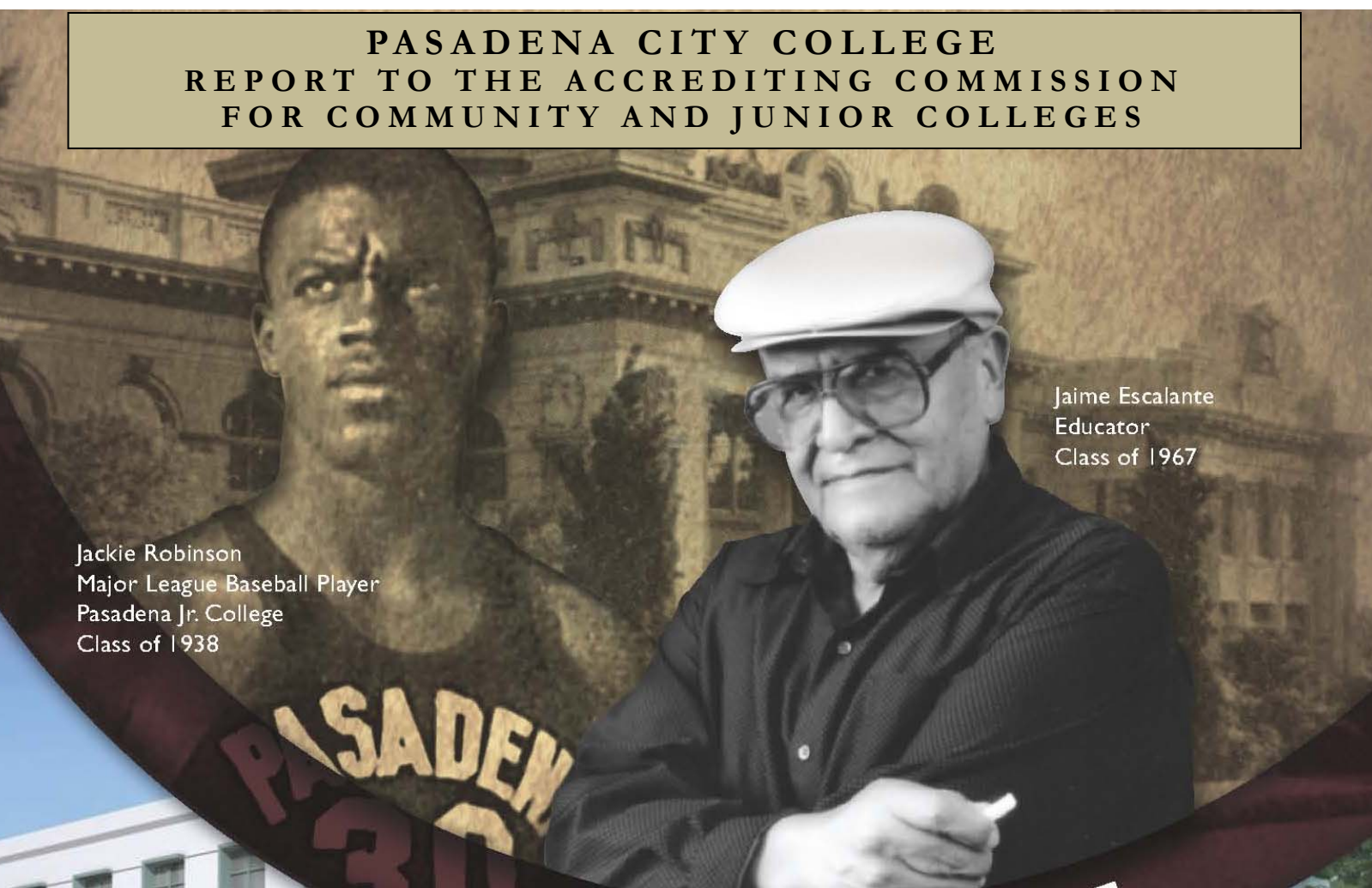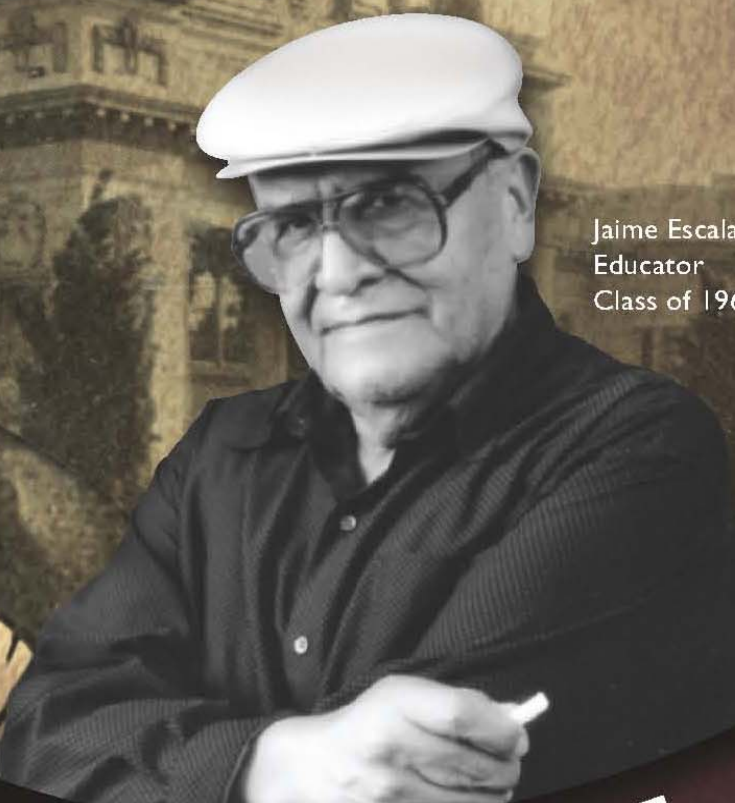# PASADENA CITY COLLEGE
REPORT TO THE ACCREDITING COMMISSION
FOR COMMUNITY AND JUNIOR COLLEGES

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

Jaime Escalante
Educator
Class of 1967

PROUD PAST

David Rust
CNN Senior Cameraman
Class of 1976

Jerome Harrison
Cleveland Browns
Class of 2003

Adriana Ocampo
NASA Scientist
Class of 1978

GLOBAL FUTURE

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PASADENA
CITY COLLEGE

FOLLOW-UP #2 REPORT
OCTOBER 15, 2010

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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.

STATEMENT OF REPORT PREPARATION
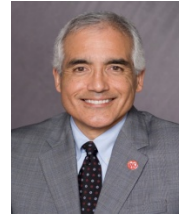
From the Superintendent-President
Dr. Mark W. Rocha

Dear Commissioners:

On the cover of this progress report is a rendering of our college motto, *Proud Past, Global Future.* As Pasadena City College nears its 90th Anniversary in 2014, 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 demonstrable actions we have taken not only to address directly the Commission's recommendations but to achieve the goals of our Educational Master Plan. The report fully addresses recommendations 1-Evaluation of Program Review and Planning Processes, 3-Distance Education, 4-Codes of Ethics, and 5-Evaluation of Governance and decision-making structures as prescribed in the commission's letter dated June 30, 2009. In addition progress on recommendation 2-Expansion of SLO assessment is included. It clearly and precisely <u>reports actions we have already taken and progress we have already measured.</u>

The actions and results of our faculty and staff are extraordinary to be sure. The facts show that Pasadena City College is by every output measure one of the very best community colleges in the state and the nation. Of the 112 California community colleges, Pasadena City College is ranked in the top seven or higher for the number of transfers, associate degrees awarded, associate degrees awarded in STEM fields, and CTE workforce certificates. These outcomes by our students 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* (September 19, 2010). Within the last month alone, the college was awarded a $3.4M Title V grant for Hispanic–serving institutions providing further evidence of our past performance and future promise.

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 89.9 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 (Appendix 1: *PCC*

Accreditation Dialogue #8 Link). This report shows with deeds not words that Pasadena City College now sees the accreditation process not as one of mere compliance but as an important peer review tool that will enable us to serve our students even better.

Since our last report in March 2010, you will see significant progress on each of the five major recommendations:

➢ 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, and general education SLOs.

➢ Recommendation 3: We have established a Distance Education office and Distance Education policies and procedures.

➢ 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 our review of our shared governance and made significant improvements to the decision making process.

Perhaps most importantly, 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 and I look forward to the site visit of your colleagues.

Sincerely yours,

Mark W. Rocha

CERTIFICATION OF THE INSTITUTIONAL
FOLLOW-UP REPORT #2

Date: October 12, 2010

TO: Accrediting Commission for Community and Junior Colleges,
         Western Association of Schools and Colleges

FROM: Pasadena City College
         1570 E. Colorado Boulevard
         Pasadena, CA 91106-2003

Follow-up Report #2 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 Follow-up Report #2 accurately reflects the nature and substance of this institution.

Signed:

_____	Superintendent/President
Dr. Mark W. Rocha	
_____	President, Board of Trustees
Mr. William Thomson	
_____	President, Academic Senate
Mr. J. Edward Martinez	
_____	President, Classified Senate
Mr. Gary Potts	
_____	President, Associate Students
Ms. Jamie Hammond	
_____	President, Management Association
Dr. David Douglass	

Follow-up Report #2

The core mission of Pasadena City College is **student access and success**. These twin goals--to provide every student the opportunity for a quality college education; and to enable each student to achieve her/his stated goal in a Student Educational Plan—have guided every decision and choice we have made in developing our Educational Master Plan. In turn, our Educational Master Plan is directly linked to budgeting and the allocation of resources. **One recent example is the funding of $1M for the Student Access and Success Initiative**.

This graphic shows the organic nature of our planning and allocation process. We have moved away from a "top down" model to a horizontal iterative approach in which the mission and master plan suffuse every one of our actions. In such a model, accreditation becomes more than mere compliance but an important opportunity to get better by improving our measurable outputs such as transfer and the award of degrees and certificates.
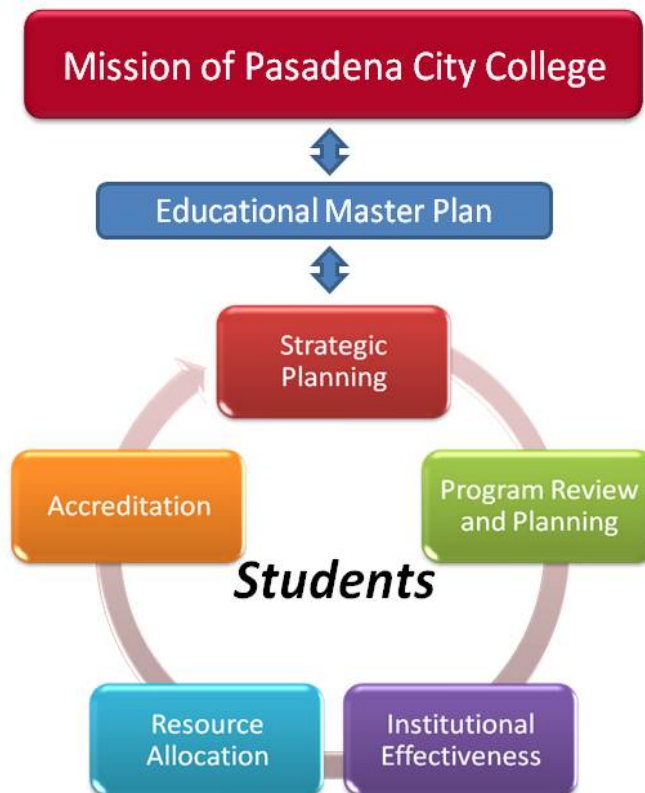
ACCREDITATION RESPONSE SCORECARD

The following Accreditation Response Scorecard provides an overview of the colleges efforts to respond to the five recommendations as set forth in the June 30, 2009 Commission action letter. Additional detail follows for each recommendation.

Recommendations	Where We Started March 2009	Where We Were March 2010	Where We Are October 15, 2010
#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)*	• Systematic assessment of evaluation mechanism not in place • Data not consistently used **0%**	• Conceptualized the Development of an Institutional Effectiveness Committee (IEC) • Consistent data sets developed for program review and planning • Revised planning and program review processes including systematic evaluation **70%**	• IEC policy and procedures Board approved • IEC Establishment Task Force in place • Revised planning and program review processes tied to resource allocation implemented • Basic Skills, Accounting, and Enrollment Services undergoing program review **100%**
#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)*	• Course level SLO assessment in progress • Minimal instructional program assessment occurring • Active Student and Learning Services program assessment in progress **25%**	• Academic Senate established SLO subcommittee to guide course and program level assessment • Redefined program definition for educational and student support services in accordance with ACCJC guidelines • Closely coordinated the work of the Accreditation Response Steering Committee with the Academic Senate SLO subcommittee **50%**	• All certificate of achievement programs will have defined student learning outcomes by the end of the Fall 2010 semester • Curriculum mapping within planning structure is underway • Curriculum and Instruction Committee (C&I) overseeing Division's creation of outcomes for degrees, majors, areas of emphasis, and transfer majors • General Education Outcomes (GEOs) developed and approved by the Academic Senate **60%**
#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)*	• Inadequate Distance Education Policies and Procedures **0%**	• 15 of 20 policies and procedures developed for Distance Education **75%**	• 15 policies and procedures approved by the Academic Senate • 5 policies and procedures pending approval October 2010 • Roll out to faculty and deans completed • C&I committee orientation completed • Distance Education Office established and funded; implementing Distance Education policies and procedures **100%**
#4 *The team recommends that the college develop codes of ethics for management and classified employees. (IIIA.1.d)*	• No code of Ethics for Management and Classified **0%**	• Framework for Management and Classified Codes of Ethics established **40%**	• Codes of Ethics for Management and Classified Board of Trustees approved **100%**
#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)*	• Limited formal process for evaluation of each component of governance and decision-making structures **10%**	• Reviewed shared governance evaluation processes at other institutions • Incorporated the analysis and evaluation of governance and decision making in the proposed IEC structure **20%**	• Formal process implemented through shared governance group self-assessments, Campus Climate survey, President-led forums and discussion groups, College Coordinating Council, and Shared Governance (Policy 2000) **100%**

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.*

After an evaluation of the current program review structure by a shared governance group, Accreditation Task Team 1, (Appendix 2: Follow-up Report #1, March 2010 *Link*) the Task Team recommended that a revision of the structure was necessary to ensure that the planning and review processes were used to improve student learning and institutional effectiveness.

As outlined in Follow-Up report #1 dated March 15, 2010, the instructional 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.

Additionally Student and Learning Services, Administrative Services, and the President's area developed review areas to encourage dialogue and improvement across and between services, offices and departments.

Pasadena City College Program Review					
Instruction	Basic Skills	AA/AS degrees	Certificates	General Education	Transfer/Discipline
Student and Learning Services	Enrollment Services	Student Support Services	Learning Assistance	Engagement	Goal Achievement
Adminstrative Services	Campus Services	Fiscal Services	Technology Services		
President's Area	Shared Governance	External Relations	Institutional Effectiveness	Human Resources	

The college chose to implement a 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 and continues in support of faculty, staff, managers, and administrators.   All areas of the college are using the AMS planning structure (Appendix 3: AMS Training Schedule *Link*).

The planning process is assessed using a TaskStream AMS internal survey mechanism (Appendix 3 *Link*). 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 surveys are analyzed by the Office of Institutional Planning and Research (IPRO). Any remediation or changes that need to occur to the planning process (including software, technology, and training) are discussed with the Academic Senate, Administration, and College Council and implemented by IPRO. 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 4: PCC Campus Climate Survey *Link*)

Included in Appendix 5 of this report is the completed Basic Skills Program Review (*Link*). In addition the program reviews for Enrollment Services, Campus Services, and the Accounting certificate program are underway and will be completed by the end of 2010. All of the college's programs will have undergone review by the midterm report.

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 6: IEC Policy and Procedures *Link*). The IEC provides a forum for college representatives to participate in the coordination and evaluation of evidence-based institutional program review. The IEC evaluates program reviews in the context of the college's mission and Educational Master Plan and makes recommendations that support student access, learning, and success. Additionally, the IEC has the authority to direct that a program review be revised or revisited. IEC members make recommendations for program improvement to the college's Curriculum and Instruction Committee, Accreditation Liaison Officer, Budget Ad Hoc committee, and the College President.

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)
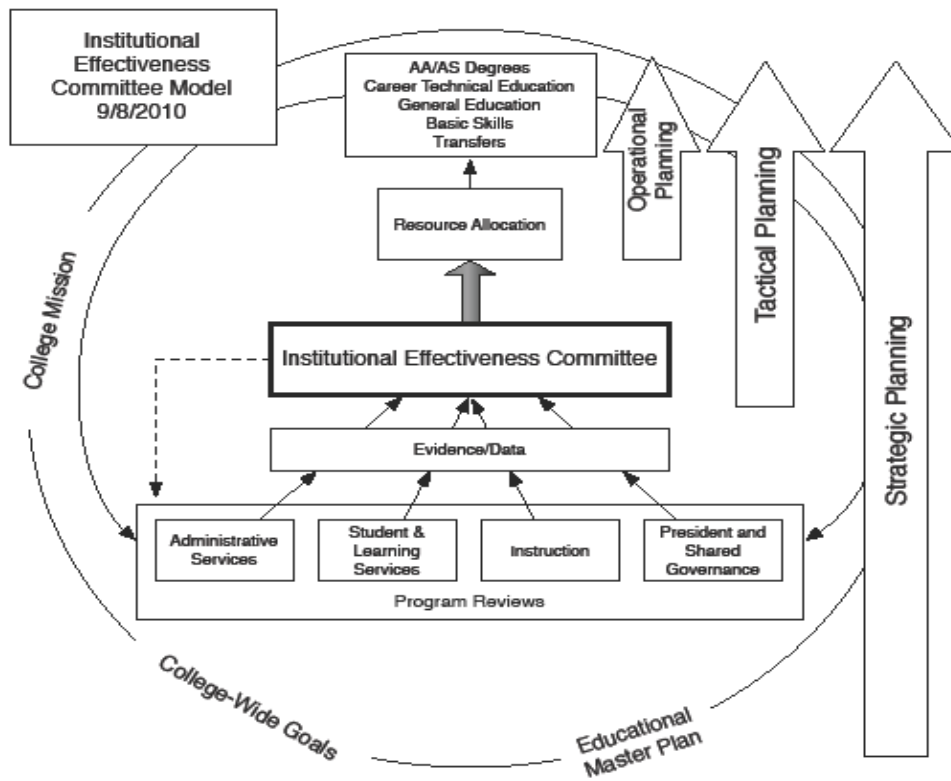
In response to our modified program review and planning processes the college is implementing a revised resource allocation methodology. The methodology includes dollar-based income and expense enrollment management more closely aligned with the continuous cycle of improvement model. Below is a chart depicting the college's resource allocation workflow.

WORKFLOW OF THE RESOURCE ALLOCATION PROCESS AT PASADENA CITY COLLEGE

Type of resource being allocated	Planning			Recommendations					Review	Action
	Operational Plan	Tactical Plan	Area Plan	Executive Committee	Campus Technology Committee	Academic Senate/Faculty Priorities Committee	Classified Priorities Committee	Budget Ad Hoc Committee	College Council Chaired by President	President and Board of Trustees
Faculty	X⇒	⇒X⇒	⇒X⇒	⇒X⇒		Final Recommending Body			⇒X⇒	⇒X
Classified	X⇒	⇒X⇒	⇒X⇒	⇒X⇒			Final Recommending Body		⇒X⇒	⇒X
Manager			⇒X⇒	Final Recommending Body					⇒X⇒	⇒X
Equipment	X⇒	⇒X⇒	⇒X⇒	⇒X⇒				Final Recommending Body	⇒X⇒	⇒X
Facilities	X⇒	⇒X⇒	⇒X⇒	⇒X⇒				Final Recommending Body	⇒X⇒	⇒X
Supplies	X⇒	⇒X⇒	⇒X⇒	⇒X⇒				Final Recommending Body	⇒X⇒	⇒X
Curriculum	X⇒	⇒X⇒	⇒X⇒			Final Recommending Body				⇒X
Technology	X⇒	⇒X⇒	⇒X⇒	⇒X⇒	⇒X⇒			Final Recommending Body	⇒X⇒	⇒X

RECOMMENDATION #1 CONTINUED

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

Consistent data sets were indentified through a consultative process during the 2009-2010 academic year (Appendix 2: Follow-up Report #1 page 5 *Link*). 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 and planning areas within the AMS. The data sets will be updated annually. As part of the AMS training, faculty, staff, managers, and administrators were familiarized with the data sets and their usage for program review and planning (Appendix 3 *Link*). Additionally, as reviewers and planners identify additional data requirements, the data will be uploaded into the AMS.

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)

The college's SLO activities have been on-going for the past several years. In order to comply with this recommendation by the October, 2012 deadline, an aggressive timeline has been established. The academic divisions are completing program SLOs for degrees, certificates, majors, and areas of emphasis under the guidance of the college's Curriculum and Instruction Committee. Assessment of these outcomes will begin in spring, 2011.

General Education Outcomes (GEOs) have been developed and approved by the Academic Senate. PCC Research Finding #28 (Appendix 7 *Link*) compares and analyzes five years of results from the PCC Fall Student Survey with the colleges 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 2011 review of the college General Education curriculum.

The Student Access and Success Initiative approved by the Board of Trustees will provide faculty professional development in support of the assessment of course and program outcomes. In addition a fulltime assessment specialist will be retained to work with faculty and deans to implement and use outcomes assessment.   Assessment of all courses, programs, and GEOs will occur by October, 2012.

The college President has established an Office of Institutional Effectiveness (OIE). Among other tasks, the OIE works with faculty and others to institutionalize assessment and effective educational practices and provide on-going professional development in support of these activities.

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)

Follow-up Report #1 (Appendix 2 *Link*) provides a detailed overview of the work completed as of March 2010. Since that time, the Academic Senate Distance Education Committee has completed all of the initial policies and procedures (19 *Link*). The majority of policies and procedures have been approved by the college's Academic Senate with five policies pending approval in October 2010. The District has entered into contract negotiations with the Faculty Association regarding those policies relating to working conditions.

The college has reorganized its Distance Education unit which now reports to the Dean, Library Services and is supervised by a certificated Director of Distance Education. The Director and her team have briefed the college's Curriculum and Instruction Committee and Division Deans on the new policies and procedures. The Academic Senate Distance Education Committee and Distance Education staff is working directly with faculty in the introduction of, and training on, the new policies and procedures (Appendix 8 *Link*).

The college has substantively increased its commitment to distance education and begun the process of policy and procedure implementation with particular emphasis on professional development, pedagogical course design, and technology support for online, hybrid, and on-campus web-enhanced courses. The college has created a mission statement for Distance Education, a Distance Education Advisory Board (*Link)*, and 2010-2014 planning goals (Appendix 8 *Link*).

The college has prepared a Substantive Change proposal for the Business Information Technology (BIT) certificate program. This proposal is ready for the Commission.

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

The Pasadena City College Management Association developed a Code of Ethics (Appendix 9: Policy 2500 Management Code of Ethics *Link*) 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. (Appendix 9: Policy 2520 Classified Code of Ethics *Link*)

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

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)

Pasadena City College Policy 2000 Shared Governance outlines the governance groups that require a formal process of evaluation (Appendix 10: Policy 2000 *Link*). Those groups are:

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

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

- ✓ 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.) a 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 4) to provide a formal assessment mechanism of each shared governance group that will lead to improvement.

The Fall Student survey was modified, with input from the executive board of the PCC Associated Students, to include eight questions to evaluate their effectiveness in serving the student body (Appendix 10: 2010 Fall Student Survey - Question 10 *Link*).   The results are analyzed by IPRO and a report is submitted to the Associated Students Board.   The 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.

The annual self-evaluation is used to guide the work of each governance group throughout the year (Example: Appendix 10 - Management Association Self-Evaluation tool *Link*). 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 PCC Board of Trustees in accordance with Bylaw 1490 (*Link)*, Board Self Assessment (Appendix 10: Board Annual Self-Assessment Instrument *Link*), 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. The results of the survey are being used by the Board to improve communication with campus constituents and develop their annual goals. A copy of the survey can be viewed in Appendix 10: Spring 2010 Board Survey (*Link)*.

As the college works to improve, shared governance will continue to be critical to 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. AB1725, the role of shared governance in the operation of a healthy and productive college leading to the highest levels of teaching and learning, and the use of data and evidence to exact healthy and necessary change will be among the featured professional development topics. The goal is to improve communication, promote inclusiveness, and engage the entire college community to achieve the primary goal of student success.

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 President and the Board of Trustees. An enhanced process leading to more timely and agile decision making and improved communication among Council members and their constituents was achieved. (Appendix 10: College Council Policy Process *Link*)

APPENDICIES

Appendix 1

PCC Accreditation Dialogue #8 – September 2010 *Link*

Appendix 2

Pasadena City College Follow-up Report #1 March 2010 *Link*

Appendix 3

TaskStream AMS Training Report *Link*
TaskStream AMS Training Attendance Calendar *Link*
TaskStream AMS Evaluation Survey *Link*

Appendix 4

PCC Fall 2010 Campus Climate Survey *Link*

Appendix 5

PCC Basic Skills Program Review *Link*

Appendix 6

PCC Policy 2560_Institutional Effectiveness *Link*

Appendix 7

PCC Research Finding #28-General Education Outcomes *Link*

Appendix 8

PCC Distance Education Policies and Procedures 101-119 *Link*
PCC Distance Education Advisory Board *Link*
PCC Distance Education 2010-2014 Planning Goals *Link*

Appendix 9

PCC Policy 2500 Code of Ethics Managers *Link*
PCC Policy 2520 Code of Ethics Classified Staff *Link*

Appendix 10

PCC Policy 2000 Shared Governance *Link*
PCC 2010 Fall Student Survey *Link*
PCC Management Association Self Evaluation Tool *Link*
PCC Board Bylaw 1490 *Link*
PCC Spring 2010 Board Campus Survey *Link*
PCC Board Of Trustees 2009-2010 Self Evaluation *Link*