FALL 2017 PLANNING RETREAT
FRIDAY SEPTEMBER 15, 2017

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The College provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.

AGENDA

I. Welcome – Dr. Rajen Vurdien

II. Business and Administrative Services Update

III. Instruction Update

IV. Student Services Update

V. Lunch

VI. Who we serve

VII. Going Camping

VIII. Mission Statement Review

IX. Planning for Equity

X. Summary Report on Fall 2016 Planning Retreat, Annual Update Evaluation, Spring 2017 Budget Retreat
- Funded Items
- Revisions and clarifications for 17/18 process

XI. Bringing it all Together –
- Strategic Initiatives
- IEPI Goals Framework
- Chancellor's Office – Vision for Success

XII. Vendor Software Comparison

XIII. Conclusion

BUSINESS AND ADMINISTRATIVE SERVICES UPDATE

Dr. Richard Storti

PASADENA AREA COMMUNITY COLLEGE DISTRICT

ADOPTED BUDGET
FISCAL YEAR 2017-18

Recommended for adoption By the board of Trustees

Presented by: DR. Richard Storti,
ASSISTANT SUPERINTENDENT & VICE PRESIDENT
BUSINESS & administrative SERVICES

September 6, 2017

CALIFORNIA BUDGET HIGHLIGHTS COMMUNITY COLLEGES

Unrestricted Ongoing Funding Increases

- Access - $57.8 million (1%) increase
  - **PCC: $1.2 million / 240 FTES**

- General Operating Allocation - $183.6 million increase
  - **PCC: $3.6 million**

- Cost of Living Adjustment of 1.56% (COLA) - $97.6 million
  - **PCC: $2.0 million**

CALIFORNIA BUDGET HIGHLIGHTS COMMUNITY COLLEGES

Restricted One-time Funding

- $150 million for Guided Pathways
    - **PCC: tbd**
- $76.9 million for deferred maintenance / instructional equipment
    - **PCC: $1.6 million**
- $46.5 million for Proposition 39 (Funding for Clean Energy Projects)
    - Prop 39 provides funding for 5 years – last year is 2017/18
    - **PCC: $800K**

CAUTIONS AND CONCERNS

- **Economic and political uncertainties**

- **STRS and PERS**

  - Increasing Employer Contribution Rates

Year	STRS	PERS
2016/17	12.58%	13.89%
2017/18	14.43%	15.80%
2018/19	16.28%	18.70%
2019/20	18.13%	21.60%
2020/21	19.10%	24.90%

  - **Annual ongoing STRS / PERS expense** will increase $7.0 million by FY 2020/21

- **Other Postemployment Benefit (OPEB) Liability**

GENERAL FUND BUDGET FY 2017/18

Revenue	Tentative Budget		Adopted Budget		Tentative vs. Adopted	
State Apportionment	$133,832,950	86.3%	$133,364,586	85.2%	$(468,364)	
Lottery	3,461,327	2.2%	3,681,828	2.4%	220,501	
State Mandated Claims	375,050	0.2%	682,214	0.4%	307,164	364)
Non-resident Tuition	9,373,000	6.0%	9,373,000	6.0%	0	501
CalSTRS On Behalf Payment	4,000,000	2.6%	5,000,000	3.2%	1,000,000	164
Categorical / Student Fees / Other	4,102,295	2.6%	4,413,335	2.8%	311,040	0
Total Revenue	**$155,144,622**	**100.0%**	**$156,514,963**	**100.0%**	**$1,370,341**	000
						040
Expenses						341
Salaries and Benefits	$132,651,670	85.5%	$133,586,961	85.4%	$935,291	0
Supplies and Materials	2,130,119	1.4%	2,139,796	1.4%	9,677	291
Operating Expenses and Services	16,164,107	10.4%	16,507,169	10.5%	343,062	677
Capital Outlay	657,321	0.4%	637,883	0.4%	-19,438	062
Other Outgoing / Transfers	3,541,405	2.3%	3,643,154	2.3%	101,749	438
Total Expenses and Transfers	**$155,144,622**	**100.0%**	**$156,514,963**	**100.0%**	**$1,370,341**	749
						341
Surplus (Deficit)	**-0-**		**-0-**		**-0-**	
Surplus (Deficit)		-0-	0.0%	-0-	0.0%	-0-

BUDGET AUGMENTATION AS A RESULT OF THE PROGRAM REVIEW PROCESS

- Total requests: 155 requests totaling nearly $12 million were prioritized by the College

- Of the 155 requests, 44 or 28% were approved and are included in the FY 2017/18 budget

- Funding methodology used: The first ten items of the prioritized list and all requests equal to or below $5,000 were funded.

- Total funded $403,196

TRANSFERS

Fund	Transfers
01 General Fund	$ (3,643,154)
33 Child Development Center Fund	52,750
41 Capital Outlay Fund	685,000
62 Property & Liability Self -Insurance Fund	1,411,016
64 OPEB Self-Insurance Fund	1,000,000
69 Other Internal Service Fund - PERS/STRS	494,388
Total	$ -

SUMMARY OF FUNDS
2017/2018 TENTATIVE BUDGET

| Fund	Beginning Balance	Income	Expenditures	Transfers	Net Activity	Ending Balance
01 General Fund	$26,502,806	$156,514,963	$(152,871,809)	$ (3,643,154)	-	$ 26,502,806
03 Restricted General Fund	2,048,420	41,882,486	(41,937,874)		(55,388)	1,993,032
29 Capital Servicing Fund	1,040,729	1,000	(929,884)		(928,884)	111,845
33 Child Development Center Fund	281,246	841,182	(893,932)	52,750	-	281,246
41 Capital Outlay Fund	5,583,649	5,119,011	(7,086,533)	685,000	(1,282,522)	4,301,127
42 Building Fund - Measure P	6,817,672	0	(6,817,672)		(6,817,672)	-
43 Scheduled Maintenance	2,625,598	2,972,663	(5,571,260)		(2,598,597)	27,001
59 Identity Services Fund	112,212	36,105	(53,920)		(17,815)	94,397
61 Workers Compensation Self- Insurance Fund	2,133,297	1,883,629	(1,883,629)		-	2,133,297
62 Property & Liability Self -Insurance Fund	498,430	0	(1,411,016)	1,411,016	-	498,430
63 Dental Coverage Self - Insurance Fund	2,658,060	1,350,000	(1,350,000)		-	2,658,060
64 OPEB Self-Insurance Fund	14,583,891	0	(1,800,000)	1,000,000	(800,000)	13,783,891
69 Other Internal Service Fund - PERS/STRS	5,314,522	0	0	494,388	494,388	5,808,910
74 Student Financial Aid Fund	760,389	42,398,230	(42,398,230)		-	760,389
Total	$ 70,960,921	$ 252,999,269	$(265,005,759)	$ -	$ (12,006,490)	$ 58,954,431

QUESTIONS

ACADEMIC AFFAIRS/INSTRUCTION UPDATE

Dr. Terry Giugni

ENROLLMENT – FALL 2017

Type Courses	Sections	Seats	Enrolled	Capacity	Headcount	Est FTES
Credit	2737 (2806)	86212 (88495)	80608 (86070)	93.5% (97.3%)	27547 (27299)	9674 (9820)
Noncredit	255 (281)	7096 (7847)	4751 (6787)	67.0% (86.5%)	2726 (2936)	475 (477)

* Values in parenthesis Fall 2016

ENROLLMENT – FALL 2017

Fall 2017 Credit Daily Enrollments
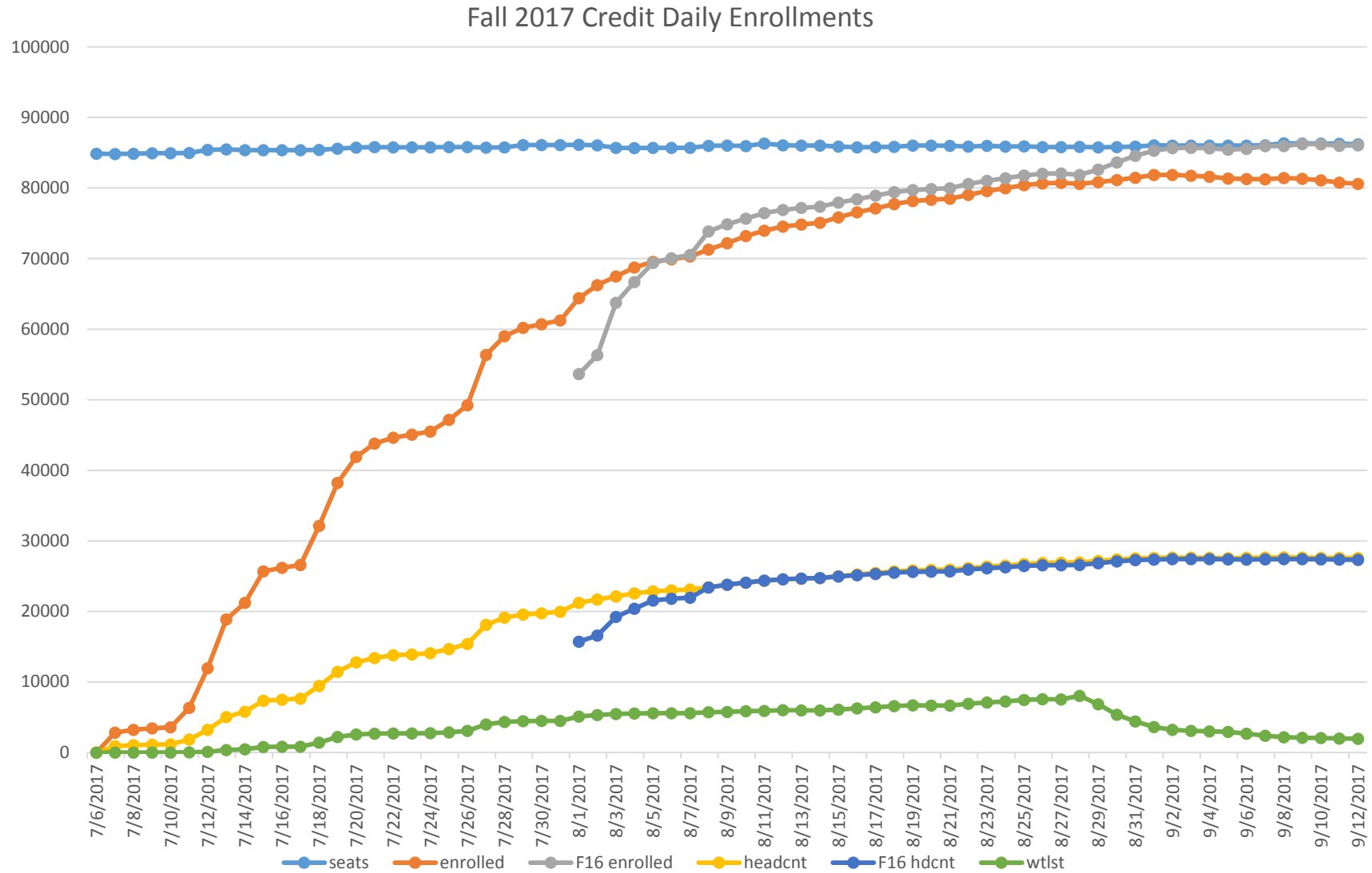
FTES GENERATION

Year	Late Summer	Fall	Winter	Spring	Early Summer	Annual
2016-17	1,383	10,297	1,920	9,680	718	23,999
2017-18	1,436	10,149	1,920	9,680	1,025	24,210

Black numbers are actual
Purple number is estimate based on current enrollments
Red numbers assume we will achieve similar FTES as previous year
Blue number indicates FTES needed to achieve Base + Growth
Green number indicates advanced apportionment value for Base + Growth

PCC FTES APPORTIONMENT
BASE + GROWTH OVER 6 YEAR PERIOD

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Base	20,645.83	21,068.45	21,126.78	22,460.68	23,245.98	23,987.82
Growth	421.06	58.33	1,333.91	1,041.55	553.40	222.52
Total	21,066.89	21,126.78	22,460.69	23,502.23	23,799.38	24,210.34

PCC FTES Apportionment
Base + Growth
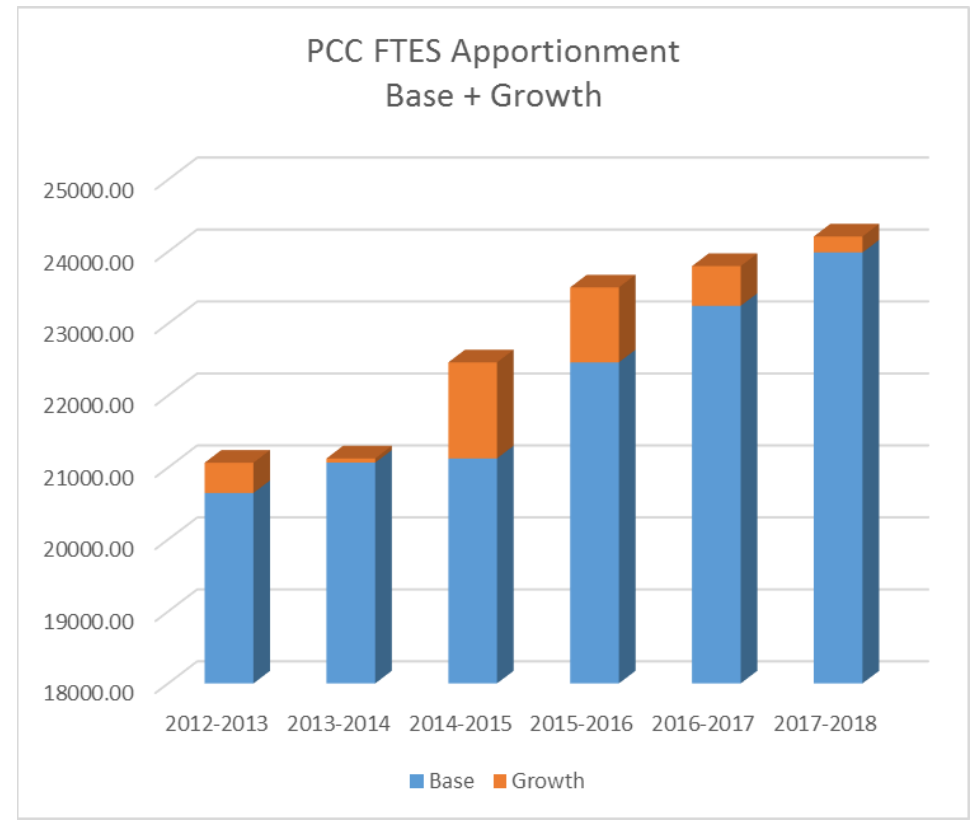
SCHEDULE PLANNING

- Schedule to meet student need (demand)
  - Determine demand by Fill Rates, Wait Lists
  - Education Plans linked to Pathways (Sequence of Courses)

- Schedule to meet Fiscal Considerations
  - Primary source of institutional Revenue and expenditures
  - Must balance academic needs and fiscal realities (CIO and CBO should be partners in providing an appropriate Schedule for our students. CIO builds, CBO funds.)

- Those responsible for schedule development need to understand Attendance Accounting in order to develop an efficient, productive schedule that meets student needs.

ATTENDANCE ACCOUNTING

Four different formulas used to calculate FTES

- **Weekly** – This encompasses most of our classes. Classes that meet for the entire semester (Fall and Spring) and are scheduled regularly (same # hours each week)(formula based on enrollment at census).
- **Daily** – Classes that are scheduled for a portion of the term (less then 16 weeks) and are scheduled regularly (same # hours each day)(formula based on enrollment at census).
- **Actual Hours of Attendance** (Positive Attendance) – Classes that are scheduled irregularly (amount of FTES is dependent on # hours students actual attend class, requires daily attendance and tracking of hours).
- **Alternative Attendance Accounting** Procedures – This includes Independent Study, Work Experience and some forms of Distance Education (In some cases formula is dependent on # units not # hours).

ATTENDANCE ACCOUNTING

- <u>**Weekly**</u> is most efficient way to schedule classes. The formula allows every week to have the weekly contact hours even if there is a holiday during the week resulting in one of the days not being an instructional day.

- <u>**Daily**</u> is nearly as efficient as Weekly. Must count for every hour. If there is a holiday must either add more days or increase time per each meeting. Daily is the primary method of scheduling for Winter and Summer intersessions.

- <u>**Actual Hours of Attendance**</u> (Positive Attendance) is the least efficient method of scheduling because we only get to count the actual hours that a student attends. The percentage of the possible FTES we generate can range from 100% (rare) to 20%. This method must be used for all irregularly scheduled sections and for the TBA portion of arranged hour classes. Instructor must take role and track time in class for each student.

- <u>**Alternative Attendance Accounting**</u> is used for online courses results in only 88% of the FTES that would be generated if the course were scheduled as a face-2-face section. This is because PCC has a 16 week semester. If a class is scheduled as a hybrid class with a lab we can use the traditional weekly or daily formula.

PRODUCTIVITY

➢ A measurement of the efficiency of our scheduling practices

➢ Productivity (P) = FTES/FTEF (FTES represents "revenue" and FTEF represents "cost")

State Model

➢ Full-Time Faculty load = 5 x 3 unit lecture classes each semester = 15 units

➢ A year equals a 35 week calendar so one semester = 17.5 weeks

➢ Class size = 35 students

➢ FTES/class = (3 hrs/wk x 17.5 wks x 35 students)/525 = 3.5 FTES

➢ 1 FTEF = 5 x 3 unit classes = 5 x 3.5 = 17.5 FTES

➢ P = FTES/FTEF = 17.5/1 = 17.5

➢ PCC is on a 16 week compressed calendar so the calculation looks like

FTES = (3.3 hrs/wk x 16 wks x 35 stu)/525 = 3.5

PRODUCTIVITY EXAMPLES

- **History Section with 40 students**
  - FTES = (3.3 hrs/wk x 16 wks x 40 stu)/525 = 4.0
  - FTEF = 3 units/15units = 0.2
  - P = 4.0/0.2 = 20

- **History Section LGI with 80 students**
  - FTES = (3.3 hrs/wk x 16 wks x 80 stu)/525 = 8.0
  - FTEF = 3 units/15units = 0.2
  - P = 8.0/0.2 = 40

- **History Section online**
  - FTES = (3 units x 16 weeks x 40 stu)/525 = 3.66
  - FTEF = 3 units/15units = 0.2
  - P = 3.66/0.2 = 18.3

- **History Course with 80% PA**
  - FTES = (0.8) x (3 hrs/wk x 17.5 wks x 40 stu)/525 = 3.2
  - FTEF = 3 units/15units = 0.2
  - P = 3.2/0.2 = 16

PRODUCTIVITY OF VARIOUS CLASSES

| Course	Max Capacity	FTES calculation	FTES	FTEF	Max Productivity
ACCT 104A	32	(4.4hrs/wk x 16wks x 32stu)/525	4.29	0.25	4.29/.25 = 17.16
COLL 001	30	(3.3hrs/wk x 16wks x 30stu)/525	3.02	0.20	3.02/.20 = 15.1
WELD 200A	26	(21.9hrs/wk x 16wks x 26stu)/525	17.35	0.361	17.35/.361 = 48.06
ENGL 001A	28	(4.4hrs/wk x 16wks x 28stu)/525	3.75	0.267	3.75/0.267 = 14.04
DA 100	12	(6.7hrs/wk x 16wks x 12stu)/525	2.45	0.329	2.45/.329 = 7.45
NUTR 011	45	(3.3hrs/wk x 16wks x 45stu)/525	4.53	0.25	4.53/.25 = 18.12
ESL 033A	25	(5.5hrs/wk x 16wks x 25stu)/525	4.19	0.33	4.19/.33 = 12.70
LIB 104	30	(3.3hrs/wk x 16wks x 30stu)/525	3.02	0.20	3.02/.20= 15.1
MATH 003	35	(5.5hrs/wk x 16wks x 35stu)/525	5.87	0.33	5.87/.33 = 17.78
CHEM 001A	27	(9.8hrs/wk x 16wks x 27stu)/525	8.06	0.468	8.06/.468 = 17.22
DANC 008AB	20	(3.3hrs/wk x 16wks x 20stu)/525	2.01	0.217	2.01/.217 = 9.26
PSYC 001	199	(3.3hrs/wk x 16wks x 199stu)/525	20.01	0.2	20.01/0.2 = 100.05
ART 020A	24	(6.6hrs/wk x 16wks x 24stu)/525	4.83	0.334	4.83/.334 = 14.46

PRODUCTIVITY OF PCC DIVISIONS

| Division	Fill Rate	Productivity
BCT	72%	15.86
Coun	75%	14.18
E & T	57%	12.47
English	81%	13.69
Health Sci	72%	5.53
KHA	54%	18.23
Lang/ESL	74%	9.59
Library	61%	11.20
Math & CS	87%	15.20
Nat Sci	88%	14.68
PCA	69%	11.91
Soc Sci	81%	20.43
VAMS	69%	14.75

PRODUCTIVITY OF PCC PROGRAMS

Program Productivity vs Fill Rate
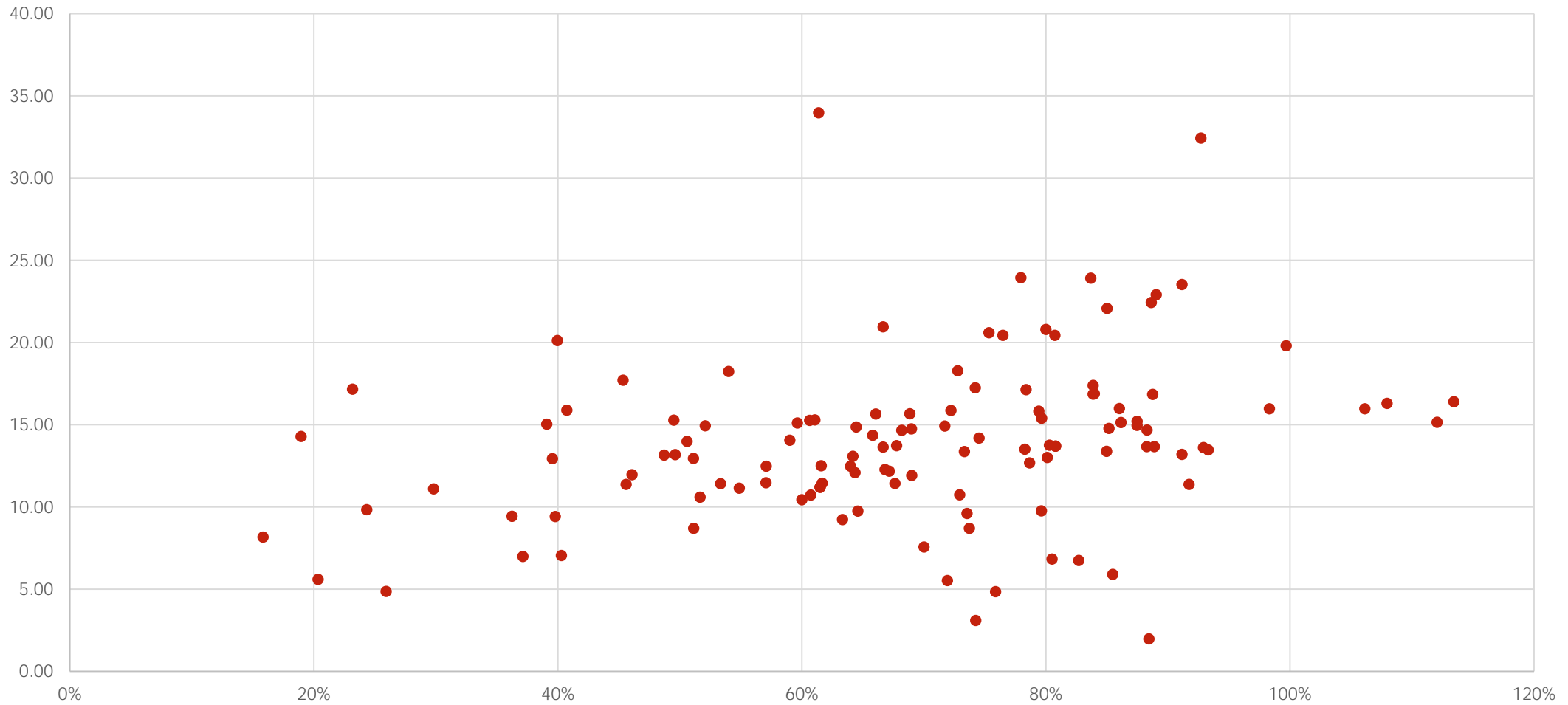
HOW TO IMPROVE PRODUCTIVITY

- P = FTES/FTEF

- Increase FTES generated
  - Increase enrollment (fill rate)
  - Increase class size (NCN)
  - Replace low enrolled classes with new sections of high demand classes

- Decrease FTEF needed to generate FTES
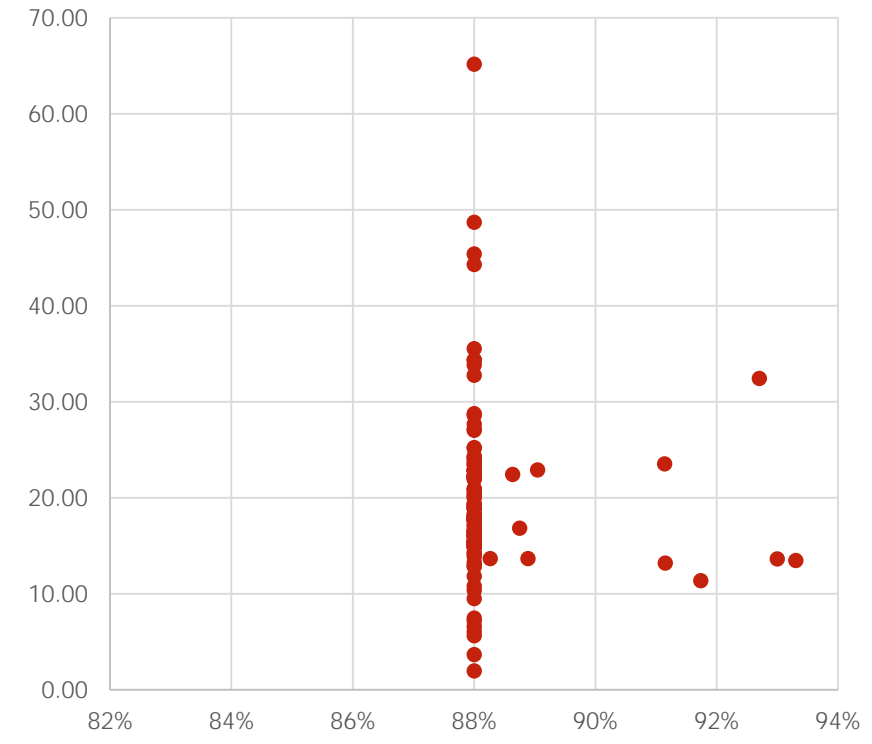 - Reduce number of sections to serve same number of students

PROGRAM PRODUCTIVITY
IMPACT OF CHANGING FILL RATE

Program Productivity vs Fill Rate
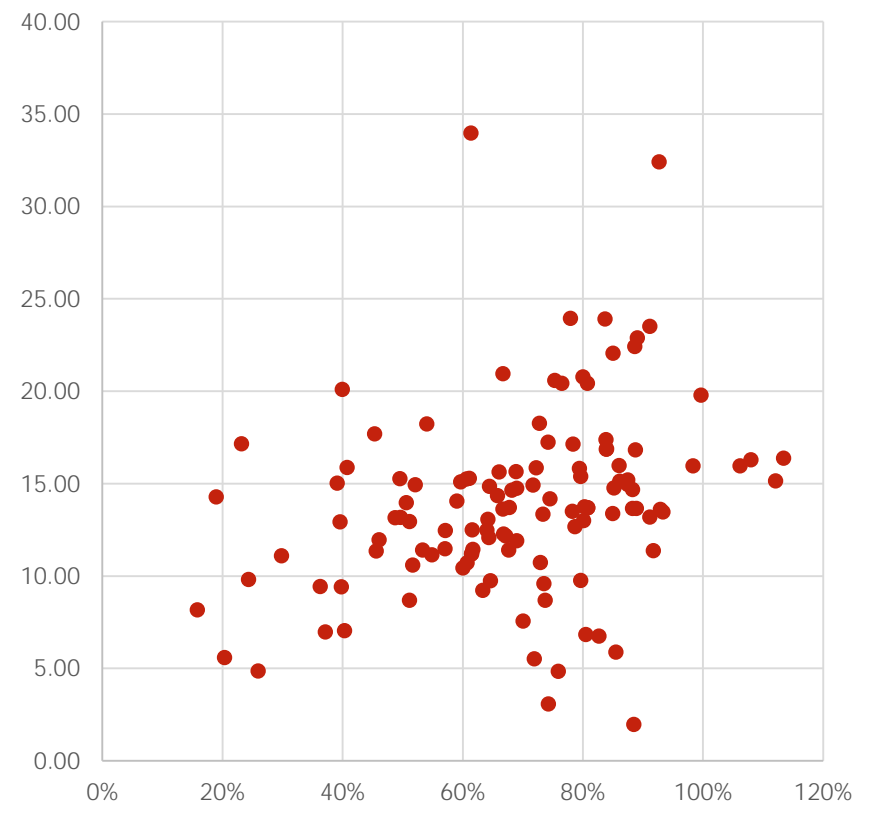
Program Productivity assuming all programs achieve 88% Fill Rate

Currently PCC P = 14.20

Increasing FR to 88% results in PCC P = 16.68

STUDENT SERVICES UPDATE

Dr. Cynthia Olivo

WELCOMING EXPERIENCE

- New Categorical Program: Student Success & Support Program (SSSP) (Senate Bill 1456)
- Integrated Welcome Center like the Apple Store, no barriers & high touch
- LancerPlan (Ed Plan System)
- College Scheduler
- Multiple Measures
- Pathways Expansion
- L Building Modification

WRAP AROUND SUPPORT SERVICES IMPROVEMENTS

- Expanded Veterans Resource Center
- New Foster Youth Success Center
- Expansion of Pathways Center
- New Safe Zone Center
- CAFYES

SOCIAL WORK SERVICES SUPPORT

- LancerPantry
- Emergency Aid
- Homeless Student Support
- Psychological Services rebranding Health & Wellness: Personal Counseling
- Social Work Services Coordinator Professional Expert
- Spark Point or SingleStop USA
- Student Resource Fair

STUDENT ENGAGEMENT & SUPPORT

- LancerLife Student Club Events & Co-Curricular Transcript
- Student Engagement Study
- Metro UPASS
- Maxient Student Conduct Platform
- Title IX awareness
- Coffee Nights
- Faculty, Staff, Students Mixers

STUDENT RETENTION

- Starfish Retention Solution: Early Alert
- Student Success Centers Collaboration with Instruction
- Online Counseling via Cranium Café
- Caseload Counseling for Unaffiliated Students
- HSI Title V Grant GPS
- HSI STEM Grant
- Processes/Services during First Two Weeks of Class

STUDENT COMPLETION

- E-Grad & Graduation Initiative
- Career Focus in Pathways
- Increase in Financial Aid Awarding
- Nudging via Text Messaging

CREATING A CULTURE OF INNOVATION FOR STUDENT SUCCESS

- Utilize a Culture of Inquiry with Data and ensure Parity in outcomes for students based on race and ethnicity (Estela Bensimon, USC CUE)
- Collaboration with Instruction, Strategic Communication & Marketing, ITS, Foundation, Institutional Effectiveness

CREATING A CULTURE OF INNOVATION FOR STUDENT SUCCESS

- Iterative Design Process (Bernie Roth)
- Develop a culture of risk takers (Baba Shiv)
- Ask the right questions (Baba Shiv)
- Let go of the fear of the unknown (Margaret Wheatley)

NEEDS

- Communication Platform for Students
- Integrated Support for Students a la Apple Store concept permanently
- In-Reach to Students at Momentum Points
- Scale up early alert

NEEDS

- Predictive Analytics to identify student needs and meet them
- Utilize Lancer Point Portal more effectively
- K-5 Early Outreach
- Middle School Outreach

NEEDS

- Completion Center

- More Robust Career Center Resources

- Guided Pathways

- Ensuring low income students and students of color are achieving equitable transfer & employment outcomes by participating in high value programs and related learning opportunities

NEEDS

- College-wide Professional Development Center
- Center for Excellence in Learning & Teaching

DATA

- Last time we saw that our Equity Performance revealed that African American & Latino students were the most impacted—check our five year data
- Are we closing the gap?
- What is the & size of the gap that we need to close?
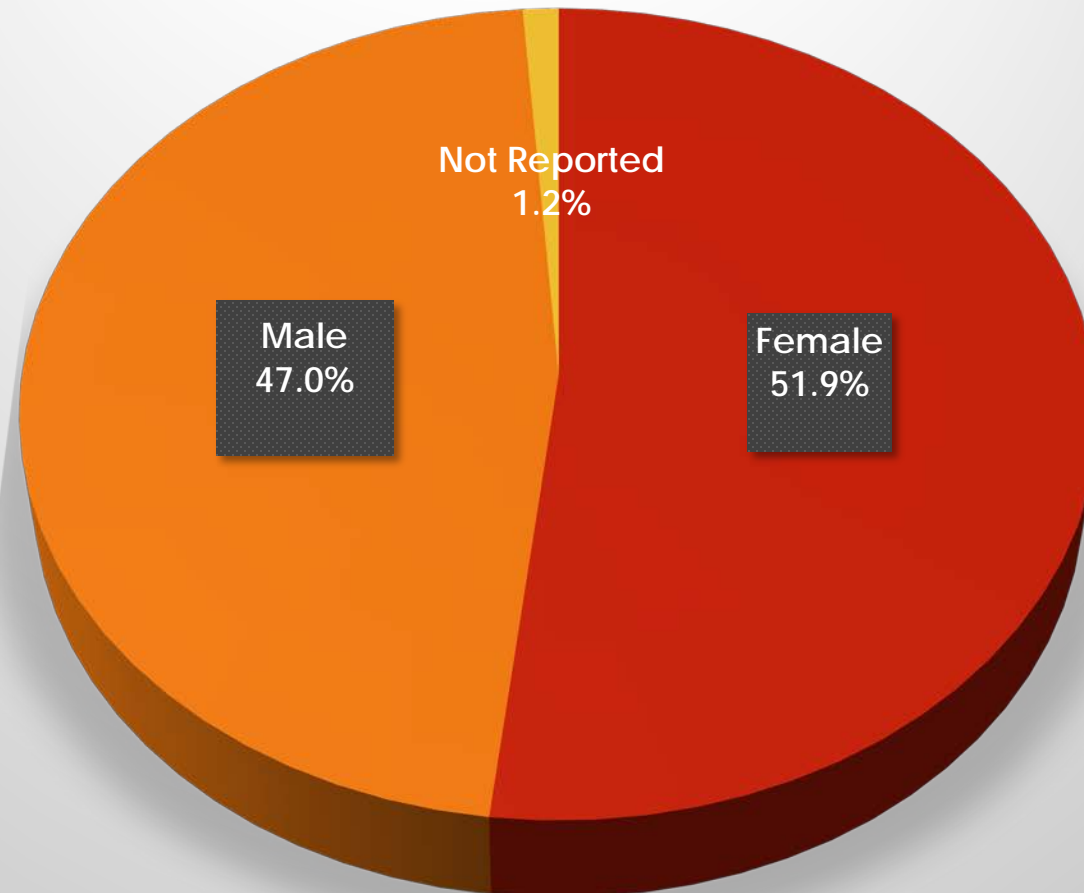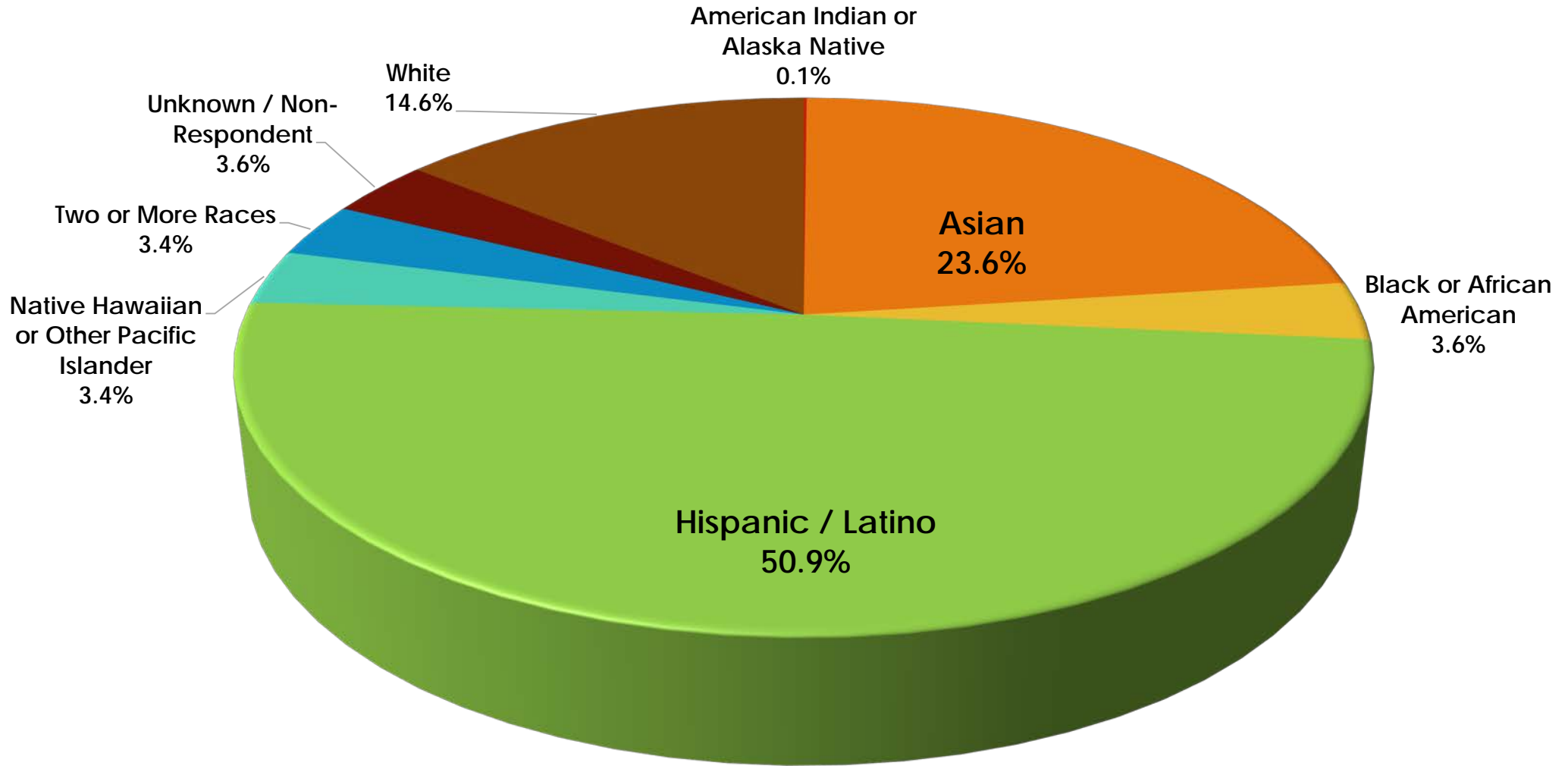
WHO WE SERVE

Crystal Kollross

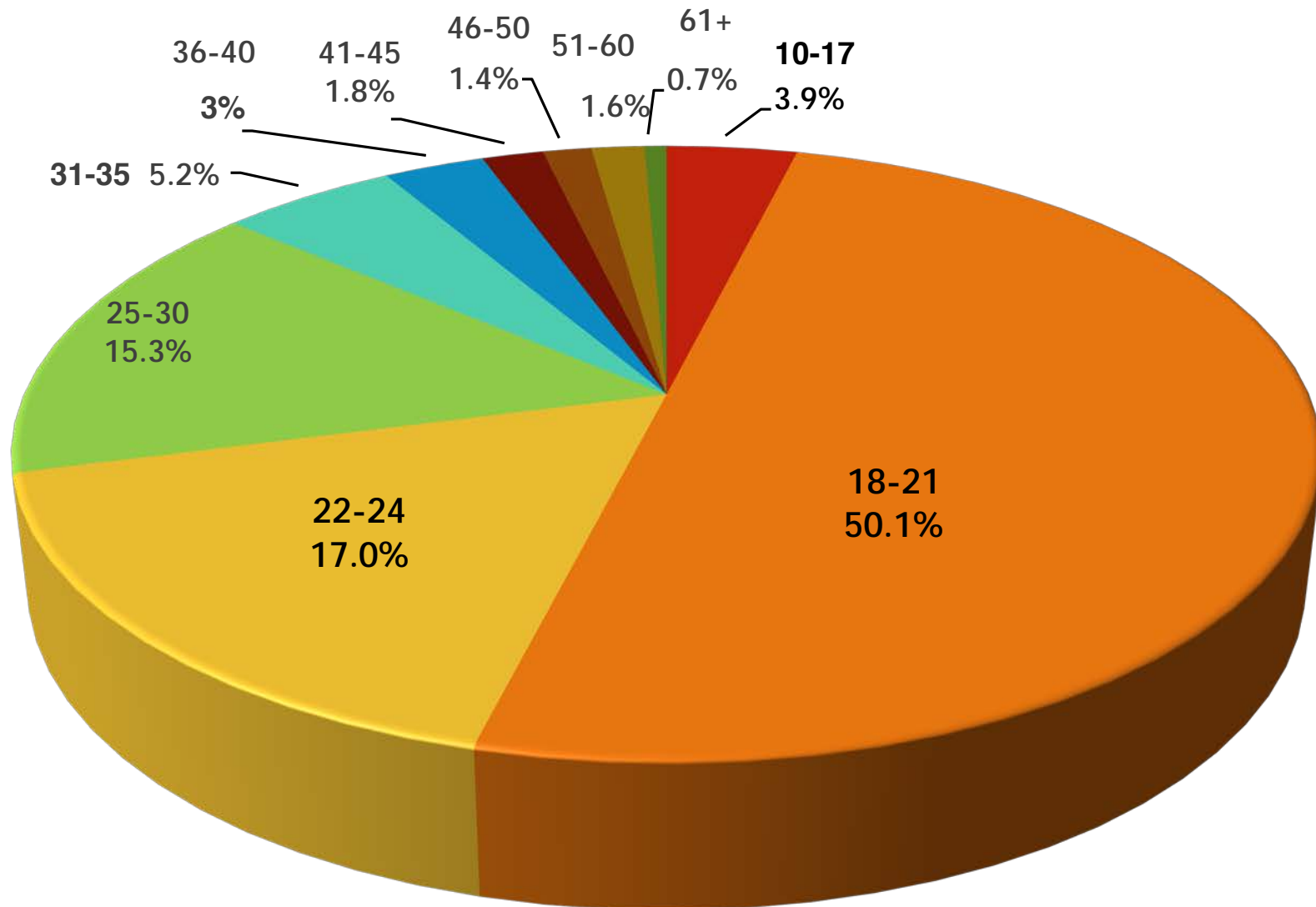Fall 2017 Credit Students by Student Population Description
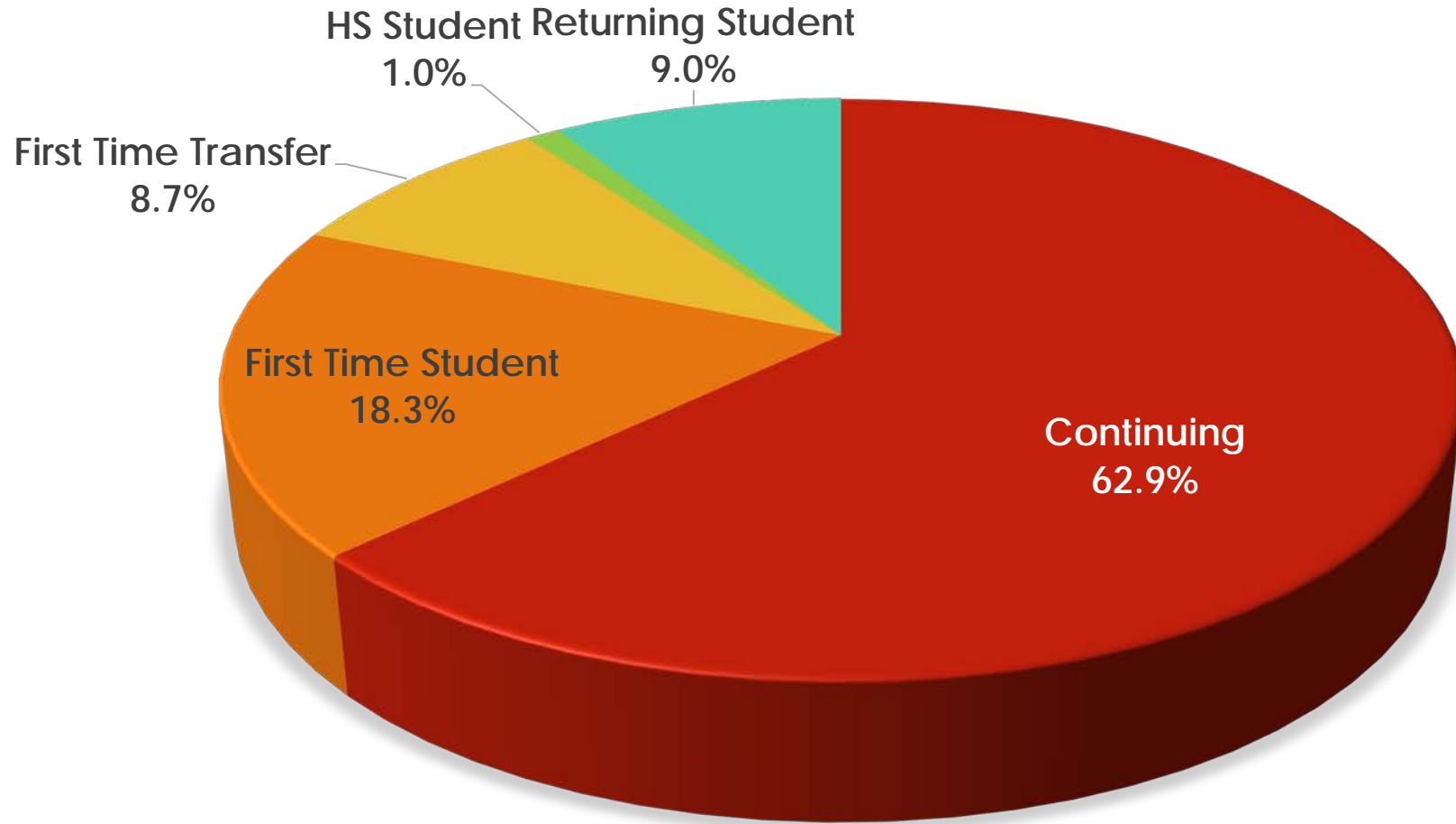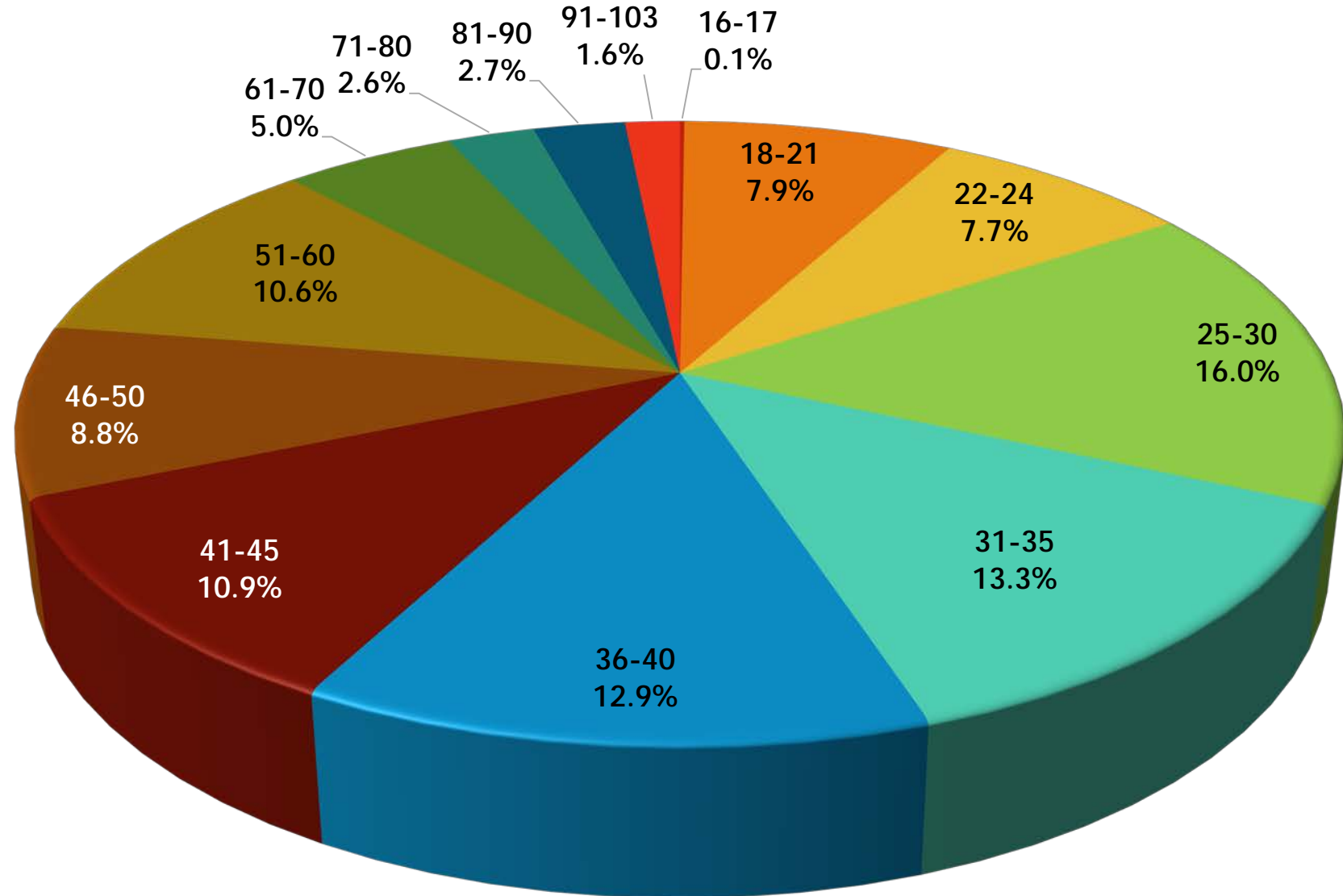
Fall 2017 Credit Students by Gender

Not Reported
1.2%

Male
47.0%

Female
51.9%

Fall 2017 Credit Students by Ethnicity

Fall 2017 Credit Students by Age

- 36-40 **3%**
- 41-45 1.8%
- 46-50 1.4%
- 51-60 1.6%
- 61+ 0.7%
- **10-17** 3.9%
- **31-35** 5.2%
- 25-30 15.3%
- 22-24 17.0%
- 18-21 50.1%

Fall 2017 Non Credit Students by Age

Fall 2017 Noncredit Students by Ethnicity

- Unknown / Non-Respondent 4.9%
- Two or More Races 1.8%
- Native Hawaiian or Other Pacific Islander 0.1%
- White 13.0%
- Asian 39.0%
- Hispanic / Latino 37.7%
- Black or African American 3.5%
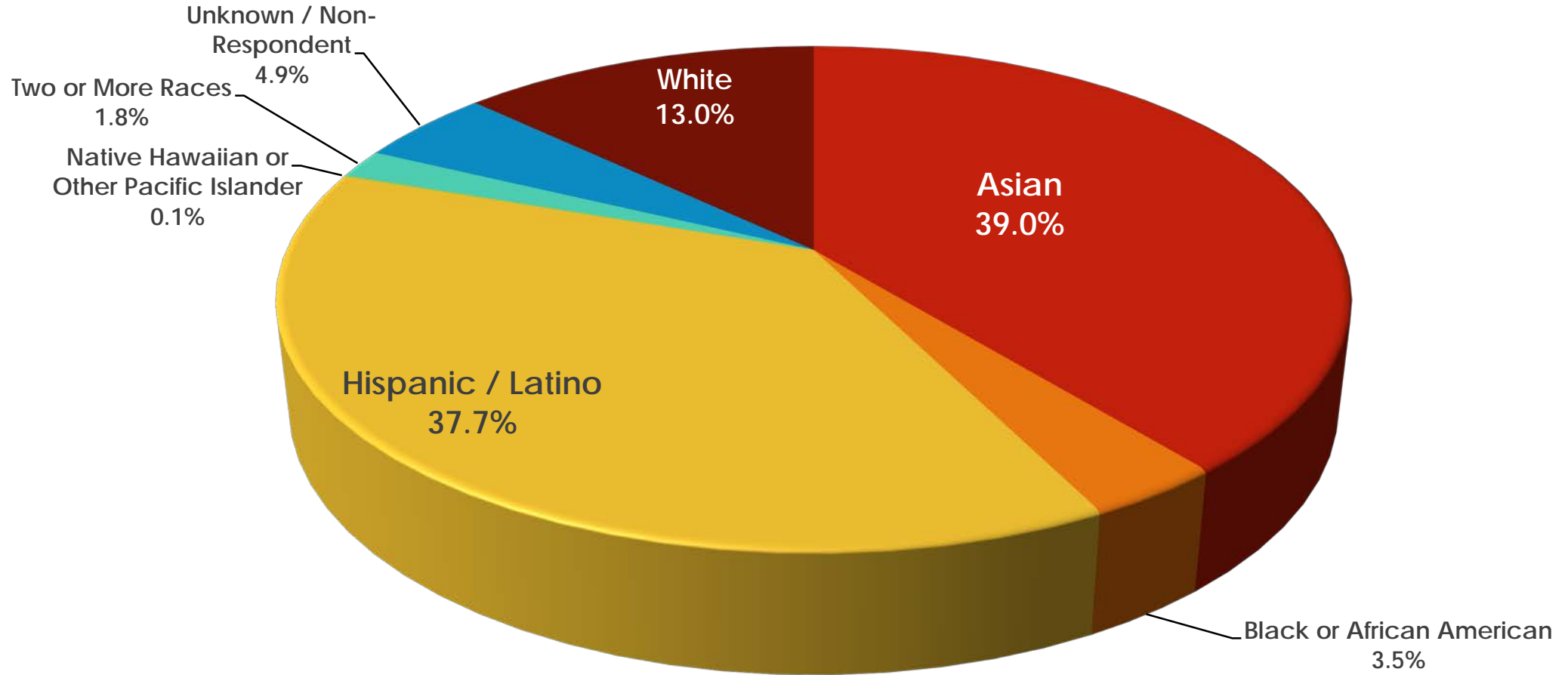
MISSION STATEMENT REVIEW

MISSION STATEMENT REVIEW

- **College Council initiated the review process in February 2017**
  - Should happen every 6 years
  - Last reviewed in 2010
- **Ad Hoc Committee**
  - Academic Senate President
  - Classified Senate President
  - Management Association President
  - Associated Students President
  - Executive Director of Institutional Effectiveness
- **Developed a Process for Review**
  - Questions on the Spring 2017 Campus Climate Survey regarding the current Mission Statement
  - Reviewed Mission statements from Community Colleges and 4-year institutions around the county
  - Developed some possible alternative Mission statements
  - Townhall Listening Sessions scheduled for Fall 2017 for additional campus-wide input

MISSION STATEMENT REVIEW

Townhall/Listening Sessions Schedule

Date	Time	Location
• Tuesday October 31, 2017	12:00pm – 1:00pm	Rosemead Campus Room 106
• Tuesday November 14, 2017	12:00pm – 1:00pm	Creveling lounge
• Tuesday November 28, 2017	12:00pm – 1:00pm	Foothill Campus Room 220
• Thursday November 30, 2017	12:00pm – 1:00pm	Creveling lounge

There will further announcements to the campus community about the dates, times, and locations

LET'S GO CAMPING

CAMPSITE TEAMS:

Campsite 1	Campsite 2	Campsite 3	Campsite 4	Campsite 5	Campsite 6	Campsite 7	Campsite 8
Blanca Rodriguez	Mary-Erin Crook	Jude Socrates	Kimberly Shediak	Kirsten Ogden	Krista Goguen	Marina Gonzalez	Daisuke Yamaguchi
Laconia Fenessey	Michaela Mares-Tamayo	Natalie Russell	Alejando Chavez	Dyan Miller	Isela Ocegueda	Melissa Anderson	Kiely Lam
Joseph Futtner	Sonya Valentine	Xiu-Zhi Wu	Rebecca Cobb	Raquel-Torres-Retena	Peter Dwight	Rocco Cifone	Salvatrice Cummo
Stephanie Pulcifer	Todd Hampton	Tito Altimarano	Shelagh Rose	Gloria Wong			

PLANNING FOR EQUITY

Dr. Michaela Mares-Tamayo

Director of Student Equity

OVERVIEW OF PRESENTATION

- **What We Know About Our Students**

- **What We Have Done**

- **What We Still Need to Do**

(Students at Latino Mixer, Fall 2016)

INTERACTIVE PRELUDE

- On your notes, draw the following diagram
- Fill in the circles with the identity markers that reflect who **you** are

What **privilege(s)** might be associated with a particular identity marker?

What **disadvantage(s)** might be associated with a particular identity marker?

Race

Phenotype

Class

Gender

Citizenship Status

Sexuality
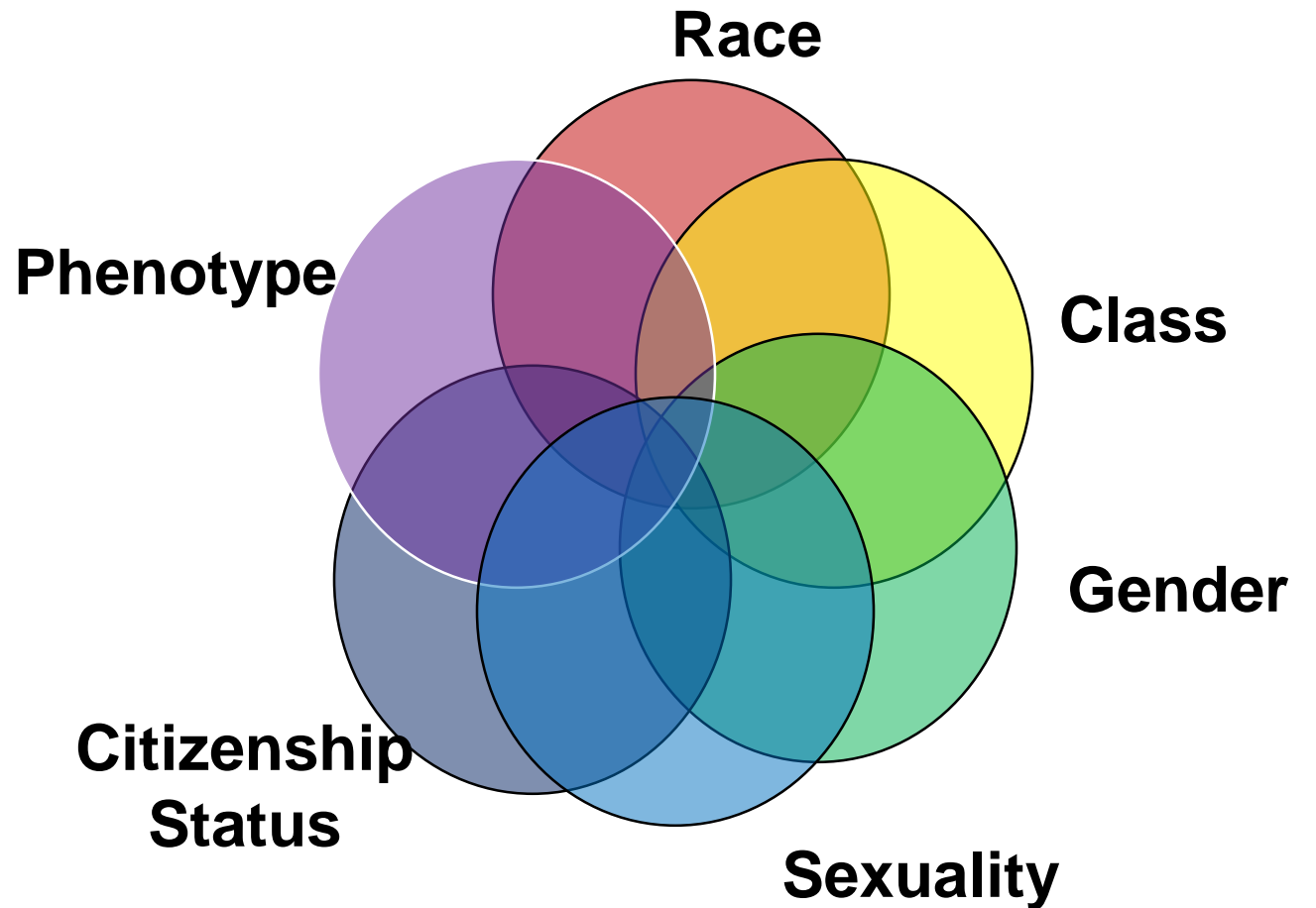
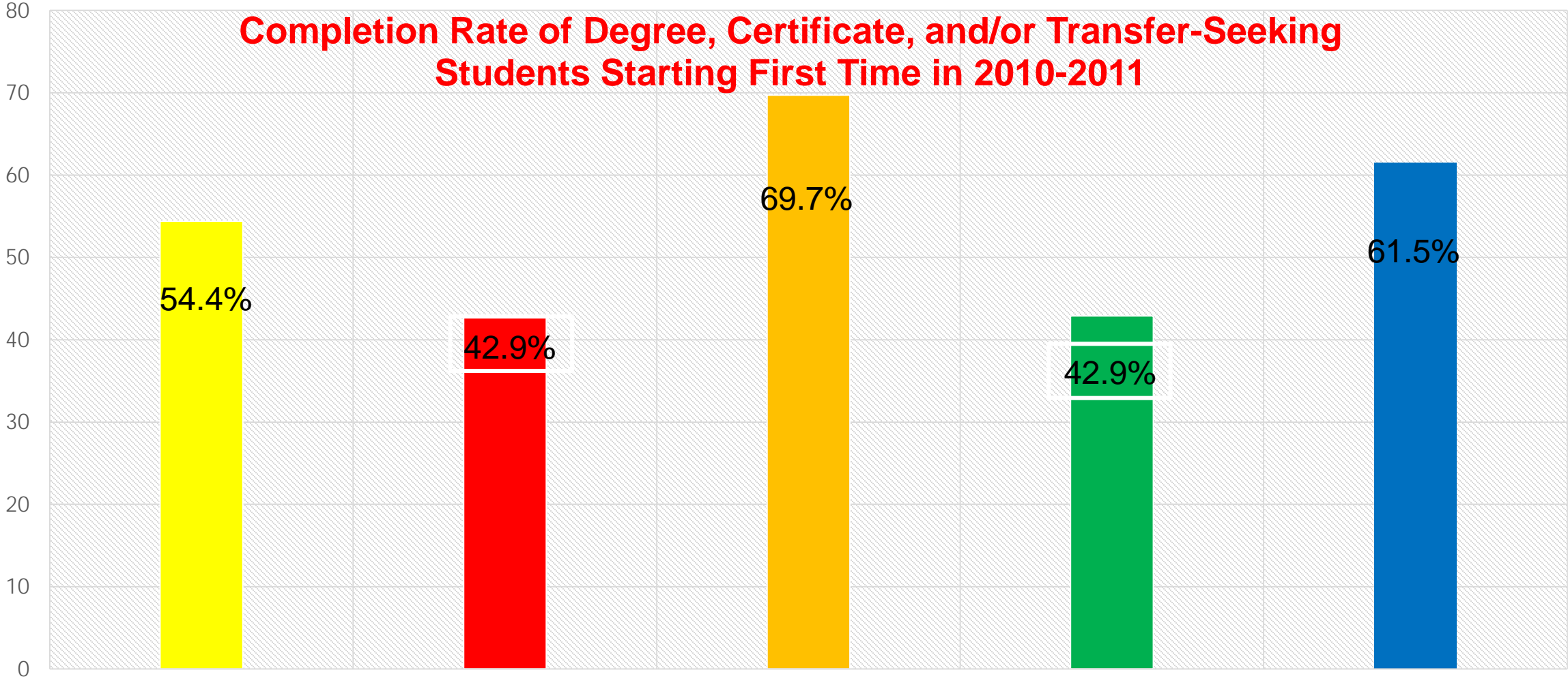# WHAT IS PLANNING FOR EQUITY? WHY DOES IT MATTER?

WHAT IS EQUITY?

The proportional representation of historically marginalized groups in educational outcomes (e.g. access, retention, degree completion) and participation in enriching experiences
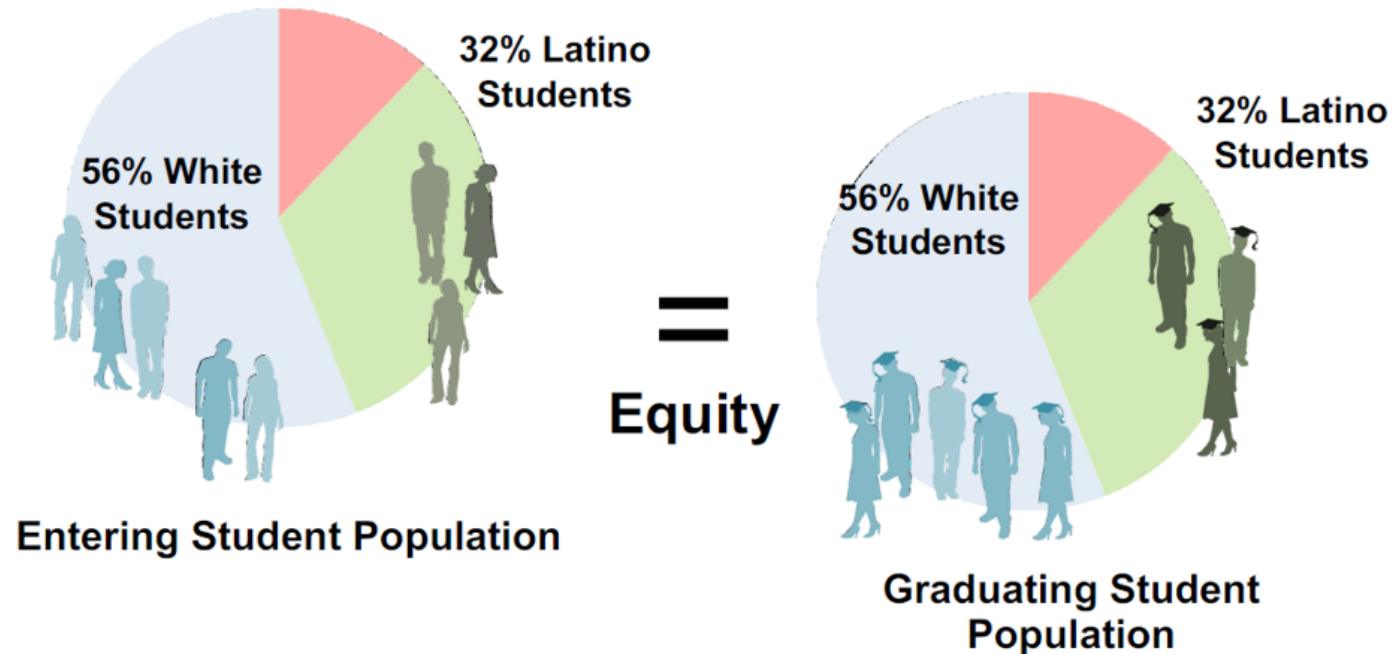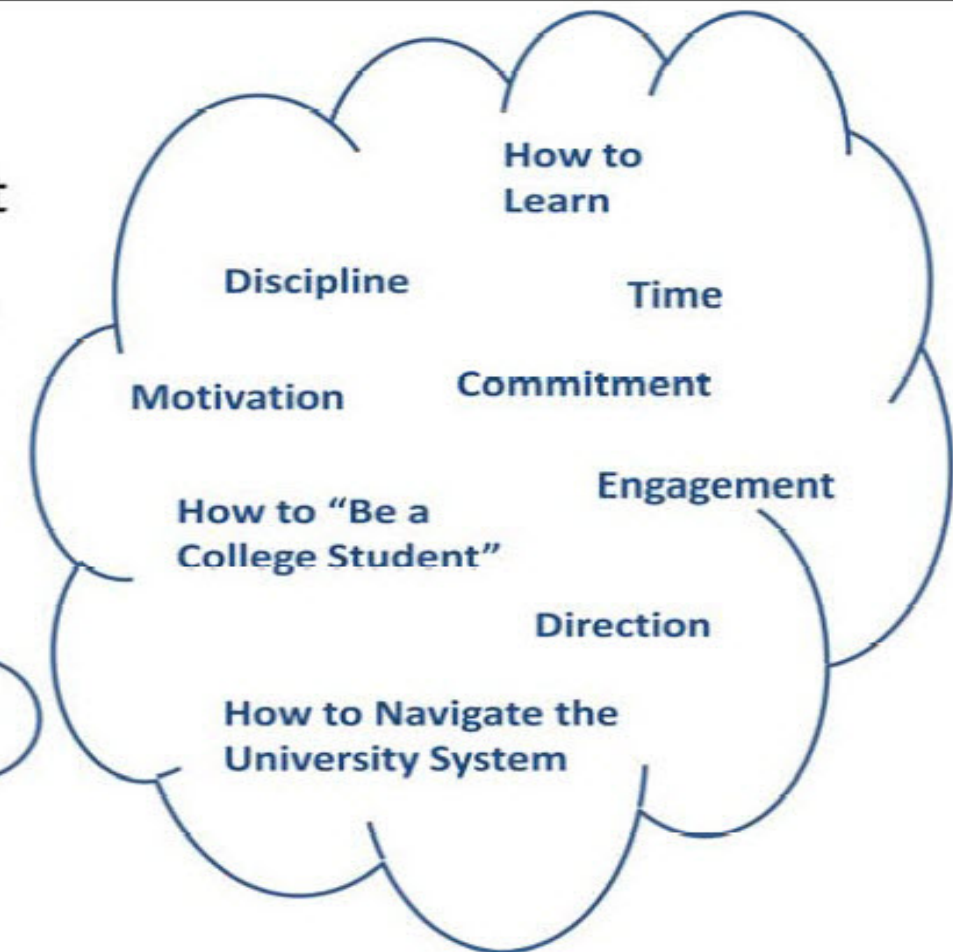
WHAT WE WANT TO AVOID WHEN PLANNING

USC Center for Urban Education

BEING EQUITY-MINDED WHEN PLANNING

Evidence Based

Institutionally Focused

Race Conscious

Systemically Aware

Equity Advancing

(from Anahuac mural in Boyle Heights)

WHAT WE HAVE DONE

- Open Educational Resources
- Extended Hours in Library
- Holistic Success Center Approach
- Referral Resources for Faculty to Provide Students (Here2Help)
- Homeless Student Backpacks
- Lancer Pantry
- Foster Youth Center
- Safe Zones Center

- Professional Development
  - Ally Trainings
  - Decolonizing the Classroom
  - Multiple Measures
  - Acceleration
  - Implicit Bias
  - Customer Service
  - Inclusivity
  - White Privilege

WHAT WE STILL NEED TO DO

- Resist complacency and continue to change practices to close our equity gaps

- Examine our institutional and individual beliefs in a reflexive way that ultimately leads towards courageous conversations about race as it intersects with other identity markers

- Understand that inequities might be created or exacerbated by taken-for-granted practices and policies, inadequate knowledge, a lack of cultural competency, or the absence of institutional support – all of which can be changed!

IN OTHER WORDS…

Create and sustain the conditions for continuous, incremental victories that lead our students and our college towards our ultimate goals
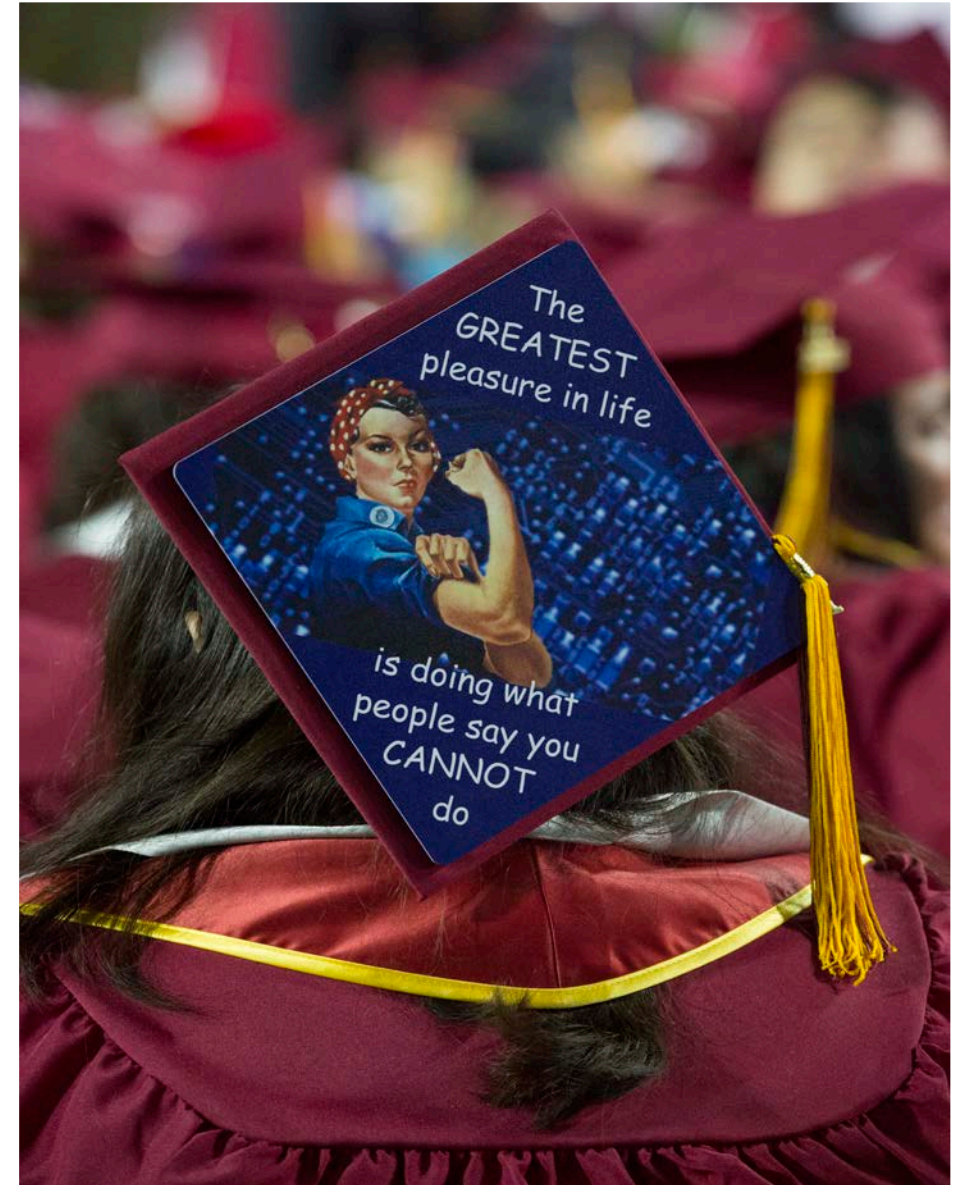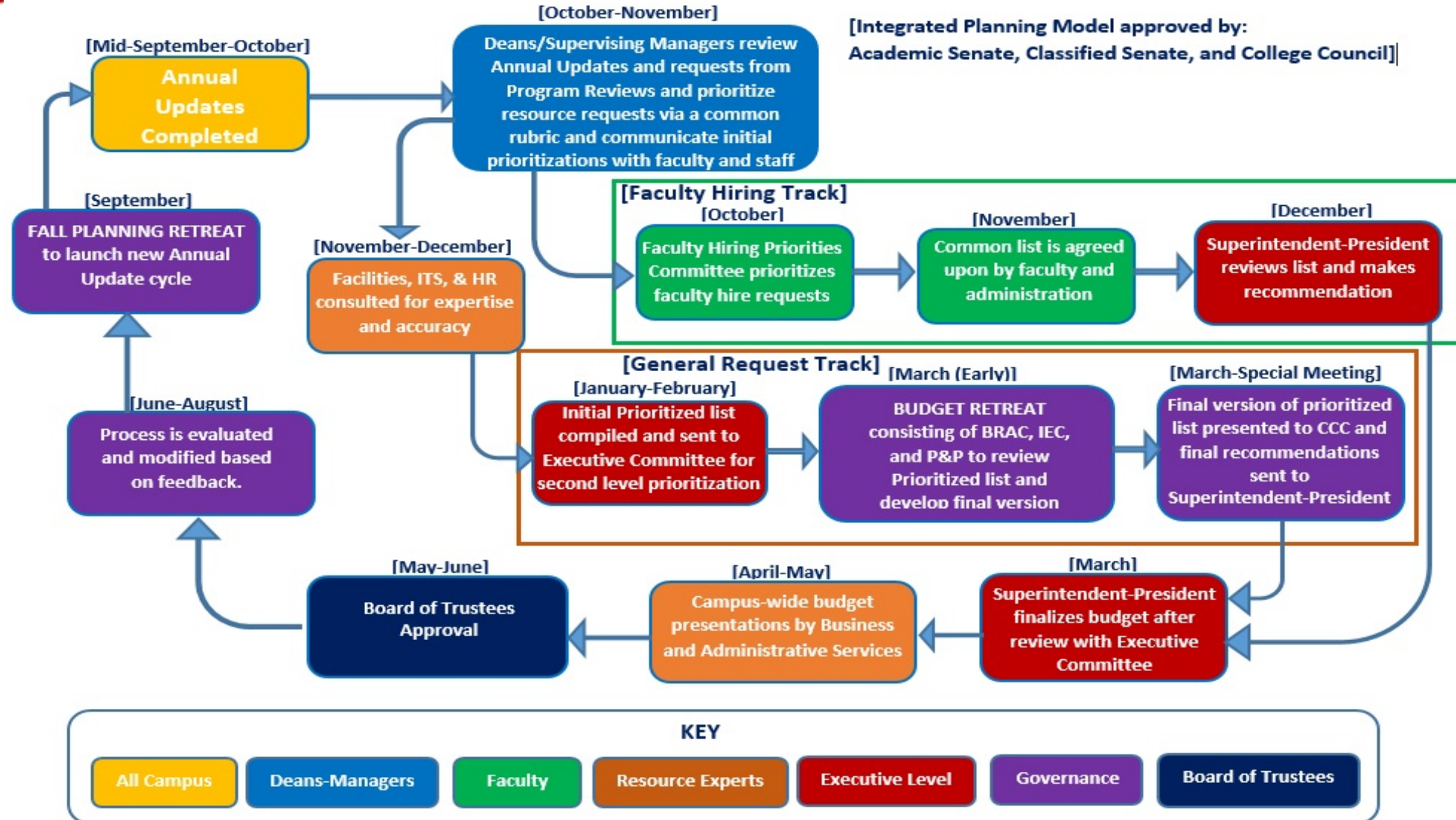

(PCC Commencement, 2017)

SUMMARY OF 2016-2017 INTEGRATED PLANNING PROCESS

Dr. David Colley

INTEGRATED PLANNING MODEL:

SO, WHAT GOT FUNDED?

Top 10 items ranked by Budget Retreat:
1. Chem Lab Upgrades ($2,000)
2. Facilities Personnel ($16,811)
3. CDC Flooring ($15,000)
4. Anatomy, Physiology, Microbiology Lab Upgrades ($6,000)
5. CDC CPR and First Aid Training for 20 staff ($1,500)
6. Office of Institutional Effectiveness EDD Data annually ($3,000)
7. DSPS Technician Position ($87,542)
8. Biology Repair/Upkeep of Lab Equipment ($10,500)
9. Studio Arts Cross Cut Table ($1,000)
10. Facilities and Construction Services Positions ($184,141)

(Total for top 10 Items: $327,594)

SO, WHAT GOT FUNDED?

Of the top ten:

- ➢ 4 of the items were Instructional in nature
- ➢ 2 of the items responded to ongoing needs of the CDC
- ➢ 2 of the items responded to ongoing staffing needs in Facilities
- ➢ 1 of the items filled a position in DSPS
- ➢ 1 of the items increased Institutional Effectiveness data collection needs for state reporting compliance

SO, WHAT GOT FUNDED?

- After the top 10, all requests of $5,000 and under were funded. There were 34 items, totaling $75,702
- Of the 34 items:
  - ➢29 were Instructional related
  - ➢4 were Student Services related
  - ➢2 were Business and Administrative Services related

FALL 2016 PLANNING RETREAT SUMMARY

- Most informative?
  - ✓FTES and how it relates to funding
  - ✓Enrollment planning and patterns

- What should be added?
  - ✓How does it all fit together?
  - ✓Overall College goals and strategic plans
  - ✓Communication to campus on results of process

ANNUAL UPDATE 2016 SUMMARY

- Second cycle overall positive results
- Most Meaningful?
  - ✓ Campus-wide discussion on planning and resource allocation
  - ✓ Department/Division-wide teamwork and collaboration
  - ✓ Training and support
  - ✓ Opportunity to analyze data and apply it to evaluation and planning

ANNUAL UPDATE 2016 SUMMARY

- Least Meaningful?
  - ✓Timeframe and calendar challenges
  - ✓Skepticism whether it was working
  - ✓Clear and timely feedback regarding funded items
  - ✓Continued Professional Development and support
  - ✓Some issues with the software

ANNUAL UPDATE 2016 SUMMARY

- How can it improve?
  - ✓Streamline and make less complex
  - ✓Consider options for changing to more user-friendly software
  - ✓Continue to provide support and training
  - ✓Better understanding of overall process and purpose
  - ✓Provide feedback in a timely manner

BUDGET RETREAT 2017 SUMMARY

- Overall very positive responses to scaled questions
- How could retreat be improved?
    - ✓More time/focus on prioritizing the items
    - ✓Provide more lists and instructions
- How could integrated planning be improved?
    - ✓Better communication
    - ✓Institute a "grant" system for smaller dollar requests

SO, WHAT IS NEW FOR THIS YEAR?

✓Streamlined: no Status Report or Resource Allocation Forms tab

✓Action Plan Narrative- to bridge the gap from evaluation to planning

✓Addition of IEPI Indicators within the Evaluation Sections

✓Looking at other software… stay tuned…

✓Last year's plan is already copied into this year, so it will actually be an Annual UPDATE.

✓Updated handbooks

DATA SETS AND REFERENCE MATERIALS:

- **Data Sets by Subject:**
  - Overall Success and Retention
  - Success and Retention by Ethnicity
  - Success and Retention by Gender
  - Sections by Time of Day and Fill Rates
  - Sections by Faculty Assignment
  - Full-Time Equivalent Faculty and Full-Time Equivalent Students
  - Degrees and Certificates Awarded
  - Labor Market Data for CTE
- **College-Wide Data**
- **Distance Education Data**
- **Veterans Data**
- **Rosemead Data**

- **Additional Resources:**
  - Funding Sources
  - Labor Cost Calculators
  - Campus Climate Survey Summary
  - Community Needs Assessment Survey Summary
  - Chancellor's Office Vision For Success Executive Summary
  - CCCCO Datamart Wage Tracker
  - CSU Transfer Information
  - In-State Private and Out-of-State Transfers
  - PCC IEPI Goals
  - UC Transfer by College and Major

WHAT IS NOT NEW?

- Contact David Colley (djcolley@Pasadena.edu or x7967) for training and support. He is available for one-on-one, small and large group sessions.

INTEGRATED PLANNING TIMELINE 2017-2018

Day	Date	Event/Deadline	Duration
Friday	9/15/2017	Fall Planning Retreat	1 Day
Monday	9/18/2017	Annual Update Process Begins	7 Weeks
Monday	11/6/2017	Annual Updates Submitted	1 Day
Monday	11/13/2017	Annual Update Data Extracted	1 Week
Monday	11/20/2017	Master Lists Distributed to Deans/Managers	
Monday	11/20/2017	Deans/Managers begin 1st Level Prioritization	6 Weeks
Monday	1/8/2018	Deans/Managers work with Execs on Requests	3 Weeks
Friday	1/26/2018	Deans/Managers submit 1st Level Lists	
Monday	1/29/2018	Lists compiled and adjusted for 2nd Level	2 Weeks
Thursday	2/8/2018	2nd Level Master Lists Distributed to Execs	
Tuesday	2/13/2018	Executives review Master Lists and Prioritize	2 Weeks
Friday	2/23/2018	Executives finalize 2nd Level List and submit.	
Monday	2/26/2018	Final List created for Budget Retreat	1 Week
Friday	3/2/2018	Budget Retreat	1 Day
Monday	3/5/2018	Budget Retreat Results Compiled for final list	1 Week
Friday	3/12/2018	Final Prioritized List completed	
Thursday	3/15/2018	College Council presented with final list	
Monday	3/19/2018	Superintendent-President reviews	1 Week
Thursday	3/29/2018	Final List sent to Fiscal Services for Budget	
Monday	4/2/2018	Final List distributed to Retreat participants	

PLANNING FOR THE FUTURE – BRINGING IT ALL TOGETHER
STRATEGIC INITIATIVES, IEPI GOALS FRAMEWORK, CHANCELLOR'S OFFICE VISION FOR SUCCESS

Crystal Kollross

INTEGRATED PLANNING STRATEGIC INITIATIVES

- Derived from the Educational Master Plan (EMP)
- Used in the Annual Update for the Action Plans

Strategic Initiatives

I. Student Success, Equity and Access

Initiative A. Support Students in their pursuit of completing degrees, certificates and transfer programs through the enhancement of student support services and academic programs.

Initiative B. Increase equity by increasing access and success to individuals underrepresented in higher education.

Initiative C. Develop connections and collaboration amongst the communities and businesses of the Pasadena Area Community College District and support in-district students enrolled in courses and programs at PCC.

II. Campus Culture

Initiative A. Enhance vocational empowerment by providing essential professional development opportunities to Faculty, Staff, and Managers.

Initiative B. Increase effectiveness by improving on and strengthening the college's fulfillment of accreditation standards.

Initiative C. Strengthen campus climate by improving participatory governance structures.

Initiative D. Implement and maintain creative strategies and practices to increase institutional efficiency and further a culture of innovation.

III. External Relations and Accountability

Initiative A. Build external constituent relationships by effective community engagement.

Initiative B. Develop, implement, and maintain processes to ensure accurate and timely reporting and compliance.

Initiative C. Foster partnerships and conduct outreach for student benefit.

IEPI GOALS FRAMEWORK

1. **Fiscal Viability**
   - ✓ fund balance,
   - ✓ operating excess/deficiency,
   - ✓ cash balance

2. **Compliance with state/federal guidelines** –
   - ✓ audits related to fiscal, state, and federal guidelines

3. **Accreditation Status** –
   - ✓ sanctioned or fully accredited

4. **Student Performance Outcomes**
   - ✓ 19 Outcomes related to student performance

IEPI GOALS FRAMEWORK

2017-2018 IEPI Goals Framework Posted here:

CHANCELLOR'S OFFICE VISION FOR SUCCESS-
7 CORE COMMITMENTS

1. **Focus relentlessly on students' end goals.**
   - Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set- <u>should be the explicit focus of the CCCs</u>.
   - More than just offering courses, colleges need to be offering <u>pathways to specific outcomes</u> and providing supports for students to stay on those paths until completion.
2. **Always design and decide with the student in mind.**
   - Colleges need to make it easy for all students, including working adults, to access the courses and services they need.
   - Students should not bear the burden of misaligned policies between education systems.
3. **Pair high expectations with high support.**
   - Students should be encouraged to go "all in" on their education, with support to meet their personal and academic challenges.
   - Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

4. Foster the use of data, inquiry, and evidence.

➢ Data analysis should be a regular practice used for improving services at all levels, not a compliance activity.
➢ Decisions should be based on evidence, not anecdotes or hunches.

5. Take ownership of goals and performance.

➢ The CCC system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control.
➢ Goals should be used to <u>motivate and provide direction, not punish</u>.

6. Enable action and thoughtful innovation.

➢ Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen.
➢ Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

7. Lead the work of partnering across systems.

➢ Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task.
➢ By working together these systems can strengthen pathways for students and improve results.

CHANCELLOR'S OFFICE VISION FOR SUCCESS

System-wide Goals

1. Increase by at least **20%** the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

2. Increase by **35%** the number of CCC students system-wide transferring annually to a UC or CSU.

3. Decrease the average number of units accumulated by CCC students earning associate's degrees from ≅ 87 total units to **79** total units.

4. Increase the percent of exiting CTE students who report being employed in their field of study for a statewide average of 60% to **69%**

5. Reduce equity gaps

6. Reduce regional achievement gaps across all of the above goals.

PCC'S CONTRIBUTION

1. Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
   - ➢ PCC's contribution

	Count
2016-2017 Total	2327
20% increase	465
Total	2792

     ⬅ Institutional Set Standard?

2. Increase by 35% the number of CCC students system-wide transferring annually to a UC or CSU.
   - ➢ PCC's contribution

	Count
Projected 2016-2017 Total	1957
35% Increase	685
Total	2642

     ⬅ Institutional Set Standard?

3. Decrease the average number of units accumulated by CCC students earning associate's degrees from ≅ 87 total units to 79 total units.
   ➤ PCC's contribution

	Units
2016-2017 Average	84.23
Decrease Needed	5.3
2017-2018 Goal	83
2018-2019	82
2019-2020	81
2020-2021	80
2021-2022	79

Institutional Set Standard?

4. Increase the percent of exiting CTE students who report being employed in their field of study for a statewide average of 60% to 69%
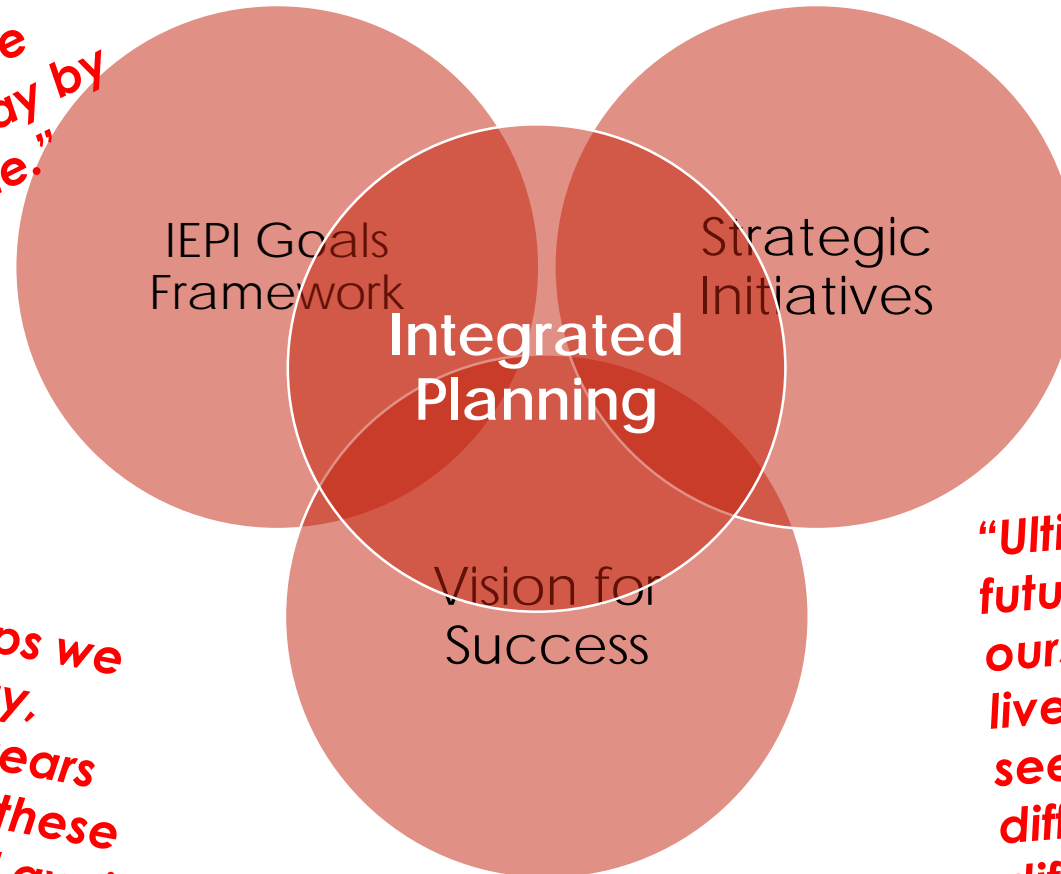   ➤ PCC's contribution

	CTEOS Employment Rate
2013-2014 Cohort	68%
2018-2019	69%

Institutional Set Standard?

PLANNING FOR THE FUTURE

"The future is not fixed. It is not a set point over the horizon that we are all running towards, helpless to do anything about. The future is built every day by the actions of people."

"...what is the future we want and what's the future we want to avoid?"

"What are the steps we need to take today, tomorrow, of five years from now to get to these positive futures and avoid the negative?"

"Ultimately, the way we invent the future is to change the story we tell ourselves about the future that we live in. If we change the story, we see different possibilities, make different decisions, and take different actions."

IEPI Goals Framework

Strategic Initiatives

Integrated Planning

Vision for Success

SOFTWARE VENDOR COMPARISON

Dr. David Colley