

Pasadena City College

2005-06 Institutional Strategic Directions And Annual Goals

Year-End Report

Institutional Planning and Research

July 15, 2006

Pasadena City College 2005-2006 Strategic Directions and College Wide Goals

The mission of Pasadena City College is successful student learning. The College provides high-quality, academically rigorous instruction in a comprehensive transfer and vocational curriculum, as well as learning activities designed to improve the economic condition and quality of life of the diverse communities within the College's service area. Within the context of this mission, for the next three to five years the College will focus on the following strategic directions:

Strategic Direction I: Identify and use core institutional values to provide the guiding principles for the college community.

Goal 05-1: The President's Area will convene a shared governance task force to develop proposed core institutional values. The development process will include a review of the report from the Collegiality and Integrity Task Force. The institutional values will be brought to the College Coordinating Council for review and the Board of Trustees for approval. (Goal Origin: President's Area, Goal #1)

This goal has essentially been completed. A committee was formed with representatives from the Academic Senate, Classified Senate, Management Association and the Administration. A draft of the institutional core values was developed and has been submitted to the College Coordinating Council.

Goal Disposition: This goal will be completed when the Board of Trustees approves the Institutional Core Values.

Goal 05-2: The Institutional Planning and Research Office, working with other appropriate groups, will develop processes for assessing the extent to which the core values of the institution are integrated into the activities of the college. (Goal Origin: Strategic Planning Retreat 5/6/05)

The Institutional Planning and Research Office (IPRO) has taken the draft of the institutional core values submitted to the College Coordinating Council and has begun discussing ways they might be measured. Since the institutional core values have not yet been accepted by the College Coordinating Council nor approved by the Board of Trustees, it is possible the values may change. Therefore, while IPRO has discussed possible measures of the proposed core values, further action has been withheld pending the identification of the final approved institutional core values.

Goal Disposition: This goal has been carried forward to 2006-07 as goal 06-1.

Strategic Direction II: Develop and implement student learning outcomes that include addressing core institutional values, as well as course and program outcomes.

Goal 05-3: The college-wide Steering Committee on Student Learning Outcomes (SLO) will guide the development of student learning outcomes and the piloting of the baseline assessment of such outcomes at the course, program and institutional levels. (Goal Origin: President's Area, Goal #2; Instructional Area, Goal #4)

The SLO Steering Committee began meeting in the fall of 2004 and has met monthly through out the 2005-06 year to discuss issues surrounding the incorporation of SLOs into the institution. The Committee has been designated as a Unit in the planning process and as such completed a Unit Plan which sets forth the goals the Steering Committee has developed to guide the development of SLOs and the piloting of the baseline assessment in the coming years. The Committee, in conjunction with the Academic Senate, sponsored a series of workshops in the spring and fall of 2005. The workshops were videotaped for use by faculty and are available via the SLO website attached to the Academic Senate web page. The Committee, again in conjunction with the Academic Senate, sponsored a SLO Summer Institute attended by over sixty individuals representing faculty, students, administration, classified and management. An "Assessment Institute" for thirty was held in the spring of 2006. The Committee developed a PFE proposal to establish a SLO Resource Center that would include the hiring of one or more coordinators and the creation of an office to focus on SLOs and the assessment of SLOs. A full-time Research and Planning Analyst has been hired to help assess course, program and institutional SLOs. The SLO Steering Committee has requested that the Program Review forms and procedures be modified to include program level SLOs. In addition, the SLO Steering Committee has approved and forwarded to the College Coordinating Council a set of five Institutional SLOs developed by the Academic Senate.

All instructional divisions are in the process of developing SLOs at the course level and will continue on to the program level. Specifically, each division has divided their course offerings into three or four groups and has scheduled a group a year such that all courses will have SLOs identified by the end of the 2008-09 year. Assessment of the first group of SLOs will begin in the 2006-07 year.

Goal Disposition: This goal has been carried forward to 2006-07 as goal 06-2.

Strategic Direction III: Beginning with the noncredit and vocational curriculum, assess and enhance the relevance of programs in the light of core institutional values, projected enrollment growth and community needs.

Goal 05-4: The Offices of Instruction and Student and Learning Services will initiate, in consultation with the Academic Senate, a process for evaluating both the existing noncredit programs and the vocational programs focusing on relevance for demographic changes and workforce projections. (Goal Origin: Instructional Area, Goal #3)

The Office of Vocational Education, using input from the Industry Advisory Committees, routinely reviews the relevance of vocational programs given workforce projections. The Assistant Dean of Vocational Education has reported that recent changes in the law now require that vocational programs conduct a program review every two years. She has been in contact with the Institutional Planning and Research Office to create a new program review calendar for vocational programs that would comply with this new requirement.

The Office of Instruction reports that it is working on a process to assess and enhance the relevance of noncredit programs. One of the first steps has been to improve the relevance of the noncredit vocational education program by establishing a Career Center at the Community Education Center to facilitate job placement.

A draft of a Program Discontinuance policy has been developed and submitted to the College Coordinating Council.

Goal Disposition: This goal was carried forward to 2006-07 as goal 06-4.

Strategic Direction IV: Ensure all aspects of diversity are infused throughout every element of the institution, beginning with employee diversity and opportunities to advance through upward mobility.

Goal 05-5: All four areas of the college (the President's, Instruction, Student and Learning Services and Administrative Services) will improve both diversity in employee hiring and opportunities for advancement and professional development for all employees. (Goal Origin: Instruction Area, Goal #1; Student and Learning Services Area, Goal #1 and 2)

In regard to employee hiring, all faculty serving on a hiring committee for 2005-06 were required to participate in a diversity orientation session prior to serving on the committee. In addition, a DVD of a lecture by Tim Wise about diversity was made available, as well as, research papers relating to the impact of a diverse faculty on the learning process.

Similar to the training given to faculty hiring committees, Administrative Services hiring committees have undergone internal diversity training prior to commencing the hiring process. The diverse applicant pools for Administrative Services positions are providing hiring committees with more diverse candidates.

In terms of opportunities for advancement and professional development several things have been done.

- The position of Coordinator in each instructional division provides a training opportunity for possible future managers.
- The College sent five of its managers to an ACCCA sponsored staff development program entitled Administration 101. The program provides new administrators and those who wish to advance the nuts and bolts of being an administrator.
- Efforts were made to create apprenticeship positions among the classified ranks as a way to create opportunities for advancement. Unfortunately, the creation of apprenticeships did not survive the negotiation process.
- In Administrative Services, vacant positions have provided employees with the opportunity for advancement. Several positions have been filled from within the PCC community.
- Professional Development opportunities have been enhanced by the existence of specific staff development funds in the budgets of individual departments, the Classified Senate and Management Association.
- An employee recently hired in the Human Resources Office will focus on creating staff development opportunities.

Goal Disposition: This goal has been carried forward to 2006-07 as goal 06-8.

Goal 05-6: The President's Area will provide leadership support for the college's Equal Employment Opportunity Plan to be developed by the Human Resources Office and approved by the Board of Trustees. (Goal Origin: President's Area, Goal #3)

In early April 2006, Tosh Shikasho at the Chancellor's Office was contacted regarding the model Equal Employment Opportunity Plan. The Chancellor's Office is supposed to develop the model plan for all California Community Colleges to use. Tosh indicated that while a draft plan has been developed; it was not finalized and hence was not ready for release. Consequently, Pasadena City College is still awaiting the Chancellor's Office model plan.

Goal Disposition: This goal has been carried forward to 2006-07 as goal 06-7