

Pasadena City College

2006-07 Institutional Strategic Directions And Annual Goals

Year-End Report

Institutional Planning and Research

August 15, 2007

Pasadena City College 2006-2007 College-Wide Goals

The mission of Pasadena City College is successful student learning. To accomplish this mission, 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 ensure that the college decisions are guided by evidence of institutional effectiveness by focusing on the following strategic directions:

Strategic Direction I: Complete the identification of the core institutional values and verify that these values provide the guiding principles for the college community.

Goal 06-1: The Institutional Planning and Research Office, working with other appropriate groups, will develop and implement processes for assessing the extent to which the core values of the institution are integrated into the activities of the college.

The Board of Trustees approved the College's core values at the September 20, 2006 meeting. As stated in the preamble to the core values, "Pasadena City College is guided by the following essential, enduring and shared values". After several months of exploring ways to implement an institutional process to assess the extent to which the College's core values are integrated into college activities, it was decided that the biannual Campus Climate Survey could serve as the vehicle to assess the integration of the core values into the College.

Multiple questions were added to the Campus Climate Survey to assess the core values at multiple levels. First employees were asked if they are aware of the College's Institutional Core Values. Forty-six percent of the responding employees said "yes" and 24% said "no". Thirty percent were "not sure". The employees who responded that "yes" they were aware of the core values, were then tested to assess the accuracy of their knowledge. Specifically, employees were asked to identify from a list of 10 items the five that actually were the core values. Forty-three percent correctly identified all five core values from the list of ten items. Lastly, and most directly applicable to accomplishing this goal, employees' were asked to rate the extent to which each core value influences the college's day-to-day operations. On a five point scale ranging from 1="not at all", 2="a little", 3="some", 4="a lot", and 5="very much", the mean response for each core values was between 3.5 and 3.8. Therefore, even though all employees may not be aware of the core values nor able to identify them from a list, they do, on the average, feel that the core values are integrated into the activities of the college between "some" and "a lot". These same questions will be included in the next

campus climate survey scheduled for spring 2009. The 2009 responses will be compared to those from the 2007 survey.

Goal disposition: This goal has been completed.

Strategic Direction II: Develop and implement student-learning outcomes at the institutional, program and course levels.

Goal 06-2: The college-wide Steering Committee on Student Learning Outcomes will work to ensure that the College has adopted student learning outcomes at the course, program and institutional levels and has prepared a plan for assessing those SLOs.

SLO development has been occurring for each of the three levels of SLOs. Specifically, the Student Learning Outcomes Steering Committee working with the Academic Senate, developed institutional (degree) level SLOs which were approved by the Board of Trustees in spring 2006. The planning process was modified to: 1. require annual program plans to identify their program level SLOs and 2. require the program review to present an analysis of SLO assessment data. Course level SLOs are being developed by faculty. Flow charts, depicting the college processes for creating and assessing each level of SLO, have been adopted by the SLO Steering Committee.

Support for the development and assessment of SLOs has also been provided. Several workshops have been conducted on how to write and assess SLOs. Two different vendors have demonstrated software that is designed to facilitate the assessment of SLOs. A SLO Resource Center began operating in the 2007 Winter Intersession. It is staffed with an SLO Coordinator and two Area Specialists. The purpose of the Resource Center is to aid faculty in developing and assessing course SLOs, establish consistency of SLO quality and style across the college and to facilitate the linkages between course, program and institutional SLOs for purposes of assessment.

A Faculty Flex Day program focused on SLOs was conducted on March 13, 2007. The program included an introductory session with all faculty and then divisional meetings to address the development of SLOs at the course level. Student and Learning Services faculty had a session with a speaker, Dr. Marilee Bresciani, who addressed Student Learning Outcomes for student services programs. Two additional Flex Day Activities have been scheduled in the 2007-2008 calendar year to address SLO development and assessment.

Goal disposition: This goal is in progress and has been carried over to 2007-08 and expanded to become goals 07-2 and 07-3.

Goal 06-3: The Steering Committee on Student Learning Outcomes along with the offices of Instruction, Student and Learning Services, and the Academic Senate will work to ensure that SLOs have been developed for one-third of the college's inventory of courses.

While the plan was to develop all course level SLOs over a three year period, it has been found that the process is more involved than anticipated. It will take four years, rather than the original goal of three years, to create SLOs for all active courses. Specifically, there are 1,914 active courses (as of Spring 2007). At the close of the 2006-07 academic year (two years into the process of creating course SLOs), there were 833 courses with developed SLOs or 43.5% of the courses. Therefore, the College has not achieved its adjusted goal of 50% of the courses having SLOs by the end of the year.

Goal disposition: This goal is in progress and has been carried over to 2007-08 as goal 07-1.

Strategic Direction III: Assess and enhance the relevance of programs in light of enrollment changes and community needs.

Goal 06-4: The Office of Instruction will evaluate all existing noncredit programs and will establish a schedule and implement a process for program reviews of vocational programs to be completed every two years.

A schedule has been established for vocational programs to complete a program review every two years. Regarding the evaluation of the noncredit programs, the following eight noncredit programs have submitted a program review: High School Diploma Program, Apparel Skills, Business Office Systems, Electronic Assembly, Disabled, Seniors, Parent Education and ESL/Americanization/Civic Education/Adult Basic Education. A new program, Career/Job Placement, created in spring 2007 is scheduled to be reviewed in fall 2008.

Goal disposition: This goal has been completed

Goal 06-5: The Office of Instruction will focus the scheduling of class offerings on those courses that are needed by students to complete a degree/certificate or to prepare for transfer.

Each semester and intersession, the Division Deans review Demand Reports and work with the Enrollment Management Office to offer appropriate courses. In an effort to increase in the schedule of classes the proportion of courses most needed by students, a new measure that is a subset of the Student Benefit Index was developed. This new index, called the Core Course Index, was used to identify those courses most needed by students to complete a degree/certificate or to prepare for transfer. Results of a study, by the Office of Enrollment Management and presented at the April 18, 2007 Board of Trustees retreat, showed that there was a 4.1% increase in the number of sections of core courses scheduled in 2006-07 as compared to the number of core course sections in 2005-06. Therefore, significant progress has been made on this goal.

Goal disposition: While progress has been made on this goal, it was carried over to 2007-08 as goal 07-4.

Goal 06-6: The Offices of Instruction and Student and Learning Services will develop effective ways to address the need for remediation and basic skills assistance for those students who are not yet ready to succeed in college level courses.

A college-wide Basic Skills Task Force was established during the fall 2006 semester. A consultant, The Deming Group, was contracted to conduct a mini-basic skills accreditation site visit in March 2007. The purpose of this site visit was to identify the strengths, weaknesses and possible improvements in the basic skills program. The consultant's report was received in late May. The Basic Skills Task Force is using the report along with other resources to begin the development of a campus-wide plan.

Goal disposition: This goal is in progress and was carried over to 2007-08 as goal 07-6.

Strategic Direction IV: Ensure all aspects of diversity are infused throughout the institution.

Goal 06-7: The President's Area, including Human Resources, the Academic Senate, the Classified Senate and Management Association and the College President, will provide leadership and support for the college's Board-approved Equal Employment Opportunity Plan.

A Model Equal Employment Opportunity (EEO) Plan was release by the Chancellor's Office in September 2006. The Human Resources staff received training in November 2006 on the implementation of the plan. EEO training for hiring committees, based upon the Model EEO Plan, was implemented for the College's 2007 hiring cycle. Training has been conducted for over 200 hiring committee members. Recently, the Chancellor's Office advised that local EEO plan development should wait until official statewide "availability pool" data is provided.

Goal disposition: This goal is in progress and has been carried over to 2007-08 as goal 07-8

Goal 06-8: All four areas of the college (the President's, Instruction, Student and Learning Services and Administrative Services), under the leadership and guidance of Human Resources, will develop strategies to improve diversity in employee recruitment and hiring, and provide training, development and career advancement opportunities for all employees.

Progress has been made on this goal through a variety of activities:

1. A Professional and Diversity Development Coordinator position was created and filled. This position is leading the college's efforts in developing strategies to improve diversity and career advancement opportunities.
2. A one hour training video was created that explains EEO principles and selection committee requirements. This video is a first step in bringing the

College into compliance with the requirements of the Chancellor's Office Model EEO Plan.

3. The College has been selected to participate in the Community College Campus Change Network/California Tomorrow Project. The aim of this project is to increase college diversity, access and equity. Several workshops and day long retreats have been held to discuss and explore the topics of diversity, access and equity at PCC.
4. Career Development Tools for Managers and Employees are being assembled. These will include interest inventories and goal clarification tools, which employees can use to help guide their career development.
5. A Career and Diversity Development project was launched. This included the development of an employee survey to collect information about employee interests. The survey was administered in spring 2007. The results of the survey have helped guide the content of workshops on career management and job satisfaction.

Goal disposition: This goal is in progress and has been carried over to 2007-08 as goal 07-9.

Goal 06-9: The Office of Student and Learning Services will coordinate with appropriate groups the implementation of the Student Equity Plan goals to support an institutional climate of inclusion.

The basic skills related goals of the Student Equity Plan will be addressed by the college's Basic Skills Task Force (see goal 06-6). Other Student Equity Plan goals were integrated into the goals and objectives of the 2006-07 Student and Learning Services Area Plan.

The State's Accountability Reporting for Community Colleges (ARCC) project provides resources that the College is using to fund various projects. Some of the proposed projects support the implementation of the Student Equity Plan goals. Of particular note are the proposals addressing basic skills math with African American students, who have lower than expected success rates. In addition, programs such as Math Jam and Math Path are intended to improve math skills.

Goal disposition: This goal is in progress and was carried over to 2007-08 as goal 07-10.

Strategic Direction V: Engage key external constituencies (communities in our service area, local businesses and industries, and our elected officials) in support of the College.

Goal 06-10: The Office of External Relations, working with the College President and the Board of Trustees, will increase the number of contacts with our external constituencies.

A variety of activities have occurred in response to this goal:

1. The Foundation has created the President's Circle that consists of individuals who made an unrestricted contribution of \$1,000 or more. An appreciation breakfast was held for its members.
2. A new position, Executive Director of the Foundation, was created and was filled with an interim appointment in March 2007. This position will take a lead role in engaging external constituencies in the activities of the college and Foundation.
3. The Foundation authorized the creation of Arts Associates to raise new friends and funds for the College's art and music programs.
4. The design/layout of the Campus Report was changed to be more attractive to its community recipients.
5. The College has developed a Marketing Plan to reach and register prospective students.
6. Outreach cable ads were developed and aired in local cable markets. A schedule has been established to routinely review and update the College's promotional spots aired on KPCC.
7. The President's Office hosted the first meeting with Asian American leaders in the community. The Public Relations Office continues to follow-up with pertinent stories and articles relevant to newspapers of the Asian community.
8. The External Relations Office was involved with the creation of a regional caucus of community colleges designed to more cohesively represent the positions of the colleges to elected officials in Sacramento and Washington D.C.
9. All newly elected officials and the PUSD Superintendent were contacted several times in an attempt to bring them to the campus for a "meet and greet" session to educate them about the College. To date none of the events have occurred.
10. The External Relations Office has begun to monitor legislative issues that would affect PCC and to advocate for a PCC position on the issues in both Sacramento and Washington D.C.
11. The Office of External Relations assisted the Board of Trustees with legislative visits with both state and federal representatives.

Goal disposition: While much has been done on this college goal, it has been carried over to 2007-08 as goal 07-11.