	26.7%	483	9.2%	7228	23.7%
20-24	9028	35.7%	647	12.3%	9675	31.7%
25-29	3412	13.5%	672	12.7%	4084	13.4%
30-34	2040	8.1%	808	15.3%	2848	9.3%
35-39	1332	5.3%	734	13.9%	2066	6.8%
40-49	1722	6.8%	789	15.0%	2511	8.2%
50+	1003	4.0%	1080	20.5%	2083	6.8%
Unknown	2	0.0%	61	1.2%	63	0.2%

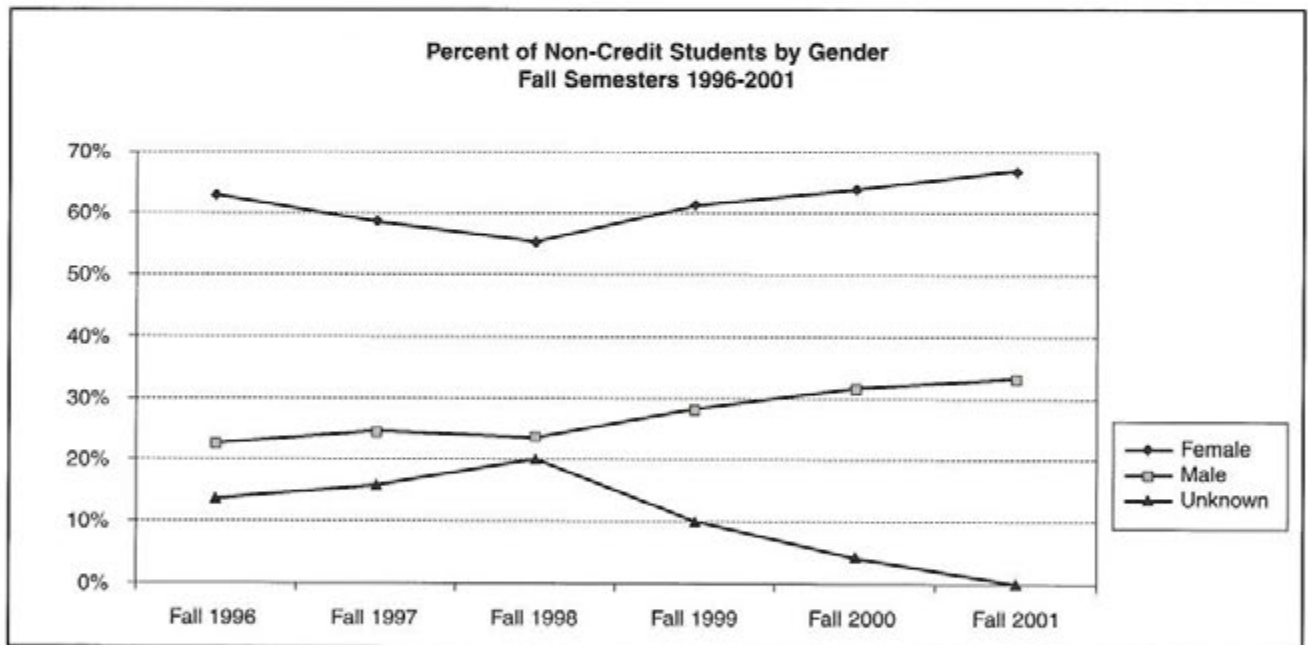
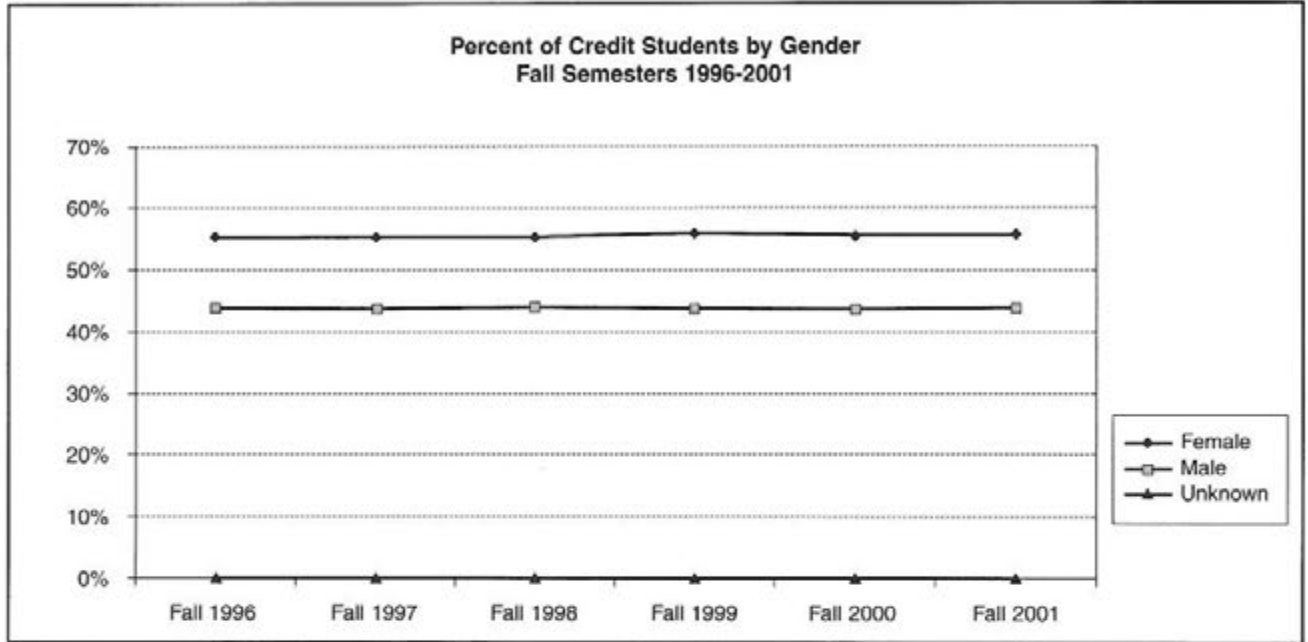


	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit Students	22237	23511	23463	24084	24350	25545
Non-Credit Students	5205	5430	5361	5134	5043	5103
Total	27442	28941	28824	29218	29393	30648

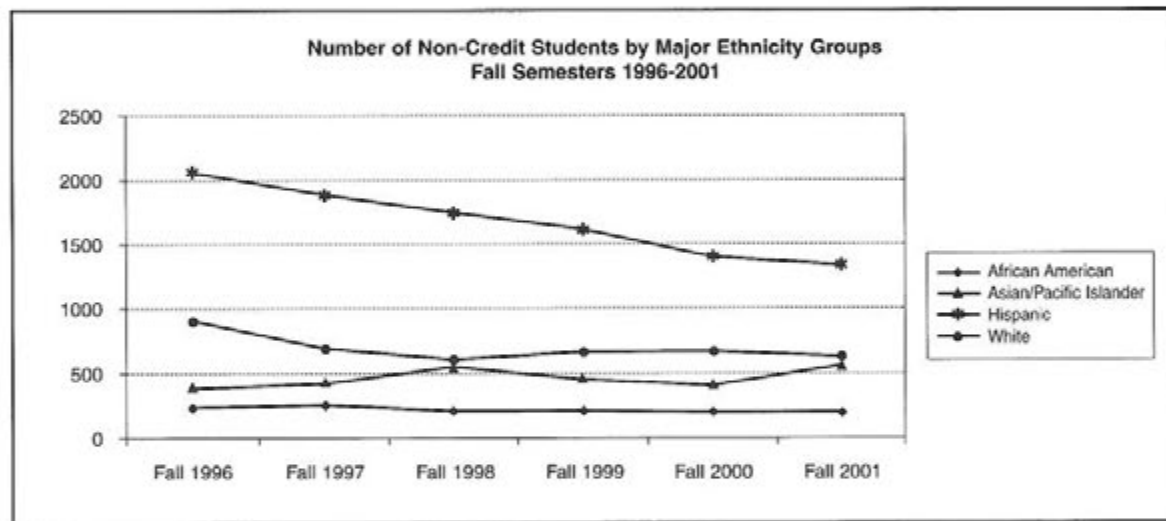
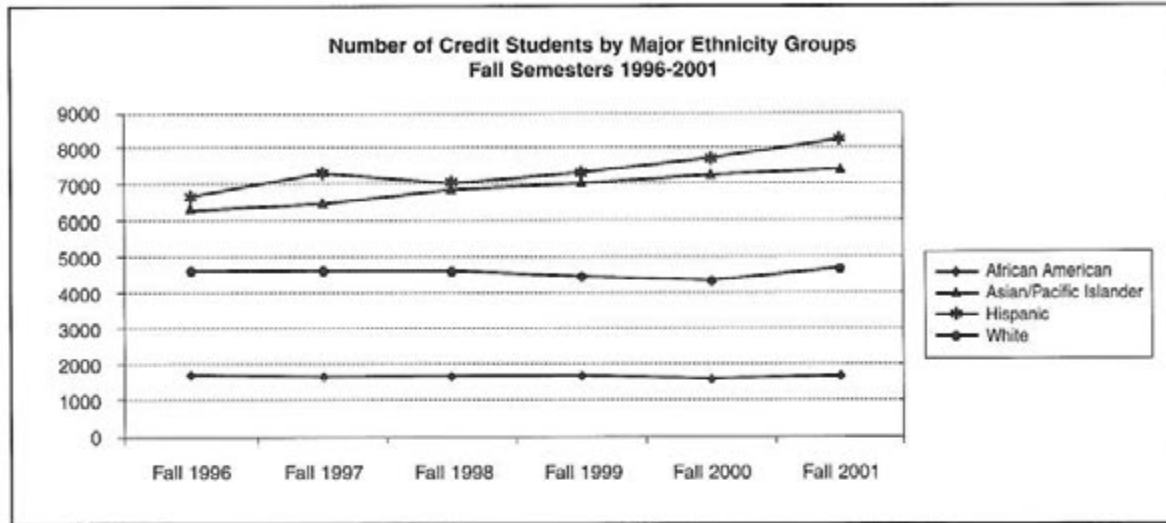
DESCRIPTION AND DEMOGRAPHICS



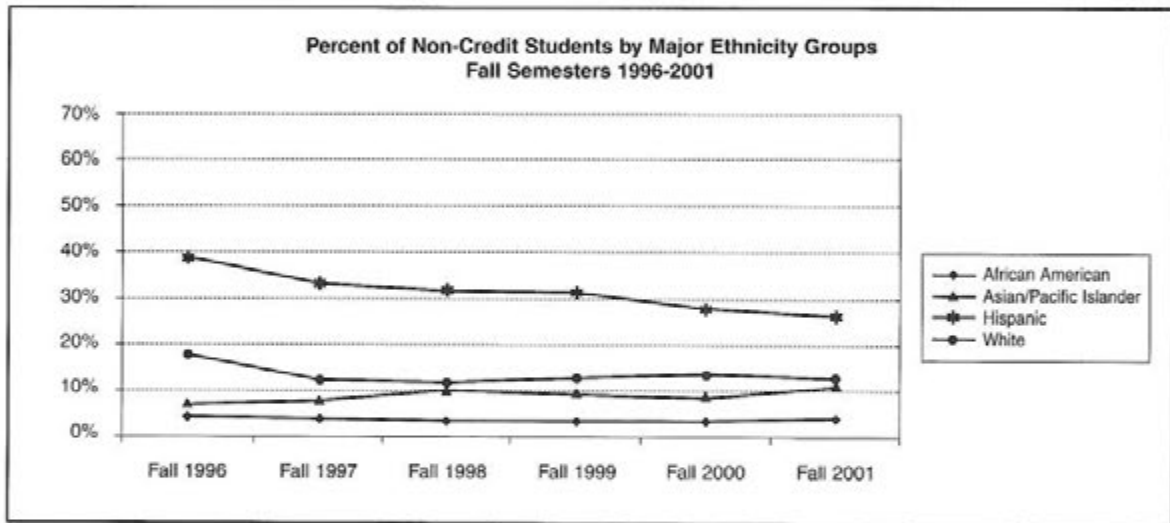
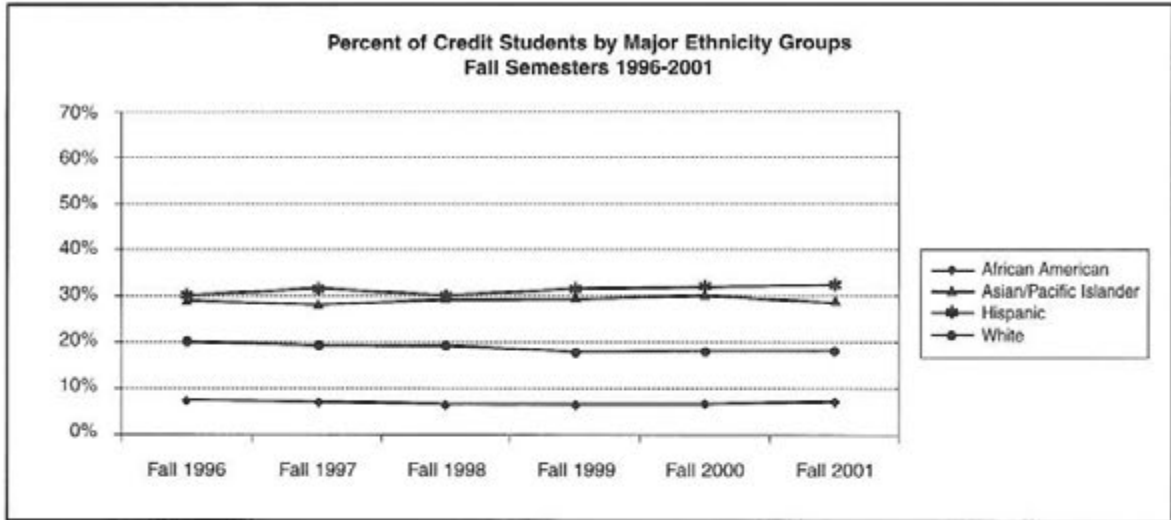
		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	Female	12343	13098	13138	13523	13612	14195
	Male	9885	10387	10307	10540	10732	11350
	Unknown	9	26	18	21	6	0
	Total	22237	23511	23463	24084	24350	25545
NonCredit	Female	3311	3187	3002	3141	3224	3385
	Male	1210	1378	1310	1462	1620	1715
	Unknown	684	865	1049	531	199	3
	Total	5205	5430	5361	5134	5043	5103



		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	Female	55.51%	55.71%	55.99%	56.15%	55.90%	55.57%
	Male	44.45%	44.18%	43.93%	43.76%	44.07%	44.43%
	Unknown	0.04%	0.11%	0.08%	0.09%	0.02%	0.00%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
NonCredit	Female	63.61%	58.69%	56.00%	61.18%	63.93%	66.33%
	Male	23.25%	25.38%	24.44%	28.48%	32.12%	33.61%
	Unknown	13.14%	15.93%	19.57%	10.34%	3.95%	0.06%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

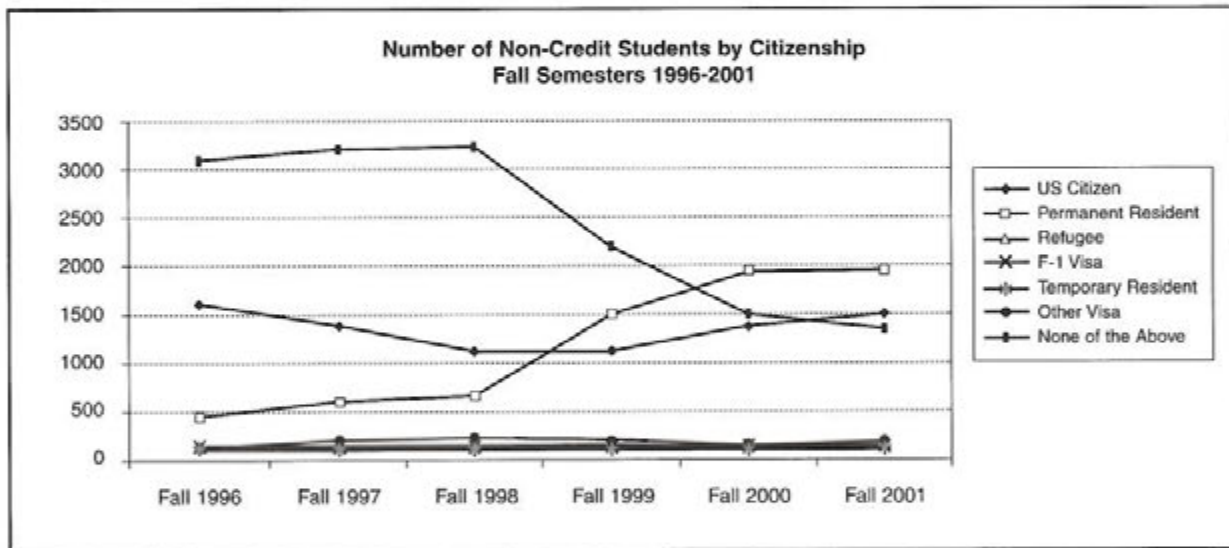
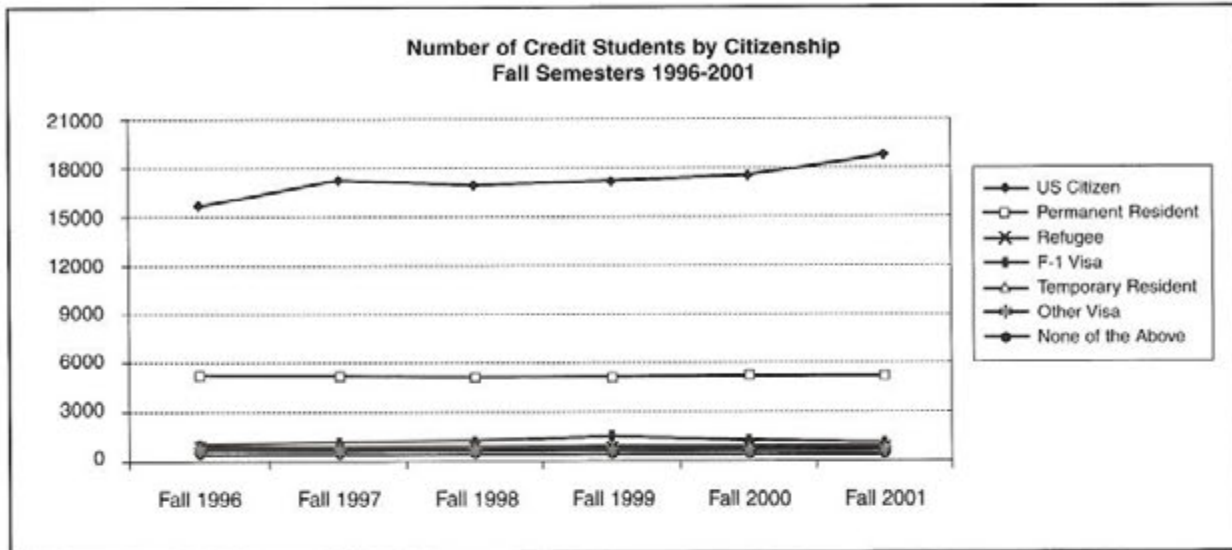


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	African American	1721	1702	1634	1617	1604	1655
	Native American	178	193	185	188	175	206
	Asian/Pacific Islander	6356	6534	6817	7108	7303	7405
	Filipino	944	994	1043	1035	1015	1071
	Hispanic	6670	7208	7017	7450	7741	8168
	White	4553	4551	4550	4432	4387	4636
	Other	962	1065	1091	1132	1174	1232
	Unknown/Decline to State	853	1264	1126	1122	951	1172
	Total	22237	23511	23463	24084	24350	25545
Non-Credit	African American	216	231	207	194	179	199
	Native American	12	10	8	10	8	13
	Asian/Pacific Islander	391	458	532	482	449	552
	Filipino	20	30	25	27	24	19
	Hispanic	2056	1876	1730	1650	1393	1318
	White	881	684	626	641	655	631
	Other	85	98	95	96	88	130
	Unknown/Decline to State	1544	2043	2138	2034	2247	2241
	Total	5205	5430	5361	5134	5043	5103

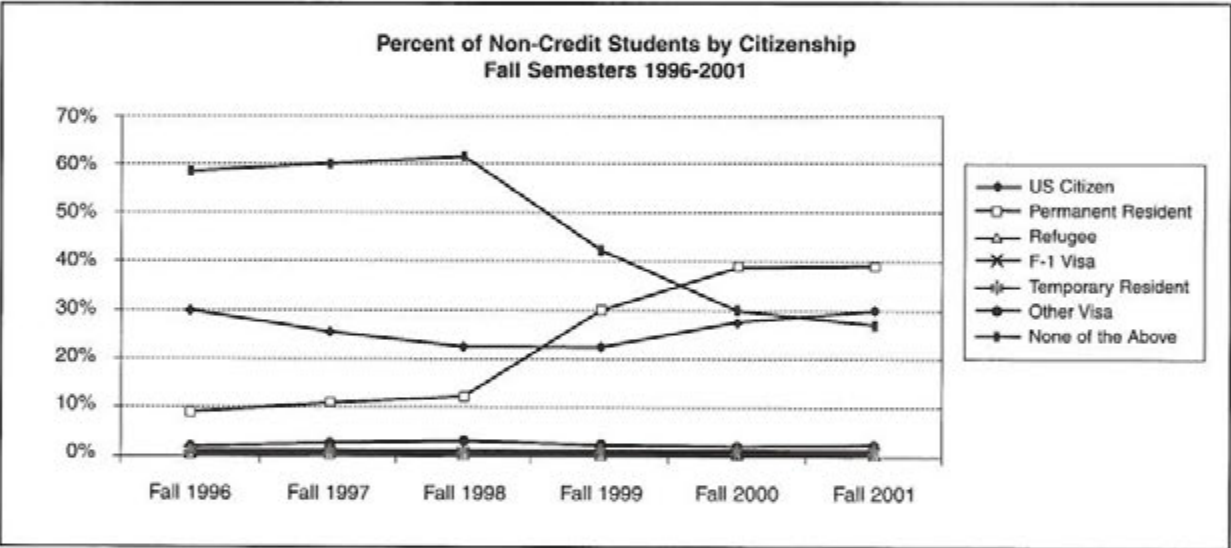
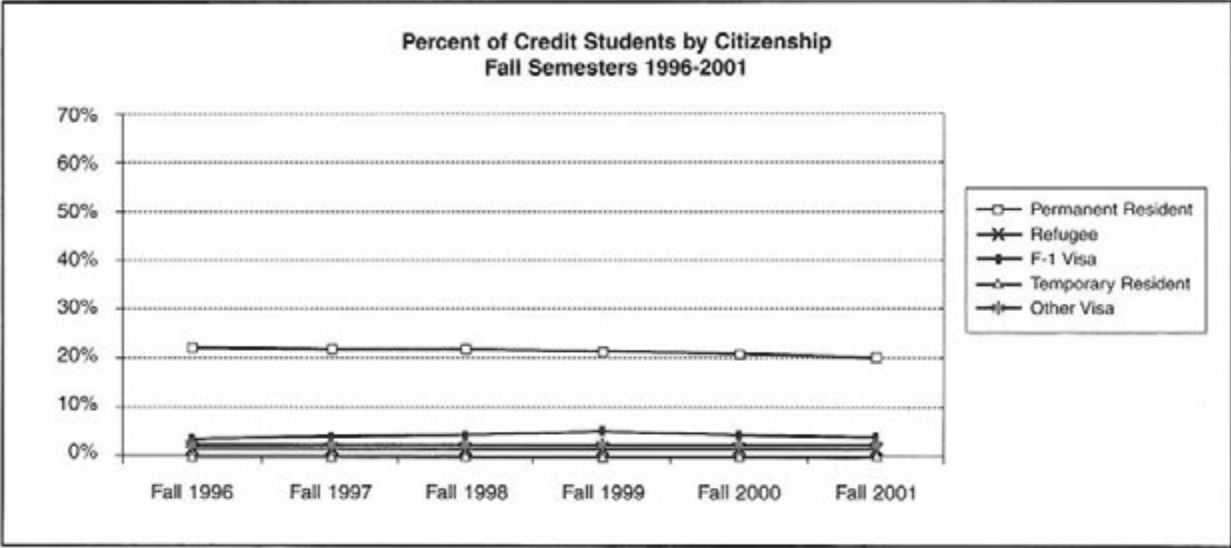


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	African American	7.74%	7.24%	6.96%	6.71%	6.59%	6.48%
	Native American	0.80%	0.82%	0.79%	0.78%	0.72%	0.81%
	Asian/Pacific Islander	28.58%	27.79%	29.05%	29.51%	29.99%	28.99%
	Filipino	4.25%	4.23%	4.45%	4.30%	4.17%	4.19%
	Hispanic	30.00%	30.66%	29.91%	30.93%	31.79%	31.97%
	White	20.47%	19.36%	19.39%	18.40%	18.02%	18.15%
	Other	4.33%	4.53%	4.65%	4.70%	4.82%	4.82%
	Unknown/Decline to State	3.84%	5.38%	4.80%	4.66%	3.91%	4.59%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Non-Credit	African American	4.15%	4.25%	3.86%	3.78%	3.55%	3.90%
	Native American	0.23%	0.18%	0.15%	0.19%	0.16%	0.25%
	Asian/Pacific Islander	7.51%	8.43%	9.92%	9.39%	8.90%	10.82%
	Filipino	0.38%	0.55%	0.47%	0.53%	0.48%	0.37%
	Hispanic	39.50%	34.55%	32.27%	32.14%	27.62%	25.83%
	White	16.93%	12.60%	11.68%	12.49%	12.99%	12.37%
	Other	1.63%	1.80%	1.77%	1.87%	1.74%	2.55%
	Unknown/Decline to State	29.66%	37.62%	39.88%	39.62%	44.56%	43.92%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

DESCRIPTION AND DEMOGRAPHICS

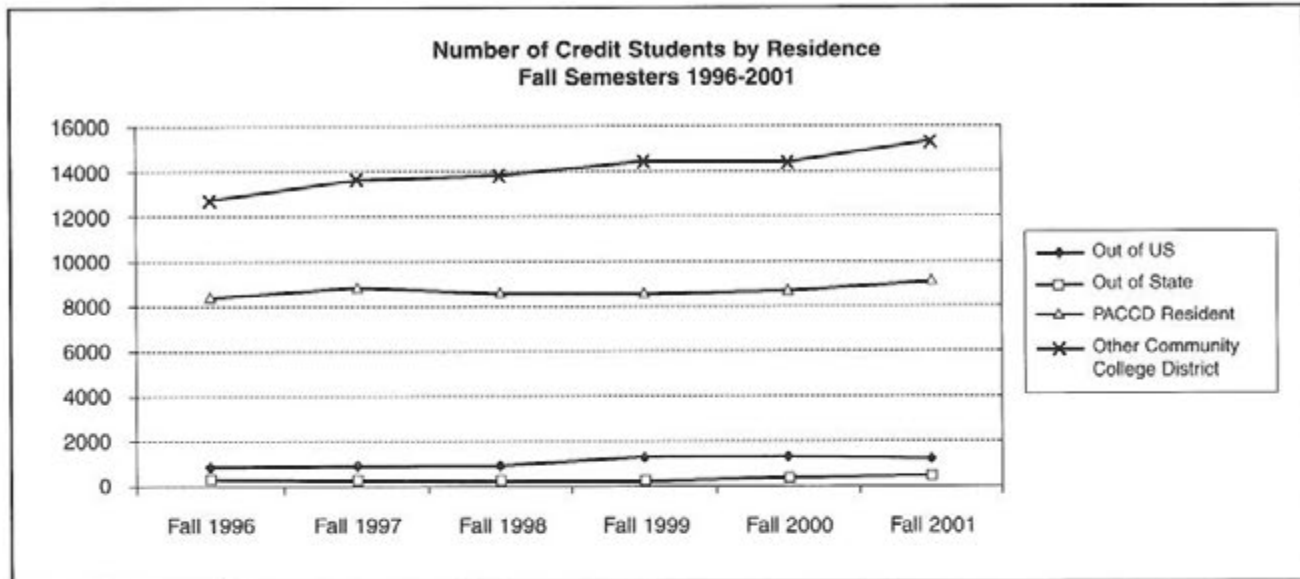


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	US Citizen	15921	16950	16810	17174	17491	18496
	Permanent Resident	4826	4985	4976	5031	5048	5138
	Refugee	302	290	246	238	262	341
	F-1 Visa	727	831	937	1091	977	978
	Temporary Resident	71	87	87	81	69	92
	Other Visa	367	339	369	418	430	457
	None of the Above	23	29	38	51	73	43
	Total	22237	23511	23463	24084	24350	25545
Non-Credit	US Citizen	1576	1422	1222	1209	1376	1507
	Permanent Resident	472	580	654	1519	1962	1978
	Refugee	21	32	29	35	40	55
	F-1 Visa	5	12	16	16	18	38
	Temporary Resident	27	43	38	54	41	53
	Other Visa	67	113	128	105	79	113
	None of the Above	3037	3228	3274	2196	1527	1359
	Total	5205	5430	5361	5134	5043	5103

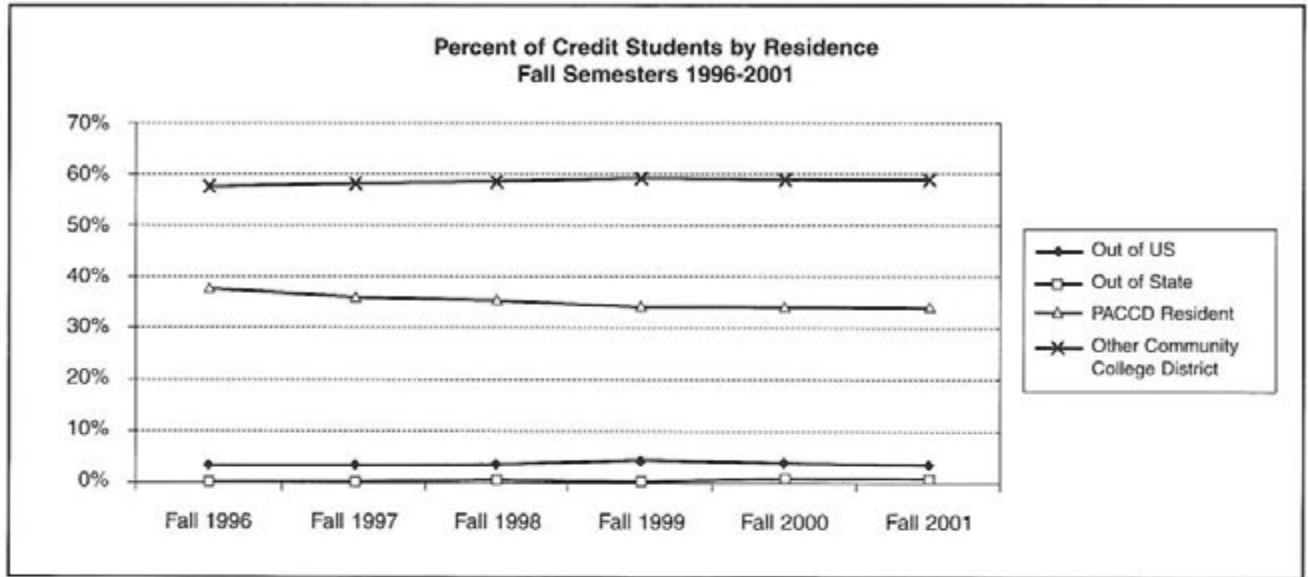


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	US Citizen	71.60%	72.09%	71.64%	71.31%	71.83%	72.41%
	Permanent Resident	21.70%	21.20%	21.21%	20.89%	20.73%	20.11%
	Refugee	1.36%	1.23%	1.05%	0.99%	1.08%	1.33%
	F-1 Visa	3.27%	3.53%	3.99%	4.53%	4.01%	3.83%
	Temporary Resident	0.32%	0.37%	0.37%	0.34%	0.28%	0.36%
	Other Visa	1.65%	1.44%	1.57%	1.74%	1.77%	1.79%
	None of the Above	0.10%	0.12%	0.16%	0.21%	0.30%	0.17%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Non-Credit	US Citizen	30.28%	26.19%	22.79%	23.55%	27.29%	29.53%
	Permanent Resident	9.07%	10.68%	12.20%	29.59%	38.91%	38.76%
	Refugee	0.40%	0.59%	0.54%	0.68%	0.79%	1.08%
	F-1 Visa	0.10%	0.22%	0.30%	0.31%	0.36%	0.74%
	Temporary Resident	0.52%	0.79%	0.71%	1.05%	0.81%	1.04%
	Other Visa	1.29%	2.08%	2.39%	2.05%	1.57%	2.21%
	None of the Above	58.35%	59.45%	61.07%	42.77%	30.28%	26.63%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DESCRIPTION AND DEMOGRAPHICS

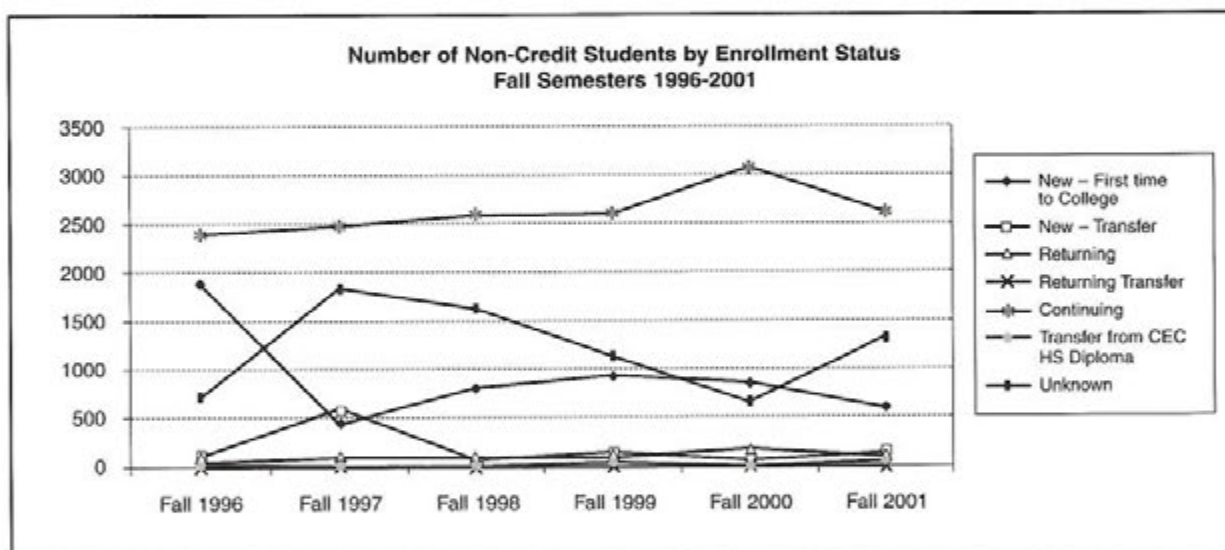
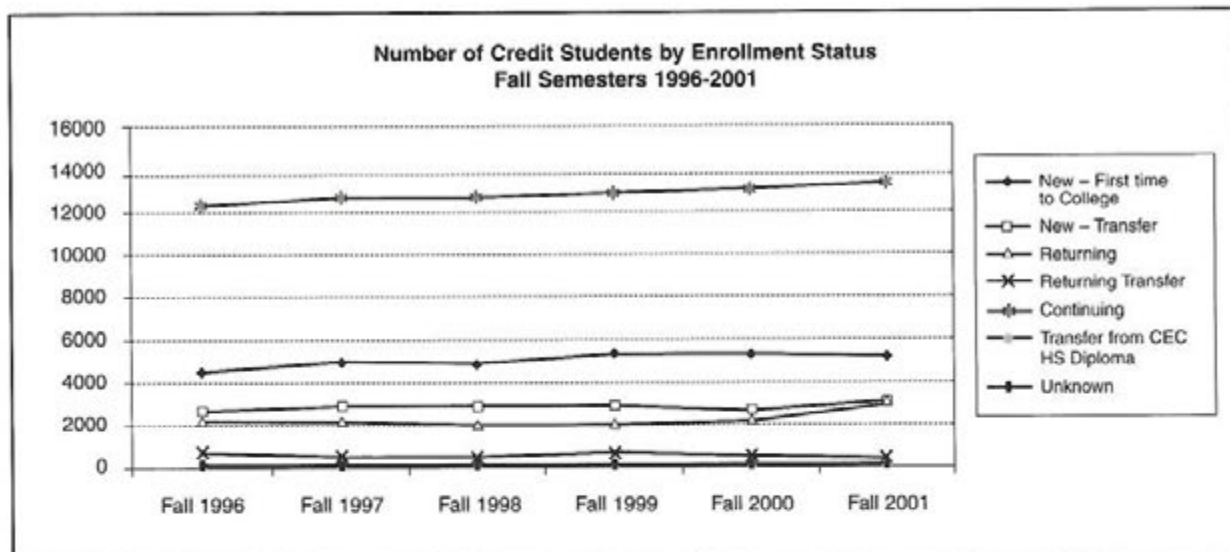


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	PACCD Resident	8352	8681	8444	8388	8562	9012
	Other Community College District	12907	13759	13791	14242	14331	15099
	Out of State	99	104	127	161	232	271
	Out of US	879	967	1101	1293	1225	1163
	Total	22237	23511	23463	24084	24350	25545

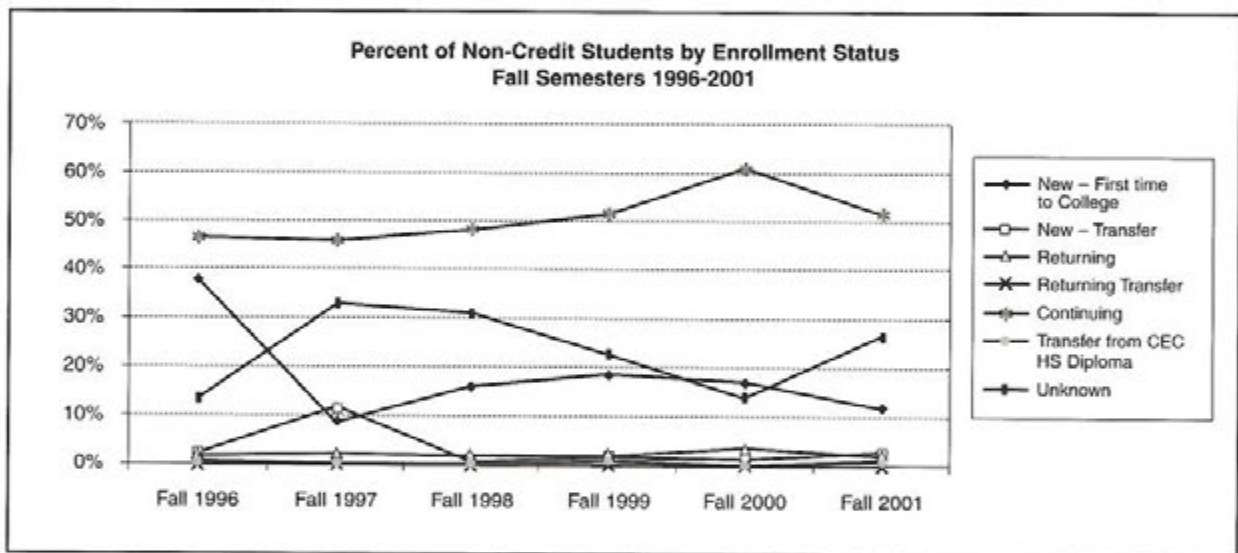
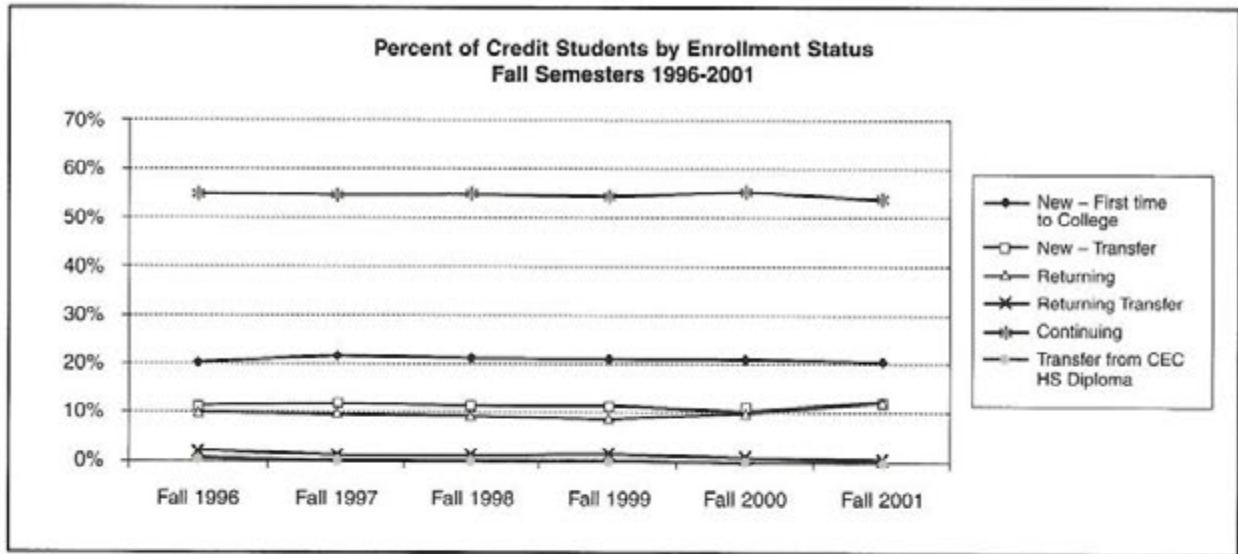


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	PACCD Resident	37.56%	36.92%	35.99%	34.83%	35.16%	35.28%
	Other Community College District	58.04%	58.52%	58.78%	59.13%	58.85%	59.11%
	Out of State	0.45%	0.44%	0.54%	0.67%	0.95%	1.06%
	Out of US	3.95%	4.11%	4.69%	5.37%	5.03%	4.55%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DESCRIPTION AND DEMOGRAPHICS

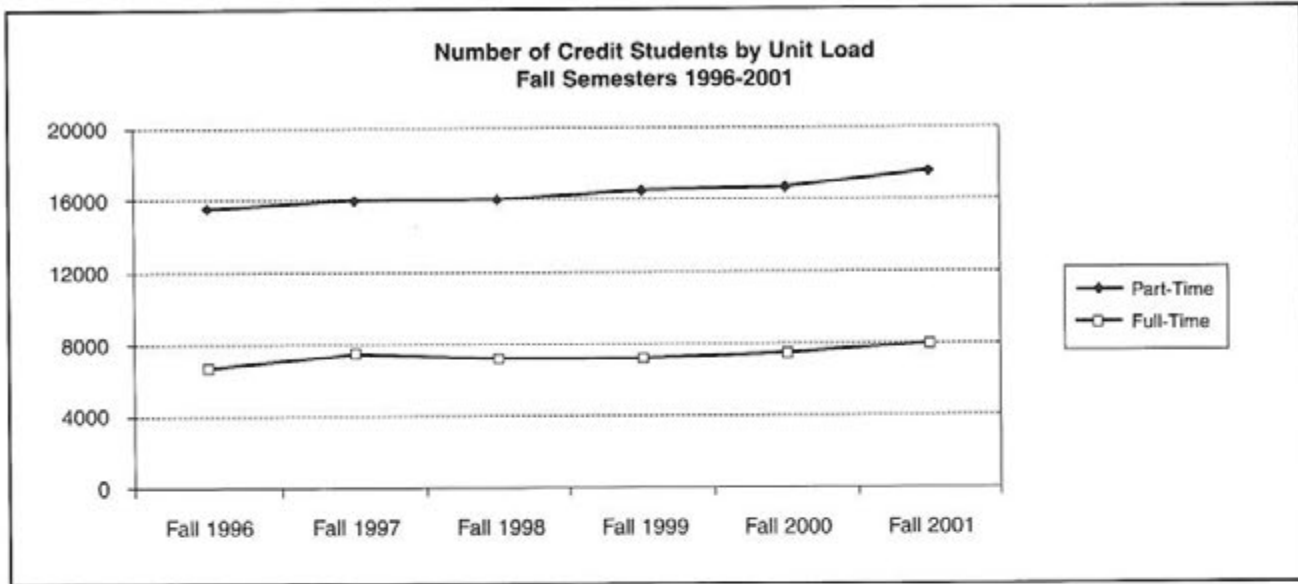


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	New- First time to college	4478	5072	5020	5325	5398	5300
	New- Transfer	2658	2991	2943	2938	2785	3169
	Returning	2195	2267	2189	2135	2402	3147
	Returning Transfer	606	382	416	520	344	225
	Continuing	12175	12775	12883	13161	13408	13659
	Transfer from CEC HS Diploma	123	12	10	3	13	25
	Unknown	2	12	2	2	0	20
	Total	22237	23511	23463	24084	24350	25545
Non-Credit	New- First time to college	1882	400	848	953	829	609
	New- Transfer	90	572	69	150	136	254
	Returning	101	160	154	186	257	211
	Returning Transfer	0	2	1	14	24	15
	Continuing	2405	2468	2597	2647	3099	2636
	Transfer from CEC HS Diploma	19	3	3	59	42	65
	Unknown	708	1825	1689	1125	656	1313
	Total	5205	5430	5361	5134	5043	5103

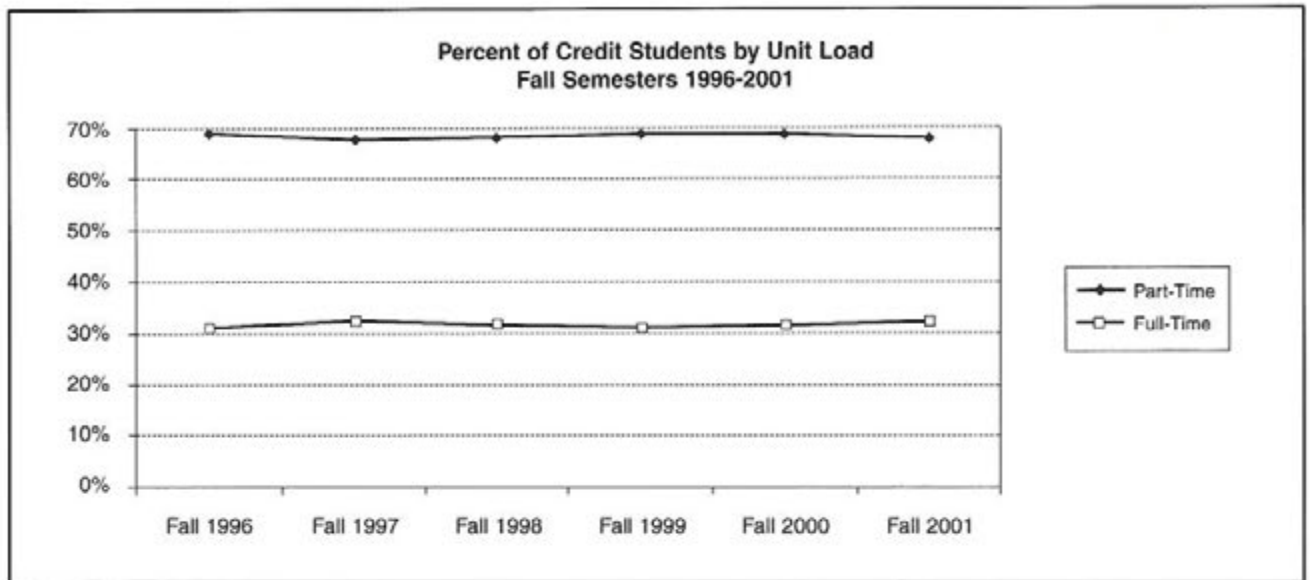


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	New- First time to college	20.14%	21.57%	21.40%	22.11%	22.17%	20.75%
	New- Transfer	11.95%	12.72%	12.54%	12.20%	11.44%	12.41%
	Returning	9.87%	9.64%	9.33%	8.86%	9.86%	12.32%
	Returning Transfer	2.73%	1.62%	1.77%	2.16%	1.41%	0.88%
	Continuing	54.75%	54.34%	54.91%	54.65%	55.06%	53.47%
	Transfer from CEC HS Diploma	0.55%	0.05%	0.04%	0.01%	0.05%	0.10%
	Unknown	0.01%	0.05%	0.01%	0.01%	0.00%	0.08%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Non-Credit	New- First time to college	36.16%	7.37%	15.82%	18.56%	16.44%	11.93%
	New- Transfer	1.73%	10.53%	1.29%	2.92%	2.70%	4.98%
	Returning	1.94%	2.95%	2.87%	3.62%	5.10%	4.13%
	Returning Transfer	0.00%	0.04%	0.02%	0.27%	0.48%	0.29%
	Continuing	46.21%	45.45%	48.44%	51.56%	61.45%	51.66%
	Transfer from CEC HS Diploma	0.37%	0.06%	0.06%	1.15%	0.83%	1.27%
	Unknown	13.60%	33.61%	31.51%	21.91%	13.01%	25.73%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DESCRIPTION AND DEMOGRAPHICS

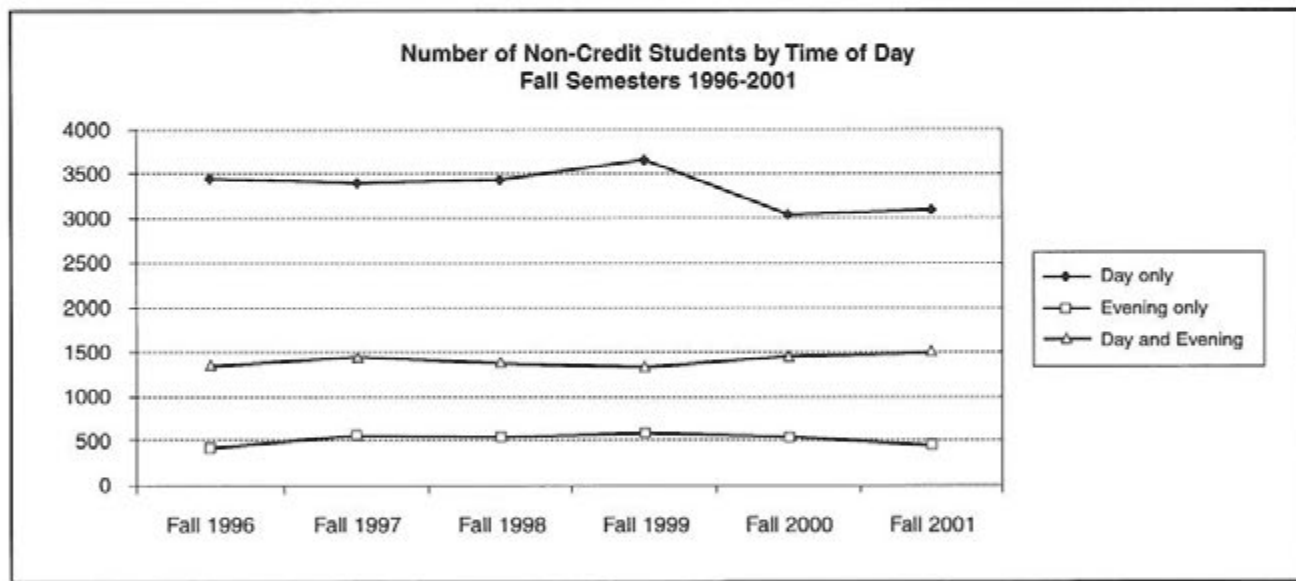
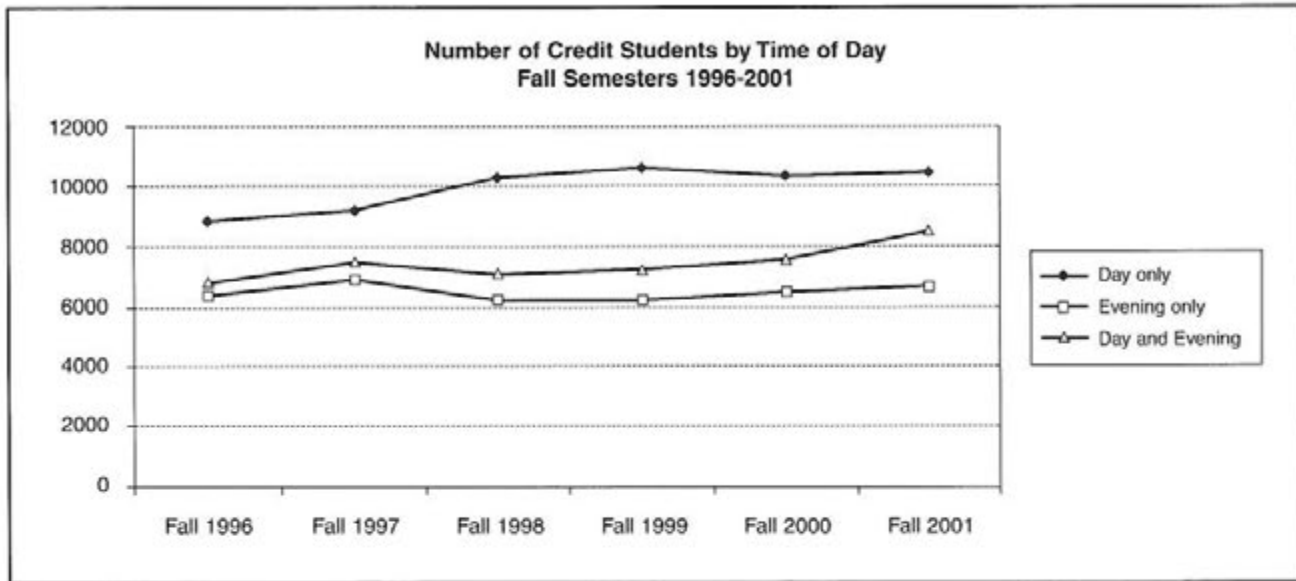


	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Part-Time	15428	15978	16061	16644	16791	17530
Full-Time	6809	7533	7402	7440	7559	8015
Total	22237	23511	23463	24084	24350	25545

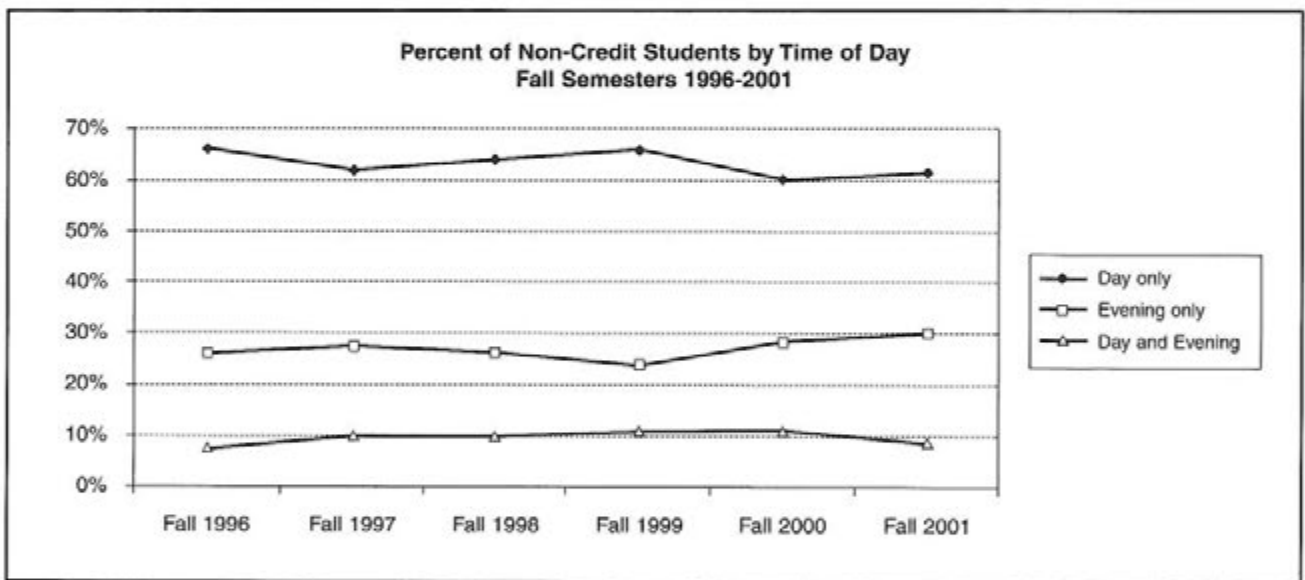
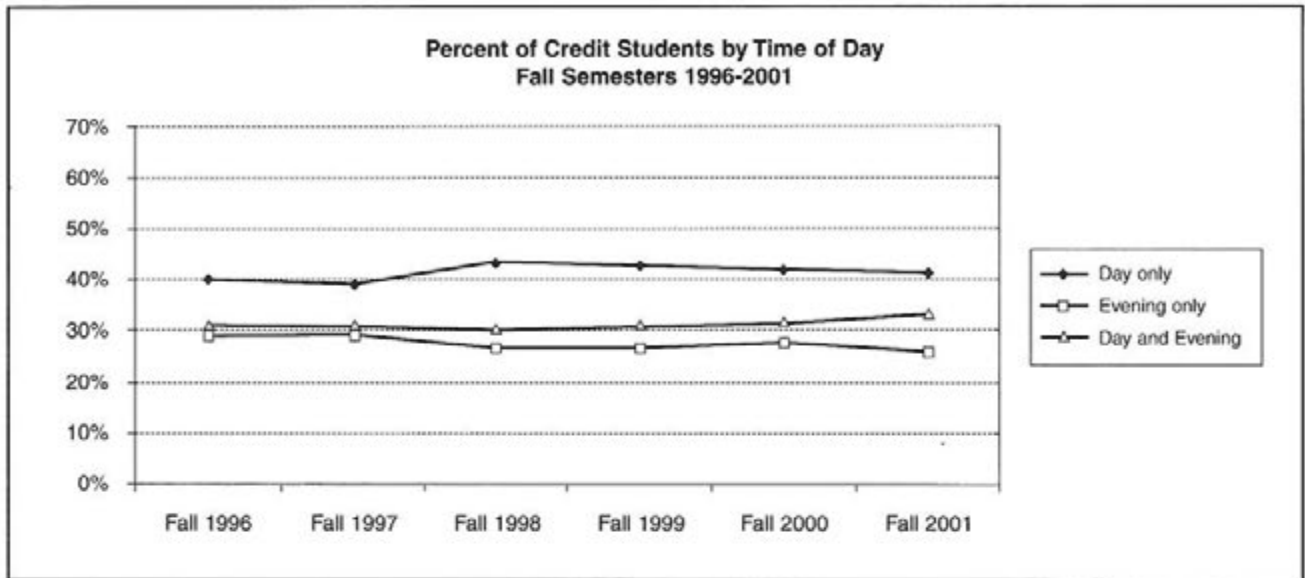


	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Part-Time	69.38%	67.96%	68.45%	69.11%	68.96%	68.62%
Full-Time	30.62%	32.04%	31.55%	30.89%	31.04%	31.38%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DESCRIPTION AND DEMOGRAPHICS

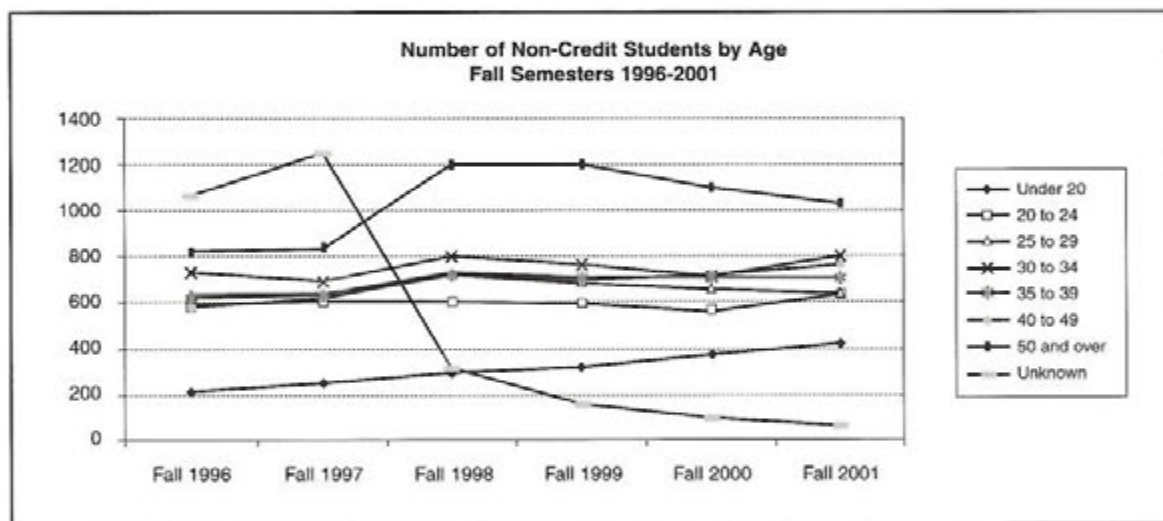
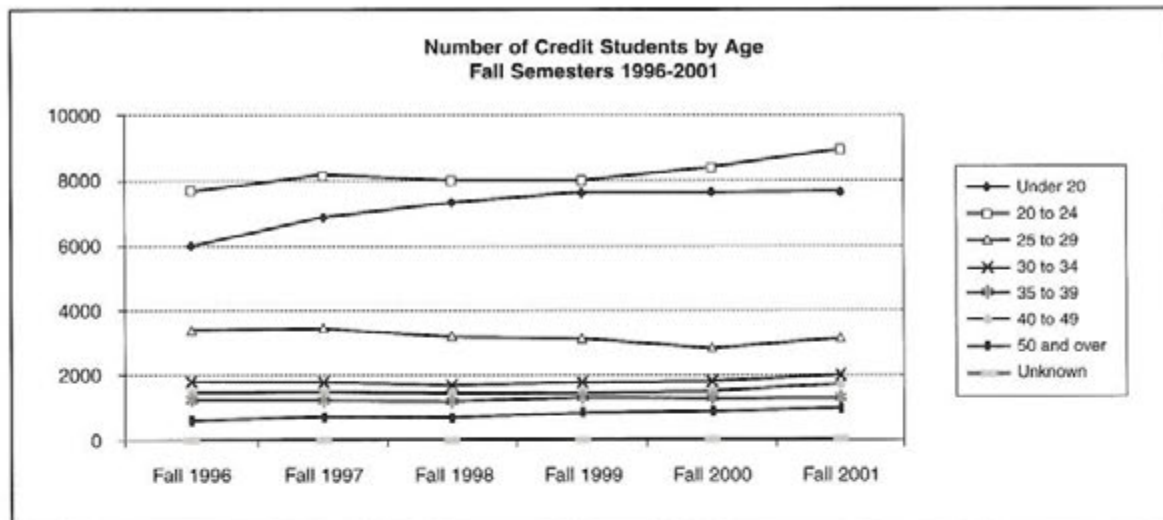


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	Day only	8915	9226	10290	10544	10377	10478
	Day and Evening	6911	7353	6984	7255	7478	8377
	Evening Only	6411	6932	6189	6285	6495	6690
	Total	22237	23511	23463	24084	24350	25545
Non-Credit	Day Only	3446	3398	3451	3662	3035	3111
	Day and Evening	428	557	524	583	541	470
	Evening Only	1331	1475	1386	1333	1467	1522
	Total	5205	5430	5361	5578	5043	5103

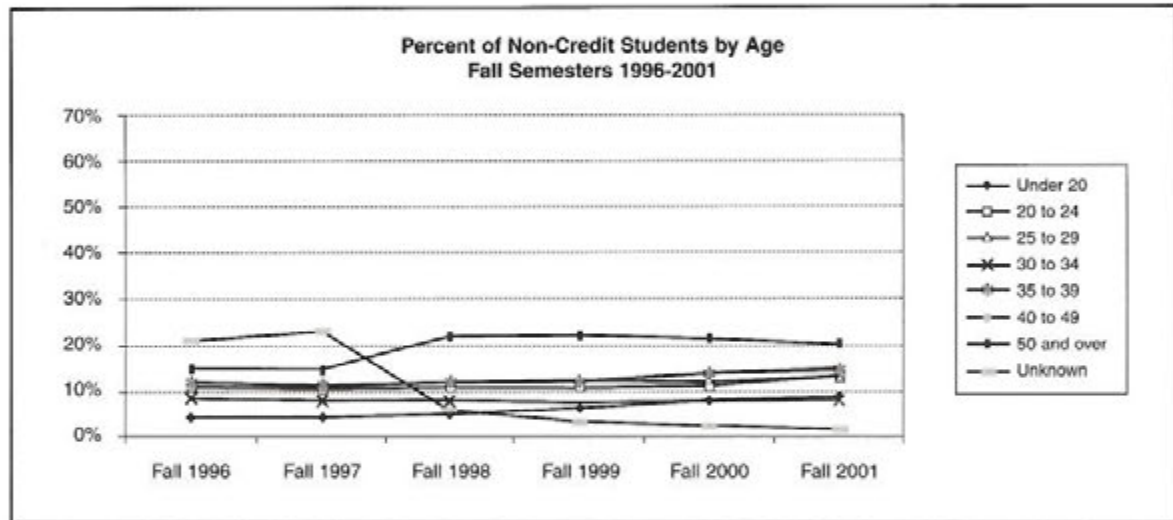
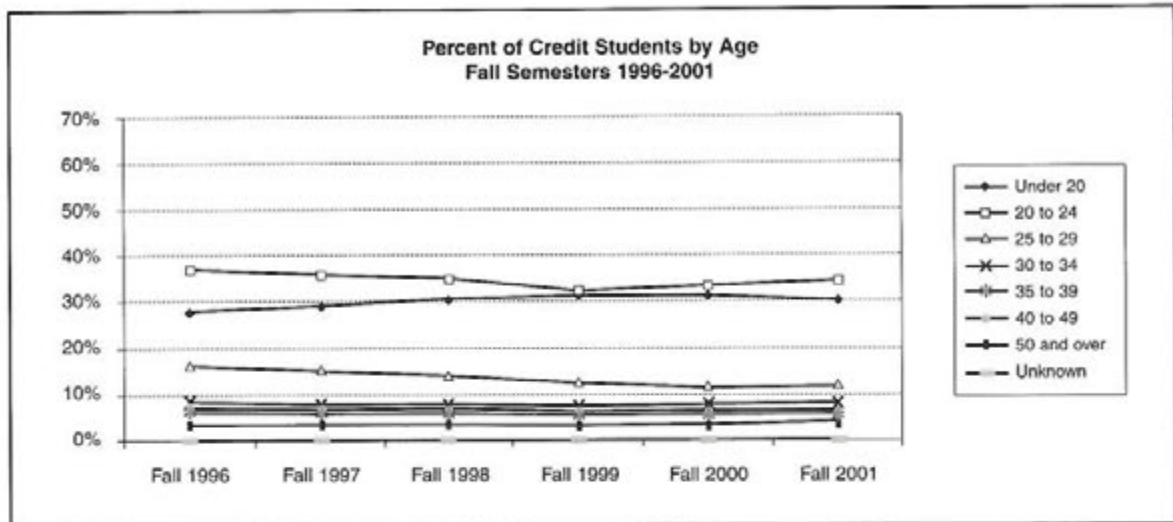


		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	Day only	40.09%	39.24%	43.86%	43.78%	42.62%	41.02%
	Day and Evening	31.08%	31.27%	29.77%	30.12%	30.71%	32.79%
	Evening Only	28.83%	29.48%	26.38%	26.10%	26.67%	26.19%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Non-Credit	Day Only	66.21%	62.58%	64.37%	65.65%	60.18%	60.96%
	Day and Evening	8.22%	10.26%	9.77%	10.45%	10.73%	9.21%
	Evening Only	25.57%	27.16%	25.85%	23.90%	29.09%	29.83%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

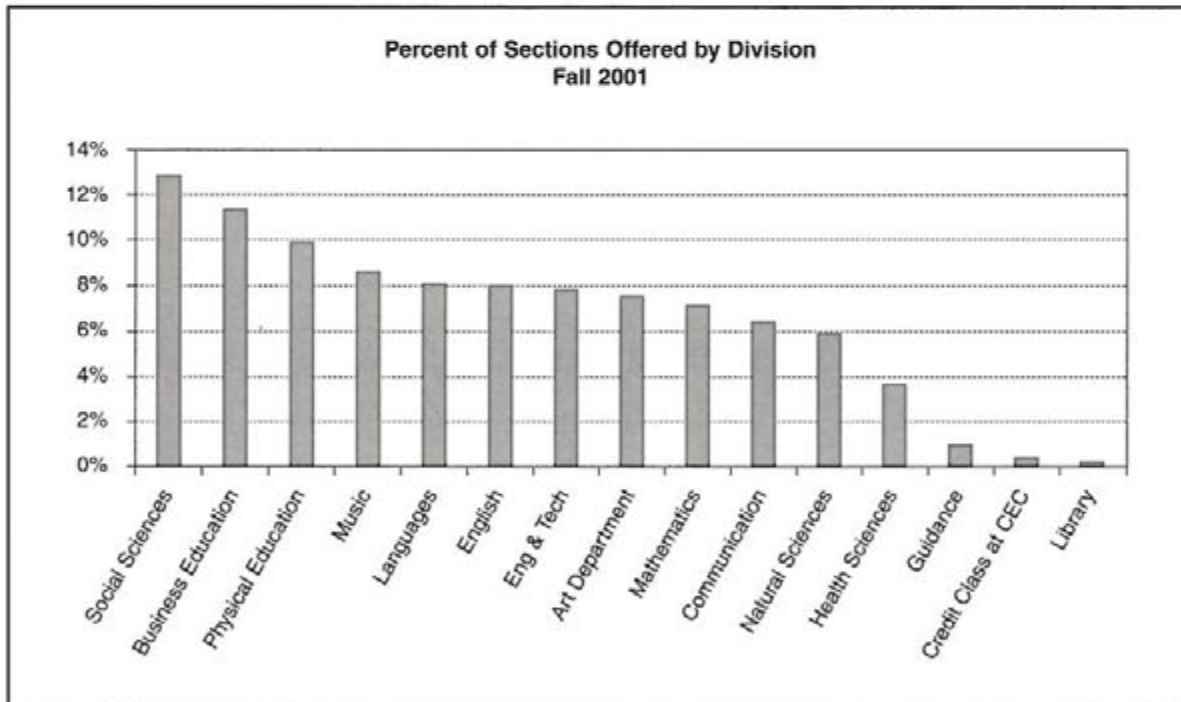
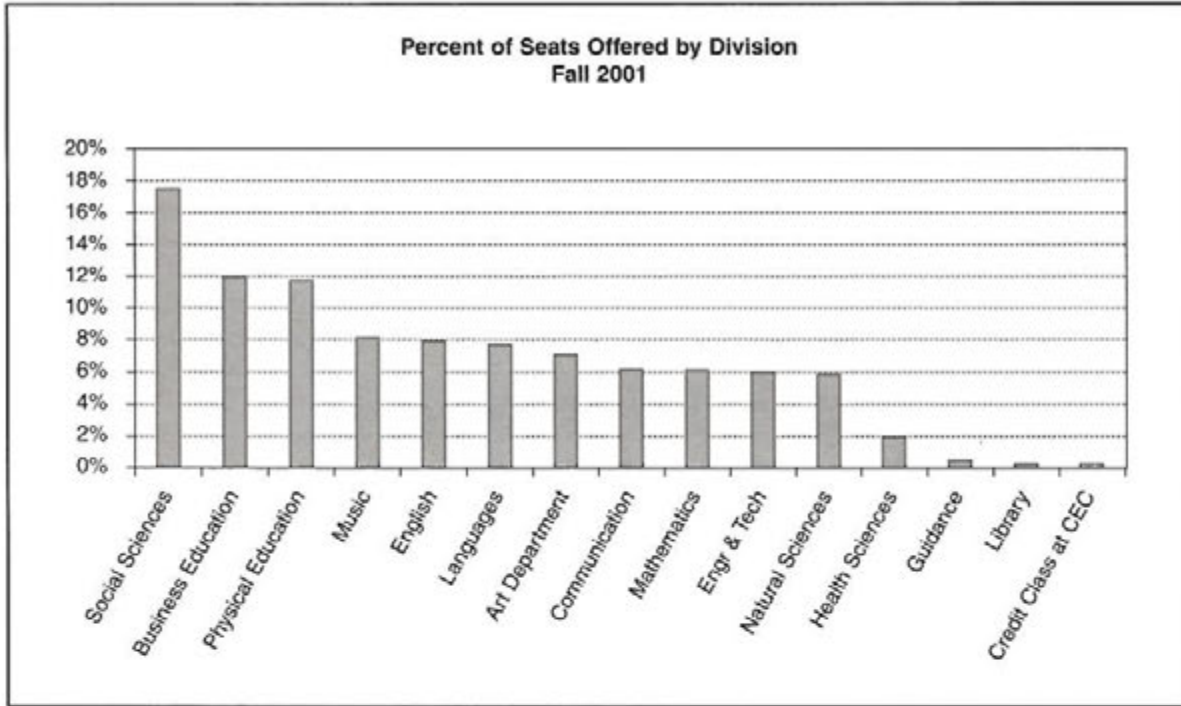
DESCRIPTION AND DEMOGRAPHICS



		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	Under 20	5974	6772	7214	7600	7589	7709
	20 to 24	7785	8053	7968	8039	8345	8826
	25 to 29	3337	3411	3242	3202	3002	3221
	30 to 34	1816	1802	1677	1750	1797	1938
	35 to 39	1221	1214	1166	1250	1258	1257
	40 to 49	1476	1525	1503	1448	1529	1630
	50 and over	620	724	686	792	826	963
	Unknown	8	10	7	3	4	1
	Total	22237	23511	23463	24084	24350	25545
Non-Credit	Under 20	224	248	302	312	375	430
	20 to 24	581	586	604	590	566	637
	25 to 29	629	628	711	686	684	645
	30 to 34	714	680	800	771	742	798
	35 to 39	615	626	714	702	741	707
	40 to 49	566	603	710	701	731	765
	50 and over	807	820	1198	1206	1112	1052
	Unknown	1069	1239	322	166	92	69
	Total	5205	5430	5361	5134	5043	5103



		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Credit	Under 20	26.87%	28.80%	30.75%	31.56%	31.17%	30.18%
	20 to 24	35.01%	34.25%	33.96%	33.38%	34.27%	34.55%
	25 to 29	15.01%	14.51%	13.82%	13.30%	12.33%	12.61%
	30 to 34	8.17%	7.66%	7.15%	7.27%	7.38%	7.59%
	35 to 39	5.49%	5.16%	4.97%	5.19%	5.17%	4.92%
	40 to 49	6.64%	6.49%	6.41%	6.01%	6.28%	6.38%
	50 and over	2.79%	3.08%	2.92%	3.29%	3.39%	3.77%
	Unknown	0.04%	0.04%	0.03%	0.01%	0.02%	0.00%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Non-Credit	Under 20	4.30%	4.57%	5.63%	6.08%	7.44%	8.43%
	20 to 24	11.16%	10.79%	11.27%	11.49%	11.22%	12.48%
	25 to 29	12.08%	11.57%	13.26%	13.36%	13.56%	12.64%
	30 to 34	13.72%	12.52%	14.92%	15.02%	14.71%	15.64%
	35 to 39	11.82%	11.53%	13.32%	13.67%	14.69%	13.85%
	40 to 49	10.87%	11.10%	13.24%	13.65%	14.50%	14.99%
	50 and over	15.50%	15.10%	22.35%	23.49%	22.05%	20.62%
	Unknown	20.54%	22.82%	6.01%	3.23%	1.82%	1.35%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%



Staff Demographics Comparison Fall 1995 versus Fall 2001				
	Fall 1995		Fall 2001	
Gender	Number	Percent	Number	Percent
Female	711	51.1%	781	51.0%
Male	681	48.9%	751	49.0%
Total	1392	100%	1532	100%
	Fall 1995		Fall 2001	
Ethnicity	Number	Percent	Number	Percent
African American	162	11.6%	192	12.5%
American Indian	9	0.6%	21	1.4%
Asian/Pacific Islander	103	7.4%	157	10.2%
Filipino	18	1.3%	17	1.1%
Hispanic	160	11.5%	225	14.7%
White	940	67.5%	920	60.1%
Total	1392	100%	1532	100%
	Fall 1995		Fall 2001	
Employment Classification	Number	Percent	Number	Percent
Educational Administration	34	2.4%	35	2.3%
Tenured/Tenure Track	333	23.9%	371	24.2%
Academic Temporary	655	47.1%	733	47.8%
Classified Administration	14	1.0%	15	1.0%
Classified Support	356	25.6%	378	24.7%
Total	1392	100%	1532	100%

DESCRIPTION AND DEMOGRAPHICS

Staff Demographics by Employment Classification Fall 2001					
	Educational Administration	Tenured/Tenure Track	Academic Temporary	Classified Administrator	Classified Support
Ethnicity					
African American	7	35	60	4	86
American Indian	0	5	13	0	3
Asian/Pacific Islander	2	41	91	0	23
Filipino	0	4	7	0	6
Hispanic	6	40	82	1	96
White	20	246	480	10	164
Total	35	371	733	15	378
Gender					
Female	14	190	354	6	217
Male	21	181	379	9	161
Total	35	371	733	15	378

PFE Performance Data Definitions

Goal 1: Transfers

Number of students who transferred during the summer, fall, or spring of an academic year. Base year is 1998-99.

Goal 1b: Transfer-Prepared

Count of credit students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00. Base period ending 1997-98.

Goal 2: Degrees and Certificates

Number of degrees and certificates awarded during the summer, fall, or spring of an academic year. Base year is 1997-98.

Goal 3: Successful Course Completion

Change in successful course completion rate. The percentage of students who receive an A, B, C, or CR out of the total number of students enrolled in a class. Base year is 1995-96.

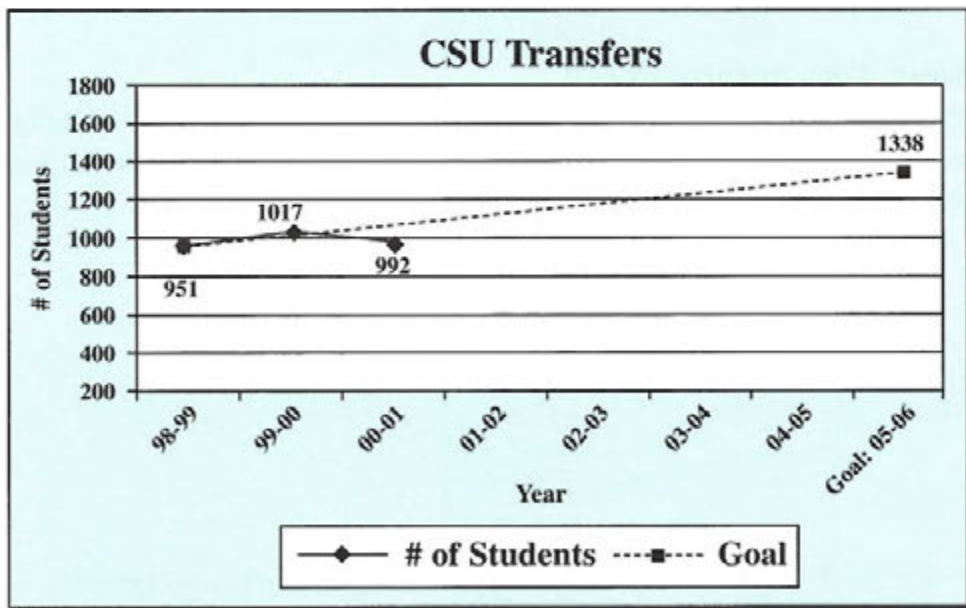
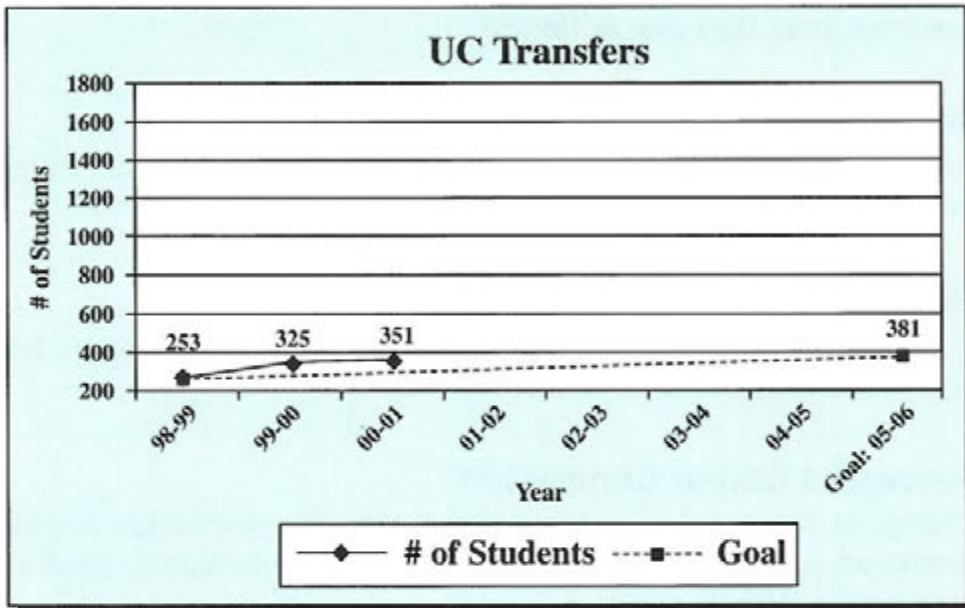
Goal 4: Workforce Development

Number of successful course completions. Students who receive an A, B, C, or CR in vocational education courses. Base year is 1997-98.

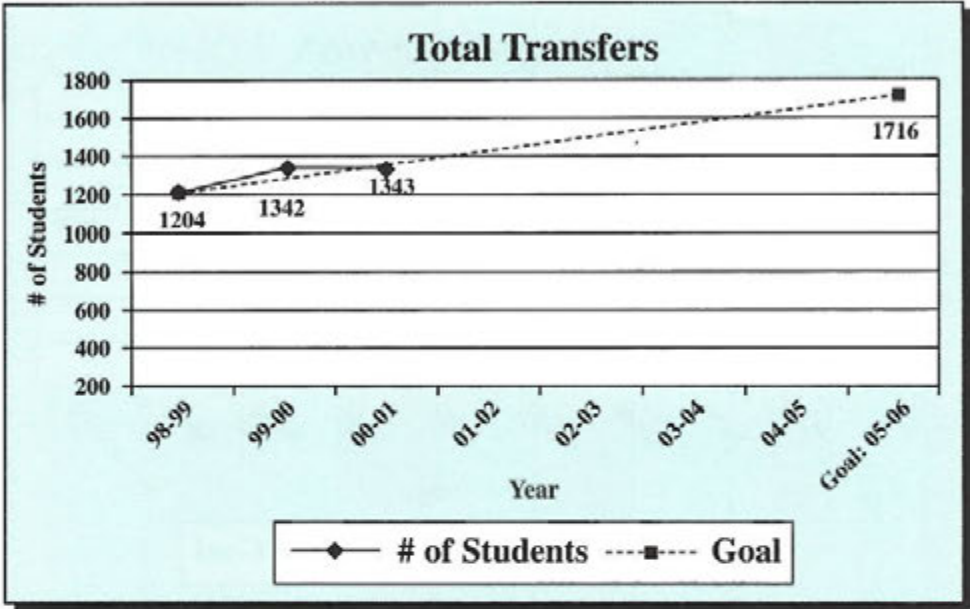
Goal 5: Basic Skills Improvement

Number of students who improved in basic skills courses. Students who started in a basic skills course and completed a higher level course with a grade of "C" or better within two years. Base period ending 1997-98.

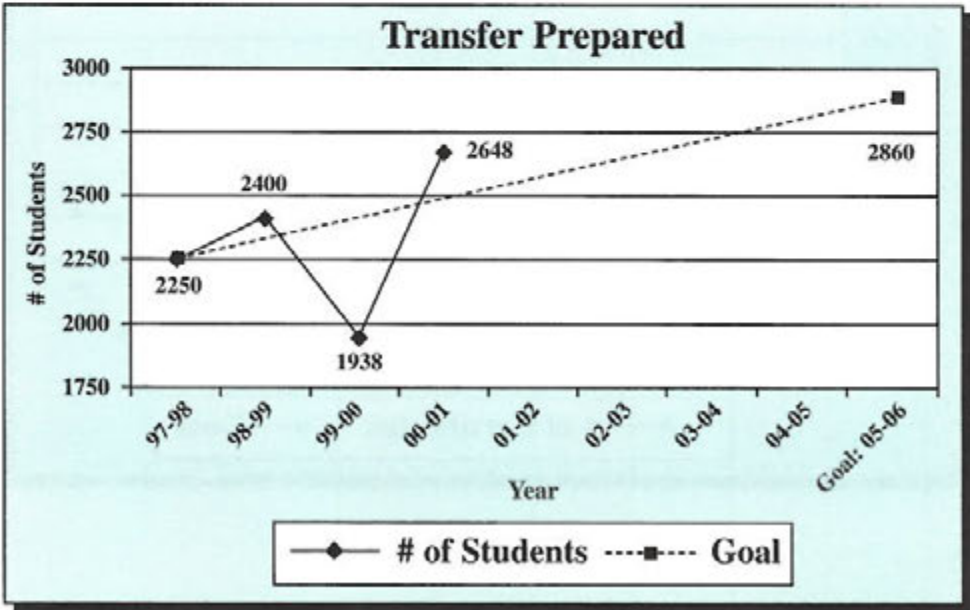
PFE Performance Data Goal 1 – Transfers: 1998/99 – 2000/01



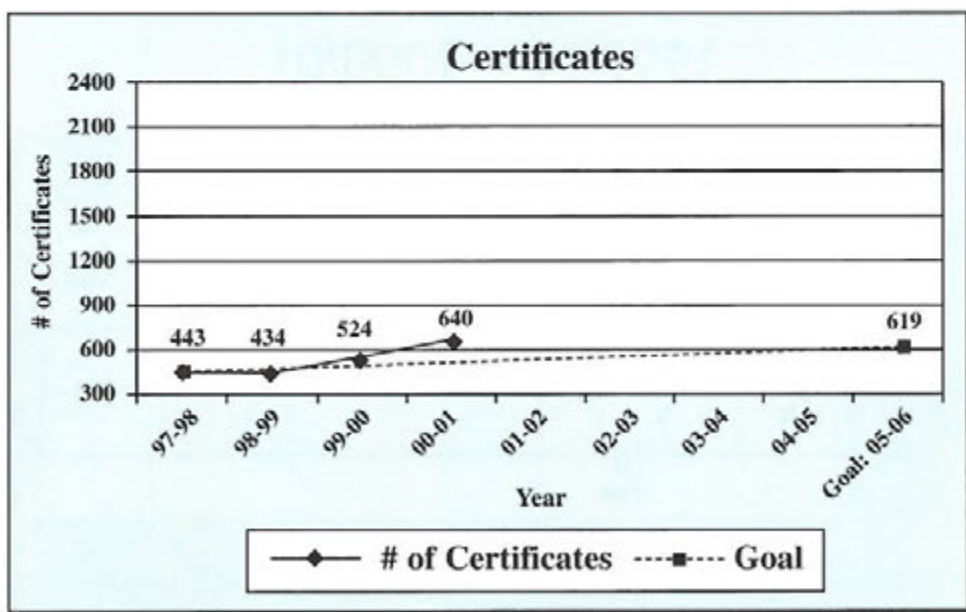
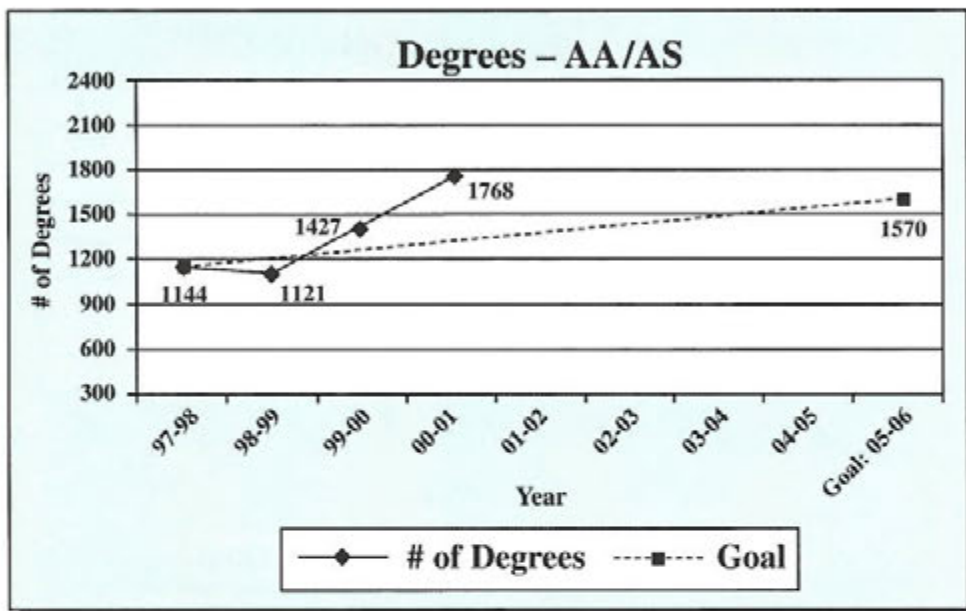
PFE Performance Data Goal 1 – Transfers: 1998/99 – 2000/01



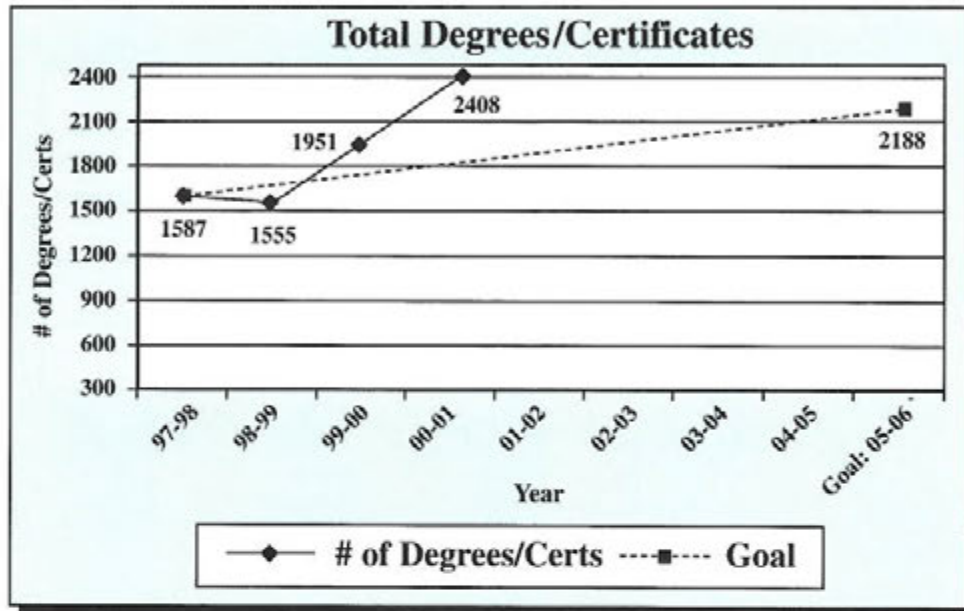
PFE Performance Data Goal 1b – Transfer Prepared: 1997/98 – 2000/01



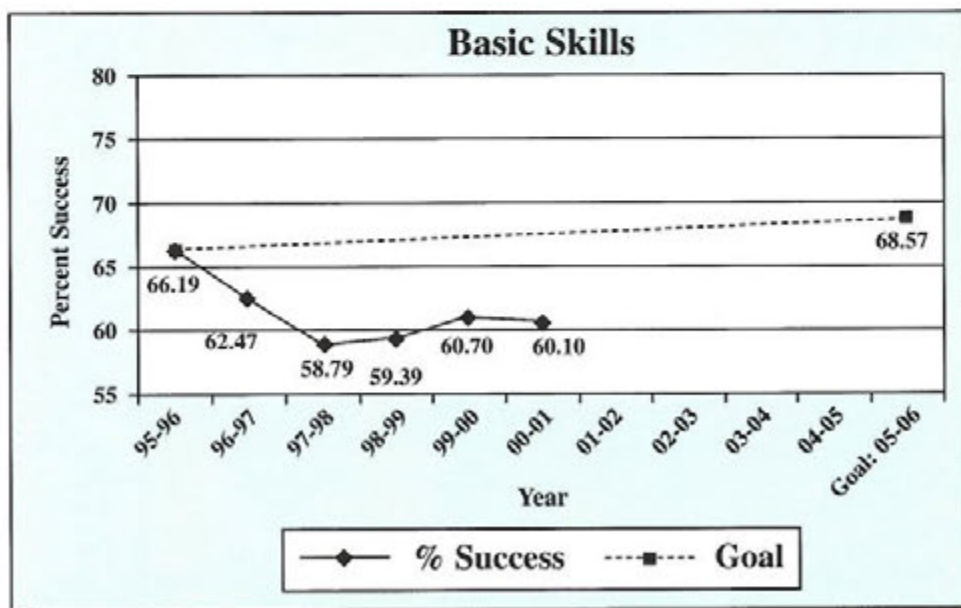
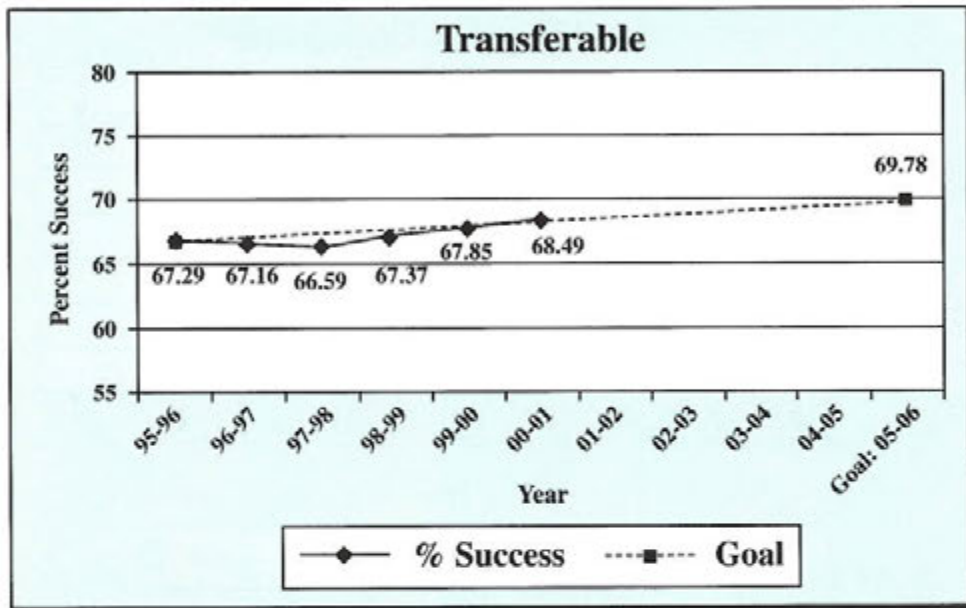
PFE Performance Data Goal 2 – Degrees and Certificates: 1997/98 – 2000/01



PFE Performance Data
Goal 2 – Degrees and Certificates:
1997/98 – 2000/01

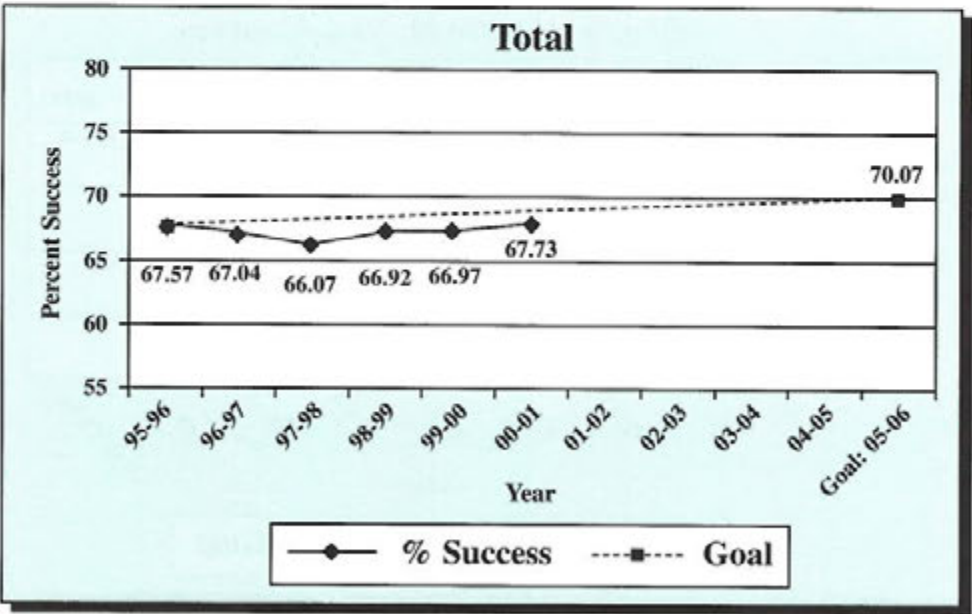
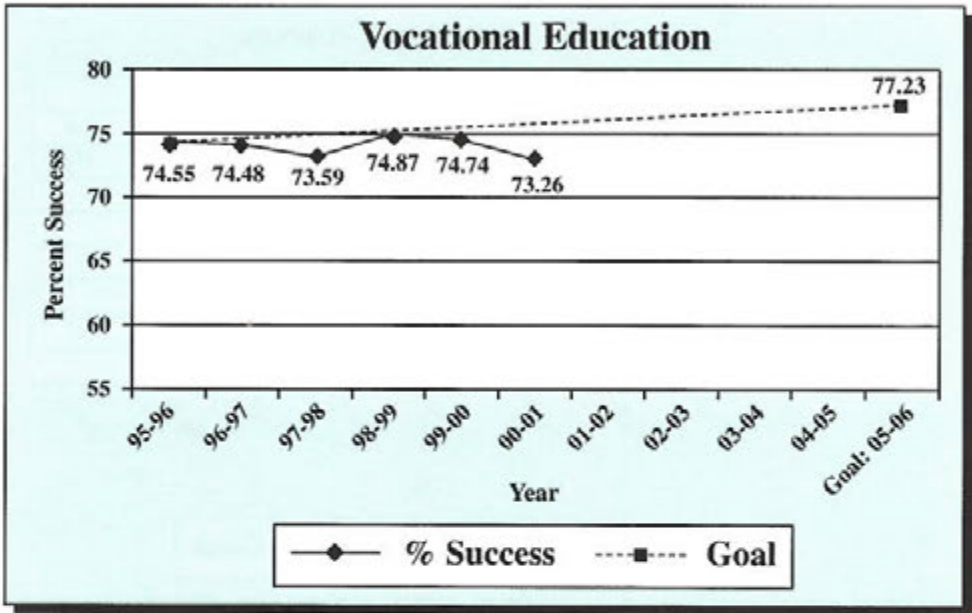


PFE Performance Data Goal 3 – Successful Course Completion: 1995/96 – 2000/01

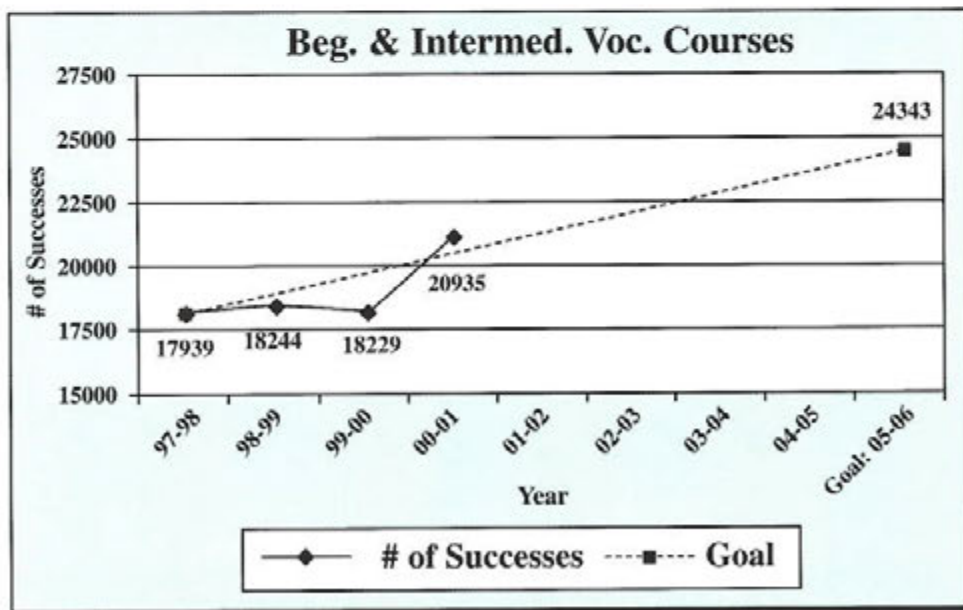
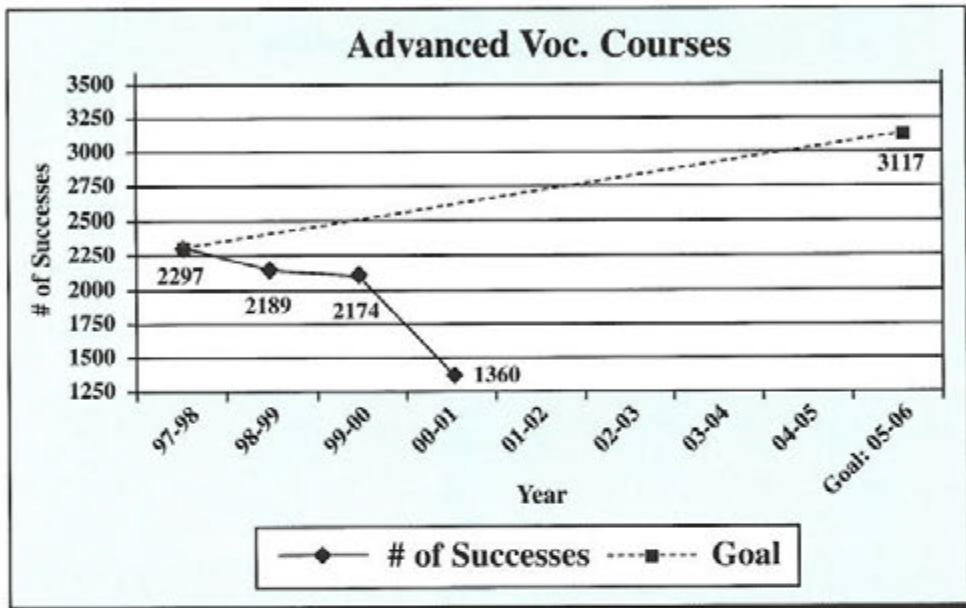


PFE Performance Data

Goal 3 – Successful Course Completion: 1995/96 – 2000/01

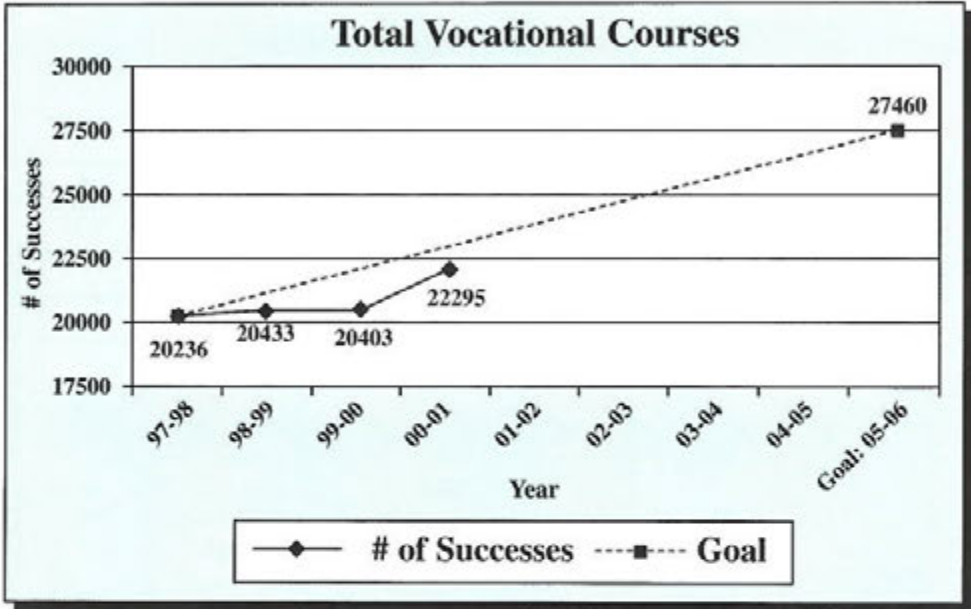


PFE Performance Data Goal 4 – Workforce Development: 1997/98 – 2000/01

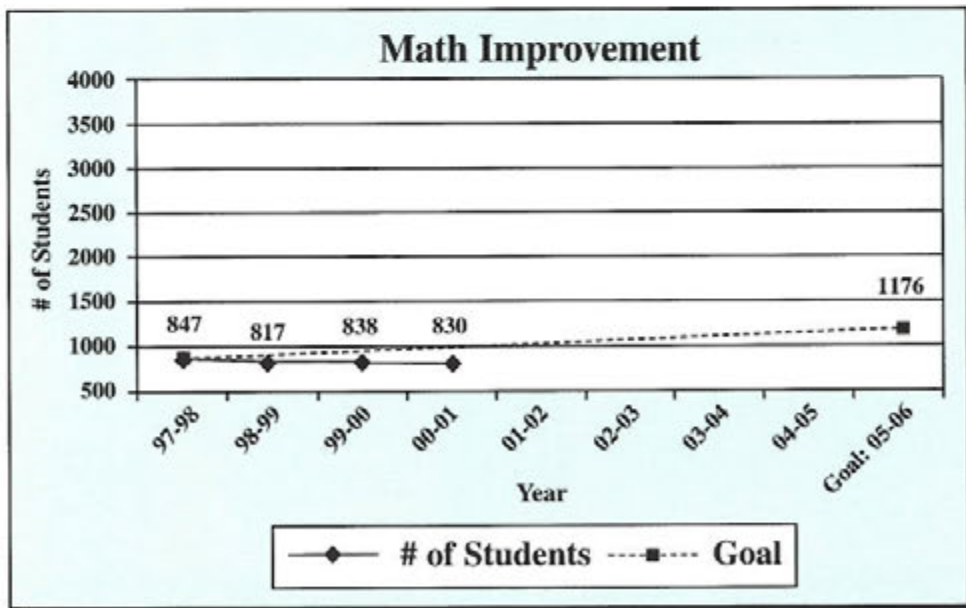
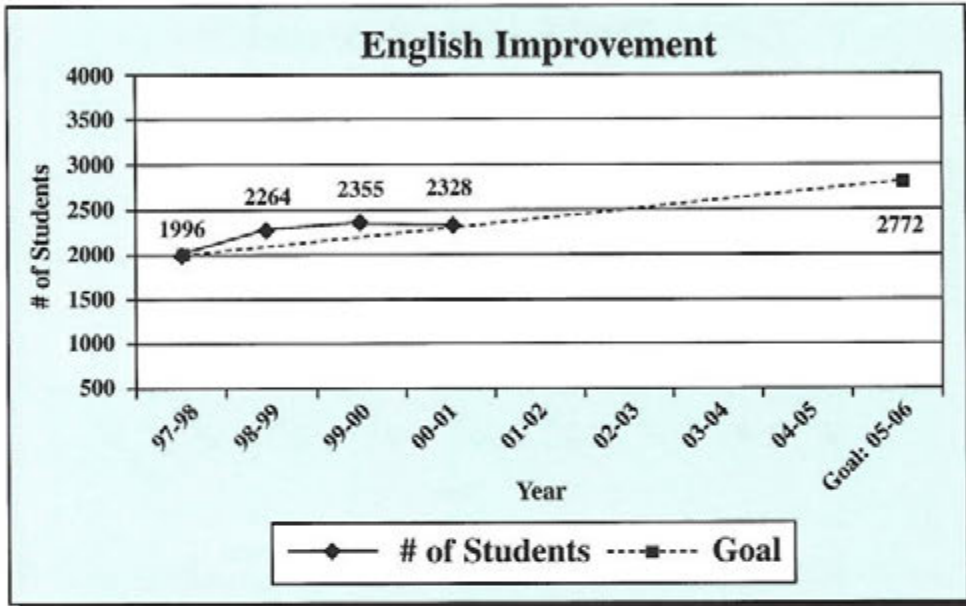


PFE Performance Data

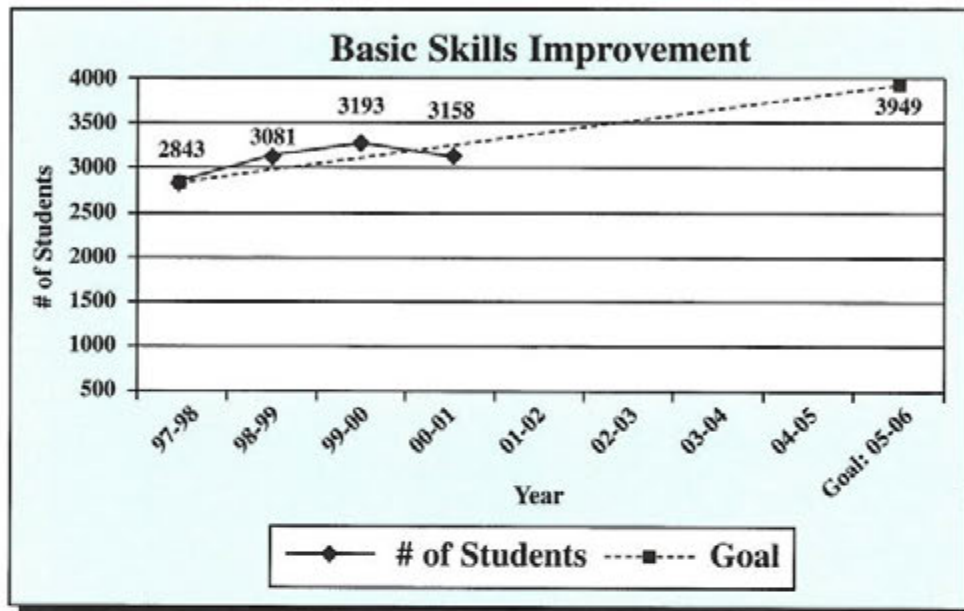
Goal 4 – Workforce Development: 1997/98 – 2000/01



PFE Performance Data Goal 5 – Basic Skills Improvement: 1997/98 – 2000/01



PFE Performance Data
Goal 5 – Basic Skills Improvement:
1997/98 – 2000/01





Organizational Charts



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

**PASADENA AREA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
2001-2002**

Area 1
Mr. Geoffrey Baum

Area 2
Dr. Jeanette Mann

Area 3
Ms. Consuelo Rey Castro

Area 4
Ms. Susanna Miele
Clerk of Board

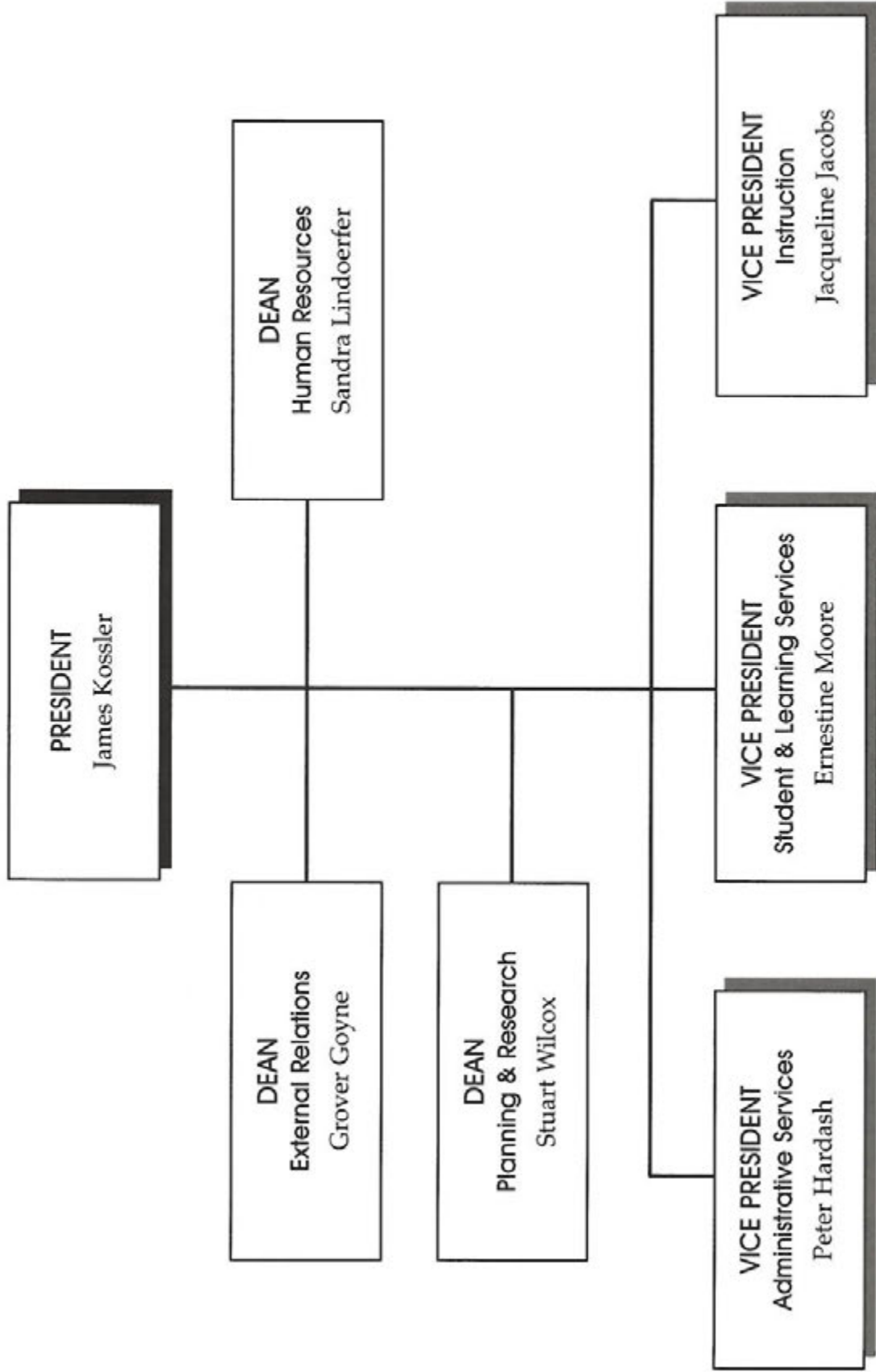
Area 5
Mr. Warren Weber
President of Board

Area 6
Mr. John Martin
Vice President of Board

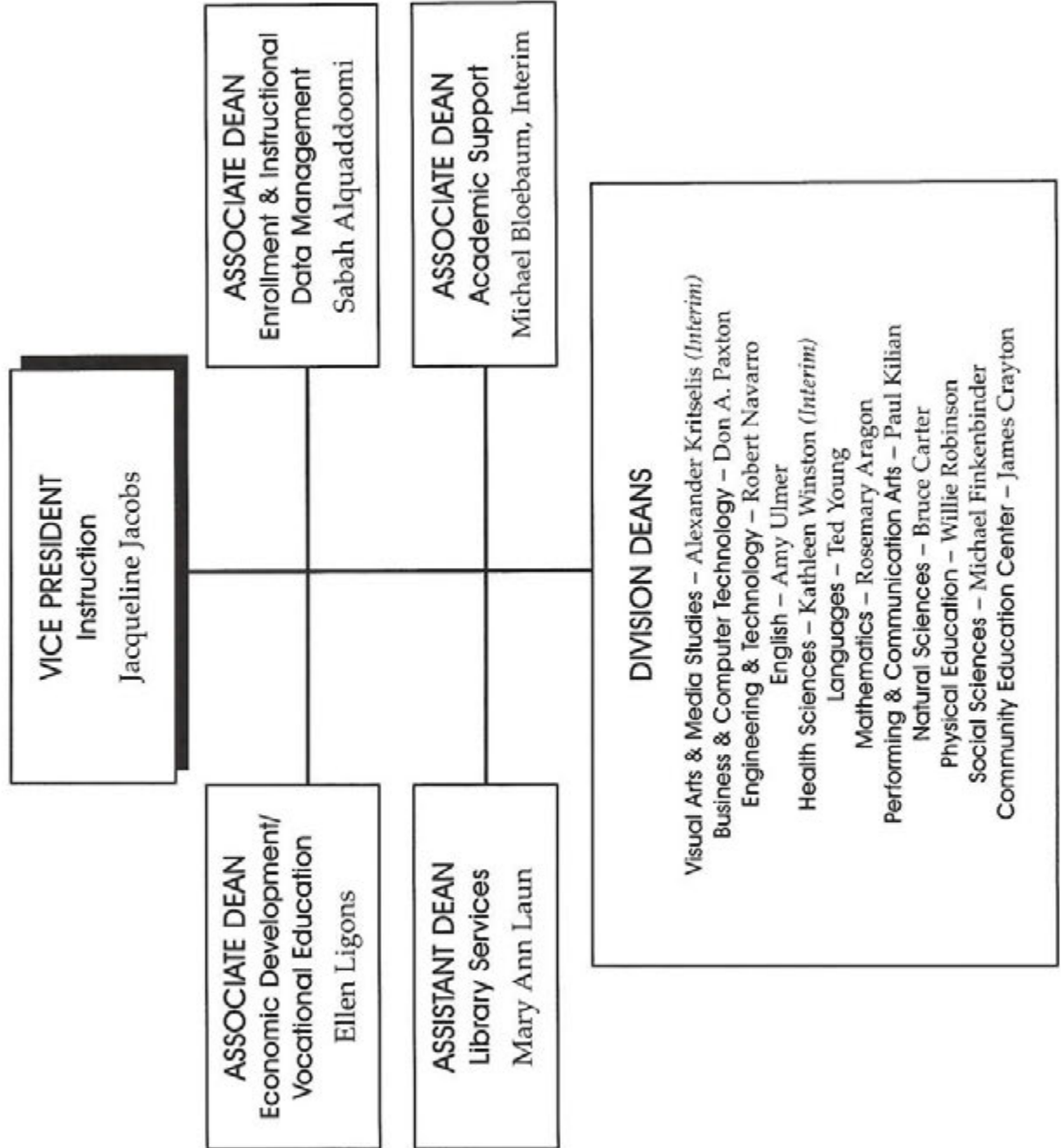
Area 7
Mrs. Beth Wells-Miller

Student Trustee
Mr. Samir Gharib

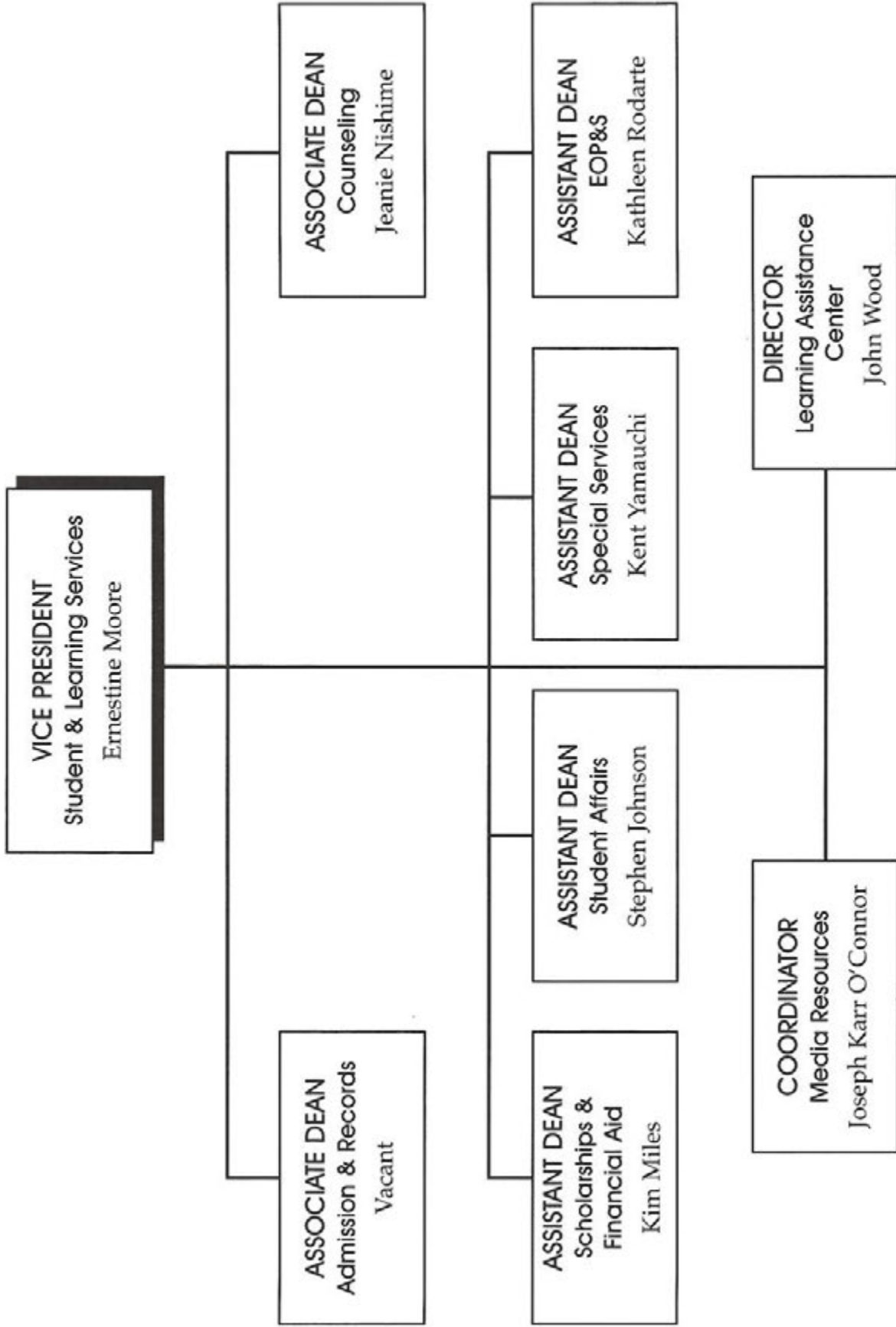
EXECUTIVE COMMITTEE



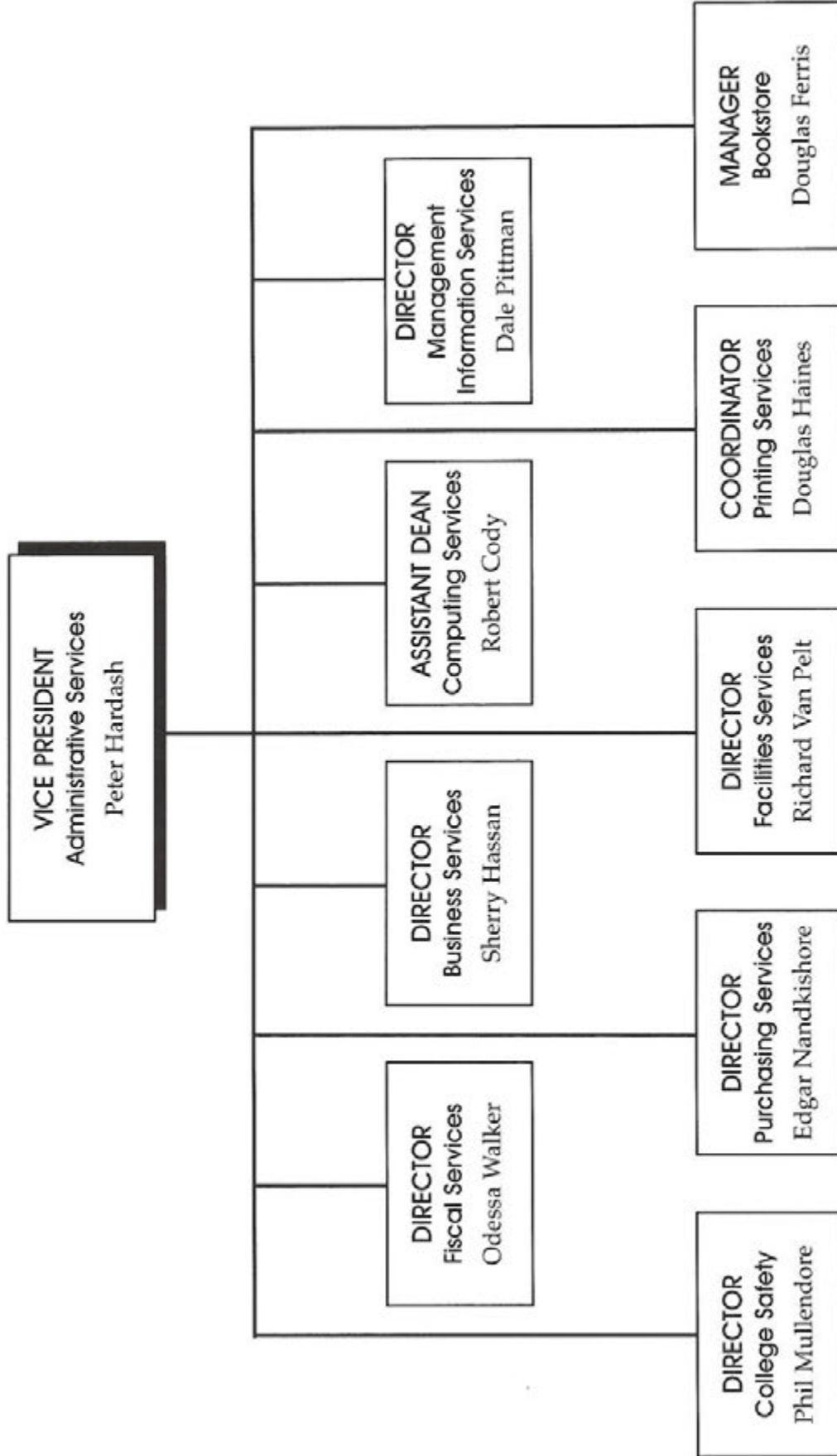
INSTRUCTIONAL ADMINISTRATION



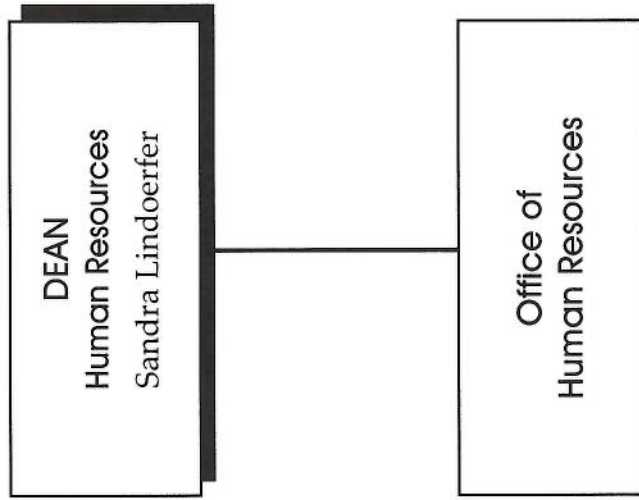
STUDENT AND LEARNING SERVICES



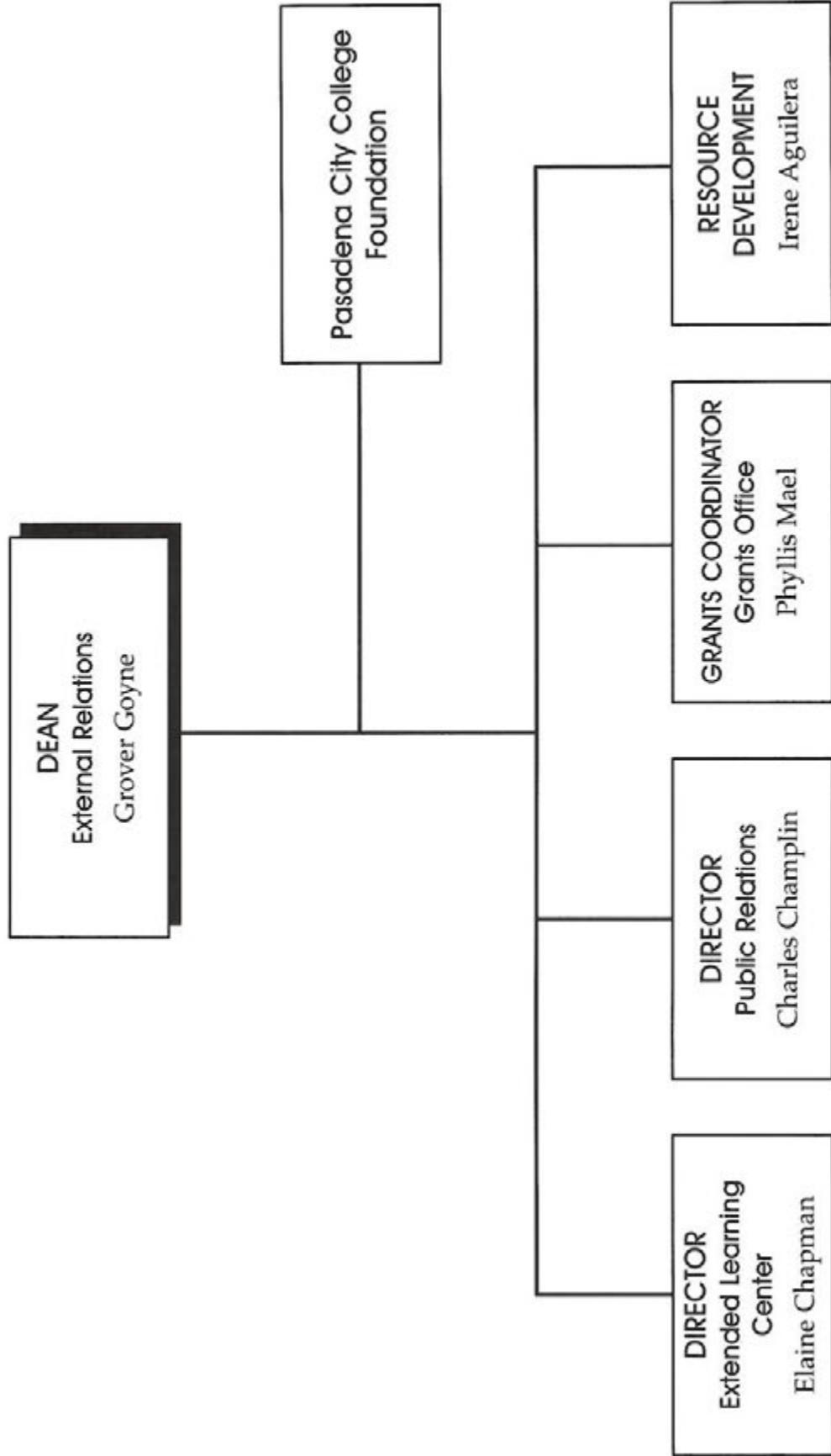
ADMINISTRATIVE SERVICES



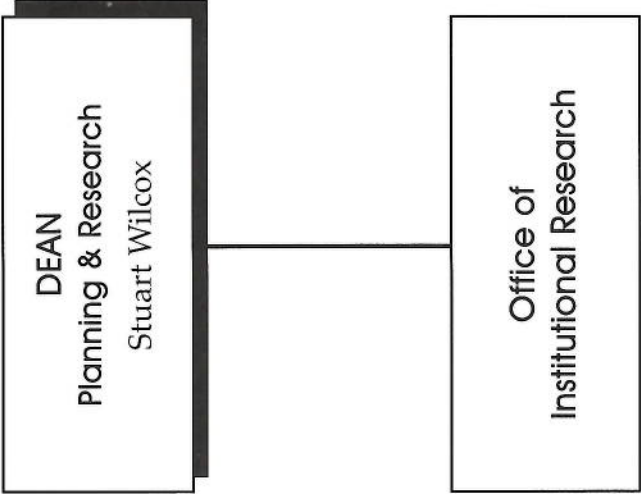
HUMAN RESOURCES



EXTERNAL RELATIONS

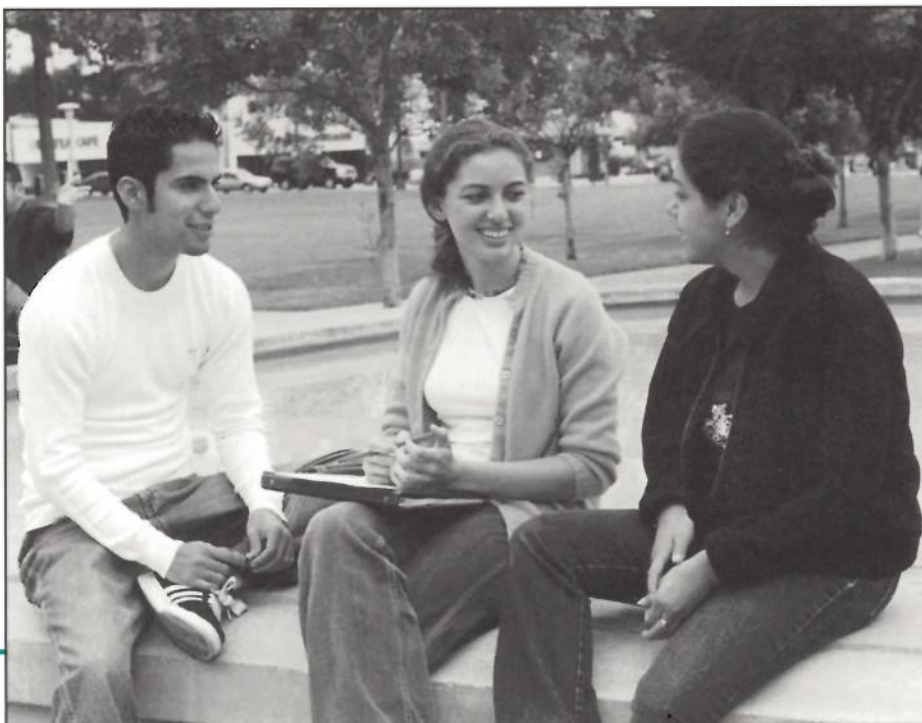


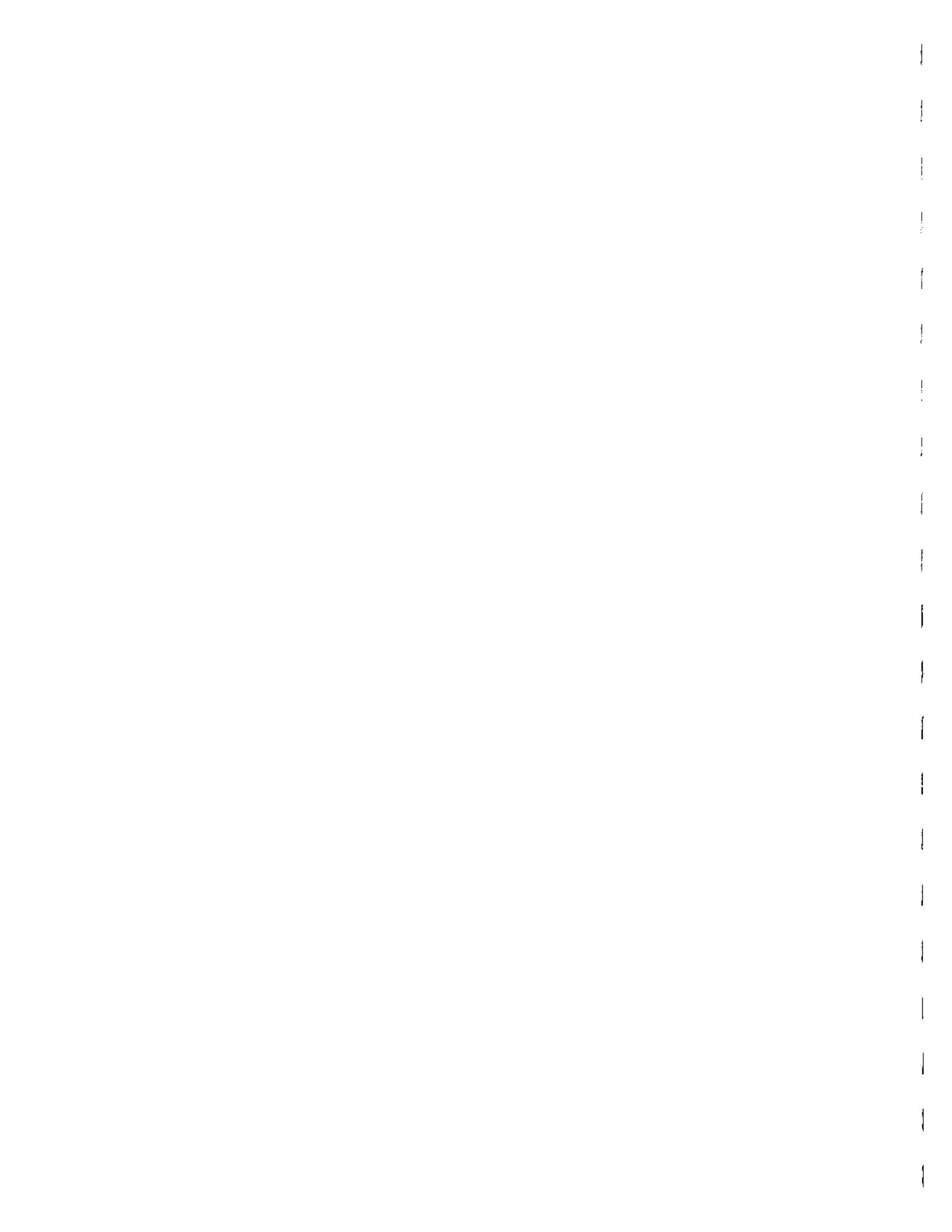
PLANNING AND RESEARCH



Responses to Recommendations

from the 1996
Evaluation





Responses to Recommendations

from the 1996 Evaluation

Recommendation 1: *It is recommended that the college build on the progress it has made in institutional research, planning, and evaluation by systematically connecting the existing planning processes to each other, by developing action plans for all goals, with clear assignment of responsibility and timelines, by evaluating progress in meeting goals and objectives, and by using data, information, and research in planning, decision making, and evaluation.*

Response: In response to the 1996 Accreditation Team recommendations, the college developed an integrated planning process and produced a Planning Handbook which was approved by the Board of Trustees on August 30, 1999. The Planning Handbook provides an in-depth description of the college's entire process for planning, implementation, and evaluation of Institutional Strategic Directions and Annual Goals. Each institutional goal is assigned to a member of the college's Executive Committee for appropriate follow-up in accordance with the college's policies on shared governance.

Recommendation 2: *It is recommended that the college develop a more comprehensive educational planning process that links educational planning and budgeting with outcome measurements, timelines, and an effective evaluation tool. It is important that planning be coordinated among all departments including the Community Education Center and the non-credit fee-based Community Education program.*

Response: The college has developed a comprehensive planning process that involves every element of the college community. The planning process is presented in detail in the Planning Handbook. The policy seeks to enlist input from every program, service, and office of the college and from appropriate community groups in establishing strategic directions and goals while developing priorities for allocating college resources that are consistent with the mission, strategic directions, and general goals of the college. Planning recommendations are forwarded from the basic Program level to the Unit level to the Area level and finally to the college level. Recommendations developed through the process that have implications for Institutional Plans (Academic Plan) or Facilities (Facilities Plan) are coordinated with appropriate committees and staff.

Recommendation 3: *It is recommended that the college review all course outlines to ensure content review, prerequisite course validation, and consistency in format. The IPP review and the Curriculum and Instruction course review need to be linked.*

Response: A complete review and validation by the instructional divisions and the Curriculum and Instruction Committee of all prerequisites, co-requisites, and advisories on recommended preparation and enrollment limitations were completed for all credit and noncredit courses in November, 1999. Additionally, a complete review of all credit and noncredit courses was initiated in 1998 and completed in fall 2000. Through the college's Program Planning Process and in consultation with the Curri-

culum and Instruction Committee, all instructional divisions now conduct a review of their programs at least every five years. As needed, program reviews are also conducted when significant changes occur in the program's characteristics, outcomes, resource requirements, or environment. An abbreviated program review process is sometimes conducted annually, based upon need. The Curriculum and Instruction Committee validates all additions and changes that result from any review.

Recommendation 4: *The college needs to develop a coherent Staff Development Plan which is clearly connected to existing master plans and college goals, with special consideration given to the impact of the new technologies on faculty and staff.*

Response: Staff development needs are now determined through two avenues, the college's Planning Process and staff development committees. Through the college's Planning Process, staff development needs are first identified at the Program level and then forwarded to the Unit level, then the Area level, with each subsequent level prioritizing needs. The four staff development planning committees include Management, Classified, Faculty, and Technology Advisory. The first three committees are composed of members from their respective constituent groups. Though each committee determines its own meeting schedule, the four committees convene annually at a planning retreat to develop campus-wide staff development goals and objectives. The four staff development committees fulfill the role of an institution-wide committee in the planning process and, as such, serve as information resources for all Program, Unit, and Area planning teams. The Technology Advisory Committee, consisting of representatives from each constituent group, aids in determining technology resource and staff development needs for the entire campus.

Recommendation 5: *The new Technology Master Plan should be further defined in terms of timelines, resource allocation, and assignment of responsibilities.*

Response: The new technology planning process involves faculty and staff at all levels. The Campus

Technology Committee reviews equipment requests. This committee is comprised of members of the administration, faculty, and staff of the college. The respective directors of Computing Services and Management Information Systems serve as consultants on this committee. The Faculty Technology Committee, comprised of faculty members from each instructional division, makes decisions regarding the allocation of appropriate computer equipment and materials for faculty.

Recommendation 6: *It is recommended that the budget development process be clearly linked to the institutional planning process, and in a manner which provides for measurable outcomes. To enhance understanding of the planning and budgeting process, the college needs to disseminate information on the relationship between directions and the budget development process, criteria, and allocations to the entire campus community.*

Response: The college links its financial planning to institutional goals through the use of a Planning and Budget Process. The Planning and Budget Process is guided by the Strategic Planning Committee that is composed of two subcommittees: the standing Budget Committee and a Goals subcommittee. The Goals subcommittee drafts and edits Institutional Strategic Directions and Annual Goals, which are further edited and eventually adopted by the Strategic Planning Committee and the Board of Trustees. The Budget Committee plans and coordinates the Resource Allocation Process for each planning cycle in light of Institutional Strategic Directions, Goals, and Objectives, and State budget developments. Budget-related information is exchanged with other planning entities as needed. The Budget Committee uses college-wide strategic directions and annual goals, established by the Strategic Planning Committee, as it prepares recommendations to the President regarding the preliminary and final college budgets. All programs, offices, divisions, and areas of the college have implemented the Integrated Strategic Annual Planning process. The College Coordinating Council and Management Association disseminate information to all college constituent groups about the results of the planning process.

Recommendation 7: *The college President and leaders of constituent groups on campus need to work collaboratively to develop a campus-wide shared governance body. Campus constituents must look beyond self-interest to develop trust and work cooperatively to stem declining employee morale cited by some campus constituents. Third-party assistance to foster growth of trust and to improve problem-solving conflict resolution skills should be considered.*

Response: Since its last accreditation, the college has created a College Coordinating Council, the central coordinating body for shared governance at the college. The Council includes representatives of the Management Association, Academic Senate, Classified Senate, Associated Students, and four collective bargaining associations. The Council disseminates information to all college constituent groups and coordinates the development of policies to be sent to the Board of Trustees. The College Coordinating Council has proven an effective mechanism for shared governance at the college.

In response to issues of low classified staff morale, the college President and representatives of the Classified Senate formed an Employee Morale Task Force. After meeting for a year and a half, working on issues within its jurisdiction, the group disbanded, with the recommendation that unresolved issues regarding the collective bargaining process be dealt with by the Administration and representatives of the collective bargaining groups. No further action has been taken.

Recommendation 8: *The administration, in consultation with the appropriate campus constituents, should systematically review and revise campus policies and procedures to make them current, clear, and internally consistent.*

Response: The college began a systematic review of its policies and procedures in 1999-2000. The appropriate college units reviewed copies of existing policies and procedures. The guidelines produced by the Community College League of California have guided this review.

Recommendation 9: *To resolve shared-governance wrangling between administration and faculty, steps should be taken to develop a delineation of functions agreement between the faculty college bargaining unit and the Faculty Senate.*

Response: The governance structure of the college has been much strengthened since the recommendation in the last accreditation report. Faculty now have a clearer, stronger role in the governance of the college and its authority in selecting its own representatives for college-wide committees. The previous accreditation report noted the lack of a method for formally resolving faculty disputes with the administration on academic (as opposed to contractual) matters since the previous Faculty Senate grievance procedures are no longer being used. The Academic Senate hopes to resolve faculty issues with the administration on matters pertaining to the academic freedom and District-Academic Senate agreements with procedures closely resembling those put forth in its revised document proposal, "Academic Freedom and Professional Ethics," which is in the final stages of revision.



Standard 1

Institutional Mission

Standard 1 Committee

Deputy:

Amy Ulmer (*Management*),
Division Dean, *English*

Faculty:

Michelle Ingram, *Mathematics*
Alan Lamson, *English*
Yoshi Yamato, *Mathematics*

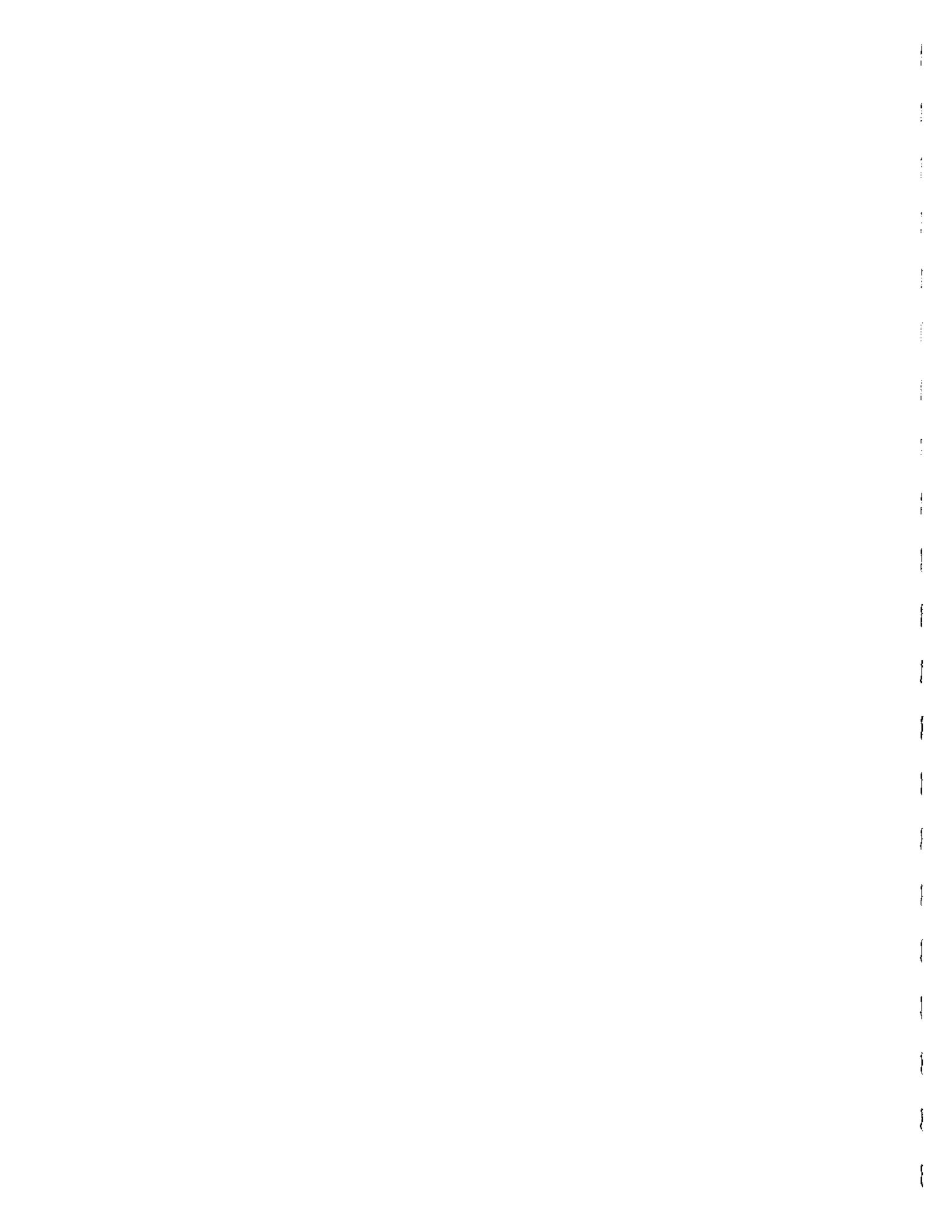
Classified Staff:

Irene Aguilera, *Resource Development Specialist*
Linda Wildeboer, *Secretary II*

Management:

Dale Pittman, *Director, Management Information Systems*
Kathleen Rodarte, *Assistant Dean, EOP&S*
Dr. Stuart Wilcox, *Dean, Institutional Planning and Research*
Mary Wynn, *Division Dean, Health Sciences*





Standard 1:

Institutional Mission

The institution has a statement that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

1.3 Institutional planning and decision-making are guided by the mission statement.

1.4 The institution evaluates and revises its mission statement on a regular basis.

Descriptive Summary

Approved in 1992, the college's philosophy and mission statement are on page one of the College Catalog (doc. 1-1). Together these statements identify the broad-based educational purposes the college seeks to achieve (Standard 1.1). The college is an open-door institution admitting all high school graduates and anyone 18 years or older who can profit from the instruction offered, and in special cases non-high school graduates who are under 18 years. The mission statement clearly defines transfer, vocational, adult education, and basic skills stu-

dents, among others, as those the college intends to serve (Standard 1.2). Additionally the mission statement references what the college prepares students to do and the parameters for offering courses and allocating resources.

The mission statement should guide the college's strategic planning process. According to the Pasadena City College Planning Handbook (doc. 1-2) the college's philosophy, mission, and goals shall drive the planning process (Standard 1.3). Last revised in 1992, the mission statement appeared in its current form in the 1993-94 Catalog. The college's Integrated Planning Process, now in its third year, calls for the college's philosophy and mission statements to be reviewed every three years (Standard 1.4).

Self-Evaluation

The mission statement has not been reviewed since 1992. The current statement does not address such outcomes as the goals of student learning, developing critical thinking skills, or writing skills. Also, the mission statement lacks influence in the planning process and is not often referenced by planning committees on campus.

Planning Agenda

1.1 The Dean of Institutional Planning and Research will coordinate a review and revision of the mission statement in spring 2002.

1.3 The Institutional Planning and Research Office will coordinate regular reviews of the mission statement to coincide with the Integrated Planning Process.

Supporting Documentation for Standard 1

Referenced:

- 1-1 College Catalog
- 1-2 Pasadena City College Planning Handbook

Standard 2

Institutional Integrity

Standard 2 Committee

Deputy:

Dr. Grover Goyne (*Management*),
Dean, External Relations

Faculty:

Alan Lamson, *English*
Robert McLean, *Social Sciences*
Chrystal Watson, *Communication*

Classified Staff:

Marcia Grace, *Director, Economic
Development*
Kathy Mufich, *Benefits Technician*
Shirley Schmid, *Printing Services
Assistant*

Management:

Dr. Sabah Alquaddoomi, *Associate
Dean, Enrollment & Instructional
Data Management*
Stephen Johnson, *Assistant Dean,
Student Affairs*



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Standard 2:

Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs; and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the 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, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

The college presents complete and accurate information to students and the public in all the traditional forms: the College Catalog 2002-2003 (doc. 2-1), the fall 2002 Schedule of Classes (doc. 2-2), and the Student Handbook (doc. 2-3). Information about the institution and all college policies and procedures are also published on the college Web site: www.paccd.cc.ca.us. On page one of the College Catalog are the college's philosophy and mission statements. Degrees, curricular

offerings, and educational resources are described throughout the Catalog. Student fees, obligations, and fee refund policies are also published in the Catalog. This information is repeated in the college's Schedule of Classes. Additionally, requirements for admission and achievement of degrees are stated in the Catalog and Schedule of Classes. The Catalog also contains names of administrators and the governing board. Names and descriptions of faculty are found at the end of the Catalog. Names of the college's top administrators and the Board of Trustees are also provided on page 2 of the Schedule of Classes.

Self-Evaluation

Comprehensive information is readily available about the college from printed and electronic sources, both of which are regularly updated.

Planning Agenda

None.

2.2 The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary

The Pasadena Area Community College District has a governing board-adopted policy protecting academic freedom reflected in the 1972 Board of Trustees Policy on Academic Freedom (doc. 2-4). This document (which, like all college policies and procedures, is available on the college's Web site) states that the Board's

“policy on Academic Freedom makes the basic assumption that the continued existence of a free, democratic society depends upon the freely functioning educational institutions which nourish it.” The Board policy on academic freedom (Policy No. 3100) is available on the college Web site. In addition, in 1991 the college’s Academic Senate adopted the American Association of University Professors (AAUP) Statement on Professional Ethics (doc. 2-5). Furthermore, the Academic Senate has a standing committee on academic freedom and professional ethics.

Self-Evaluation

The Board’s policy on academic freedom has been published in a faculty handbook. However, because the handbook is outdated, out of print, and has not been distributed for over ten years, the Academic Senate is developing a new Faculty Handbook (doc. 2-6). The new Faculty Handbook contains a revised statement (doc. 2-7) on academic freedom and the professional ethics, rights, and responsibilities of the faculty. The new Faculty Handbook is expected to be completed by the end of spring semester 2002.

Planning Agenda

The Academic Senate in consultation with the Office of Instruction will complete and publish a new Faculty Handbook.

2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary

In 1991, the Academic Senate adopted the American Association of University Professors (AAUP) Statement on Professional Ethics, which obligates faculty to “exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.” The Academic Senate’s new statement on academic freedom and professional ethics, which is under development, continues this theme, stating that “it is improper for an instructor to include material

that has no relation to the subject, or to fail to present, in one mode or another, the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum.” This new document on academic freedom will be even more specific on this issue with the following statement: “Faculty distinguish between personal conviction and well-supported conclusions and present relevant data as fairly and objectively as possible to students and others.” There are no similar statements for administrators or classified staff.

Self-Evaluation

Faculty review by peers, students, and administrators provides a key mechanism by which faculty can ensure that instructional delivery distinguishes between personal conviction and proven conclusions and presents relevant data fairly and objectively to students and others. Some faculty believe that the student evaluation form could be improved to better address the issue of fair and objective presentation of material.

Planning Agenda

The Academic Senate will ask the District and the faculty bargaining unit to review the “Student Evaluation of Teachers” form to determine whether it sufficiently addresses the issue of presenting material fairly and objectively.

The Academic Senate will ask the District and the appropriate employee representation groups to consider developing a statement on the obligation of administrators and classified staff to present material fairly and objectively to students and others.

2.4 Institutions that strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.

Descriptive Summary

As a public nondenominational institution, the college does not strive to instill any religious, philosophical, or political views. The college has a Standards of Student Conduct (doc. 2-8) policy.

The policy is published in its entirety in every edition of the College Catalog. The Catalog is available in print and on the college's Web site. Although the college does not have a separate code of conduct for faculty or staff, guidelines for employee conduct in specific areas are found in such policies as sexual harassment (doc. 2-9), affirmative action and non-discrimination (doc. 2-10), and nepotism (doc. 2-11). The Management Handbook (doc. 2-12), the collective bargaining agreements for faculty and for classified staff (2-13), and the new faculty statement on academic freedom and professional ethics (doc. 2-7) contain further guidelines for employee conduct.

Self-Evaluation

The college's Standards of Student Conduct is included in the College Catalog. The code is kept current by annual updates reflecting changes in the California Education Code and other applicable rulings and regulations. The code is kept manageable for the student and other readers in that while its contents are organized in brief, it contains complete numbered statements of each area of regulation. For faculty and staff, the above policies and manuals that contain guidelines for employee behavior are widely disseminated. All of the college's policies and procedures are available on the college's Web site. Some of the more critical policies (such as sexual harassment) have been put in brochure form and mailed to faculty and staff on an annual basis (doc. 2-14). There is concern among some faculty and administrators that the policy on nepotism is not inclusive and explicit enough about conflict-of-interest situations.

Planning Agenda

The President's Office in consultation with constituent groups will develop an expanded policy on nepotism and conflict of interest.

2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Descriptive Summary

Principles of academic honesty (including prohibitions against cheating and plagiarism)

and disciplinary procedures for violation of academic honesty are published in the College Catalog, in the Adjunct Faculty Information Handbook for Extended Instruction (doc. 2-15), in the Schedule of Classes, and on the college's Web site. In fall semester 2001, the President of the Academic Senate discussed these issues at the new faculty orientation. Many faculty include statements regarding academic honesty in their course syllabi (doc. 2-16).

Self-Evaluation

Disciplinary procedures for violation of academic honesty and other aspects of student conduct appear somewhat vague to faculty. In the past, these issues had not been discussed with new faculty on a regular basis. Both the new Faculty Handbook and the Student Handbook include sections on student rights and responsibilities, due process, and student discipline. It is the intent of these documents to make the disciplinary procedures for violations of academic honesty and other aspects of student conduct clearer.

Planning Agenda

None.

2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The college has several approaches that meet the need for equity and diversity. The college has updated its policies regarding affirmative action and non-discrimination. Also, in response to recent court cases, the sexual harassment policy has been rewritten. An affirmative action officer serves on every college hiring committee. An ongoing faculty-staff diversity committee sees that policies are applied effectively and considers any need for changes in policies. College organizations exist for Asian, Black, Latino, and gay and lesbian employees. These organizations advise Human Resources, as well as other areas of the college, on desirable policy considerations. Human Resources has developed a strong outreach program on sever-

al fronts to advertise employment opportunities and to encourage a diverse range of qualified persons to seek employment at the college. Conferences, local employment fairs, and ongoing record keeping are used to monitor and provide guidance on ways to give prospective diverse groups opportunities to work at the college. Additionally, the college maintains a cross-cultural center and sponsors an annual cross-cultural training retreat.

Staff development has expanded considerably with the infusion of state funds through such sources as Partnership for Excellence. While the college has always considered the instructional needs of a diverse student body, this new funding has made it possible to more comprehensively respond to a diversity of learning styles. Use of technology to address multiple learning needs have been developed. A wider variety of teaching methods have been applied to the college's curriculum.

Self-Evaluation

The college has developed a range of methods that meet diverse needs in a student body of many ethnic and socio-economic backgrounds. Various programs have been developed, with the participation of faculty and staff, that aid both professional development and instructional and student service programs. In response to recent court cases on the constitutionality of affirmative action, the college is consulting with the Chancellor's Office and with legal advisors on ways to ensure that its diversity goals meet legal requirements.

Planning Agenda

None.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

The college has 17 intercollegiate athletic teams: baseball, women's badminton, men's and women's basketball, men's and women's cross country, football, men's and women's soccer, softball, men's and women's swimming, women's tennis, men's and women's track and field, women's volleyball, and women's water

polo. The Assistant Dean of Student Affairs administers athletic eligibility. The Associate Dean of Counseling/Career Services administers athletic advising and counseling. The Division Dean of Physical Education and the Assistant Athletic Director administer athletic participation. Constitutional requirements of the California Community Colleges Commission on Athletics (COA), Mission and South Coast Conference procedures, and college practices are established and followed to provide for honesty and integrity in the college's athletic programs. Policy questions are addressed to conference commissioners as needed.

Staff maintains timely knowledge of changes in policies and procedures through attendance at conferences sponsored by the COA and the Mission and South Coast Conferences, as well as other workshops and retreats. Student-athlete decorum rules and expectations are taught by coaches and reinforced administratively by the Division Dean of Physical Education; sanctions, when necessary, are administered by the Assistant Dean of Student Affairs and the Vice President of Student and Learning Services. In fall semester, 2001, an academic support center for student athletes was opened, and the college's Student Athlete Handbook (doc. 2-17) was revised and updated.

Self-Evaluation

The college's three-part administrative structure involving Physical Education, Student Affairs, and Counseling/Career Services provides useful safeguards for student athletes. Timely attention to changes in state and conference regulations has been beneficial to maintaining a program with honesty and integrity. An Athletic Retreat held during the summer of 2001 produced beneficial outcomes, including a policy to exceed COA requirements in the area of student education plans by requiring completion of such plans earlier in the student athlete's time at the college. The retreat included a review of practices in all administrative, as well as teaching and coaching, areas to confirm that the college complies with state, conference, and college regulations.

Planning Agenda

None.

2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

Descriptive Summary

Accreditation self-study guides the college in its ongoing development of policy. During this study, the college has seriously reviewed all aspects of its programs in light of the standards and guidelines of the Accrediting Commission. In order to enhance the integrity of the process, the Accreditation Study is co-chaired by an administrator and a faculty member, and each Standard's committee is likewise co-chaired (including faculty, administrator, and/or classified staff, depending on the topic). Through the efforts of these co-chairs and the diverse committee membership, totaling over 125 college employees, the entire college community has been actively aware of and involved in the accreditation process.

Three years ago, a campus-wide committee wrote new guidelines for the accreditation process (doc. 2-18). These guidelines were approved by all segments of the institution and adopted by the Board of Trustees on January 20, 1999. Prior to this written policy, there had been frequent disagreement regarding procedures, co-chair selection, and committee appointments. During the current self-study, the new policy was followed, and the study proceeded without problem.

The Accreditation Self-Study has been a major goal of the college over a period of several years. Every effort was made to ensure objectivity and integrity in the process. In meetings and correspondence, the president and team leaders emphasized the fact that the self-study was an opportunity for the entire college to learn and to improve upon its service and programs.

Self-Evaluation

The college has carefully implemented the recommendations of the prior self-study. In the last six years, much of the work of the Academic Senate has been driven by that study's recommendations. The college's Executive Committee assigned every recommendation to one or more

of the Vice Presidents and Deans for appropriate follow-up and implementation through the shared governance process.

Planning Agenda

None.

2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The college's Policies and Procedures Manual (doc. 2-19, Bylaw No. 1410) addresses the process to create or revise policies and practices. The college goes through an extensive and periodic review of its programs and services to ensure internal consistency and agreement between policies and procedures and actual practice, taking into consideration applicable laws and regulations. Changes to policies and procedures are addressed and documented by the Dean of Institutional Planning and Research and various committees on campus. Changes are made available to the college community via the College Catalog, the Schedule of Classes, the college Web site, and other publications. Student services are also evaluated and revised on regular bases. In order to better serve the students, staff periodically address changes in such areas as articulation, transfer, financial aid, and counseling, among others. Updates and changes are documented and made available to the college community.

The college Planning Handbook (doc. 2-20), adopted in August 1999 with broad participation of all constituent groups, outlines the planning, implementation, and evaluation of programs on campus. The institution periodically evaluates and revises its course offerings to the community through the Office of Extended Learning (doc. 2-21). The public is informed of events and new programs and services through the college Web site and mailers.

Self-Evaluation

A review and revision of all college policies and procedures was completed at the end of the academic year 1999-2000. However, the college continues, through the work of various commit-

STANDARD 2

tees, to review and update its policies and procedures. Such revisions are reflected in updated versions of the College Catalog, the Schedule of Classes, student services flyers and mailers, mailers to the community, and the college Web site.

Planning Agenda

None.

Supporting Documentation for Standard 2

Referenced:

- 2-1 College Catalog
- 2-2 Schedule of Classes
- 2-3 Student Handbook
- 2-4 Policy on Academic Freedom No. 3100
- 2-5 American Association of University Professors Statement on Professional Ethics
- 2-6 New Faculty Handbook
- 2-7 Draft Statement of Academic Freedom and Professional Ethics of PCC Faculty 2001
- 2-8 Standards of Student Conduct
- 2-9 Policy on Sexual Harassment No. 2200
- 2-10 Policy on Affirmative Action No. 6005 and Nondiscrimination No. 6000
- 2-11 Policy on Nepotism No. 6020
- 2-12 Management Handbook
- 2-13 Classified Staff Collective Bargaining Contracts
- 2-14 Brochure on Sexual Harassment
- 2-15 Adjunct Faculty Information Handbook for Extended Instruction
- 2-16 Sample Syllabi with statements on Academic Honesty
- 2-17 Student Athlete Handbook
- 2-18 Policy on Accreditation Process No. 2120
- 2-19 Policies and Procedures Manual
- 2-20 Planning Handbook
- 2-21 *Kaleidoscope*

Standard 3

Institutional Effectiveness

Standard 3 Committee

Co-Deputies:

Dr. Brock Klein (*Faculty*),
Title V Program
Dr. Jeanie Nishime (*Management*),
Associate Dean, Counseling

Faculty:

Kay Dabelow, *Social Sciences*
Ray Kidd, *Community Education*
Center
Dr. Emy Lu Weller, *Disabled Student*
Programs & Services

Classified Staff:

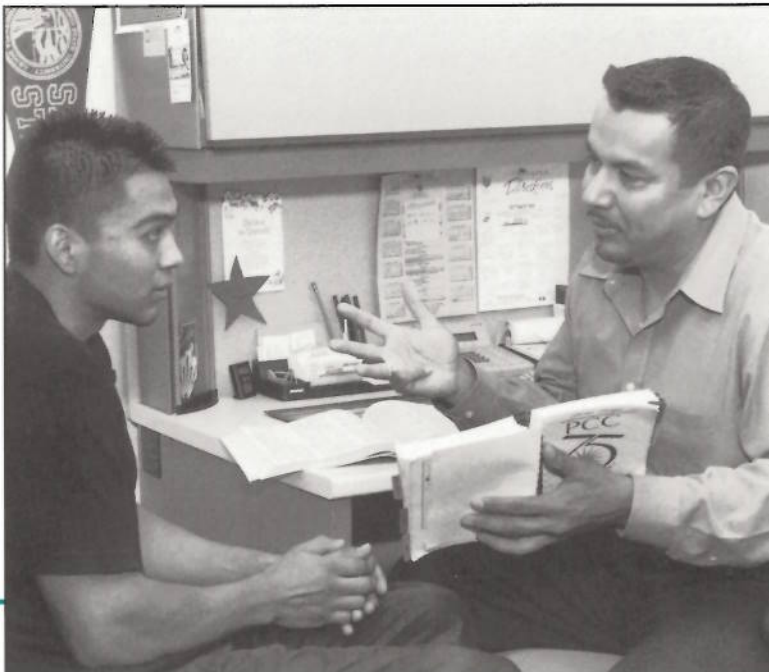
Pat Canonizado, *Secretary II*
Paula Dawson, *Data Controller III*
Cynthia Lopez, *Research and Planning*
Analyst

Management:

Dr. Stuart Wilcox, *Dean, Institutional*
Planning & Research

Board of Trustees:

Dr. Jeanette Mann, *Member*



Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

Standard 3A: Institutional Research and Evaluation

3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

3A.2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

The Institutional Planning and Research Office (IPRO) was created in 1997 in response to recommendations made in the last accreditation review in 1996. As the duties of the office expanded, the college increased the original office staff, a Dean and secretary, by adding an additional half-time secretary and three research analysts. The Dean of Institutional Planning and Research sits on the college's Executive Committee. As staff and duties have been added, the IPRO has acquired the technology it needed, such as an optical mark reader for scoring surveys, mapping software for redistricting, statistical packages such as SPSS, and computer upgrades every other year.

The IPRO has a variety of duties, including responsibility for the college's integrated planning process, Partnership for Excellence project

evaluations, ad hoc research studies, routine data collection tasks such as tracking student characteristics, and an annual student survey. The office also tracks learning outcomes, such as student unit load, units earned, grades, retention, persistence, degrees and certificates, transfers, and student satisfaction with support services and instruction. Many of the student characteristics and outcome measures are published in *Observations* (doc. 3-1), a report produced annually by the IPRO office. This publication and other research studies provide information for planning and evaluation activities. By providing longitudinal data for learning outcomes, programs can be evaluated by studying changes in outcome measures in response to the implementation of new programs and procedures. The IPRO has also been responsible for the development of the college's integrated planning process in which program plans and resource needs are prioritized and integrated into the college's overall strategic directions and budgeting processes.

Self-Evaluation

Significant strides in the areas of institutional planning and research have been made since the last accreditation report. The IPRO was created. Staffing and technology have been added to the office as needed. The fact that both planning and research are housed in the same office results in considerable integration between the functions. The planning and research functions are tightly integrated and are positioned in the administrative structure as part of the college's Executive Committee. As such, the IPRO has a college-wide perspective and is able to impact the college. An institutional planning process that integrates planned activities into the budgeting process has been developed. Publications

which document longitudinal changes in student characteristics and learning outcomes are produced.

Planning Agenda

None.

3A.3 *The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.*

Descriptive Summary

The Strategic Planning Committee—a diverse group of board members, administrators, faculty, staff, and students—meets annually to review and revise the Institutional Strategic Directions and Annual Goals (doc. 3-2). All 21 of the annual goals listed for the 2001-02 academic year guide the college's evaluation process and ensure that programs and services are tied to the college's primary mission: "to ensure student success and learning...while maintaining academic standards." The Board of Trustees assesses how well the institution has done to meet its annual goals with mid-year status reports and a year-end summary being provided for the campus community (doc. 3-3). In addition, at an annual Spring Retreat, the Board of Trustees reviews data on student success and evaluates how well the college is progressing.

In response to the 1996 Accreditation Team recommendations, the college has formulated a set of procedures and a Planning Handbook (doc. 3-4), which was approved by the Board of Trustees on August 30, 1999. Part III. A.1.a. of the Planning Handbook states that planning and evaluation be "consonant with the adopted or anticipated mission, strategic directions, and goals of the College." The process intends to promote student learning and success, relies on applicable research reports (including performance measurements), and incorporates evaluation of progress in meeting prior goals and objectives into every planning effort.

Finally, the IPRO's Annual Fall Student Survey (doc. 3-5) and *Observations* track student outcomes and other data related to college objectives: degree and certificate completion, transfer rates, ethnic and gender profiles, enrollment trends, service area population demographics, and student satisfaction. These data

help inform the college's decisions dealing with course offerings, class scheduling, and college planning.

Self-Evaluation

The college has created an effective structure for the evaluation of its programs and services with the ultimate goal of achieving its mission and purposes. The Planning Handbook provides an in-depth description of the entire process of planning, implementation, and evaluation; the Institutional Strategic Directions and Annual Goals and the Annual Fall Survey are also valuable and useful.

Planning Agenda

None.

3A.4 *The institution provides evidence that its program evaluations lead to improvement of programs and services.*

Descriptive Summary

The strategic planning process begins at the academic program level and addresses evaluation throughout the process. The cycle calls for an evaluation of the planning process at the end of the first full cycle. A full planning cycle takes four years. In year one, college-wide strategic directions and goals are established. In year two, Unit and Area plans are developed. Implementation occurs in year three, and in year four, evaluations of programs are made on Program, Unit, and Area Plans. Academic program evaluation is addressed through this process.

Partnership for Excellence (PFE) goals align with those of the Pasadena Area Community College District. An evaluation process is in place to ensure the quality and effectiveness of PFE programs as well as their support of PFE goals (docs. 3-6 to 3-8). In March 2001, the IPRO produced its first annual PFE report: Partnership for Excellence Report 1997-1999 (doc. 3-9). The report focuses on the progress the college has made to achieve the five state-established PFE goals. The report also identifies instructional and student service areas that need improvement. The 2002 PFE report (doc. 3-10) was presented to the Board of Trustees and to

college management at their March 2002 retreats. In August 2001, the IPRO hired a research analyst to serve as PFE Program evaluator. Her responsibilities include overseeing the evaluation process and making sure that evaluation is user-focused and leads to changes and improvements in PFE-financed programs and the attainment of the five PFE goals.

The results of PFE project evaluations have led the college to make significant changes in a variety of instructional and student service areas. The library staff, for example, have surveyed faculty about library research components in their courses, and they have used the IPRO's Annual Fall Survey to assess student library needs. Based on their evaluations and review, the librarians have installed a computer lab in an underused study space, extended the hours of lab operation, and applied for PFE funds to hire instructional aides.

Categorical and grant programs (EOP&S, DSP&S, Matriculation, PASS, and Upward Bound) take part in a six-year evaluation cycle. In addition, each vocational program has an advisory board, made up of community professionals who meet regularly to review programs and to make recommendations to the Curriculum and Instruction Committee to ensure the quality of education in their respective fields. Reports and changes that have been made to improve programs and services are available in the division office of each particular program.

Self-Evaluation

The college has created a process for evaluating academic and vocational programs, and evidence suggests that it has led to change and improvement. However, the absence of systematic communication of evaluation results impedes the process of change and improvement at the college. Furthermore, there is no systematic evaluation of campus services, such as Management Information Services, custodial services, payroll, security, and transportation.

Planning Agenda

The Institutional Planning and Research Office will communicate to the campus community the results of program evaluations. The results will be easily accessible to all interested faculty and staff. The evaluation process will provide feedback to ensure accountability and change.

The Vice Presidents of Administrative Services and Student and Learning Services will create and implement a program review process for non-instructional programs.

Standard 3B: Institutional Planning

3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

On October 6, 1999, the college's Board of Trustees approved a planning policy (Policy No. 2100, doc. 3-11) that was the result of almost two years of work by the Planning and Budget Development Process Consultative Committee (PBDPCC), a committee comprised of representatives from all constituent groups at the college. The policy seeks to enlist input from every program, service, and office of the college and from appropriate community groups in establishing new goals/objectives or supporting continuing goals/objectives while developing priorities for allocating college resources that are consistent with the mission, strategic directions, and general goals of the college. Planning recommendations are forwarded from the basic Program level to the Unit level to the Area level and finally to the College level. Recommendations developed through the process that have implications for Institutional Plans (Academic Plan) or Facilities (Facilities Plan) are coordinated with appropriate committees and staff. Each year planning begins with the publication of the Schedule for Master Planning Activities (doc. 3-12) in the fall, with distribution to the various levels, and ends with budget allocations that support college goals/directions. The planning process is presented in detail in the Planning Handbook approved August 30, 1999.

Self-Evaluation

The college has developed a comprehensive planning process that involves every element of the college community. As the policy is new, full implementation has not been completed. Over fall semester 2001, the college's Strategic Planning and Budget Committee held a retreat to develop an Integrated Master Plan. To date, an Integrated Master Plan has not been created.

However, the existing Budget Committee makes decisions about allocation of resources based upon Program, Unit, and Area recommendations. Although the process is working well in conveying the needs and goals of each level of the college, it falters in conveying the results of discussions or decisions at each of the higher levels, including the College level, to the lower levels, and in particular the Program level.

Planning Agenda

The Institutional Planning and Research Office will continue to implement the planning process it has developed, will review its recommendation for the creation of the Integrated Master Plan, and will communicate to the college community discussions and decisions at all levels of the planning process.

3B.2 *The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.*

Descriptive Summary

The integrated planning process developed for use at the college is described in the Planning Handbook. The process collects planning goals, activities, and resource needs from Program Planning Teams that form the most basic functional units of the college. These program plans are passed up to the Unit level where the Unit Planning Teams integrate and prioritize items in the program plans to form the Unit plan. Plans developed by each Unit are then sent to the Area Planning Teams that integrate the Unit plans into the Area plans. As lower level plans are integrated to form higher level plans, the plans are evaluated as to whether they can be accomplished with existing resources, what interactions would occur between various Unit plans, and in what order the plans should be implemented. The Area plans are then integrated into the budget development process. The college-wide Strategic Planning Committee integrates the Area plans and the plans from college-wide categorical units such as matriculation and the Technology (doc. 3-13) and Facilities (doc. 3-14) Master Plans. At each step of the process, as plans from lower functional units are integrated with other plans, the priorities for implementing the planned improvements are established.

The entire planning, implementation, and evaluation cycle takes four years. In year one, the college develops strategic directions and annual goals and objectives. In year two, the college's strategic directions, goals, and objectives are used to guide the development of Program, Unit, and Area plans which in turn have resources allocated to them through the budgeting process. If a Program, Unit, or Area plan requires no additional resources, implementation of the plan could begin in the latter half of year two. In year three, plans needing resources are implemented, and evaluation information is collected on plans that were implemented in year two. In year four, the plans implemented in year three are evaluated. In each year, the planning process starts again so that by the fourth year all parts (strategic directions, planning, implementation, and evaluation) of the integrated planning process are operating.

Self-Evaluation

The planning process, which is in the third year of its first four-year cycle, does integrate planning, implementation, and evaluation processes. Planning priorities and resource needs are prioritized at each step in the planning process. However, part of the planning process has not yet been implemented. The Planning Handbook states that the Strategic Planning Committee is to develop a written Integrated Master Plan. To date, the Area plans have not been merged into a written Integrated Master Plan.

Planning Agenda

The Institutional Planning and Research Office will review the details of the Planning Handbook and either follow the process described or revise the process to reflect current practices.

3B.3 *The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve.*

Descriptive Summary

A comprehensive, integrated planning and resource-planning program was implemented in 1999-2000. In 2000-2001, each program com-

pleted a plan that included an analysis of the program's strengths, weaknesses, and trends; recommendations for program addition, enhancement, reduction, or discontinuance; and requests for additional resources in personnel, budget augmentation, technology, or space. Unit plans, including the same components as the programs plans, were completed. These plans incorporated the analysis and recommendations of the program as appropriate. Units encompass all aspects of the college, such as Fiscal Services, Human Resources, facilities, as well as educational divisions.

Area plans, including the same components as the unit plans, were completed based upon the unit plans. The unit plans, together with recommendations developed through parallel planning processes—such as the Faculty Hiring Procedures (doc. 3-15), recommendations of the PFE Committee, and collective bargaining agreements—were used by the Budget Committee in preparation of the Resource Allocation Priorities and the 2001-02 Adopted Budget (doc. 3-16). The Board of Trustees approved the 2001-02 Adopted Budget, which included Resource Allocation Priorities and the Classified Personnel Augmentation, on September 5, 2001.

Updates on the status of Unit and Area recommendations were provided to all managers at the Management Retreat on October 27, 2001. Managers were requested to report the status of these recommendations back to the faculty and staff of their units and areas.

During 2002-03, the 2001-02 Unit and Area plans will be evaluated as part of the planning process. Any necessary changes will be implemented through the 2003-04 planning process. At the completion of the first full planning cycle, which will be in 2003-04, the PBDPCC will evaluate the planning procedure. Through the consultative process, this committee will recommend any changes necessary to improve the procedure and a schedule for the next evaluation.

Self-Evaluation

The college meets the standard. The planning program integrates educational, financial, physical, and human resources planning. There is a mechanism for evaluation and change.

Planning Agenda

None.

3C: Institutional Outcomes Assessment

3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

Through its planning process, the college identifies institutional strategic directions and annual goals that are published as the Institutional Strategic Directions and Annual Goals and Objectives report. The goals are stated in such a way that the outcomes can be evaluated. The evaluation of progress made on each goal is assigned to a specific individual on the Executive Committee. The person responsible for a goal must write a midterm and final report, which is given to the Board of Trustees. At the end of each academic year, an Institutional Strategic Directions and Annual Goals and Objectives Final Progress Report (doc. 3-17) is written as to the status of each goal. The college's progress on the institutional goals is reported by the President to the management team and distributed campus wide.

In addition, the college has adopted the statewide PFE goals. These goals include increases in the number of transfers to UC, CSU, and independent colleges or universities; the number of degrees and certificates awarded; the number of transfer and vocational courses completed; the number of students completing basic skills courses; and the number of businesses benefiting from contract education training. The Board of Trustees, the college Executive Committee, and the PFE Steering Committee monitor district performance on each of these goals. Successful course completion rates for each class are documented by the IPRO and distributed to each Division Dean.

Self-Evaluation

The college measures its intended outcomes in the Institutional Strategic Directions and Annual Goals and Objectives Report. Assigning the responsibility for each goal to a particular individual aids in assessing progress. In terms of PFE goals, specific data is collected by the State Chancellor's Office and the college's IPRO to determine college progress. Achievement of PFE goals is clearly documented and published

annually by the Chancellor's Office in a document entitled "District Performance on Partnership for Excellence Goals." The document is available on the Chancellor's Web site with links to college-specific data. The college also published its own progress reports (doc. 3-9, 3-10). These documents give a clear indication of the progress the college is making towards the established PFE goals.

Planning Agenda

None.

3C.2 *The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.*

Descriptive Summary

The college's Public Relations Office, under the direction of the Office of External Relations, has won statewide publication awards ranging from first to third place as well as one national award for the 75th Anniversary publication. This commemorative history book reflects the many changes, phases, and eras that the college has experienced over its 75 years of serving this community. These awards are on view in the display cases in the D Building. The Public Relations Office uses the resources provided by the IPRO to prepare publications, brochures, and news releases to inform the community of the high caliber of offerings and services provided by the college.

The President of the college has previously used the results of evaluations and plans to tape television segments to inform the public of the college's programs and services, from basic skills to the outstanding accomplishments of the mathematics and computer science programs. These tapes, distributed to five cable stations, air throughout the San Gabriel Valley. The college maintains a high approval rate from the community. In a recent survey (doc. 3-18) conducted by Gene Bregman and Associates to measure the support for a bond issue, the college received tremendous support from the district in which it serves. On March 5, 2002, the bond, Measure P, passed with a 70% voter approval rating, the highest in the state. This support is further reflected in the constant level of student enrollment.

The information on college performance that is collected by the Chancellor's Office is disseminated to other agencies that provide the public with documentation and evidence of quality assurance. The *Campus Report* (doc. 3-19), which tells of the outstanding accomplishments of our staff and students, is mailed out three times a year. The Events Calendar (doc. 3-20) is included in that publication and available online. The calendar features college activities, community events (e.g., visiting scholars, guest speakers, and Artist-in-Residence), and Board of Trustee meetings. The college's marketing brochure, which describes the different course offerings and programs, reaches out to individuals not only within the district but outside as well.

The acquisition of PFE funds has provided additional resources to further document student success, transfer rates, degrees and certificates, successful course completion, and the improvement of basic skills. The PFE report evaluates the outcomes of these goals and programs. The "System Performance on Partnership for Excellence Goals," published by the Chancellor's Office (doc. 3-21), measures the college's success against other community colleges.

Strong partnerships with business and industry have flourished significantly and successfully and have communicated the quality of the college to the community. The Community Education Center's Small Business Program has been a catalyst in nurturing a relationship with several businesses, allowing students to receive on-site training in the workplace. The larger community is involved as the college continues to run programs where learning takes place abroad, such as those in Oxford, England, and Florence, Italy.

The recently approved Facilities Master Plan 2010 was finalized after consideration of and adjusting to the concerns of the surrounding neighbors. The Facilities publication is designed to keep interested parties informed of all phases of construction and can be viewed on the college's Web site.

Self-Evaluation

The college effectively utilizes the results of its evaluation and planning activities to assure the public of the quality of its programs and services. The college has won several statewide awards for its publications, including Medallion Awards for *Colleague*, the Calendar of Events,

the Schedule of Classes, the College Catalog, and several sports media guides. The college's 75th Anniversary publication received a national recognition.

Planning Agenda

None.

3C.3 *The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.*

Descriptive Summary

The planning process, as described in the college's Planning Handbook, incorporates an evaluation process after the first full cycle. The

entire planning, implementation, and evaluation cycle takes four years. The college is currently in the third year of the planning cycle. Each year the college publishes an Institutional Strategic Directions and Annual Goals and Objectives Report.

Self-Evaluation

The college evaluates its progress towards each institutional goal and objective, culminating in the Institutional Strategic Directions and Annual Goals and Objectives Final Progress Report. Evaluation is taking place for PFE grant proposals and for the Title V program. The evaluation of the planning process will take place next year when the first full cycle is completed; at that time the institutional effectiveness of the process will be evaluated.

Planning Agenda

None.

Supporting Documentation for Standard 3

Referenced:

- 3-1 *Observations*
- 3-2 Institutional Strategic Directions and Annual Goals
- 3-3 Board of Trustees Mid-Year Status Report and Year-End Goals Summary
- 3-4 Planning Handbook
- 3-5 IPRO's Annual Fall Student Survey
- 3-6 PFE evaluation memo
- 3-7 PFE evaluation form
- 3-8 PFE evaluation results spreadsheet
- 3-9 Partnership for Excellence Report 1997-1999
- 3-10 Performance Data/Partnership for Excellence
- 3-11 Policy No. 2100
- 3-12 Schedule for Master Planning Activities
- 3-13 Technology Master Plan
- 3-14 2010 Facilities Master Plan
- 3-15 Faculty Hiring Procedures No. 6100
- 3-16 2001-02 Adopted Budget
- 3-17 Institutional Strategic Directions and Annual Goals and Objectives Final Progress Report
- 3-18 Gene Bregman and Associates Survey
- 3-19 *Campus Report*
- 3-20 The Events Calendar
- 3-21 System Performance on Partnership for Excellence Goals, State Chancellor's Office

Standard 4

Educational Programs

Standard 4 Committee

Co-Deputies:

Krista Goguen (*Faculty*), *Library*
Dr. Sabah Alquaddoomi (*Management*),
Associate Dean, Enrollment &
Instructional Data Management

Faculty:

Anita Bobich, *Health Sciences*
Dr. Allen Dooley, *Business & Computer*
Technology
Dr. Dave Douglass, *Natural Sciences*

Shirley Henry, *Community Education*
Center
Wayne Houlihan, *Engineering &*
Technology
John Jacobs, *Art*
Susie Ling, *Social Sciences*
Dr. Lola Proano-Gomez, *Languages*
Shelagh Rose, *Languages*
Joseph Sierra, *English*
Dr. Jude Socrates, *Mathematics*
Dr. Michael Stephans, *Articulation*
Officer
Teresa Trendler, *Natural Sciences*

Classified Staff:

Martha Granados, *Community Education*
Center
Barbara Salmon, *Secretary II*
Wei-I Wang, *Research & Planning Analyst*

Management:

Dr. Michael Finkenbinder, *Interim*
Division Dean, Languages
Phil Huntsinger, *Assistant Director,*
Assessment
Dr. Jackie Jacobs, *Vice President*
of Instruction
Dr. Paul Kilian, *Division Dean, Music*
Ellen Ligons, *Associate Dean, Economic*
Development/Vocational Education
Dr. Don Paxton, *Division Dean, Business*
and Computer Technology
Dr. Kent Yamauchi, *Assistant Dean,*
Special Services



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Standard 4:

Educational Programs

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4A: General Provisions

4A.1 *The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.*

Descriptive Summary

The college's mission is to "provide rigorous, high-quality instruction with a commitment to multicultural education," as reflected on page 1 of the College Catalog (doc. 4-1). Now in its 77th year, the college meets this mission with a broad curriculum, offering 60 academic programs and 76 certificate programs, in 38 vocational areas, with day, evening, and weekend classes. The college offers the degrees of Associate in Arts (AA) and Associate in Science (AS). In 1999-2000, 1,449 AA/AS degrees and 522 certificates were awarded, and in 2000-2001, the number of AA/AS degrees rose to 1,785 (PCC *Observations* 1999-2000, 6-25, doc. 4-2). In coming years, more AA degrees are expected. Also in 1999-2000, 325 students transferred to UC campuses, 1,017 transferred to Cal State Universities, and 85 transferred to private colleges (doc. 4-2).

The college has a diverse student population. In fall 2000, 24,019 students registered for credit courses and an additional 3,808 registered for

noncredit courses. Of this population, 37% self-identified as Latinos, 32% as Asian Pacific Americans, 4% as Filipino, 20% as White, 7% as African American, and less than 1% as American Indian. To meet the needs of this diverse population, the college has a number of community and special interest programs, including Disabled Student Programs and Services, Extended Opportunity Program and Services, Cooperative Agencies Resources for Education (CARE) for single parents, CalWORKs, Program for Academic Support Services (PASS), Upward Bound, Child Development Center, and Financial Aid. Other special academic programs include Title V, Puente, Ujima, and Mathematics/Engineering/Science Achievement (MESA). Additionally, the college offers study abroad programs to Oxford, England; Florence, Italy; and Baja, Mexico.

The college has a College Diversity Program, an African American Block program, and a strong ethnic studies program. The Cross Cultural Center works with student organizations such as the Black Student Union, Movimiento Estudiantil Chicano de Aztlan (MECHA), various Asian student organizations, and other groups to supplement campus offerings with cultural and artistic performances plus field trip opportunities.

Self Evaluation

The college's strong academic and vocational programs address the needs of its service area. The college's student population reflects the demographics of the service area, although there is a slight declining trend in the percentage of enrollment and transfer rates of African American students. The number of African American students has declined almost 10% over the past six years, while the number of Latinos

has risen about 15% in the same period (PCC Observations 1999-2000). The decline in the transfer of African American students has been observed statewide. The Chancellor's Office has studied this issue and found that Black students are choosing to transfer to private universities rather than the UC or CSU systems.

African American and Latino students have lower than average success rates (PCC Observations 1999-2000). In fall 1999, about one-third of new credit students (1,918) were residents of the Pasadena Area Community College District, and about two-thirds (3,967) were from other districts (PCC Observations 1999-2000). Thus, the college's service area is much larger than the District boundaries. The college has limited ways to assess the economics of the large area it serves.

The college's Cross Cultural Center has been instrumental in adding depth and substance to the academic programs and is staffed with one part-time position. While faculty have diligently offered their time as faculty advisors to ethnic student organizations, more consistent and professional support would likely be helpful.

The college makes every effort to meet the needs of an increasingly diverse student population. This requires a balance between maintaining the traditional, high quality programs the college has built its reputation upon, while providing for new, innovative programs in emerging disciplines. Growing enrollments are taxing the physical limits of the campus. In November 2001, the college had over 30,000 students enrolled. Lack of classroom and laboratory space is beginning to seriously hinder the college's effectiveness and ability to add and develop new programs.

The college has created a new Associate Dean of Enrollment and Instructional Data Management. With the Vice President of Instruction, the new Associate Dean tracks student needs by studying class enrollment patterns. This data will provide decision makers with more relevant, timely information allowing increased responsiveness in scheduling and program design.

The college is continuing to pursue online instruction, alternative scheduling, and a compressed calendar as ways to alleviate some of the needs for additional classroom space and to give students more options for achieving their academic goals.

Planning Agenda

The Institutional Planning and Research Office will study the causes of declining African American student enrollment and matriculation rates.

4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

The college provides accurate and timely information on courses and programs through the Counseling Division, the College Catalog, the Schedule of Classes (doc. 4-3), and Web site (www.paccd.cc.ca.us). The Catalog provides information on how many semesters it takes to complete vocational programs. Courses are scheduled so that programs can be completed in the time specified. Academic division offices are open from eight a.m. to eight p.m. Monday through Thursday in order to answer student questions about courses and programs.

Self-Evaluation

Academic divisions are sensitive to sequencing needs of students and offer a wide range of courses every semester. When scheduling for future semesters, Division Deans give great thought and consideration to the needs of students trying to complete programs and certificates.

As in other academic institutions, the college faces the challenge of enrolling many students who are underprepared for the academic rigors of college. Consequently, when students must first go through remediation before beginning a program, it adds to the time needed for a student to complete a program of study. Community college math and science programs must not only remediate underprepared students, but also take them to a high level of academic competence in preparation for university transfer.

Many of the college's students are also faced with learning English as a Second Language (ESL) while trying to complete college-level coursework. For these students, it is especially difficult to complete degree and certificate requirements in a predetermined amount of time.

The college is contemplating a switch to a compressed calendar in fall 2004. This may enhance students' access to sequenced courses by providing an intersession between each regular semester. This may also benefit underprepared students by giving them an additional opportunity to get "back-on-track" if they do not successfully complete a sequenced course or to accelerate through a course sequence. Also, extensive academic support services offered through the college's Title V Program have helped English language learners complete programs and degrees in a more timely fashion.

Planning Agenda

The Office of Instruction will seek and evaluate additional methods to help underprepared students and English language learners master essential skills.

4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Division Deans, in consultation with area faculty and the Vice President of Instruction, review and revise course and program offerings every semester. In addition, Certificate Programs are required to convene a Community Advisory Board on at least an annual basis. These advisory boards are critical in assessing the future landscape of vocational areas and academic disciplines.

If a program is to be discontinued because of low demand, measures are taken to assure the successful completion of students currently in the program. For example, announcements are placed in the Schedule of Classes notifying students that the certificate will no longer be offered after a certain date—usually a year in advance. Before a program is discontinued, courses are offered that enable enrolled students to successfully obtain their certificates without new students starting the program. Students are also referred to similar programs at nearby colleges that may accept course work from Pasadena City College in fulfillment of certifi-

cate requirements. And finally, course work from other colleges may be accepted in fulfillment of certificate requirements.

Any change to instructional programs and/or certificate requirements must be reviewed and approved by the college-wide Curriculum and Instruction Committee. When program requirements change, students have the option of completing either the new requirements or those in effect when they began their continuous enrollment. In some cases, students may petition to have alternate courses applied to certificate or program requirements.

Self-Evaluation

The college makes every effort to accommodate students when programs are changed or eliminated. In addition, the college continues to strengthen its ties with other community colleges and universities in the area in an effort to offer courses and programs that complement and supplement, rather than replicate, the offerings of nearby institutions.

Planning Agenda

None.

4A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

In fall 2001, the college had 371 full-time faculty, 733 part-time faculty, and 428 support staff, administrators, and managers serving 25,153 credit and 4,133 noncredit students. In fall 1999, the college had 351 full-time faculty. Adjunct faculty have increased from 655 in fall 1995 to 733 in 2001. To help ensure that the resources needed to support educational programs are provided, the college has developed a new budgeting process that is integrated into the planning process. (doc. 4-4)

The physical grounds of the college have been significantly improved over the last six years. A much-needed parking structure was

opened in 1995, a new Community Education Center facility opened 1996, the L building reopened in 1997 as the new Student Services Center, and the new Physical Education complex opened in 1999.

Several other new spaces have been created that are effective in addressing student needs. The Writing Center opened in 1999, a social science lab in 2000, and a Teaching and Learning Center that serves the Title V and MESA programs in 2001. These new tutoring labs complement the existing Learning Assistance Center and math lab, which serves developmental math students, as well as the Disabled Student Programs and Services High Tech Center. The Math Division has proposed a Transferable Math Lab designed for calculus and higher math students.

Another effective work "space" for both faculty and students is the Shatford Library Web page and its electronic databases. The college's librarians should be complimented for their innovative adaptation of technological resources that have provided access to vast amounts of information, especially to social science and humanities students. Several professors have used Web pages and e-mail to enhance student access.

Self-Evaluation

The college has increased the number of faculty and non-instructional faculty to meet the needs of a growing enrollment. Still more human resources are needed to serve the growing student population. Classroom and laboratory space is at capacity even though new facilities have been added. Off-campus sites, including high schools, are being used to alleviate the need for space. During the first weeks of each semester, students show extreme frustration trying to find parking spaces and open classes. Most classrooms are at full capacity, hindering such teaching techniques as group discussion and creating a potential hazard for mobility-impaired students during evacuations. The college has developed a Facilities Master Plan 2010 which addresses these needs. The community approved a bond measure funding this Master Plan on March 5, 2002; the Plan should alleviate these facility shortages.

Facilities Services reports they are understaffed. Additionally, the college needs more technology support staff to repair computers and other technological equipment the college has acquired. The college has a call-in Help

Desk that has proven useful, but Computing Services estimates a need of eight to ten more staff members to service the current 3,800 computers on campus. Partnership for Excellence funds have helped the college provide students with greater access to technology, but there is still a high demand for automatic upgrades, higher-end computer technology, open access to the Internet, etc., especially for science courses. Every faculty office has at least one computer. Funding in 2001-2002 will be used to upgrade old computers and place additional computers in offices where needed. The Faculty Technology Committee uses a priority process for determining how funding for faculty office technology is expended. In classrooms, the need for technological updates is imperative, as students should have access to current information technology, particularly in science classrooms.

Planning Agenda

The Office of Instruction will seek additional ways to provide for technological upgrades to support the educational programs.

4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Academic, personal, and career counseling are provided by the college to guide students in their educational choices. Counseling is available in Counseling and Career Services, Extended Opportunity Programs and Services, and in the office of Disabled Student Programs and Services. Students have access to counseling faculty through walk-in appointments or appointments made one week in advance. Some counseling faculty are designated to work with special programs such as Puente, health sciences, financial aid, student athletes, international students, Ujima, and CalWORKs. Counselors are also assigned to liaison with academic divisions and district high schools.

The Guidance curriculum and course offerings, taught by counseling faculty, have increased significantly in the past few years.

Counseling faculty teach courses such as Introduction to College, Career Planning, Personal Growth and Development, and Learning Strategies and College Skills Development. All new students with no previous college work attend a group counseling session conducted by a counselor before registering for their first semester courses. A postcard is sent to each of these students to make an appointment during their first semester to develop an educational plan. Students who have completed more than 45 units are also mailed a postcard asking them to make an appointment with a counselor to discuss their goals and educational plans. Students on probation for their first semester are invited to attend a workshop, conducted by the counseling faculty, where strategies for student success and the stages of probation are presented.

Para-professionals answer questions from students and direct students to counseling, distribute assessment results, and assist counselors with workshops. They also make presentations to all basic skills English and Math classes each semester regarding available services on campus. Faculty advisors must go through training, provided by the counselors, before advising students. English, Math, and other divisions provide advising within their respective fields to students. Academic division offices are open from eight a.m. to eight p.m. Monday through Thursday and eight a.m. to four p.m. Fridays in order to answer student questions about courses and programs.

Self-Evaluation

The full-time counseling faculty-to-student ratio is 1/1,500. Adjunct counseling faculty are used to increase the number of appointments for students during registration periods. Between the summer of 1999 and 2000 appointments increased 204%, and 730 new students attended group counseling sessions. A growth in demand for Counseling/Career Services occurred for students on probation (2,557), students undecided on a major (5,515), students needing help with basic skills (3,700), and students seeking financial aid. During academic year 1999-2000, on-line, real-time advisement using WEBCT was explored with students taking an on-line course. Though the trial was successful, the college decided to put this option on hold until it offered more online courses.

The college needs to increase the number of general counselors available to students during registration periods. Recognizing this need, using funds from Partnership for Excellence, making use of adjunct counseling faculty, and hiring two additional counselors recently, has improved access for students.

The Counseling/Career Services office lacks the necessary office space to increase one-on-one counseling. For this reason, the college developed workshops for groups of new students and those on probation.

Counseling/Career Services takes informal surveys of students during peak and non-peak periods each semester. In general, students have indicated they were satisfied with their counseling session but dissatisfied with the appointment process. The Fall 2000 Counseling Services Student Satisfaction Survey (doc. 4-5) indicated that student satisfaction with Counseling Services has increased from 47% in fall 1996 to 62%. Over the same period, the percent dissatisfied decreased from 20% to 14%. Student satisfaction with Disabled Student Programs and Services increased from 67% to 78%, and dissatisfaction decreased from 11% to 6%. Extended Opportunity Program and Services also saw an increase in student satisfaction from 59% to 89%, and the dissatisfaction remained relatively the same, rising slightly from 10% to 11%.

Planning Agenda

None.

4B: Degree and Certificate Programs

4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

4B.3 *The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.*

4B.4 *All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.*

4B.5 *Students completing degree programs demonstrate competence in the use of language and computation.*

4B.6 *The institution documents the technical and professional competence of students completing its vocational and occupational programs.*

Descriptive Summary

The college supports the mission of the California Community College System by offering both the Associate in Arts and the Associate in Science degrees, which require students to complete an in-depth study of some field of knowledge (the major), and a broad exposure to other areas of learning (4B.1, 4B.2, and 4B.4). In addition, students must demonstrate competency in reading, writing, and computation to be eligible for an Associate degree (4B.5).

The college also offers occupational curricula, which enable students to earn Certificates of Achievement in 76 programs that cover 38 separate vocational areas. Students can earn Certificates of Completion in nine occupational areas. Each vocational education program is required to have an industry advisory committee made up of business professionals who provide first-hand knowledge on the skill sets needed for successful employment (4B.1, 4B.2, 4B.3, and 4B.6). Before a course is taught at the college, it goes through a rigorous review by faculty that compose the Curriculum and Instruction Committee. Every course must specify terminal measurable objectives (4B.1, 4B.2, 4B.3).

Self-Evaluation

The design and characteristics of the college's degree and certificate programs are determined by the appropriate faculty for the program area and approved by the college-wide Curriculum and Instruction Committee, which operates under the terms and conditions of AB 1725 and the College's shared governance policy (doc. 4-6) (4B.1, 4B.2, and 4B.3). The Associate degree requirements conform to those specified in Title 5 of the California Code of Regulations (4B.1, 4B.2, 4B.4, 4B.5).

Comprehensive descriptions with terminal measurable objectives, required for each course and all programs, are appropriate in length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources (4B.2). All degree and certificate programs are clearly outlined in the college catalog, schedule of classes, and on the college's Web site: www.paccd.cc.ca.us (4B.3).

Since the college's last self-study, 3,399 students have earned Associate in Arts degrees; 3,163 have earned Associate in Science degrees; and 2,699 have completed Certificates of Achievement in a vocational education program (4B.3).

The Associate Dean of Economic Development/Vocational Education is committed to increasing the number of certificates awarded each year and has instituted a plan of action that includes conducting a program review of each vocational education program every three years (4B.4, 4B.6). The purpose of the review is to meet state-mandated requirements, to identify programs that should be redesigned or eliminated, and to ensure the form and function of each advisory committee meets the needs of each program. Staff development workshops dealing with program review, program development, student retention, and innovative teaching techniques will be offered on a regular basis.

Planning Agenda

None.

4C: General Education

4C.1 *The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.*

Descriptive Summary

The college's catalog and Web site publish the general education requirements for the Associate in Arts and Associate in Science degrees. The college's Philosophy of General Education and State Education Code are the principal standards by which the general education curriculum and the appropriateness of individual courses are judged. The task of applying these standards is largely the responsibility of the college's Curriculum and Instruction Committee. A committee of the Academic Senate, chaired by a faculty member, the Curriculum and Instruction Committee operates under the authority of the Academic Senate.

The Curriculum and Instruction Committee has determined that for the Associate in Arts degree, only transfer-level courses should be used to satisfy course requirements and that these courses must be offered in and taught by faculty from the Division of that specialization (for example, the Natural Science requirement must be satisfied by a course in the Natural Sciences Division). For the Associate in Science degree, students can take either transferable or non-transferable courses to fulfill the general education requirements.

Self-Evaluation

The general education requirements for the college's two Associate degree programs (Associate in Arts and Associate in Science) and the listings of eligible courses are clearly stated in the College Catalog and Schedule of Classes. The Catalog and Schedule of Classes are also published on the college's Web site.

Planning Agenda

None.

4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

The philosophy and criteria for Associate Degree and General Education at Pasadena City College are based on Section 55805 of Title V,

California Code of Regulations. This document, together with the college's Philosophy, Mission, and Goals statements and the transfer requirements, all clearly stated in the College Catalog, provides the criteria that determine the appropriateness of each general education course.

The college's Curriculum and Instruction Committee has been following the Program and Course Approval Handbook—California Community Colleges (doc. 4-7), produced by the Chancellor's Office, in defining regulations and requirements for evaluation of new courses and modifications of existing courses. The Handbook offers guidelines for approving new courses when presented to the Curriculum and Instruction Committee. The issue of appropriateness of prerequisites and co-requisites is addressed by the document Procedures on Prerequisites and Co-requisites (doc. 4-8). Guidelines are presented to determine standards to validate prerequisites and co-requisites.

Self-Evaluation

The college's Curriculum and Instruction Committee ensures college-wide development of the plan for general education. California Education Code Title V and the college's Curriculum and Instruction Committee Policies and Procedures Manual (doc. 4-9) mandate requirements for the ongoing review of general education classes at least once every five years. A review of the college's classes was last completed in 1999.

Planning Agenda

None.

4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity including but not restricted to ethnic, religious, linguistic, and historical perspectives that will make them more open-minded learners and citizens.

Descriptive Summary

The general education requirements for the Associate in Arts and Associate in Science degrees as described in the College Catalog include at least one course in each of the major areas of knowledge (Natural Sciences, Social and Behavioral Sciences, and Humanities) along with courses to develop skills and competency in reading, written expression, mathematics, oral communication, critical thinking, and an understanding of American institutions, health education, and physical education. The college offers a wide selection of general education courses that provide students with the opportunity to develop skills, knowledge, and insights to evaluate and appreciate the physical environment, to obtain a global perspective of culture and society, and to understand the impact of technological advances.

The classes that fulfill general education requirements are listed in the College Catalog and in handouts provided to students by the Counseling Department, the Advisement Center, the Transfer Center, and the orientation process. Many students use the college's Web site (www.paccd.cc.ca.us) to find course and requirement information. The college's new online Curriculum Management System, WEBCMS, expected to be available in spring of 2002, will allow student access to detailed course information.

Self-Evaluation

The college's commitment to multicultural education is evident in the integration of cultural awareness in its primary general education curriculum such as in Psychology, American History, Political Science, and English Composition. Many of the textbooks for general education classes include cultural diversity issues in their discussions. Additionally, the college offers approximately 22 different ethnic studies courses in the disciplines of Anthropology, Art, English, History, Music, Philosophy, Psychology, and Sociology. The College Catalog identifies these classes under Ethnic Studies and International Education. The Ethnic Studies classes are well enrolled and are taken primarily by students of the particular ethnic background dealt with in each class.

Planning Agenda

None.

4C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

A review of the courses in the general education requirements as outlined in the College Catalog indicates that students who complete the program are required to demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. The college's oral and written communication component is fulfilled by a 4-unit requirement in English composition and a 3-unit requirement in oral communication. Writing competency is further enhanced by a recently initiated writing-across-the-curriculum program. The critical analysis/logical thinking component is fulfilled by a required 3-unit course in critical thinking. The scientific and quantitative reasoning component is fulfilled by required math and natural science courses. Students may also fulfill their written and math requirements through equivalency examinations.

Self-Evaluation

The college's Curriculum and Instruction Committee assures that the courses that fulfill general education requirements address competency in the areas of oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Students who successfully complete the general education program at PCC have taken a broad range of courses requiring them to demonstrate competency in these areas.

Planning Agenda

None.

4D: Curriculum and Instruction

4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

Through the college's Program Planning Process and in consultation with the Curriculum and Instruction Committee, all instructional divisions conduct a review of their programs at least every five years. As needed, program reviews are also conducted when significant changes occur in the program's characteristics, outcomes, resource requirements, or environment. An abbreviated program review process is sometimes conducted annually based upon need.

Division Deans initiate the planning process in cooperation with a program planning team of faculty members. Each program planning team discusses and analyzes "in depth" the program's characteristics, trends, and performance. Based on these discussions, past reviews, and research reports, each program team prepares a Program Plan that includes a brief description of the current program, including its relationship to other college programs, and a summary of the program's internal strengths and weaknesses, external opportunities and challenges. The plan includes program goals and objectives consistent with the mission, strategic directions, and goals of the college. If needed, recommendations are made for program additions, enhancements, reductions, discontinuance, or resource allocations. Recommendations are also made for further examination and for other issues concerning strategic planning at a higher level.

The Division Dean and a team of faculty members assemble all the program plans and distill them into a Unit plan. The Area Vice President (in this case, the Vice President of Instruction) evaluates various Units as a whole and submits an Area plan to the collegewide Strategic Planning Committee, which then integrates the Area plans into the Collegewide Strategic Directions and Annual Goals.

Self-Evaluation

After consulting with the appropriate Institutional Planning Committees, the college changed its Institutional Planning Process to a Program Planning Process in academic year 2000-2001. The intended result was to better integrate the Program Review Process with overall campus planning. Both faculty and staff participate in the development and implementation of this new self-evaluation process. Individual faculty evaluations, student evaluations, questionnaires, and surveys are incorporated at the Unit level.

As a result, the Instructional Area integrates elements of curriculum review, program review, budget considerations, technology, and personnel. All divisions have completed a review of their courses and submitted results to the Office of Curriculum and Instruction. As of fall 2000, all courses have met the standards set forth in Title V of the California Code of Regulations and the California Education Code. The college has recently made plans to provide access to course outlines and terminal measurable objectives online to all faculty, staff, and students.

Planning Agenda

None

4D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness in all of its courses and programs regardless of service location or educational delivery method.

Descriptive Summary

The college has a college-wide culture and expectation of instructional excellence. New faculty are given a rigorous year-long orientation by the college and/or their Division Dean and may be assigned a faculty mentor for their first semester. New faculty are provided with instructional handbooks and given training through Staff Development Workshops while being encouraged to attend other staff development activities including conferences and seminars. Staff development opportunities are also available to all faculty on a continuing basis.

Academic rigor throughout the college's credit, noncredit, and not-for-credit courses and

programs is assured by the methods in which they are proposed, designed, and approved. Course concepts arise out of stated needs suggested by the faculty, students, academic deans, transfer institutions, vocational advisory committees, and occasionally by community demand. Courses must satisfy a number of specific criteria concerning content, level, prerequisites and co-requisites, and terminal measurable objectives. Additionally, courses must meet the demanding standards of their academic division, and, where appropriate, transferring institutions or industries. New courses and revisions to courses, as well as new and revised programs, must be approved through a multi-layered process guided by the college's Curriculum and Instruction Committee, which is chaired by a faculty member and includes representatives from all the academic disciplines of the college, from counseling, and from the student body. Transfer courses must be comparable with lower-division courses at the four-year colleges and universities.

Along with academic rigor, educational effectiveness is promoted by the college's philosophy of learning-centered instruction. Courses are evaluated not just by how well the instructor is teaching but by how well the students are learning. Teachers are encouraged to innovate for better pedagogical methods, and they are expected to get to know who their students are—their academic abilities and their personal needs and goals. Full-time instructors are expected to be available to their students both in and out of class and to meet with them formally for counseling and advisement and informally as mentors and motivators. Many part-time instructors also make themselves available outside of class time. Instruction is supported by other campus services such as tutors, study skill workshops, and self-paced learning labs.

These standards are active and have been strengthened over the past several years throughout the educational enterprise, including such locations as the main campus, the Community Education Center, the Child Development Center, satellite campus classrooms in local high schools, the community, and televised and online courses.

Self-Evaluation

Quality of instruction at the college is high. The Division Deans monitor quality most closely; however, scheduled periodic methods of evaluation include the following: classroom

observation by administrators and faculty peers, faculty self-evaluation reports, and student evaluation forms. Evaluation also takes place more informally by the students as they select instructors based upon their reputation among peers and when they register an affirmation or complaint with the dean.

Course and program academic rigor is closely monitored by the Curriculum and Instruction Committee and through the Program Planning Process. The Curriculum and Instruction Committee requires all courses to be reviewed for content, effectiveness, and currency on a six-year rotating basis. Faculty committees maintain contact with their counterparts in the local universities in order to maintain levels and standards. The college Institutional Planning Process also reviews courses and programs to ensure that they are consistent with the college mission, goals, and philosophy. All of the service locations are visited by the deans and monitored for suitability and effective instruction. The use of satellite campuses is an important portal to expanding instruction to the increasing number of students served by the college due to the limited additional classroom space.

Planning Agenda

None.

4D.3 *The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.*

Descriptive Summary

Faculty regularly evaluate student learning through tests, exams, written papers, practical performance (if applicable), and other means appropriate to the subject. Faculty assign grades which constitute an official evaluation of student achievement. Faculty are required to inform students of course objectives, content, requirements, and the basis of grading and are encouraged to do so in writing. Copies of written syllabi are on file in division offices.

Both mid-term and final grades are distributed to students. The grading standards that faculty follow are clearly stated and published.

Grading standards are established by the Board of Trustees policy and District policy and are published in the College Catalog, Schedule of Classes, Faculty Handbook, Adjunct Faculty Information Handbook, as well as Vocational Program Orientation Packets. The College Catalog contains statements about the meaning of grades, as well as information on grading options such as credit/no credit grading, incomplete grades, withdrawal from classes, credit-by-examination, advanced placement, course repetitions, and independent study.

The college operates on a two-semester system using the Standard Carnegie Unit as defined in the California Education Code, with one unit or semester hour 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, the Curriculum and Instruction Committee evaluates course units of credit, lecture/lab formatting, and hours of contact. The Office of Instruction, Division Deans, and the faculty chair of the Curriculum and Instruction Committee verify all courses and units of credit.

Self-Evaluation

The college has a published and well-established policy for evaluating student learning. There are, however, a few concerns in some departments. Faculty-written syllabi are not always consistent with the terminal measurable objectives (TMOs) defined in the Course Outline of Record. This is a concern because faculty in some classes may not adequately address TMOs. However, most faculty tend to exceed TMOs rather than fail to meet all of them.

The credit-by-examination and advanced-placement procedure is clearly detailed in the College Catalog and appears to function well. However, some confusion exists over a "credit/no credit" versus "credit/no credit only" option in the grading system. The Catalog and the Schedule of Classes clearly identify those courses that are credit/no credit grading. Although the Catalog indicates that a credit/no credit grade option is available, some courses do not allow students to elect to take a course for a credit/no credit grade. No listing of these excluded courses is published as a separate document and students must seek out the information from divisions.

While most courses fit within the standard Carnegie Unit pattern identified, some courses

require hours of contact over and above an exact unit of credit calculation due to laboratory obligations.

Planning Agenda

The Office of Instruction and the Program/Unit/Area Planning Teams will address consistency between faculty-written syllabi and the Course Outline of Record.

The Office of Instruction in consultation with the Curriculum and Instruction Committee will review credit/no credit grading. If a course cannot be taken with this option, this will be communicated to students.

The Office of Instruction and the Program Planning Teams will evaluate the variety of laboratory requirements to ensure consistency with the Carnegie Unit.

4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

The college has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the college certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements. Policies on transfer credit are published in the College Catalog.

The Office of Admissions and Records formally reviews all credits earned at other community colleges as well as at four-year colleges and universities and certifies that all acceptable credits are either comparable to credits earned in similar courses at the college or are acceptable as elective units applicable toward degrees or certificates offered by the college. The college also requires that credits earned at foreign institutions be evaluated by a recognized evaluation

service. Finally, the college grants Advanced Placement course credit to those students who have satisfactorily completed Advanced Placement Examinations of the College Entrance Examination Board.

Patterns of transfer between the college and many California public and private four-year colleges and universities have been identified and established through the development and ongoing maintenance of numerous articulation agreements. These documents exist in a variety of forms, including course-to-course (such as the University of California Transfer Credit Agreement as well as individual campus course agreements), general education (such as the Intersegmental General Education Transfer Curriculum and the California State University General Education Breadth List) major preparation, and 2 + 2 articulation agreements. The college also maintains a number of transfer partnership agreements with both public and private colleges and universities in the form of transfer admission guarantees and scholars programs. Many of these programs offer strong academic support and curriculum planning which enable students to move more seamlessly from the college to various four-year universities.

The college participates in the California Articulation Number System, the official common course numbering system for the state of California, as well as in ASSIST (Articulation System Stimulating Interinstitutional Student Transfer), the official statewide database for articulation agreements extant among public 2- and 4-year postsecondary institutions.

A college Articulation Specialist provides regular articulation-related updates to both instructional and student services faculty and staff and works closely with the college's Transfer Center Director on all transfer issues related to articulation.

Self-Evaluation

The college's Articulation Office has demonstrated a high level of commitment to promoting seamless transfer programs and an increased transfer rate through the development and implementation of articulation agreements with over 50 senior colleges and universities throughout the state, as well as with a small number of out-of-state institutions. Additionally, the Articulation Office maintains the Intersegmental General Education Transfer Curriculum (IGETC) and the California State University system-wide

general education plans, as well as the University of California Transfer Credit Agreement. This office on an annual basis communicates all additions, deletions, and changes to faculty, staff, and students via the college's Catalog as well as via advisement sheets made available by both the Counseling and Transfer Centers. Furthermore, the Articulation Office (with the ongoing assistance of members of the counseling staff) has developed and maintained over two dozen transfer major requirements advisement sheets which are used primarily by transfer students in order to plan lower-division coursework specific to their majors. The transfer information on these sheets has also been made available online at the college's Transfer Center Web site, and is updated on a regular basis.

The Articulation Office has effectively maintained all of the college's transfer courses in the Project ASSIST database in a series of regularly scheduled updates, thereby providing students, faculty, and staff with the most current online articulation data available, specifically with California public colleges and universities.

The number of California Articulation Number courses maintained by the College has increased only slightly over the past year, due primarily to the fact that that statewide office, until recently, has been non-operational due to the lack of a director for that project. As a result, there has been no way to submit courses to qualify for California Articulation Number course numbers. With the hiring of a new director, course qualification will likely resume soon.

Planning Agenda

None.

4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

The college uses a wide range of instructional delivery systems and a variety of instructional modes to meet the needs of its students. Outlined in the Curriculum and Instruction Policy and Procedure Manual, the college offers four modes of instruction: Degree-Credit, Non-

Degree-Credit, Noncredit, and Community Service. Each mode has a clearly defined purpose statement. Methods of instruction include, but are not limited to, lecture, lecture/discussion, large-group instruction, discussion/seminar, laboratory, lecture/laboratory, learning laboratory, work experience, audio tutorial, online classes, TV, computer-assisted instruction, directed study, newspaper course, radio course, field experience, Weekend College, and independent study. Non-traditional delivery methods provide college access for students whose schedules or other circumstances may prohibit attendance at other times or places.

The college is a member of INTELECOM, a consortium of Southern California community colleges that produces and distributes audio and video credit courses to students through the alternative means of instructional television (ITV). All courses offered by (ITV) must be approved through the regular curriculum process, are subject to identical academic standards, and are monitored by the faculty for content. The District currently offers approximately twelve credit ITV courses in a regular semester and six to seven during the summer intersession. Viewing options include four cable channels, as well as videotapes on campus in the Learning Assistance Center (LAC) and from the Shatford Library.

Internship or clinical experience components form an integral part of several courses of study among the various vocational programs offered at PCC. For example, the Dental Laboratory Technology Program includes a mandatory internship for students during their final semester in the program. Internships are offered at a number of commercial dental laboratories and clinical laboratories in the Sepulveda and Los Angeles Veteran's Hospitals, which often lead to permanent employment for participating students.

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 are required, and independent study contracts are monitored and evaluated on an individual basis and documented by the record of study. All independent study offerings must be approved by the appropriate division dean and must satisfy college course and credit requirements.

The College offers a number of classes each semester either partially or totally online. The Schedule of Classes lists the necessary hardware and software requirements and describes the online courses offered each semester. Disciplines taught online include Business Information Technology, Computer Information Systems, Math, Music, Nursing, Social Sciences, and Physics.

The college has an extensive and comprehensive Study Abroad program. The program is administered by the Vice President of Instruction and coordinated by a faculty member with reassigned time. The college conducted its first Study Abroad program in Oxford, England, during spring of 1986 and has offered the Oxford semester abroad yearly since then.

Self-Evaluation

The variety and quality of the college's instructional delivery methods have traditionally been among its strong assets. With the diversity and growth of its programs, the college demonstrates its commitment to meet the needs of its student population. The various modes of instruction offered by the College ensure a sufficient scope and structure to the curriculum, and each plays a different role in fulfilling the college's mission. Each mode also has specific requirements appropriate to its distinctive purpose. Each mode also provides students with transitional choices and opportunities to meet individual goals and needs. These transitions can occur during the student's initial tenure in college or over many years, as students return to move up the career ladder, update their skills, or shift to new occupations.

While the college has made significant progress in expanding non-traditional delivery modes to students, some divisions have offered more non-traditional modes of delivery than others. Expanding non-traditional modes of delivery is important to increase the accessibility of classes to all students. It is important to note that students from the traditional college population are increasingly enrolling in non-traditional classes due to the lack of availability of other open sections on campus.

Independent study courses increase student academic skills development and thus help to prepare students for transfer to four-year institutions. Independent study is, however, not a widely used program.

The current semester-long study abroad programs are in Florence, Italy, and Oxford, England. Shorter-term courses are offered in Baja, California, and London, England, as well as China, Costa Rica, Spain, and Vietnam. All courses offered in the Study Abroad program are transfer-level courses taught by full-time faculty members. Courses are supplemented by field trips, specialized lectures, and immersion in a foreign culture on a daily basis. Informal appraisals of the courses are done each year, and on-site evaluations are conducted periodically. Study Abroad students uniformly report that they benefit from their experiences abroad. The success of the Study Abroad programs can largely be attributed to careful planning, evaluation of previous programs, orientation of students, quality of faculty, and variety of courses offered.

Planning Agenda

None.

4D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on- or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract, and other special programs conducted in the name of the institution.

Descriptive Summary

As defined by the college's Planning Handbook, all credit and noncredit courses (including online courses) and programs are evaluated systematically and regularly. The Curriculum and Instruction Committee has established procedures to review and then to validate all additions and changes that are a result of that review. A complete review and validation by the instructional divisions and the Curriculum and Instruction Committee of all prerequisites, co-requisites, and advisories on recommended preparation and enrollment limitations was completed for all credit and non-credit courses in November 1999. A complete review of all credit and noncredit courses was initiated in 1998 and completed in fall 1999.

A new Web-based curriculum development module has been acquired and is scheduled for implementation in spring 2002. Faculty will be able to plan and develop curricula at any time (on or off campus) via the Web. All course information, forms, and electronic submission processes will be available online. All official course information will be available from the college's Web site.

Self-Evaluation

The college's method for establishing courses and programs has proven to be highly successful even though it can be lengthy and time-consuming. The new Web-based online method for curriculum development should help in speeding up the process and thus encourage faculty in their development of curricula.

Planning Agenda

The Office of Instruction will fully implement the new Web-based course approval process and ensure that all faculty, division deans, and appropriate staff are fully trained to use the system.

4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Descriptive Summary

The college offers transferable college credit courses via a district-wide Instructional Television program. Students view television courses at home or at on-site campus facilities. Some courses have a tape or CD component that allows students to view materials at a time and place of their choosing. A faculty member is assigned to each telecourse and in most cases provides office hours as well as phone and e-mail opportunities for student-faculty contact. Regardless of medium, all telecourses meet on campus six or seven times per semester to allow for group interaction and controlled testing.

The college has 36 online courses approved in accordance with the Title V of the California Code of Regulations which governs the approval of curriculum offered in a distance education

delivery mode. All distance education courses must prove their accessibility to disabled students. Qualified faculty who meet or exceed the minimum qualifications established by the college teach the online courses. Students are required to participate by e-mail, chat rooms, bulletin boards, or threaded discussions. Faculty assess students' progress by participation and examinations.

Self-Evaluation

The development and delivery of online courses is one of the college's institutional goals. Resources, space, and people are in place and currently working with faculty to design online courses and online components in selected courses. Innovation in instructional methods and modes of delivery have been enhanced by faculty's attendance at conferences and workshops that focus on best practices of alternative delivery of course materials and examples of pedagogy used in online learning. This has been facilitated by the allocation of grant funding to academic divisions for conference and workshop attendance that focuses on learning techniques.

At this time, the college is in the process of developing the infrastructure, processes, and procedures for delivering online learning activities in a faculty-friendly way. The Media Center has established an online facility to assist faculty with technical needs.

Planning Agenda

None.

4D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Descriptive Summary

The college does not offer courses in foreign locations to non-nationals; thus this standard does not apply.

Self-Evaluation

None.

Planning Agenda

None.

Supporting Documentation for Standard 4

Referenced:

- 4-1 College Catalog
- 4-2 *Observations* 1999-2000
- 4-3 Schedule of Classes
- 4-4 Planning Handbook
- 4-5 Fall 2000 Counseling Services Student Satisfaction Survey
- 4-6 Policy on Shared Governance No. 2000
- 4-7 Program and Course Approval Handbook - California Community Colleges
- 4-8 Procedures on Prerequisites and Co-requisites
- 4-9 Curriculum and Instruction Committee Policies and Procedures Manual

Standard 5

Student Support and Development

Standard 5 Committee

Co-Deputies:

Harry Kawahara (*Faculty*),
Counseling
Dina Chase (*Management*),
Assistant Director, Transfer Center

Faculty:

Dr. Richard Beyer, *Counseling*
Dan Gallup, *Mathematics*
Blanca Henderson, *Community
Education Center*
Dr. Michelle Ireland-Galman,
Social Sciences

Ray Puchot, *Communication*

Bianca Richards, *Disabled Student
Programs & Services*

Chuck Ward, *Counseling*

Classified Staff:

Roland Amit, *Admissions and Records
Clerk III*

Todd Blickenstaff, *Research &
Planning Analyst*

Vi Gaudin, *Intermediate Clerk II*

Rochelle Long, *Admissions and Records
Clerk III*

Victor Yasui, *Computer Center Assistant*

Management:

Kim Miles, *Assistant Dean, Scholarships
& Financial Aid*

Ernestine Moore, *Vice President of
Student & Learning Services*

Robert Navarro, *Division Dean,
Engineering & Technology*

Dr. Jeanie Nishime, *Associate Dean,
Counseling*

Dr. Stuart Wilcox, *Dean, Institutional
Planning & Research*

Student Body:

Gabriel Gayhart, *ASB Vice President,
Business*

Angela Ortiz, *ASB President*

Lavonne Ramirez, *ASB Secretary*





Standard 5:

Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary

The college maintains an open admission policy and adheres to the admissions standards of the State of California as stated in Title V of the California Code of Regulations and the California Education Code. The college's admissions policies are published in the College Catalog (doc. 5-1) and Schedule of Classes (doc. 5-2). Both documents are available on the college's Web site: www.paccd.cc.ca.us. The college also publishes its special admission guidelines for selected types of students, specifically non-high school graduates, high school students and younger, non-residents of California, and military personnel. The special admission guidelines of F-1 VISA students are in compliance with Federal regulations. Admission applications to the college as a whole are accepted prior to the beginning of each session and for the first two weeks of each semester. Programs with special admission policies include Nursing, Dental Assisting, Radiologic Technology, and Legal Assisting. Their requirements are published in

the College Catalog. Special interest programs, such as the Study Abroad program, offer college credit while meeting transfer or degree requirements. Other programs are held in conjunction with area high schools, including Fast Track and the College Advantage Program. These programs offer high school students a structured format of college courses that, upon successful completion, accelerates transfer from the college to a university. High school Academy Programs provide articulated advanced occupational/vocational training for select high school students.

The Community Education Center provides varied educational opportunities for the community's multicultural adult population, including High School Diploma/GED preparation, Adult Basic Education, English as a Second Language, and various vocational programs.

Self-Evaluation

The college publishes admission policies consistent with its mission and appropriate to its programs and follows practices consistent with those policies. The college's open admission policy supports all aspects of the mission statement by making high-quality higher education available to nearly all individuals. Admission policies for international students and the Study Abroad program directly support the mission statement's goal of a multicultural education. For concurrently enrolled high school students, the admission policy supports advanced academic work allowing for eventual transfer to a four-year institution.

Planning Agenda

None.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its program, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary

The College Catalog is the primary source of information about college policies and procedures, including admission policies, graduation requirements, refund procedures, and the code of student conduct. The information in the Catalog is reviewed and updated annually. Excerpts of the Catalog information are included in the Schedule of Classes. The College Catalog and Schedule of Classes are sold in the College Bookstore, and both are freely available online through the college's Web site. In addition, the Catalog is mailed to approximately 150 local high schools and libraries.

Information regarding admissions policies and academic and vocational programs at the college are provided to prospective students who contact the college for information. College outreach staff make regular visits to area high schools, providing graduating seniors with information about matriculating to the college. High school counselors are also provided with applications and program information. In addition, college outreach staff attend college nights at area high schools to speak to prospective students and their parents about the college's programs and admissions policies.

An Admissions Booklet (doc. 5-3) is given to all students admitted to the college. This booklet provides information on key topics such as enrollment, assessment, registration, attendance, fee refunds, and student success. A Student Handbook (doc. 5-4), given to all students attending orientation, provides new students with detailed information about college procedures.

Self-Evaluation

The college provides prospective and current students with accurate information about its programs, admissions policies, graduation requirements, social and academic policies, and refund policies. This information is available

through the College Catalog, Schedule of Classes, Web site, and other sources. The information is regularly reviewed and updated.

Planning Agenda

None.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The college identifies the educational support needs of students through the college application process, orientation, assessment, and counseling. An annual Fall Student Survey, self-identification, departmental outreach activities, educational plans, collaborative projects with the Office of Institutional Planning and Research, program reviews, and student interaction with faculty and staff also help to identify student needs. The college identifies many students as "at risk" due to prior academic difficulties, disability, or membership in an historically disadvantaged group, i.e., low-income and/or first generation college. Other student needs identified involve financial support, educational direction/career support, health needs, child care, and transportation. The Office of Student and Learning Services is designed to meet these needs through the following: Admissions, Records and Registration, Assessment Services, Bookstore, Cafeteria, Career Planning and Placement Center, Counseling and Guidance, Disabled Student Programs and Services (DSP&S), Extended Opportunity Program and Services, Financial Aid and Scholarships, Health Services, International Student Admissions, Learning Assistance Center, Media Services, Special Services, Student Affairs, Transfer Center, and a Transportation Trolley.

Special programs have been designed to identify and meet the needs of particular student populations. An Athletic Academic Support program is available to assist at-risk athletes in Math and English. The Cooperative Agencies Resources for Education (CARE) program provides assistance to recipients of Aid for Families with Dependent Children (AFDC) and CalWORKs benefits who want to attend college.

The Program for Academic Support Services (PASS) is designed to increase the retention and graduation rates of non-high school graduates, students on academic probation, and students who are returning to college in unsatisfactory academic standing. The PASS program provides services such as individualized tutoring, academic and personal counseling, workshops, and referrals to other services. Project LEAP (Links to Educational Achievement and Progress) is a mentoring program for at-risk students. The Puente Program provides English instruction, counseling, and mentoring to help Chicano/Latino students to transition successfully to four-year colleges and universities. The Math, Engineering, Science Achievement (MESA) program serves educationally disadvantaged students in math and science through collaborative study sessions, as well as study skills, test preparation, and vocational guidance. The Ujima Program is a one-year transfer program that focuses on African-American/black cultural issues. Ujima includes instruction in math and English composition for transfer, an in-class counselor, and tutoring and mentoring activities.

In addition, Upward Bound, Student Support Services, and Talent Search, which are some of the TRIO programs, are designed to help students overcome class, social, academic, and cultural barriers to higher education. The college's Title V program is an Hispanic-Serving Institutions grant promoting active, experiential and interdisciplinary learning to increase the retention, success, and transfer rates of Hispanic as well as at-risk students enrolled in basic skills math, English, ESL, and other general education courses.

Self-Evaluation

Since its last accreditation, the college has furthered its outreach to at-risk students. Title V, Ujima, MESA and the Athletic/Academic Support Program are new forms of outreach. According to a Fall 2000 Counseling Services Student Satisfaction Survey (doc. 5-5), student satisfaction with all support services has generally increased. The principal concern expressed by some of the service providers is the need for more space. The college is presented with the challenge of finding enough room for the expanding services offered. A recently passed bond measure for new construction at the college may help alleviate some of the space restrictions. Currently there are efforts to aug-

ment student use of campus services by increasing online services. While online services will work for some students, other students will still need more personal attention.

Planning Agenda

None.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

Students are directly involved in the planning, evaluation, and implementation of services and programs through their participation in student government, shared governance committees, and surveys. The Associated Students (AS) represents student views on the Board of Trustees, on the College Coordinating Council (CCC), Student Services committees, the Curriculum and Instruction Committee, and many other groups. Student representatives selected from the general student body represent student views on other campus committees and organizations.

Surveys conducted by the Institutional Planning and Research Office, Student Services departments, and Partnership for Excellence (PFE) projects gather student opinions regarding awareness of, use of, and/or satisfaction with support services and programs on campus. Informal input is also gathered from student workers employed in most of the Student Services offices. Results of these combined efforts are used to assess the quality of services provided and to identify areas needing additional support.

Self-Evaluation

The revised Associated Students Constitution and Bylaws (doc. 5-6) have allowed students to become more effective in fulfilling their role in the shared governance process. However, intermittent student attendance on committees exists, perhaps due to scheduling conflicts that arise when commuter students are juggling school, work, and family responsibilities.

The Fall 2000 Student Survey (doc. 5-7) conducted by the Institutional Planning and

Research Office from a random sample of 1,000 students selected from the population of both credit and noncredit students enrolled at First Census indicates student awareness was very high for many support services on campus. The services with the highest level of student awareness were those virtually all students must use at the college (e.g., admissions, registration, bookstore, parking, etc.), while the lower levels of awareness applied to more specialized services (e.g., psychological services, extended instruction). Student satisfaction surveys at the point of service are conducted by various student services departments and provide an effective means of gathering student viewpoints.

Planning Agenda

None.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other biases and are regularly evaluated to assure effectiveness.

Descriptive Summary

The college's credit programs use the ACT/COMPASS test for placement into Mathematics and English courses. The CELSA test is used for ESL placement. Both instruments have been approved by the State Chancellor's Office for use in the California Community Colleges. The non-credit program will be using the CELSA for ESL placement as of spring 2002. In order to receive approval by the Chancellor's Office, test publishers must provide evidence of the test's validity for the intended purpose as well as evidence that the test minimizes linguistic and cultural bias. The COMPASS has full approval until June 2003, and the CELSA has full approval until June 2005. Prior to the expiration date, publishers must provide new data supporting the test's validity and freedom from bias.

To accommodate disabled students, a separate room is available for those who may need a distraction-free environment for placement testing. The room is equipped with a Kurzweil Reader which voice-synthesizes written text. A paper and pencil version of the placement test that can be read by the Kurzweil Reader is used for students with visual or learning disabilities.

Self-Evaluation

In addition to selecting an approved test instrument, the college is also obligated to research the validity, reliability and disproportionate impact of the test for its particular student population. During spring 2001, the college completed its validation of the COMPASS and CELSA tests. The CELSA correlations met the Chancellor's Office minimum standards. However, the COMPASS test did not. A consequential validity study was conducted in all English, ESL, and Math classes in fall 2000, to complete the validation of the testing instruments. All tests used for the non-credit program have yet to be validated.

Planning Agenda

The Community Education Center and college Assessment Center will select approved tests and complete the validation of their assessment instruments for the non-credit program.

5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Descriptive Summary

The college offers a wide range of support services to meet the diverse needs of its students. Credit students are served through Student and Learning Services, which are concentrated in one of the main campus buildings. The services offered include Admissions and Records, Counseling, Transfer Center and Career and Job Placement, Scholarships and Financial Aid, Extended Opportunity Program and Services, and Psychological Services. Neighboring buildings house Student Affairs, Disabled Student Programs and Services, Learning Assistance Center, Health Center, and Media Resources. The Child Development Center (CDC) and the Community Education Center (CEC) are off-campus sites. The CEC serves non-credit students and offers a full range of services at its location. Numerous support services are available to all college students, with only a few services that require students to meet specific eligibility requirements. The College Catalog and the Schedule of Classes

describe many of the services that the college offers.

The Student and Learning Services facility is open Monday through Friday, with some availability on Saturdays. All Student and Learning Services offices are accessible by phone, and most programs have brochures available to students. Each office is listed on the Student Services Web pages, providing 24-hour access that allows students to send e-mail without constraints on time or location. Bilingual staff and faculty are available to serve the major language groups at the college.

Self-Evaluation

Most services are accessible to students with disabilities. Efforts continue to provide additional technological and space modification accommodations for Disabled Student Programs and Services. As the college expands weekend hours, online curricular offerings, and off-campus locations, it will need to expand student services accordingly.

Planning Agenda

None.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Descriptive Summary

The college provides comprehensive, high-quality services that meet the demands and serve the needs of a culturally, ethnically, and physically diverse student population. The Student Services Center houses the majority of student services programs. Bilingual staff members and student aides are available to assist students in twelve foreign languages (Arabic, Armenian, Chinese [Cantonese, Mandarin], Dutch, French, Italian, Japanese, Korean, Russian, Spanish, Tagalog, and Vietnamese). The offices of Admissions, Scholarships and Financial Aid, and Extended Opportunity Program and Services provide bilingual materials as well. American Sign Language interpreters are available through the Disabled Student Programs and Services center. The Transfer Center conducts bilingual transfer and

financial aid conferences, has closed-captioned transfer orientation videotapes, and provides a version of the Transfer Planning Guide for the visually impaired. A dedicated handicap drop-off lot is located adjacent to the Student Services Center. The Office of Student Affairs produces and supports cultural awareness activities and services. The office houses the Cross-Cultural Center, which advocates the understanding and appreciation of the diverse campus community. The Study Abroad Program, American Cultures Block Program, as well as lectures and performances sponsored by the Communications, Music, and Art departments, provide additional opportunities to learn about cultures, traditions, and histories that are meant to educate and develop a level of consciousness of different cultures, races, socio-economic classes, genders, sexual orientations, and religions. The student newspaper, *The Courier* (doc. 5-8), is printed in Spanish as *El Lancero* (doc. 5-9). Student needs are also addressed in programs which target specific groups, such as the Puente Program, Ujima, CalWORKs, International Student Admissions, CARE, PASS, Upward Bound, Special Services, and Project LEAP.

Numerous clubs and organizations provide scholarships and promote awareness and appreciation of diversity and a nurturing campus climate. These include staff organizations such as TABE (The Association of Black Employees), LA RAZA, the Asian Pacific American Faculty and Staff Association, and the Gay and Lesbian Staff Organization. Student organizations include BSA (Black Student Alliance), MECHA, Helping Hands, and the United Rainbow Alliance, and community affiliated groups include the Latino Community Members Advisory Committee, the African American Heritage Room Committee, and the African American Community Members Advisory Committee.

Faculty and staff are exposed to training in the multicultural environment. Staff workshops address the needs of the changing student population and have included topics such as awareness of cultures and their learning styles, interdisciplinary courses, and supplemental learning. Through the college's affirmative action and nondiscrimination policies (doc. 5-10), the district ensures that its programs and activities are available to all persons without regard to ethnic group identification, religion, age, sex, sexual orientation, color, physical or mental disability.

All of the above promote a climate that is supportive of the diverse college population.

Self-Evaluation

Student and Learning Services has a long-standing commitment to diversity reflected in the diversity of staff and types of programs and services that have been developed in response to the college's changing demographics. As the student population becomes more diverse in terms of experiences, skills, and general preparedness for college, the "one size fits all" approach to the type and delivery of services will not work. Thus, the college has developed a wide variety of student support services. The college continues to maintain a campus climate that serves and supports its diverse student population.

Planning Agenda

None.

5.8 The institution supports a co-curricular environment that fosters intellectual, ethical and personal development for all its students and encourages personal and civic responsibility.

Descriptive Summary

The college's extra-curricular and co-curricular financial support is extensive, with a budget coming from four main sources: Flea Market, Student Service Fund, Associated Student Board, and the Student Center Fund. The college offers a broad variety of co-curricular activities that support the personal growth and development of its students. The Office of Student Affairs offers two retreat opportunities per year to all students: Leadership Retreat for students to develop leadership qualities and a Cross-Cultural Retreat to enhance student understanding of various campus cultures. The Office of Student Affairs also supports the Cross-Cultural Center (to enhance cultural understanding through both co-curricular and extra-curricular activities) and a Volunteer Center to promote service both on and off-campus, including a growing service learning component.

There is an active student government (Associated Student Body) program and over 40 student organizations that address academic,

career, religious, social, and political interests. Other college activities include the student newspaper (*The Courier*), homecoming activities, forensics team, performing arts ensembles of various cultural backgrounds, Tournament of Roses Honor Band and other Music Department programs, *Inscape* (literary magazine), and 17 intercollegiate athletic teams with a competitive cheer squad. A monthly Flea Market augments the Student Affairs department budget, helping to support student programs and offering student scholarships. There is also a student/staff mentor program for students on academic probation that is partnered with the Pasadena Mental Health Association.

The Counseling department teaches a two-unit course, Guidance 12-Personal Growth and Development, which helps students develop skills needed to be successful in college and beyond. Personal and civic responsibility is encouraged through the Standards of Student Conduct, which are printed in the College Catalog.

Self-Evaluation

Students have many opportunities to become involved in campus organizations of all types and purposes. Students may also take transferable college courses for credit to work on their personal growth and development. Information is readily available regarding student conduct and college policies. The Student Due Process procedure is in the process of being developed and will be published in Spring 2002.

The Office of Student Affairs provides a variety of opportunities for students to become involved. Staffing is an issue, with only five and three-quarters full-time employees and one part-time employee. Space is also an issue, as the facility does not have an adequate number of meeting rooms for clubs and student organizations or office space for staff. The 2010 Facilities Master plan includes the building of a new Campus Center and Bookstore. This will not only allow the facility to be updated but will also create additional space for offices and meeting rooms. A March 5, 2002, voter-approved bond measure for \$150 million will fund the 2010 Facilities Master Plan.

Planning Agenda

None.

5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary

Student records, including course enrollment and grades, are maintained in several different formats depending upon when a student attended this college. Records from spring 1982 to today are electronically stored by the college's Management Information Systems (MIS). Records are routinely backed-up nightly, weekly, and monthly. The latest week's back-up is stored at the college with all prior back-ups stored off-site. Records for students who attended between 1976 and fall 1981 are stored on paper in lockable file cabinets in the Records Office. The file cabinets are not fire proof; however, the room does have fire suppression sprinklers. Paper records prior to 1976 are stored in the basement of the L Building in lockable fire-proof file cabinets. There are fire suppression sprinklers in the basement area. Paper records are also microfilmed.

Other records, such as class rosters, student grade change forms, applications to the college, and equivalency test results are routinely microfilmed and are stored in L113. Two sets of microfilm are produced. The duplicate sets are stored off-site at the college's noncredit facility, the Community Education Center. Other student-related records, such as general student petitions, graduation petitions, transcripts received from other schools, and the evaluation of courses taken at other colleges are imaged, i.e. converted from a paper to an electronic format for storage in the college's computer. Once in an electronic format, the routine back-up procedure of the college's computer databases assures the records are secure and available.

Records Office staff routinely receive instruction in the privacy requirements of the Family Educational Rights and Privacy Act. Access to the computer in which student records are stored is controlled through individual user access limitations, personal passwords, and data-base passwords.

Self-Evaluation

Student records are maintained permanently and securely with back-ups available. The Records Office staff receives training in the requirements of the Family Educational Rights and Privacy Act. There are appropriate computer access controls that maintain confidentiality of student records.

Planning Agenda

None.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

Student Services is in the second year of implementing a new planning process. This process starts at the Program level and provides for full in-depth analysis program planning at least once every six years and brief program planning every year the full program planning process is not implemented. During the two years of implementation, Student Services has been moving towards implementing the full, more extensive program planning process.

The program goals and objectives are based on a variety of sources of information. Many of the units provide results of surveys, some at the point of service, such as the Counseling, Health Services, and Transfer Centers. Other surveys are administered periodically throughout the semester. The Institutional Planning and Research Office annually publishes "Observations: A Compendium of Information for and about Pasadena City College" (doc. 5-11). This publication includes detailed information about the college's students and the results of an annual student survey. Study sessions have been held by student services managers and various student services units on the implications of the results for student services program planning. Other sources of information include the annual college report on progress towards Partnership for Excellence goals and the mandated evaluations and audits for state- and federally-funded programs. The goals and objectives developed at the

STANDARD 5

Program level feed into the goals and objectives at the Unit level and then into the Area planning process. Student workers in the various student services offices are a tremendous informal source of information.

Self-Evaluation

The college's planning process has heightened the emphasis on formal evaluation processes. Increasing numbers of the Units are working with the Institutional Planning and Research Office to implement stronger evaluation components at the Program level. Student satisfaction surveys at the point of service are used by the Counseling, Health Services, and Transfer Centers. Disabled Student Programs

and Services encourages students to complete a satisfaction survey by awarding a small prize through a monthly drawing for students who have completed the survey. Other areas, such as Psychological Services and Counseling, conduct periodic surveys during the semester. The Transfer Center and the Career/Job Placement Center received grant funds to develop a comprehensive in-depth program evaluation process. Student Affairs is in the beginning stages of discussing methods of evaluating student activities and services provided by that Unit.

Planning Agenda

None.

Supporting Documentation for Standard 5

Referenced:

- 5-1 College Catalog
- 5-2 Schedule of Classes
- 5-3 Admissions Booklet
- 5-4 Student Handbook
- 5-5 Fall 2000 Counseling Services Student Satisfaction Survey
- 5-6 Associated Student Constitution and Bylaws
- 5-7 Fall 2000 Student Survey
- 5-8 *The Courier*
- 5-9 *El Lancero*
- 5-10 Policies on Affirmative Action No. 6005 and Nondiscrimination No. 6000
- 5-11 *Observations*

Standard 6

Information and Learning Resources

Standard 6 Committee

Co-Deputies:

Bob Eaton (*Faculty*), *Music*
Mary Ann Laun (*Management*),
Assistant Dean, Library

Faculty:

Leslie Diaz, *Library*
Dan Haley, *Library*
Danny Hamman, *Community
Education Center*
Sandy Haynes, *Art*
Yoon Hoffman, *Music*
Robert Lee, *Languages*
Judy Ohye, *Library*
Dorothy Potter, *Library*
Pat Rose, *English*
Dr. Steve Whitney, *English*

Classified Staff:

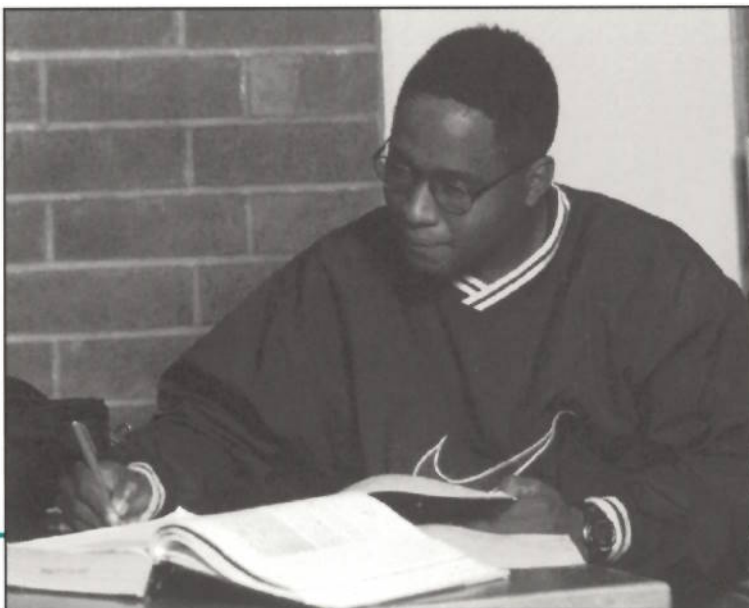
Jennifer Cooper, *Secretary I*
Darryl Distin, *Computer Support
Technician*
Lana Fields, *CalWORKs Coordinator*
Cindy George, *Vocational Education
Assistant*
Maria Jung, *Educational Technology
Specialist*

Management:

Dr. Bob Cody, *Assistant Dean,
Computing Services*
Johari Dewitt-Rogers, *Director,
Media Services*
Judy Gilbert, *Supervisor Office Services*
Isabel Hildebrandt, *Director, Workplace
Learning Center*
Dr. Jackie Jacobs, *Vice President of
Instruction*
Joseph O'Connor, *Coordinator, Media
Resources*
Dale Pittman, *Director, Management
Information Services*
John Wood, *Director, Learning
Assistance Center*

Student Body:

Marina Marquez
Maria De La Torre



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Standard 6:

Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currency to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

The college offers a full range of information and learning resources and services. While the Library, Learning Assistance Center, and Instructional Computing Center are still the traditional student "learning resource centers," many satellite centers and labs have been funded to support student learning in discipline-specific and specialized areas. These include the Music Lab and Library, the Career Center, the Writing Center, the Reading Center, the Math Resource Center, the Foreign Language Lab, the Teaching and Learning Center, the Social Sciences Learning Lab, and the High Tech Center. With one exception, each of the centers is open at least 50 hours per week. All provide staff to assist students.

The college's Community Education Center (CEC) also houses a Learning Assistance Center, open 52 hours a week, offering students individualized and group support across the curriculum. Services available to students include tutoring, independent high school diploma classes,

job preparation and career planning, and student development. The facility provides 25 computer stations, 12 TV/VCR stations, 12 audiocassette stations, and five small rooms used for individual and group tutoring. Some of the computerized programs include Cornerstone (language arts, math, vocabulary, and reading comprehension), Skillsbank 4, and GED Interactive.

Technology support services for the college include Computing Services, Management Information Services, Electronic Maintenance, and Office Services. Each plays an active role in the support of an estimated 4,000 faculty, staff, and student computers in offices, labs, and classrooms, as well as other library and learning resources on campus. Management Information Services maintains administrative technology. Computing Services administers faculty, staff, and classroom computers and technologies. Electronic Maintenance installs and maintains network wiring. Office Services provides reprographics, mail, express delivery, microfilming, online storage, in-house publication, poster, lamination, transparencies, and other media services needed for instructional use.

Technology support services host both Internet and web-based servers and minicomputers that support the various information and learning resources for the college. These servers are interconnected through several local area networks and through 4CNet for Internet connectivity.

The 55,000 square foot Shatford Library has over 950 reader stations. Dedicated in 1993, the Library houses approximately 131,000 books, paper and electronic periodicals, audiocassettes, and videocassettes. The Library also houses specialized collections, such as Special Services (large print format and low reading level materials), an uncataloged Chinese Language Collection, and the College Archives. An "adapt-

tive equipment" group study room meets the needs of disabled students who often work with tutors.

The Library is a hub of connectivity and information/instructional activities with 130 workstations dispersed throughout its three floors. This total includes 30 workstations dedicated to fee-based reference resources and 30 staff workstations. Two convertible labs (70 workstations) constructed in 2001 provide venues for hands-on library instruction, Internet access, and a full range of networked services for students, including e-mail, word processing, tutorials, and other software applications including Microsoft Office 2000.

The library subscribes to 23 periodical and reference Web-based databases accessible from computers throughout the campus in the instructional labs, classrooms, and offices. From off-campus, students have access to 15 databases. In addition, the library, in a cooperative venture with Glendale Community College, provides campus and remote access to its collection of 4,600 full-text electronic books.

Numerous other departmental resources on campus play an important role in the information and learning experiences of students. The Music Library and Lab is an example of a departmental collection. This library/practice lab holds approximately 1,500 music scores (including solo literature) and reference books, 250 CDs, 1,500 LPs, and 350 videos, DVDs, and CD-ROMs. The emphasis is on classical music. Three computer workstations provide access to the library holdings. The scores, solo vocal and piano literature (including method books), CDs, and videos are cataloged with the central library collection and may be accessed using the same interface as the library's online catalog. The LPs, cataloged on cards, are accessible to students. Solo literature for guitar, strings, brass, percussion, and woodwinds are in the process of being cataloged by an adjunct Music Librarian in the Shatford Library. Students use this lab as a practice and listening resource as well as a resource to support their academic endeavors.

The Learning Assistance Centers (LAC) at the main campus and at the Community Education Center (CEC) provide tutoring and resource support for the college's instructional programs. The campus LAC includes a 42-station student computer lab with a variety of audio-visual workstations and large areas reserved for tutoring. The Reading Center, two classrooms, and two lan-

guage labs also occupy space on the 3rd floor of the D building. The Instructional Computing Center (ICC) consists of three labs, also in the D building, each with 30 computers connected to the student network. These labs provide open access for students to use computer applications, course-related software, e-mail, and the Internet. One lab is dedicated as an open lab while the other two are prioritized for classroom use.

Tutoring is an integral service provided throughout the LAC. Peer tutors are assigned to work across most disciplines in the basic skills, transfer, and vocational curriculum. The LAC/ICC provides tutors to assist students working on computer assignments in the computing labs. The LAC Web site is becoming the information source for the various tutoring services around campus. LAC tutoring schedules are posted and updated on the Web, and division and other satellite tutoring is referenced. Two new online tutorials for basic skills and subject-specific assistance have been added to the student network — PLATO and Academic Systems. These Web-based programs increase student access to learning assistance tutorials since they are available on the Web 24 hours a day.

The Media Center, located in the Shatford Library complex, provides multimedia support for the college's instructional programs. The Media Center maintains a collection of 2,000 films, 2,400 other media titles (videotapes, DVDs, slide collections, audiotapes) and a variety of other instructional materials. All of these collections are now searchable through the same Voyager database used by the Library.

The Media Center is also responsible for the multimedia equipment and support used in classroom and for campus events (e.g. graduation, guest speakers, and Civic Center events held on campus). The Media Center provides assistance to faculty and staff in creating video-based instructional materials, including training faculty and staff in video camera use and the use of VHS editing systems and non-linear computer-based editing systems. The Media Center also streams live and on-demand video, documents campus events, broadcasts Commencement (aired live on cable and streamed via the Internet), and produces departmental and off-site promotional programs and materials. The video production staff coordinates two satellite downlink sites, accessible at a variety of venues on campus, and provides video conferencing in C217.

In addition to the traditional media services, the Media Center is responsible for telecourses and video production. The Web production, graphics production, and photographic production staffs in the Media Center create customized instructional materials for the college. Web production staff produce the college's institutional Web site and provide a full range of Web and interactive media production for faculty and staff. Online course production assists faculty who want assistance in developing courses in this format.

The Media Center, supported by Electronic Maintenance, also plans, installs, trains, and maintains the college's "smart classrooms." These smart classrooms are equipped with ceiling-mounted data projectors, electronically controlled screens, computers with Internet connections, sound reinforcement systems, and a media cabinet containing DVD, VHS, CD players, and slide projectors.

Self-Evaluation

Prior to the last self-study, library, information, and learning resources were each separate, distinct entities on campus. With the shift from CD-ROM databases to Web-accessible databases, and with the migration to the Voyager software, the Library extended an invitation to other campus learning resources to create a joint catalog, a move which has enriched the individual collections and provided greater access to all collections on campus. In addition, state funds

to promote "excellence" throughout the instructional and student programs have provided a solid foundation for the library's book collection.

Since 1999, the library has added 10,000 volumes to its print collection (see Table 1). Significant additions in electronic resources have also enriched the library's collections. The library has explored new formats of access to materials, such as electronic books, so that students may obtain information resources whenever and wherever needed. Students can now access electronic resources from a variety of campus sites, off-campus sites, and at home.

The library has completed its first Library Technology Plan (doc. 6-1). This plan has increased the effectiveness of and access to Library resources. Accomplishments have included the design and implementation of the Library Web site, universal online access to information resources via the Web site, and the migration to a Web-based catalog (Voyager). To accommodate the new Web environment, the Library has upgraded existing and added new public access terminals, purchased new staff workstations, and improved connectivity over the network. Also, the Library Technology Plan has increased access to knowledge and information resources outside of the college via collaborative consortium purchasing agreements and reciprocal borrowing agreements.

The Library is studying the possibility of expanding service into more specialized satellite libraries (e.g. Music Library and Lab) to

TABLE 1 – Books Added to the Collection

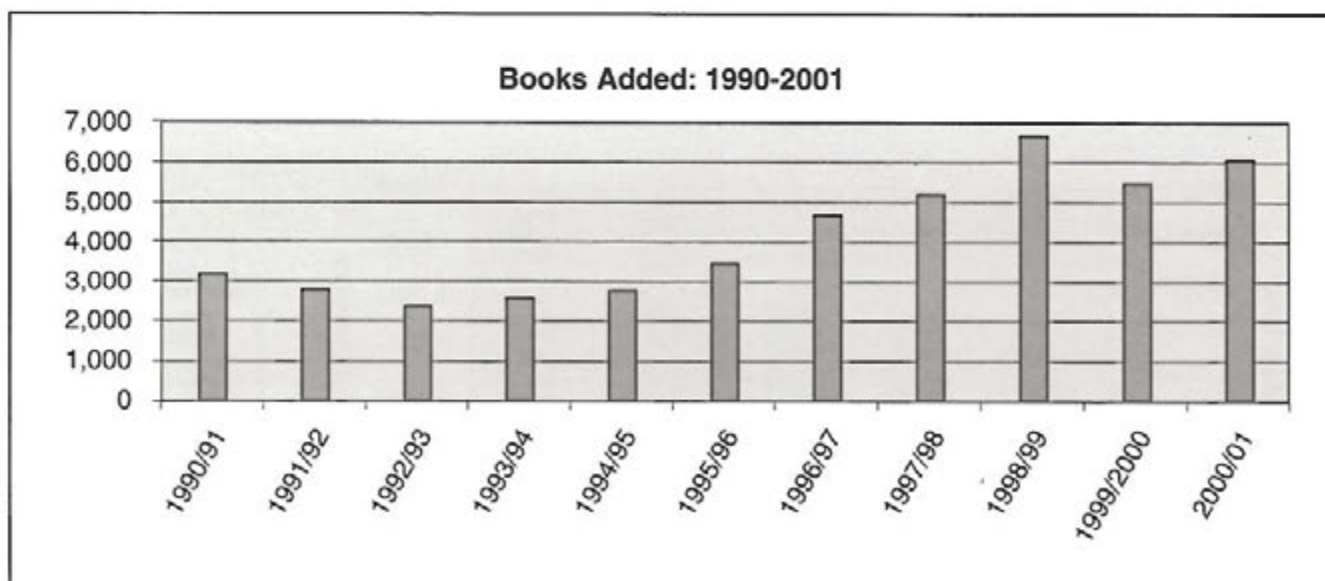


TABLE 2 – Computing Equipment Inventory

Academic Year	1996-97	1997-98	1998-99	99-2000	2000-01
Total inventory items	5,620	6,631	7,564	8,884	10,299
Annual increase		1,011	933	1,320	1,415
Increase over 5 yrs					83.3%
Dollar amount spent on Software	208,684	411,874	445,866	642,747	642,376
Annual increase		203,190	33,992	196,881	-371
Increase over 5 yrs					207.8%

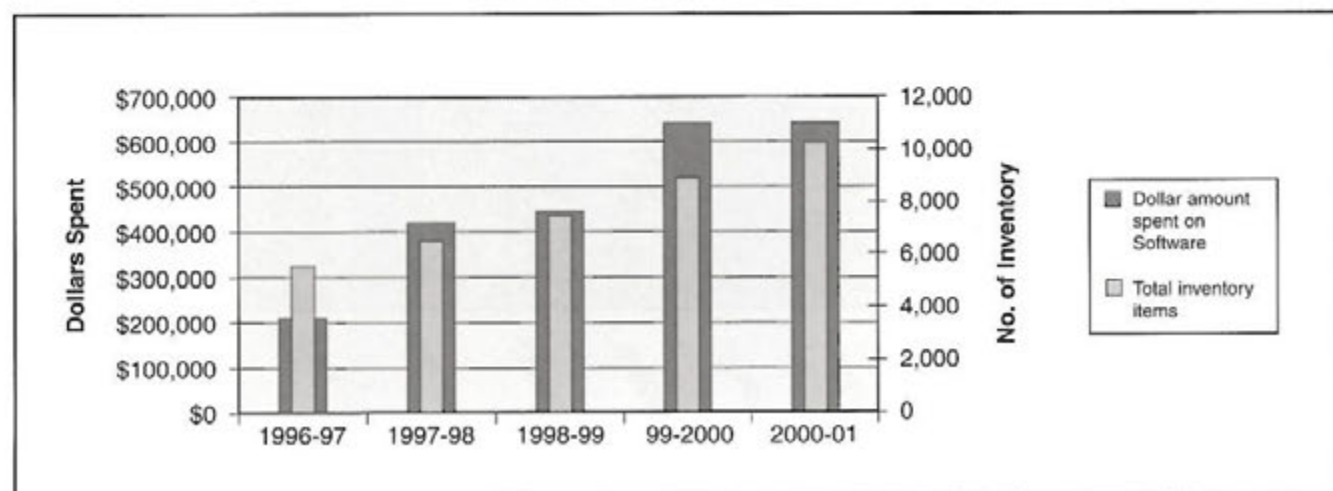
meet discipline-based needs. Using the new Voyager online catalog and library Web site, patrons will be able to access all resources from anywhere on campus and remotely from home. A consistent method of remote authentication for off-campus use should be utilized for all areas. As the Library adds new services, the goal is to consider electronic delivery as another avenue to accommodating the greater demand for information.

In 1999, a college reorganization moved the Instructional Computing labs under the LAC. This change has allowed Computing Services to focus on development and maintenance of the growing student network. All three labs have been renovated and made more secure; computer hardware in all labs has been upgraded; the system for assigning computers to students has been improved; more efficient laser printers have replaced the dot matrix system; and a peer tutoring program has been established. While one lab is a dedicated open lab for students, the other two are prioritized for classroom uses.

During periods when no classes are scheduled, these revert to open labs. The LAC has recently implemented a charge-back system for student printing in both the LAC and ICC computer labs. This system provides students with efficient, high-quality output at a minimal cost and supports a quieter environment. Shared staffing between the LAC and ICC has resulted in improved access, security, and maintenance in both areas. English as a Second Language (ESL) students rely heavily on the LAC. Many of these students spend extensive time studying for all of their classes, but especially English. The LAC devotes a high percentage of services to this group.

Technology support services have grown exponentially in many areas. At the end of the 2000-01 academic year, the computing equipment inventory (including CPUs, monitors, printers, notebooks, LCD projectors, and digital cameras) was 10,299, an 83% increase from 1996-97 (see Table 2). The total number of stations breaks down as follows: 1,876 lab, 400 faculty,

TABLE 3 – Computer Software



and 1,438 staff. In the last few years, the number of CPUs available to students has increased dramatically. However, the greatest increase has been in faculty CPUs. In 1996, 12% of full-time faculty were provided office computers. In 2001, this figure rose to over 80%.

In 1997, the campus had 19 labs with 900 workstations. Four years later, there are 47 computer labs with 1,876 stations. The existing network experiences significant periods of slow response time. The core network infrastructure has been upgraded, and through network infrastructure planning other components will be upgraded or replaced to accommodate a reasonable growth rate of network requirements.

Software purchase and implementation marks another critical component in the analysis of technology services. In 2000-2001, \$642,376 was spent on computer software (see Table 3). This constitutes a 207% increase since 1996-1997. Software has been purchased for desktop computers, site licenses for server applications, and networking software.

Since 1996-1997, a two-year rolling plan has been created for the implementation and support of the college's network infrastructure. The progress of this plan is presented annually to the Campus Technology Committee. However, a number of maintenance and refresh needs have been addressed only intermittently. Office Services has state-of-the-art equipment to serve the reprographic needs of the faculty. This service has experienced an enormous growth over the last few years. In the 2000-01 school year, over 9 million pages were printed or reproduced. Office Services also supports five student and 58 departmental copiers.

The college continues to review and (when necessary) update its technology infrastructure plans to ensure that they are adequate and timely for support of information and learning resources.

Planning Agenda

The Library and Learning Resources divisions will work collaboratively with the Campus Technology Committee to study technology needs.

DSP&S will be invited to advise the committee regarding the specific needs of disabled students.

6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary

Managers, faculty, and staff select and acquire appropriate equipment and materials for their functional areas after consultation with their respective groups. All managers, faculty, and staff attend conferences and professional development activities that expose them to new resources to support learning. When appropriate, divisions actively solicit the advice and assistance of technology support services. The planning process also involves faculty and staff at all levels. The Campus Technology Committee reviews equipment requests. This committee is comprised of members of the administration, faculty, and staff of the college. The respective directors of Computing Services and Management Information Services serve as consultants on this committee.

The Faculty Technology Committee, comprised of faculty members from each instructional division, makes decisions regarding the allocation of appropriate computer equipment and materials for faculty. The Assistant Dean of Computing Services serves as a consultant on this committee. Purchase, organization, installation, and maintenance of acquired equipment and materials are coordinated by the various technology support services, with the assistance of Facilities Services. Weekly Technology Advisory and Facilities Committees discuss all projects and plans so that a coordinated effort for communication and action is made.

The Shatford Library updates its collection regularly. Faculty, staff, student, and management representatives serve on the Library Board that meets each semester to learn about new library services and resources. Board members also coordinate dissemination of review materials sent to faculty from Library Acquisitions. The Library actively seeks faculty review of subject areas for recommendations regarding updating of resources or discard of obsolete and dated materials. The collection development focus is to keep the collection vital, dynamic,

and responsive to the needs of the curriculum. Decisions concerning the selection of media titles for the collection are primarily faculty-driven. The Library purchases numerous required course textbooks and evaluates all requests for purchase by faculty, staff, students, and public patrons. With the escalating costs of textbooks, numerous students rely on the library's reserve copies as their primary resource for course texts. The Associated Student Body fund has allocated over \$10,000 annually for the last ten years so that the library can purchase textbooks for the Library's reserve collection.

Learning Assistance Center (LAC) staff hold bi-monthly meetings with members of Student and Learning Services to keep up-to-date regarding student needs. Instructional Computing Center (ICC) staff also attend LAC meetings where they share technical expertise regarding the Student Network. Faculty place course-related software and materials in the LAC for student access. LAC uses the Internet to identify outstanding Web sites especially for subjects such as foreign languages, ESL, and study skills. These sites are then linked to the LAC homepage. Campus-wide committees evaluate tutorial software added to the LAC network, including such programs as PLATO and Academic Systems.

The managers of the Media Center are members of statewide and international multimedia organizations. They attend and make presentations at the annual conferences of these organizations and network with their colleagues about equipment and materials issues.

Self-Evaluation

The Library led a bid process for the evaluation, selection, and acquisition of a library system that could meet the dynamic needs of and access to campus learning resources. The bid focused on a student-centered system that supported the diversity of learning populations, learning styles, and current and future resource needs. The participation of all the library and learning resources, technical, and administrative support divisions was critical.

In order to forge a closer alliance with the instructional divisions, librarians were assigned in 1999 to divisions as liaisons and subject bibliographers. They have attended division meetings, provide guidance on library assignments, and participate on committees. With the expansion to the Web-based Voyager system, the

Library has expanded access through electronic resources to serve a wider variety of curriculum needs and student levels. The response to these measures has been overwhelmingly positive, and faculty involvement in library orientations reflects this support.

The Music Lab is expanding in a new direction as resources are incorporated into the Voyager database. The new collection development policy and Unit plans involve faculty in a more systematic manner and provide a focus to the resources, equipment, and space allocations both in the current facility and in the Fine Arts building planned for the Facilities Master Plan 2010 (doc. 6-2).

The installation of the 15 smart classrooms supported by the Media Center has significantly increased faculty satisfaction with the Media Center's support of the instructional program. Now that Media Center titles have been cataloged into the Voyager system, the Media Center plans to offer a Web-accessible catalog of the holdings and an online booking capability on the Web. The Technology Training Center has provided the Media Center with increased opportunities for faculty training and involvement.

Through the combined use of full-time and part-time staff, technology support services is able to both install and maintain the college's educational equipment. However, as the volume of equipment grows to support the college's instructional mission, staffing needs to support this growth will need to be reconciled. Many departmental labs are now supported by departmental lab technicians but are funded with state-categorical funds.

Technology support services organize Help Desk requests with an in-house work ticket system. Discussions are being held on how to expand this to other areas either through changes to the existing system, or the purchase of a robust enterprise version of a commercial help desk system.

The Campus Technology Committee and Faculty Technology Committee develop standards for campus equipment and software and decide equipment allocation. Regardless of the origination point of a purchase order for computer hardware and software, technology support services personnel serve as consultants to assist and verify technical specifications, track purchases, and manage district property inventory. The Faculty Technology Committee

plays an important role in setting guidelines for instructional computing resources and will continue to work closely with the Campus Technology Committee in evaluating technology information resource needs.

Planning Agenda

The Library and Learning Resources divisions will work collaboratively within the planning process and the Campus Technology Committee to ensure an effective replacement cycle not only for college minicomputers and servers, but also for college network infrastructure and other campus systems.

Computing Services, Media Services, and Management Information Services will hold interdepartmental staff meetings on a regular basis to foster better communication among areas.

6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary

The Library promotes the use of the library resources through one-on-one instruction at the

reference desk, and with formal classes, small and large general instructional sessions, faculty and staff orientations, customized instructional sessions, and bibliographies. The Library staff has also established an online reference service that provides responses within 24 hours. While this service has only been available for one year, the rise in use has been significant.

Since the last self-study, the Shatford Library has made steady growth in extending library hours (see Table 4). Weekend and evening hours have been added, with extended hours during finals. The Library's Web site (www.paccd.cc.ca.us/library) provides online catalog and general library information and serves as a gateway for student access to over 22 electronic and reference databases. Online resources have expanded the college's paper collection from 350 titles to over 4,000 periodical titles.

The college's Library and Computing Services staff collaborated with Glendale College's Telecommunications Model Applications Pilot Project (TMAPP) grant (1999-2001), to establish and maintain a system of remote authentication so that students can access fee-based databases from off-campus. Twenty-one of twenty-two databases are now available to the campus com-

TABLE 4 – Hours of Service

Resource	Hours of Service	Hours Open Weekly
Library	Mon-Thurs 7:30 a.m. – 9:45 p.m. Friday 7:30 a.m. – 4:45 p.m. Saturday 9:00 a.m. – 1:00 p.m. Sunday 1:00 p.m. – 5:00 p.m.	74.25 (50-55 during the summer session and additional hours before examinations)
Learning Assistance Center	Mon-Thurs 7:00 a.m. – 10:00 p.m. Friday 7:00 a.m. – 4:00 p.m. Saturday 9:00 a.m. – 3:00 p.m.	75 Additional hours added in Summer 2001
Media Center	Mon-Thurs 7:00 a.m. – 10:00 p.m. Friday 7:00 a.m. – 3:30 p.m.	68.5
Instructional Computing Center	Mon-Thurs 7:00 a.m. – 9:45 p.m. Friday 7:00 a.m. – 3:45 p.m. Saturday 7:30 a.m. – 3:45 p.m.	76 (all year)
Music Library and Lab	Mon-Wed 7:30 a.m. – 10:00 p.m. Thursday 7:30 a.m. – 9:00 p.m. Friday 7:30 a.m. – 4:30 p.m. Saturday 8:00 a.m. – 2:00 p.m.	72
Office Services	Mon-Fri 8:00 a.m. – 5:00 p.m. (Bookstore has copiers – extended hours)	45

TABLE 5 – Remote Log Ons to Library Resources

Remote Log Ons to Library Resources	2000	2001
Spring	N/A	20,314
Summer	6,185	7,049
Fall	15,780	22,691

munity using an interface that verifies valid student IDs. Over 20,000 visitors accessed library resources remotely in fall 2001 (see Table 5).

The dramatic increase in classes and students receiving orientations (47%) since the Shatford Library opened in 1993-94 may be attributable to the "information competency" awareness of faculty who request orientations, as well as Partnership for Excellence projects which have funded additional librarians at the reference desk and for instruction sessions. Having two hands-on library instruction labs has dramatically increased the opportunities to present library orientations. In addition, approximately 5,000 students in English 400, 100, and 1A classes receive three hours of tutorial time in the Writing Center. Librarians collaborate with the English faculty and design these modules for execution in the Writing Center. Information competency, now a statewide agenda in higher education, will impact library instruction programs as well.

The library has adequate workstations in the Shatford Library with 30 stations dedicated to the library's catalog and fee-based subscription databases. The Library labs offer an additional 70 networked and Internet-accessible workstations that can be accessed by students when not used for library instruction. Throughout the campus, approximately 2,000 computers in labs and classrooms also have access to Library resources.

The Shatford Library provides a taped walking tour of its facility in nine languages: English, Mandarin, Cantonese, Vietnamese, Korean, Spanish, Japanese, Farsi, and Tagalog. Students are encouraged to listen to these tours on the portable cassette recorders available at the Circulation desk. Scripts are also available for deaf and hearing-impaired students.

The Shatford Library works closely with the Council of Chief Librarians' Electronic Access and Resources (CCL-EAR) Committee and the campus Disabled Student Programs and Services (DSP&S) to increase access to and use of library resources. CCL-EAR negotiates contracts on

behalf of California community colleges and recently adopted an access statement that reflects this commitment: the Library's Web page has a text-based alternative and additional modifications are being made to facilitate increased access for disabled students. In 2000, the Library and the Disabled Student Programs and Services (DSP&S) High Tech Center designated one of the group study rooms in the Library as the Assistive Technologies Room. This room extends the primary services in the High Tech Center. One of the workstations in this room has been designed for use with Learning Disabled students and includes a PC with network and Internet access, Kurzweil 3000, and Zoomtext software. Another station is designed for students with visual disabilities (a PC with network and Internet access, Kurzweil 1000, and the JAWS software). DSP&S developed a training and certification process so that students who need access to these resources are trained appropriately.

The Media Center invites all new full-time faculty members to orientations on media use policies and procedures and provides open houses to highlight available equipment and services. These procedures are also published in the Media Catalog (doc. 6-3). Video Production provides individualized orientation and training as needed. Faculty and staff request services by telephone, by e-mail, or in person.

Self-Evaluation

Access to library, learning and information resources has increased dramatically with the transition to Web-based services, such as virtual reference, patron-initiated interlibrary loans, online order forms, and tutoring services such as PLATO and Academic Systems. The Media Center and the Music Library/Lab will enhance their access through transition to the Voyager's Web gateway.

The growing student population and demand for technology in support of information resources have put a strain on the manpower of the technology support services.

Planning Agenda

The Media Center and Music Library and Lab will expand access to their collections through the Web-based catalog system.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

The staffing among the college's various learning resource centers is presented in Table 6. All staff members in the Library and in the information and learning resources divisions fulfill the posted employment requirements of

their positions. Knowledgeable professionals and paraprofessionals are responsible for a wide range of expertise and functions. The various computer labs and learning centers employ lab assistants and student assistants to assist students. All full-time and adjunct librarians in the Shatford Library have a Masters in Library Science from an American Library Association-accredited institution. Librarians are available at the reference desk to assist students in the use of the online catalog and online periodical and reference databases for all hours that the library is open (74.5 hours/week). During peak hours, two librarians are available at the Reference desk (35 hours/week).

The Librarians also conduct bibliographic instruction sessions for classes and provide workshops for students. They design bibliographies and instructional guides for individual classes, general library users, and special campus events. The librarians teach general as well as customized, discipline-based library orienta-

TABLE 6 – Learning Resources Staffing

Resource	Certificated	Classified	Management	Total FTE	Total Student Assistants & Tutorial Hours/Week
Library	7	8.14	1	16.94	455
LAC	0	5.76	1	5.76	200/hours Student Assistants 300 hours/Tutors
ICC	0	2		2	168 hours/ Student Assistants 75 hours/Tutors
Electronic Maintenance	0	4	1	5	57
Staging Services	0	2	1	2	30 Average
Music Library/Lab	2.4	1			20
Media Center	0	9.6	3	12.6	153
Office Services		2	1	2	120
Computing Services		12	1	12	168
Management Information Services		11	1	11	

tions for individual classes. Through workshops for faculty, staff, and students, librarians have taken the lead in presenting the capabilities of Internet-based research and instruction. In addition, the library staff has created a sizable collection of printed instructional materials to assist in accessing the resources.

The Music Lab instructors and coordinators are certificated staff. One lab instructor is always on duty while the lab is open to supervise the area and assist students. The lab employs 14 to 20 student assistants each semester. They check-out practice rooms and materials, assist students, and tutor in music theory, piano, and guitar. Many of the lab faculty and staff have minimal or no training in the effective application of information technology to student learning. Orientations on access and use of the Music Lab are conducted for music students during the first or second week of the semester. A music librarian catalogs scores and music books in the Voyager online catalog. Materials are for use in the lab only.

To assist faculty and staff with their media and presentation needs, the Media Center has 12.6 FTE staff, two part-time staff, and a large staff of hourly media professionals. Graduates of the college's new media programs may participate in a work-based learning program in which they work with faculty and staff to develop instructional media and other multimedia materials. Media Center staff members participate in skill enhancement training and attend conferences and trade shows regularly.

Two full-time Learning Assistance Center (LAC) staff have been hired since the last accreditation, and their useful new skills and perspectives reflect the redesign of the job description that addresses the need for specific skills, especially in instructional technology. The

LAC funds and encourages classified staff to attend staff development activities.

Five full-time classified staff are assigned to the LAC; in addition, two full-time classified staff are under the supervision of the LAC Director but are paid with English Division and Vocational Education funds. Two student workers assist in both the LAC and Instructional Computing Center (ICC) during all hours of operation. The LAC Director manages the operation of both the LAC and the ICC. The director has recently designed a Web-based tutor training course for staff and tutors in the various learning assistance areas across campus. This course has provided a foundation for tutor training throughout the college.

Technology support services provide expertise in the support of computer workstations, networks, servers, and related electronic equipment. Staff includes six system-programming specialists, four production engineers (Management Information Services), four electronic technicians (in Electronic Maintenance), four hardware/network specialists, two systems specialists, four help desk technicians, and one faculty consultant (in Computing Services). Four management personnel and two clerks maintain these departments. Over 50% of the staff members are certified or have qualifying degrees in the special area directly related to their duties. Sixty percent of the staff members have more than 10 years of experience in the same, relevant field.

Since the Help Desk was organized in December 1998, it has been a central support for the campus for various problems or questions related to technology by phone, by e-mail or in person. On the average, the Help Desk resolves over 500 incidents per month (see Table 7).

TABLE 7 – Help Desk Closed Incidents

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Sum
1998-99						151	486	409	504	533	505	493	3081
1999-00	467	594	677	620	565	428	690	541	499	499	612	499	6691
2000-01	453	678	548	689	578	412	557	490	550	489	512	450	6406

Self-Evaluation

The Library has seen a migration of all 11-month classified staff to 12-month positions (Fall 2001). Still, additional classified staff members in the Technical Services area of the Library are needed, particularly with the expanded resources budgets and with media cataloging. New technologies often create new challenges, and multimedia resources, books with digital media, Web links, and electronic resources are labor intensive and require expertise in cataloging. While state funding has supplied the foundation for expansion of staff and services (evening hours until 10, Sunday hours, summer session evening hours, extended hours during finals, and college assistants in the Library labs), there is a concern that these services may not be funded in the future.

While staffing expertise spans many curricular areas, some library staff members lack expertise in the use of the assistive technology equipment. Since the library is open for extended hours, including weekends, it is important that all library staff are trained to assist students when the High Tech Center is closed.

The responsibilities of the Music Lab coordinator and lab instructors are myriad, and the coordinator and lab instructors often use their time in the lab to perform important tasks unrelated to the lab. The large number of faculty members supervising in the lab has advantages but presents its own challenges. The advantage is that each faculty member brings an area of expertise. The disadvantage is that procedures and level of assistance vary considerably. The music majors who are student assistants focus on tutoring while the college work study students have little or no experience in music or libraries. It is difficult for these students to be effective in locating music materials.

The LAC conducted an in-house student survey regarding usage and satisfaction during Fall 2001 (doc. 6-4). The survey shows an increased satisfaction with both LAC and ICC services.

Between 1996 and 2000, user satisfaction increased from 63% to 69% in the LAC and from 56% to 74% in the ICC. The survey from Fall 2001 shows a 71% satisfaction with overall services. Sixty-three percent of the students surveyed used the facilities 16 or more times dur-

ing the semester. Most of the negative comments related to overcrowding and greater need for computers, the Internet, and tutors.

In Spring 2001, the Media Center created a Technology Training Center for faculty and staff. Training is focused on use of multimedia equipment and in presentation skills, digital photography, digital video production, nonlinear computer-based video editing, Web design, and other multimedia skills. The further development of this training facility will continue to enhance the college's ability to support courses, programs, and degrees in nontraditional ways. Through the combined use of full-time and part-time staff, technology support services can install and maintain the college's computers and technology hardware in a nominal amount of time. However, as the volume of equipment grows to support the college's instructional mission, staffing will need to be taken into account. A limited number of staff members provide direct support for the growing number of students. Currently students can receive training and technical support only when their instructors request it for the class. All technology areas will need to evaluate the Total Cost of Ownership (TCO) model under the Technology II plan and set goals to which institutions can strive. The college will need to set its own priorities to determine how to spend the allocated funds in relation to its general budget. Each service area will evaluate its current staffing levels in light of these goals and present a business case for any proposed adjustment. With the use of consultants in Management Information Services (MIS) and student/hourly help in Electronic Services, projects can be completed within a reasonable time. With changing technology, staff increases need to be evaluated against the college's priorities and available resources.

The growing student population and growing demand for technology in support of information resources have strained the capabilities of technology support services staff. To meet anticipated needs, the MIS Unit plan calls for a supervisor of systems and programming in order to better manage the various systems and programming projects. Computing Services estimates that six additional technicians for the Help Desk, one additional hardware/network

position, and one additional systems position will be required. Office Services expects that an additional DocuTech operator will be needed.

Planning Agenda

The Media Center will enhance and expand the Technology Training Center program and increase the number and support of smart classrooms.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

The new planning process involves all programs and units and provides an opportunity for three- to five-year budget planning. Funding for the Library, information, and learning resources is allocated from the college's budget but has been heavily augmented by state categorical funds. Many of the activities associated with learning resources are obtained from one-time funding. The only exception to the one-time funding methodology is the budget available for the college's minicomputers. These are on a five- to six-year replacement cycle. This refresh cycle is extremely long; a conventional

replacement cycle would allow for refreshing computer hardware every three to four years. The expanded demand for maintenance of current and anticipated levels of technology equipment, software, and staffing has been addressed in the State's Total Cost of Ownership (TCO) category of the Telecommunications and Technology Infrastructure Program. However, no funding has been provided by the State to fully execute this program.

While faculty are now involved in the selection and allocation of faculty computers, they have not typically been called upon to assist in decisions regarding the amount of funding to be spent on technological equipment and materials. A faculty representative from the Library now serves with the Assistant Dean of Computing Services and the Director of Management Information Services in the evaluation and planning processes associated with the Total Cost of Ownership model as described in the State of California's Tech II Plan.

Self-Evaluation

The funding for the Library, information, and learning resources has been adequate to maintain, secure, and improve information and learning resources. Funding for the library and other learning and information resources totals nearly 1.2 million dollars annually (see Tables 8 and 9). However, some areas of concern exist. Full-text periodical and reference database sub-

TABLE 8 – Sources of Library Funding

Library Resources	General Fund	InstEquip	PFE Grant	TTIP	Total
Periodicals & Newspapers	\$21,031				\$21,031
Microforms	\$9,623				\$9,623
Databases	\$15,916		\$28,050		\$43,966
Audio-visual materials	\$6,648				\$6,648
Books, documents maps, pamphlets	\$77,670	\$11,491	\$121,185		\$210,346
Supplies	\$14,407		\$32,186		\$46,953
Computer Hardware	\$3,749	\$46,000	\$7,359		\$57,108
Computer Software				\$142,039	\$142,039
Other Equipment/student use		\$45,465			\$45,465
Total Material Expenditures	\$149,044	\$102,956	\$188,780	\$142,039	\$583,179

TABLE 9 – Sources of other Learning and Information Resources Funding 1999-2000

Other Learning and Information Resources	General Fund	InstEquip	PFE Grant	TTIP	Total
Learning Resources – Books/Supplies	\$1,754				\$1,754
Instructional Resource Center					
Supplies	\$36,639		\$5,218		\$41,857
Software	\$1,054				\$1,054
Media supplies	\$1,981				\$1,981
New equipment	\$1,176	\$22,391	\$325,249		\$348,816
Computer equipment	\$4,229	\$9,589	\$21,856		\$35,674
Learning Assistance Center					
Supplies	\$8,089	\$5,483	\$2,955		\$16,527
New equipment	\$551	\$2,785	\$918		\$4,254
Computer equipment		\$52,552	\$1,632		\$54,184
LAC/ICC					
Books	\$1,089				\$1,089
Supplies	\$10,500				\$10,500
Software	\$3,488				\$3,488
Instructional Television					
Books	\$63				\$63
Supplies	\$20,664				\$20,664
Software			\$30,246		\$30,246
New equipment		\$10,507	\$14,007		\$24,514
Computer equipment			\$3,140		\$3,140
Staging Services					
Books	\$659				\$659
New equipment			\$10,036		\$10,036
Total Expenditures	\$134,636	\$103,307	\$415,257		\$610,500

scriptions are heavily dependent on categorical funds. Seventy-four percent of Library funds and 78% of learning resources funds come from outside the college's general fund. It is clear that reliance on alternative funding may provide instability in the future, and the current level of information services should be recognized as an integral part of the college's mission and be secured through the institutional budget.

While the Learning Assistance Center (LAC) budget is adequate for current operations, there seems to be an ever-pressing request for additional tutoring. Tutoring offerings are controlled by budgetary restraints. The tutoring budget reaches its limit every year, and with increasing requests to support more disciplines and subjects, additional funding will be needed to meet the demand.

The Media Center collaborates with Electronic Maintenance to develop standards for college equipment purchase, use, security, maintenance, and repair. The college uses a multi-layered equipment security program with special emphasis on smart classrooms. State-funded Partnership for Excellence (PFE) projects have provided supplemental financial support to improve capacity to serve the campus by underwriting smart classrooms developed and maintained by the Media Center, including an increased supply account for smart classroom support. PFE funding also supports the new Technology Training Center. In the Media Center, video production equipment is being updated from analog to digital. Use of the Technology Training Center will reduce costs of multimedia training and deliver increased train-

ing to a wider audience. In response to the recent thefts of data projectors, the Media Center will install a new security system for smart classrooms.

Faculty demand for newer technology, such as data projectors, exceeds current supply. A consultant engaged with PFE funding conducted a study that suggested the need to replace many pieces of instructional equipment, some of which are more than ten years old. A recommendation to significantly increase the budget for equipment purchases and supplies has resulted in a somewhat increased budget in this area.

Technology support services budgets are supported by division budgets as well as by the Telecommunications and Technology Infrastructure Program (TTIP). The TTIP funding is categorical and can only be used in specific expenditure categories. PFE funding has also been used when it relates to the goals of the grants.

Planning Agenda

None.

6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary

The Library has reciprocal borrowing privilege agreements with California State University, Los Angeles, and Glendale Community College. Many public libraries have universal borrowing, which offers lending privileges to all California residents. The Shatford Library has joint purchasing agreements and/or mutual reference agreements with the following associations: the Community College League of California, the Council of Chief Librarians, California Community Colleges, the Library of California, the Metropolitan Cooperative Library System (MCLS), and Local Touch, Global Reach (a cooperative of the PCC library, the libraries of the Pasadena Unified School District, and the public libraries of Pasadena, Altadena, and Sierra Madre). Formal written contracts for all of the above are on file.

PCC's library also actively participates in interlibrary loans. In 2000-01, the Library handled 449 lending and borrowing transactions. The Library of California's Arroyo Seco region supports an online reciprocal interlibrary loan program between 136 Southern California public libraries, state universities, and community colleges. The Shatford Library, Pasadena Public Library, and the Pasadena Unified School District (Local Touch, Global Reach project) are studying this venture as a framework for Pasadena's interagency cooperation.

The Media Center offers telecourses through INTELECOM, the consortium that provides telecourses to colleges in Southern California. Pasadena Public Access and Pasadena City College have a memorandum of understanding for resource sharing to support video production. The Media Center also has an annual contract with 4CNET for the provision of video conferencing services. Telecourses are available through the Learning Assistance Center, checkout from the Library, or viewing on scheduled public access channels. Students are given telecourse access information upon class registration.

Self-Evaluation

The Local Touch, Global Reach project is a cooperative venture between the public library, unified school district libraries, and community college library. The participants are studying various methods to raise the information competencies of students, from preschool and kindergarten through life-long learning. These efforts have already increased communication and resources among the constituents. The college will continue to increase resource availability through linking of catalogs and reciprocal agreements with interlibrary ventures such as Local Touch, Global Reach and the Library of California.

Planning Agenda

None.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary

All library, information, and learning resources divisions participate in the college's annual survey and planning process. This hierarchical planning procedure endeavors to produce overall college goals based on "grass roots" input and invites participation from all college personnel. The college's Institutional Planning and Research Office conducts an annual student survey that includes library, information, and learning resources use and satisfaction. Divisional surveys in the Library, Music Library/Lab and the LAC provide additional information and aid in the redesign and improvement of services.

In addition to these standard measurements, the Partnership for Excellence (PFE) program requires an evaluation component for grants funded at the college. Project evaluations and plans for all library, information, and learning resources PFE projects are on file.

The Library staff uses a variety of other means to evaluate the adequacy and effectiveness of its learning and information resources. These include student surveys of satisfaction; collection and analysis of statistics of physical activity, such as exit counts, circulation counts, reference desk activity, and active patron counts; Web pages hit counts; workshop effectiveness surveys; faculty surveys; and feedback sources such as the suggestion box and the Comments Web Page. These also include informal means of measuring satisfaction, such as anecdotal evidence from faculty and students. Librarians meet bi-weekly and bring observations and or suggestions made by faculty, staff, students, and public patrons to their meetings.

The Library uses the results of the various evaluations in its program planning. Examples of these changes since the last accreditation include expanded hours and services, the addition of Web-accessible resources, and the new library labs that provide 70 additional workstations with access to the Internet and standard office software.

A faculty representative from the Library serves with the Director of Computing Services and the Director of Management Information Services in the evaluation and planning processes associated with the State of California's Tech II Plan.

Self-Evaluation

Concerted efforts are made in each area to review existing procedures in order to incorporate emerging technologies and improve services and facilities. Information technology is a critical area that needs ongoing planning and evaluation. While the college has a college-wide technology plan (doc. 6-5), the library has benefited by having its own programmatic technology plan. This plan is under revision. The other learning resources areas are reviewing a draft plan prepared by a library and learning resources consultant.

Based on the Institutional Planning and Research Office 1999-2000 Fall Student Satisfaction Survey (doc. 6-6), 85% of students were satisfied with the services received at the Shatford Library. This number is up from 74% from the previous year. The evaluation, analysis, and planning processes appear to be achieving good results. Surveys and feedback indicate a high level of user satisfaction. The Library is very interested in studying new breakouts of the student survey data by ethnic group and economic factors. Evaluations of services by a variety of student groups will aid in the development of services targeted to meet specific needs.

Media Services consistently evaluates the effectiveness and adequacy of its equipment and production/service delivery, updates materials, and makes program changes as needed. Since technology support services are essential partners in the delivery of their services, it is essential that they work cooperatively in planning.

The recent collaborations between the Library and the Music Library and Lab prove that students are served better when these two entities work together. Resources are cataloged consistently, and policies are developed consistently. Future cooperation may focus on cooperative collection development and acquisitions, technology planning, and implementation. The first step is to formalize the process, either by creating committees or inviting representatives of the Music Library and Lab to appropriate Library meetings.

The Library, Media Center, and other divisional information resource areas will continue to collaborate with the Institutional Planning

STANDARD 6

and Research Office to develop more effective surveys and methods.

Planning Agenda

The Media Center will conduct customer satisfaction surveys. This information will be used in the planning process, and appropriate changes will be made.

The Music Library and Lab will conduct a student survey each semester. Issues raised by students will be integrated into the program planning process.

Computing Services, Media Services, and Management Information Services will use the Campus Technology Committee as a conduit for information and will meet periodically with divisions and areas to discuss their technological needs and the impact on the college in general.

Supporting Documentation for Standard 6

Referenced:

- 6-1 Library Technology Plan
- 6-2 2010 Facilities Master Plan
- 6-3 Media Catalog
- 6-4 Learning Assistance Center Student Survey Fall 2001
- 6-5 College Technology Plan
- 6-6 Institutional and Planning Office 1999-2000 Fall Student Satisfaction Survey

Standard 7

Faculty and Staff

Standard 7 Committee

Co-Deputies:

Dan Gallup (*Faculty*), *Mathematics*
Terri Tschirgi (*Classified*),
Computer Support Technician

Faculty:

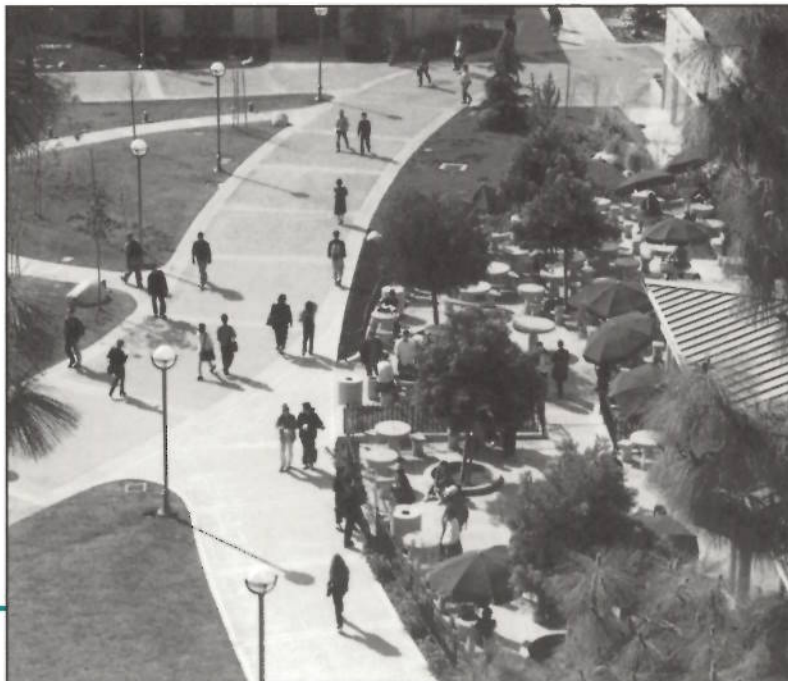
Caroline Bordinaro, *Library*
Kay Dabelow, *Social Sciences*
Alicia Vargas, *Staff Development*
Officer
Chrystal Watson, *Communication*

Classified Staff:

Sonja Hickey, *Computing Services*
Technical Assistant

Management:

Dr. James Crayton, *Associate Dean,*
Community Education Center
Dr. Sandy Lindoerfer, *Dean,*
Human Resources
Dr. Don Paxton, *Division Dean,*
Business and Computer Technology





Standard 7:

Faculty and Staff

7A: Qualifications and Selection

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

The number of full-time faculty has increased from 333 in fall 1995 to 371 in fall 2001. Full-time faculty are hired based on student need evidenced by enrollment patterns, the ratio of full-time to part-time faculty in a division or discipline, and program demands. The basic element of the planning process is the Program. The Program submits its requests for additional faculty to the next higher element, the Unit. Unit requests then go to the Areas. Finally, a college committee decides the number of additional full-time faculty needed in conjunction with budgetary constraints. Currently the college employs 39 professional non-instructional (counselor and librarian) faculty. Adjunct faculty has increased from 655 in fall 1995 to 733 in fall 2001-02.

While the college adjusts the number of its permanent faculty to meet the State Chancellor's Office calculation of a district's full-time faculty obligation, no analogous process exists to support a similar increase for classified positions. The number of clerical staff has increased from 158 in 1996 to 164 today, while skilled workers have decreased from 35 to 30. Service and maintenance personnel have decreased from 93 to 74. The area of Technical/Paraprofessional has grown from 71 to 108. The number of administrative staff has increased from 34 in fall 1995, to 35 in fall 2001.

Self-Evaluation

Under the college's new planning process, now in its third year, requests for permanent positions within each Unit's annual plan are considered within the college's financial ability to support them. Based upon Unit requests, the Faculty Hiring Needs Assessment Committee reviews and recommends which division/s should receive additional full-time faculty positions. To aid in determining classified staffing needs, the Classified Senate has formed a subcommittee. Two subcommittees of the Strategic Planning Committee, the Budget Committee and the Goals Committee, are according to the college's planning process to develop an Integrated Master Plan. However, a master plan has not yet been created.

A management reevaluation of staffing at the classified level was mandated by a leadership retreat held in February 1996. This reevaluation has not yet been completed because it has become a part of bargaining table issues. The results of a survey sent to Managers and Deans (doc. 7-1) in fall 2001 indicated staffing concerns in several areas: division offices, Computing Services, Fiscal Services, Office Services, and Skilled Trades and Maintenance.

Planning Agenda

The Human Resources office in consultation with area managers will develop a process for determining adequate administrative and classified staffing levels, paying particular attention to areas which have indicated a need.

7A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

The college's Academic Senate has reached mutual agreement with its Board of Trustees on faculty hiring procedures (doc. 7-2). The procedure for hiring of classified staff was developed and approved by the Faculty and Staff Diversity Committee in 1994 (doc. 7-3). Draft procedures are in place for the hiring of managers, administrators, and Division Deans (doc. 7-4). These include broad recommendations from appropriate areas of the college. The draft is currently going through the process of shared governance for possible revision and/or approval.

Self-Evaluation

The survey administered to managers and deans reflected that the majority of respondents believe that hiring procedures at all levels are carried out in accordance with prescribed procedures. All new employees have met or exceeded the qualifications stated on job descriptions and minimum qualifications required by the Chancellor's Office. The hiring process for new faculty should be streamlined in order to ensure that qualified faculty are not lost due to timelier competition from other colleges. Human Resources is reviewing ways of expediting the hiring process in all areas through the use of technology.

The Classified Hiring Procedures Committee is currently drafting new classified hiring procedures to more closely mirror the faculty procedures (doc. 7-5). There are a few classified positions for which there are no published job descriptions. Mostly, these positions are ones that were developed several years ago, and no vacancies have occurred triggering a review of the descriptions.

Planning Agenda

The Office of Human Resources will finalize the management hiring policy and procedures.

7A.3 Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Descriptive Summary

Each division requires all applicants to provide written documentation of their qualifications, their educational philosophy, and letters of recommendation. Interview questions probe areas of knowledge and pedagogy, as well as the candidate's potential in contributing to the mission of the college, especially with regards to the candidate's ability to serve effectively a diverse student population. Teaching demonstrations are assessed for accuracy, clarity, and teaching competence, and favorable personal qualifications are given importance, including multicultural experience/training with diverse populations.

Self-Evaluation

The college views itself as a learning-centered institution, with an emphasis on selecting faculty who can address both subject matter and the learning styles of a diverse student population. The introduction of teaching demonstrations into the interview process for faculty has enabled committee members to discern the candidate's effective use of current pedagogy and communication skills.

Planning Agenda

None.

7A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established.

Descriptive Summary

Information concerning the degrees held by faculty and administrators, and the names of the institutions granting those degrees, can be found in the back of the College Catalog (doc. 7-6). All degrees received by faculty in the United States are from accredited institutions. Foreign degrees are recognized if equivalency is established. Verification of degrees takes place via examination of all official college/university transcripts by the Human Resources Office. Of

402 full-time faculty and administrators listed in the 2002-03 Catalog, 121 have an earned doctorate; 242 have a master's degree; 21 have a bachelor's degree, and the rest hold specialized vocational credentials.

Self-Evaluation

The college prides itself on its reputation for academic excellence and is zealous in ensuring that it hires only qualified faculty. When questions arise concerning the qualifications of a prospective faculty member, it is the faculty Equivalency Committee that has the task of evaluating credentials and determining equivalency. The strong reputation that the college holds in the broader academic community is evidence of the effectiveness of its system.

Planning Agenda

None.

7B: Evaluation

7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up evaluation is formal and timely.

Descriptive Summary

The college has in place an evaluation process for all of its employees, including the President. Although not employees, the Board of Trustees also has a self-evaluation process. The processes are systematic and occur at stated intervals. The evaluation processes are outlined in the Board-adopted policies and in agreements between the various bargaining agents. The evaluations are designed to recognize each member's strengths and special qualities, to focus on goals that have been accomplished, and to encourage improvement.

Self-Evaluation

The Board of Trustees conducts a self-appraisal annually in accord with the California Education Code Section 70902; WASC/ACCJC 1996 Standard 10.A.5. The self-appraisal is based upon performance of duties according to the Board's Code of Ethics (doc. 7-7) and upon progress made in achieving established goals

and objectives. Each Board member completes the evaluation form and the Board President consolidates the evaluations into one written report. All discussion and actions of the evaluations take place in open sessions of the Board.

The Board of Trustees evaluates the President annually. The evaluation is based upon the current job description and goals. The Board reviews and approves the evaluation instrument used. Input is received from diverse groups representing all segments of the college. The Dean of Institutional Planning and Research oversees the random selection process for those who evaluate the President, and distributes, collects, and tallies all the evaluation responses. The Board approves the consolidated report and shares the report with the President. The President has the opportunity to respond to the Board at or before the first Board meeting in June. The Board makes a decision regarding the extension of the President's contract at or before the second Board meeting in June.

For faculty, the evaluation process is outlined in the agreement between the Pasadena Area Community College District and the Pasadena City College Chapter of the California Teachers Association (CTA). Prior to March 1st, contract and temporary faculty are evaluated at least once each year. Regular/tenured faculty are evaluated at least once every three academic years. Counselors and other non-classroom faculty evaluations are conducted in the same manner as instructional faculty using additional criteria that includes District-determined responsibilities, personal characteristics and duties. Adjunct faculty (non-contract hourly paid employees) are evaluated in their first semester of employment and at least every two years by a designee of the Vice President of Instruction.

Each evaluation (regular, contract, temporary) has an evaluation team that is determined within the parameters of the contract. The components of the evaluation are set by the contract and may include visitation, professional responsibilities, personal characteristics, evaluation by students, and a self-evaluation. The peer-evaluator for a regular employee writes a summary and submits it to the Division Dean who then writes a final summary and has a conference with the employee.

Academic and classified managers are evaluated each year for their first two years of employment and every three years thereafter.

The evaluation process consists of a questionnaire distributed to their immediate subordinates as well as to college employees relevant to the manager's work, a self-evaluation instrument, and a summary evaluation prepared by the employee's manager. The manager of the employee being evaluated prepares an administrative summary report after receiving the tabulated evaluation forms from Human Resources. For academic managers, evaluations must be completed by March 15 to allow for proper notification if a contract is not renewed. The completed evaluation packet is placed in the employee's permanent personnel file in Human Resources.

Classified staff are evaluated annually after their probationary period. The Instructional Support Services Unit (ISSU) is the college's largest bargaining unit. ISSU has established its own evaluation procedures that differ from all other bargaining agents. The evaluation instrument is based on a management-by-objectives format with goals for employees set by the manager and the staff member. Subsequent evaluations are based on attainment of these goals. The California School Employees Association (CSEA), Peace Officers Association (POA), and confidential staff use a standardized form that is completed by the manager and discussed with the employee. Each evaluation process contains a mechanism for follow-up if improvement is needed and allows for a written employee response to the evaluation. Subsequent evaluation may be scheduled within an agreed-upon period of time.

Planning Agenda

None.

7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

In all cases, the evaluation process is designed to assess effectiveness and encourage improvement through the process of open discussion. The Board of Trustees shares information with the President; faculty members confer with the Deans, and classified staff meet with their managers to discuss goals and objectives or to

review ratings provided by other managers using a standard form.

All evaluation processes assess the effectiveness of the employee, and in case of deficiencies, provide a plan for improvement, agreed upon with the employee. The manager follows up by arranging a later evaluation. An employee who receives a "needs improvement" rating also has the opportunity to take advantage of staff development to enhance his/her skills to be more effective or to correct or improve any deficiencies. If the employee fails to meet the goals and objectives as outlined in the plan for improvement, termination may follow after allowing the employee to use due process procedures.

Self-Evaluation

Regular/tenured faculty are evaluated at least once every three academic years. Contract and temporary faculty are evaluated at least once each year prior to March 1st. Using additional District-determined criteria, counselors and other non-classroom faculty evaluations are conducted in the same manner as instructional faculty. Regardless, each evaluation (regular, contract, temporary) has an evaluation team determined within the parameters of the contract. The evaluation may include visitation, professional responsibilities, and personal characteristics, evaluation by students, and a self-evaluation.

All members of the Instructional Services Support Unit (ISSU) use a standard form based upon management-by-objective. This form was implemented in 1997-98 and solicits input from the employee and the manager. The evaluation is based on the employee attaining agreed-upon goals. Training for implementing the form was provided for the managers. Since the form was implemented, it has not received high marks from managers due to its complexity and the time needed for its completion. At the same time, employees do not pursue timely evaluation because there are no incentives for improvement built into the evaluation process. Managers complete and submit the forms to Human Resources at a rate of less than 50 percent. The evaluation issue was reintroduced to the bargaining agent during the 2001-2002 cycle.

Planning Agenda

None.

7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary

All faculty are evaluated to determine effectiveness through classroom visitation, self-evaluation, and through post-visitation conferences. Teaching methods are observed, syllabi are reviewed, and issues such as teaching methods, grading, learning objectives, testing, and professional activities, especially college governance for regular faculty, are discussed. Evaluations by students are completed prior to the fall semester final exams. The results of the student evaluations are given to faculty after the end of the semester and are included in the summary evaluation of the faculty member. The chair of the evaluation committee, usually the Division Dean, prepares the summary evaluation report. The Vice President of Instruction also reviews and signs the summary evaluation report. For regular faculty, at least one member of the evaluation team visits the classroom; for contract and temporary faculty all members of the evaluation team are independently required to visit the classroom.

Self-Evaluation

Criteria for evaluation of faculty are appropriate for determining teaching effectiveness. An analytical report is prepared using the teacher summary, department summary, and college-wide summary as a basis for improving teaching competence.

Planning Agenda

None.

7C: Staff Development

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Descriptive Summary

The college's Staff Development activities provide numerous opportunities for professional development and self-improvement for all members of the campus community, creating a better learning environment for the diverse population that the college serves. The college offers flex-day workshops, retreats, lunch-and-learn activities; funds sabbaticals, conferences, speakers, and training requests; sponsors a new faculty orientation; and develops online and on-campus workshops for all segments of the college staff. In recent years, the use of technology to enhance work performance has been a particular emphasis.

Self-Evaluation

Funding for Staff Development activities comes from a variety of sources, including specific State and District funds. During the 2000-2001 and 2001-2002 fiscal years, the California legislature earmarked additional State funds for the community colleges to develop ways to increase student retention and student success. These funds, known as Partnership for Excellence (PFE), are a major source of supplemental funding that have allowed the college to offer a greater range of staff development activities to a larger segment of the college staff.

As part of its strong commitment to staff development, the college annually funds 12 to 15 sabbatical leaves, up to a maximum of 4% of the full time faculty. Faculty may apply for study, travel, or research leaves as a way of increasing their effectiveness as teachers. Flyers are distributed and informational workshops are held in the month prior to sabbatical application deadlines. Faculty on a full-year sabbatical are paid 75% of their base ten-month salary. As a way to encourage faculty to apply for sabbaticals, the college allows faculty to plan in advance to bank overload hours in order to make up the unpaid 25% of their salary. The ratio of banked time to leave time is 6:5.

An annual retreat for classified staff is attended by 150 to 200 individuals out of approximately 350 eligible employees. This retreat, held at an off-campus location, emphasizes team-building and on-the-job relationships.

In 1996, the college developed a flex-day requirement as a way for faculty and staff to engage in professional improvement activities within the framework of the academic year.

From 1997 to 2000, a campus-wide institutional flex day was held during the first three weeks of the fall semester. Because many staff felt that the time could be used more productively in other ways, such as full-day divisional retreats, the campus-wide flex day was eliminated from the academic calendar during the 2001 year, and it is not anticipated that it will be reinstated.

Two discretionary flex days were added to the campus calendar prior to the start of the spring 2002 semester to provide opportunities for faculty to meet their flex obligation with activities appropriate to their needs. Full-time faculty have an annual flex commitment of twelve hours, while part-time faculty have no flex requirement. The college does, however, provide staff development activities for part-time faculty on a voluntary basis. An unresolved issue for part-time faculty is the question of funding of conferences or other activities that would enhance their pedagogy either for their own professional development or for meeting flex requirements.

An important aspect of faculty development is new-faculty orientation. Starting with the academic year 1991-1992, each new full-time faculty member (including one-year temporary faculty) has been required to attend a new-faculty orientation. In recent years, the orientation has become increasingly more comprehensive, from faculty being asked to attend Board of Trustee meetings to talking with representatives of the Associated Student Body. New faculty members are invited to attend seminars that meet every other week providing opportunities to discuss a wide variety of topics, including pedagogy, teaching innovations, technology, student services, grant writing, and curriculum development. Although the new orientation program enables faculty to have a more global view of their college responsibilities, finding a common time for all new faculty to meet together is challenging.

Technology workshops are well attended and, because of consistent demand, are offered on a rotating basis. Many faculty who have attended these workshops now include technology in their instruction. For example, many faculty have developed class information Web pages, use PowerPoint in the classroom, and use a SmartBoard for class online access. Once faculty have learned a new technology, they often serve as facilitators for other faculty.

Planning Agenda

None.

7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Description Summary

Staff development needs are determined through two avenues, the college's Planning Process and through four staff development committees. Through the college's Planning Process, staff development needs are first identified at the Program level and then forwarded to the Unit level, then the Area level, with each subsequent level prioritizing needs. The four staff development planning committees are Management, Classified, Faculty, and Technology Advisory. The first three committees are composed of members from their respective constituent groups. The Technology Advisory Committee is a unique group serving the entire campus and consists of representatives from each constituent group. Each of the four committees has six to ten members. The committees plan workshops and provide direction in the planning of staff development activities and in the budgetary process. Though each committee determines its own meeting schedule, the four committees convene annually at a planning retreat to develop campus-wide staff development goals and objectives.

The development of the Human Resources Three-Year Faculty/Staff Development Plan (doc. 7-8), submitted to the Chancellor's office, is a direct result of the annual planning retreat. Together, the four staff development committees fulfill the role of an institution-wide committee in the planning process, and, as such, serve as information resources for all Program, Unit, and Area planning teams. The Staff Development Coordinator, currently a full-time faculty with a 60% reassignment, oversees the development process and reports to the Dean of Human Resources.

Working in conjunction with the Technology Advisory Committee, a Training Coordinator, currently a full-time faculty with a 25% reassignment, plans and delivers group and individual technology-based workshops, develops training materials, and annually conducts a technology needs assessment. The Technology Training Coordinator also works closely with Computing

Services to determine the direction of computing and technology training on campus.

Self-Evaluation

The Classified Staff Development Committee has been, and continues to be, the most active of the four committees. This committee meets bimonthly, and plans a variety of staff development activities, some of which are open to all members of the campus, others of which are specifically offered for classified staff. Examples of activities specifically targeted to classified staff include Classified Orientation and Classified Days. These two major activities are held twice a year, once in fall and once in spring, and are very well attended by classified staff. In fall 2001, 130 classified staff attended Classified Days.

The primary purpose of the Faculty Development Committee from 1996 to 1999 was to plan pedagogy-based workshops for the campus flex day. Aside from this purpose, the committee was not active. At the request of the Academic Senate President and the Staff Development Coordinator, the committee has reconvened with new membership during the 2001-2002 academic year. With the removal of the mandatory flex day from the college calendar, the committee's new focus is to determine faculty development needs for each division and to plan appropriate activities, including lunch and learn seminars and workshops for the two discretionary flex days.

In 2001, the Academic Senate and the Dean of Human Resources approved new faculty staff development guidelines (doc. 7-9). A committee within each division is now responsible for approving PFE conference funding allocations. All faculty who utilize staff development and PFE conference funds must complete a post-conference survey (doc. 7-10) indicating how they plan to implement and/or disseminate the information from the conference.

The Technology Advisory Committee approves all travel, training, and workshop requests that utilize Telecommunications and Technology Infrastructure Program (TTIP) funding. Because the members of this committee are chosen for their knowledge of current technologies in business and academe, this committee plays a particularly important role in defining staff development needs in terms of technology.

The Management Development Committee is active in planning management retreats several times throughout the year. Other activities recommended by the management committee include division-specific and cross-disciplinary workshops on topics such as diversity, creativity, and customer service.

Planning Agenda

None.

7D: General Personnel Provisions

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The Pasadena Area Community College District Policies and Procedures Manual (doc. 7-11) describes the college's personnel policies and procedures. The Faculty and Staff Diversity Plan (doc. 7-12) contains provisions ensuring fairness in recruitment and hiring procedures. Due to a recent court decision regarding affirmative action, the college is in the process of amending its prior Affirmative Action and Non-Discrimination Policy to bring it into compliance with all current applicable laws. In the past, the college has posted its non-discrimination policy on the bulletin board located in the Administration Building.

The District has established policies and procedures for processing complaints of discrimination (doc. 7-13). Forms for filing such complaints are available in the Office of Human Resources. The District's Affirmative Action Officer (or designee) investigates these complaints and is responsible for taking appropriate action to ensure that any discrimination does not continue.

Full-time faculty hiring procedures have been implemented. Management hiring procedures are in draft form. The 8/29/00 draft has been followed on a provisional basis, pending the approval of a final draft. These procedures ensure a voice for classified employees and students in the hiring recommendations for managers and supervisors. Classified employees who have been appointed by the Classified Senate to serve on hiring committees are given

reassigned time to serve on these committees. A committee of classified employee representatives and managers is in the process of drafting detailed classified hiring procedures, which will be completed by the end of the 2001-2002 academic year.

Collective bargaining agreements contain the bulk of the policies and procedures affecting faculty and classified staff. The Management Handbook (doc. 7-14) contains policies and procedures for managers and supervisors. The Adjunct Faculty Handbook (doc. 7-15) discusses policies and procedures that are relevant to Adjunct Faculty. The Faculty and Classified Handbooks are in the process of revision. The college's Policy on Sexual Harassment (doc. 7-16), including procedures for complaint processing, were updated in 1998 as a result of the work of an ad hoc shared governance committee. Personnel policies and procedures are clearly stated in each of these documents. They have been published and made available to every employee group on campus and are available to all staff for review.

Self-Evaluation

Board Policies and Procedures relating to personnel are being updated, based on recommended policies provided by the Community College League and through the work of the college's shared governance bodies.

Updates of both the Classified and Faculty Handbooks continue to work their way through the shared governance processes. Because the collective bargaining agreements contain the overwhelming majority of policies and procedures for both classified employees and faculty, the information to be included in those handbooks is more for the information and education of those groups than to set actual policy.

The Management Handbook was important for the college to implement, as management does not have the collective bargaining agreements that faculty and classified staff have. As a result, if there is a question about a policy or procedure applicable to a manager or supervisor, there is a clear reference book to which all parties can refer. The Handbook is prepared in a notebook format, with pages in each section numbered to allow amendments to be sent out to all managers and supervisors as they are implemented.

Both employees and students are directed to the Office of Human Resources and Affirmative

Action if they wish to make a complaint of illegal discrimination or harassment. Those complaints are investigated, and the Dean of Human Resources, in cooperation with other college departments, ensures prompt, appropriate corrective action.

Planning Agenda

None.

7D.2 The Institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary

The college has an active Faculty and Staff Diversity Committee, which meets monthly during the academic year. Since 1998, this committee and the college's District Affirmative Action Officer have reviewed and discussed the diversity of applicant pools for all positions the college has advertised. With the support of that committee, the college has continued to implement its faculty and staff diversity plan, in effect since 1994.

With additional state funds provided in the last two years, the Faculty and Staff Diversity Committee and the Affirmative Action Officer have secured additional monies for recruitment and outreach to all candidates for employment, including those from historically underrepresented groups. The college has been able to send recruitment teams to a variety of colleges and universities, including many that award a large number of advanced degrees to underrepresented minorities. Further, the college has created a recruitment brochure (doc. 7-17) for faculty positions that emphasizes the diversity of the student body, staff, and faculty. Position announcements emphasize the diversity of the college. The college has video conferencing available for first-level interviews, increasing the number of applicants who are able to participate in the interview process. Video conferencing has been used for five interviews and has been offered numerous other times.

In accord with the Faculty and Staff Diversity Plan, all hiring committees include a non-voting Affirmative Action Representative whose responsibility is to ensure that all candidates are

treated fairly and equally in the hiring process and that candidates are not inadvertently discriminated against by otherwise neutral processes. These affirmative action representatives receive training from the District's Affirmative Action Officer at annual training sessions. Each year, the Office of Institutional Planning and Research publishes *Observations* (doc. 7-18), which contains data about faculty and staff, along with other information about the college. That data includes the ethnicity and gender breakdown of the college's employees. *Observations* is distributed throughout the campus and is available both to employees and the community for review.

The college has not updated its 1994 Faculty and Staff Diversity Plan, which may include appropriate new goals and objectives for the hiring of members of historically underrepresented groups. The Chancellor's Office has only recently provided new availability data to the community colleges and a model Faculty and Staff Diversity Plan. However, the Chancellor's Office now notes that this model has some legal problems as a result of recent litigation related to affirmative action.

Self-Evaluation

The college has a strong commitment to equal opportunity and diversity in its employment processes. Expanded recruitment efforts have brought the campus community into recruitment activities and have raised awareness of the importance of seeking qualified applicants who represent the diversity of the institution. Many faculty and staff, representing the diversity of the college, serve as Affirmative Action Representatives on hiring committees. Their awareness and commitment to the issues of equity and diversity has a positive influence on the entire institution.

The college has made great strides over the past six years in hiring women and minorities in positions throughout all levels of the institution, while still protecting the rights of all individuals to equal employment opportunity. By its activities undertaken to diversify the college workforce, the college's hiring processes have not discriminated against any person on the basis of race, gender, or any other protected category. For the recruitment of women for skilled trades positions, where the college continues to have difficulty in staffing, the assistance of Women at Work has been enlisted.

Planning Agenda

None.

7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Descriptive Summary

The college's Policy and Procedure Manual describes all personnel policies and their procedures. Collective bargaining agreements also contain policies and procedures governing classified staff and faculty. The Management Handbook contains policies and procedures for managers and supervisors. The Adjunct Faculty Handbook discusses policies and procedures that are relevant to Adjunct Faculty. The Faculty and Classified Handbooks are in the process of revision. Personnel policies are systematically developed either through the negotiating process or through shared governance. The above stated documents have been made available to the affected employees or are available for review in the department/division offices, the Office of Planning and Research, and/or the Human Resources office.

Employees who believe they have been adversely affected because a provision in one of the collective bargaining agreements has not been followed can file a grievance about the matter. Grievances are processed following the provisions in the appropriate collective bargaining agreements. Disputes about the meaning of provisions in those documents thereby have a mechanism for resolution. Whenever there are negotiated changes in the collective bargaining agreements, managers and supervisors are provided training in the implementation of those changes. Managers and supervisors are encouraged to consult with the Human Resources office if there are questions about the application of specific provisions of the collective bargaining agreements.

Self-Evaluation

Since the last accreditation, the Academic Senate has worked diligently to develop a procedure for the hiring of new faculty that would

increase faculty representation and involvement throughout the hiring process. With support of administration and approval by the Board of Trustees, the process was implemented four years ago and has proven to be an effective personnel procedure.

Planning Agenda

None.

7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary

With the exception of "hourly as needed" unclassified employees, the college maintains a personnel file for each employee in Human

Resources. Each file is kept in confidence and is made available for inspection only according to specific guidelines and regulations set forth in the policies and procedures governing each employment classification. There are also provisions regarding personnel files access and inspection in the collective bargaining agreements.

Self-Evaluation

The college has an appropriate system for guaranteeing privacy and confidentiality for its employees.

Planning Agenda

None.

Supporting Documentation for Standard 7

Referenced:

- 7-1 Managers and Deans Survey
- 7-2 Policy on Faculty Hiring No. 6100
- 7-3 Faculty and Staff Diversity Plan
- 7-4 Draft Managers Hiring Procedures
- 7-5 Draft Classified Hiring Policy
- 7-6 College Catalog
- 7-7 Board of Trustees Code of Ethics Bylaw No. 1450
- 7-8 Three-Year Faculty/Staff Development Plan
- 7-9 Faculty Staff Development Guidelines
- 7-10 Faculty Development Conference Survey
- 7-11 Pasadena Area Community College District Policies and Procedures Manual
- 7-12 Faculty and Staff Diversity Plan
- 7-13 Policies and Procedures for Processing Complaints of Discrimination
- 7-14 Management Handbook
- 7-15 Adjunct Faculty Handbook
- 7-16 Policy on Sexual Harassment No. 2200
- 7-17 "Teaching at PCC"
- 7-18 *Observations*

Standard 8

Physical Resources

Standard 8 Committee

Co-Deputies:

Carl Main (*Faculty*), *Mathematics*
Peter Hardash (*Management*), *Vice
President of Administrative Services*

Faculty:

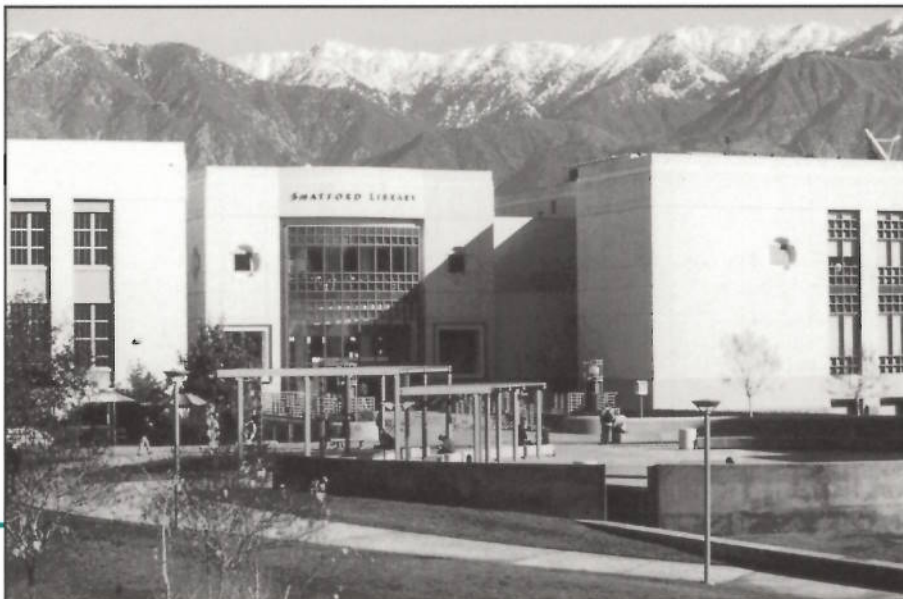
Dr. Keith Oberlander, *Mathematics*
Liz Polenzani, *Business & Computer
Technology*

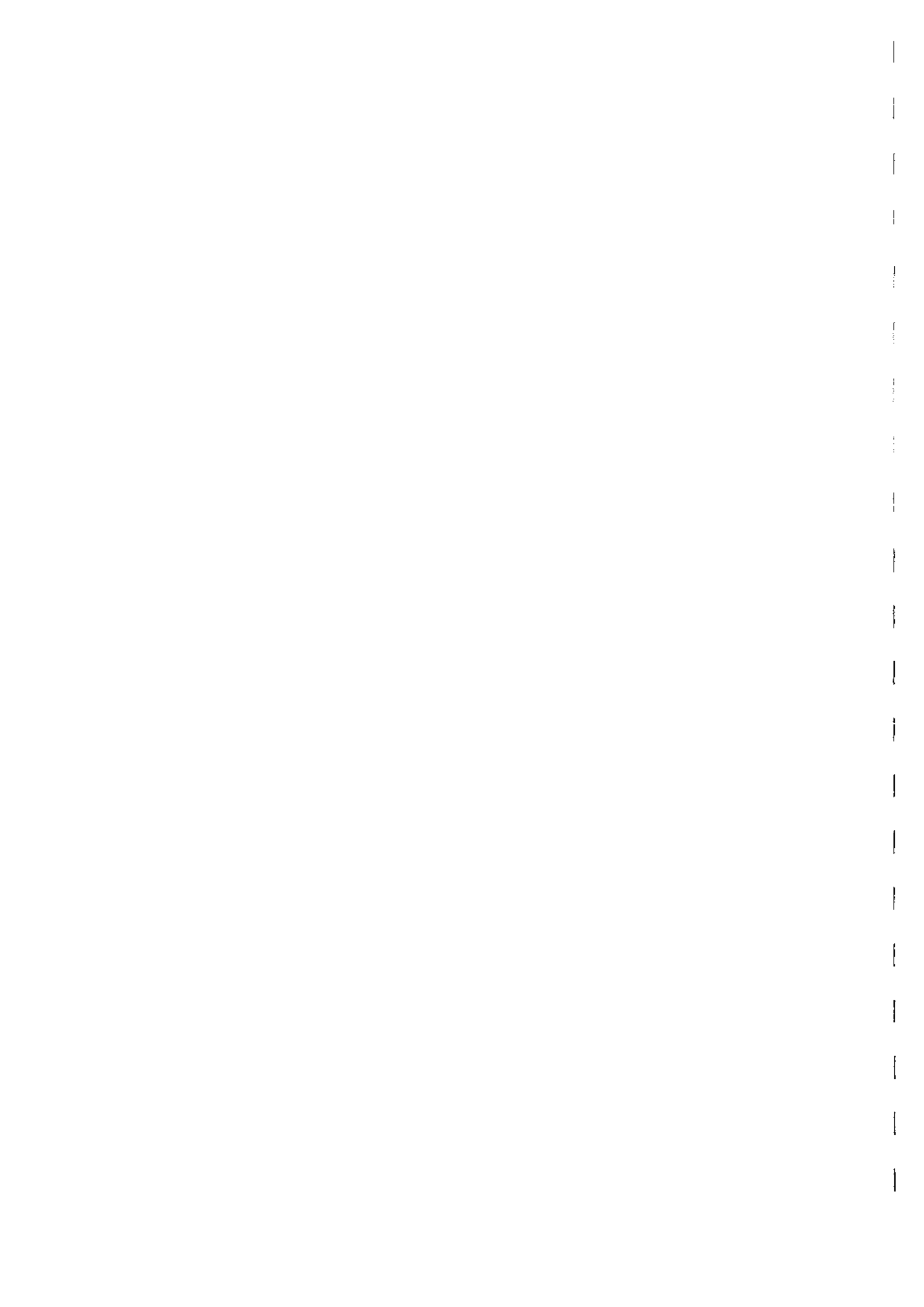
Classified Staff:

Ruth Collins, *Drafter*
Mark Glanzman, *Contract Specialist*
Ed Glasscock, *Gardener*
Gary Potts, *Network Specialist*
Hollis Stewart, *Center Technician*

Management:

Rosemary Aragon, *Interim Division
Dean, Mathematics*
Douglas Haines, *Coordinator,
Printing Services*
Nicki Harmon, *Director, Child
Development Center*
Dr. Rick Van Pelt, *Director, Facilities
Services*





Standard 8:

Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Descriptive Summary

Founded in 1924 as a junior college, the main campus occupies 53 acres and serves the cities of Pasadena, Arcadia, Alhambra, Altadena, La Cañada Flintridge, San Marino, South Pasadena, Temple City, Rosemead, and portions of El Monte. The main campus has over 20 separate major buildings supporting its educational programs and services. More than half the buildings are over 30 years old. The main campus has 12 parking lots, including one parking structure, that accommodate 4,415 vehicles. The college's three off-campus buildings include the Community Education Center, Child Development Center, and Warehouse. In 1990, the college adopted a ten-year Facilities Master Plan with an associated investment of \$100 million that addressed several of the college's most pressing physical resource needs at that time.

Self-Evaluation

The college's prior Facilities Master Plan, adopted in 1990, has been effectively implemented, resulting in the construction of a modern library facility, a new gym and stadium, an aquatic center, a new Community Education Center, a new Child Development Center, a Facilities Services building, a 2000-space park-

ing structure, and multiple building and classroom refurbishments.

Many older classrooms have had improvements made in lighting, flooring, furniture, and installation of white boards. Several classrooms have been reconfigured to support labs and smart classrooms for projection technology. Numerous areas have been painted: C Building, U Building (1st and 2nd floors), I Building exterior east side, Boiler house exterior, E Building (two rooms), Child Development Center, and V Building. Many of these projects were funded by State funds provided through Partnership for Excellence (PFE). Painting of the Child Development Center was funded by a California State Department of Education renovation and repair grant.

Some of the college's buildings do not sufficiently support instructional programs and methods. As currently configured, they are inadequate in terms of ventilation and space, particularly the photography laboratory in the E Building, art studios in the R Building, the welding laboratory in the V Building, and the screen printing studios in the T Building.

Since the implementation of the college's last Facilities Master Plan, the college has continued to grow, facilities to age, and educational and training need to change. In response, a Facilities Master Plan Committee—comprised of faculty, students, classified staff, management, and the architectural firm of A.C. Martin—developed a new 2010 Facilities Master Plan (doc. 8-1) to address the college's current needs. A bond measure that passed on March 5, 2002, will fund the 2010 Facilities Master Plan and alleviate identified shortcomings.

The 2010 Facilities Master plan is indicative of the college's determination to ensure that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Planning Agenda

None.

8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary

The college's Facilities Services department has the responsibility for the management, planning, maintenance, and operations of all campus facilities and infrastructures. The District occupies facilities at three primary sites and a number of smaller sites in the City of Pasadena. The college has 1,028,053 gross square feet of building space to be cleaned and maintained year-round. The main college has 53 acres of grounds to maintain year-round, the Child Development Center .88 acres, and the Community Education Center 10 acres. There are currently 45 custodians, 8 groundskeepers, and 28 skilled trades specialists. Prior to Proposition 13, there were 50.5 custodians, 9 groundskeepers and 33 skilled trades specialists.

The custodial staff provides cleaning services for all campus buildings and surfaced areas. Significant efforts are made to support educational programs and special events, including movement of supplies and equipment for the wide range of instructional and student activities held on campus. The grounds staff is responsible for the maintenance and upkeep of all paved, landscaped, and turfed areas. This staff trims shrubbery, waters greenery, cleans walkways, fertilizes landscaped areas, and keeps plants flourishing.

The maintenance-skilled trades specialists make repairs and implement a preventive maintenance program designed to keep all buildings and equipment working at peak efficiency. In addition, the trade specialist staff accomplishes a variety of rehabilitation and remodeling projects. Several of these trade specialists operate and maintain the campus heating, cooling, and ventilation equipment. Major efforts have focused on energy management of the facilities.

Self-Evaluation

Since the college's last accreditation, many construction projects have been successfully completed. The District has actively pursued improving campus appearance and cleanliness with available resources. Modifications to accommodate technology in classrooms have been a major priority. Partnership for Excellence monies have funded many new computer labs and media classrooms. With the emphasis on energy conservation, and in the wake of the recent energy crisis, the college is installing micro-turbine generators to reduce cost and dependence on the statewide electrical grid.

Planning Agenda

None

8.3 Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

Descriptive Summary

The college-wide Health and Safety Committee meets as needed, usually about six times a year, to discuss and resolve health and safety issues. A recent concern has been cigarette smoking on campus. Designating special smoking areas is anticipated to resolve this issue. In addition, Facilities Services has its own safety committee.

The college has completed a survey to identify all asbestos on campus (doc. 8-2). This document has been distributed to interested members of the campus community and specifically to any employee whose job might bring them into contact with asbestos. An asbestos management program has been instituted to ensure that there are no health hazards for faculty, administration, staff, students, or visitors. Asbestos is abated as possible, typically through projects that either demolish or remodel buildings containing asbestos. Several hundred tons of asbestos have been removed since abatement efforts began some 20 years ago. Asbestos is still most pervasive in the R and U Buildings.

All PCBs (a chemical that was used in light-

ing ballasts and electrical transformer oil) and underground storage tanks have been removed from the campus. Lead-based paint is still likely in large quantities on the older buildings, and a survey should be completed to determine the extent of the contamination.

Environmental health complaints are dealt with as the highest priority. Immediately upon learning of a potential hazardous health problem, Campus Safety, Business Services, and Facilities Services are notified. They, in concert, deal with the issue in a manner that both resolves the problem, or perceived problem, and maintains adequate documentation for future reference.

Improvements have been made to the campus lighting and emergency telephone systems. Emergency power has proven to be an area that still requires attention. Many campus buildings do not have enough emergency lighting to allow for the orderly evacuation of those buildings in the event of a power outage. Plans are underway to provide the campus with its own electrical generation capability. When completed, the campus will have much of its power self-generated, which would allow Pasadena Water and Power to act as a backup. This would mean that only in the most severe circumstances would there be loss of power on campus.

The campus has a lack of adequate parking. Faculty, staff, and students must frequently wait for a parking stall to vacate in order to find parking. The 2010 Facilities Master Plan provides for the addition of another parking structure, which should alleviate this problem.

Heating, Ventilation, and Air Conditioning (HVAC) represents a challenge for Facilities Services. This problem is typical for campuses that developed over decades. Great efforts have been made to upgrade the control and delivery systems for HVAC, which should, when complete, resolve the vast majority of shortcomings. Replacement of obsolete buildings provided for in the 2010 Facilities Master Plan should solve many of these outstanding problems.

Self-Evaluation

Many improvements have been accomplished to upgrade environmental and indoor air quality. Over the years, the college has been made far more accessible for handicapped students, although more still needs to be done. Through major construction efforts over the past decade, many of the most troublesome barriers have been removed. With the addition of

the Shatford Library, the Community Education Center, the Child Development Center, the Hutto-Patterson Gymnasium, the Robinson Stadium, the Aquatic Center, Lancers Pass food service annex, the Facilities Services Building, along with the wholesale remodel of the Student Services Building, and the major remodeling in the D and R Buildings, tremendous progress has been made. Further, many landscaping and structural upgrades have permitted the removal of barriers to access. A drop-off area specifically designed for the handicapped has been constructed. However, several buildings, or floors of buildings, are still only accessible through circuitous ramps. Many restrooms have features that make them less than ideal for the handicapped. Many doors are difficult for handicapped students to operate and need automatic openers installed. Several of these issues will be resolved through future campus construction. For example, the Arts Building, in the 2010 Facilities Master Plan, will house the Music and Art Divisions, and will do so in a manner that makes them fully accessible. This is also true of the proposed Industrial Technology Building and the proposed Campus Center (which will house the same functions as the current building, along with a new bank and bookstore). There will be a specific project that funds the removal of remaining barriers. At this time, the college is working on the first phase of barrier removal through funds provided by the State.

Planning Agenda

None

8.4 Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary

The staff responsible for each program identifies equipment and services needed through the college's planning process as outlined in the Planning Handbook (doc. 8-3). Each Program involves all of its staff members to identify and prioritize equipment needs as part of its planning process. The Unit and Area levels then pass these needs up through successive prioritiza-

tions to the Strategic Planning Committee where all requirements, including equipment, are ultimately prioritized in accordance with college goals and objectives.

The Purchasing staff conducts physical inventory of the assets of the college annually according to the State Budget and Accounting manual. Since 1990, a bar-coding system has been initiated to track district assets. This system has reduced the labor required to conduct complete physical inventories. Procedures issued in June of 1999 by the Government Accounting Standards Board (GASB 34), which require that fixed asset records must be maintained in a detailed manner, are also followed in preparing the district's Book Value Ending Report (doc. 8-4). The complete list of assets and replacement value is compiled by Purchasing Services. In fiscal years 1999-2000 and 2000-2001, an audit finding was presented to the Board indicating a major difference in the Year-End Equipment Report Physical Inventory and the beginning balance for that fiscal year. The District contracted with V. R. Maximus to conduct a complete inventory of all District equipment worth \$500.00 or more, thereby complying with the new GASB 34 requirements.

To assist the campus community in maintenance, ordering, and inventory of computer assets, the Computing Services Help Desk was created in December 1998. Since that time, 18,363 incidents have been opened and 17,887 incidents closed. On average, the Help Desk opens 27 and closes 26 incidents per day. The inventory of equipment supported by the Help Desk has increased from 6,676 items in 1998 to 10,076 at present.

The Help Desk is the initial point of contact for faculty and staff needing assistance with a wide variety of technical services from assistance with passwords to installation of network connections. There are four full-time support technicians who work the Help Desk and provide the first level of technical support. A staff of six specialists provides second-level support with skills ranging from the repair of equipment to the design of the campus network. In addition to providing technical support for the faculty and staff, the Help Desk also supports many of the instructional labs. Finally, the Help Desk has responsibility for the installation and inventory of new equipment as well as equipment being moved between offices. To assist staff with the tracking of their Help Desk inci-

dents, Computing Services offers online access to each individual's database of incidents. Computer systems in the offices and in labs are now standardized, resulting in better services from campus support staff.

College equipment maintenance is handled in three ways: contracting with outside vendors for time and material, Preventative Maintenance Agreements (PMA), or Full Service Maintenance Agreements. Beginning in 1997, a new campus ordering standard (established by the Office of Instructional Computing) recommended that the college purchase extended maintenance agreements on all new computers systems.

Self-Evaluation

The Planning Process is, as yet, too new to allow a complete assessment of its effectiveness. The 2000-2001 Planning Process cycle was completed successfully with college-wide participation. However, the Budget Committee of the Strategic Planning Committee has not been able to act on the completed Strategic Plan due to the loss of key personnel, particularly the Vice President for Administrative Services, which was filled on an interim basis until recently. The new Vice President for Administrative Services is wholly dedicated to the successful implementation of the Planning Process, but has not yet had the time needed to focus on it.

In recent years, much progress has been made in meeting equipment needs due to increased funding from the State, particularly in the form of Partnership for Excellence (PFE) and other special programs. Computer system purchases, including ergonomic furniture, for the offices and labs of the college are now standardized, resulting in improved and effective service from the college's limited Computer Support staff.

Since the development of the Help Desk, hardware, software, equipment orders, repairs and other computer service-related problems are addressed in a timely manner with the resources available to best meet the needs of the District. Maintenance of equipment, whether covered by Preventative Maintenance Agreements or Full Service Maintenance Agreements, have resulted in cost savings and improved hours of operation of equipment due to the specific conditions outlined in each of these contracts. Purchase orders are regularly issued to cover maintenance and repairs of specialized district equipment on an "as needed" basis.

Planning Agenda

None.

8.5 Physical resources planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Descriptive Summary

In response to the 1996 Accreditation Team's recommendation to develop an integrated planning strategy, the college determined to design and implement a new planning process. In late fall, 1997 the College Coordinating Council, the shared governance college-wide consultative body, formed a committee to design and implement such a planning process. The Planning and Budgeting Process Development Consultative Committee (PBPDCC) successfully finished the development of the new planning process. The process is embodied in two documents: the Planning Process Policy (No. 2100), referred to as the Planning Process, and the District Procedures for Policy No. 2100, referred to as the Planning Process. These documents were approved by the Board of Trustees in October 1999. These policy statements set the course for the District planning and embody the spirit and the mission of the planning process.

The day-to-day function of planning is guided by the college's Planning Handbook, which is a document used by all planning bodies on

campus. The Handbook is a detailed, process-oriented guide to assist the entire campus community in positively contributing to planning. In the spirit of shared governance, planning begins at the Program level, the direct service or operations level, and brings evaluations of past performance and current and future needs into the mix as the plan moves up the planning ladder. This empowers staff and faculty to participate subjectively in the planning process.

Physical Resources planning for the college is a part of this planning process. The Vice President of Administrative Services chairs the college's Facilities Master Plan Committee. With appropriate representatives of the constituencies on campus, this committee undertakes Unit planning. The Facilities Master Plan Committee meets on a bi-monthly basis to evaluate progress on existing plans and plan for the future. The Facilities Master Plan Committee reports as needed to the College Coordinating Council and brings its recommendations to that body to be integrated into the College Master Plan.

Self-Evaluation

As a result of the connection between the Facilities Planning Process and the planning process for the entire campus, there is good coordination between facilities resources and all college staff required to accomplish the mission of the college. The planning process allows the college to effectively meet the needs of its students.

Planning Agenda

None.

Supporting Documentation for Standard 8

Referenced:

- 8-1 2010 Facilities Master Plan
- 8-2 Asbestos Inspection Report
- 8-3 Planning Handbook
- 8-4 Book Value Ending Report

Standard 9

Financial Resources

Standard 9 Committee

Co-Deputies:

Sherry Hassan (*Management*),
Director, Business Services
Candice Larsen (*Management*),
Supervisor, Instructional
Television Services

Faculty:

Joanne Kim, *Library*
Walter Lusk, *Business & Computer*
Technology
Dr. Doug Staley, *Business & Computer*
Technology

Classified Staff:

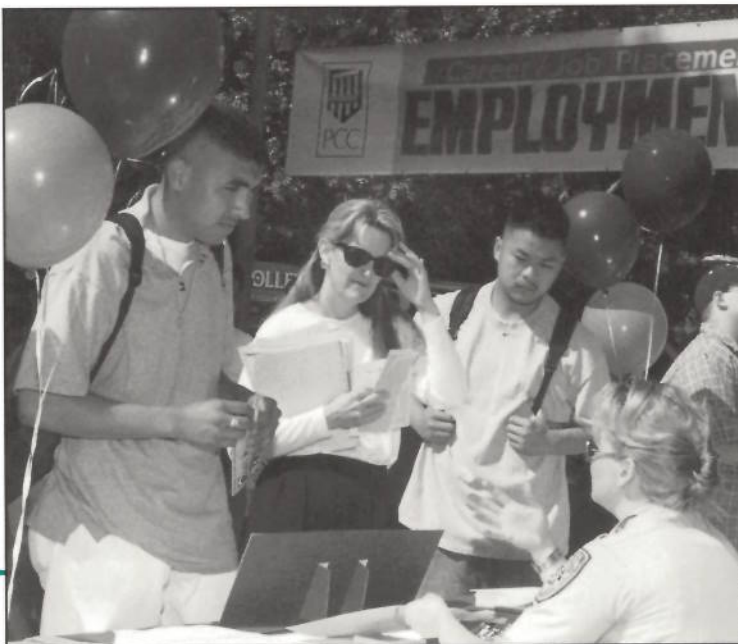
Conna Bain, *Intermediate Account*
Clerk III
Marsha Oliver, *Educational Advisor*
Cynthia Smith, *Administrative*
Assistant I

Management:

Dorothy Burns, *Supervisor, Fiscal*
Services
Virginia Dedeaux, *Supervisor, Bank*
Peter Hardash, *Vice President of*
Administrative Services
Odessa Walker, *Director, Fiscal*
Services

Board of Trustees:

John Martin, *Vice President*



Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

9A: Financial Planning

9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The college links its financial planning to institutional goals through the use of a Planning and Budget Process. The Planning and Budget Process has a Strategic Planning Committee composed of two subcommittees: the standing Budget Committee and a Goals Subcommittee. The Budget Committee plans and coordinates the Resource Allocation Process for each planning cycle in light of Institutional Strategic Directions, Goals, and Objectives, and State budget developments. Budget-related information is exchanged with other planning entities as needed. The Budget Committee uses resource allocation priorities established by the Strategic Planning Committee as it prepares recommendations to the President regarding the preliminary and final college budgets. The Goals Subcommittee drafts and edits strategic directions and annual institutional goals and objectives.

All programs, offices, divisions, and areas of the college have implemented the integrated strategic and annual planning process. Using

these goals and directives, managers work with staff to develop Program, Unit, and Area plans. Each level prioritizes budget, staffing, technology, and space needs.

By including students, faculty, staff, administrators, and the Board of Trustees, the planning process ensures broad and effective participation by all segments of the college community. Priorities and recommendations developed in the planning process guide the college's decisions and resource allocations.

Self-Evaluation

The college's comprehensive financial planning process supports institutional goals and other planning efforts. The sound financial position of the college is attributed to responsible financial management and prudent decision-making.

Planning Agenda

None.

9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

Endorsed by all constituent groups, in 1999 the college's Board of Trustees approved a Planning Handbook (doc. 9-1). The Handbook

provides for an integrated planning process with specific procedures. The planning process is directed by the Strategic Planning Committee, which has two sub-committees: the standing Budget Committee and the Goals Subcommittee. The Budget Committee assumes primary responsibility for the planning and coordination of the resource allocation process for each planning cycle and develops internal procedures consistent with the planning process. The Budget Committee reviews priorities established by the Strategic Planning Committee as it prepares recommendations to the President regarding the budget. Membership on the Budget Committee is outlined in the Planning Handbook.

General fund revenue received by the college is derived from State-calculated allocation and growth revenue, not from tuition received from the resident population. An annual plus or minus adjustment to the growth revenue may occur based on changes to the college's enrollment or Full Time Equivalent Students (FTES). An increase in resident enrollment is anticipated, but state economic conditions can negatively impact projected growth revenue. Funds from Partnership for Excellence (PFE), provided by the State, are designated specifically to improve student success. The college has elected not to use PFE funds for ongoing salaries. Use of PFE funds for proposals submitted by individual faculty and staff members or by departments is approved by a college committee.

In the college's 2001-02 adopted budget, approximately 83% of the budget is reserved for salaries and benefits for full and part-time faculty and staff. The remaining funds are available for discretionary use as outlined in the planning process.

The college has begun the third year of the planning process. All employees are involved in identifying goals for their respective Program Plans, which are then incorporated into the Unit and Area Plans. Items that require financial resources are forwarded to the Budget Committee for review and approval. Budget Committee results are presented to the Board of Trustees and shared with the faculty and staff.

Self-Evaluation

While comments from employees support their inclusion in the planning process, some feel that results from the resource allocation process have not been widely disseminated to the Program Plan level.

Planning Agenda

The members of the Budget Committee will share results of the budget allocation process with their constituents.

9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

The college has learned to work within the tightening confines of a physically small campus while successfully serving its growing student enrollment. To continue in accomplishing these feats, the college is in the process of revising its Educational Master Plan (doc. 9-2) and has generated a ten-year Facilities Master Plan (doc. 9-3), which will meet the current and projected needs of the 2000-2010 decade. The 2010 Facilities Master Plan will comply with standards adopted by the State Chancellor's Office and will focus on the college's educational goals and objectives for guiding the physical facilities of the campus.

During the 2000-2001 academic year, the college began a new annual planning process. Although the Facilities Master Plan Committee functions somewhat independently from the mainline planning and resource allocation structure, it still develops internal procedures and timelines that are consistent with the planning practice.

In fall 1999, the college had an official State head count of 28,664 students. The State forecasts an enrollment of 34,312 students at the college by 2010, a 17% overall campus growth.

The college's 2010 Facilities Master Plan includes several instructional buildings and other student services areas:

- **Industrial Technology Building** - The proposed Industrial Technology Facility would permit a slight growth in assigned square feet (ASF) and also accommodate equipment for new technology and storage space for Engineering and Technology programs.
- **Arts Building** - The college's Art and Music Division curricula are extremely popular in Southern California. Given the growth, size, and diversity of these programs, they have outgrown the capacity of their existing

instructional space. The 2010 Facilities Master Plan proposes a new 76,960 ASF Arts Building.

- **Parking Structure** - Inadequate parking at the college is one of the biggest challenges for the administration, students, faculty, and staff. A study completed by Meyer, Mohaddes Associates, Inc. (page 28, 2010 Facilities Master Plan) substantiates this problem. Given the continuing increase in enrollment, classes, and other campus activities, there is a perceived and documented need for additional parking to serve the main campus. A new parking structure of 1,800 spaces is included in the 2010 Facilities Master Plan. After completion of this structure, parking will increase by 1,115 spaces.
- **Campus Center Facility** - The existing Campus Center, Bookstore, and Bank configuration is inefficient and creates a barrier to student access. A new Campus Center with 57,960 ASF (indoor) and 6,810 ASF (outdoor) is proposed in the 2010 Facilities Master Plan.
- **Little Theatre** - The current Boiler House has been studied for potential reconfiguration as a new Little Theatre (99 seat) with related scene shop, dressing rooms, green room, lobby, and foyer.
- **Other Projects** - The utility grid on campus must keep pace with technology and ongoing construction efforts. Appropriate landscaping, lighting, and signage will also be employed, providing the campus with a unified context. Additionally, major traffic flow entries into the campus will be redesigned.

The previous ten-year Master Plan was completed when the college built its new Library, Child Development Center, Physical Education complex with a stadium; reconfigured the old Library into Student Services; and concluded numerous landscaping projects, including the Sculpture Garden. The college is ready to face new projects as planned over the next ten years

Self-Evaluation

The Academic Master Plan formerly known as the Educational Master Plan has not been updated for ten years and is in need of revision. Some faculty believe that the 2010 Facilities Master Plan does not give enough attention to additional classroom space.

Planning Agenda

The Office of Instruction will complete revisions of the Academic Master Plan.

9A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary

Since the college's last accreditation visit, the Planning and Budget Process Development Consultative Committee (PBPDC) was formed to develop guidelines and processes for financial planning and budget development. Committee efforts have resulted in the Board of Trustees adopting a Planning Handbook, which has become integral to financial planning. Following Handbook guidelines, financial planning and budget development begins with Program Level Planning in the fall for the following year's adopted budget. Utilizing information at the Program Level, managers meet with their staff to develop Unit Plans in November. In December, Vice Presidents begin planning with managers and staff to develop Area Level Plans. Vice Presidents, managers, and staff complete Area Level Plans by February. This leads to the College Level Planning phase. In this phase, the Goals Subcommittee meets to review Area Strategic Directions and Goals. The Budget Subcommittee meets to review area budget augmentation requests.

In March, the President shares the draft Strategic Directions, Goals, and Objectives with the Board of Trustees and receives their informal input. The Strategic Planning Committee then meets to review recommendations from the Board and develop a set of budget resource allocation priorities based upon the recommendations of the Budget subcommittee.

By April, the Board receives recommendations from the President, which are subject to modifications. The Board approves the Strategic Directions, Goals, and Objectives in May. The entire process draws to a conclusion with the Board's approval of the preliminary budget in mid-June and culminates with their approval of the final adopted budget in early September.

Self-Evaluation

Fiscal year 2000-2001 was the first opportunity for the District to implement the planning

process described above. The college's PBDCC Planning Handbook, approved on August 30, 1999, provides a vehicle for self-evaluation. The Dean of Institutional Planning and Research will reconvene the PBDCC to evaluate the initial implementation of the process after completion of the full planning cycle. Based upon this consultation process and analysis, the PBDCC will recommend any changes in the planning process it deems necessary to improve its operation and results. While schedules and chronologies have been developed for master planning activities and planning for the future, a specific timeline has not been identified for the self-analysis portion of this procedure.

Planning Agenda

The planning process will be reviewed as called for in Planning Agenda 3B.2.

9A.5 *Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.*

Descriptive Summary

The Board of Trustees approved the Planning Policy and Handbook on October 6, 1999. As specified in the Handbook, administrators, faculty, and classified staff at all levels have the opportunity to participate in the budget planning and development process. All levels of employees in individual divisions and/or programs prepare Unit/Program plans. The shared governance process further ensures that there is equal and unbiased participation at higher levels of the process as well.

Self-Evaluation

The Dean of Institutional Planning and Research will reconvene the Planning and Budget Process Development Consultative Committee (PBDCC) to evaluate the initial implementation of the process. The Committee will gather information from participants, compare the process as implemented with the process as designed, examine the outcomes of the process, and, through the consultation process, recommend any change it deems necessary to improve its operation and results.

Assessing whether or not all levels of employees have had appropriate opportunities to participate in the development of financial plans and budgets is one of many points to be assessed.

Planning Agenda

None.

9B: Financial Management

9B.1 *The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.*

Descriptive Summary

Financial management is controlled at a variety of administrative levels, providing for financial management oversight. Area administrators, Deans, directors, cost center managers, and designated staff have online access to the financial system (look-up capability only). This access allows them to view their expenditure and revenue accounts on a daily basis. This immediate access allows managers to better control their financial resources and operate within their budget. Printed financial reports are distributed to administrators and managers on a monthly basis, with an indication of budget expenditures that may need budget transfers. The Vice-President of Administrative Services periodically receives a listing of overdrawn accounts for action. A variety of special reports can be requested through Management Information Services.

The District utilizes the encumbering process to manage the budget. All purchase orders, contracts, and monthly salaries are encumbered. When Purchasing processes an order through the ESCAPE system or Fiscal Services receives a contract, they check for available funds. If funds are not available, the process is halted, and the cost center manager is contacted.

The Board of Trustees reviews and approves the preliminary and adopted budgets. The Board also receives copies of the quarterly financial reports that are sent to the Chancellor's Office for review. The Chancellor's Office reviews the District's quarterly CCFS-311Q and the Annual Financial and Budget Report, CCFS-311. Education Code Section 84040 provides that the Board of Governors must adopt criteria and

standards for periodic assessment of the fiscal condition of community college districts. The Board of Governors must also take action to improve the district's fiscal conditions as necessary to encourage sound fiscal management practices. An annual audit report, prepared by an outside public accounting firm, is presented to the Board for its review and approval.

Self-Evaluation

The District's financial management system is a good one; however, it could be better. The technology used for the financial systems needs to be updated. The current system does not fully interface with other systems on campus, specifically the Purchasing ESCAPE system, the Financial Aid SAFERS system, and the Student Account system. The system does, however, allow authorized staff instant online access to accounting budgets. The system also provides past financial information to assist in future budgeting as well as comparison for determining trends. A variety of useful reports can be produced. The college has established an Integrated College System Committee to evaluate the current system and identify current and long-term needs.

Planning Agenda

The Integrated College System Committee will formulate a recommendation regarding a possible integrated financial system.

9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

The college's financial documents, including the budget, are annually developed to reflect the appropriate allocation and use of financial resources that support institutional programs and services. Each year during the fall, an independent certified public accounting firm audits the college's financial records. The audit includes all funds managed by the college, including general funds, categorical funds, fiduciary funds, and proprietary funds.

Self-Evaluation

The District's auditors have stated that the financial statements are presented fairly, in all material respects, and are in conformity with generally accepted accounting principles. Recommendations in the annual audit are generally minor and are addressed in a timely manner.

Planning Agenda

None.

9B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary

The college conducts management and oversight at specific levels. Contractual obligations are controlled through the office of Business Services and the Purchasing department. The Financial Aid office handles the administration of student financial aid and scholarships. The office of Fiscal Services manages college accounts and most externally funded programs. Auxiliary organizations, the college's Foundation, and institutional investments are under the control of the Board of Trustees, with supervision from college employees. Every entity is independently audited yearly.

Self-Evaluation

Procedures are in place to oversee the college's financial affairs in an efficient manner. However, recent increased reporting and technological changes implemented by the U.S. Department of Education have required the Financial Aid and Fiscal Services offices to re-examine their individual operating procedures and various responsibilities in the delivery of aid to students and management of the various programs.

Planning Agenda

None.

9B.4 *Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.*

Descriptive Summary

The college has four auxiliary organizations: the Pasadena City College Foundation, the Associated Students, the Scholarship Fund Association, and the PCC Flea Market. All of the auxiliary organizations operate in support of the college, are carefully monitored by college staff, and are subject to annual audits.

The Scholarship Fund Association provides access to higher education with funds provided to current, transferring and graduating students. The Associated Students (AS), who own the Bookstore, use profits to support educational programs and sponsor entertainment and recreational activities. The Trust and Agency, a function of the AS, provides a vehicle whereby the organization can deposit funds and provide activities in support of various student programs. The revenue from the monthly Flea Market is used to enhance several instructional programs, including music, forensics, athletics, and student life. The Foundation, a public-benefit foundation, raises funds to assist with growth and development of the college, allowing community residents and business to interact with and support the college. The Foundation works closely with the college's Grants Office. The Grants Office has been instrumental in obtaining grants totaling over 16 million dollars from federal, state, and private sources. The grants obtained are used to enhance the instructional program and provide student support services.

Self-Evaluation

The Foundation has been successful in attracting significant interest in the college, especially in support of the college's 2010 Facilities Master Plan. Extremely successful in its capital campaigns, the Foundation recently voted to financially support the college's March 2002 bond election. The Associated Students, the Scholarship Fund Association, and the Flea Market have also been successful in their efforts to raise funds for financial support contributing to the success of the college's students. All funds

maintained by the auxiliary organizations are subject to the same evaluation and audits as the college's financial accounts to ensure the integrity of these programs.

Planning Agenda

None.

9B.5 *Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.*

Descriptive Summary

The Vice President of Administrative Services serves as the contracting officer for the college, with support from staff including the directors of Business and Purchasing Services. In the absence of policy, purchasing contracts are controlled by California State codes. Board procedure states that all contracts must be reviewed and approved at their public meetings.

The Vice President of Administrative Services acts as the college-level administrator who is responsible for ensuring that contract requests are initiated as appropriate to serve college needs.

Self-Evaluation

This system of checks and balances in the approval and payment of contracts operates efficiently.

Planning Agenda

None.

9B.6 *Financial management is regularly evaluated, and the results are used to improve the financial management system.*

Descriptive Summary

The Vice President of Administrative Services has primary responsibility for the financial management of the college. The directors of Business and Fiscal Services, and the supervisor of Student Business Services provide assistance.

The college continuously evaluates its financial management system. The college follows accounting procedures outlined in the California Community College Budget and Accounting Manual and established by the Governmental Accounting Standards Board (GASB). The college also adheres to Generally Accepted Accounting Principles (GAAP). The Los Angeles County Office of Education (LACOE) along with the Chancellor's Office provide oversight. Quarterly Financial Reports and the 311 Annual Report are submitted to appropriate entities. An independent audit of all college and auxiliary accounts occurs annually. In an effort to better understand the audit process, the Board of Trustees formed their own Ad Hoc Committee in 1998 to work along with staff and auditors after the completion of the audits.

Self-Evaluation

Independent audits formally provide any recommendations related to the financial management of the college system. The audit reports reflect that the college adheres to acceptable accounting procedures.

Planning Agenda

None.

9C: Financial Stability

9C.1 Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

The District has undertaken two long-term liabilities: a 20-year Certificate of Participation (COPS), and a 15-year Energy and Water Efficiency Revenue Bond. The amount of the COPS is \$14,470,100 (\$8,685,000 in principal, and approximately \$5,785,100 in interest and fees). The COPS partially supported the construction of the much-needed parking structure. The parking structure liability has been addressed through increased parking fees. The District is in its 8th year of repayment; as of June 30, 2001, the principal balance outstanding is \$6,565,000. The final payment is due in May 2013. The 15-year Energy and Water Efficiency Revenue Bonds have supported energy improve-

ments. Total funded project costs have totaled \$2,240,000. Annual principal and interest payments of \$230,000 are scheduled through the fiscal year ending 2011. The energy project liability will be amortized through energy savings over the life of the bonds. The District is in its 5th year of repayment; as of June 30, 2001, the principal balance outstanding is \$1,745,457. The final payment is due in August 2010.

The District provides post-employment health-care benefits, in accordance with District employment contracts, to all employees who retire from the District on or after attaining age 55 with at least 15 years of service. Currently, 46 employees meet those eligibility requirements. The District contributes 100% of the amount of premiums incurred by retirees. Expenditures for post-employment benefits are recognized on a pay-as-you-go basis, as premiums are paid. The District has a Self-Insurance Fund set aside to cover post-retirement benefits to employees.

Self-Evaluation

The District has been very 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. The District provides an annual budget to cover all debt payments.

Planning Agenda

None.

9C.2 The institution has policies for appropriate risk management.

Descriptive Summary

The college is self-insured for property and liability coverage and is a member of a joint powers authority, the Statewide Association of Community Colleges (SWACC). The college has a self-retention level of \$25,000 and coverage to \$5,000,000 through SWACC per occurrence for liability claims. Additional liability coverage up to a level of \$14,000,000 is provided through the School's Excess Liability Fund (SELF). The college has a self-retention level of \$50,000 and

coverage of up to \$500,000,000 through SWACC for property losses. The firm of Keenan & Associates has been retained to manage claims filed against the college.

The college is also self-insured for workers' compensation. The college is a member of the Schools Alliance for Workers' Compensation (SAWCX II), another joint power authority. The per-claim self-insured retention level for this program is \$150,000. Additional funding up to \$3,000,000 per occurrence is provided through SAWCX II. Keenan & Associates also administers the workers compensation program.

Self-Evaluation

The college has a comprehensive risk-management program. The offices of Business Services and Police and Safety work with the various campus departments to develop safety procedures. The college also has a campus-wide Health and Safety Committee, which provides a venue for faculty, staff, and students to bring forth safety concerns for appropriate action. The Facilities Services unit also has a Safety Committee to address concerns specific to their area.

SWACC and SAWCX II both require active participation of member schools. This allows the college to have direct input regarding the development of risk-management guidelines and procedures, which can then be implemented by the members on their campus.

The various self-insured programs provide sufficient coverage for the college.

Planning Agenda

None.

9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

Although the State requires that reserves be maintained somewhere between 3% and 5%, the college has consistently maintained higher reserves. The reserve percentage was 7.74% in 1997-1998, 7.41% in 1998-99, 5.99% in 1999-2000, 9.43% in 2000-2001, and 7.38% in the 2001-2002 adopted budget.

Self-Evaluation

The District has maintained reserves in excess of recommended minimums through careful enrollment management, conservative budgeting, and other financial practices. Accordingly, the District is able to avoid borrowing money to meet payrolls or vendor payments.

Planning Agenda

None.

9C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary

The college can meet financial emergencies or unforeseen occurrences based on the reserve fund in its budget.

Self-Evaluation

The school has been extremely conservative in setting aside reserve funds. In fiscal year 2000-01, the Adopted Budget of \$103,233,075 was approved with over a 9.43% contingency reserve of \$3,164,625; and in fiscal year 2001-02, the Adopted Budget of \$98,711,076 includes a 7.38% contingency reserve.

Planning Agenda

None.

Supporting Documentation for Standard 9

Referenced:

- 9-1 Planning Handbook
- 9-2 Educational Master Plan
- 9-3 2010 Facilities Master Plan

Standard 10

Governance and Administration

Standard 10 Committee

Co-Deputies:

Jim Bickley (*Faculty*), *Social Sciences*
Dr. Michael Bloebaum (*Management*),
Division Dean, Communication

Faculty:

Naomi Garcia, *Community Education Center*
Harry Kawahara, *Counseling*
Alan Lamson, *English*

Classified Staff:

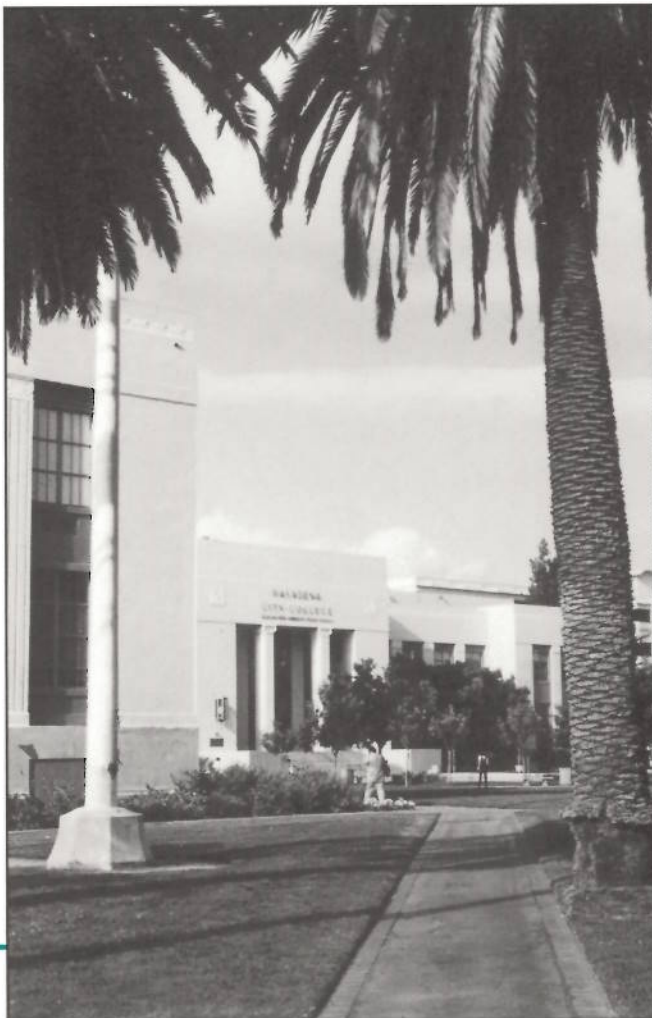
Meta Holcomb, *Administrative Assistant II*
Melindo Polo, *Coordinator, Human Resources*
Gary Potts, *Network Specialist*
Shirley Schmid, *Printing Services Assistant*

Management:

Dr. Bob Cody, *Assistant Dean, Computing Services*
Dr. Grover Goyne, *Dean, External Relations*
Ernestine Moore, *Vice President of Student & Learning Services*

Board of Trustees:

Warren Weber, *President*



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Standard 10:

Governance and Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communications among the institution's constituencies.

10A.1 *The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

Composed of seven members, the college's governing board is elected from legally defined trustee areas within the District boundary. Pursuant to federal and state regulations reflecting changing demographics, the district was realigned following the 2000 census. Board members serve four-year, staggered terms and are elected in odd-numbered years.

Self-Evaluation

The Board is elected in accordance with State laws and makes every effort to embody 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 a code of ethics, and there are no known conflicts of

interest. At its November 28, 2001, meeting, the Board approved a proposed redistricting plan. The plan was subsequently approved and submitted to the Los Angeles County Registrar Recorder's Office as required.

Planning Agenda

None.

10A.2 *The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statements and policies.*

Descriptive Summary

Subject to the recommendation of the Curriculum and Instruction Committee and upon the concurrence of the Vice President of Instruction, the Board approves all educational programs and courses, additions and deletions, and exercises general oversight functions over the instructional programs at the college. Periodically, presentations from faculty are made to the Board to apprise them of current programs and support services.

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 of Administrative Services, who serves as the Chief Business Officer, the Board approves tentative and adopted budgets, the quarterly budget status transmittals to the state, every transaction having an economic impact on the District

such as personnel travel, grant applications, contracts, program budgets and expenditures, and all actions involving District funds. In addition, an annual audit by an external auditing company assesses the financial health and integrity of the college. The college's financial practices have been found appropriate.

Self-Evaluation

Members of the Board are guided by the belief that the instructional program and its students are central to their function. Faculty presentations have been successful in providing information on instructional programs and support services to the Board and in opening lines of communication.

The Board provides strong financial oversight. For the past 14 years, the college has remained economically stable and fiscally sound with no layoffs or serious diminishment in program offerings. There have been no significant audit findings or findings of non-compliance with regulations. In addition, the college physical plant, transformed by a \$100 million Master Plan completed in 2000, will undergo additional improvement under a 2010 Facilities Master Plan (doc. 10-1).

Planning Agenda

None.

10A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Over the past four years, the Board has approved, written, or amended policies for the District. These policies are contained in the Pasadena Area Community College Policies and Procedures Manual (doc. 10-2). The Manual, where necessary, is in compliance with the provisions of the Brown Act and reflects practices and procedures of the college's shared governance structures. The college's policies and procedures are available on the college Web site at: www.paccd.cc.ca.us/IPRO/policies/toc.htm. Besides regularly scheduled Board meetings,

the Board holds two annual retreats where it addresses selected issues in depth. At these retreats, the Board reviews student success data and works with the President to develop goals for the upcoming year to provide guidance to senior managers in their areas of supervision.

The Board oversees the organization of the college. Three Vice Presidents and three Deans form an Executive Committee, with each manager reporting directly to the President, and the President reporting to the Board. In 2000-2001 and 2001-2002, the Board approved a wide-ranging reorganization of the college's instructional areas.

Self-Evaluation

The college's administrative structure works well and facilitates communication, making administration more efficient. The instructional reorganization is still in the process of completion under the direction of the Vice President of Instruction, but to this point has gone smoothly.

Planning Agenda

None.

10A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

District Policy Number 1610 empowers the Board, after appropriate consultation, to "select, establish the rate of compensation for, provide regular evaluation of, and/or terminate the Superintendent/President" and "employ certificated and classified Personnel, and establish their rates of compensation after considering recommendation(s) of the Superintendent-President." District Policy 1680 calls for a biannual evaluation of the performance of the President.

Self-Evaluation

The Board has an approved process for the evaluation of the President and other major academic and administrative officers. The most recent evaluation of the President took place during spring 2001.

Planning Agenda

None.

10A.5 *The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.*

Descriptive Summary

In September 1997, the Board adopted a Code of Ethics (doc. 10-3) 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.

Over the past four years, the Board has rewritten or otherwise amended Board Bylaws and District Policies, bringing them into compliance with the provisions of the Brown Act and the college's shared governance processes. 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 Wednesdays of the month at 7:00 p.m. Additional meetings are held as needed.

As part of the re-examination of district policies, the Board has developed a document, which outlines its policy and procedures for measuring its own performance (doc. 10-4). Areas of concern for Board self-appraisal come under the following headings: "Relationship with the President", "Relationship 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 and were last used at their summer retreat in 2001.

The evaluation instrument has proven valuable to the Board in assessing its relationships with members of the community and in estab-

lishing goals for the Board and the institution. Since the summer retreat of 2001, and partially as a result of its self-appraisal, the Board has developed goals and objectives for the 2001-2002 academic year (doc. 10-5). These goals and objectives address areas of fiscal soundness, the 2010 Facilities Master Plan, and college governance. Achievement of these established goals and objectives will form the basis of the Board's self-appraisal at its retreat in the summer of 2002.

Self-Evaluation

The Board revised its evaluation instrument to more precisely assess its performance in light of current District needs. The next evaluation of the Board will take place in spring of 2002. The Board will revisit its evaluation instrument and conduct another self-appraisal in 2002-2003.

Planning Agenda

None.

10A.6 *The governing board has a program for new member orientation and governing board development.*

Descriptive Summary

The governing board has an approved Bylaw for new Trustee orientation (doc. 10-6). The President of the Board assigns a mentor to each new Trustee. The new Trustee is provided with materials as specified in the Bylaw. The mentor and the college President then counsel the new Trustee on topics specified in the policy.

Self-Evaluation

The new Trustee orientation works effectively. There are no plans to change it at this time.

Planning Agenda

None.

10A.7 *The Board is informed about and involved in the accreditation process.*

Descriptive Summary

The Board has been fully informed about the accreditation process. Several of its members

have served on accreditation standards committees, and the President of the Board has been a member of the Accreditation Steering Committee. Drafts of the accreditation reports were widely circulated on campus, have been available on the college's Web site, and all Board members were given copies of the final drafts and the final report.

Self-Evaluation

The Board participated on both the college's Accreditation Steering Committee and on various other standards committees. The Board also reviewed the final draft of the accreditation report.

Planning Agenda

None.

10B: Institutional Administration and Governance

10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The college's current President has held office since the last accreditation report in 1996. He has taken a thorough and systematic approach to establishing broad institutional goals. The President has worked closely with the Academic and Classified Senates to redefine shared governance. The President meets regularly with the Executive Committee, the College Coordinating Council, and the Management Association.

The President reviews institutional goals on a regular basis. Every goal is assigned to a member of the college's Executive Committee for appropriate follow-up in accordance with the college's policies on shared governance. The President asks for reports twice a year on progress on each of the college's goals. Each Vice President gives a summary report on these goals at the Board of Trustees annual retreat.

Early in his presidency, the President proposed creation of a College Coordinating Council to disseminate information to all college constituent groups and to coordinate the development of

policies to be sent to the Board of Trustees. Revised by the Academic Senate, the proposal was adopted by the various constituent groups and approved by the Board. A Council on Academic and Professional Matters was also approved as part of the shared governance process. The Council on Academic and Professional Matters develops policy recommendations on academic and professional matters and other issues of interest to the administration and faculty.

Self-Evaluation

The College Coordinating Council has proven an effective mechanism for coordinating shared governance at the college. During the current President's tenure, the Dean of Student Services position was transformed into its current form as Vice President of Student and Learning Services. Also, the college's first fully staffed Office of Institutional Planning and Research and was implemented. Under the President's direction and leadership, a reorganization of the instructional Divisions has taken place. The President participated in planning and implementing a \$2.2 million private fund-raising campaign for the new Physical Education complex, and has provided leadership in the successful passage of Measure P, which will fund a \$150 million 2010 Facilities Master Plan.

Planning Agenda

None.

10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

With a background as Vice-President of Administrative Services at two colleges, the college's current President has a thorough knowledge of community college finance and campus budgeting. Under his direction, the college has had a balanced budget each year, and an ending balance has been maintained according to State-recommended guidelines.

Self-Evaluation

The institutional Chief Executive Officer, in fulfillment of his duties, has demonstrated efficient management of resources and the capacity to implement priorities controlling budget and expenditures, following the implementation of statutes, regulations, and Board policies. The college is financially stable and maintains a reputation for excellence nationwide.

Planning Agenda

None.

10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management, which makes possible an effective teaching and learning environment.

Descriptive Summary

Since its last accreditation, the college's administrative structure has been reorganized. The college now has three Vice Presidents, rather than two. A third Vice Presidential position of Student and Learning Services was created by elevating a position from the Dean's level to reflect the college's commitment to the importance of student and learning services for its students. The college has added a Dean of Institutional Planning and Research. The new Dean sits on the college's Executive Committee.

The instructional divisions of the college have been reorganized. All Division Deans are now on 12-month contracts. The load of the Deans has been more equitably redistributed with the realignment of several divisions. Physical Sciences, Biological and Health Sciences, and Nursing were combined into two divisions, Natural Sciences and Health Sciences. Computer Studies was moved from Mathematics, which is now its own division, and added to a new Business and Computer Technology Division. English and Foreign Languages, previously the largest division, has been divided into two divisions: the English Division and the Languages Division, the latter containing ESL and foreign languages.

Two Associate Dean positions have been added to the office of Vice-President of Instruction: The Associate Dean of Enrollment and Instructional Data Management and the Associate Dean of Academic Support. The Assistant Dean of Extended Instruction position has been eliminated. Division offices are now open until 8:00 p.m. Monday through Thursday. Adjunct faculty report directly to their respective Division offices, giving them closer ties to their Divisions and better serving the needs of evening students. Division coordinators (non-administrative, faculty reassigned-time positions) and the new Associate Dean of Enrollment and Instructional Data Management position will support the adjunct faculty and manage the evening schedule. The new Associate Dean of Academic Support position is currently vacant.

Self-Evaluation

The college has redistributed college areas so that all (except for Executive Committee) report to one of the three Vice Presidents. The process of divisional realignment has been lengthy (18 months) and has involved many elements of the college. Some consternation among faculty and staff resulted. Early in the process, input from both faculty and staff was gained through written suggestions and meetings of the affected divisions with the Vice President of Instruction. However, faculty leadership voiced concern about the lack of meaningful and timely consultation in the process. The Vice President of Instruction met with the Academic Senate to make clear the rationale and need for the realignment. Even though the realignment took into account the culture of various divisions, as well as their interdisciplinary relation to one another, inevitably this has caused resentment among some faculty and staff. Several issues remain to be worked out, including the renaming of courses, reassignment of classified staff, and office relocations.

Planning Agenda

None.

10B.4 Administrators are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined.

Descriptive Summary

The college follows guidelines, drafted in August 2000 (doc. 10-7), but not yet approved, for the hiring of managers. These guidelines follow the spirit and intent of state law AB 1725 regarding the participation of faculty and staff in the selection of managers. The guidelines include the make-up of selection committees for Vice Presidents, Deans, Division Deans, classified Directors and other classified managers or supervisors. The process includes the preparation of a job description with minimum and desirable qualifications. The guidelines include a first- and second-level interview as well as the make-up of the second-level committee. Personnel who will be supervised by the manager are involved at all levels of the hiring process.

The Bylaws of the Board of Trustees (doc. 10-8), revised in January 1999, specify the process for the evaluation of the Superintendent-President. The Superintendent-President is evaluated every year. In odd-numbered years, the Board alone performs the evaluation. In even-numbered years, the evaluation involves input to the Board from staff. A random sampling of faculty, staff, and students are sent a confidential survey covering areas of the Superintendent-President's responsibilities. The evaluation of other administrators (Academic/Classified Managers/Supervisors) is described in the Management Handbook (doc. 10-9). This process consists of three segments: a questionnaire given to all supervised employees and others in the college community chosen by the administrator and the Vice President of her/his area, a self-evaluation, and a summary evaluation prepared by the supervisor of the employee. This process is scheduled to take place once every three years for all non-probationary administrators.

Self-Evaluation

Currently the process for the selection of Division Deans is being reviewed. When completed, more faculty will participate in the two levels of the hiring process.

A number of administrators have not been evaluated within the three-year period specified in the Management Handbook. In several cases managers have gone through the entire process, but have not had the process completed by their supervisor (i.e., summary evaluation and conference). To address the issue of administrator

evaluations, Human Resources has established a new schedule of administrator evaluations and a plan for its implementation that has been given to each of the Vice Presidents.

Planning Agenda

Human Resources will establish and arrange a more effective process for completing evaluations in a timely manner.

10B.5 *Administration has a substantive and clearly defined role in institutional governance.*

Descriptive Summary

The College Coordinating Council is the central coordinating body for shared governance at the college. The Council includes representatives of the Management Association, Academic Senate, Classified Senate, Associated Students, and the four collective bargaining associations. The role of the Management Association and other constituent associations in shared governance is defined in Board of Trustees policies. Memberships on college governance committees and task forces are structured to include appropriate representation by faculty, staff, administrators, and students. The Management Association is the primary appointing organization at the college for management representation on such committees and task forces and assumes leadership in developing policies that relate to the role and responsibilities of managers. Currently the Management Association is assuming the lead role in developing management hiring policies and procedures through the shared governance process.

Self-Evaluation

Administrators have a clearly defined role in all college governance. The President's Executive Team, composed of the three Vice Presidents and three Executive Deans, meets weekly to consult on issues that affect all areas of the college. As part of the new shared governance structure, the Council on Academic and Professional Matters has been created to develop policy recommendations on academic and professional matters and other issues of interest to the administration and faculty. The Council meets monthly and is com-

posed of the college President, the Vice President of Instruction, and the executive committee of the Academic Senate. The President also meets monthly with the Classified Senate Executive Board and the management team. These meetings serve to work out issues that may be developing on campus and to maintain open and current communication between the parties. The President and three Vice Presidents meet annually with all of the instructional and student and learning services divisions to discuss college-wide and division-specific issues.

The three Vice Presidents meet twice a month with their Unit managers. Most of the Unit managers have regularly scheduled meetings with their faculty and staff. In a recent memorandum to the managers, the President has strongly encouraged all managers to hold staff meetings at least once a month, emphasizing the importance of direct communication of institutional information as well as the opportunity to become informed of staff issues that may need to be referred to the Area or institutional level. The shared governance process and the regular meetings and retreats with the President and the management team have strengthened the management participation in all college-wide governance activities.

Planning Agenda

None.

10B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

10B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance.

10B.8 The Institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary

An Academic Senate, which includes all full-time faculty, has been active since 1971 (10B.7). The Senate is the faculty group recognized under Title V (California Administrative Code of Regulations) and in the College's Shared Governance Agreement (SGA) as having the primary role in "consulting collegially" with the Board of Trustees or its designees on academic and professional matters (10B.6). The Academic Senate Board, comprised of faculty representatives from all of the college's academic divisions, the Library, and Counseling, is the legislative and governing body of the Senate. Additionally, faculty have a non-voting member at the Board of Trustees table.

As such, the Senate Board approves recommendations on "academic and professional matters," which the Executive Committee of the Senate takes to the Council of Academic and Professional Matters for collegial consultation (10B.6, 10B.7). In addition, the Senate makes and approves faculty nominations to all college-wide committees. The Senate's Bylaws have been recently revised (2000) in order to update the role of the Senate in accordance with its expanded responsibility under state law and regulation (AB 1725 and Title V) and to include a part-time faculty member to represent the interests of that group.

Faculty have a clearly defined role in college governance (10B.6, 10B.7, 10B.8). In November of 1991, the Board of Trustees approved a college governance policy "to encourage the participative role of faculty, staff, management, and students in District and College governance through an ongoing consultative process." This policy (No. 2000, 10B.8) was revised in November of 1997 to incorporate two newly created groups in the governance process: the College Coordinating Council (CCC) and the Council on Academic and Professional Matters (CAPM). The CCC provides a forum for faculty to receive input about and the opportunity to provide feedback to the District before new policies are formulated and/or old policies changed on matters not considered academic and professional in nature (10B.7).

The CAPM provides faculty a vehicle by which to consult collegially with the Board or its designee in order to reach mutual agreement on academic and professional matters. Since 1997, other policies have been adopted that strengthen faculty participation in the accreditation

process and the planning and budget development process.

Faculty members play a major role in educational program development through the college's Curriculum and Instruction Committee and the Academic Senate. The Curriculum and Instruction Committee is a college-wide group that is "charged with the disposition of curriculum proposals" at the College. The charges of this committee are specified in the procedures appended to the Board Policy that describes the responsibilities of the Curriculum and Instruction Committee (10B.8). The chair of the committee is selected by the Senate Executive Committee and ratified by members of the Senate Board (10B.6). The Academic Senate must also approve faculty appointments to the Curriculum and Instruction Committee.

The Academic Senate has taken the lead in drafting revised hiring procedures for the District's faculty hiring policy (10B.7, 10B.8). A consultative committee composed of both faculty and managers consulted for over a year on these revised procedures, which were approved by the Board of Trustees on October 21, 1998 (doc. 10-10). The revised procedures (10B.8) give faculty added responsibilities in the hiring process, especially in determining which disciplines will get new faculty positions at the college and in the selection of the candidates to be sent forward to the college President for a final interview.

The District and the faculty have agreed upon procedures that assure faculty participation and require faculty agreement in policy formation and change in academic and professional matters (10B.7, 10B.8). Institutional support for faculty participation in college governance comes in many different forms: (1) policies that guarantee faculty a role in college governance, (2) policies that guarantee faculty a primary role in the hiring of new faculty and a role in the hiring of administrators that oversee the academic program, (3) the budgeted financial support for the Academic Senate, and (4) a mutually agreed-upon process for resolving problems arising out of the interpretation and application of agreements between the Academic Senate and the District.

Self-Evaluation

The governance structure of the college has been much strengthened since the recommendation in the last accreditation report that "the

College President and leaders of constituent groups on campus need to work collaboratively to develop a campus-wide shared governance body." By the time the college filed its accreditation Midterm report in November of 1999, many changes had taken place. Faculty now have a clearer, stronger role in the governance of the college through its participation in CCC and CAPM and its authority in selecting its own representatives for college-wide committees (10B.6, 10B.7, 10B.8). Faculty have made much progress in gaining institutional support for the Academic Senate. The Senate now has a full-time secretary and additional reassigned time for its executive officers.

The college's new planning process has worked very well in some respects. The role of the Budget Committee in the planning process has not yet been fully developed but is scheduled to take place in spring 2002.

The new accreditation procedure appears to be working well thus far. A major change has been in the selection of the faculty person who co-chairs the self-study process and in clearly delineating the membership of the accreditation steering committee. As in the last accreditation self study (1996), there is still a dispute between faculty and administration over the hiring process for Division Deans. The Academic Senate has requested that faculty be given a more influential role in the hiring of both the Division Deans and the Vice President of Instruction. The Senate hopes that consultation with representatives of management will resolve the impasse.

The previous accreditation report noted the lack of a method for formally resolving faculty disputes with the administration on academic (as opposed to contractual) matters, since the previous Faculty Senate grievance procedures are no longer being used. The Academic Senate hopes to resolve faculty issues with the administration on matters pertaining to academic freedom with procedures put forth in its proposed document on "Academic Freedom and Professional Ethics," which is in the final stages of revision.

Planning Agenda

None.

10B.9 *The institution clearly states and publicizes the role of staff in institutional governance.*

Descriptive Summary

Classified employees of the college elected their first Classified Senators in March 1992. A constitution and bylaws (doc. 10-11) were drafted and ratified on April 29, 1992, by a vote of all classified employees and amended on November 3, 1993, and again on May 16, 2001. The Classified Staff Development Committee, Technology Committee, and Committee on Committees currently function under the direction of the Classified Senate. The Senate has an office on campus, and there is a minimal budget. The Classified Senate received a policy on January 20, 2000 granting additional reassigned time for Senate officers.

During the past few years, senior administrators have committed themselves to providing greater opportunities 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. The Board of Trustees' policy on shared governance includes a section on classified staff, and a non-voting representative from the Classified Senate sits at the Board of Trustees table.

The Classified Senate normally designates classified 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 have been developed providing four reassigned hours per month for Classified staff participation on campus committees and in staff development activities. (doc. 10-12) The guidelines became effective January 3, 1995.

Self-Evaluation

The Classified and Academic Senates have established joint fundraisers for scholarships. Exchange of representatives to the Academic Senate and the Classified Senate meetings has been established. The Executive Board of the Senate meets with the college President monthly. The Classified Senate is currently revising its Classified Hiring Policy and Classified Handbook.

Classified employees are not always consulted or responded to regarding decisions which significantly affect them. For example, recommendations contained in annual Classified Retreat reports have received no direct response. Means of input from and the responsibility for response to the Classified Senate or other representative groups needs to be clarified. Still, Classified staff that 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, 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 staff frequently must then work extra hours to "make up" for their absence from their work site on Classified Senate or college business.

Planning Agenda

None.

10B.10 *The institution clearly states and publicizes the role of students in institutional governance.*

Descriptive Summary

All students at the college are members of the Associated Students. Students elect the Associated Students Executive Board members each year. The Board's responsibilities and functions are defined in the Associated Students Constitution and Bylaws (doc. 10-13). The Associated Students Executive Board consists of the President, Vice President for Internal Affairs, Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Student Services, Vice President for External Affairs, Vice President for Campus Activities, Vice President for Cultural Affairs, Vice President for Public Relations, non-voting Chief Justice of the Supreme Council, and non-voting Student Trustee. The Associated Students distributes funds to student clubs and organizations and sponsors various activities, retreats, and workshops for the students.

The judiciary branch of Associated Students, the Supreme Council, consists of six justices and

one Chief Justice. The Chief Justice is elected, and the Associated Students Executive Board appoints the council members.

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, or are appointed by, the Associated Students Executive Board. Student representatives receive materials, study the concerns and proposals to be addressed, survey fellow students regarding pending matters, and consult with staff and others in the course of considering various matters. Students are encouraged to voice their concerns and positions by the members and chairs of the various bodies, and they participate actively in the discussions of the committees on which they sit. Student members of committees report to the Associated Students Executive Board during weekly meetings. Student roles are made clear and public by way of the Student Trustee Handbook (doc. 10-14), the Associated Student Bylaws, and the Board of Trustees policy on Shared Governance.

Self-Evaluation

All functions and bodies under the Associated Students are well defined in the new Constitution and Bylaws. Dissemination of, and compliance with, these rules and regulations would

be enhanced by their publication in a single document.

There is strong commitment to student representation on the bodies that make and administer policy at the college. Students are on these committees, but many committees report that attendance varies greatly from year to year. Key to addressing the matter of getting and keeping students on various bodies is effective communication mechanisms. There has been a need for a comprehensive process for obtaining, keeping, and acknowledging students on various committees. To that end, the Associated Students Board adopted a reporting policy and procedures during the fall semester of 2001, and it is monitoring the effectiveness of such.

Publicizing of appointment opportunities for students to serve on various bodies has been thorough. Appointment opportunities are published via posters, flyers, announcements at meetings, e-mail messaging, the weekly "Crier" campus newsletter, and *The Courier*, the college newspaper.

Planning Agenda

The Associated Students Board in consultation with the Office of Student Affairs will create a single document combining all governing rules and regulations.

Supporting Documentation for Standard 10

Referenced:

- 10-1 2010 Facilities Master Plan
- 10-2 Pasadena City College Policies and Procedures Manual
- 10-3 Board of Trustees Code of Ethics
- 10-4 Policy on Self-Appraisal of Board of Trustees No. 1490
- 10-5 Board Goals and Objectives for 2001-2002
- 10-6 Policy on New Board Member Orientation No. 1040
- 10-7 Management Hiring Policy
- 10-8 Board of Trustees Bylaws Section of the Policies and Procedures Manual
- 10-9 Management Handbook
- 10-10 Policy on Faculty Hiring No. 6100
- 10-11 Classified Senate Constitution and Bylaws
- 10-12 Guidelines for Release Time for Classified Senate
- 10-13 Associated Students Constitution and Bylaws
- 10-14 Student Trustee Handbook