PASADENA CITY COLLEGE

MIDTERM REPORT

1570 E. COLORADO BLVD., PASADENA, CA 91106

3.15.2012

Jaime Escalante
Educator
Class of 1967

Jackie Robinson
Major League Baseball Player
Pasadena Jr. College
Class of 1938

PROUD PAST

GLOBAL FUTURE

PASADENA CITY COLLEGE

MISSION STATEMENT

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The college provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities

CORE VALUES

A Passion for Learning

We recognize that each one of us will always be a member of the community of learners.

A Commitment to Integrity

We recognize that ethical behavior is a personal, institutional and societal responsibility.

An Appreciation for Diversity

We recognize that a diverse community of learners enriches our educational environment.

A Respect for Collegiality

We recognize that it takes the talents, skills and efforts of the entire campus community, as well as the participation of the broader community, to support our students in their pursuit of learning.

A Recognition of Our Heritage of Excellence

We recognize that we draw upon the college's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and community.

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STATEMENT OF REPORT PREPARATION

From the Superintendent-President
Dr. Mark W. Rocha

Dear ACCJC Commissioners:

On the cover of this report is a rendering of our college motto, *Proud Past, Global Future.* As Pasadena City College nears its 2014 90th Anniversary, our motto is at once a statement of respect for our long heritage of excellence and a statement of our aspiration to become the first truly global California community college in every sense of the word "global": a diverse faculty and staff and a diverse curriculum that prepares our students for a 21st century global economy without boundaries.

This report documents the actions we have taken to address the Commission's recommendations and to achieve the goals of our Educational Master Plan. ***The centrally important action and major progress made since our 2009 self-study has been the approval in December 2010 of our Educational Master Plan, which is now our northstar.*** We are very proud that a full year ahead of the recent approval by the Board of Governors of the Student Success Task Force (SSTF) recommendations, that our Educational Master plan anticipated and had implemented many of the recommendations. Despite challenging state budget cuts, PCC has directly linked planning to budgeting and has shifted its emphasis to meaningful access through prioritizing actions that lead to graduation as the key marker of student success. We have significantly increased graduation and transfer outcomes since our 2009 self-study.

Our Midterm report fully addresses the five key recommendations that led the Commission to place the college on Warning in 2009. We submitted our Follow-up Report in October 2010 and our site visit in November 2010 led the Commission to remove us from Warning and reaffirm our accreditation. This Midterm report shows still more measurable progress on these five recommendations. Our report clearly and precisely <u>reports actions taken, progress made, and assessment work we are doing.</u>

> ➢ Recommendation 1: We have linked planning to budgeting and now base all decisions on our Educational Master Plan in a fully participatory decision-making process.

> ➢ Recommendation 2: We have moved from the development level of implementation into the proficiency level of implementation on course, degree, certificate, and general education SLOs.

> ➢ Recommendation 3: We have developed and approved Distance Education policies and procedures and submitted a Substantive Change Proposal to the Commission.

> ➢ Recommendations 4: We have written, approved, and now live by clear statements of ethics for all faculty, staff and managers.

> ➢ Recommendation 5: We have completed the review of our shared governance and made significant improvements to the decision making process.

Such extraordinary progress was made possible by meaningful college-wide participation and consultation by faculty, staff, students, administration, and trustees. This report is the healthy by-product of shared governance. Our chart of the college shared governance committees and the list of the shared governance committee membership is available in Appendix 5.

This Midterm report was submitted to the college's Board of Trustees at its regular business meeting of March 7, 2012. The Pasadena Area Community College District Board of Trustees formally reviewed the report and took formal action to approve it. The president of the Board of Trustees and shared governance leaders have signed their approval on the certification page.

The actions and results of our faculty and staff are extraordinary. The facts show that Pasadena City College is by every output measure one of the very best community colleges in the state and nation. Of the 112 California community colleges, Pasadena City College is ranked second among all California community colleges with freshmen of 2000 or more in 2010 graduation rates according to *The Chronicle of Higher Education College Completion* survey (2012). These student outcomes occur in an urban community college that has a total minority population of 69%, the fourth most diverse college in California, as recently reported by the *Chronicle of Higher Education* (2010). As further evidence of our past performance and future promise, last October the college was awarded a $6 million HSI STEM grant which will further enhance our services in support of minority students.

Moreover, our academic programs have embraced the future. For one extraordinary example, our biotechnology program celebrated its first complete year of our Bridges to Stem Cell Research Program that enables our students to work as research interns at Caltech. We also recently approved a new environmental sciences degree program that symbolizes our 21st century vision of a truly sustainable college community. Our action to realize our vision has been recognized this year with the Green Community College Leadership Award and next month the college will receive an award of excellence from the President's Global Climate Initiative. From our NPR-licensee radio station, KPCC 89.3 FM, to our world famous Tournament of Roses Parade Honor Band, Pasadena City College, offers its students a very special "success environment".

We are proud of our many laurels but we choose not to rest on them. Our choice today is to welcome the recommendations of the ACCJC as an opportunity to improve. This report shows with deeds not words that Pasadena City College now sees the accreditation process not as mere compliance but as an important peer review tool that will enable us to serve our students even better.

Our college moves forward with settled and experienced administrative leadership that is deeply committed to service, transparency, listening and respect for every voice. Pasadena City College is vibrant with a spirit of possibility and optimism about the future. In this collegial spirit, I want to thank the Commission for receiving this report.

Sincerely yours,

Mark W. Rocha

Certification Page

    The Pasadena City College 2012 Midterm Accreditation report was prepared with broad participation by faculty, staff, and management across the college. The report was offered for review to our shared governance representatives and is a reflection of the nature and substance of the institution and our continued progress towards continuous improvement. This report has been certified by the following leaders of shared governance at Pasadena City College.

Date: March 8, 2012

Signed:

Dr. Mark W. Rocha	Superintendent/President
Mr. Geoffrey Baum	President, Board of Trustees
Mr. J. Edward Martinez	President, Academic Senate
Mr. Gary Potts	President, Classified Senate
Ms. Ashley Jackson	President, Associated Students
Dr. David Douglass	President, Management Association

Recommendation #1

The team recommends that the college develop a systematic assessment of evaluation mechanisms, i.e., program review and planning processes, to determine their effectiveness in improving student learning programs and services and administrative functions. Specifically, the college needs to implement a consistent data set for program review and process improvement.   (IB.6, 1B.7)

To address the college's response to this recommendation it will be divided into two parts:

1a. *The team recommends that the college develop a systematic assessment of evaluation mechanisms, i.e., program review and planning processes, to determine their effectiveness in improving student learning programs and services and administrative functions.*

Where We Are Today

➢ Program review process revised to align with the colleges main functions: Degrees, Certificates, Transfer, Basic Skills, and General Education

➢ Institutional Effectiveness Committee (IEC) established and functioning as the main systematic evaluation mechanism for program review to improve student learning and process improvement

➢ Annual evaluation of planning process for process improvement has been implemented

➢ Stronger linkage between program review, planning, and resource allocation have been established

After an evaluation of the current program review structure by a shared governance group, it was recommended that a revision to the structure was necessary to ensure that the planning and program review processes were used to improve student learning and institutional effectiveness.

The instructional program review process was revised to support the main functions of the college: Basic Skills, AA/AS degrees, Certificates, Transfer/Disciplines, and General Education. Because these categories are not exclusive, the revision allowed for greater dialogue and participation across the campus. This aligned with the college's recently adopted Educational Master Plan (EMP) as the college focuses on student learning and achievement. Table 1 below displays the college's EMP: Project 90 commitment to student learning and achievement. By setting specific targets to be reached by the college's 90th anniversary, the campus has reallocated resources to support institutional improvement and student success. Each year the Project 90 Student Success Achievement Areas and Targets are reviewed by the Institutional Effectiveness Committee (IEC) to ensure that program reviews are always using the EMP to guide program improvement.

Table 1: EMP: Project 90 - Student Success Achievement Areas and Targets

Student Success Achievements	2009-2010 Baseline	2010-2011 Actuals	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target*
Transfers Total	**2332**	**2895**	**2918**	**2981**	**3045**	**3112**
Transfer to In-State Public	1418	1920	1958	1997	2037	2078
Transfer to Privates	738	637	734	749	764	780
Transfer to Out-of-State	176	338	226	235	244	254
Transfer Prepared	834	791	867	902	938	975
AA/AS degrees	1641	1489	2201	2248	2294	2337
STEM Degrees	46	166	182	200	220	242
AA-T/AS-T	0	0	100	200	300	400
CTE Certificates	694	763	832	902	941	1041
Awards Total	**2381**	**2418**	**3315**	**3550**	**3755**	**4020**
Basic Skills Completion	Math-13% English-36% ESL-21%	Math-13% English-36% ESL-21%	Math-16% English-43% ESL-25%	Math-18% English-50% ESL-29%	Math-21% English-58% ESL-34%	Math-23% English-65% ESL-38%

Additionally Student and Learning Services (SLS) also developed a program review structure to encourage dialogue and improvement across and between their services, functions, offices and departments. The respective offices in SLS developed a program review process that followed the student through their experience with the college: Enrollment Services, Student Support Services, Learning Assistance, Engagement, and Goal Achievement. Within each of these processes multiple offices, departments, and people interact with students. The SLS staff wanted to capture and evaluate those processes in a holistic program review to ensure students were the central focus of the review process (Appendix 1 - SLS Program Review Structure)

The college chose to implement the revised planning and program review process using the TaskStream Accountability Management System (AMS) software. The software was acquired in June 2010, customized in July 2010, and implemented in August 2010. Rigorous group and one-on-one instruction occurred at start-up and continues today in support of faculty, staff, managers, and administrators. All areas of the college are using the AMS planning structure and program review framework. The adaptability of the TaskStream software allows the college to continually make revisions to the planning and program review structure as the college systematically assesses each of these evaluation mechanisms.
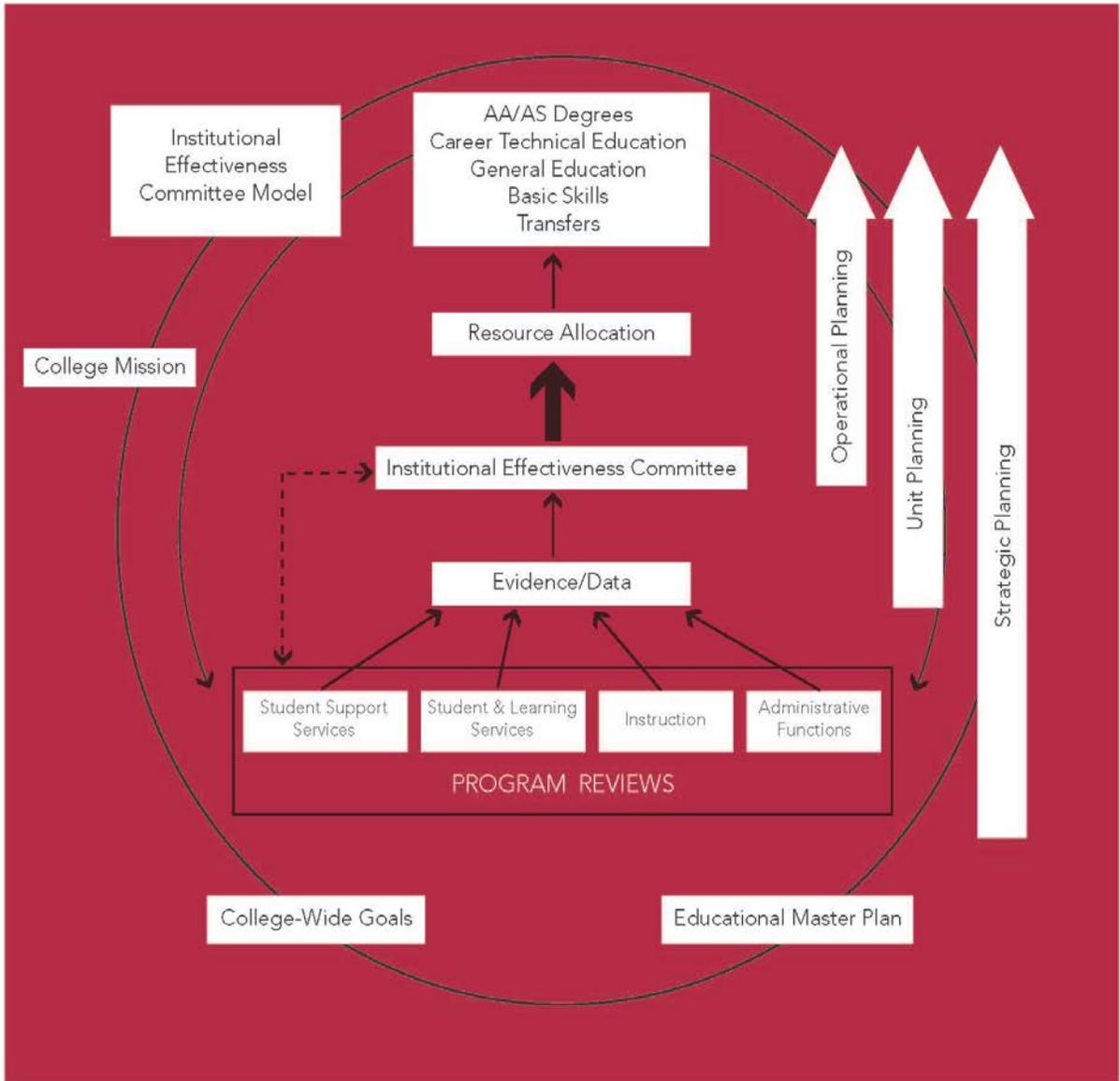
The planning process is assessed using a TaskStream AMS internal survey mechanism (Appendix 1-Planning Survey). When a plan is completed and submitted, the author automatically receives a survey asking her or him to review the planning process in regards to understanding, functionality, and needed changes. The survey is analyzed by the Office of Institutional Effectiveness (OIE). Any remediation or changes that need to occur to the planning process (including software adjustments, technology, and training) are discussed with the Academic Senate, College Administration, and College Council and then implemented by the OIE. Additionally, six questions are included in the college's Campus Climate

survey that evaluate the efficacy of the college's planning and program review processes and the link to resource allocation (Appendix 1 –Campus Climate Survey). The OIE provides analysis for the Campus Climate survey to the college's Executive committee and the Institutional Effectiveness Committee (IEC).

The college established the Institutional Effectiveness Committee (IEC), under the auspices of the Academic Senate and college President, to provide a systematic assessment of evaluation mechanisms, particularly program review, to determine effectiveness in improving student learning programs, services, and administrative functions (Appendix 1- Policy 2560 –Institutional Effectiveness). The IEC provides a forum for college representatives to participate in the coordination and evaluation of evidence-based institutional program review, see Chart 1. The IEC evaluates program reviews in the context of the college's mission and Educational Master Plan and makes recommendations that support student learning and success (Program Review Home). Additionally, the IEC has the authority to direct that a program review be revised or revisited if members decide that the review did not meet college requirements. IEC members can make recommendations for program improvement to the college's Curriculum and Instruction Committee, and address resource allocation considerations to the College Council Budget and Resource Advisory Committee (BRAC), as well as the College's Superintendent/ President (IEC Home).

Follow-Up Report #2 was submitted to the Commission in October, 2010 is available on the college's website and is included in Appendix 1 – Follow-Up Report #2 October 2010.

Chart 1: College's Systematic Assessment of Evaluation Mechanisms

Recommendation #1 Continued

1b. *Specifically, the college needs to implement a consistent data set for program review and process improvement.*

Where We Are Today

➢ Consistent data sets have been developed, implemented, and are used for program review and planning

➢ Data sets are updated annually

➢ New data sets are created and implemented as planners and reviewers identify the need

Consistent data sets were identified through a consultative process during the 2009-2010 academic year. The data sets were developed using Chancellor's Office referential files, internal data sources, and the analysis of surveys administered by the college over the last five years. As each data set was finalized it was uploaded into the appropriate program review or planning areas within the AMS. The data sets are updated annually by the Office of Institutional Effectiveness. As part of the AMS training, faculty, staff, managers, and administrators were familiarized with the data sets and their usage for program review and for planning. Additionally, as reviewers and planners identify additional data requirements, the data is uploaded into the AMS.

The following consistent data sets are provided for the Accountability Management Planning (AMP) process in TaskStream (Appendix 1- English Planning Data Sets):

- ✓ Demographics by Division and department

- ✓ Success and Retention by Demographics

- ✓ Success, Retention, Enrollment, FTES, FTEF, FTES/FTEF by Division, Department and Course

- ✓ Success and Retention by class size

- ✓ Campus Climate Survey Results

- ✓ Fall Student Survey Results

The following consistent data sets are provided for the Program Review process (Appendix 1- Dental Assisting and English Basic Skills Program Review Data Sets):

- ✓ Demographics by program

- ✓ Success and Retention by program

- ✓ Degrees and Certificates awarded by program

- ✓ Transfer and job placement information by program

- ✓ Success, Retention, Enrollment, FTES, FTEF, FTES/FTEF by program

- ✓ Success and Retention by instructional format by program

- ✓ Success, Retention, and Progression for Basic skills students within a program
- ✓ Fall Student Survey results
- ✓ Campus Climate survey results
- ✓ Customer satisfaction surveys
- ✓ Community College Survey of Student Engagement(CCSSE) results

Keep your standards high; without them you'll be just another undistinguished community college."
-- PCC Community and Campus Survey

Recommendation #2

The team recommends that the college expand its assessment of student learning outcomes to include all programs, degrees, and certificates, and, if applicable, learning and support service areas. The team further recommends that the student learning outcomes assessment be incorporated into the program review; program planning, and resource allocation processes.   (IB, IIA.2.e, and IIA.2.f, IIB, IIC)

Where We Are Today

- ➢ Learning Outcomes assessment data is required for all program reviews
- ➢ An Annual Assessment Report will document course level assessment for every discipline/department at the college
- ➢ Planning and Resource allocation will prioritize needs identified through outcomes assessment recommendation made during the program review process
- ➢ Campus-wide General Education Learning Outcomes assessment is underway
- ➢ Student self-report on General Education Outcomes completed annually

The college's SLO activities have been on-going for the past several years.   General Education Outcomes (GEOs) have been developed and approved by the Academic Senate. Through the college's Fall Student Survey, a random sample of students across the campus has been asked to self-assess on the college's GEOs for the past seven years. Specifically sampled students are asked "How much have the following been improved through your academic experiences at PCC?" Chart 2 displays students self-report on the colleges General Education outcomes for the past five years.
 In Fall 2010 an additional question was added to collect information on students' awareness of the learning outcomes for their courses. In Fall 2010 75% of the students surveyed indicated they were aware of the learning outcomes for all of their courses. In Fall of 2011 this number increased to 77%.

PCC Research Finding #28 (Appendix 2- Research Finding #28) compares and analyzes five years of results from the PCC Fall Student Survey with the college's GEOs and the results from two administrations of the Community College Survey of Student Engagement (CCSSE). The findings will be used as part of the spring 2012 review of the college General Education curriculum and will be included in the Fall 2012 Faculty Professional Development Day on learning outcomes.

The college acknowledges that authentic SLO assessment is at the heart of teaching and learning, so in the Fall of 2011 the college hired a fulltime Faculty Assessment Coordinator in the Office of Institutional Effectiveness. This position replaced the Student Learning Outcomes and Assessment Resource Center (SLOARC). SLOARC had focused primarily on the development of SLOs across the campus but the college acknowledged the limited scope of this assignment and recognized the need

for a fulltime Faculty Assessment Coordinator ([Appendix 2 – Faculty Assessment Coordinator Position Description](#)) to lead all learning outcomes assessment activities. In addition, PCC's Faculty Assessment Coordinator was recently accepted into WASC's Assessment Leadership Academy. The college will provide full financial support for this faculty member to develop expertise and leadership skills in assessment in this year-long in-depth academy experience.   The college strongly asserts that assessment is a key component in ensuring student learning and therefore acknowledges the need to provide ongoing support to all faculty assessment activities. Continuing to fund the Faculty Assessment Coordinator position and funding professional development for this position are two of the ways that we are providing this ongoing support.
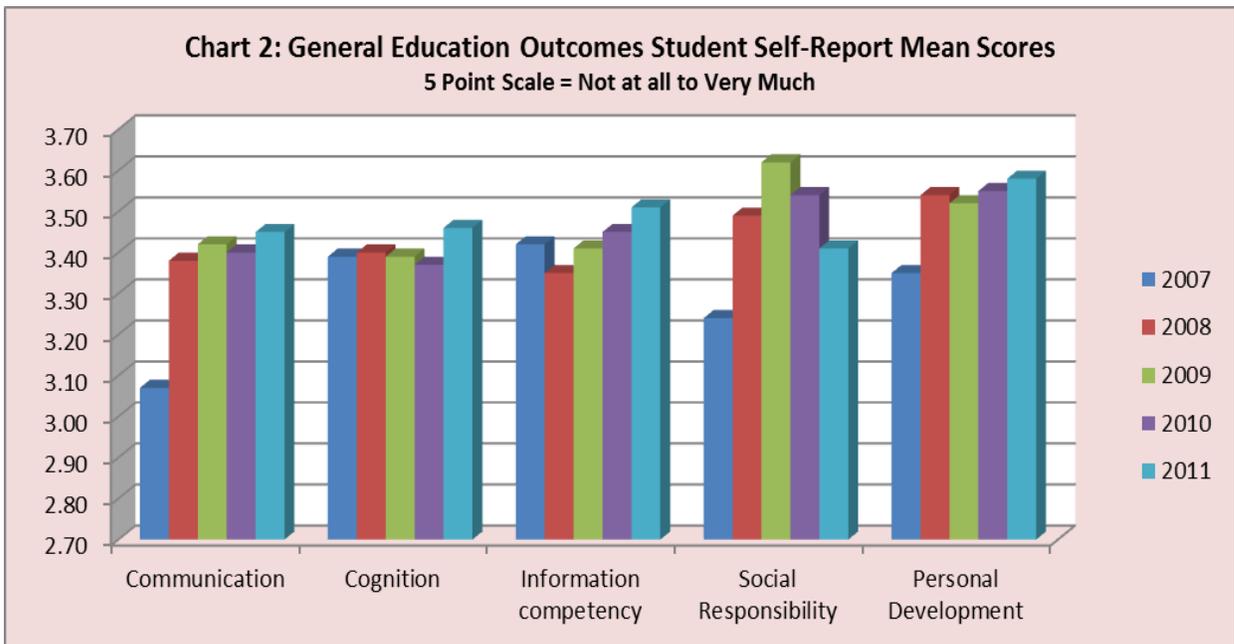
   For the past several years, academic disciplines have regularly assessed the SLOs for their course offerings ([Appendix 2-SLO Assessment Activity Reports](#)).   Faculty can report their assessment activities in the eLumen software or provide evidence of their assessment activities to their Division Dean. Program SLOs have been developed for degrees, certificates, majors, and areas of emphasis under the guidance of the college's Curriculum and Instruction Committee (C&I). During the recent revision of the college's program review process, outcomes assessment results were required to be reported as part of the program review.   Furthermore program review teams are required to map course SLOs to programmatic learning outcomes and during the review process address any assessment gaps that may exist.   Additionally, the college is in the process of instituting an Annual Assessment Report in which each discipline and instructional program at the college will report on its assessment activity. The Institutional Effectiveness Committee (IEC) will review each report and provide feedback.

   SLO assessment is embedded in program review, program planning, and resource allocation. The results of assessment found in the program review (soon to be found in the Annual Assessment Reports) directly feed into the recommendations identified by the program reviewers. The program review recommendations (based on SLO assessment and consistent data sets) are incorporated into the Unit plans of each department as Improvement Action Items. Unit Deans, Managers, faculty, and Vice-Presidents prioritize planning requests based on assessment results. Finally, the Budget Resource and Allocation Committee (BRAC) prioritize resource allocation requests based on the planning requests and recommendations from the IEC.

   General Education Outcomes (GEOs) have been developed and approved by the Academic Senate. Under the direction of the Faculty Assessment Coordinator and the Student Learning Committee (SLC) composed of one faculty member from each General Education Area, the campus has begun a regular assessment cycle of its GEOs. The first complete cycle is scheduled for Spring-Fall 2012 and will focus on GEO #1, Communication. Faculty members from each General Education Area have been called together to determine which core class in their area will be assessed (in terms of Communication) in Spring 2012. Each Division will conduct an assessment of that core class and gather the data for Division and campus-wide discussion. In Fall 2012, a campus Faculty Development day has been scheduled with the purpose of presenting data from the Spring 2012 assessment project of GEO #1. During this meeting, faculty, staff, and administration will "close the

loop" by engaging the campus in a dialogue about the findings and what they reveal about the state of student learning at the college. A committee under the direction of the Vice President of Human Resources and the chair of the Academic Senate Professional Development Committee will plan and coordinate this event.

Learning from that experience, the cycle will continue in 2013. Results of the Fall 2012 discussion will be used as part of campus planning, resource allocation, and rethinking of course and program SLOs and campus GEOs. All of the college's GEOs will be assessed on a regular cycle. After each assessment cycle, the results will be discussed and used to revise any courses, programs or GEOs as necessary to ensure a continuous cycle of improvement.

Chart 2: General Education Outcomes Student Self-Report Mean Scores
5 Point Scale = Not at all to Very Much

> *"Create more staff development opportunities for faculty around new ways of teaching."*
> --PCC Community and Campus Survey

Recommendation #3

The team recommends that the college establish and implement policies and procedures that define and ensure the quality and integrity of the distance education offerings and make these policies widely available to faculty. The institution must also submit a Substantive Change Proposal to the Commission. (IIA.1, IIA.1b)

Where We Are Today

➢ Policies and procedures for Distance Education developed and approved by the college's Academic Senate and Board of Trustees

➢ Substantive Change Proposal submitted to Commission for courses and programs taught 50% or more in a distance education format.

Follow-up Report #1 (Appendix 3) provides a detailed overview of the work completed as of March 2010. Since that time, the Academic Senate Distance Education Committee completed all policy and procedure recommendations, which were developed into a formal Distance Education Policy approved by the Academic Senate, and thereafter by the Board of Trustees on Nov. 11, 2011. The Academic Senate, Distance Education Committee, Curriculum & Instruction Committee and Deans received policy training, and continue to receive updates on the distance education programs, best practices, policies and procedures.

The Distance Education Policy is widely available to the PCC community on the Pasadena City College web site. The Policy outlines specific procedures that ensure the quality and integrity of distance education offerings:

- Distance Education Definitions
- Faculty Technology Literacy and Online Pedagogical Readiness
- C&I Course Approval and Review Process for Distance Education
- Distance Education Faculty Working Conditions
- Course Quality and Regular Effective Contact
- Distance Education Student Surveys
- Institutional Support for Distance Education
- Copyright and Intellectual Property Rights

The Pasadena City College Distance Education Handbook is designed to provide additional information to faculty and managers about the Distance Education Policy. The manual is organized as an online document, so as to furnish information in a navigable format that can easily allow for supplementation and revision as policies and procedures develop and change. The handbook has been developed based on the recommendations of the PCC Academic Senate Distance Education Committee & Task Force.

The goals of the Handbook are to:
- Articulate the mission and goals of the Distance Education Department, especially as they pertain to the Pasadena City College Educational Master Plan.

- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to distance education courses.
- Define best practices in distance education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

The handbook is available on the Distance Education Faculty Resources web site, which offers technical, pedagogical and procedural guidance for faculty and administrators.

In light of significant growth and planned expansion of distance education offerings (see Substantive Change Proposal), the College prepared and submitted a Substantive Change Proposal to Offer at Least 50% of Course Units for Programs through Distance Education on Feb. 8, 2012. The proposal outlines the purpose of the change, the College's planning and evaluation processes, needs and resource assessment processes, and the anticipated effects and intended benefits of the distance education program. The proposal articulates the College's expanding and continuing commitment to distance education in the areas of student support services, staffing, professional development, equipment, facilities and fiscal resources.

> *"Schools today need to keep up with the evolving learning styles of their students. Today's students expect the latest technology, simulation labs, streamed media, etc."*
> *-- PCC Community and Campus Survey*

Recommendation #4

The team recommends that the college develop codes of ethics for management and classified employees. (IIIA.1.d)

Where We Are Today

➢ Code of Ethics policies and procedures developed and approved by Management Association, Classified Senate and Board of Trustees

➢ College Council monthly meetings have an alternating "ethics" check-in from each shared governance group: Faculty, Management, Classified, and Associated Students

The Pasadena City College Management Association developed a Code of Ethics Policy 2500 Management Code of Ethics which was approved by the majority of the Management Association's members at a meeting on June 28, 2010. Policy 2500 was approved by the Board of Trustees on September 15, 2010.

The Pasadena City College Classified Senate and the following college bargaining units: ISSU, CSEA, POA, and Confidentials agreed to a Classified Code of Ethics on August 18, 2010. Policy 2520 was approved by the Board of Trustees on September 15, 2010.

Both policies and procedures are available on the Pasadena City College website PCC Policies and Procedures.

Recommendation #5

The team recommends the college develop and implement formal processes for the regular evaluation of each component of its governance and decision-making structures and use the results for improvement as needed. (IVA.5)

Where We Are Today

➢ Annual self-assessments in place for each shared governance group

➢ Revised Campus Climate survey that includes specific questions on governance and decision-making has been developed and implemented

➢ Shared governance groups and the colleges' Institutional Effectiveness Committee are using the results of self-assessments, the Campus Climate Survey, and the Fall Student Survey to make process improvements

Pasadena City College Policy 2000 Shared Governance outlines the governance groups that require a formal process of evaluation (Appendix 5 – Policy 2000). Those groups are:

- Academic Senate
- Associated Students
- Classified Senate
- Management Association
- Board of Trustees

A task team convened in Fall 2009 to map out strategies to address the recommendation. The team concluded that the following items were to be accomplished in conjunction with the College Council (CC):

✓ Each shared governance group will perform annual self-assessments
✓ A revised Campus Climate Survey will provide enhanced feedback on the role and effectiveness of shared governance
✓ The Institutional Effectiveness Committee and College Council will review the findings from the Campus Climate survey and make recommendations to the college President to improve shared governance
✓ Forums and discussion groups led by the college President and others will be held to discuss matters of mutual concern and importance based on the data and develop action plans leading to improvement

The Academic Senate, Classified Senate, and Management Association are formally evaluated in two ways: 1) a self-evaluation conducted annually and 2) the Campus Climate survey implemented every three years. The college's Campus Climate survey has undergone significant revisions with guidance from the Academic Senate, Classified Senate, and Management Association (Appendix 5 – Shared Governance Assessments) to provide a formal assessment mechanism of each shared governance group that will lead to improvement.   The annual self-evaluation is used to guide the

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work of each governance group throughout the year. The results of the Campus Climate survey will be evaluated by the Institutional Effectiveness Committee (IEC). The IEC will make recommendations to the College Council on needed changes or accommodations in the shared governance process.

   The Fall Student survey was modified, with input from the executive board of the Associated Students of PCC (ASPCC), to include eight questions to evaluate their effectiveness in serving the student body.   The results are analyzed by OIE and a report is submitted to the Associated Students Board. The ASPCC Board then takes action to improve student satisfaction based on the survey results. The corrective action can be taken directly by the Associated Students or in association with the college administration. (Appendix 5 – ASPCC Results)

   The PCC Board of Trustees in accordance with Bylaw 1490, Board Self-Assessment, conducts an annual self-assessment. "The goal of the assessment is to provide for improvement in the Board's operations and, where possible, the assessment will be made on objective measures".   The Board continues its annual self-assessment process and responds as needed to the concerns of its community constituents.

   Additionally, in spring 2010 the Board of Trustees administered a survey to a random sample of faculty, staff and administrators to gather input on Board processes and effectiveness for campus constituents (Appendix 5-Spring 2010 Board Survey Summary). The results of the survey are being used by the Board to improve communication with campus constituents and develop their annual goals.

   As the college continually works to improve, shared governance will be critical to our success. Professional development will play a key role in implementing formal processes for the regular evaluation of each component of the governance and decision-making structures. The role of shared governance in the operation of a healthy and productive college will lead to the highest levels of teaching and learning, and the use of data and evidence to exact healthy and necessary change is among the featured topics in our professional development activities. The goal is to improve communication, promote inclusiveness, and engage the entire college community to achieve the primary goal of successful student learning.

   The College Council concluded a self-assessment process which reviewed the manner in which it's consultative and recommendation process occurred. This activity led to a clearer understanding of the role of the College Council in support of the college Superintendent/President and the Board of Trustees.   Led by the President of the Academic Senate, the President of the Associated Students, the President of the Classified Senate, the Chair of the Management Association, and the Vice President, Educational Services an exhaustive assessment of College Council activities occurred. This resulted in the formation of a college policy development process diagram, known as the college's version of "how a bill becomes a law" (Chart 3) which clearly and succinctly describes the college's consultative and college policy development process.   Furthermore, thus far the college has used this process to establish the principles for Budget and Resource Allocation priorities, Strategic

Enrollment Management principles, a Facilities Master Plan development process, and is currently moving through the process of developing a revised Enrollment Priorities Policy.

The leadership team consolidated 35 to 40 college-wide committees, subcommittees, task forces, advisory boards, and ad-hoc groups into nine College Council Standing Committees that report to the full College Council. Those nine standing committees are:

- Budget and Resource Allocation (BRAC)
- Calendar
- Enrollment Management
- Facilities
- Health and Safety
- Planning and Priorities
- Professional Development
- Sustainability
- Technology and Academic Computing

The leadership team drafted a charge, proposed membership, and suggested terms for each Standing Committee (Appendix 5 – Charge of Standing Committees). These recommendations were presented to the College Council whereupon each proposed Standing Committee was discussed, modified as needed, voted on, and approved. The college has significantly expanded the role of the College Councils' Budget and Resource Allocation Committee (BRAC), empowering it to work in close collaboration with the Council's Enrollment Management, and Planning and Priorities standing committees. Each of the Council's standing committees has established as their touch stone the colleges' Educational Master Plan (EMP) and the California Board of Governors Student Success Task Force recommendations (SSTF).

The college's consultative process is now streamlined, more effective, and enjoys improved functionality. Through the college's Campus Climate Survey, annual self-assessments by each shared governance group, and other evaluation mechanisms requested by the Standing Committees, the college has implemented a formal process for the regular evaluation of all of our governance and decision-making processes leading to continuous improvement.
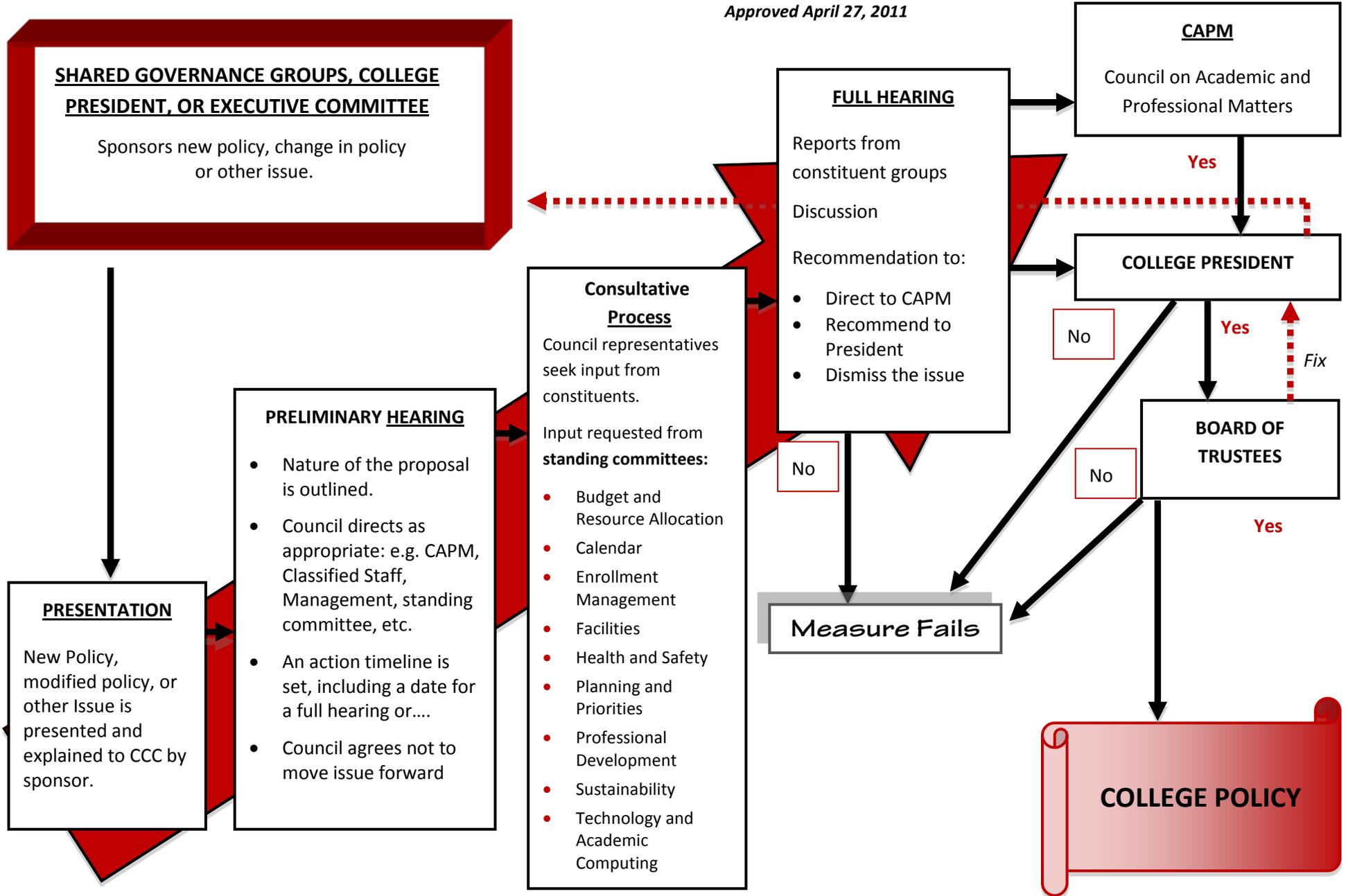
Perhaps one of the most significant shared governance attempted to date under the auspices of the new College Council process, is the academic division realignment project currently be undertaken by the Planning and Priorities Standing Committee.

Chart 3: College Council Participatory Governance Model

College Council
Strengthening Participatory Governance
Approved April 27, 2011

SHARED GOVERNANCE GROUPS, COLLEGE PRESIDENT, OR EXECUTIVE COMMITTEE

Sponsors new policy, change in policy or other issue.

FULL HEARING

Reports from constituent groups

Discussion

Recommendation to:
- Direct to CAPM
- Recommend to President
- Dismiss the issue

CAPM

Council on Academic and Professional Matters

Yes

COLLEGE PRESIDENT

No

Yes

Fix

BOARD OF TRUSTEES

No

Yes

No

Consultative Process

Council representatives seek input from constituents.

Input requested from **standing committees:**
- Budget and Resource Allocation
- Calendar
- Enrollment Management
- Facilities
- Health and Safety
- Planning and Priorities
- Professional Development
- Sustainability
- Technology and Academic Computing

No

PRELIMINARY HEARING
- Nature of the proposal is outlined.
- Council directs as appropriate: e.g. CAPM, Classified Staff, Management, standing committee, etc.
- An action timeline is set, including a date for a full hearing or….
- Council agrees not to move issue forward

PRESENTATION

New Policy, modified policy, or other Issue is presented and explained to CCC by sponsor.

Measure Fails

COLLEGE POLICY

Self-Identified Improvement Plans from the 2009 Institutional Accreditation Self-Study

During the 2009 Accreditation Self-Study process the college identified 25 Improvement Plan items that address the college's recognition of areas for improvement. Each Improvement Plan item was assigned to the appropriate college area, division, or department to address.   The following pages provide the progress made and timeline to completion, if needed, for each Improvement Plan item. The progress made on each Improvement Plan item is sequentially reported under Standards I through IV.

The Accreditation Midterm Steering Committee was responsible for gathering the progress and timeline to completion information from the appropriate offices which included a broad array of faculty, students, staff, and administration. The Committee consisted of:

- Vice President, Educational Services
- Vice President for Human Resources
- President, Academic Senate
- Vice President, Academic Senate
- President, Associated Students
- President, Classified Senate
- President, Management Association
- Faculty Assessment Coordinator
- Director, Institutional Effectiveness and Enrollment Management
- Director, Distance Education

Standard I: Institutional Mission and Effectiveness

Standard IB.6 *The Institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Improvement Plan: The Office of Human Resources will include the planning process as a topic in future training and new employee orientation

Progress Made:

Comprehensive New Faculty Orientations were conducted starting in the 2010-2011 school year as part of mentoring program for new faculty. This orientation and subsequent mentoring sessions included and introduction to the college's planning and program review processes.

There currently **is not** a comprehensive orientation program for management and classified staff. For these two groups individual orientations focus around typical subjects like benefits, contracts, payroll, and are conducted individually by human resources. Since the arrival of the new Vice-President for Human Resources in August 2011, a Pasadena City College Comprehensive Professional Development Program is currently being reviewed via the college's shared governance process. The PIRAS Group (Consultants) were hired to assist the Vice President for Human Resources in developing a campus-wide program infrastructure that is to support the Project 90 Educational Master Plan. The first session with PCC members was on September 19, 2011 and the second conducted on December 2, 2011.

In addition, the PIRAS Group led a winter and spring 2011 Leadership journey for all managers and Executive Committee members. The Executive committee continues to meet regularly with the PIRAS Group as a means of supporting their ongoing development as the college's senior leadership team.

Timeline to Completion:

The Vice President for Human Resources in consultation with the College Council Standing Committee on Professional Development has adopted a comprehensive professional development program. The infrastructure of this program will ensure the inclusion of the planning and program review processes as a part of new employee training and orientation. Coordination of all training throughout the district including the calendaring of training, and publicizing of all training to employees and the public will require appropriate resources that will need to be strategically distributed. Clear outcomes of all training will be established to ensure the training supports the Educational Master Plan.

The Standing Committee on Professional Development will oversee the campus comprehensive professional development plan. The Standing Committee for Professional Development will consist of the Vice President for Human Resources who will serve as the chair with at least one member from each constituent group. This committee will review, coordinate, provide funding for the training, and will calendar training needs submitted by constituent groups' professional development sub-committees.

Standard II: Student Learning Programs and Services

Standard IIA.1b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Improvement Plan: The Office of Instruction will develop an action plan to improve the success and retention rates of online and distance education classes.

Progress Made:

Improvement of Distance Education is a priority on the 2011-12 Board of Trustee's agenda. To support improvement in online teaching and learning, the College has investing in increasing the human, administrative, financial, and physical resources for the distance education program.

Since 2010, the following has occurred:

- The formation of a Distance Education Department with a new Director position to oversee quality in the College's Distance Education program.
- Two additional full time employees to support the development of effective courses, one faculty instructional designer and one Educational Technology Specialist.
- An upgrade to Blackboard Learn 9.1 to update the online learning environment to current standards, including Blackboard Learn Mobile so students can access courses anytime/anywhere.
- A link to student services in every course shell, including Library and DSP&S.
- The availability of 24/7 technical support for faculty, staff and students through Blackboard Student Services.
- Required training for all faculty new to teaching in an online environment (currently outsourced to @One) with plans to bring "in-house" effective the 2012-2013 academic year.
- The passing of a College-wide Distance Education Policy by the Board of Trustees – laying the foundation for quality standards for online teaching and learning.
- The gathering and analyzing of data to inform program improvement goals through faculty and student surveys.

Timeline to Completion:

The College plans to improve on-line course success and retention rates to equal or better than the College's on-campus courses for students by 2014. To support this plan, it will:

- Gather and analyze data to inform program improvement goals through faculty and student surveys.
- Offer student peer tutoring/workshops on how to succeed in an online course.
- Offer students a credit online college student success course.
- Expand online student support services including assessment, advising, counseling, financial aid, proctoring, DSP&S and tutoring.
- Implement a Master Course program that guides discipline faculty cohorts in the development of innovative, cohesive and effective online courses.

- Participate in collaborative projects with high school and four year universities to expand online pathways.
- Encourage faculty participation in nationwide, statewide, and local associations and conferences to support professional growth and learning in distance education.
- Expand human, administrative, financial and physical resources that directly support online excellence and innovation in teaching and learning.

Standard IIA.1c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Improvement Plan: The offices of Administrative Services, Instruction, and Student and Learning Services will expand the use of SLO/SSO assessment results for institutional improvement.

Progress Made:

Beginning in 2008, Administrative Services and Student Learning Services (SLS) developed Support Service Outcomes (SSOs). At that time, SLS reviewed current evaluation and assessment practices to incorporate SSO assessment. Administrative Services, all Instructional programs, and Student Learning Services report on learning outcomes assessment and how they were used for institutional improvement as part of the Program Review process. Enrollment Services (one of the five sub-groups of Student Learning Services) will complete their comprehensive program review in spring 2012. All other administrative services and support services, and SLS programs have been placed on a review cycle and will coordinate their review teams accordingly.

Career and Technical Education certificate programs have performed a comprehensive program review and have submitted the reviews to the Institutional Effectiveness Committee (IEC) for evaluation.

Timeline to Completion:

All of the Student Learning Services program review areas will undergo review within the next two years. The Vice President, Student and Learning Services has designated a program review coordinator to manage the process for each review area.

All Instructional programs (including AA majors and our General Education program) have been placed on a review cycle. Instructional Division Deans are responsible for coordinating the review teams for each instructional program within their division. Additionally each instructional division is required to submit an assessment report update annually that outlines assessment activities and how the results are being used for improvement. The Faculty Assessment Coordinator is directing the assessment of General Education Outcomes and has scheduled a campus-wide Faculty Professional Development day in October of 2012 to provide a public discourse on the use of the results for institutional improvement. The Faculty Assessment Coordinator is working with the Instructional Deans on the content and framework of their assessment reports. The first annual assessment report will be presented to the Board of Trustees in fall 2012.

All support service areas of the college: Administrative Services, Information Technology Services, Human Resources, and Educational Services are required as part of the Program Review process to report on how they have used learning outcomes assessment results for institutional improvement.

Standard IIA.2a The institution uses established procedures to design, identify learning outcomes for approve administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Improvement Plan: The offices of Administrative Services, Instruction, and Student and Learning Services should explore the possibility of institutionalizing SLOARC.

Progress Made:

In the first few years of Student Learning Outcomes development at the college, the SLO Assessment and Recourse Center (SLOARC) was funded t by an internal grant process.   In 2011, SLOARC was dissolved and the funding for the center was reinvested into 100% release time Faculty Assessment Coordinator position that was assigned to the Office of Institutional Effectiveness.   This is no longer an internal grant funded position but a Faculty release time position permanently funded and assigned to the Office of Institutional Effectiveness. The position was flown internally and available to all faculty members. The chosen candidate has been working within the Office of Institutional Effectiveness since July of 2011.

Despite the current fiscal crisis throughout the California Community College system PCC has committed funding to continue a Full Time Faculty Assessment Coordinator who is leading all learning outcomes assessment and analysis across the campus. The college has recognized the need for this position and by embedding the position in the Office of Institutional Effectiveness has established direct links to the college's Institutional Effectiveness Committee, Curriculum and Instruction Committee, Enrollment Management and the college's Planning and Research services.

Standard IIA.2d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Improvement Plan: The office of Human Resources in conjunction with the Office of Instruction will provide more professional development opportunities on innovative and diverse pedagogical approaches to use in the classroom.

Progress Made:

Professional learning opportunities for faculty have greatly increased in number and diversity thanks to the new direction and leadership in both the pre-existing committees (the Academic Senate's Faculty Development Committee and the Faculty Diversity Committee) as well as the addition of PCC's Student

Access and Success Initiative (SASI) and a new federal Title V grant focusing on improving the success of under-represented and under-prepared students. In addition to the numerous campus-wide workshops and speaker series now being offered to faculty, a committee has been convened to develop a Comprehensive Professional Development Plan for the entire college under the direction of the College Council Standing Committee on Professional Development. A proposal including outcomes, resource needs, and an event schedule will be completed and presented to the Board of Trustees by June 2012.

The college has also recently convened a First-Year Experience Council (FYE) for the purpose of developing an institution-wide first year experience program for all incoming freshmen. Comprehensive faculty professional learning in support of FYE pedagogy, student needs, and student learning is ongoing.

Timeline to Completion:

A new Comprehensive Professional Development Plan—with its own director, budget, coordinating committee, and organizational chart will be operationalized in Fall 2012. This will include a re-instatement of a Professional Development day in Fall 2012 and the awarding of Continuing Education Units (CEUs) for faculty. Professional development activities will be offered throughout the academic year. Participation will be documented and effectiveness measured.

StandardIIA.2e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Improvement Plan: The offices of Administrative Services, Instruction, and Student and Learning Services will incorporate the reporting of SLO and SSO assessment and achievement as part of the program review process.

Progress Made:

A revised program review process was instituted in Fall 2010. All Instructional and Student and Learning Services program reviews are required to incorporate learning outcomes assessment and the use of assessment results as part of the review process. All support services are required to do unit reviews that incorporate an evaluation of their services and how they support learning outcomes. Through a peer evaluation process conducted by the Institutional Effectiveness Committee (IEC) all program reviews are evaluated for assessment activities and use of learning outcomes assessment data.   Of the programs that have completed their reviews, some have been commended for their learning outcomes assessment, while others have been advised of the need for improvement in this area.

As more programs complete the revised program review process and the Institutional Effectiveness Committee responds to the reviews, the IEC will identify programs that need support in improving their learning outcomes assessment and achievement. Under the auspices of the IEC, this assessment will become a normal part of the program review process for all areas across the campus.

Standard IIA2.f The institution engages in ongoing, systematic, evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Improvement Plan: SLOARC (SLO Assessment and Resource Center) will take a leadership role in helping the college transition from the SLO/SSO creation to institutionalizing SLO/SSO assessment and using the results to improve the institution.

Progress Made:

In 2011 SLOARC was closed and the funding was used to create a 100% release time Faculty Assessment Coordinator assigned to the Office of Institutional Effectiveness (formerly the Intuitional Planning and Research office -IPRO). The Faculty Assessment Coordinator in consultation with the Institutional Effectiveness Committee (IEC) is in the final planning stages of implementing an Annual Assessment Report to be completed by all disciplines that will cover every course offered at the college. In addition, the Faculty Assessment Coordinator is partnering with the Student Learning Committee (a sub-Committee of Curriculum & Instruction), to begin the assessment of the General Education Outcomes in Spring 2012.

All instructional programs (degrees, certificates, majors, general education patterns, and transfer curriculum) as well as Student and Learning Services programs are required to report learning outcomes assessment as part of the program review process and make recommendation for program improvement based on that assessment. All courses have learning outcomes developed and included on course syllabi.

 Every faculty member is responsible for assessing the learning outcomes within their course sections. Common assessments (particularly in our Math division) have been developed by faculty teaching the same course and those assessment results have been used to improve student learning.

Timeline to Completion:

The Faculty Assessment Coordinator has requested the allocation of funds for grants to be awarded for outstanding assessments documented in the Annual Assessment Report. A college-wide assessment of our GEO #1 (Communication) will begin with data collection in Spring 2012. Data analysis and recommendations for improvement will occur in the Fall of 2012. These recommendations will be featured at the October 2012 a college-wide Faculty Professional Development day which will focus on using assessment to improve the institution.

StandardIIA.2i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Improvement Plan: The Office of Instruction in conjunction with the Academic Senate will develop mechanisms for awarding degrees and certificates based on programmatic learning outcomes.

Progress Made:

PCC's certificates and degrees have long been awarded on the basis of the completion of units and specific course credit—as specified in Title 5 regulations. Competency in reading, writing, and math are determined by passing English 1A and Math 131.

Further progress has been made on this improvement plan item: The Curriculum and Instruction (C&I) Committee has approved a number of new AA degrees since 2009 and realigned the Certificates of Achievement with AS degree requirements. In addition, PCC has instituted seven curriculum transfer majors AA-T and AS- T degrees, with nine pending approval by the California Community Colleges Chancellor's office.

The Institutional Effectiveness Committee (IEC) has been institutionalized in policy and practice at PCC. The IEC is actively evaluating the program reviews of all certificate and degree programs and is working with the Curriculum and Instruction Committee to ensure that programmatic learning outcomes are being assessed and those results are incorporated into degree and certificate requirements.

Timeline to Completion:

By 2014, the Curriculum and Instruction Committee (C&I) will receive the recommendations of the IEC and other appropriate campus sources. C&I will recommend a process for "awarding degrees and certificates based on programmatic learning outcomes" to the Board of Trustees.

Standard IIB.3c *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising functions.*

Standard IIB.4 *The institution evaluates student support services to assure their adequacy in meeting identifies student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluation as the basis for improvement.*

Improvement Plan: The office of Student and Learning Services in conjunction with the Office of Institutional Planning and Research will develop a plan to ensure consistent and systematic evaluations are conducted of the counseling and academic advising programs to improve services to students.

Progress Made:

Individual departments within Student and Learning Services (SLS) conduct annual student satisfaction surveys. In 2007 and 2009, the college administered the Community College Survey of Student Engagement (CCSSE) which contains specific items related to SLS. The CCSSE will be administered again in Spring 2012 and a longitudinal report on SLS will be prepared by the Office of Institutional Effectiveness (formerly Institutional Planning and Research-IPRO) for SLS managers. The SLS managers and staff will use these results in the preparation of their program reviews.   Additionally individual SLS departments use survey items from the Fall Student Survey which has been administered annually for the past ten years to evaluate their services.

Timeline to Completion:

The SLS Dean of Counseling and Student Services is currently working with the Office of Institutional Effectiveness to develop a standardized comprehensive survey to be administered to students who attend counseling or academic advising sessions. The survey is now complete and we are working on an appropriate mechanism for delivery.   This survey will be implemented by the end of the Spring 2012 term.

Standard IIC.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Improvement Plan: The Offices of Administrative services, Instruction, and Student and Learning Services will expand assessment of SLOs and SSOs to all learning support programs.

Progress Made:

All learning support services and Student and Learning Services (SLS) have developed evaluation mechanisms, either through internal and/or external reviews and/or satisfaction surveys to evaluate their services and functions in relation to the college's achievement of student learning outcomes. SLS is taking the lead in defining and expanding campus assessment activities for support services. All of our learning support programs will be reporting on their assessment activities and evaluation mechanisms in their program or unit reviews.

Timeline to Completion:

By 2014, SLS will ask those learning support programs that are undergoing unit reviews to report on their evaluation processes and results and provide evidence that they are contributing to the college's achievement of stated learning outcomes. Additionally all student support services will write an Annual Assessment Report that includes a description of evaluation mechanisms and evidence of their

contribution to the college's learning outcomes.   Those include services such as our Writing Center, Learning Assistance Center (LAC) and the ESL Lab.

Standard III: Resources

Standard IIIA.1a *Criteria, Qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individual with discipline expertise), effective teaching, scholarly, and potential contribution to the mission of the institution. Institutional faculty play a significant role in the selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalency has been established.*

Improvement Plan: The Office of Human Resources will review the hiring process with the intent of improving the timeliness and speed of college recruiting.

Progress Made:

Pasadena City College has the following recruitment and hiring policies and procedures:

1. Faculty Hiring – Policy 6100 & Procedure 6100.10
2. Part-Time Faculty Hiring – Policy 6150 & Procedure 6150.10
3. Classified Hiring – Policy 6200 & Procedure 6200.10
4. Management Hiring – Policy 6300 & Procedure 6300.10
5. Administrator Hiring – Policy 6300 Rev. & Procedure 6300

The Vice President for Human Resources established a Human Resources Advisory Committee (HRAC) to assist and provide advice on the improvement of all HR functions. Currently the HRAC members are working with their constituents (as part of the shared governance process) to determine how the hiring process can be:

- Streamlined (without sacrificing process quality) to recruit, select, interview, reference checks, and offer to hire

- Made easier in the appointment and selection of hiring committee members

- Merged with the diversity hiring process

The faculty HRAC member has met with the Academic Senate and has already provided draft recommendations; the classified senate is developing recommendations and management is currently working on recommended changes. The HRAC have been meeting every two weeks to monitor project progress.

Timeline to Completion:

It is one of the objectives of HRAC to establish a draft hiring process model for the college superintendent/ president and executive committee (which the Vice President for Human Resources is

a member) to review by March 31, 2012. It is further the goal of HRAC to present to the district's Board of Trustees revised hiring policies and procedures for all employee classifications by June 30, 2012.

Standard IIIA.1b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institutions establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate for their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Improvement Plan: The Office of Human Resources will develop and implement new professional learning programs to inform managers and supervisors about employee evaluation standards, the importance of timely evaluations, the value of evaluation to employees, and the connection between employee evaluations and student success.

Progress Made:

The college has in place performance evaluations for all employees. The Human Resource Dean position was upgraded to a Vice President position which was filled in August of 2011. The new Vice President for Human Resources immediately recognized the need to improve the performance evaluation process and established an employee professional learning seminar on how to conduct meaningful evaluations. Beginning in December of 2011 a series of seminars for managers have been conducted by the Vice President for Human Resources to address the process of employee evaluations.

The Vice President for Human Resources has already discussed with the PCC President and executive committee the need to collectively bargain the performance evaluation process, contents, and measurement of what is being evaluated to ensure the evaluation system supports the college's Educational Master Plan. A substantial revision of the current employee evaluation process will be brought to the negotiating table for all bargaining units by the District.

Additionally the Vice President for Human Resources has established a series of comprehensive professional development seminars. Through these seminars all evaluators will be trained on the importance of timely, quality performance evaluations. In December 2011 the Vice President of Human Resources began conducting monthly workshops with managers on the following topics: The Supervisor and the Law, Documenting Performance, and Improving the Effectiveness of Performance Evaluations.

Timeline to Completion:

The Vice President for Human Resources anticipates that collective bargaining on performance evaluations will occur during the 2012-2013 school year. As evaluations are a sensitive subject for all union groups, negotiating major changes to process, content, and measurement could result in a lengthy negotiation period.

Professional learning and development started in December of 2011 regarding different aspects of performance evaluation, the responsibilities of all evaluators, and how it supports the Educational Master Plan. These seminars will continue to be developed by the Vice President of Human Resources and the College's Management Association.

Standard IIIA.1c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluations, effectiveness in producing those learning outcomes.

Improvement Plan: The Offices of Instruction and Student and Learning Services in conjunction with the Faculty Association will complete the incorporation of SLOs, as appropriate, into the evaluation process.

Progress Made:

Currently, Faculty members may reflect on the incorporation of SLOs in their courses and programs on the self-evaluation component of the faculty evaluation forms. The process of incorporating SLOs and SLOs assessment into the main structure of the Faculty evaluation process is a working condition item that will be negotiated in the opening negotiations with the Faculty Association this spring.

Timeline to Completion:

The Academic Senate is considering recommending developing standards or rubrics for the faculty performance indicators or standards of "satisfactory to outstanding", "improvement needed", and "unsatisfactory" to assist faculty members to evaluate their own participation in SLO activities.

Standard IIIA.1d The institution upholds a written code of ethics for all of its personnel.

Improvement Plan: The Management Association and the Classified Senate in conjunction with the Office of Human Resources will develop codes of ethics for college management and classified personnel.

Progress Made:

The Management Association and Classified Senate developed separate Ethics policies that were approved by the Board of Trustees on September 10, 2010: Polices 2500 and 2520

Ethics "check-in" by each shared governance group (Faculty, Management, and Classified) has been incorporated into the monthly agenda of the PCC College Council.

Standard IIIA.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Improvement Plan: The Office of Human Resources will conduct an organizational assessment of faculty members, classified employees, and management necessary to accomplish institutional goals.

Progress Made:

The College Council has created a Planning and Priorities Standing Committee tasked with evaluating the college's structure and staffing needs to fulfill the Educational Master Plan. Its current task is to assess and analyze the college's instructional division organizational structure and to make recommendations for restructuring. Two task teams, with representation from all college stakeholder groups, have convened to study the situation and report findings and suggested recommendations to the Planning and Priorities Committee in Spring 2012. The Planning and Priorities Committee will take the Task Teams' findings to College Council who in turn will make a recommendation to the college's Superintendent/President and the Board of Trustees.

Timeline to Completion:

Within a year, the college will have an organizational structure that is responsive to all college stakeholder needs, with a particular focus on effectively serving the needs of our 21st century student population focused on student learning and completion in a timely and effective manner.

Standard IIIA.3a The institution establishes and adheres to written policies ensuring fairness in all employment practices.

Improvement Plan: The Office of Human Resources in conjunction with the Management Association will update the management handbook.

Progress Made:

Some areas of the Management Association Handbook were updated in regards to the Management Salary Schedule during the 2009-2010 academic year.

The Management Association is a "meet and confer" group as identified in California Government Code 3543.4. The college's Board of Trustees authorized the hiring of two new executive positions that would be involved in updating the management handbook. The Vice President for Human Resources and General Counsel are the new positions that are responsible for the "meet and confer process." The individuals in these two positions arrived in August , 2011 and are establishing timelines and implementation plans regarding the meet and confer process and the resulting update of the Management Association Handbook.

Timeline to Completion:

Conversations between the Management Association President, General Counsel, and the Vice President for Human Resources have started regarding "meet and confer."   Furthermore, committees of association members including the association president will convene in the next six months and will update the entire handbook.   A project timeline with clear outcomes will be established. The target is to have an updated Management Association Handbook no later than August 1, 2012.

Standard IIIA.4b The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel

Improvement Plan: The Office of Human Resources should assess the status of its diversity programs and include all diversity stakeholder groups when implementing diversity initiatives.

Progress Made:

Pasadena City College has demonstrated a re-commitment to diversity with its new Faculty Diversity Committee coordinator. In addition, the new Vice President of Human Resources has collaborated with the Faculty Diversity Coordinator to establish the college's first campus-wide, all-stakeholder group Diversity Committee and convened its first meeting to define the role and scope of the committee and to identify ways to update our hiring procedures to ensure that diversity is a consideration in PCC hiring.

Timeline to Completion:

All stakeholders will be represented at regular campus-wide Diversity Committee meetings to identify and be responsive to diversity needs on campus. Numerous opportunities to participate in a variety of well-publicized diversity initiatives will be offered throughout each school year. This improvement item will never be completely finished. It will be ongoing as the college continues to define itself into the future.

Standard IIIA.6 Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Improvement Plan: The Office of Human Resources should include as a goal in its unit plan the completion of a process for determining adequate staffing levels and employee skill set needs.

Progress Made:

In December, 2010 the Pasadena City College Board of Trustees adopted a new Educational Master Plan – Project 90 and Beyond. The *12 Mission Critical Priorities* and six (6) *Signature Goals* identified in the Educational Master Plan are starting points for establishing an ongoing process to determine adequate

staffing levels and required employee skill set needs. The college is also undergoing an instructional division realignment study to provide a more efficient and effective service-delivery structure. This realignment study will further provide clear information regarding staff levels and skill sets.

The new Vice President for Human Resources arrived in August, 2011. His analysis of the Educational Master Plan and the anticipated realignment has led to the establishment of the Human Resources Advisory Committee (HRAC). This committee is to provide information and advise the Vice President for Human Resources regarding staffing levels and training and development. The reclassification (position review) process is also being re-evaluated to ensure the proper skill sets are identified and will be negotiated with all labor unions to expedite the process on acquiring the skill sets needed. As the result of the realignment project, the Instructional Support Service Unit (ISSU) labor organization and the Board of Trustees agreed to a "reengineering of the ISSU workforce" to ensure staffing levels and skills sets from this work group will accommodate the realignment. A re-engineering task force is in place that consists of management and ISSU representatives. This task force has created objectives and timelines to complete the re-engineering project. The Vice President for Human Resources and the ISSU union president are co-chairs of this task force.

Timeline to Completion:

It is anticipated that by December 2012 there will be new and improved processes to ensure adequate staffing level and skill set needs are identified early and remedied within a reasonable period. Skill set and staffing levels are partially governed by the college's policy and procedures, shared governance process per California Assembly Bill 1725, and collective bargaining agreements. The Human Resources Advisory Committee is to assist and advise the Vice President for Human Resources in the navigation of these governance areas.

Standard IIIB.1b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Improvement Plan: The Office of Administrative Services will improve indoor security and coordinate ongoing security projects with other colleges and networks.

Progress Made:

Campus Police has been proactive in identifying troubled students and working with other departments and agencies to provide assistance. As part of this process, a working group was established with Psychological Services, the Student Health Center, Student Affairs, and Campus Police to proactively deal with challenges. Campus Police expanded their relationships with other local law enforcement agencies to share information.

A substantial number of exterior cameras have been installed around the campus to help respond to situations more quickly, and to provide additional security. A highly sophisticated Emergency Operations Center (EOC) was built and equipped in our new Campus Center and is activated as needed.

StandardIIIB.2a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Improvement plan: The Office of Administrative Services will develop the next Facilities Master Plan (FMP) in concert with the Educational Master Plan.

Progress Made:

The current Facilities Master Plan (FMP) is wrapping up with the completion of the last major project, the new Center for The Arts. The new FMP, called FMP100, is underway, with a shared-governance steering committee having been formed and the college has retained master plan architects.

Timeline to Completion:

The goal of the Facilities Planning Committee is to have the new FMP100 substantially completed by the end of the 2011-12 academic year.

Standard IIIC.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

IIIC.1a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

IIIC.1c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

IIIC.1d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Improvement Plan: The Office of Administrative Services will use the findings of the Strata Information Group (SIG) and PlanNet Consulting studies to design an organizational structure for technology support.

Progress Made:

During Fall of 2010, the College realigned the Management Information Systems and Computing Services departments into the new division of Information Technology Services (ITS). This division is led by the Vice President of Informational Technology Services and was moved out of Administrative Services.

During Spring 2011, the college underwent a national search process for the selection of the Vice President for Information Technology Services (VPITS). The new Vice President, Dwayne Cable, was hired and began work in August 2011.

Vice President Cable reviewed the previous findings of SIG and PlanNet and re-contracted with SIG in Fall 2011 to revisit the original Business Process Analysis (BPA) that SIG had developed and update the findings to prepare the college to open for vendor bids on a new Administrative Information System (AIS). A series of workshops were held during Fall 2011 and into winter and Spring 2012.

Timeline to Completion:

The College is undergoing a review of the comprehensive process improvement effort. A Business Analyst has been hired to facilitate the mapping of processes. This will be completed by the end of Spring 2012.

Additionally the Campus Technology Committee has been reorganized into two groups: Learning Technology Advisory Group and the Administrative Technology Advisory Group. Membership overlap will occur in both groups but each will be tasked with specific and focused responsibilities to support the organizational technology structure of the college. The VPITS will chair both groups to ensure effective communication and transparency.

The AIS Request for Proposals (RFP) went out in January 2012. Three vendors have been selected for vendor demonstrations that will occur during Spring 2012. The final vendor selection will be approved by the Board of Trustees in June 2012.

Standard IIC.1b The institution provides quality training in the effective application of its information technology to students and personnel.

Improvement Plan: The Institutional Planning and Research Office will distribute an updated campus technology survey to all segments of the college community to evaluate current needs.

Progress Made:

Based on feedback from the 2006 survey, a revised campus technology survey was administered in an online format in 2009. Students, faculty, and staff all received the survey by an email invitation to participate.

Research Finding #29 summarized the results from the Student Campus Technology survey and was distributed campus wide in paper and digital format. Based on the information gathered in the survey Student and Learning Services have increased their web presence, now offer online counseling and academic advising access, and have established online tutoring resources.

The results of the Faculty Technology Survey have been reviewed by the Director of Distance Education the Dean of Library Services. Professional Development activities have been developed and implemented to address faculty technology educational needs.

Standard IIIC.2 Technology Planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Improvement Plan: The Technology Master Plan of 2006 will be reviewed by the Campus Technology Committee

Progress Made:

In August 2011 the college hired a Vice President of Information Technology Services (VPITS) that would oversee all technology functions on the campus and review and revise the Technology Master Plan in conjunction with the College Council Campus Technology Standing Committee. The new VPITS has developed a 5 point approach to address the technology needs of the campus

1. Replacement of the Administrative Information Systems (AIS): The current AIS is being replaced with a more comprehensive, robust, and reliable technology solution. The College is currently in the vendor selection process with expectations that the new AIS will be selected by June 2012. Implementation of the new AIS is expected to start in the Fall 2012 and be completed within 24 months or less.
2. - SMART 18 Initiative: All 300 PCC classrooms will be upgraded to 'SMART' status within 18 months. This includes replacing full-time faculty desktops with a laptop and docking station to enhance mobility and utilize the new SMART classrooms. Additionally, a laptop loaner program will be established for the 635 adjunct faculty.
3. - PCC Web Site Redesign: A Web Advisory Team has been established to present redesign recommendations for functionality and branding. Equally important is the requirement to update data across the existing website.
4. - Desktop/Server Virtualization: Efforts are underway to consolidate the 70+ computer labs across the college while also making lab resources more readily available via the internet.
5. - Network Expansion: Investment in the current network infrastructure to address gaps and expand wireless networking.

Timeline to Completion

In addition to the 5 point approach to upgrade the technology of the campus outlined by the VPITS, a comprehensive Technology Master Plan is under development and will be presented to the college community in May of 2012 for input and presented to the Board of Trustees for approval in September, 2012.

Standard IIID.2e All financial resources, including those form auxiliary activities, fund-raising efforts and grates, are used with integrity in a manner consistent with the mission and goals of the institution.

Improvement Plan: The Office of Administrative Services will review and update the policies, procedures, and operating manuals for the area.

Progress Made:

The college recognizes the need for the revision and re-approval of many policies and procedures. The Police Chief is finalizing the first comprehensive procedures manual. This manual will be used as the model for all other administrative and support service units.

Timeline to Completion:

All support service departments will be working over the next two years to ensure all policies and procedures are current. They will use the comprehensive manual currently under development by the Police Chief as the "blueprint" for all other area manuals.

Standard IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional effectiveness. They encourage staff, faculty, administrators, and students no matter what their official titles, to take initiative in improving practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Improvement Plan: The Office of Human Resources in conjunction with the employee shared governance groups will design and implement a well-articulated and supported professional development plan.

Progress Made:

The Pasadena City College Educational Master Plan provided an action plan item regarding professional development. <u>Action 4 – *Create and Adopt a Professional Learning and Mentoring Plan*</u> will create a well-articulated and supported comprehensive professional development plan. The new Vice President for Human Resources accelerated Action Four with the assistance of faculty, management, and staff. On September 19, 2011 the Vice President for Human Resources conducted a work session with faculty, management, and staff volunteers to initiate the development of a comprehensive professional development plan. As the result of the feedback and recommendations, another workshop was conducted on December 2, 2011. This latter workshop produced a draft comprehensive professional development infrastructure that identified specific processes and interrelationships among the various groups. Furthermore, a campus wide "coordinating committee" was formed to synthesize all the information from this December 2, 2011 workshop. Another workshop is scheduled for March 2012 with all volunteers to solidify the infrastructure for the college's comprehensive professional development plan.

Timeline to Completion:

The objective of the Vice President for Human Resources is to provide the college's Board of Trustees a policy and procedure and comprehensive professional development plan model for approval on or before the last Board of Trustee business meeting in June 2012. The model that will be presented will satisfy Action Four of the Educational Master Plan and this Improvement Plan Item and will be well articulated throughout the campus.

Update on Substantive Change Proposals

As indicated in progress report on Recommendation #3 the college filed with ACCJC a Substantive Change Proposal on February 3, 2012 in regards to the Distance Education programs that can be completed 50% or more in a distance education format.   Additionally, the college will prepare a Substantive Change proposal to address the relocation of several of our Health Science educational programs to our existing Community Education Center (CEC) in response to a seismic evaluation of the main campus building housing the programs now. This Substantive Change proposal will be filed with ACCJC in fall of 2012.

List of Appendices