

2011-2012 Action Plan

## Create Action Items

### Mission Statement

The Instruction Area supports Pasadena City College's mission 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.

Additionally, Instruction supports the five key Student Success Achievement Areas in the EMP: (1) Transfer to 4-year institutions; (2) Associate Degrees awarded; (3) Associate STEM degrees awarded; (4) Certificates awarded; and (5) Basic Skills sequence completion rates.

### Overview/Summary

The Instruction Area Plan (IAP) for 2011-2012 has five primary goals. The first goal is to provide guidance to the Academic Divisions' managers and faculty by promoting the expansion of existing or the creation of new pedagogically sound courses, certificates, and programs that will help PCC achieve its targets set by the EMP's Student Success and Achievement Areas: Transfers to 4-year institutions; Associate Degrees awarded; Associate STEM Degrees awarded; Certificates awarded (18+ units); and Basic Skills Sequence Completion rates.

The second goal of the 2011-2012 IAP is to address several of the Action Items drawn from the "Mission Critical Priorities" as established by the EMP:

Action #1: Systematically increase number of courses available for Transfer and Basic Skills;

Action #2: Develop a comprehensive online education curriculum;

Action #4: Create and adopt a Professional Learning and Mentoring Plan;

Action #7: Initiate In-District K-12 and 4-year Partnership Pathway Programs;

Action #8: Increase access to Counseling Services;

Action #10: Adopt a Program Viability Policy;

Action #11: Develop policies and procedures committed to diversity.

The third goal of the 2011-2012 IAP is to focus all managers and their faculty on the importance of campus-wide assessment. According to the text, *Learner-Centered Assessment on College Campuses*, "To develop new conceptualizations, we must analyze our "old" ways of thinking and make continuous changes. If our ways of thinking are not analyzed, they remain unchanged and existing patterns continue." This IAP is mandating that all existing, as well as new courses, certificates, grants, pathways, academic programs, and projects have stated outcomes that are regularly assessed and are captured in e-Lumen. Additionally, PCC's IPRO staff will conduct on-going campus-wide dialogues on assessment best practices.

The next goal of the 2011-2012 IAP is to promote collaboration and innovation campus-wide, as well as with in-district and

4-year institutions. Through the development of several new academic programs, like PCC's Pathway to Degree 2+2+2; expansion of the PUSD/PCC/CSU STEM majors, certificates, and degrees; creation of Starting Right: 300 PUSD First-Year Experience Student Pilot, and the implementation of the Action Research Institute (ART) for PCC, in-District, and CSU faculty, these collaborations will help transform PCC to a 21st century global institution.

The last goal of the 2011-2012 IAP is to expand and infuse its workforce development programs through all of the divisions.

## Actions

### Pasadena City College Instructional Achievement Areas (Copy 3)

#### AA/AS Degrees

Pasadena City College offers 4 paths leading to an Associate degree. One leads to the Associate of Science degree, which includes 60 units + completion of a certificate program. The other three paths lead to the Associate of Arts degree which includes 60 units + 18 units of a major or students may pursue either the CSU requirements or IGETC transfer requirements. In addition, both the AA and AS degrees require students to earn a minimum 2.0 grade point average. There has been an increase in the number of AA degrees awarded from 65.2% to 68.5%, but a slight decrease in AS degrees from 34.8% to 31.5%. One major challenge faced by the institution is many students who transfer fulfill the degree requirements, but not go through the process of obtaining a degree.

Despite these challenges, there have been increases in the total number of both AA and AS degrees granted in the last five years. The Student Success Achievement Area goal is to increase Associate Degrees from 1,687 to 2,483.

#### 2+2+2 PCC Pathway to Degree

##### ▼ Action: Collaborative PCC and In-District High School Academic Programs

Action details: 1. Increase the number of participating in-district high schools and their 12th grade students in the English/Math High School Curriculum project. Presently, there are only three in-district high schools, Marshall, Muir and PHS, in the English Collaboration with a total of 428 high school students.

Implementation Plan (timeline): 1. Fall 2011 the English Collaboration will continue with the 3 PUSD high schools and expand the program to Blair High School.  
2. Fall 2011 the Math Collaboration will commence with 3 PUSD high schools.

Key/Responsible Personnel: 1. Amy Ulmer, English Division Dean 2. Carl Main, Math Division Dean 3. Helen Chan Hill, PUSD's Coordinator of Professional Development.

Steps - what are the steps in implementing this action?: 1. Both English and math Deans and their respective faculty will meet with PUSD's 12th grade English and math teachers to work on aligning course curriculum and incorporating texts used by PCC students.

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

#### PCC/PUSD STEM Partnerships

##### ▼ Action: Increase STEM majors and pathways:

Action details: 1. Faculty in the STEM Divisions will develop majors and pathways from PUSD to PCC to CSUs to help increase the numbers and the success rates of students in science, technology, engineering, and math.

Implementation Plan (timeline): 1. Spring 2011: PCC STEM Lead Teachers and Deans will collaborate with PUSD and CSU Lead Teachers. Programs currently in progress: (1) Environmental Studies; (2) Robotics, and (3) Design.  
2. Fall 2011: PCC, PUSD, and CSU Lead Teachers meet to discuss curriculum, and pathway classes and write grants;  
3. Spring 2012: PCC instructors continue working on articulation agreements

Key/Responsible Personnel: 1. PCC Deans: Dr. Dave Douglass, Natural Sciences Carl Main, Math Doug Haines, Engineering & Technology 2. PCC Lead Teachers: Salomon Davila E & T Deborah Bird, E & T Katie Rodriguez, Natural Sciences Russ DiFiori, Natural Sciences Valerie Foster, Natural Sciences Rhea Presiado, Natural Sciences 3. PUSD Lead Staff: Tim Sipple, Executive Director of Accountability & Student Achievement 4. CSU Lead Staff: Dr. Frank Ewers (Biology) and Dr. Jon Nourse (Geology)

Steps - what are the steps in implementing this action?: 1. Lead Teachers meet to discuss curriculum and courses for STEM majors and Pathways. Meet with Office of Instruction and CTE Office to discuss articulation agreements.  
2. Lead Teachers meet to write and submit grants for funding.  
3. Lead Teachers write and submit courses to Curriculum and Instruction

Budget approval required? (describe): 1. Title V and SASI grants

Budget request amount: \$0.00

Priority: High

## First-Year Experience (FYE) Pathways

### ▼ Action: College Ready Year: FYE 300 (PUSD) Student Pilot

Action details: The College Ready Year-300 PUSD Student Pilot is for in-district students, who are 1st generation and show financial need. A 3 unit FYE Seminar will be developed. Students will attend a summer orientation and math jam. A Student Success Team consisting of a counselor, mentor, and case manager will work with the pilot program.

Implementation Plan (timeline): 1. Spring 2011: In-district students in the PUSD/PCC English Collaboration will be given guaranteed enrollment.  
2. Summer 2011: Attend an orientation, 2-week math jam, and have interaction with Student Success Team.  
3. Fall 2011: Guaranteed enrollment in English or ESL+ Supplemental Class+ Student Success Team  
Spring 2012: Guaranteed enrollment in English or ESL+ Student Success Team

Key/Responsible Personnel: 1. Lead Faculty: Nika Hogan, English and Shelagh Rose, ESL 2. Student Success Team Leader: Cecile Davis-Anderson, Counseling 3. Basic Skills Coordinator: Manny Perea, English

Steps - what are the steps in implementing this action?: 1. The lead faculty, student success team leaders, and basic skills coordinator are meeting weekly to work on curriculum and program implementation.

Budget approval required? (describe): 1. Title V, SASI, and BSI grants and the District

Budget request amount: \$0.00

Priority: High

### ▼ Action: Create First Year Experience Student Portal

Action details: 1. The FYE Student Portal will be an online environment that centralizes and streamlines the tools, resources, and social media available to students. Components include, but are not limited to, a "single-sign on" to allow access to: matriculation, lancer link, certificate and degree status check and transfer progress.

Implementation Plan (timeline): 1. FYE Student Portal will be implemented Summer 2011.

Key/Responsible Personnel: 1. Lead Faculty: Rhea Presiado, Natural Sciences and Brock Klein, TLC Director

Steps - what are the steps in implementing this action?: 1. Lead Faculty, Rhea Presiado, is organizing Portal redesign meetings and with technology personnel.

Budget approval required? (describe): 1. SASI and Title V grants

Budget request amount: \$0.00

Priority: High

## Distance Education

### ▼ Action: Expand the Availability of Online Transfer Courses

Action details: Faculty in all Divisions will design online and hybrid classes.

Implementation Plan (timeline): Fall 2011: Faculty in all Divisions will meet to discuss creating and revising curriculum for online and hybrid classes to submit through the Curriculum and Instruction process.

Key/Responsible Personnel: Deans and faculty in all Academic Divisions

Steps - what are the steps in implementing this action?: 1. Faculty and Deans meet in the fall to discuss which classes or programs can be taught online.  
2. Revise curriculum and submit through the C & I process

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

## Assessment

### ▼ Action: Create Outcomes and Assessment Rubrics: 2 + 2+ 2 Pathway

Action details: 1. Create Student Learning and Program Outcomes for the 2+2+2 Pathway from PUSD to PCC to CSU.

Implementation Plan (timeline): 1. Summer 2011: Create SLOs and Program Outcomes for all courses and programs in the 2+2+2 Pathway

Key/Responsible Personnel: 1. All Deans and faculty involved in classes or projects in the 2+2+2 Pathway should meet to create SLOs, Program Outcomes, and assessment rubrics:

Steps - what are the steps in implementing this action?: 1. Create SLOs and Program Outcomes  
2. Create Assessment Rubrics  
3. Enter into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

### ▼ Action: Create Outcomes and Assessment Rubrics: First Year Experience Pathways

Action details: Faculty involved in FYE pathways will create both Student and Program Learning Outcomes and assessment rubrics.

Implementation Plan (timeline): Summer 2011: Create SLOs and Program Outcomes and their respective assessment rubrics  
Fall 2011 and Spring 2012: Implement assessment rubrics

Key/Responsible Personnel: All Deans and faculty teaching in FYE pathway classes: 1. College Ready Year: PUSD 300 In-District Students 2. Environmental 3. Design 4. Robotics

Steps - what are the steps in implementing this action?: 1. Create SLOs and Program Outcomes  
2. Create respective Assessment Rubrics  
3. Input into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

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▼ Action: Create Outcomes and Assessments for PCC/PUSD/CSU STEM Collaborations

Action details: 1. Create Student Learning and Program Outcomes, along with assessment rubrics for PCC/PUSD/CSU STEM Collaborations

Implementation Plan (timeline): 1. Summer 2011: Deans and faculty will meet and create SLOs and Program Outcomes  
2. Fall 2011: Create assessment rubrics  
3. Fall 2011: Input into E-Lumen

Key/Responsible Personnel: 1. All Deans and faculty involved in the PCC STEM collaborations

Steps - what are the steps in implementing this action?: 1. Deans and faculty meet and create SLOs and Program Outcomes  
2. Faculty create assessment rubrics  
3. Input into E-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

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▼ Action: Early Assessment Program

Action details: Expand the Early Assessment Program to all 11th graders in PACCD schools. PCC's Assessment Office will collaborate with PACCD schools through the Early Assessment Program, which entails providing placement testing services that assess 11th grade students on college readiness in English and math.

Implementation Plan (timeline): 1. Spring 2011-Spring 2012: Expand Early Assessment Program

Key/Responsible Personnel: 1. PCC's Assessment Office 2. Student and Learning Services Dean, Dr. Cynthia Olivo 3. PUSD Professional Development Office

Steps - what are the steps in implementing this action?: 1. Contacting PACCD high schools not currently in the Early Assessment Pilot program.  
2. Providing the test for all 11th grade students in PACCD

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

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Academic Pathways and Cohorts

▼ Action: Academic Cohort Pathways

Action details: All Academic Divisions will increase the number of Academic Cohort Pathways, where students choose a specific major, degree, or program. Students are grouped together in either a high

school, noncredit to credit, first year, and/or transfer cohort.

Implementation Plan (timeline): 1. Spring 2011: Academic Division Deans and faculty meet to discuss proposed classes for cohorts and pathways.  
2. Fall 2011-Spring 2012: Develop curriculum and submit courses to curriculum and instruction.

Key/Responsible Personnel: 1. Faculty and Deans in the Academic Divisions

Steps - what are the steps in implementing this action?: 1. Faculty and Deans meet to discuss proposed pathways;  
2. Review current Cohort Pathways in progress: TLC's XL, Ujima, Puente, etc. and examine the research and success rates of students in these Cohort Pathways;  
3. Increase the number of students in Ujima and Puente Academic Cohorts;  
4. Implement similar Cohort Pathways to increase the numbers of students enrolled in Academic Cohorts.

Budget approval required? (describe): Title V, SASI, and BSI grants

Budget request amount: \$0.00

Priority: High

## Certificates

Students interested in developing advanced levels of proficiency in an occupational area may pursue a Certificate of Achievement, which requires the completion of 18 units or more, or they may choose to earn a Certificate of Completion, which requires 17 units or less. Pasadena City College offers 85 certificate programs and 54 Occupational Skills Certificates. PCC strongly encourages students to complete the requirements for the AS degree.

All Divisions considering creating a certificate are required to research the labor market, form an advisory committee consisting of those in the industry, and submit courses through the C & I process.

The EMP target rate for increasing the number of Certificates awarded is 1,424 for 2011-2012.

## Academic Pathways and Cohorts

### ▼ Action: Academic Certificate Pathways and Cohorts

Action details: 1. Expand the number of academic pathways and cohorts for Certificate Programs.

Implementation Plan (timeline): 1. Fall 2011: Deans and Faculty in all Academic Divisions meet to discuss expanding certificate programs in academic fields.  
2. Fall 2011: Assess the program viability of "existing" certificates and create "new academic certificate programs."  
3. Spring 2012: Conduct labor market research and survey student interests in "new" academic fields.  
4. Spring 2012: Meet with CTE office to discuss articulation agreements.

Key/Responsible Personnel: 1. All Academic Deans and their faculty; 2. Institutional Effectiveness Committee 3. CTE Office personnel 4. Office of Instruction


Steps - what are the steps in implementing this action?: 1. Fall 2011-Spring 2012: Deans and their respective faculty will conduct Program Viability and Labor Market research, as well create student interest surveys.

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

Supporting Attachments:

 CTE Career Pathway Flyer Final.pdf (Adobe Acrobat Document)

## PCC/PUSD STEM Partnerships

### ▼ Action: Expansion of Career STEM Certificates

Action details: STEM Deans and faculty are responsible for expanding the number of certificates in the STEM fields.

Implementation Plan (timeline): 1. Spring 2011: Meet to review Program Viability of existing STEM certificates.  
2. Fall 2011: Review labor market research and conduct student surveys for creating "new" STEM

certificates.

3. Spring 2012: Meet with CTE office to begin work on articulation agreements.

Key/Responsible Personnel: 1. STEM Deans and Faculty 2. CTE Office 3. Office of Instruction 4. Institutional Effectives Committee

Steps - what are the steps in implementing this action?: 1. Spring 2011-Spring 2012: Review program viability of existing STEM certificates, conduct labor market research and student surveys, and meet with CTE office to assist with articulation agreements.

Budget approval required? (describe): STEM grant

Budget request amount: \$0.00

Priority: High

## Distance Education

### ▼ Action: Online CTE Certificate Programs

Action details: All Divisions will expand the number of online and hybrid courses in Certificate Programs.

Implementation Plan (timeline): 1. Fall 2011: All Deans and their respective faculty will review courses that can be taught online or with hybrid model.  
2. Spring 2012: Submit proposed online courses through the the C & I process

Key/Responsible Personnel: 1. All Academic Deans and their respective faculty 2. C & I committee 3. Office of Instruction

Steps - what are the steps in implementing this action?: 1. Fall 2011-Spring 2012: Review existing and proposed courses in Certificate Programs that lend themselves to being taught as online or hybrid classes. (2) Submit courses through the C & I process

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: Medium

## Assessment

### ▼ Action: Assessment: Academic Certificate Pathways and Cohorts

Action details: Create Student Learning and Program Outcomes, along with Assessment Rubrics for "new" Academic Certificate Pathways.

Implementation Plan (timeline): Fall 2011: Deans and faculty meet to create Student Learning and Program Outcomes.  
Spring 2012: Faculty meet to create Assessment Rubrics

Key/Responsible Personnel: All Academic Deans and their respective faculty

Steps - what are the steps in implementing this action?: 1. Create Student Learning and Program Outcomes for new certificate pathways.  
2. Create and implement Assessment Rubrics for new certificate pathways  
3. Enter into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

### ▼ Action: Assessment: Certificate Distance Education Courses

Action details: Faculty will write Student Learning Outcomes and Assessment Rubrics for online and hybrid courses.

Implementation Plan (timeline): Fall 2011: Write Student Learning Outcomes and Assessment Rubrics;  
Spring 2012: Implement Assessment Rubrics;

Key/Responsible Personnel: All faculty who are creating online classes for existing and new online classes in certificate programs.

Steps - what are the steps in implementing this action?: 1. Write SLOs and Assessment Rubrics  
2. Implement Assessment Rubrics  
3. Enter into e-Lumen

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: High

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▼ Action: Assessment: Certificate Viability and Discontinance

Action details: Faculty who have created new certificate programs and the Office of Institutional Effectiveness will create Program Outcomes and an Assessment Rubric for the Certificate Viability and Discontinance Program Review.

Implementation Plan (timeline): 1. During the creation of the Program Review for Certificate Viability and Discontinance, faculty and the Institutional Effectiveness committee will create Program Outcomes and an Assessment Rubric.

Key/Responsible Personnel: 1. Deans and faculty who have created new certificates 2. Institutional Effectiveness Committee 3. Curriculum and Instruction 4. Office of Instruction

Steps - what are the steps in implementing this action?: Fall 2011-Spring 2012:  
1. During the creation of the Program Review for the Certificate Viability and Discontinance process, Program Outcomes and an Assessment Rubric will be completed.  
2. Implementation of the assessment of the process;  
3. Enter into e-Lumen.

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

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▼ Action: Assessment: PCC/PUSD STEM Certificates

Action details: STEM faculty will create Student Learning and Program Outcomes, along with Assessment Rubrics for new STEM certificates.

Implementation Plan (timeline): Fall 2011: Create SLOs, Program Outcomes, and Assessment Rubrics  
Spring 2012: Create and implement Assessment Rubric and enter into e-Lumen

Key/Responsible Personnel: 1. STEM faculty and Deans who have created new STEM certificates

Steps - what are the steps in implementing this action?: 1. Create SLOs, Program Outcomes, and Assessment Rubrics  
2. Create and implement Assessment Rubric  
3. Enter into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

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▼ Action: Certificate Viability and Discontinance

Program Viability



Action details: The College will institute a Certificate Program Review to determine the viability of existing certificates and whether they should be discontinued.

Implementation Plan (timeline): Fall 2011-Spring 2012: The Institutional Effectiveness Committee will work with the Office of Instruction and Academic Deans and their Faculty on creating a Program Review process for all certificates.

Key/Responsible Personnel: 1. Academic Deans and Faculty 2. Institutional Effectiveness Committee 3. Office of Instruction

Steps - what are the steps in implementing this action?: 1. Fall 2011: Review existing review criteria process for certificates and implement new criteria and process  
2. Spring 2012: Implement new criteria and process

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

## Basic Skills

An estimated 70% of high school graduates will require basic skills education in math and 42% will require basic skills in English according to PCC's Environmental Scan Report. In 2005, IPRO tracked a cohort of 4,098 students enrolled in PCC. Out of those 4,098 students, 3,133 were placed into either Basic Skills math or English. Only 1200 of the 4,098 assessed into transfer level courses. Of the 3,133 students, who first placed in Basic Skills math or English classes, only 654 transferred by Fall 2009.

The EMP target rates propose improving Basic Skills completion rates in math by 16%, English by 43%, and ESL by 25%.

### Accelerated Developmental English and Math

#### ▼ Action: Accelerated Developmental Classes

Action details: The English and math Divisions will streamline students' paths to transfer level course work. A limited number of students, who place in Developmental classes, will go directly to transfer level courses.

Implementation Plan (timeline): 1. Spring-Summer 2011: English and math faculty meet to create curriculum for Accelerated Classes.  
2. Fall 2011-Spring 2012: Implement Pilot Accelerated English and math classes.

Key/Responsible Personnel: 1. English Division Dean: Amy Ulmer English Division Faculty: Nika Hogan and Kathy Green 2. Math Division Dean: Carl Main Math Division Faculty: Yoshi Yamato and Marie Mclendon 3. Office of Assessment

Steps - what are the steps in implementing this action?: 1. Spring-Summer 2011: Creation of curriculum and identify classes.  
2. Fall 2011-Spring 2012: Implement Pilot Accelerated English and math classes

Budget approval required? (describe): Title V, SASI, and BSI grants

Budget request amount: \$0.00

Priority: High

### High School Curriculum Alignment

#### ▼ Action: English and Math High School Collaboration

Action details: Expand the number of English and math in-district 11th grade classes in the High School Collaboration Program.

Implementation Plan (timeline): Fall 2011: Select PCC faculty in English and math to collaborate with in-district 11th grade teachers and students

Key/Responsible Personnel: 1. English Division Dean: Amy Ulmer 2. Math Division Dean: Carl Main 3. Academic Support Office: Bob Miller 4. PUSD: Helen Chan Hill, Professional Development Coordinator

Steps - what are the steps in implementing this action?: Spring 2011: Work with the Academic Support Office to identify in-district high schools who would like to participate in the English and Math High School Collaboration.  
Fall 2011: Expand the number of schools in the collaborative

Budget approval required? (describe): BSI

Budget request amount: \$0.00

Priority: High

## First-Year Experience (FYE) Pathways

### ▼ Action: College Ready First Year Experience (FYE) Pathways

Action details: Create and expand FYE College Ready pathways for students who assess into developmental English, ESL, and math classes.

Implementation Plan (timeline): 1. Spring-Summer 2011: English, counseling, ESL, and math faculty will meet and discuss possible pathways for students who assess into their developmental classes.

2. Fall 2011-Spring 2012: Implement pathways for developmental students in English, ESL, and math

Key/Responsible Personnel: 1. English Division Dean: Amy Ulmer English Division Lead Teacher: Manny Perea 2. Math Division Dean: Carl Main Math Division Lead Teacher: Yoshi Yamato 3. ESL Dean: Ted Young ESL Division Lead Teacher: Shelagh Rose 4. Counseling Dean: Dr. Cynthia Olivo Counseling Lead Teacher: Cecile Davis Anderson

Steps - what are the steps in implementing this action?: Spring 2011: English, counseling, ESL, and math faculty meetings to discuss possible pathways.

Fall 2011: Implement pathways for developmental students

Spring 2012: Implement pathways for developmental students.

Budget approval required? (describe): Title V, SASI, and BSI

Budget request amount: \$0.00

Priority: High

## Assessment

### ▼ Action: Assessment: Accelerated Developmental Classes

Action details: 1. Create Student Learning and Program Outcomes, along with Assessment Rubrics for Accelerated English and Math classes.

Implementation Plan (timeline): 1. Fall 2011: Create SLOs and Program Outcomes

2. Spring 2012: Implement Assessment Rubrics and input into e-Lumen

Key/Responsible Personnel: 1. English and math faculty teaching the Accelerated classes.

Steps - what are the steps in implementing this action?: 1. Create SLOs and Program Outcomes

2. Implement Assessment Rubrics

3. Input into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

### ▼ Action: Assessment: College Ready FYE Pathways

Action details: 1. Create Student Learning and Program Outcomes, along with Assessment Rubrics.

Implementation Plan (timeline): 1. Write SLOs and Program Outcomes, along with Assessment Rubrics

Key/Responsible Personnel: 1. Faculty involved in the College Ready FYE Pathways

Steps - what are the steps in implementing this action?: 1. Write SLOs, Program Outcomes and Assessment Rubrics; 2. Input into e-Lumen;

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

#### ▼ Action: Assessment: English and Math High School Collaboration

Action details: 1. Create Student Learning and Program Outcomes, along with Assessment Rubric for the English and Math High School Collaboration project.

Implementation Plan (timeline): 1. Create SLOs and Program Outcomes, along with Assessment Rubric

Key/Responsible Personnel: 1. Faculty in the English and math High School Collaboration Project.

Steps - what are the steps in implementing this action?: 1. Create SLOs and Program Outcomes  
2. Implement Assessment Rubric  
3. Input into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

#### Transfer/Discipline

Based on self-reported goals by students enrolled in Fall 2007, approximately 60% planned to transfer to a 4-year college with or without an associate degree. Currently, PCC offers 65 academic programs and is consistently a leader in transferring students to the CSUs, UCs, and independent institutions.

PCC offers a number of services to assist students with transferring from the Scholars Programs, Project ASSIST, Transfer Admission Guarantee (TAG/TAA) programs, and the Transfer Center's orientations, workshops, and fairs.

Since the passing of SB 1440, community college students are now required to declare a major if they are transferring to any of the CSUs.

There are two major challenges with assisting students with the process of transferring. The first is making sure students are "transferred prepared" and the second is helping incoming students with being "transferred directed."

The EMP target for increasing transfers for 2011-2012 is 1,787.

#### Academic Pathways and Cohorts

#### ▼ Action: SB 1440 Academic Majors and Cohorts

Action details: Increase the number of academic majors and cohorts as mandated by SB 1440. Degrees have been completed in Sociology, Psychology, and Communications. Upcoming proposed degrees going to C & I: Kinesiology, Theater, and Mathematics;

Implementation Plan (timeline): 1. Fall 2011: Academic Divisions meet to create majors and cohorts for their programs.  
2. Spring 2012: Submit proposed majors to C & I and work on implementing cohorts for majors.  
3. Fall 2012-Spring 2013: Proposed majors submitted to Chancellor's Office

Key/Responsible Personnel: 1. All Academic Division Deans and faculty

Steps - what are the steps in implementing this action?: 1. Fall 2011: Meet to create courses for majors and cohorts.  
2. Spring 2012: Submit proposed majors to C & I and work on implementing cohorts.  
3. Fall 2012-Spring 2013: Proposed majors submitted to Chancellor's Office.

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

## Distance Education

### ▼ Action: Expand Online Transfer Classes

Action details: All Academic Divisions will create online and hybrid transfer level courses which will assist the college in bringing costs.

Implementation Plan (timeline): 1. Fall 2011-Spring 2012: Deans and faculty in all Academic Divisions will review transfer level classes for online and hybrid instruction. Submit classes through the C & I process.

Key/Responsible Personnel: 1. Faculty and Deans in all Academic Divisions who are teaching transfer level classes. 2. Curriculum and Instruction Committee

Steps - what are the steps in implementing this action?: 1. Fall 2011-Spring 2012: Faculty and Deans in all Academic Divisions will review transfer level classes for online and hybrid instruction. Submit classes through the C & I process.

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

## Assessment

### ▼ Action: Assessment: Online Transfer Classes

Action details: 1. Write Student Learning and Assessment Rubrics for Online Transfer Classes

Implementation Plan (timeline): 1. Fall 2011-Spring 2012: Deans and faculty write SLOs and Assessment Rubrics  
2. Fall 2011-Spring 2012: Evaluate Assessment Rubrics and input results into e-Lumen.

Key/Responsible Personnel: 1. Deans and faculty creating online transfer classes. 2. C & I committee

Steps - what are the steps in implementing this action?: 1. Write SLOs and Assessment Rubrics  
2. Evaluate Assessment Rubrics  
3. Input into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

### ▼ Action: Assessment: SB 1440 Academic Majors and Cohorts

Action details: 1. Create Student Learning and Program Outcomes, along with Assessment Rubrics for SB1440 Academic Majors and Cohorts

Implementation Plan (timeline): 1. Fall 2011-Spring 2012: Deans and their respective faculty write SLOs and Program Outcomes, along with Assessment Rubrics for Academic Majors and Cohorts

Key/Responsible Personnel: 1. Deans and faculty creating new majors and cohorts. 2. Curriculum and Instruction Committee

Steps - what are the steps in implementing this action?: 1. Deans and their respective faculty write SLOs and Program Outcomes, along with Assessment Rubrics for Academic Majors and Cohorts.  
2. Input into e-Lumen

Budget approval required? (describe): None

Budget request amount: \$0.00

Priority: High

## General Education Patterns

The Inter-segmental General Education Transfer (IGETC) curriculum permits students to transfer from a community college to a campus in either the CSU or the UC system without the need, after transfer, to take additional lower division, general education courses.

The challenges many students face moving through IGETC are that the classes they need may not be offered or students may not have completed an educational plan, and in many circumstances, a number of students are unsure of their educational or career goals.

The Office of Instruction, along with IPRO and Student & Learning Services, will need to explore ways to implement better access to assessment, orientation, and counseling services for all students.

## Web-Based Advising

### ▼ Action: Degree Works Implementation

Action details: The College should purchase and implement Degree Works, a web-based academic advising, degree audit, and transfer articulation tool. It provides real-time advice, personalized counseling, timely degree certification, and improved transfer process.

Implementation Plan (timeline): Spring 2011: Workshop hosted by IPRO on Degree Works.  
Summer 2011: Get approval for pilot and assessment Degree Works  
Fall 2011-Spring 2012: Expand pilot and assessment of Degree Works

Key/Responsible Personnel: 1. Crystal Kollross, IPRO 2. Vice-President, Student and Learning Services 3. Cynthia Olivo, Student and Learning Services Dean and Counseling Staff 4. Dr. Jackie Jacobs, V.P. of Instruction 5. MIS-Dale Pittman

Steps - what are the steps in implementing this action?: 1. Spring 2011: Review Degree Works  
2. Summer 2011: Get approval for pilot and assessment of Degree Works  
3. Fall 2011-Spring 2012: Expand Pilot and Assessment of Degree Works

Budget approval required? (describe): IPRO

Budget request amount: \$0.00

Priority: High

## Professional Development

In an effort to support an environment of life-long learning for its faculty, staff, and managers, Pasadena City College will continue to provide Professional Development opportunities for its personnel to stay updated on new and innovative educational trends and best pedagogical practices especially in the following areas: Basic Skills, Distance Education, STEM subjects, Reading/Writing/Math Across the Disciplines, Equity and Access, and Assessment Practices.

## Equity and Access

### ▼ Action: College Diversity Initiative (CDI) Campus-wide Seminars

Action details: The College Diversity Initiative Coordinator will organize speakers for seminars and workshops on curriculum transformation that will address issues of equity and access for PCC's faculty, staff, and students.

Implementation Plan (timeline): Summer 2011: CDI Coordinator will provide the Office of Instruction with an Equity and Access Action Plan for Fall 2011-Spring 2012.

Key/Responsible Personnel: 1. Chiara Hensley, College Diversity Initiative Coordinator 2. Dr. Jackie Jacobs, Vice-President of Instruction

Steps - what are the steps in implementing this action?: 1. Help CDI Coordinator create an Equity and Access Action Plan;  
2. Assist with finding speakers and facilitators for workshops and seminars;  
3. Offer assistance in finding grants to fund the Equity and Access Action Plan;

Budget approval required? (describe): President's Office

Budget request amount: \$0.00

Priority: High

## Reading Across the Curriculum

### ▼ Action: Campus-Wide Reading Across the Disciplines

Action details: All Academic Divisions will participate in workshops on how to embed reading techniques and strategies that will assist their students in becoming successful readers.

Implementation Plan (timeline): 1. Spring 2011: Reading Across the Curriculum(RAC) workshops will be offered to all Division faculty.

2. Summer 2011: Action Research Institute (ART) Conference will be offered for PCC, PUSD, and CSU Faculty

3. Fall 2011-Spring 2012: RAC workshops will be offered for all academic Divisions

Key/Responsible Personnel: 1. Lead Faculty: Nika Hogan, English

Steps - what are the steps in implementing this action?: 1. Spring 2011-Summer 2011: RAC workshops held for all interested faculty. Two week ART Professional Development Conference.

2. Fall 2011-Spring 2012: RAC workshops for Divisions

Budget approval required? (describe): 1. Title V and SASI grants

Budget request amount: \$0.00

Priority: High

## Basic Skills

### ▼ Action: Developmental Workshops and Seminars

Action details: The Basic Skills Coordinator, with assistance from faculty in the Teaching and Learning Center, will organize campus-wide workshops and seminars on best teaching practices for developmental students in all academic disciplines.

Implementation Plan (timeline): Fall 2011-Spring 2012: Implement a Basic Skills Action Plan for workshops and seminars for all academic disciplines. Add to the plan information on accelerated classes, supplemental instruction, peer mentoring, holistic/intrusive counseling, pathway and cohort development, and highlight successful pedagogical strategies for developmental students.

Key/Responsible Personnel: 1. BSI Coordinator 2. Office of Instruction 3. Teaching and Learning Center 4. Student and Learning Services 5. Academic Division Deans and Faculty

Steps - what are the steps in implementing this action?: 1. Meet with BSI Coordinator, V.P. of Instruction, and the TLC.

2. Outline and Implement Basic Skills Action Plan for 2011-2012

Budget approval required? (describe): BSI and Title V

Budget request amount: \$0.00

Priority: High

## Distance Education

### ▼ Action: Technology Literacy and Online Pedagogical Readiness

Action details: All faculty who are teaching online at PCC must be proficient in basic technology literacy skills and pedagogical readiness in order to assure course quality and assist students with the technology used in content delivery.

Implementation Plan (timeline): Spring 2011-Spring 2012: Distance Education Coordinator, Leslie Tirapele, and the DE staff, will conduct several workshops for new and ongoing faculty who are teaching online classes.

Key/Responsible Personnel: 1. Distance Education Coordinator: Leslie Tirapele 2. Distance Education Staff: Jason Betruie and Carol Robinson

Steps - what are the steps in implementing this action?: 1. Create Curriculum for Professional

Development for Technology Literacy Skills and Pedagogical Readiness.  
2. Conduct workshops for ongoing and new faculty who are or will be teaching online classes.

Budget approval required? (describe): SASI and District

Budget request amount: \$0.00

Priority: High

## Assessment Practices

### ▼ Action: Assessment and Research Dialogues

Action details: IPRO will institute campus-wide dialogues on how to use assessment and research to improve both instruction and support services.

Implementation Plan (timeline): Fall 2011-Spring 2012: Create campus-wide assessment and research dialogues for faculty, managers, and staff to attend.

Key/Responsible Personnel: 1. Crystal Kollross, IPRO 2. IPRO Faculty Coordinator

Steps - what are the steps in implementing this action?: Fall 2011-Spring 2012

Budget approval required? (describe): IPRO

Budget request amount: \$0.00

Priority: High

## New Faculty Professional Development

### ▼ Action: New Faculty Orientation and Seminars

Action details: Continue the annual one-day orientation for new full and part-time faculty and weekly professional development seminars.

Implementation Plan (timeline): 1. August 2011: Conduct the annual one-day orientation for new full and part-time faculty.  
2. September 2011-June 2012: Implement weekly professional development seminars for full-time tenure track faculty;

Key/Responsible Personnel: 1. Office of Instruction 2. Professional Development Team

Steps - what are the steps in implementing this action?: 1. August 2011: Conduct the annual one-day orientation for new full and part-time faculty;  
2. September 2011-June 2012: Implement weekly professional development seminars for full-time tenure track faculty;

Budget approval required? (describe): SASI and Office of Instruction

Budget request amount: \$0.00

Priority: High

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