

## Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

### IVA. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

#### Descriptive Summary

PCC's various hiring policy statements and its policy on the evaluation of administrators reflect a commitment to ethical and effective leadership and alignment with the College Mission and the Institutional Core Values.

The goals of the College are identified in the EMP and the Board of Trustees' Annual Goals. *Policy 6300: Administrator Hiring Policy* identifies the Board of Trustees' philosophy of administrator hiring is "to recruit, appoint and retain administrators who have the requisite talent, experience and accomplishments to take effective action in advancing the specific goals of the Educational Master Plan and the Board of Trustees' Annual College Goals ([i-27: Policy 6300: Administrator Hiring Policy](#)). This alignment of administrative leadership and attainment of goals occurs not only in the policy statement, but also in the administrator evaluation process. All administrators are evaluated on an annual basis and *Policy 6320: Performance Evaluation of Administrators* requires that the "evaluation will be based primarily on the progress the College has made on the approved Educational Master Plan in effect at the time of the evaluation and the Board of Trustees' Annual Goals adopted for each new academic year" ([IIIA-10: Policy 6320: Performance Evaluation of Administrators](#)). The Superintendent/President is evaluated annually based on Policy 1680.

The College's Institutional Core Values were developed through a shared governance process and include:

- A Passion for Learning
- A Commitment to Integrity
- An Appreciation for Diversity

- A Respect for Collegiality
- A Recognition of Our Heritage of Excellence

Components of the Institutional Core Values are explicitly and implicitly embedded into the Board Policy statements for full-time faculty, adjunct faculty, and classified staff hiring ([i-24: Policy 6100: Faculty Hiring](#); [i-25: Policy 6150: Part-time Faculty Hiring](#); [i-26: Board Policy 6200: Classified Hiring Policy](#)). Figure IVA-1 illustrates the explicit alignment between these hiring policy statements and the Institutional Core Values.

Policy	Institutional Core Value Explicitly Addressed in Policy Statement
Policy 6100: Faculty Hiring	<ul style="list-style-type: none"> <li>• A Passion for Learning</li> <li>• An Appreciation for Diversity</li> </ul>
Policy 6150: Part-time Faculty Hiring	<ul style="list-style-type: none"> <li>• A Passion for Learning</li> <li>• An Appreciation for Diversity</li> </ul>
Policy 6200: Classified Hiring	<ul style="list-style-type: none"> <li>• An Appreciation for Diversity</li> </ul>

*Figure IVA-1: Hiring Policy Alignment with Institutional Core Values*

Additionally, each of these policies state that hiring practices will result in the selection of employees “who will foster overall College effectiveness.” This statement implicitly aligns with all of the Institutional Core Values, as these values assert the PCC community’s belief of what it takes to be an effective College.

### Self-Evaluation

PCC’s values and goals are articulated in the EMP, the Board of Trustees’ Annual Goals, and the Institutional Core Values. The College recognizes that ethical and effective leadership throughout the organization facilitates the identification and attainment of values and goals through established policies on the hiring of faculty, classified staff, and administrators, and the policy on the evaluation of administrators.

Pasadena City College meets Standard IVA.

### Actionable Improvement Plans

None.

**IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. 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.**

### **Descriptive Summary**

Institutional leaders work to create an environment for empowerment, innovation, and excellence. They seek to foster new ways of developing students, faculty, staff, and administrators to advance programs and services which champion student success. The EMP, which was established in December of 2010, offers a gateway of innovation and empowerment among the PCC district. It allowed for the consultation of all shared governance stakeholders to participate in a process that helped to gather input that effectively contributed to the development of the EMP. An outside consultant was contracted to facilitate the EMP's development including community and campus open sessions for solicitation of input ([IVA-2: Educational Master Plan](#)). This process allowed for the inclusion of multiple voices while maintaining the shared governance policy ([i-83: Board Policy 2000: Shared Governance](#)). To meet the goals of the EMP, staff, faculty, administrators, and students have taken initiative in the development and improvement of practices, programs, and services. Examples include the Student Access and Success Initiative (SASI) and the First Year Pathways (FYP) program.

The Student Access and Success Initiative (SASI) was launched as a result of a request to the Board of Trustees from the Superintendent/President in the 2010-11 academic year for funds to spur innovation on campus. SASI provides a structure and process for individuals, cross-disciplinary groups, and campus departments to develop and implement new and innovative educational projects that will help the College achieve the following Project 90 goals set forth in the EMP:

- Guaranteed enrollment for in-district high school students
- Premier transfer California Community College
- Degree and certificate programs that address market-place needs
- Cutting-edge learning environments (pedagogy, technology, and facilities)
- Dedication to lifelong learning
- A sustainable College community

The initial SASI Request for Proposal (RFP) for Innovation Awards (up to \$100,000 awards) and Mini-Grant Application (up to \$15,000) further identified goals and outputs for funded projects ([IB-43: SASI RFP Innovation Awards](#); [IB-44: SASI Mini-Grant Application](#)):

<b>SASI Goals</b>
<ol style="list-style-type: none"> <li>1. Access - "Obstacle-free" pathways for all students</li> <li>2. Success - Increased rate of completion of basic skills courses and awards of transfers, degrees, and certificates</li> </ol>
<b>SASI Outputs</b>
<ol style="list-style-type: none"> <li>1. Pathways for first-year, CTE, and transfer students</li> <li>2. Increased number of online and hybrid courses and sections</li> <li>3. A mobile-technology-based "Student Information System"</li> <li>4. Professional learning programs for faculty, managers, and staff</li> <li>5. Certificate training for online and hybrid instructors</li> <li>6. State-of-the-art faculty "learning studios"</li> <li>7. CTE curriculum review and design</li> </ol>

With the collaboration of shared governance representatives, the Student Success and Access Initiative was designed to facilitate the creation and funding of new and substantial programs to move the student success needle forward at PCC. In the first year, all submissions were turned in to the Academic Senate Office and a team of two faculty and one classified employee participated in blind rating using a rubric. Some of the innovative projects that were funded in 2011-2012 include:

- Design Technology Pathway: Career Technical Education & transfer pathway for students with interest in design careers; contextualizes developmental Math and English content
- Pre-Health Sciences Pathway: structured pre-health science block programs with accelerated options for highly prepared students; includes supplemental instruction and online components
- Lecture Capture Technology: purchase of and training in Lecture Capture technology for online, hybrid, and on-campus courses
- Interdisciplinary Contextual Learning Modules: interdisciplinary contextualized learning modules were created to enhance the mastery of course content and attract more students to successful completion of STEM degrees
- Community and Professional Learning for the New First Year Pathway (FYP) Course, College 1: creation of a guest speaker series, campus-wide FYP taskforce, and "One Book, One Campus" program

The PCC Board of Trustees allocated one million dollars in 2011-12 for SASI projects and has renewed this allocation in each of the subsequent years. The following chart identifies the title of each EMP aligned project that was approved and funded by year. The process in the first year was transparent and included faculty and staff in the rating process. This process changed in subsequent years. Part of the change was related to evaluating previously funded projects and assessing the need for ongoing funding that could lead to sustainability. Although the 2012-2013 application was the same as in 2011-2012, they were turned into the administration,

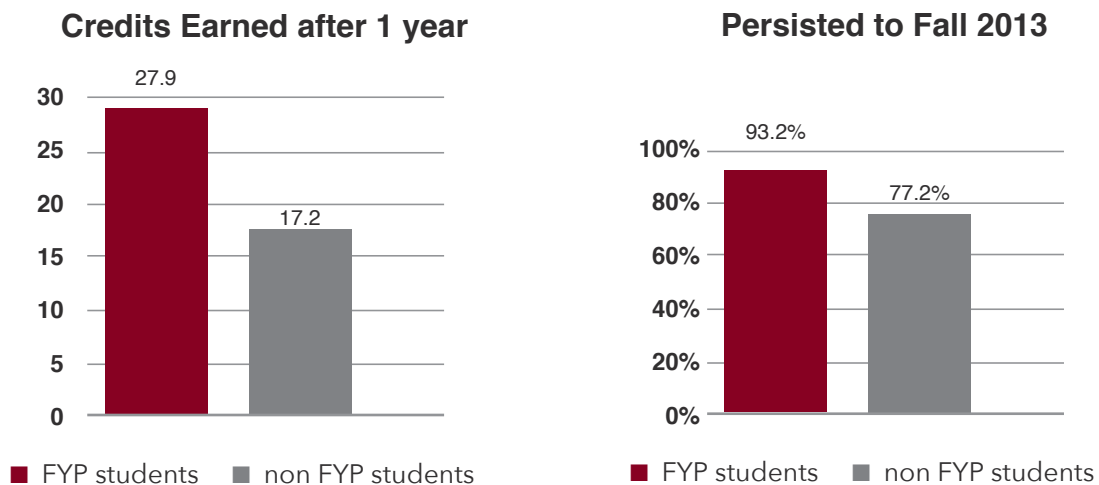
not the Academic Senate Office. The rating of proposals was conducted by representatives of the administration, using the 2011-2012 rubric. In 2012-2013 seven new proposals received awards, with the remainder of the funds going to previously approved projects. In 2013-2014, a similar process was used in which the administration reviewed proposals and two new awards were given. By 2014-2015, existing projects, such as Pathways, were continued and resources were set aside for the Academic Senate to distribute for faculty conference travel and professional development. Some concerns have been expressed regarding the move from a participatory process in the first year of SASI to one that included only administration in the review of projects in all subsequent years.

Year	Funded Programs
2014-15	<ul style="list-style-type: none"> <li>• Faculty Conference Travel</li> </ul>
2013-14	<ul style="list-style-type: none"> <li>• First Year Pathways</li> <li>• International Student Pathways</li> <li>• Math Curriculum Redesign</li> <li>• English Acceleration/Stretch Project</li> <li>• Academy for Professional Learning</li> <li>• SASI Evaluation</li> </ul> <p><a href="#">IVA-1: SASI Innovation Winners 2013-14</a></p>
2012-13	<ul style="list-style-type: none"> <li>• Modular Math</li> <li>• Program Design Institute</li> <li>• Authentic Assessment</li> <li>• Non-STEM Math Curriculum Redesign</li> <li>• Honors Pathway</li> <li>• English Program Redesign</li> <li>• Model Course Program</li> <li>• Professional Learning Design</li> </ul> <p><a href="#">IVA-2: SASI Innovation Winners 2012-13</a></p>
2011-12	<ul style="list-style-type: none"> <li>• Community and professional learning for the new FYE course</li> <li>• Interdisciplinary Contextual Learning Modules</li> <li>• Design Technology Pathway</li> <li>• Health Science Pathways</li> <li>• Lecture Capture</li> </ul> <p><a href="#">IB-68: SASI Innovation Winners 2011-12</a></p>

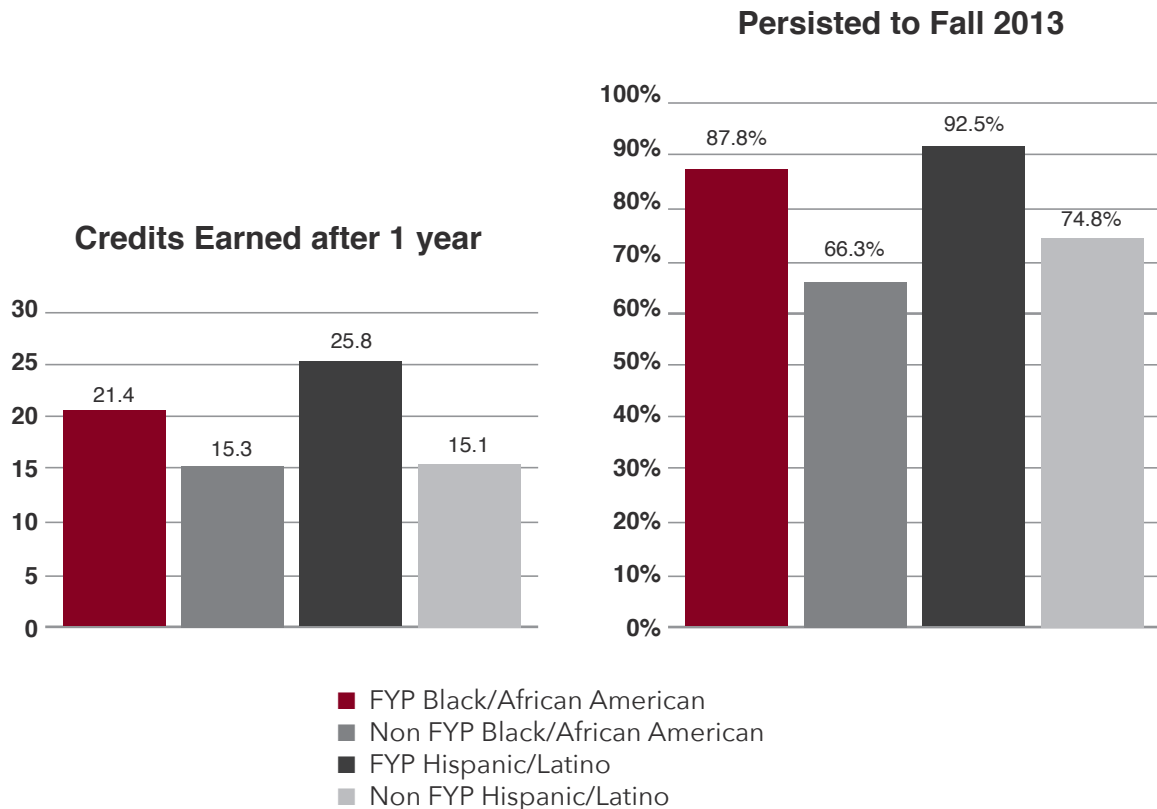
One innovative program that has flourished with SASI support is First Year Pathways (FYP). FYP was created to help students transition smoothly from high school to College and succeed in the first year of College. Development of First Year Pathways has been led by the First Year Pathways Council, a steering committee of faculty, staff, administrators, and students. The FYP program has received SASI support over multiple years and is comprised of various components:

- Outreach to graduating high school seniors and on-site recruitment
- Priority registration for Pathways participants
- Math Jam - an extended orientation to College
- Required 12-unit minimum load in the Fall and Spring semesters
- First Year coaches, who advise and mentor FYE students
- *One Book, One College*, which engages the community on and off campus with reading clubs, discussions, and lectures based on a shared reading experience
- Access to a resource center

Approximately 1,400 students were enrolled in a first year pathway in 2013-14 and this is expected to increase to over 2,300 in the 2014-15 year. Preliminary student achievement outcomes for the 2012 FYP cohort is highly promising, particularly for African American and Hispanic/Latino students. FYP students earned an average of 10.7 units more than non FYP students and persisted at an outstanding 93.2% (16% higher than non FYP students).



African-American and Hispanic/Latino students from the 2012 FYP cohort showed dramatic increases in both credits earned after one year and Fall to Fall persistence. This preliminary data illustrates how staff, faculty, administrators, and students took the initiative to develop a program to address the achievement gap. This program was funded and grew in the environment of empowerment, innovation, and institutional excellence created by institutional leaders.



Systematic participative processes were utilized in multiple points in the SASI process and in First Year Pathways. The SASI process was originally developed in consultation with the Academic Senate through the direct involvement of the sitting Academic Senate President. He worked on the development of the SASI process in 2010-11, and the Academic Senate Executive Committee and the chair of the Academic Senate Professional Development Committee monitored the progress of all SASI Innovation projects in 2011-12. As previously indicated, this process changed in subsequent years with the administration assessing proposals and determining grant awards.

Multiple presentations on the student achievement outcomes of FYP students were made to various participatory governance groups and rich discussions occurred. At the November 6, 2013 Board of Trustees meeting, the Associate Dean, Teaching & Learning Center, and the Director, Institutional Effectiveness, presented the FYP data. The item appears on the Board Agenda as “Institutional Research Report and Update on EMP and Student Success Outcomes” ([IVA-3: November 6, 2013 Board of Trustees Agenda](#); [IVA-4: PowerPoint from November 6, 2013 Board Meeting](#)). Presentations and discussions on this data occurred in other representative groups on campus, including the First Year Pathways Council and the Institutional Effectiveness Committee ([IVA-5: IEC Minutes November 8, 2013](#)).

## Self-Evaluation

Institutional leaders at PCC enhanced the environment for empowerment, innovation, and institutional excellence through the establishment of the Student Access and Success Initiative. SASI has allowed staff, faculty, administrators, and students to assume leadership roles in improving practices, programs, and services at the College. A prime example of a SASI supported program that has involved all stakeholders is First Year Pathways, recipient of the 2012 Chancellor's Student Success Award. While SASI has allowed some faculty to pursue innovative means for improving student outcomes, the lack of consistent faculty involvement in the selection process has raised concerns. Some faculty have expressed dissatisfaction with the current SASI award process.

Pasadena City College meets Standard IVA.1.

## Actionable Improvement Plans

To improve institutional effectiveness, the Office of Strategic Planning and Innovation will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes

To improve institutional effectiveness, the Superintendent/President in consultation with the College Coordinating Council, will articulate participatory governance processes, to include timelines and objectives, for issues of institution-wide interest in writing and disseminate them widely in advance.

**IVA.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

## Descriptive Summary

The PCC Board of Trustees approved *Board Policy No. 2000: Shared Governance* on November 20, 1991 ([i-83: Board Policy 2000: Shared Governance](#)). This policy, which references and complies with Title 5, Sections 53200-53204, clearly provides for the participation of all constituents in the decision-making process:

It is the policy of the Pasadena Area Community College District to encourage the participative role of faculty, staff, management, and students in District and College governance through an ongoing consultative process. In matters relating to curriculum,



academic and professional matters, the Board or its designees shall consult collegially with the Academic Senate. The Board affirms the right of faculty, staff, management, and students to express ideas and opinions at the campus level with the assurance that such opinions will be given respectful consideration.

This policy has been subsequently reviewed and/or revised on September 1997, May 2005, and September 2008.

The procedures to *Board Policy 2000: Shared Governance* specify the manner in which campus constituencies bring forward ideas ([i-83: Board Policy 2000: Shared Governance](#)). Established in *Procedure No. 2000.50 of Policy 2000*, the College Coordinating Council (CCC) “shall provide a forum where representatives from all segments of the College will bring issues of College-wide interest.” CCC serves in an advisory capacity and it is comprised of the President of the College and leaders from Academic Senate, Associated Students, Classified Senate, Management Association, and employee bargaining units. To ensure that all constituents understand participatory governance and their role in it, two resources were developed: the Shared Governance Handbook and the College Council Participatory Governance Model Graphic.

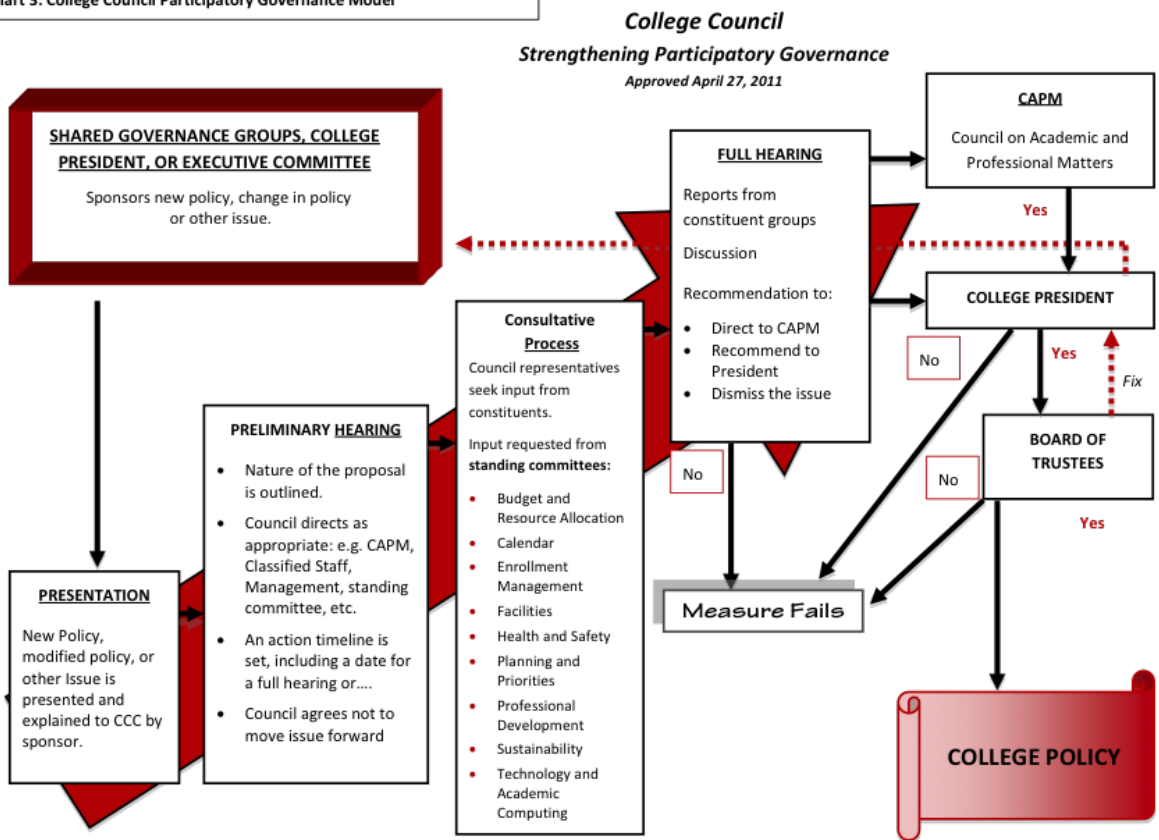
The Shared Governance Handbook was developed as a result of an evaluation of the participatory governance structure performed by the CCC in the 2004-05 year ([IVA-6: Shared Governance Handbook](#)). This primer on participatory governance provides a brief history of the legal background of participatory governance in the State of California, outlines the role of each constituent group in participatory governance at PCC, the manner in which the constituent groups bring forward issues, and answers to commonly asked questions. The Shared Governance Handbook has not been reviewed since its creation.

In 2011, the CCC concluded a self-assessment process that reviewed the manner in which its consultative and recommendation process occurred. This activity led to a clearer understanding of the role of the CCC in support of the shared governance groups. 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 (position subsequently discontinued), an exhaustive assessment of CCC activities occurred. This resulted in the formation of the College Council Participatory Governance Model diagram, colloquially referred to as the College’s version of “how a bill becomes a law” ([IVA-7: College Coordinating College Council Participatory Governance Model](#)). The goal in developing this diagram was to describe clearly and succinctly the College’s consultative and policy development process for all constituents.

Concerns have surfaced about the application of the participatory governance process, and has resulted in a need for further review of the Participatory Governance Model and Administrative Procedures 2000.50. Of particular note is the possible conflict between the Administrative Procedures 2000.50, which indicate an exclusively advisory role for the CCC and the College Council Participatory Governance Model Graphic, which may indicate votes being taken. While

the two models may not be in direct conflict, further clarification and to re-evaluate and revise is needed to enhance participatory governance on campus. In addition, it has been noted that when decisions are made, there is not always a process to share these results with all constituent groups. This feedback loop is necessary for all constituents to understand the manner in which decisions are made and the reasoning behind those decisions.

Chart 3: College Council Participatory Governance Model



The leadership team consolidated approximately forty College-wide committees, subcommittees, task forces, advisory boards, and ad-hoc groups into nine College Council Standing Committees that report to the full CCC. Those nine standing committees, each with representation from each constituent group, are:

- Budget & Resource Allocation
- Calendar
- Enrollment Management
- Facilities
- Health & Safety
- Planning & Priorities
- Professional Development
- Sustainability
- Technology & Academic Computing

Each of the Standing Committees advises the CCC in matters of College-wide significance that relate to the committee's area of focus. While many committees meet regularly, some committees have met infrequently, and the Enrollment Management and Professional Development Standing Committees did not meet in the 2013-2014 academic year. All committees have been revived and are currently meeting.

### **Self-Evaluation**

Pasadena City College Board Policy 2000 and the associated procedures define all constituents' roles in decision-making processes, including the manner in which they may bring forward issues for consideration and work together. To make this policy and the related administrative procedures accessible to all, the Shared Governance Handbook and College Council Participatory Governance Model were developed and published.

Pasadena City College meets Standard IVA.2.

## **Actionable Improvement Plans**

To improve institutional effectiveness, the College Coordinating Council will review the Shared Governance Handbook, update it as necessary, and distribute it widely.

To improve institutional effectiveness, the College will provide participatory governance training that will emphasize the value of constituent input and clarify the responsibilities and roles of each constituency group.

To improve institutional effectiveness, the College Coordinating Council will perform a formal evaluation to assess the effectiveness of its Standing Committees.

To improve institutional effectiveness, the College will document the dialogue of all College Coordinating Council Standing Committees with agendas and minutes that are accessible online.

**IVA.2a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Descriptive Summary**

*Policy 2000* clearly identifies the substantive role of faculty and administrators in institutional governance. Evidence of the substantial voice held by these two groups in institutional policies, planning, and budget related to their areas of responsibility and expertise include the processes for review of policies, program review and planning processes, the administration of instructional budgets, and the 2014-15 Instructional Equipment Fund Allocation Process. *Policy 2000* establishes mechanisms and organizations for students and staff to provide input into institutional decisions.

*Policy 2000: Shared Governance* clearly articulates the role of faculty and administrators in institutional governance ([i-83: Policy 2000: Shared Governance](#)). Procedure No. 2000.10 defines the areas in which the Board of Trustees will consult collegially with the Academic Senate:

The Academic Senate of Pasadena City College and of the Pasadena Area Community College District shall represent the faculty of the College and shall develop policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include:

- a. Curriculum, including establishing prerequisites and placing courses in disciplines
- b. Degree and certificate requirements
- c. Grading policies
- d. Educational program development
- e. Standards or policies regarding student preparation and success
- f. District and College governance structures as related to faculty roles specified herein
- g. Faculty roles and involvement in accreditation processes, including self-study and annual reports
- h. Policies for faculty professional development activities
- i. Processes for program review
- j. Processes for institutional planning and budget development
- k. Other academic and professional matters as mutually agreed upon between the Governing Board or its designee(s) and the Academic Senate

These items are commonly referred to in the California Community College System as the “10+1” and are drawn directly from the California Code of Regulations, Title 5. Title 5 regulations are the working understanding of the California Education Code and are the purview of the California Community Colleges Board of Governors.

Procedures for *Policy 2000: Shared Governance* identify the Management Association as the group that represents administrators in the decision-making process. These procedures provide three positions on the College Coordinating Council (CCC) for members of the Management Association, and all shared governance committees on campus have representation from the Management Association.

A recent example of a policy change for which substantive faculty and administrator input was needed and provided is the creation of *Policy 4071 Auditing and Auditing Fees*. In 2012, changes to California’s Title 5 regulations on course repeatability led the Curriculum & Instruction Committee to remove or limit repeatability from courses that were previously repeatable. This change was of some concern to faculty members in the Music Department who strongly held that to meet program outcomes and prepare for transfer, students need the option to repeat some courses. These faculty members entered into dialogue with the Performing Arts Dean who shared their view. Together, the faculty members and Dean drafted a policy and administrative procedures for course auditing ([IVA-8: Policy 4071: Auditing and Auditing Fees](#)).

It was determined that the new auditing policy necessitated input from three constituencies: faculty members through the Academic Senate, students through the Associated Students, and academic administrators through the Academic Affairs Deans’ meeting. The Dean, Performing Arts presented the proposed policy at the Academic Affairs Deans’ meeting in early Spring 2013. The Senior Vice President/Assistant Superintendent of Academic and Student Affairs chairs this meeting, and all Deans, Associate Deans, and Assistant Deans in Academic Affairs attend. The Dean, Performing Arts received input that was taken back and reviewed with the faculty authors for inclusion into the policy and procedures.

*Policy 4071 Auditing and Auditing Fees* received a first reading at the Academic Senate meeting on February 11, 2013. Rich discussion about the value and challenges of auditing occurred. Discussion points and comments listed in the minutes from the meeting include ([IVA-9: Academic Senate Minutes 02/11/13](#)):

- Auditing allows for greater collaboration with professionals in the community.
- Auditing helps prepare the way for lifelong learners.
- Auditing would be difficult for areas that have larger equipment and space requirements.
- At many universities, auditing students cannot actively participate in class so that resources and time are not taken away from other students.
- Instructors are under no obligation to give feedback on work submitted by an auditor.

- Students can benefit from auditor experience/interaction.
- Insurance concern is a legal question.
- Class auditing does not show on a student's transcript.
- Most of PCC's competitive colleges allow auditing.

The Academic Senate placed the Auditing Policy on its agenda twice more and approved it on March 18, 2013 ([IVA-10: Academic Senate Agendas \[Auditing\]](#)). As previously indicated, there is a need to ensure that these types of decisions are brought back to all groups involved, so they can be aware of the final change in policy.

The administrative procedures to *Policy 2000: Shared Governance* identify the Associated Students of Pasadena City College (ASPCC) as the representative group for all students. These procedures adopt the California Title 5 "9+1" for students as the areas on which students will be given the opportunity to make recommendations to the Board of Trustees. "9+1" include:

- a. Grading policies
- b. Codes of student conduct
- c. Academic disciplinary policies
- d. Curriculum development
- e. Courses or programs which should be initiated or discontinued
- f. Processes for institutional planning and budget development
- g. Standards and policies regarding student preparation and success
- h. Student services planning and development
- i. Student fees within the authority of the District to adopt
- j. Any other District or College policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students

It was determined that the Auditing Policy aligned with items *a* and *i* above from the student "9+1" and therefore a recommendation from the Associated Students was in order. On April 17, 2013 the Dean, Performing Arts, presented proposed *Policy 4071 Auditing and Auditing Fees* to the Associated Students and it was discussed and approved ([IVA-11: Associated Students Agenda 04/17/13](#); [IVA-12: Associated Students Minutes 04/17/13](#)).

The Classified Senate is the constituent group defined in administrative procedure 2000.30 to *Policy 2000: Shared Governance* with the authority to "represent the staff of the College and . . . make recommendations to the administration of the College and to the Governing Board of the District ([i-83: Policy 2000: Shared Governance](#)). This procedure provides staff the right to be consulted on:

- a. District and College governance structures related to staff
- b. Staff roles and involvement in the accreditation process including self-study and annual reports

- c. Policies for staff professional development activities
- d. Institutional planning and budget development processes

Additionally, “on matters significantly affecting staff” the Governing Board shall provide “staff an opportunity to participate” in the decision-making process.

An example of a policy revision process that engaged the participation of all constituent groups was the revision of *Policy 5575: Smoking on Campus* ([IIIB-39: Board Policy 5575: Smoking on Campus](#)). A faculty member from Student Health Services brought forth a proposal to amend the existing policy and administrative procedures on smoking to create a 100% smoke-free campus and implement progressive penalties for violation of the policy. Over a four-month period, the faculty member presented the proposed revision to the Management Association, Academic Senate, Associated Students, and Classified Senate and eventually received the approval of all of the constituent groups ([IVA-13: Academic Senate Agendas \[Smoking Policy\]](#); [IVA-14: Associated Students Agendas \[Smoking Policy\]](#); [IVA-15: Classified Senate Smoking Policy Affirmation](#)).

All constituent groups at PCC (faculty, administrators, students, and staff) have opportunities to provide input on institutional policies that relate to their areas of responsibility of expertise. Since the date of the last Comprehensive Site-Evaluation Team Visit in March of 2009, approximately 47 policy creations or revisions have successfully gone through the consultation process at PCC and been approved by the Board of Trustees ([IVA-16: List of Policies Created/Reviewed 2009-present](#)).

Faculty members have a voice in planning and budgeting through the program review and planning processes. Administrative procedure 2100.10 to *Policy 2100: The Planning Process* states, “The planning process ensures the opportunity for broad and effective participation by all segments of the College community (including students, faculty, staff, administration, and the Board of Trustees)” ([IA-13: Board Policy 2100: Planning Process](#)). As part of the program review process, staff and faculty members identify recommendations for improvement related to their areas of responsibility and expertise. Unit managers or School Deans review all program reviews, especially the recommendations for improvement, and incorporate, as appropriate, planning items into Unit/School planning documents. Unit/School managers discuss departmental needs with staff and faculty members to identify items to include in Unit/School plans. Unit/School managers fund these items by reallocating existing Unit/School budgets. In this manner, administrators, faculty, and staff members have a voice in planning and budget.

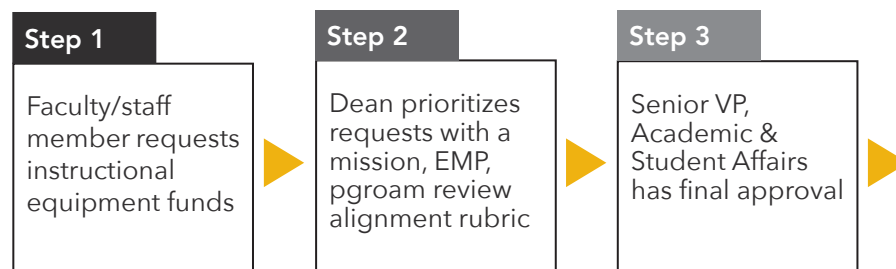
An example of this process of faculty and staff program review recommendations making their way into higher-level Unit planning is illustrated in the table below. In 2010-11 the Product Design department conducted a program review that identified five overall recommendations for improvement ([IVA-17: Program Review Product Design 2010-11](#)). The Dean, Visual Arts, and Media Studies, analyzed the program review and engaged in on-going dialogue with the faculty members in the department. In the next Unit Plan for Visual, Arts, and Media



Studies, the planning items show clear alignment with the recommendations for improvement from the Product Design program review ([IVA-18: Visual Arts, and Media Studies 2011-12 Unit Plan](#)). The Division Dean had the opportunity to allocate funds from the Unit’s existing budget to facilitate the accomplishment of these planning items. Through program review recommendations and departmental plans faculty members and staff provide input into planning and budget.

Recommendations for Improvement from 2010-11 Product Design Program Review	Planning Items from 2011-12 Visual, Arts, and Media Studies Unit Plan
Continue program and curriculum review	Review design area curriculum vis-a-vis division-wide developments.
Marketing of Product Design Certificate programs	Career and Technical education certificate increase
Implement C&I changes to the Product design Certificates	Career and Technical education certificate increase
Continue C&I process of proposed mini certificate for Industrial Design Certificate	Career and Technical education certificate increase

The Pasadena Area Community College District Board of Trustees made \$1.3 million dollars available for instructional equipment in 2014-15. This allocation was greatly appreciated by all campus members, as the State of California has not made significant funds available for instructional equipment in years. The funds supported numerous instructional programs, including English, ESL, Social Sciences, Dental, Nursing, Math, Journalism, Music, and Kinesiology. A process was implemented to allow faculty and staff members in instructional departments to request funds for instructional equipment ([IVA-31: Instructional Equipment Funds Process](#)).



This process is visualized in the diagram above. Faculty/staff members fill out an application to request instructional equipment funding, the respective Dean reviews all requests from his/her area and prioritizes the request based on scores from a program review, mission, and EMP alignment rubric. Finally, the Senior Vice President, Academic and Student Affairs, reviews the prioritized lists and makes final allocation decisions ([IB-41: Instructional Equipment Funds Application](#); [IB-42: Instructional Funds Rubric](#)). In this process, faculty and staff members are the source of budget requests.

Faculty, staff, managers, and students play roles in institutional planning and budget through participation in the Planning and Priorities, and Budget and Resource Allocation Standing Committees to the College Coordinating Council. The committees' charges are as follows:

- The Planning and Priorities Standing Committee will guide the annual strategic planning activities in support of the College's EMP and accreditation requirements. Further, the committee will guide the development of the Accreditation Self-Study, Mid-term reports, and any other reporting documents required in support of the accreditation process.
- The Budget and Resource Allocation Standing Committee shall advise on matters relating to institutional-wide budget and resource allocation issues as requested by the College Council and guided by the EMP.

Members of these shared governance committees are appointed by the leadership of their constituent groups; any member of the campus has the opportunity to be appointed. In 2013-14, the Planning & Priorities Standing Committee spent much of the year reviewing and updating the EMP ([IVA-19: 2013-14 Planning & Priorities Committee EMP Updates](#)). Faculty, staff, managers, and students had valuable input and assumed key leadership roles in updating the central planning document for the institution.

## **Self-Evaluation**

At PCC, the administrative procedures of Policy 2000 clearly define the roles in institutional governance for all groups, faculty, staff, students, and administrators. They further define the mechanisms and organizations for input; these include the College Coordinating Council, Academic Senate, Management Association, Associated Students, and Classified Senate. Processes for input on policy revisions demonstrate the voice of constituent groups on institutional policy. Links in program review, planning, and budget reveal how faculty, staff, and managers have a clear voice in planning and budget. The 2014-15 Instructional Equipment Fund Allocation process provided another venue for faculty members and staff to affect budget allocations. Finally, all constituent groups play key roles on the Planning and Priorities, and Budget and Resource Allocation Standing Committees to the College Coordinating Council. Participation on these committees allows participants to provide input into planning and budget recommendations for the institution.

Pasadena City College meets Standard IVA.2a.

Although all constituents have defined roles, organizations, and mechanisms for participation in institutional governance, it is important to note that constituent groups have articulated that decisions are made by the Board of Trustees and administration with little regard for their recommendations. Some Academic Senate members have expressed dissatisfaction with what they view as a pattern of disregard of their views on academic and professional matters. These positions are significant and must be addressed for the College to reach its fullest potential. The

College must continue efforts to enhance communication and provide evidence to constituent groups on why decisions have been made.

## Actionable Improvement Plans

See Actionable Improvement Plans for Standard IVA.2b and IVA.3

**IVA.2b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

## Descriptive Summary

PCC empowers faculty members across the institution to make recommendations about student learning programs and services. These recommendations emanate not only from the Academic Senate and its subcommittees, but also from these shared governance committees: Curriculum and Instruction (C&I), Planning and Priorities (P&P), and Institutional Effectiveness (IEC). Faculty members serve fundamental roles on each of these shared governance committees. Faculty and academic administrators put forward recommendations about student learning programs and services by participation in these shared governance committees and in the weekly Academic Affairs Deans' meetings.

### *Academic Senate*

The Academic Senate at PCC is identified in *Policy 2000: Shared Governance* as the body that makes recommendations on academic and professional matters, including these items that relate to student learning programs and services: curriculum, degree and certificate requirements, grading policies, educational program development, and processes for program review ([i-83: Board Policy 2000: Shared Governance](#)). Article 2.6 of the Academic Senate Bylaws identifies a key purpose of the Academic Senate is to “promote the development and maintenance of excellence in teaching within a framework of academic freedom, professional responsibility, and ethics” ([IVA-20: Academic Senate Bylaws](#)). Multiple subcommittees of the Academic Senate make recommendations on student learning programs and services to the full Academic Senate Board, including:

- Career and Technical Education Committee
- Distance Education Committee
- Educational Policies Committee
- Faculty Technology Committee
- Learning Assessment Committee

The Academic Senate plays a crucial leadership role in making recommendations on student learning programs and services at the College.

### *Key Committees*

The Curriculum & Instruction Committee (C&I) is the shared governance committee established in *Policy 3200: Curriculum Development, Adoption, and Review* as the campus-wide committee that “shall facilitate, coordinate, and maintain quality control for the process of curriculum review and development” ([i-18: Board Policy 3200: Curriculum Development, Adoption, and Review](#)). This policy further states, “The expertise for curriculum development and innovation resides, though not exclusively, with the faculty.” It is the practice of the C&I Committee that all curriculum proposals be brought forward by a faculty member. The C&I Committee is comprised of managers, students, classified staff members, and faculty members who represent a majority of the committee ([IVA-21: C&I Minutes 05/01/14](#)). The C&I Committee has purview over curriculum recommendations at the College, including all credit and non-credit degrees, majors, CTE certificates, and general education patterns. The chairperson(s) of the committee is always a faculty member.

The Planning and Priorities Standing Committee (P&P), which also serves as the Accreditation Steering Committee, is a subcommittee of the College Coordinating Council and is a shared governance committee consisting of representatives of all constituencies. P&P is co-chaired by a faculty member and a manager. The P&P has influence on student learning programs and services, as it is the committee that revises the EMP. An example of the impact that the P&P Committee can have on student learning programs and services is seen in the addition of the following statement to the EMP in the 2013-14 EMP revision process ([IVA-19: 2013-14 Planning & Priorities Committee EMP Updates](#)):

- Provide effective first-and second-year support experiences through cohorts and collaborative learning
- Promote and support a culture of advising and mentoring in which everyone is involved
- Maintain a well-trained corps of student peer employees to perform a variety of support services (mentors, tutors, ambassadors, lab assistants, etc.)
- Provide pre-assessment workshops, materials, and practice exercises to prepare students for the placement test

The Institutional Effectiveness Committee (IEC) “provides a forum for College representatives to participate in the coordination and evaluation of evidence-based institutional program review to determine effectiveness” ([i-54: Board Policy 2560: Institutional Effectiveness](#)). The IEC is comprised of academic administrators, faculty, students, and classified staff. Co-chaired by an academic administrator and an Academic Senate-appointed faculty member, the IEC forwards “educational program and curriculum recommendations to the College’s Curriculum and Instruction (C&I) Committee.”

Faculty members within a given department/program conduct instructional program reviews. Faculty members within student support departments (Counseling, Student Health Services, etc.) collaborate with managers and classified staff to complete student support program reviews. As part of the program review process, these faculty members identify recommendations to improve the student learning programs and services in which they work. The first three of ten recommendations from the most recent Speech Communication Program Review are ([IB-89: Speech Communication Program Review](#)):

1. Increase access to professional development and place emphasis on training for online teaching.
2. Continue with assessment but do so in a more organized way so that all outcomes and courses are being assessed. The program should also begin to assess GE outcomes.
3. Amend the AA degree to match the AA-T requirements.

The IEC facilitates faculty members' roles in making recommendations about student learning programs and services not only through the authoring of specific program review recommendations, but also through the participation of the Academic Senate appointed faculty representatives in the drafting of the IEC Broad Recommendations. The IEC regularly issues recommendations to various bodies and committees on campus as a result of identifying campus-wide needs through the evaluation of many program reviews. Examples of recommendations to the C&I Committee from 2013 include ([i-55: IEC Broad Recommendations 2012-2013](#)):

- Evaluate unit requirements of certificates and potentially lessen number of units needed to increase completion.
- Create stackable certificates
- Create a rubric for Program Creation.

### *Academic Administrators*

Academic administrators make recommendations on student learning programs and services in multiple venues. They serve as members of the three committees listed above, Curriculum and Instruction, Planning and Priorities, and Institutional Effectiveness. Academic administrators attend the weekly Academic Affairs Deans' Meeting where student learning programs and services are regularly discussed. The Associate Vice President of Student Affairs attends this meeting to facilitate discussions on student learning services. Academic administrators play key roles in the curriculum process by advising and supporting faculty in developing and updating curriculum.

## Self-Evaluation

The work of the IEC, the C&I Committee, the P&P Committee, and the Academic Senate and its subcommittees demonstrate that faculty at PCC are relied upon to make recommendations about student learning programs and services.

Pasadena City College meets Standard IVA.2a.

While PCC meets Standard IVA.2a, the Academic Senate has expressed through minutes and formal resolutions that the College administration does not demonstrate respect for their expertise in student learning programs and services. The primary example cited to demonstrate this is “normal closing numbers.”

Normal closing number (NCN) is a local term that refers to the maximum class size limit. In Fall 2011, the C&I Committee developed a process to review the normal closing numbers for all courses. Faculty members from each department were asked to review the NCN for each course. If department faculty members wanted to lower the NCN for a course, they were invited to come before the C&I Committee and make a presentation justifying the lower NCN based on data. Data presented by faculty included: student success and retention data, SLO outcomes assessment data, disciplinary best practices, and practices at comparable community colleges and universities to which PCC students transfer ([IVA-22: NCN Change Process](#)). Most faculty members believed that after the C&I Committee approved the NCNs that they became official. The District maintained that the NCNs approved by the C&I Committee were recommendations and are not finalized until negotiated by the District and the Faculty Association and approved by the Board of Trustees. However, the administration went forward and implemented the recommended NCNs in Fall 2012. After reviewing the impact on enrollment, the administration reversed its action and re-established the existing NCNs in Spring 2013. Some faculty stated that the District disregarded state law and guidelines in participatory governance by not implementing the C&I Committee recommendations, while the District has maintained that it has closely adhered to state law and guidelines. Upon reflection, several factors clearly contributed to the misunderstandings around NCNs. These include:

- Absence of training on the legal and regulatory aspects of participatory governance
- Lack of a clearly defined and widely communicated process for the stages of changing NCNs, including developing participatory governance recommendations, subsequent negotiation between the District and the Faculty Association, and Board approval

Another source of disagreement was the process for faculty recommendations on changes to course scheduling practices. In this case, an Ad Hoc Scheduling Committee was formed that consisted of faculty representatives and one administrative co-chair. The Academic Senate held that the committee never reported back to the Senate any recommendations; therefore, no consultation occurred. Poor communication and the absence of a clearly defined process for arriving at a recommendation also occurred in this instance.

## Actionable Improvement Plans

To improve institutional effectiveness, the College will provide participatory governance training that will emphasize the value of constituent input and clarify the responsibilities and roles of each constituency group.

To improve institutional effectiveness, the Academic Senate and the College administration will jointly and effectively communicate the process by which changes to normal closing numbers are made.

To improve institutional effectiveness, the Superintendent/President, in consultation with the College Coordinating Council, will articulate participatory governance processes, to include timelines and objectives, for issues of institution-wide interest in writing and disseminate them widely in advance.

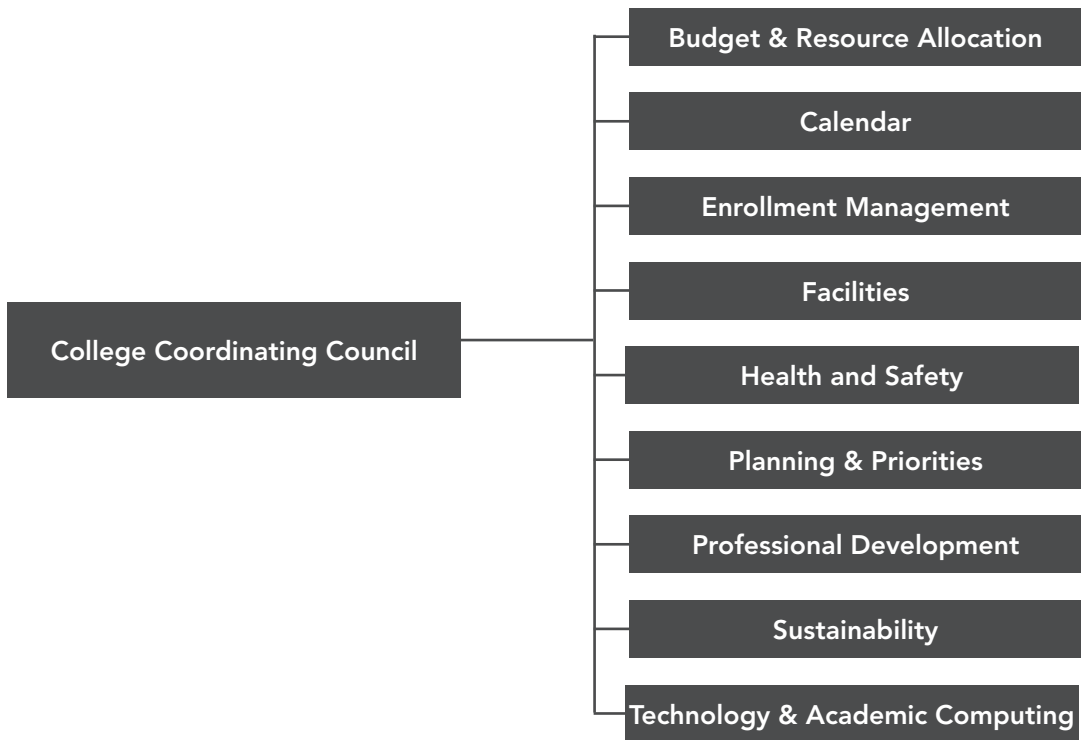
**IVA.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

## Descriptive Summary

Constituent groups have roles in ensuring that the College fulfills its mission statement. The administrative procedures to *Board Policy 2000: Shared Governance* provide the framework that facilitates all constituents working together. Participation in the governance process demonstrates campus members' commitment to improving the institution ([i-83: Board Policy 2000: Shared Governance](#)).

### *College Council*

Established in *Procedure 2000.50 of Policy 2000*, the College Coordinating Council (CCC) exists "to discuss all issues brought to it." The CCC is the main shared governance council of the College. It meets monthly, and it is comprised of the President of the College and leaders from Academic Senate, Associated Students, Classified Senate, Management Association, and employee bargaining units. The nine standing committees to the CCC have representation from all constituent groups. Participation on the nine standing committees is high, demonstrating campus constituents' dedication to discussion of ideas and participatory governance.



CCC representatives are responsible for communicating pertinent information to their constituents and returning their input to the council.



Discussion of Ideas and Effective Communication College Council - 2013	Date
Career Technical Education	02/27/13
Centennial Facilities Master Plan Update	
Accreditation	
SB1456 and Changes to Financial Aid	03/27/13
Accreditation: Current Trends	
Smoking Policy	
Student Success Scorecard Data	06/16/13
Active Shooter Task Force	
Academic Calendar	
Institutional Effectiveness Committee Broad Recommendations for the College	
Auditing & Auditing Fees Policy	
Accreditation: Review PCC's Previous Recommendations	09/26/13
Institutional Effectiveness Report on Graduation Initiative and the Achievement Gap	
Preparation for PCC's 90 <sup>th</sup> Anniversary	10/24/13
Dream Center Proposal	
Proposal for External Accreditation Self-Evaluation Reader	
Bachelor's Degrees at Community Colleges	11/21/13
Adult Education	
Board Policy and Administrative Procedures Review Process	
Accreditation Self-Evaluation Update	
CCCCO Online Initiative	
Administrative Staffing	

[IVA-23: Sampling of 2013 College Coordinating Council Minutes](#)

*Students*

The Associated Students of Pasadena City College (ASPCC) have a defined role in participatory governance. *Board Policy 2000* and Administrative Procedure 2000.20 allow students to make recommendations on issues that have a significant impact on students. These issues, referred to as the “9+1”, are listed as:

- a. Grading policies
- b. Codes of student conduct
- c. Academic disciplinary policies
- d. Curriculum development

- e. Courses or program which should be initiated or discontinued
- f. Processes for institutional planning and budget development
- g. Standards and policies regarding student preparation and success
- h. Student Services planning and development
- i. Student fees within the authority of the District to adopt
- j. Any other District or College policy, procedure or related matter that the District Governing Board determines will have a significant effect on students.

The President of the Associated Students meets with the College President regularly to discuss issues of concern to students. The following report from the ASPCC President included in the January 16, 2013 ASPCC minutes demonstrates this dialogue ([IVA-24: Sampling of 2013 Associated Students Minutes](#)).

The student body elects a student trustee to be an advisory voting member of the College's Board of Trustees. Associated Students members are invited to attend and participate in Academic Senate and Classified Senate meetings and activities. The Associated Students appoint members to attend various meetings as well as a number of shared governance committees, including the nine standing committees to the CCC, the C&I Committee, and the IEC.

#### *Faculty*

The Academic Senate is the established governance group for faculty members. The Academic Senate appoints members to the nine standing committees to the CCC, other shared governance committees, and to ad hoc committees and task forces. The Academic Senate makes recommendations on academic and professional matters and facilitates dialogue with staff, students, and administrators who make public comment and give presentations at Academic Senate meetings ([IVA-25: Sampling of 2012 Academic Senate Minutes](#)).

The Council on Academic and Professional Matters (CAPM) is the venue through which the Academic Senate reaches mutual agreement with the Board of Trustees, or its designee(s), on academic and professional matters. CAPM consists of the designee of the Board of Trustees (most often the College President), an administrative representative, and three Academic Senate representatives (most often the Academic Senate President, Vice President, and Secretary). Procedure No. 2000.6 to *Policy 2000: Shared Governance* identifies the functions of CAPM ([i-83: Policy 2000: Shared Governance](#)):

- To identify and maintain a list of those matters, within the scope of California Title 5, Sections 53200 through 53204, which are considered to be academic and professional by the Pasadena Area Community College District
- To review the College Coordinating Council agenda to identify those matters that are of an academic and professional nature and to refer such matters to the Academic Senate Board
- To reach mutual agreement on recommendations from the Academic Senate Board on proposed policy relating to academic and professional matters

- To ratify agreement on the above academic and professional matters by having both the Board's designee(s) and the Academic Senate Board representatives sign off on those issues where mutual agreement has been achieved. (Before signing off, Academic Senate representatives will obtain approval of such mutual agreement from the Academic Senate Board.)
- To transmit in writing to the Board of Trustees, those recommendations which are proposed to become District policy, having been mutually agreed to by the Academic Senate Board and the Board of Trustees or its designee(s)

The faculty also have the ability to address the Board directly as detailed in Title 5, Section 53203.c, which states:

While in the process of consulting collegially, the Academic Senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the Senate. In addition, after consultation with the administration of the College and/or District, the Academic Senate may present its views and recommendations to the governing board.

The Academic Senate may address the Board during public comments on non-agenda items, public comment on agenda items and during announcements from shared governance groups. In addition, Board Bylaw 2340 allows items to be placed on the Board agenda that directly relate to the business of the District ([IVA-26: Board Bylaw 2340 Agendas](#)).

#### *Classified Staff*

The leaders of the Classified Senate meet with the College President regularly to address pertinent concerns to Classified Staff members. Often, members of other constituent groups attend the regular meetings of the Classified Senate. Administrators, faculty, and students are invited to present to the Classified Senate on topics ([IVA-27: Sampling of 2013 Classified Senate Minutes](#)).

#### *Administrators*

The President's Executive Committee meets weekly to discuss issues that affect all areas of the College. In 2013, the President expanded his Executive Committee to include additional managers to increase the exchange of information throughout the institution. The Management Association holds a two-hour luncheon on the day of each Board of Trustees meeting to address topics of interest for managers, including strategies in leadership and communication ([IVA-28: Sampling of 2013-14 Management Association Presentations](#)).

Student Affairs administrators meet with the Associate Vice President of Student Affairs bi-weekly to discuss items of importance ([IVA-29: Sampling of 2013-14 Student Affairs Managers Agendas](#)). These managers then hold meetings with the classified staff and faculty in their departments to address these items and departmental concerns.

Academic Affairs administrators meet weekly with the Associate Vice President of Instruction to review operational items and consider student success initiatives ([IVA-30: Sampling of 2014 Academic Affairs Deans Agendas](#)). At these meetings, Academic Affairs administrators discuss topics that should be communicated widely to faculty and classified staff and hold regular meetings with them to disseminate information and to explore student success initiatives.

The Management Association appoints members to the nine standing committees to the CCC, other shared governance committees, and ad hoc committees and task forces.

#### *Governing Board and Open Meetings*

Each regular meeting of the Board of Trustees of PCC is an open meeting and allows an opportunity for public comment. In response to public comment, Board members may ask for future agenda items or for special reports from the administration. Reports are presented from the Academic Senate, Classified Senate, Associated Students, and Management Association Presidents at each Board meeting. Members of the public can request that agenda items be added to Board of Trustees meeting by following the guidelines to *Policy 1240: Agenda for Meetings* ([IVA-31: Board Policy 1240: Agenda For Meetings](#)). This policy was updated in July 2014 to coincide with the CCLC common numbering systems and is now part of the Board Bylaws as BB 2340 ([IVA-26: Board Bylaw 2340 Agendas](#)).

Some faculty have expressed concern about the limitations of both the former and current Board Policy on agenda items. These concerns include the requirement that proposed agenda items be submitted two weeks prior to the Board meeting. In addition, there are restrictions that “any agenda item submitted by a member of the public and heard at a public meeting cannot be resubmitted before the expiration of a 90 day period following the initial submission.” The policy also indicates that items placed on the agenda by the public be directly related to District business. Some have claimed that proposed agenda items have been classified as not District business and thus have not been added to the Board agenda. In general, some faculty members have felt that the Board was not honoring the spirit of the California Brown Act.

An example cited of this concern relates to removal of the Winter intersession. The reduction in section offerings in response to workload reductions from the State and the removal of the Winter Intersession led to regular student and faculty protests at Board of Trustees’ meetings. In response to an increase in the intensity of these protests and to maintain public safety, security was increased at Board of Trustees’ meetings. Beginning in 2012, bag searches were conducted by PCC Police Officers. Some faculty members felt that the bag searchers were intimidating and created a poor tone/atmosphere. In spite of great interest in attending, some Board meetings were held in conference rooms with insufficient chairs for the number of attendees, and access was restricted. Other meetings were held at the Community Education Center, approximately two miles from the main campus and at the Jackie Robinson Center, approximately three miles from campus. Some faculty members and students believed that these changes were attempts to limit participation in Board meetings in violation of the California Brown Act for open meetings and that the changes did not allow for effective communication or discussion of ideas.

The administration and Board of Trustees maintained that the changes were implemented for public safety, that all relevant laws, policies, and procedures were strictly adhered to, and that all members of the public were welcomed to present public comments following Board protocol. However, these actions increased tensions throughout the campus.

Academic Senate, Classified Senate, and Associated Students meetings are public meetings and follow the California Brown Act requirements for open access, advance posting of agendas, and opportunity for public comment. Anyone wishing to address an issue may attend these meetings and may speak to items on the agenda.

*Informal communication*

There are multiple venues for communication across the campus where dialogue occurs. Campus employees are informed through group meetings, campus events, workshops, the Pulse (online staff newsletter), and email. Employees and students also have access to the *Crier*, the *Courier*, and the College website.

Mode of communication	Type of communication	Examples/description
Meetings	Dialogue	Department meetings, committee meetings, etc.
Campus events	Dialogue	Speakers, Career Day, Faculty Professional Learning Day, Classified Day, professional learning workshops, etc.
The Pulse	Information sharing	Important announcements
E-mail	Dialogue	Dialogue among colleagues, departments, or the entire campus
Campus Crier	Information sharing	Newsletter by Student Affairs
Academic Affairs Newsletter	Information sharing	Important information for faculty and academic administrators
Accreditation Newsletter	Information sharing	Important information for all campus constituents about the accreditation process
Courier	Dialogue	Student newspaper; online version supports threaded discussions via comments
College Website	Information sharing	Announcements, press releases, and general information

*Other Shared Governance Committees*

PCC has a long history of working together effectively on shared governance committees with focused purposes. Prime examples of this include the Planning & Priorities, Budget and Resource, Institutional Effectiveness, and Curriculum and Instruction Committees. Each of these Committees is comprised of students, classified staff, faculty, and managers that communicate for the benefit of the students and the institution. A sampling of topics that were discussed in three of these committees in 2013 is included in the diagram below.

Planning & Priorities	Budget & Resource	Institutional Effectiveness
<ul style="list-style-type: none"> <li>• Trends in Accreditation</li> <li>• Accreditation Policy Revision</li> <li>• Accreditation Communication Strategy</li> <li>• Status Report on SLO Implementation</li> <li>• ACCJC Annual Report and Annual Fiscal Report</li> <li>• Integrated Planning</li> <li>• Educational Master Plan Update</li> <li>• City College of San Francisco's Accreditation</li> <li>• Recommendation on Campus Climate, Collegiality, and Shared Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Budget 101</li> <li>• State and Community College System Budget Overview</li> <li>• Deferred Maintenance Plan</li> <li>• California State Controller's Office: January Cash Update</li> <li>• School Services of California: Trailer Bill</li> <li>• LAO Analysis of Higher</li> <li>• 12/13 And 13/14 Budget Update</li> <li>• February Cash Update</li> <li>• Community College League of California: State Budget Agreement</li> <li>• Memo: 2013/14 Budget Update As of May Revise</li> </ul>	<ul style="list-style-type: none"> <li>• ACCJC Rubric for Evaluating Institutional Effectiveness</li> <li>• Various Program Review Evaluations</li> <li>• English &amp; Math Acceleration</li> <li>• Campus-Wide Professional Development</li> <li>• Integrated Planning</li> <li>• Student Success &amp; Support Program</li> <li>• Shared Governance Training</li> <li>• Closing the Achievement Gap</li> <li>• Techniques in Providing Constructive Feedback</li> </ul>

[IVA-32: Sampling of 2013 Planning and Priorities Minutes](#)

[IVA-33: Sampling of 2013 BRAC Minutes](#)

[IVA-34: Sampling of 2013 IEC Minutes](#)

**Self-Evaluation**

The governing board, administrators, faculty, staff, and students at PCC are discussing ideas, communicating, and attempting to work together for the good of the institution. Documented interactions throughout the governance structures of the College demonstrate that all constituents are engaged in promoting what they feel is best for the institution. Many committees have worked together to develop processes such as program review and the assessment of student learning. However, there have been significant challenges related to disagreements on what is the best course of action on significant issues. In addition, there has been dissatisfaction with how the administration and the Board of Trustees have made decisions, particularly concerning the decisions to cancel the Winter Intersession and to reorganize the College. The former President of the College has become a focal point for this dissatisfaction, partly because he was the primary conduit of information to the Board.

*Realignment*

Goal #1 of the 2011-2012 Annual Goals for PCC approved by the Board of Trustees on September 20, 2011 was ([IVA-35: College Goals 2011-2012](#)):

REALIGNMENT – Develop, recommend, and complete in this year 1) a College-wide realignment of the administration and staff that includes the division of Instruction and 2) continue to streamline the administration and staff to reduce costs and improve efficiency and service.

To achieve this goal, the Academic Senate leadership collaborated with the senior administration to design a process that would lead to a recommendation on how to best reorganize the College. It was agreed that the P&P Standing Committee to the College Council would be the shared governance body to oversee this process. The P&P Committee formed two Task Teams that were given the following charges:

- Task Team #1 on Organizational Structure: Research and recommend a College reorganization
- Task Team #2 on Faculty Chairs: Research and recommend a system for the administration of instructional departments (Deans, Faculty Chairs, etc.)

The structure for instructional areas of the College at that time consisted of twelve instructional Divisions that each had an instructional Dean who reported to the Vice President of Instruction. One model that the administration endorsed was a model with fewer instructional Divisions and Deans that relied on faculty Department Chairs for the management of academic programs.

To share information about the process and to solicit input from the campus community, a Town Hall was held on December 8, 2011. The input received informed the Task Teams in shaping their inquiries. The Board of Trustees received a report on the progress of this conversation at its December 14, 2011 meeting ([IVA-36: Board of Trustees Minutes 12/14/11](#)). A second Town Hall was held on April 2, 2012, at which the Task Teams made five presentations in the areas they had researched ([IVA-37: Spring 2012 Town Hall Presentations](#)). Campus members were also present to ask questions and express opinions on the proposed realignment. While some campus members were open to discussions about reorganizing the College, many did not support it; dialogue about realignment was often times acrimonious.

Near the end of the academic year on April 30, 2012, the P&P Committee approved a recommendation to the College Council that essentially maintained the existing organizational structure of the College with the exception of moving four instructional departments to other areas.

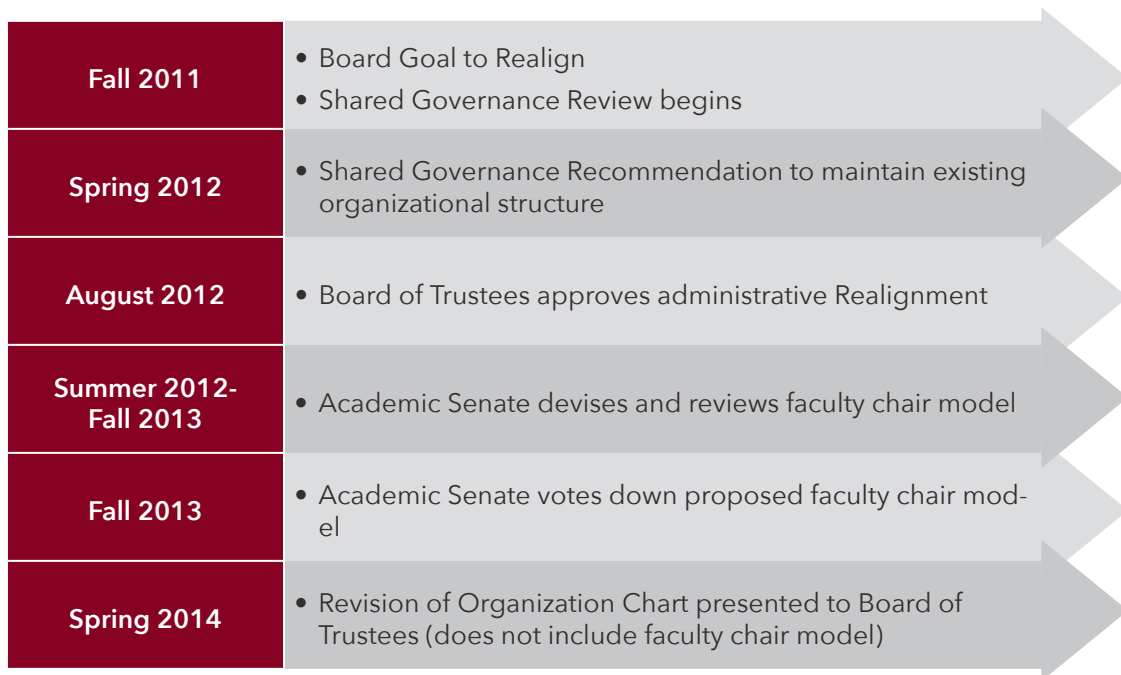
On August 29, 2012, the Superintendent/President brought forward a plan for reorganizing the College that was different from what was recommended by the P&P Committee. The new organization consolidated the 12 former Divisions into 4 Schools. This plan was approved by the Board of Trustees on August 29, 2012 ([IVA-38: Board Packet 08/29/12 – Realignment](#)):



General Counsel has advised the Board that the organization of the administration is a matter that is solely within the authority of the Board. While Counsel notes that neither consultation nor approval by other bodies is required to act, Counsel further notes that here has been broad and lengthy consultation within the College's shared governance throughout the academic year 2011-2012. The Superintendent-President and the administration have taken the extensive record of this consultation into consideration.

Campus constituents expressed substantial concern that the reorganization differed from the shared governance recommendation.

As no shared governance recommendation was made on a faculty chair model in 2012, the work was taken up by a third Task Team which became known as Task Team #3. This group worked from Summer 2012 through Fall 2013 developing a recommendation on a faculty chair model. Task Team #3 members visited all instructional Divisions of the College to present their recommendation and receive feedback. All of the feedback was considered and a substantial amount was incorporated into the model. In Fall 2013, the Academic Senate voted to not forward this recommendation on faculty chairs ([IVA-39: Academic Senate Minutes 12/02/13](#)). Some concerns were raised as to how faculty connect to administration in the realignment, as the organizational charts do not indicate the manner in which this connection should occur.



The realignment process was concluded in Spring 2014 when a revised version of the organizational charts were presented to the Board of Trustees ([IVA-38: Board Packet 01/15/14 – Realignment](#)). Following this approval, hiring processes to staff the new organizational charts were begun so that the realignment could be fully implemented. Dissatisfaction with realignment has cooled in recent months, but it is still cited by some campus constituents as an example that shared governance is not valued.



*Elimination of Winter Intersession*

Discussion about the elimination of the Winter intersession dates back to at least 2009. In 2009-2012 amidst the worst financial situation California schools have faced since the Great Depression, the College shouldered annual unfunded FTES apportionments of between \$3-6 million because of workload reductions from the State ([IVA-40: 6-year Credit Non-Credit Overview](#)). Winter Intersession section offerings in this timeframe were cut in half.

Academic Year	Winter Sections
2007-2008	592
2008-2009	597
2009-2010	340
2010-2011	352
2011-2012	271

Pasadena City College's *Policy 2300: Academic Calendar* states ([IVA-41: Policy No. 2300: Academic Calendar](#)):

It is the policy of the Pasadena Area Community College District that the Superintendent/President shall, in consultation with the appropriate constituent groups, develop and recommend an academic calendar to the Board of Trustees for approval.

The Calendar Standing Committee is the shared governance body that makes recommendations on calendars to the College Coordinating Council. Their recommendations had been consistently adopted up until 2012 when the committee engaged in heated debate over the removal of Winter intersession ([IVA-42: Sampling of 2012-13 Calendar Committee Minutes](#)). The administration held the position that eliminating Winter intersession would achieve financial and organizational efficiencies needed to address the depletion of District reserves, the State financial crisis and State deferments. The administration also claimed that eliminating Winter intersession would improve success and retention for students in developmental education courses. The faculty contended that the decision was primarily financial. Further, they felt that reserves should have been used to prevent the elimination of Winter. Some faculty members countered that administration claims had not been substantiated with credible evidence. In this timeframe, the shared governance Calendar Standing Committee, which includes students, has consistently recommended calendars with a Winter intersession. The IEC produced several papers analyzing the efficacy of Winter intersession ([IVA-43: OIE Paper: Effects of Academic Breaks](#); [IVA-44: OIE Paper: Winter Efficacy Analysis](#)).

On May 2, 2012, the Board of Trustees approved the 2012-13 academic calendar with a Winter intersession. However, on August 29, 2012, the Board of Trustees revisited the calendar to consider a new calendar for the 2012-13 year without a Winter intersession. The revisiting of the calendar had never been done before. The administration included the following justifications for its recommendation in the board packet from this meeting ([IVA-45: Board Packet 08/29/12 Calendar](#)):

1. Workload reductions necessitated offering no Winter sections
2. Maintaining a Winter intersession with no sections would mean students in developmental courses would go months without instruction
3. Winter was implemented in a robust economy to capture enrollment growth; the economy was no longer robust
4. Student success and outcomes data had declined since the inception of the Winter intersession, particularly for underrepresented students
5. A calendar without Winter would benefit campus shared governance and accreditation activities

At the same Board meeting, faculty presented reasons why Winter should be continued. The reasons included the following:

1. Area Colleges with whom we compete, including Santa Monica City College, offer a Winter intersession
2. Winter provides basic skills students with the opportunity to maintain their skills
3. Winter provides high school students with the opportunity to get a jump on their College careers
4. Winter provides the opportunity for students to enroll in classes they could not get in the Fall or that they did not perform well in, giving them opportunities to repeat the courses without Falling behind
5. Back-to-back summer sessions, as alternatives to Winter, are too intense for many students
6. CTE programs may rely on Winter to allow students to complete coursework
7. Winter allowed students to transfer in a timely manner

At the Board of Trustees Meeting on March 13, 2013, the Calendar Standing Committee presented a statement in support of a Winter intersession.

The Board of Trustees approved the new calendar without Winter intersession. Faculty members believed that the decision should have been more fully and thoughtfully considered before it was made. Before the approval of this new calendar, campus relations were strained. After the passage of the calendar without Winter, some campus members were even more dissatisfied, believing that shared governance was not being honored on campus and that California Title 5 regulations were being violated in regards to reaching mutual agreement. After the approval of the new calendar, campus relations became markedly worse. The Academic Senate conducted a survey on the process by which the calendar was changed. Of 341 faculty members that responded, 76% agreed with the statement, "I oppose the process by which this decision was made" ([IVA-46: Academic Senate Calendar Process Survey Results](#)). The free response portion of this survey revealed a variety of faculty opinions ([IVA-47: Academic Senate Calendar Process Free Survey Response Results](#)):

- I oppose the process by which this decision was made, but I support the decision. The decision to change the calendar (and do it) was good and necessary. However, the process by which it was done was terribly flawed. The administration should have dealt with this during the initial calendar decision-making process.
- I think this decision was made very quickly and implemented without time for adjustments. It has disrupted many schedules for students expecting to attend Winter intersession, faculty expecting to teach and making their schedules around those dates, etc. In fairness I will say that it's true that the administration has had this idea on the table of eliminating Winter session for over a year, but my understanding is that most faculty and student opinion seemed to oppose the idea of no Winter session. I think that's why many students and faculty alike feel that the way the decision was made felt like disregard of our input, and therefore shared governance was compromised.
- I thought the process was incorrect, unwise, unproductive, unconstructive, and inefficient. Management should have taken the time to persuade the faculty why the new calendar would benefit all parts of the College community, especially for the students and faculty. Instead, management created the present situation of confusion and conflict which only hurts the whole College community. This is the opposite of "servant leadership . . ."

Legal conflict over the elimination of Winter intersession has been ongoing between the District and the Faculty Association. An initial decision by a mediator found that the District was within its rights to exclude Winter. However, the Public Employment Relations Board (PERB) found that the District's decision to eliminate Winter was in violation of the agreement between the District and the Faculty Association in that the District had an obligation to negotiate the effects of such a decision. The District has appealed. ([IVA-48: PCCFA Unfair Labor Practice Charge](#), [IVA-49: PERB response by PACCD](#), [IVA-50: PERB Proposed Decision](#), [IVA-51: PACCD Statement of Exceptions Brief](#), [IVA-52: PACCD Statement of Exceptions](#)).

The elimination of Winter required mitigation in order to ensure that student transfer plans would not be negatively impacted. This was not an anticipated need that had been discussed in prior conversations. As a result, the Associated Students initiated communication with some institutions. College members worked with these institutions to avoid negative impacts for students who were transferring. The Associated Students were extremely dissatisfied with this sequence of events, and in late February 2013 it issued a vote of no confidence against the College administration and the President of the College ([IV-53: ASPCC Vote of No Confidence](#)). On April 15, 2013, the Academic Senate approved a vote of no confidence against the President of the College that identified three grievances: elimination of the Winter intersession, reorganization of the College, and disagreement over normal closing numbers ([IVA-54: Academic Senate Vote of No Confidence 04/15/13](#)).

The change in calendar shifted the start of the Spring semester to the beginning of the year and allowed the College to offer two sessions during the summer semester. Formerly, students had been limited to 8.3 units in the single summer session. With the addition of a second

session in the summer schedule, a one-time adjustment of the load limitation to 19.3 units was implemented by the administration to allow students to take courses in both sessions without encountering registration barriers. Following this adjustment, academic administrators went to the Academic Senate, presented this one-time change, and asked the Academic Senate to recommend a permanent summer load limitation. Faculty have expressed concern at the process for making this decision, indicating that it did not go through a shared governance process and that the Counseling Department did not have enough input when the decision was made.

Following these events, the former President of the College performed outreach to exchange ideas about how to move the campus forward. These included individual meetings with faculty members, classified staff, managers, and students, informal “Coffee with the President” gatherings, and a series of visitations to each of the new Schools for informal Q&As.

Undeniably, 2013-14 was a challenging year for relations between the administration and Academic Senate. This is well-documented with the series of resolutions from the Academic Senate during this timeframe, most of which were critical of the perceived violations of shared governance by the administration ([IVA-55: Academic Senate Resolutions 2013-14](#)). Historically, the administration and College President have worked collaboratively to further institutional improvement and student success with the Academic Senate and its Executive Board. A variety of incidents/situations occurred that undermined trust and collegiality. Faculty felt that there were instances of faculty not being told the truth, particularly in regards to the cancellation of the Winter intersession. In another example, faculty believed that the Council on Academic and Professional Matters (CAPM) was a Brown Act Committee, in which meetings should have been open and agendas and minutes published. Meetings had been held in an informal manner, and agendas and minutes were not published. They felt that some of what occurred in those meetings was later misrepresented. Administration regarded the committee as a place for more informal discussion, a place where the Academic Senate Executive Board and the President and senior leadership could meet to discuss items for mutual agreement.

Students also expressed concern over the situation and their support for the return of the Winter Intersession. Students presented a petition with 2,700 signatures to the Board at the October 3, 2012 Board of Trustees meeting ([Courier Student Petition](#)). On March 21, 2012, the Associated Students passed a resolution asking administration and faculty to “consider smart and strategic calendar and scheduling” ([Associated Students Petition](#)). On August 29, 2013, the Associated Students passed a resolution to censure the administration regarding the process for removing the Winter intersession ([Resolution to Censure](#)).

As a result of these various incidents/situations, in 2013-14, the Academic Senate voted to boycott the Council on Academic and Professional Matters (CAPM) meetings. The trust was further fractured by accusations that the Senate had violated the Brown Act by not attending CAPM ([IVA-56: Letter from General Counsel to Academic Senate President, i-83: Board Policy 2000: Shared Governance](#)). The effect of these issues led to distrust and anger surfacing at numerous meetings. Some campus members have expressed concern that there has been a general lack of respect for norms of public discourse and professional behavior.

### *Moving forward*

In April 2014, Modern Think, a research and consulting firm focusing on workplace excellence, conducted a campus-wide survey of employees to assess the strength of organizational competencies and relationships that most directly impact and influence campus culture. The College also believed that a survey from an outside group would allow constituent groups to express their views on the campus climate. The survey data revealed significant challenges that need to be addressed by campus members ([IIIA-29: Campus Climate Survey 2014 Response Distribution Report](#)).

Question	Agree	Disagree
When I offer a new idea, I believe it will be fully considered.	41.0%	31.2%
We have opportunities to contribute to important decisions in my department.	42.1%	28.5%
I can speak up or challenge a traditional way of doing something without fear of harming my career.	38.2%	38.8%
Changes that affect me are discussed prior to being implemented.	21.0%	48.7%
The role of faculty in shared governance is clearly stated and publicized	25.2%	48.4%
Faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).	28.5%	44.9%
Faculty, administration and staff are meaningfully involved in institutional planning.	16.0%	57.3%
At PCC, we discuss and debate issues respectfully to get better results.	10.4%	65%
Faculty, administration and staff work together to ensure the success of PCC's programs and initiatives.	20.5%	42.3%
There is regular and open communication among faculty, administration and staff.	10.0%	63.6%

This survey captured a snapshot of campus constituents' perceptions of campus culture at a difficult time, but the results mobilized the campus to move forward with positive changes. The results indicate a lack of trust in senior leadership and the need for improved communication. The College has already engaged in efforts to improve trust and communication.

At its offsite retreat on August 19, 2014, managers reviewed and discussed the results of the survey, creating initial plans for improving the culture in their own areas. On October 1, 2014, the survey results were presented and discussed at flex day meetings held by the Faculty and Classified Senates, with the goal of helping to move the College forward.

In addition, toward the beginning of the Fall semester, leaders of the Classified Senate, Academic Senate, and Management Association began working together in a united effort to address the campus climate issues. These groups have expressed a strong interest in moving forward together to correct the climate issues on campus and to do so using internal resources. Together, they established a proposed timeline for the process, starting on the October 1st, 2014 Flex Day.

All constituent groups were sent the results of the ModernThink Campus Climate Survey, and presentations were made to the entire faculty and classified staff at Flex Day. These presentations included a question and answer segment that allowed all participants to ask questions regarding the data. In addition to these planned activities, the shared governance leadership group also proposed hosting Town Hall meetings later in Fall to address unanswered questions. These Town Halls would include student representatives, in order to better address their needs and concerns.

The shared governance leaders further proposed to use the results of the Flex Day and Town Halls, and the collective expertise of College faculty, staff and managers, to develop a series of activities designed to improve campus climate and promote a more positive culture. These activities would take place in Spring 2015. By the end of Spring 2015, the College will work collaboratively through the shared governance groups to evaluate the results and decide whether additional activities are required.

Other strategies to increase effective communication and facilitate working together included a Technical Assistance Visit from two statewide organizations, a visit from a State Academic Senate representative and a consultant for the development and recommended execution of a short-term process to improve campus relations, communication, and collaboration, as well as to aid the College in developing a long-range strategic plan to address these areas.

#### *Technical Visit*

In Spring 2014, the College President and Academic Senate President agreed that outside help was needed to improve effective collaboration, and it was agreed that a Technical Assistance Visit would be conducted. Technical Assistance is a joint program of the statewide Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). The purpose of the Technical Assistance Visit program is to help districts and Colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and College governance. Normal practice in requesting a Technical Assistance Visit involves the College President and Academic Senate President jointly developing a request that identifies issues that the College needs help in resolving. As a result of deteriorated relations, a joint statement was not developed and two individual statements were developed that identified the issues below ([IVA-57: Academic Senate Issue List for Technical Visit](#); [IVA-58: Administration Issue List for Technical Visit](#)).



Academic Senate Identified Issues	Administration Identified Issues
<ul style="list-style-type: none"> <li>• Communications with the Board of Trustees</li> <li>• Realignment</li> <li>• Normal Closing Numbers</li> <li>• Faculty Hiring Priorities Committee</li> <li>• Interference with Academic Senate</li> <li>• First Reorganization</li> <li>• Votes of no confidence</li> <li>• Climate of Fear</li> <li>• Shared Governance Committees</li> <li>• Evaluation of the Superintendent/ President</li> <li>• Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Delineation of roles between Academic Senate and faculty union</li> <li>• Need for common understanding of academic and professional matters (10+1)</li> <li>• Need for common understanding of legal and regulatory aspects of participatory governance</li> </ul>

On Monday, April 14, 2014, PCC hosted Beth Smith, President of the Academic Senate of the California Community Colleges, and Scott Lay, President/CEO of the Community College League of California, to perform a Technical Assistance Visit. This visit was a mechanism for the College to evaluate its participatory governance processes and to make improvements. Members of all constituency groups attended the visit, including members of the Board of Trustees, the President of the College, and leaders from each of the participatory governance groups on campus. Mrs. Smith and Mr. Lay delivered a presentation on participatory governance and answered questions for attendees. The overarching message from the two presenters was that all constituent groups need to resolve issues and find ways to work together. At the conclusion of the Technical Visit, the Senate President expressed his desire for better communication and a more collegial relationship with administration. The President agreed.

The Academic Senate Executive Board resumed participation in the Council on Academic and Professional Matters meetings with the senior administration. Informal meetings, agendas and minutes were written and distributed to ensure accuracy and to avoid miscommunication. The two groups agreed to follow the guidelines of the Brown Act. On Thursday, August 7<sup>th</sup>, 2014, President/Superintendent Rocha announced his retirement from the district ([IVA-59: Dr. Rocha Retirement](#)). The Board of Trustees appointed an Acting President upon Dr. Rocha's retirement and on September 3, 2014 appointed Dr. Robert B. Miller as the Interim Superintendent/President. Dr. Miller also served as the Acting President. Dr. Miller is a long-standing District employee, and his appointment has been well received by the campus community and the external community as well.

*Consultant to improve campus relations, communication, and collaboration*

Beginning in Fall 2013, the P&P Standing Committee, as the Accreditation Steering Committee, assumed the responsibility to confer on the issues of campus relations, communication, and collaboration to develop a solution. This committee is the campus-wide shared governance strategic planning and accreditation body that reports to the College Coordinating Council. Beginning in September of 2013, the P&P Committee discussed the issue and produced a

Request for Information (RFI) to engage a third-party consultant to work with the campus to achieve institutional improvements ([IB-2: Planning and Priorities Standing Committee Minutes and Agendas \(09/01/13-01/30/14\)](#); [IB-3: RFI for Campus Relations](#)). Though these issues were difficult to discuss at times, the P&P Committee stayed focused on continuing the conversation to facilitate effective communication and working together for the benefit of students. Two faculty representatives at the P&P Committee, however, noted their opposition to engaging a consultant for this purpose, believing instead that the campus community can and should work on these improvements themselves.

Following a review of the proposals, the P&P Committee engaged in a collegial discussion on the need for an outside consultant. The meeting included discussions on whether an outside consultant would be trusted by the campus, whether the RFI met the current needs of the College, and whether the activities proposed by a group of faculty, staff and management leaders could make sufficient progress using internal resources. The committee concluded that the original proposal was not specific enough to meet the needs of the College. The Committee voted to review the original RFI and develop a new call for proposals that best reflects the current needs of the College. The Committee agreed to review the outcomes of the work of the internal group through the development process to determine whether an outside consultant is still required.

### **Actionable Improvement Plans**

To improve institutional effectiveness, every Fall semester participatory governance committee members will receive training on the legal and regulatory aspects of participatory governance.

To improve institutional effectiveness, the College will provide training for all constituency groups on the California Brown Act.



**IVA.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive change. The institution moves expeditiously to respond to recommendations made by the Commission.**

PCC demonstrates honesty and integrity in its relationship with external agencies in multiple ways. *Board Policy 2120* specifically directs the College to “meet and, where feasible, exceed the accreditation Standards established by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges. To that end, the College, through the consultation process, has established procedures to maximize the effectiveness of the accreditation process, and to promote the participation of the campus community in that process” ([i-1: Board Policy 2120: Process for Institutional Accreditation](#)).

The College recognizes the need for, wholly supports and willingly participates in the peer-review process for accreditation, and makes every effort to exceed accreditation standards and fulfill ACCJC recommendations. Previous accreditation recommendations have been fully considered by the College, demonstrated by the ACCJC’s acceptance of all Follow-up and Mid-term reports. These efforts demonstrate a willingness to examine and amend the College’s practices to encourage growth and development. This process is clearly documented in policies that were revised or created in response to ACCJC recommendations and in follow-up and midterm reports made available to the public on the PCC website. In response to previous recommendations from the ACCJC regarding a systematic assessment of evaluation mechanisms, the College created a robust and expansive program review process that is facilitated and reviewed by the IEC, a College-wide shared governance body.

Additionally, PCC offers the following programs for which compliance is necessary with specialized accrediting agencies:

- Anesthesia Technology - [IVA-60: The American Society of Anesthesia Technologists and Technicians](#)
- Associate Degree Nurse - [IVA-61: Board of Registered Nursing](#)
- Dental Assisting - [IVA-62: American Dental Association \(ADA\) Commission on Dental Accreditation \(CODA\)](#)
- Dental Hygiene - [IVA-62: American Dental Association\(ADA\) Commission on Dental Accreditation \(CODA\)](#)
- Dental Laboratory Technology - [IVA-62: American Dental Association \(ADA\) Commission on Dental Accreditation \(CODA\)](#)
- Emergency Medical Technician-Paramedic - [IVA-65: County of Los Angeles](#)

- Licensed Vocational Nursing - [IVA-66: Board of Vocational Nursing & Psychiatric Technicians](#)
- Medical Assistant - [IVA-67: Medical Assisting Education Review Board](#)
- Paralegal Studies - [IVA-68: American Bar Association](#)
- Radiologic Technology - [IVA-69: Joint Review Committee on Education in Radiologic Technology](#)

Further outside programs and agencies, particularly within the California Community College Chancellor's Office with which the College demonstrates its honesty and integrity via audits and reporting include:

- Disabled Student Programs and Services (DSP&S)
- Extended Opportunity Program and Services (EOP&S/CARE)
- Matriculation
- Financial Aid (federal and state)
- CalWORKs
- Puente (UC Office of the President)
- Foster Kinship

The relationship between the College and the United States Department of Education is evident in the College's continuation of a National Science Foundation grant, Trio grants (Upward Bound, Upward Bound Math/Science, and Student Support Services), ESTEM and Title V grants. Annual audits of the financial aid programs indicate full compliance with federal financial aid regulations.

The College oversees local, private, state, and federal grants with fiscal prudence, integrity, and appropriate direction. This is demonstrated by the role PCC plays as the fiscal agent for several state programs and grants, such as Matriculation and EOP&S, providing external validation as to the College's honesty and integrity.

Several members of the PCC community, including administrators, managers, Board members, and faculty, have served on ACCJC external visitation teams to support the peer review process. College representatives have attended multiple conferences and all required training offered by ACCJC and the Board participated in a voluntary ACCJC training in 2013.

The College attempts to make Board meetings open and transparent. The twice monthly Board of Trustees meetings are recorded and made available in audio cast format on the College

website. Written Board meeting agendas and minutes are also available on the website as well as from the Board secretary. In addition, the College communicates both internally and externally with its public through College publications and online resources.

Additionally, the College submits all necessary reports to ACCJC as well as to the CCCCCO and all required data to the Integrated Postsecondary Education Data System (IPEDS) in a timely manner.

### **Self-Evaluation**

PCC promotes and demonstrates honesty and integrity in its many relationships with external agencies. In particular, the College complies with ACCJC requirements and responds expeditiously to the Commission's recommendations. In addition to meeting all requirements, members of the District participate in the peer review process. The College also complies with all state and federal reporting requirements, including the U.S. Department of Education. Finally, the College communicates to its internal and external publics through various College documents and publications (e.g., the website, College catalog, schedule of classes, The Pulse, Academic Affairs Newsletter, and Accreditation Newsletter.) The College needs to establish a better mechanism for collecting and retaining information related to changes in policies and College governance.

Pasadena City College meets Standard IVA.4.

### **Actionable Improvement Plans**

None.

**IVA.5: The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

PCC regularly reviews its governance and decision-making structures and processes to assure their integrity and effectiveness. A mechanism for evaluating governance and decision-making structures is the periodically administered Campus Climate Survey. In 2010, in response to the 2009 accreditation recommendations, the College added specific questions to the survey that allowed members of the three main participatory governance groups, Academic Senate, Classified Senate, and the Management Association to evaluate themselves through the campus climate survey. Each group participated in the development of the questions that were added to the survey. After completion of the survey administration, each group was provided the results from the constituencies they represent. Examples of such questions are: “There is transparency in the Classified Senate process of shared governance committee appointments”; “The Management Association is meeting my expectations in the area of shared governance” and “PCC fosters shared governance by supporting faculty development of governance skills.”

The Academic Senate developed a campus climate survey and administered it to faculty. In addition, the senate held various town halls in November 2013 and March 2014 to address College concerns. Additionally the College contracted with ModernThink in partnership with the *Chronicle for Higher Education* in the Spring 2011 and Spring 2014 to administer the Great Colleges to Work for Survey (GCWS). GCWS provides a broader spectrum of questions than the internal PCC Campus Climate, and it is nationally normed and benchmarked. The Great Colleges to Work for Survey is analyzed and an independent third party - ModernThink, prepares reports. This survey takes a comprehensive look at the quality of the work environment and employee satisfaction with respect to Shared Governance, Teaching Environment, Professional Development, Compensation, Benefits and Work/Life Balance, Facilities, Policies, Resources and Efficiency, Job Satisfaction and Support and Institutional Pride. The College chose to go to an outside agency to evaluate campus climate to ensure objectivity and transparency in the process ([IIIA-29: Campus Climate Survey 2014 Response Distribution Report](#)).

The Annual Fall Student Survey represents another in-house means of collecting information on the effectiveness of our decision-making structures. In addition to collecting information on student engagement and satisfaction, it also asks questions on student’s awareness and perceptions of the Associated Students (ASPCC), the primary representative body for students ([IIIB-18: Fall Student Survey 2012](#)).

The Board of Trustees engages in an annual self-assessment as outlined in *Board Policy 1490 Board Self-Assessment*. Each Board member completes the self-assessment individually; then the

Board discusses the self-assessment at their Spring retreat under California Brown Act guidelines. The Board is currently working with a consultant to review the results of the self-assessment and the ModernThink data to determine the best ways to improve as a Board and as a District.

The Superintendent-President is evaluated annually per *Board Policy 1680 – Evaluation of the Superintendent-President*. During the Superintendent-President's fourth year of service to the College, in addition to the Board evaluation, the Board of Trustees will gather broader input into the evaluation process by contracting an external, independent evaluation consultant to engage faculty, staff, administration and students in the evaluation process and provide a written report to the Board.

To promote campus-wide dialogue on issues of governance and decision-making, the College has instituted town hall style meetings as needed to gather information on possible institutional changes that effect a wide range of campus constituents. For example the "Realignment Town Hall Meetings" were used to solicit input from the campus community to assist in informing decisions regarding the process by which the academic realignment was conducted. The meetings lead to greater participation by stakeholders such as classified staff in the form of membership on task forces created as sub-committees of the P&P Committee.

During a Management Association retreat in the Summer 2013 the administration of the College discussed ways to increase communication across the campus but especially to managers who are in the best position to keep faculty and staff informed of institutional changes or decisions. The Superintendent/President meets with the managers every Monday morning for a ½ hour to update them and to encourage communication across units.

## **Self-Evaluation**

The College's campus climate surveys, Board self-assessment, the Fall student surveys, and the annual evaluation of the Superintendent/President provide regular evaluations of the College's governance and decision-making structures. The College is committed to identifying weaknesses and improving decision-making processes as evident in the resources directed towards an outside evaluation (ModernThink) and internally in the Town Hall meetings. The College is committed to improving all functions, processes and especially a transparent and reliable governance and decision-making structure. On any campus as large and divergent as PCC, effective communication is a challenge, but all constituent groups are committed to improvement.

Pasadena City College meets Standard IVA.5.

During the self-evaluation process, it became apparent that the College's governance and decision-making structures and governance committees would benefit from performing self-evaluations in relationship to their own charge and goals. To improve institutional effectiveness, the College Coordinating Council will develop a self-evaluation process for committees to evaluate their integrity and effectiveness and to evaluate committee activities based on annual

committee goals, set in alignment with the EMP. In addition, although all committees have student representatives in their bylaws, the committees would benefit from more student engagement and increased solicitation of student input. These standing committees include Facilities, Health and Safety, Planning and Priorities, Budget and Resource, Calendar, Enrollment Management, Professional Development, Sustainability, Technology and Academic Computing.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College Coordinating Council will develop a self-evaluation process for committees to evaluate their integrity and effectiveness.

## Evidence List for IVA

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