



## PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

**Title: College Mission**

**Legal Authority: California Education Code Section 70902**

**Policy No. 0200**

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It is the policy of the Pasadena Area Community College District to undertake the mission set forth in the following statement:

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 service area.

At Pasadena City College we serve our students by:

- Offering courses and programs which reflect academic excellence and professional integrity,
- Challenging them to participate fully in the learning process by encouraging them to be responsible for their own academic success,
- Fostering a creative learning environment that is technologically challenging and intellectually and culturally stimulating,
- Recognizing them as individuals who may require diverse and flexible learning opportunities, and
- Encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff, and managers.

# ANNUAL PROGRAM PLAN FOR 2004-05

## PASADENA CITY COLLEGE INSTITUTIONAL PLANNING PROCESS

### NAME OF PROGRAM: **ACCREDITATION**

**DIRECTIONS:** This form is to facilitate and provide structure to the program planning process. The program is the basic planning element that makes up the unit level. For detailed instructions on how to complete this form, please review the *Step-by-Step Guide to Completing the Planning Forms* at the area, unit and program levels. A separate publication, *The Planning Process at Pasadena City College*, will provide background information about the overall planning process at the college.

**Please complete this form and submit it to the Unit manager as input for the Unit Plan.**

### **MISSION STATEMENT:**

Describe the purpose of the program or what it intends to do. Relate the program's mission to the college's mission.

The mission of the accreditation program is to improve the quality of the college and to serve the entire college community by coordinating the college's accreditation process. Therefore, this program's mission supports the college's mission of academic excellence.

### **PROGRAM'S CHARACTERISTICS, TRENDS AND PERFORMANCE:**

Describe what the program does or what services it provides. You may present data documenting the program's activities. Include any recent changes to the program.

This program provides support (clerical, staffing and data) and coordination of the college's accreditation process. This includes the college self-study, accreditation, site visit coordination, annual and mid-cycle reporting and addressing accreditation recommendations. In addition to coordinating the accreditation process, this program functions to inform, stimulate, prod and nag the college into addressing the accreditation standards.

### **PROGRAM'S STRENGTHS AND WEAKNESSES:**

Identify the program's internal strengths and weaknesses.

One of the program's strengths is the depth of experience the department secretary has with accreditations. She has now been through three accreditations and has the experience to anticipate the needs of the program before they arise. The close connection and accessibility to research support is another strength of the program.

A weakness of the program has been the variability in the availability and commitment of the self-study coordinators.

### **OPPORTUNITIES AND CHALLENGES:**

Describe any external circumstances or conditions that will impact the program.

The change in the focus of the accreditation standards to: Student Learning Outcomes; Institutional Commitments; Evaluation, Planning and Improvement; Organization; Dialogue and Institutional Integrity is a challenge in that the entire college must be guided to change its thinking and focus. At the same time this focus on student learning outcomes is an opportunity for the college to institutionally evaluate and document the results of the instruction process.

# UNIT PLAN FOR 2004-05

## PASADENA CITY COLLEGE

### INSTITUTIONAL PLANNING PROCESS

**NAME OF UNIT:** Institutional Planning and Research

**MISSION STATEMENT:**

The mission of the Institutional Planning and Research Office is to improve the quality of the college by supporting the institution's mission of successful student learning through high-quality, academically rigorous programs. The Unit contributes to improving the quality of the college through coordinating the college's planning processes and accreditation self-study, through program evaluation and data supported decision-making.

**UNIT'S CHARACTERISTICS, TRENDS AND PERFORMANCE:**

**Characteristics:** The Office was created in 1997 in response to the Accreditation Commission's directive to develop an integrated planning process and the increasing public concern with accountability for educational institutions. The office is responsible for a variety of district wide functions ranging from the planning process, accreditation process, maintaining the college's policies and procedures, State and Federal reporting, evaluation of Partnership for Excellence funded projects and both ad hoc and ongoing research projects.

**Trends:** Scope of the unit's responsibilities is expanding rapidly. The Accreditation Commission's new standards emphasizing outcome measures will involve the unit in striving to institutionalize the concept and practice of evaluation, accountability and outcome measurement throughout the college. In addition, the planning process used at the college has expanded to include written program plans and in-depth program reviews for all Areas of the college. As the levels of planning and offices involved in it increase the result is an increase in requests for services from the IPRO unit. Generally, new projects such as environmental scanning, campus climate surveys, student benefit index and producing data for program reviews are not one-time events. The tasks must be repeated at regular intervals to gain longitudinal data. Therefore, the workload constantly increases as new cyclical tasks are added to those already done by the office such as: State and Federal reporting, the publication of Observations, monitoring PFE performance measures, enrollment management reporting, etc.

**Performance:** Opportunities for improvement exist in several areas:

- (1) the office can do more to further the concept of program evaluation to assess program efficacy and to improve accountability. In doing so, the office will further integrate its research and planning functions;
- (2) the office can increase the dissemination of information to facilitate increased accountability;
- (3) the office can create a more public presence so that the college community has a better sense of how the Institutional Planning and Research Office can assist its members.
- (4) the office can automate processes as much as possible to reduce the workload of cyclical projects

**UNIT'S STRENGTHS AND/OR WEAKNESSES:**

The office's strengths are:

- its position in the organizational structure, i.e. the IPRO Dean is part of the Executive Committee of the college,
- its talented and committed staff,

its history of producing a variety of useful high-quality work such as: Observations, Research Findings, PFE Evaluation Handbook, Planning Process at PCC and the Step by Step Guides to Completing the Planning Forms, etc.

## **AREA PLAN FOR 2004-05**

### **PASADENA CITY COLLEGE**

### **INSTITUTIONAL PLANNING PROCESS**

**NAME OF AREA:** \_\_\_\_\_ **INSTRUCTION** \_\_\_\_\_

**DIRECTIONS:** This form is to facilitate and provide structure to the Area planning process. For detailed instructions on how to complete this form, please review the Step-by-Step Guide to Completing the Planning Forms. Another document, The Planning Process at Pasadena City College, provides background information about the overall planning process at the college. **Please complete this form and submit it to the Institutional Planning and Research Office.**

**MISSION STATEMENT:**

Describe the purpose of the area or what it intends to do. Relate the area's mission to the college's mission.

In keeping with the college mission, Instruction promotes the Learning Centered College by providing quality education to the remedial, vocational, and transfer student. The area of Instruction encourages an expanding curriculum that meets the needs of our diverse student population, fosters a safe learning environment that is intellectually and culturally stimulating, and supports professional growth and development.

**AREA'S CHARACTERISTICS AND PERFORMANCE:**

Describe what the area does or what services it provides. You may present data documenting the area's activities. Include any recent changes to the area.

Instruction is comprised of twelve academic divisions, the Library, the offices of Academic Support, Enrollment Management, and Economic Development/Vocational Education. The divisions are: Business & Computer Technology, Community Education Center, Engineering & Technology, English, Health Sciences, Languages, Mathematics, Natural Sciences, Performing & Communication Arts, Physical Education, Social Sciences, and Visual Arts & Media Studies. The Associate in Arts (AA) degree is offered and in vocational areas the Associate in Science (AS) degree is offered. Also, Certificates of Achievement are offered in 37 subject areas.

The commonality existing within the area is to prepare students for life-long careers and quality life styles through a diverse curriculum, offering academic credit and non-credit courses. The curriculum is reviewed on a continuous basis to keep it current and to fulfill demands of society and provide a trained workforce. The instruction area continues to be recognized for rigorous and high standards that prepare students for transfer to colleges, universities, and other institutions. Likewise, students are prepared to enter the workforce. Each sub-area of the Instruction area has distinguished itself in one or more ways.

Educational trends are moving in the direction of increased enrollments, integration of technology in the classroom, expanding the curriculum – i.e. new course offerings, new programs and appropriate modes of

delivery via pedagogy, distance learning, on-line, and other alternative methods of learning. Currently on-line course offerings are quite limited. There is a focus on “the learning centered college” where the success of students is the primary goal. Attention is being given to this focus throughout the campus. The theme is Student Success: Our Top Priority. Each instructional division is in the process of developing plans to promote the theme and achieve the divisional goal.