

EVALUATION REPORT

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

**A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges**

**This report represents the findings of the evaluation team that visited
Pasadena College on October 29-31, 1996**

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Pasadena City College Accreditation Site Visit

October 29-31, 1996

SUMMARY OF THE REPORT

Since the last accreditation visit six years ago, Pasadena City College has undergone considerable change. The \$100 million Facilities Master Plan is now 80% complete. The appearance of the campus has improved vastly with the completion of the new Shatford Library and the exterior remodeling of other major buildings to complement the campus' architectural theme. The new parking structure has effectively solved the College's long-standing parking challenge. This fall, the nearby Child Development Center was opened and a beautiful new, off-campus Community Education Center completed. Strong community support is evident through the Pasadena City College Foundation's success in raising funds to support the construction and operation of the new library and media center.

In addition to the Facilities Master Plan, the College has developed a new mission statement, strategic goals, an Educational Master Plan, and a Technology Master Plan since the 1990 visit. In 1992, an institutional program planning process was instituted and the following year a Matriculation and Research Office was created to support College planning and evaluation. Fiscal planning still needs to be better connected to goals, and all of the conceptual master plans should be more clearly related and converted into action plans.

The governance of the College is also undergoing transition. Senior administrative leadership has changed in the past two years. The President is completing his first year. The Vice President of Instruction has been with the College only two years, and in August 1996, a new Vice President for Administrative Services was employed.

Several past incidents have created problems in creating a more democratic governance process where the roles and responsibilities of all constituents are clearly defined. Outdated handbooks, policy manuals, and lack of procedures contribute to a misunderstanding of how governance works. The College President and all constituent groups need to come together to develop a workable system of shared governance consistent with existing Board Policy. The 1996-97 institutional goal of instituting a College Council would be a step in the right direction.

The College is to be commended for providing quality educational programs and services in an attractive physical environment conducive to learning. Faculty and staff are highly qualified and committed to student success. The College has successfully

survived the lack of state operating support in the early nineties through enrollment management and staff attrition. The College recognizes the need to address staffing shortages as funding improves. Keeping up with the rising demand for computing resources remains a constant challenge.

Major recommendations in the report relate to improving the existing planning and governance processes. Existing planning processes should be connected to each other and to the budgeting process. More work needs to be done in moving from conceptual strategic plans to annual operational plans with clear assignment of responsibilities, timelines, evaluative criteria, and better use of data and research results. An improved governance system will greatly aid not only improved understanding of planning, policies, and decision-making, but also the campus climate and sense of community. All campus constituents must look beyond self-interest and work cooperatively to develop a campus-wide shared governance body and a better defined formal system of governance which clarifies the roles and responsibilities of all participants.

Implementation of these key recommendations and others cited in the report will result in the College's increased capacity to work with its supportive community to address future challenges and serve an increasingly diverse student population.

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INTRODUCTION

As one of the oldest and largest single college districts in California, Pasadena City College has a long and proud history of providing quality programs and services in a changing environment. The fifty-seven acre campus, new Community Education Center, and other off-campus sites serve approximately 21,000 credit, 3,500 non-credit, and 10,000 community education fee-based students. Sixty percent of credit students reside outside the district. The student body has become increasingly diverse, with seventy percent of credit students being Asian, Hispanic, or Black. The College employs about 700 full time faculty, managers, and classified staff.

The 1996 Accreditation Team included eleven members and a team assistant. The main purpose of the visit was to validate the accuracy, completeness, and usefulness of the College's Self-Study Report. The team prepared for the visit by analyzing in advance the Self-Study Report, the previous accreditation team report, the College catalog, class schedules, and other college materials. During the visit the team reviewed all of the documentation referenced in the Self-Study, met with governing board members, the College President, most campus leaders, and 246 contacts with representative faculty, managers, classified staff, and students. Two new off-campus facilities, the Community Education Center and the Child Development Center, were visited along with a sampling of day and evening classes. In addition, the team held two open meetings to provide an opportunity for staff to share their thoughts.

The team confirmed that there was broad participation by the entire campus community in the preparation of the Self-Study, and the report accurately portrays the College's recent achievements and current challenges and concerns. The document contains an excellent abstract, is well organized and is easy to read. Although the report contains a demographics section and the team was given an excellent student trends report titled Observations 1996 the team would like to have seen more incorporation of demographic and statistical information in the body of the report. Because some of the Plan sections in the report are only statements of general intentions, they are not as informative as the Description and Appraisal sections.

The team was impressed with the dedication of the board, administration, faculty, support staff, and student leaders to excellence and the comprehensive mission of the College. Pasadena City College offers high quality transfer programs, career programs, workforce training, student and learning support services, and lifelong learning opportunities. The College community recognizes the need to respond creatively to the challenges posed by technology and an increasingly diverse student population. The newly released Technology Master Plan, frequently referenced in the Self-Study,

provides a blueprint for the future that must be integrated with other major planning components.

Since its last accreditation visit, the College has undergone a number of major changes. The completion of four new facility projects have resolved long standing parking problems, transformed the appearance of the campus, and improved the image of off-campus sites. The team commends the College and the community on the completion of a beautiful and functional library, a wonderful Child Development Center, and a stunning Community Education Center. Plans are underway to renovate the old library into a modern student services facility and to construct a much needed physical education center. The Pasadena City College Foundation has been highly successful in raising funds to help support the Facilities Master Plan.

Other major changes have taken place in governance and administration. The College has a new president, two new vice presidents, and has changed from department chairs to division deans. New shared governance policies have been developed, although the lack of implementation procedures and an understanding of the roles of constituent groups is causing considerable concern as the College transitions to a more democratic system of governance. These concerns are having an effect on the campus climate and staff morale.

The Self-Study contains many plans, which when further defined and incorporated into the on-going planning process, will be most helpful in addressing current concerns and assuring institutional effectiveness. The team's recommendations should help the College focus on those areas we believe need immediate attention. While all of the recommendations are important, two recommendations stand out as particularly important:

- It is recommended that the College build on the progress it has made in institutional research, planning, and evaluation by systematically connecting the existing planning processes to each other by developing action plans for all goals, with a clear assignment of responsibility and timelines. (Standards 1C, 1D)
- The College President and leaders of constituent groups on campus need to work collaboratively to develop a campus wide shared governance body. Campus constituents must look beyond self-interest to develop trust and work cooperatively to stem declining employee morale cited by some campus constituents. Third party assistance to foster growth of trust and to improve problem-solving and conflict resolution skills should be considered. (Standard 8B.1)

STANDARD #1 - INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING, AND EFFECTIVENESS

I. Responses to the Previous Team's Recommendations

1. *As recommended in the Self-Study, the institutional mission and goals statement should be reviewed more frequently, and updated through a process involving all segments of the College, along with some community representatives.*

The College developed a new institutional mission and goals during 1991-93 as part of an Educational Master Planning process. The process involved all segments of the College and community representatives.

2. *The College should respond to the need for a more structured, comprehensive and widely disseminated institutional planning process related to governance, program planning and directions, budgeting, and evaluation of progress toward goals.*

Pasadena City College instituted an Institutional Program Planning (IPP) process in 1994-95 in which all College programs--instructional and non-instructional--are undergoing individual self-study reviews, with recommendations for change, every five years. In some cases, Executive Committee members, division deans, and others have used the recommendations coming out of the IPP process to make decisions, including funding decisions.

3. *Institutional research should be integrated into the planning and decision-making process.*

In July 1993, the College established the Office of Matriculation and Research. Some members of the College community have used reports from that office as the basis for planning and decision-making, especially at the individual program level.

II. Analysis, Evaluation, and Validation of the Self Study

Nine action planning items were developed for Standard One. Pasadena City College recognized the need: (1) for new faculty, student, and student athlete handbooks; (2) to systematically connect the planning processes to budgeting processes and to systematically evaluate progress in meeting goals and objectives of plans; (3) to complete implementation of the Facilities Master Plan and complete the Technology Master Plan; (4) to better use research in planning and decision making; and (5) to streamline the Institutional Program Planning (IPP) process and make better use of the recommendations. These plans appeared to be appropriate and comprehensive.

The team reviewed all of the documents that were referenced in the Self-Study. Most handbooks were found to be out of date. For example, the full-time faculty handbook was dated 1981-82. The student handbook was dated 1991. The student athlete handbook was in draft form and appeared not to be current.

The Self-Study did not mention distribution of student grades at Pasadena City College. However, the Matriculation and Research Office provided a book of data and information, Observations 1996, that reported, among other information, that the most frequent grade awarded to students at the College was an "A." During interviews, some faculty said they thought this was due to grading inconsistencies or grade inflation on the part of part-time faculty. However, with the full-time/part-time ratio at about 75:25, there is some indication that the apparent grade inflation relates to grading practices of both full-time and part-time faculty. The College needs to carefully examine why "A" is the most common grade.

The Master Plans for Facilities, Education, and Technology had broad goals and objectives. The plans did not have timetables for completion dates, nor were goals or objectives assigned to specific offices or persons with primary responsibility for completing them, with one exception. The President assigned the 1996-97 priority goals and objectives that were identified at the March 1996 Leadership Retreat to Executive Committee members. Except for the Facilities Master Plan, the Master Plans also did not identify resources needed to accomplish the goals and objectives.

The College instituted an Institutional Program Planning (IPP) process in 1994-95. A May 1996 survey of IPP participants indicated that the process, as indicated in the Self-Study, was useful but might need to be simplified. Also, an April 1996 survey of Executive Committee members indicated that a number of important decisions were made based on information gained either from IPPs or institutional research reports (program deletions, adjustments of funding, possible hiring and program expansion, change in sequence of courses, content of courses, adding modules, etc.). In interviews, division deans and faculty also indicated that they used the results of the IPP process to make decisions. The Matriculation and Research Office provides data and information that supports the IPP process.

The relationship between planning and budgeting is not systematic nor consistent. However, the institutional budget process currently allows cost center managers to request funds over and above the roll-over budget from the previous year. The budget form implies that special needs requests must specifically connect the request to the Educational Master Plan goals or objectives. In some cases, there also is a relationship between the recommendations arising from the IPP process and the budget. There does not appear to be a relationship between the annual priorities set at the leadership retreats and the budget.

Also, there was no evidence that systematic follow-up was conducted on whether or not the goals and objectives of the various plans were being implemented and how well.

III. Conclusions

Since the last team visit, the College has developed an Educational Master Plan, including institutional mission and goals that involved the College community and community members. It also has held annual retreats to select priority goals--

usually drawn from the Educational Master Plan—on which to focus for the year. The College also recently completed a Technology Master Plan and has substantially implemented the Facilities Master Plan. In addition, the College has instituted a five-year cycle of Institutional Program Planning which includes program reviews and recommendations for change in all programs.

The relationship among and between the seven current planning processes is not clear: educational, facilities, and technology planning; and planning arising from the IPP process, the annual leadership retreats, the Self-Study process, and the Board of Trustees planning process.

It is suggested that the College document important College processes (planning and decision making, budgeting, evaluation, etc.), showing the relationship among and between these processes, deadlines to be observed, forms to be used, etc., and distribute them, as appropriate, throughout the institution.

IV. Recommendation

1. It is recommended that the College build on the progress it has made in institutional research, planning and evaluation by systematically connecting the existing planning processes to each other by developing action plans for all goals, with clear assignment of responsibility and timelines by evaluating progress in meeting goals and objectives, and by using data, information, and research in planning, decision making, and evaluation. (Standards 1C, 1D)

STANDARD #2 - EDUCATIONAL PROGRAMS

I. Responses to Previous Team's Recommendations

4. *The College should establish a college-wide academic planning process to be incorporated into institutional planning efforts, with particular attention to program review and evaluation.*
5. *Attention should be given to the need for further delineation and clarification of the duties and responsibilities of department chairpersons.*

Since the last team visit, Pasadena City College has made some progress in successfully addressing these recommendations as evidenced in the Technology Plan and the Educational Master Plan which provides a conceptual framework for educational planning.

The College has developed an Institutional Program Planning Model to assist in program review and evaluation. Since 1992, 30 percent of all programs have undergone a comprehensive review and evaluation. The results are used to determine program changes and/or budgetary recommendations. Fiscal accountability is one component of the study. The current team found little

evidence of the connection of the educational master plan to the budget plan. Further, the educational master plan has no timelines, action plans, and evaluation mechanisms. The program review process, even though instituted and a workable model, is devoid of real fiscal data, depending solely on self-reported data. Additionally, there is little evidence, both through documents provided and interviews, which suggests that these reviews are linked to a comprehensive educational plan. This lack of strategic planning involving all segments of the College in a coordinated approach is referenced in Standard 1.

There has been a good deal of discussion since the last accreditation visit on the clarification and delineation of duties of department chairs. During the 1995-96 academic year the department chairs had their position titles changed to "division dean." This move was made to clearly delineate these positions from faculty. However, issues concerning inequity of contract length (11 and 12 months) for Deans have arisen, and there is concern that the Office of Instruction does not provide the same level of service to all Deans as was provided prior to the elimination of the Assistant Dean of Instruction position.

II. Analysis, Evaluation, and Validation of the Self-Study

Pasadena City College serves approximately 21,000 credit students, 3,500 non-credit students, and 10,000 students in community education fee-based classes. Seventy percent of the students are students of color. The Self-Study, institutional publications (i.e. catalog, schedule, Institutional Program Planning Process and Procedures) indicate the College's commitment to providing educational programs responsive to the needs of students. There has been an increase in the number of basic skills and transfer courses while the demand for vocational courses/programs has decreased. As the population has shifted to majority students of color, ethnic studies courses have increased.

The College is currently planning for an approximate 4-5% increase over their enrollment cap to access possible growth dollars. The College has been successful in obtaining grants and other funding from various foundations. The Pasadena City College Foundation has been a strong financial supporter of the College, providing significant multi-year funding for library books, buildings, and other holdings.

The College provides strong support for instructional staff development and encourages innovative programs to enhance teaching and learning. Workshops, lecture series, and visiting scholars continue to contribute to the academic environment. Faculty are encouraged to participate in the wide range of staff development activities.

There are inconsistencies in the course outlines of record. It is difficult to ascertain whether or not these courses have undergone content review with pre-requisite validation and appropriate follow-up mechanisms. There is also inconsistency in the evaluation of student progress. Vocational programs provide excellent training

and advisory committees provide strong support and input into program development.

The College appears to follow the Curriculum and Instruction (C & I) Committee Policies and Procedures. Due to the enormous amount of paperwork required, the initial steps of the process are cumbersome. Additionally, the current process needs to be streamlined for courses that need to be approved in a timely manner to meet industry demand. The faculty are strong participators in the curriculum process. The curriculum committee is the strongest shared governance committee on campus. It has also been reported that there needs to be a connection between the program review process and the course outline review by the C & I Committee.

No linkage between the IPP process and establishment of institutional priorities was evident. Additionally, the use of research data for educational planning is not always apparent. This is clearly evident in the grade variance and distribution data which provides evidence of apparent grade inflation. There is no indication of linking this data to student outcomes. There is also limited evidence of follow-up data on vocational completers.

The general education courses are reviewed by the articulation officer. However, as the Self-Study indicated, there is not a clear, specified procedure to evaluate courses in terms of general education goals, guidelines or criteria. The general education program meets transfer requirements for CSU and UC. There have been proposals to include a diversity and computer literacy requirement as part of general education.

Pasadena City College offers a variety of ITV (instructional television) courses and is planning expansion of those offerings. The College will increase the number of "Smart Classrooms" they have on campus and at the new Community Education Center. Video presentations are developed in the media center and the center provides access to multimedia stations for faculty to develop curriculum using current technology. The Team encourages Pasadena City College to continue to expand its distance learning capabilities.

Strong efforts are being made to expand contract education. A specialist has been hired full-time to oversee this expansion. Pasadena City College also belongs to the "Training Group," a consortium of area community colleges who market and coordinate contract education in the San Gabriel Valley. The new consortium has met with some success and is projected to become a revenue generator. The College also offers an expanding Study Abroad Program which attracts students throughout the state.

The College has extensive partnerships with local public high schools as documented through Tech-Prep agreements and a program with the Partnership Academies with the Pasadena Unified School District. Additionally, Pasadena City College maintains articulation agreements with all CSU and UC campuses and other private institutions. There is a need to expand articulation agreements to

other institutions, such as historically black colleges. Although transfer data from CSU and UC may sometimes be incomplete, the transfer rate of students attending baccalaureate level institutions appears to be one of the highest in the greater Los Angeles area.

The Community Education Center (CEC) has a beautiful new facility, and offers a variety of non-credit adult education ESL, GED, and vocational skills training. The CEC maintains a general advisory committee which suggests areas of training and curriculum development. Approximately 90% of the students at the CEC become employed in business and industry related to their training. Staff indicated that in the past there had been minimal linkages developed between CEC and the credit program; however, the two departments are beginning to work closer together.

A separate Community Education Division offers fee-based community service programs and classes. The program offers workshops, seminars, skill development, cultural enrichment and recreational classes. Nine thousand to eleven thousand students take advantage of these programs. Classes are offered at locations throughout the district. There is some concern regarding the revenues generated, however, at minimum, revenue matches expenditures, and the program reimburses the district for space and \$85,000 in direct costs. There is no ongoing coordination between the CEC non-credit classes and the Community Education fee-based classes. Use of the same "Community Education" name for these two separate programs causes some confusion.

IV. Recommendations

2. It is recommended that the College develop a more comprehensive educational planning process that links educational planning and budgeting with outcome measurements, timelines and an effective evaluation tool. It is important that planning be coordinated among all departments including the Community Education Center and the non-credit fee-based Community Education program.
3. It is recommended that the College review all course outlines to ensure content review, prerequisite course validation, and consistency in format. The IPP review and the Curriculum and Instruction course review need to be linked.

STANDARD 3: STUDENT SERVICES AND THE CO-CURRICULAR ENVIRONMENT

I. Response to Previous Team's Recommendation

The previous evaluation team did not make recommendations for this Standard.

II. Analysis, Evaluation, and Validation of the Self-Study

Pasadena City College's Student Services provides programs, services and opportunities sufficient in scope and number to assist students in satisfactorily completing educational goals. Additionally, the student services area serves as a partner with academic and administrative services to better serve the community.

Student Services staff are to be commended for both the quality and quantity of services provided to students and to the College. They have accomplished this in spite of space limitations. The wide variety of programs and activities required to appropriately serve students is accomplished in numerous locations throughout the campus presenting a challenge to both students and staff to keep informed of the locations of all the offices. The plan to remodel the "old" library and the "D" building to accommodate most of students services is commendable. The goal of gaining a new multi-purpose physical education/athletic facility will, when accomplished, provide much needed improved instructional and co-curricular space for students and staff.

Financial Aid, EOPS, GAIN, CARE, and other special student services (e.g., tutoring, short-term emergency loans, and state-of-the-art equipment in the Tech Center) designed to provide over and above services to eligible students are available and growing. EOPS has experienced a 50% increase of eligible students over the past five years, while staff for that program have decreased. It is, however, the temporary facility in which the program is housed which represents the greatest challenge. The move to building "D" will assist in addressing that concern.

A student loan default rate of 22% was reported in the Self-Study. However, financial aid staff indicate the College is disputing that figure because they feel the California Student Aid Commission inaccurately reported data to the U.S. Department of Education. The Team was presented a financial aid default rate management plan. The College is phasing out the Stafford Loan Program and encouraging students to use the Direct Loan Program. They believe this will provide more accurate default rate figures in the future. If it is determined that the figure is correct, the team strongly suggests that a plan be implemented to reduce that figure. It was also noted that financial aid staff provides one-on-one counseling to students who request to borrow from more than one loan program.

The institution has initiated processes to include students in planning, development and delivery of student services. Leadership retreats and the presence of a Student Affairs Office are activities designed to better serve student leaders. The 1996-97 student government administration is reported by students and staff to be very productive and amenable to taking action which will improve the College experience. Efforts to complete a revised constitution have begun. Attempts to clarify the role and relationship of the student trustee and elected student officers have begun. Decisions on this issue are important to expedite enhanced student representation.

Pasadena City College has a wide array of well presented pamphlets and brochures. However, the student handbook has not been distributed in three years. The student due process procedure has been revised and is awaiting approval by the Board of Trustees. A due process procedure which delineates timelines for action will enhance the timely mediation of issues involving students and faculty (e.g. grade dispute controversies).

Special efforts exist to provide service through the international students office, the bookstore, health center, child care center, and DSPS. Creative arrangements with baccalaureate level institutions and community agencies to acquire professional psychological services through internships and work experience placements continue to assist students. The Puente Project and the African American Male Enrichment Program are an asset to students from special populations.

III. Conclusions

The student services staff at Pasadena City College is creative, motivated, and committed to quality service and programs to students and to meaningful participation in College governance. They are responsible for the delivery of all of the traditional student services as well as a host of additional ones--health services, bookstore, etc.

The various services--matriculation, research, psychological services, counseling, athletics, admission and records, etc.--although located in six different areas (some quite remote from others) are efficiently coordinated. Students need to know that improved due process will be implemented to avoid an inappropriate response to disputed issues. The Matriculation and Research Office provides student survey data related to student surveys to student services.

STANDARD #4 - FACULTY AND STAFF

I. Responses to the Previous Team's Recommendations

6. *The College should strengthen the commitment to increased faculty diversity in hiring and communicate that commitment and the affirmative action goals and strategies to all campus personnel.*
7. *Staff development programs should be more clearly related to achieving the institution's goals, including activities addressing the changing nature and increased diversity of the student body.*

The College response to recommendation #6 has been satisfactory. Workshops have been held to train affirmative action monitors and to communicate the College's affirmative action goals as well as the duties and responsibilities of interview committee members. The result is that 40% of the full-time hires in 1995-96 reflect historically under-represented groups.

Pasadena City College has begun to address recommendation #7, especially with respect to the changing nature and increased diversity of the student body, but has still not directly related institutional goals to staff development plans and activities.

II. Analysis, Evaluation, and Validation of the Self-Study

Pasadena City College has a well-qualified and experienced faculty and staff who are committed to the students and the College. The faculty and staff are commended for providing high quality educational programs and services in a physically attractive, clean and conducive learning environment. Random conversations with students and classroom visits reveal student appreciation of their educational opportunities.

This standard expresses a number of areas of concern and unresolved conflict among and between the various segments of the College (faculty, classified staff, administration). The Team visit revealed that many of these concerns are more serious than the Self-Study indicated. The Team interviewed a large number of faculty and staff, many at their request. Although the Self-Study did not deeply reflect campus climate concerns, on-campus interviews revealed low morale, lack of spirit and collegiality, mistrust and frustration. Much of the contention seems to stem from misunderstandings and/or vagueness of policies and procedures regarding hiring, evaluation, staff development and general personnel practices. Classified staff feel overworked and undervalued, especially those who work in areas of technology. Some faculty feel left out of the decision-making process and believe they are not fully sharing in the governance of the College.

The documentation provided to the Team shows that handbooks are not up-to-date, hiring documents and practices are unclear or without timelines, and classified job descriptions are outdated or not available. Despite the lack of clarity and the negative feelings, the Self-Study contains several references and plans for resolving the conflicts (4A.2, 4A.4, 4C, 4E.1, 4E.3, 4E.4).

The talented and service-oriented classified staff is being impacted at all levels by the new technologies and facilities. There is a need for new staff to support the new technologies and equipment, particularly in Instructional Computing Services, Electronic Maintenance and the Library. Staff development opportunities are needed to maintain and increase skills with the new technologies, yet no plan is in place to address this need.

Although the Self-Study does not identify classified job descriptions, reclassification and evaluation as areas of concern, interviews reveal that some staff find these issues problematic. Consideration should be given to reviewing and revising job descriptions. The decision-making process for reclassifying positions may also need to be clarified and more clearly communicated to the staff.

Notwithstanding the existing conflicts and tension, all segments of the College express an interest in resolving the issues in dispute amicably and collaboratively.

Because some of the issues and resentments are longstanding, the College may wish to consider bringing in an outside facilitator/trainer, such as those available from the California Foundation for the Improvement of Employee-Employer Relations (CFIER), to assist in rebuilding collegial and collaborative relationships. The Annual Leadership Retreats have been effective in the past and may be one venue for focusing on restoration of a climate of trust.

IV. Recommendations

4. Pasadena City College needs to develop a coherent Staff Development Plan which is clearly connected to existing master plans and College goals, with special consideration given to the impact of the new technologies on faculty and staff. (Standard 4D.)

STANDARD #5 - LIBRARY AND LEARNING RESOURCES

I. Responses to the Previous Team's Recommendations

3. *To the extent possible with available resources, the College should add more learning resource materials that reflect and respond to the ethnic and cultural diversity of the students served.*

The ethnic heritage rooms in the new Shattford Library are designed to showcase the literature and culture of ethnic groups. Each room has a curator from the campus or community who coordinates displays of library holdings and programs. Funds have been allocated for the development of each collection. The Media Center has added a number of titles that have increased the diversity of its media collection. Faculty are encouraged to submit requests for purchase of books and media that reflect the needs of the College's diverse student body and curriculum.

2. *Efforts should be made to find additional resources to increase tutoring services for those students who are ineligible for categorically funded tutoring.*

The Learning Assistance budget for tutoring services for those students ineligible for categorically funded tutoring programs has been increased substantially since the last accreditation visit. Computer stations funded by grants have provided an array of computer assisted instruction options, new approaches to tutoring are stretching resources, and plans are underway to offer networked tutoring. There is a need for greater space for tutoring services.

II. Analysis, Evaluation, and Validation of the Self-Study

Standard 5 of the Institutional Self-Study had broad representation from Library and Learning Resources Staff and other faculty and staff. The chairperson used a team approach for the seven service areas addressed in the standard and there was

a clear description and appraisal of services and resources as well as plans outlining the critical areas that need to be addressed.

The new Shatford Library opened in Fall 1993. This beautiful and functional building houses the Library and Learning Resources, including the Instructional Resources Center, Instructional Television Services, and KPCC FM (the College's radio station), an affiliate of National Public Radio. Staging Services, Electronic Maintenance and the Learning Assistance Center, also part of Learning Resources, are located in other buildings. Grants from the Berger Foundation, the Pasadena City College Foundation, Title III, Associated Students, and other sources have all enhanced services in Library and Learning Resources.

The Self-Study indicates that the library has met with especially high acceptance from the entire College community, with a dramatic increase in circulation of materials, requests for instruction from faculty, and faculty assignments involving library research. The library provides access to a wide variety of print materials and electronic resources to support students and faculty and has been in the forefront of providing access to the Internet on the campus. Specialized orientations are offered at the College and at the CEC. In response to a recent report from the Library Director to the Board on the outdated status of the book collection and the need for additional staff, the library this year has been allocated \$200,000 for materials and resources and one additional classified staff member. This funding is in addition to the Pasadena City College Foundation grant of \$100,000/year for five years for library materials and resources. The addition of one classified staff position this year will help with the need for more staffing; however, as noted in the Self-Study, there is need for additional staffing, equipment, resources, and supplies. The library staff will present strategies to deal with these issues for integration into the Technology Master Plan (5A, page 113) and will develop a five-year staffing plan (5D, page 121).

The library actively promotes use of resources, instruction and other services and recently received two prestigious library public relations awards. The recent student survey showed that there is great interest in longer hours: remaining open until 10:00 p.m., instead of 9:00 p.m., on weekdays and longer hours on weekends.

Learning Resources, with a highly qualified, service-oriented staff, provides services to support instruction in the classroom. The state-of-the-art equipment, spacious and attractive facilities, and service-oriented staff all enhance the opportunities for teaching and learning. High-level technological capabilities and cabling were built into the new library building which positions the College to have the capability to move into distance learning. As noted in the Self-Study, with the increase in equipment on the campus and the variety of technology used, the repair demands on Electronic Maintenance and the need for in-house training of technical staff have increased while staff positions have not been filled.

The Community Education Center (CEC) has local and wide area network capabilities that provide increased access to campus resources in smart labs and

classrooms and is staffed by a technician. Learning Resources has worked closely with CEC staff to support development of services and continued collaborative work will ensure continued effective operations.

The Learning Assistance Center (LAC) offers a variety of individualized instruction and tutoring services with multimedia and networking capabilities in a crowded, heavily-used and noisy area which is open 75 hours a week. As noted in the Self-Study, the Center has an inadequate number of staff and does not have any certificated staff. Another stated concern is the overcrowded conditions that create an environment that is not conducive to effective studying and learning. Plans are being developed by the Math Department for a Mathematics Resource Center and by the LAC for an English as a Second Language writing lab. The LAC staff see the need to do more group tutoring; expand one-unit modular teaching units; and expand into distance learning and Internet access. The Self-Study indicates that the LAC will explore delivery of services electronically off campus and realignment of space assignments in the LAC.

Computing Services supports lab/classroom computers, the CEC, eight campus departmental sites, including the LAC and the library, the Computing Resources Room, and institutional web page development. Internet access is provided through the campus network for faculty and staff, and in the library for students. The College has a motivated, computer-literate faculty who now want to use new technologies in their instruction and need support for doing this. The Self-Study indicates that the major roadblock to the use of instructional software is lack of facilities: the number of computer stations is inadequate, as is classroom access to networked-based learning resources. There is also a need for expanded Internet access for students, and need for expanded and enhanced technology infrastructure. There are 1,400 computers that Computing Services is responsible for repairing. More computers each year will be added or replaced, and 27 instructional labs need to be networked. The Saturday hours in the ICC are covered by a student assistant. Numbers of computers and demand for computer services are increasing beyond present capabilities of the infrastructure and personnel, and the Self Study indicates that Computing Services will develop a needs-assessment study to evaluate the staffing needs to meet users' demands (5E, page 123).

III. Conclusions

Pasadena City College is to be commended for the quality of facilities and services offered in the new Shatford Library that are enhancing teaching and learning at the College.

The library and learning resources staffs are to be commended for their dedication, for their collaboration with other departments and areas, for their rapid integration of new technologies into services, and for their service-oriented instruction and support to students and faculty.

STANDARD #6 - PHYSICAL RESOURCES

I. Responses to the Previous Team's Recommendation

10. *The facilities Master Plan should be more closely tied to an educational master plan.*
11. *Parking is a serious problem that needs to be assessed regularly and coordinated with facilities planning.*
12. *The process for requesting and acquiring computers should be clarified and communicated to interested staff.*

The Facilities Master Plan has been tied to the Educational Master Plan with the completion of the Child Development Center and the Community Education Center, providing enhanced services and improved learning environment for Pasadena City College students. The College is commended for both the aesthetics and the usability of these facilities.

The parking problem has been addressed with the completion of the 2,000 space parking structure, resulting in a net gain of 1,600 parking spaces. The planning and financing for this structure are commendable.

The process for requesting and acquiring computers for management and staff has not changed since the last report. However, faculty and staff are now aware of applicable procedures. There have been significant expenditures for faculty and non-classroom computers.

II. Analysis, Evaluation, and Validation of the Self-Study

A team walk-through of the present facilities reveals a very clean, well-maintained operation, including the grounds. The maintenance and operations staff should be commended for providing a pleasant environment which is conducive to teaching and learning. The refurbished buildings and new facilities provide students with a sense of open space in this urban setting.

The College has allocated and obtained resources to address serious space and facilities problems previously identified. The new Community Education Center, the Child Development Center and the Shatford Library have provided needed new space, enhanced the physical environment and increased educational opportunities. Additionally, these facilities demonstrate a direct connection between facilities planning and educational planning. Future renovations include the Old Library, Building D, the first and second floors of Building C and the construction of a new physical education complex. The construction of the Physical Education complex will complete a \$100 million Master Plan. (6A.1-3)

The College Safety Services program is adequately staffed and equipped to meet the needs of the campus. Campus crime statistics are very favorable for an urban

institution of this size. Appropriate emergency procedures are posted and distributed to all staff. In addition, facilities are equipped with alarm and sprinkler systems as well as other safety supplies and equipment. ADA requirements, hazardous materials and energy conservation programs are all addressed through appropriate procedures. (6A.4-5)

All facilities at Pasadena City College are properly equipped to provide quality instructional services. The Self-Study addressed the need for both administrative and instructional computers, and this need was overwhelmingly expressed by staff during the interview process. The Technology Master Plan published in October 1996 addresses seven broad principles to "provide appropriate technology and information to enhance student success, expand student educational opportunities, and empower all members of the campus community to contribute to the educational goals of the College." The College needs to address staff concerns of insufficient training opportunities, the need for printed manuals for faculty and staff using computers and the lack of a coordinated program for training staff and faculty upon installation of equipment.

Budgetary allocations should be made to support the purchase, updating and replacement of equipment and to provide for support services and training. Problems of staff workload, the training of staff, and the administration of computing services need to be addressed. During team interviews, these issues were repeatedly expressed and often described in crisis terms. (6B.1-3)

Although the Facilities Master Plan initiated in 1991 is now more than 80% complete, there is a need to update this Plan to address future parking needs, an asbestos abatement program, long-term deferred maintenance and the need for instructional computer lab space. (6C.1-2)

III. Conclusions

Pasadena City College has almost completed its 1991 Facilities Master Plan by successfully planning and funding several new construction projects in the recent years. Final elements of the 1991 Facilities Master Plan include the renovation of three current College facilities as well as the construction of a new physical education complex. The creation of a new Facilities Master Plan will soon be necessary as the College addresses critical facilities needs for the future.

Although Pasadena City College's new Technology Master Plan (October 1996) serves as a foundation for addressing campus technology needs and issues, it is imperative that the College respond to several additional concerns. College faculty and staff have expressed the desire for improved technology training and the development of a program for continued technological support. In addition, the Technology Master Plan does not include specific planning timelines for acquiring and implementing new technology, methods for allocating technological resources, and clear delineation of responsibilities.

IV. Recommendations

5. The new Technology Master Plan should be further defined in terms of timelines, resource allocation, and assignment of responsibilities. (6B.1, 6B.2, 6B.3)

STANDARD #7 - FINANCIAL RESOURCES

I. Responses to the Previous Team's Recommendation

13. *The College should disseminate information on the relationship between planning directions and the budget development process, criteria and allocations.*

The response provided by the College in its 1996 Self-Study did not adequately address the 1990 recommendation. In the words of the College's 1996 Self-Study (Section 7B.2), the "linkage between planning and budget is not always clear." Further, on long-range planning, the Self-Study (Section 7B.3) states that "the uncertain nature of annual state funding for higher education precludes any meaningful long-range planning regarding state resources."

II. Analysis, Evaluation, and Validation of the Self-Study

The financial state of Pasadena City College seems to be sound with an Unrestricted General Fund of \$65,250,000. This is a 9.5 percent increase from the previous year. The College should be commended for its strong fiscal management as well as its aggressive fund-raising effort especially from outside sources. This seems an opportune time to institute the suggested improved planning linkages that would drive the budget process.

The College issued "Certificates of Participation" (COPS) in the amount of \$7 million for facilities, and \$1.7 million in revenue bonds to support energy improvements. Retirement of the debt for these long term liabilities will be accomplished by parking fees and energy savings. In addition, the College has also set aside adequate funds to cover liabilities in its self insurance program.

Pasadena City College maintains adequate cash flow balances to meet its payroll, accounts payable, and other expenditures. The fund balances for the last four years have been fairly stable and have remained at levels well above the state's required minimum levels.

Interviews with staff revealed that there is little linkage between planning and budgeting and, as stated in the Self Study (7B.1), the process is not always clear. Members of the staff disclosed concerns that there is a need for a more consistent and comprehensive budget development process, improved communications about the structure and the flow of that process, and a more comprehensive effort to effect broader understanding of the criteria used in decision making for budget

priorities. Financial planning at the College is present in the form of the College Educational Master Plan, the Technology Master Plan, and Facilities Master Plan. These plans have been completed since the last evaluation in 1990; however, they should be connected as part of a more comprehensive, College-wide, institutional master plan which is linked to the budget development process. Included in this process should be information and analyses of community and student demographics provided by the Office of Matriculation and Research so that concomitant educational needs can be addressed more meaningfully.

Printed financial reports are distributed to the administrators and cost center managers on a monthly basis. In addition, managers and staff who have a network connection have the ability to access fiscal information from their work stations.

The College's risk management program is planned and funded adequately and meets the current needs of the district.

All district financial records and internal control processes are audited annually by a certified public accountant.

III. Conclusions

Pasadena City College is a financially sound institution with strong reserves. Successful fundraising efforts have aided the College with necessary finances for new facilities, educational programs, and supplies. Pasadena City College needs to create a strong planning and budgeting process which includes representation from all segments of the College and is clearly communicated to the entire faculty and staff. With the creation of a new planning and budgeting process, Pasadena City College will be better prepared to meet future educational and fiscal challenges.

IV. Recommendations

6. It is recommended that the budget development process be clearly linked to the institutional planning process, and in a manner which provides for measurable outcomes. To enhance understanding of the planning and budgeting process, the College needs to disseminate information on the relationship between planning directions and the budget development process, criteria, and allocations to the entire campus community.

STANDARD #8 - GOVERNANCE AND ADMINISTRATION

I. Responses to Previous Team's Recommendation

14. *The College should clarify and streamline the committee structure by identifying, in writing, the key elements for each committee; i.e., functions, term length of members.*

process for appointment of members, to whom the committee makes recommendations, etc.

The campus has developed a loose-leaf, 120-page binder listing 22 College-wide committees, 15 Faculty Senate Committees, and 12 "other" committees. The date of the document is October 1996. The intention is to update the document every April. The document is not connected nor referenced to any other document. It is difficult to determine the usefulness of the document.

II. Analysis, Evaluation, and Validation of the Self-Study

Pasadena City College has a Board of Trustees with members who have served the College for many years. The most recently elected board member has served three years, while the most senior member has more than 30 years of service. Over the years, the trustees have developed good working relationships with each other and College administration. Especially noteworthy is the success of the governing board's effective financial oversight of the College. The trustees have also developed a CEO evaluation process and a process for trustee self evaluation. Because the College President was recently hired, the trustees have not yet used the full CEO evaluation process; however, the trustees performed an abbreviated evaluation of the President last summer. The outcomes of the initial trustee self-evaluation, completed in 1995, included several instances where the evaluation items showed agreement among six trustees, while one trustee expressed an alternative viewpoint.

The College President was hired December 1995. The new President has initiated several practices to enhance his communication with campus constituents. He regularly attends Faculty Senate and Management Association meetings. He has also convened a Leadership Retreat which gathered 38 representatives from the Board of Trustees, Faculty Senate, Classified Senate, Management Association, Executive Committee, and Associated Students at an off-campus setting. The February 1996 Retreat resulted in two institutional goals for 1996-97. One of the goals was "to promote a more collegial atmosphere on campus..." by developing "activities and processes which will improve communication." This goal is very important to the campus as it adjusts to the new president and to move beyond some contentious issues faced by the campus at this time. The suggestion of the Leadership Retreat to institute a "College Council" to coordinate shared governance activities is especially crucial.

Several incidents which attracted a lot of attention over the past four years (e.g. disputed hiring of a division dean, termination of faculty searches by administration, grade dispute controversy) seem to stem from antiquated or unclear campus policies. The latest Faculty Handbook available on campus is dated June 30, 1981; the Student Handbook was revised in 1991. An example of policy confusion is the controversy over whether the dispute resolution process in the Faculty Handbook or the complaint provisions of the faculty contract apply. As the administrative officers change, there is a greater need to codify policy and

procedures which may have operated well through oral agreements and personal understandings in the past.

As discussed above, not having current and agreed-upon faculty policies and procedures have created problems. Another major source of contention between faculty and administration and among the faculty is the lack of a delineation of functions agreement between the Faculty Senate and the faculty union. Having such an agreement would facilitate developing a viable shared governance structure.

III. Conclusions

Governance of the College is the shared responsibility of the governing board, administration, faculty, staff, and students. Pasadena City College has maintained a strong educational program which seems to serve students very well. This has been possible despite significant distractions, and difficulties among campus groups to work in concert. Pasadena City College will achieve so much more when it can move beyond its internal dissension to focus the immense talents of its constituents on serving students better.

IV. Recommendations

7. The College President and leaders of constituent groups on campus need to work collaboratively to develop a campus wide shared governance body. Campus constituents must look beyond self-interest to develop trust and work cooperatively to stem declining employee morale cited by some campus constituents. Third-party assistance to foster growth of trust and to improve problem solving and conflict resolution skills should be considered. (Standard 8B.1)
8. The administration, in consultation with the appropriate campus constituents, should systematically review and revise campus policies and procedures to make them current, clear, and internally consistent. (Standard 8C.1)
9. To resolve shared governance wrangling between administration and faculty, steps should be taken to develop a delineation of functions agreement between the faculty collective bargaining unit and the Faculty Senate. (Standards 8D.1, 8D.2)