Draft President's Area Plan

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Mission

The Mission of the President's Office is to provide the leadership and vision necessary for Pasadena City College to achieve the goals delineated in the Educational Master and become a national exemplar for student learning and effective college governance. The President's Office seeks to fulfill this mission through a dedication to addressing students' needs, a commitment to serving the community, the fostering of a system of participatory governance built on mutual respect, and an investment in those faculty, staff and managers who dedicate their lives to the success of the College and its students.

Introduction

The future of Pasadena City College is filled with great promise. The College is blessed with a campus community dedicated to providing access to quality educational programming. The great work of the PCC faculty, staff and administration has led to innovative and effective programs that are resulting in tremendous outcomes for our students. The list of accomplishments is long and varied, and is a testament to the countless individuals on our campus that continually put forth a yeoman's effort to provide our students with the opportunity to meet their goals. While the legacy of PCC still shines, it would be dismissive to portray only the positive aspects of the campus climate. Over the past few years tensions have grown to a breaking point, fracturing many relationships across the campus. The College has been subjected to having its turmoil and discord aired in the media while the positive efforts of those in the classroom and offices have gone unnoticed. It is with a sincere acknowledgment of the role that administrative decisions have had in developing the current campus strife that this President's Office Area Plan has been developed. Set forth is my vision for moving the college forward to an environment that more fully supports the development of our students and the active involvement of faculty, staff and administrators in defining and fulfilling the needs of our students.

We stand on the precipice of change as the nation focuses on the need to increase the number of people completing higher education degrees and certificates. This focus is a recognition of the power we have as educators to change lives, change communities, and impact society as a whole. No where do I see a commitment to these values more than here at PCC. We have an honored history and a heritage of excellence for serving our students and the community over the past ninety years. The dedicated faculty, staff and administrators provide, through their work, opportunities for students to fulfill their potential and become remarkable leaders in their communities. Having graduated from this great college, I am one of countless individuals changed by the committed members of our PCC community. This personal experience makes it all the more powerful to be involved in passing on this legacy to the students we now serve. I am humbled by this involvement and by the privilege of leading this College. The work of those I see on a daily basis inspires me to make PCC one of the best College's in the nation.

As part of the College's planning process, each Area (Academic and Student Affairs, Business Services and the President's Office) creates a five year Area Plan, indicating goals and activities that are prioritized in the area and lead to the completion of the College Educational Master Plan. The process requires each area to take inventory of the Area and College needs and develop a planned course of action through which we can all work together to address these needs and serve our students and community more effectively. This President's Area Plan is an effort to build on the great work of the College in developing the Educational Master Plan and articulate activities that are of high priority. This interpretation and prioritization of the Educational Master Plan includes a recognition of the important work conducted through the development of Unit and Department Plans. Their work has helped establish my vision for moving the College forward. The following pages will provide the roadmap for working collectively to create a legacy worthy of the legacy we have achieved.

The foundation of the President's Area rests on five pillars: A Commitment to Student-Centered Access, A Commitment to Student Learning and Completion, A Commitment to Shared Governance and Investment in Human Capital, A Commitment to Community Partnerships and A Commitment to Strategic Communication. Collectively these pillars represents a comprehensive plan for fulfilling the College Mission and better serving our students and the community.

A Commitment to Student-Centered Access

As the College moves toward a period of sustained growth, it must make every effort to ensure that its growth is focused on the needs of students and that resources are dedicated in a manner that will maximize student access and success. Inclusive in this commitment is the redefining of access from the front door to the graduation stage. Enrollment growth must be targeted to allow students the optimal route to complete their educational goals in the most expeditious and effective way possible.

Goal D2. Develop cohort pathways to ensure program and course series are aligned in a logical sequence for efficient completion

Action/Solution: Based on the success of the Pathways model, expand existing pathways and develop new pathways to match the broad interests of the PCC student body.

> **Action Detail:** The Pathways program has already grown to nearly 2,000 students, including cohorts of athletes, international students, and career focused students. These programs have shown tremendous results in student retention, persistence and success. To reach additional student populations, the college should work to expand this model to additional students. Areas of expansion to be considered should include a working students model utilizing a weekend college and/distance education. Expansion to specific fields that require higher levels of English or Math, such as a STEM or Honors pathway and other options developed through interactions with faculty leaders should also be considered. All aspects should be built on a model of ongoing evaluation – a continuous cycle of assessment -- with the intent on institutionalizing and growing the most successful models.

Goal D4.1 Adjust curricula to prepare students for success in a global and multicultural society.

Action/Solution: Expand opportunities for PCC students to engage in learning experiences with those from other cultures through the expansion of the international student program.

> **Action detail:** A multicultural worldview is an essential component of the learning experience and needed to be prepared to function in a global society. Interaction with different cultures from around the world is a valuable learning tool to prepare students for a multicultural society. A strategic expansion of the international program would allow for additional interaction between local and international students. The College needs to determine an effective means for increasing the number of international students attending PCC. This increase should include efforts to diversify the international student population to include additional countries. This will allow for diverse interactions with multiple cultures. Research has indicated that local students benefit from interaction with an international student population.

Action/Solution: Align course SLOs to General Education Outcomes to ensure that students achieve the skills, knowledge, and abilities to be successful in a global and multicultural society.

Action Detail: It is the role of community to education a large proportion of traditionally underrepresented students, and the curriculum must be relevant and inclusive to encourage success among these students. PCC must provide curriculum that is culturally relevant. Professional development opportunities are needed to include a multicultural perspective in the curriculum including creating new courses, revamping existing ones, creating new programs, and enhancing instructional materials.

Goal D1: Create K-12 pathways programs to engage all PCC feeder schools, particularly high schools within the PCC district.

Action/Solution: Expand dual enrollment through the development of clearly articulated course offerings that will allow students to complete college credit prior graduating high school, improve transitions into higher education, and allow the potential for completing college certificates, degrees and/or transfer curriculum.

Action details: In collaboration with Shared Governance groups and faculty, the College will investigate best practice models in dual enrollment. Based on available data, the College will develop a model that provides course offerings that will introduce K-12 students to higher education, provide for enhanced basic skills, streamline the transition to higher education and allow for the potential of completing a college certificate, degree or transfer agreement at the time of high school graduation. The model should include outreach to the community on the importance of higher education, including the potential for offering credit courses, noncredit courses or workshops to middle school students and their families. These efforts will be linked to the College legislative agenda to ensure that we support and/or promote legislation that will make the chosen model effective for students and efficient for the College.

Action/Solution: Develop methods for ensuring that all in-district students are able to enroll in fulltime units leading to degree, certificate or transfer curriculum completion.

Action details: While PCC has a defined service area, nearly seventy percent of students come from areas outside the set district region. The communities comprising the District Service Area have supported the College through active engagement and the fiscal backing needed to upgrade and grow needed facilities. The College must in turn support these communities by developing methods to assure that students within the district service area have the ability to enroll in needed classes. The College will continue to investigate and implement methods to offer enrollment priority and/or create guaranteed access to first year programs.

Goal G5: Align course section offerings with student demand.

Action/Solution: Increase the number of sections offered in primary semesters and intersessions to meet the needs of students and to provide additional opportunities to complete high demand courses.

Action details: The College must build on its current enrollment management efforts. Through the Enrollment Management Committee, the Associate Vice President of Academic Affairs will

determine the highest demand courses and identify the student needs that are currently left unmet. The goal will be to align enrollment growth efforts with this analysis and provide a rationale campus wide so that all constituencies are aware of and understand growth priorities.

Action/Solution: Increase the overall efficiency of the college schedule through the judicious offering of courses that fulfill student needs and enroll the maximum number of students while maintaining a focus on high academic standards. This will allow the College to increase general student access and enable specialty programs to grow to meet student demand.

Action details: The efficiency of the class schedule is an essential component to improving student access. A highly efficient class schedule allows the college to increase class offerings to students in high demand courses and to have the ability to offer the breadth of classes that makes PCC unique and an effective community partner. High efficiency overall allows the College to offer lower demand courses that impact students interested in specific majors or career technical programs. This is done by balancing lower enrolled sections with higher enrolled sections. With the assistance of the Enrollment Management Committee, the Associate Vice President of Academic Affairs will increase the efficiency of the overall course schedule. This will demonstrate to the college community the efficacy of an efficient class schedule and provide the College the ability to grow new and existing specialty courses and programs.

Goal G2: Identify educational institutions, businesses, and other organizations or sites to provide satellite learning centers.

Action/Solution: Work with Shared Governance groups to assess the impact of the current Rosemead site and determine the best means for developing a permanent presence in the community

Action details: The current Rosemead site represents an excellent opportunity to increase access to communities within the District that the College has not been able to adequately serve. The Rosemead site has led to increases in the number of students coming from the City of Rosemead and surrounding communities such as Arcadia, Temple City, El Monte and unincorporated county areas – all within our District's service area. While the Center is an excellent opportunity to improve access to our service area, there is a need to evaluate these efforts and determine the best means for increasing access to this area. The College will engage Shared Governance groups in a collegial dialog on community needs. This will include increased community engagement to determine the unmet needs of the community and collegial work with the Academic Senate and supervising Deans to determine the most effective programs to offer at the site. As a long range initiative, this investigation should include the possibility of developing a permanent presence in the community. This investigation should look at the existing property housing the site, other available properties or alternative plans for improving access to the community. The goal is to determine the most effective means of addressing community need. These efforts will be integrated into the College Centennial Facilities Master Plan.

Goal J1: Offer additional life-long learning opportunities to better serve non-traditional, new and returning students

Action/Solution: Expand the noncredit education program to meet the goals of AB 86 to better serve the needs of adult learners, and to continue to provide ongoing learning opportunities in the areas of life enrichment to serve the diverse needs of individuals, business and the community.

> **Action details**: The College is cognizant that there are diverse community needs that could be met through noncredit courses and educational programs. The College will seek to identify these needs and address them in the most comprehensive manner possible and within the construct of AB 86 and state goals for adult noncredit education. The Noncredit Division will provide educational opportunities to students with diverse backgrounds who are seeking self-improvement, an adult high school diploma or GED, workforce preparation, increased literacy skills, or access to higher education by transitioning to credit. Certificates will focus on Career Development and Career Preparation (CDCP) that require performance indicators of certificate completion, completion of at least one degree applicable credit course, prepare for credit transfer, earn a degree or credit certificate or transfer to a four-year institution. The College will continue to promote legislative change to increase the funding rate for these classes such that it matches the value and cost of the course.

Action/Solution: Develop new or expand existing programs focused on allowing working adults to attend classes fulltime and expedite completion of educational goals.

> **Action details**: The College recognizes the important mission of serving nontraditional students who are returning to College. These students often have to balance responsibilities related to fulltime employment and/or family obligations. The College will develop or expand programs to address these needs. Among the planned actions is the streamlining of processes to move noncredit students into credit programing. The Noncredit Department hosts many career-focused programs that can assist students in attaining career opportunities. The College will develop processes that will allow students to effectively transition from these noncredit programs to credit-based programs that can further enhance employability. The College will seek to expand its weekend and distance education offerings in a manner that will allow students to complete programs through nontraditional fulltime enrollment. While weekend and distance education offerings exist, they have not been coordinated in a manner that presents a comprehensive program geared toward program completion. Efforts must be made to coordinate these offerings in a programmatic manner, focused on completion. The College will also investigate ways of creating hybrid courses that require less time on campus and provide additional flexibility to nontraditional students. These efforts should include efforts to include student support services that cater to the needs of the unique student populations that they serve.

Goal D2.1: Build student Pathways from noncredit to credit as well as first-year and transfer pathways

Action/Solution: Expand noncredit course offerings to meet student and community demand and focus on the creation of seamless transition for students into postsecondary education or the workforce,

programs to accelerate a student's progress toward academic or career goals through contextualized basic skills and CTE.

Action details: To coincide with the development of new noncredit courses and educational programs, the College will investigate the community demand for noncredit adult education. Using the tenants of AB 86 as a model, the College's Noncredit Division will seek to become the central provider of adult education for the community. To meet community needs, the College will increase the total number of opportunities available to noncredit students. Each noncredit program should include elements that allow for and promote a transition to traditional credit programs in a manner that will allow the greatest breadth of opportunity to noncredit students and provide for a seamless transition into credit courses. In addition, it will provide seamless pathways into the workforce. The noncredit program will work with credit faculty and managers to promote a common understanding of the value of noncredit adult education and to commit to a share vision for how students can learn about and successfully transition to specific credit programs that align with noncredit coursework.

A Commitment to Student Learning and Completion:

The core mission of the college is to provide a robust learning environment that encourages, supports and facilitates student learning and success. PCC has a history of being a leader in student transfer and completion. As our community and nation demand additional college graduates, we are well situated to further enhance our programmatic efforts to support student goal achievement. Integrated into this commitment is the knowledge that PCC must keep pace with change and must become a leader in innovation and student success. Our ability to advance in our efforts to meet the needs of a new generation of students and a changing local and global community resides within the work of our dedicated faculty, staff and administration. As such, this commitment calls for leaders at every level and from every constituent group to participate in developing the best practices of the future and for the college to support the great work that they do.

Goal D2: Develop cohort pathways to ensure program and course series are aligned in a logical sequence for efficient completion

Action/Solution: Expand the second year pathways program to allow students to complete degree or transfer requirement in two years.

> **Action details:** The College has developed a comprehensive first year program to assist students in beginning their educational careers. The results of this program have been incredibly successful; however, national data suggests that student success drops off if students are not offered transitional support. The Pathways program has begun to offer a second year. The college will evaluate this effort and develop a comprehensive plan to expand a second year to additional Pathways students. This plan will promote completion by the end of the second year. The College will apply for state student success funding to expand the second year program and develop a high tech, high touch model that will increase contact between college and university representatives and students through face-to-face and innovative technologies.

Goal A2.1: Develop short and intense course offerings in basic skills to accelerate course and sequence completion.

Action/Solution: Assess current models for accelerating basic skills progression and bring to scale those methods determined to be most successful.

> **Action details:** The College will work with faculty across the college to assess the impact of current acceleration models and review nationwide best practices. Following a proposal for expansion of an acceleration model, the College will develop a method for offering all students the ability to accelerate their basic skills in both credit and noncredit.

Goal E1.2: Develop an interactive online educational plan system.

Action/Solution: Use the current Banner system and planned Degree Works program to develop an online educational planning system.

Action details: The College will work with students to test and deploy an online educational planning system. The system should allow students to determine which degree, certificate and transfer requirements have been completed and which are needed. Use and effectiveness of the system will be evaluated on a regular basis.

Goal E1: Support students effectively and efficiently in and out of the classroom.

Action/Solution: Expand services to students such that all students receive assessment, orientation and student education plans.

Action details: In response to the Student Success Act and to enhance student success, the College will expand access to essential student services. In collaboration with counseling faculty, teaching faculty and Student and Academic Affairs staff and administrators, the College will evaluate current means of delivering student services and develop plans to reach all students through innovative and efficient means.

Goal B1. Create and sustain a culture of ongoing professional learning at all levels of the institution.

Action/Solution: Increase opportunities for faculty, staff and managers to expand personal knowledge and skills in their own areas of expertise and across all dimensions of education.

Action details: The College recognizes that the most valuable resources available are those faculty, staff and administrators who serve our students. It is important to invest in these individuals such that they can grow in skills and knowledge and better serve our community and its students. As educators, we value lifelong learning and are more fulfilled in our lives when we can continue to grow and learn. The College will develop means for additional professional learning. These opportunities should draw from experts within our campus community and allow for the use of outside experts and programs to enhance our ability to meet student needs, address equity gaps, better understand out students and community and serve as leaders within our respective roles.

Goal B2: Create centers of excellence and innovation hubs that are cross-functional and cross-divisional.

Action/Solution: Develop the learning spaces necessary to promote cross-functional activities and innovative programming.

Action details: The College has already developed advanced classrooms to serve as laboratories for innovative teaching practices. There is a need to increase the number of spaces like this across campus with specialized technologies. In addition, the College will develop methods for promoting cross-divisional cooperation and work with faculty to determine the best means of combining efforts and developing innovative teaching and learning techniques that can be applied across campus.

Goal E4: Establish a culture of counseling in which everyone (faculty, staff, and administrators) is involved.

Action/Solution: Establish a program to educate any employee on basic information related to degree and transfer requirements, and available student services and support.

> **Action details:** The Student Affairs unit will collaborate with faculty and staff to develop a training program that will allow employees to more effectively serve students. This model should follow the cross-training model developed by student services and build on existing efforts to engage faculty and staff in cross-divisional communication.

A Commitment to Shared Governance and Investment in Human Capital

PCC has faced a period of fractured relationships and feelings of distrust among faculty, staff and managers. There is a need to renew our commitment to shared governance as an essential feature of a well-functioning college and to confirm the value of faculty, staff and student participation in the decision-making process. The college will seek to make clear its processes and develop a shared understanding of how decisions are made through collaboration and respect, such that all constituent groups feel validated when decisions are made. Implicit in this effort is a recognition that leadership in each group must be supported and promoted. The College must work to build leadership across all levels of the College and allow these leaders to guide the College toward institutional effectiveness and enhanced student success.

Goal C1.1: Implement a technology plan that ensures that all systems are fully integrated and reduces duplication of effort.

Action/Solution: Create a Technology Master Plan, driven by the Educational Master Plan and developed through a shared governance processes that define the college needs.

> **Action details:** Working through the College shared governance structures, develop a plan for assessing the overall campus technology needs, including hardware, software and infrastructure development. Investigate new and innovative technologies to improve the face-to-face and digital classroom environment and determine what new technologies need to be implemented to bring student learning to the level of digital interaction that students are used to. Based on these evaluations, create a technology master plan that details the shared goals for technology development and improvement on campus.

Goal L1: Develop a comprehensive Facilities Master Plan.

Action/Solution: Create a Centennial Facilities Master Plan, driven by the Educational Master Plan and developed through a shared governance process that define the college needs.

> **Action details:** Work with shared governance groups, faculty, staff and students to determine the facilities needed to support academic programming and student and community growth for future decades. Work with a consulting firm to develop the Centennial Facilities Master Plan.

Goal F2: Systematically document functions, roles, responsibilities and accomplishments of District and College committees and Councils.

Action/Solution: Evaluate current shared governance committees and processes to determine what changes, if any, are needed to promote trust, collegiality and effective decision-making.

> **Action details:** The Associate Vice President of Strategic Planning and Innovation will work with all constituent groups to assess the current shared governance structures and develop recommendations for improved processes that will enhance trust and collegiality. These efforts

will focus on reinforcing the importance of input from all constituent groups and creating a sense of shared value in diverse input in the decision-making process. Improvements should also focus on increased participation across all groups.

Action/Solution: Work with shared governance groups to develop a documented mutual understanding for the roles of each group in the decision-making processes.

Action detail: The Associate Vice President of Strategic Planning and Innovation will work with all constituent groups to document decision-making and planning processes and detail the roles of each group in these processes.

Goal F3: Promote trust and transparency in decision-making at all levels

Action/Solution: Review and revise current planning processes to more fully integrate resource allocation processes and validate the value of diverse faculty, staff and student involvement.

Action details: Engage all shared governance groups in an evaluation of current planning and resource allocation processes. Based on the evaluations, revise planning and budgeting processes in order to fully integrate College plans with resource allocation processes, including budget and hiring processes.

Action/Solution: Develop a shared governance and decision-making manual that makes clear the processes on campus and validates the need for faculty, staff and student involvement.

Action details: The College will work with shared governance groups to rebuild relationships and develop processes built on mutual respect. The expertise of all constituent groups will be sought in support of the students the college serves. This must include a mutual understanding of roles developed through a details up model in which faculty, staff and students help define the best methods for increasing collegiality in decision-making processes.

Goal B1.4 Support a culture of innovation by rewarding new approaches and improvements in all areas of the college (facilities, administrative, and student services).

Action/Solution: Develop opportunities for faculty and staff to develop and apply leadership skills in their own areas and support innovative leadership across the College.

Action details: Engage all constituent groups in the creation of professional development opportunities for faculty, staff and administrators to increase leadership skills and abilities within their own areas of expertise. The college should investigate the development of a comprehensive leadership program to develop internal capacity at all levels and enable faculty, staff and managers to grow in their positions.

A Commitment to Community Partnerships

PCC has a tradition of serving the community and working in partnership to provide higher quality education focused on the needs of the community. As the world changes at an ever-faster rate, it is necessary to expand outreach to the community and broaden outreach efforts to include additional local community groups, businesses and possible global partners. This commitment is a recognition that a partnership requires mutual investment. PCC must work with partners to determine how to best serve our local and global communities through the provision of educational programming and services that focus on workforce and community service needs and the ability to positively impact and grow the local economy. Likewise, the College must make clear to partners that the development of these programs requires investment in PCC. Through mutual investment, true partnerships can be developed that allow PCC students to take on vital roles in the community and participate in the economic development of our community. Partnerships also include the ability of PCC to be meaningful to students throughout their lives. As such, it is necessary to enhance outreach to alumni and further develop efforts that allow former PCC students to remain involved with the College. The ability of alumni to positively impact current students should not be overlooked and the College must improve efforts to engage alumni in continued work with PCC.

Goal D4.2: Strengthen community and alumni pathways

Action/Solution: Develop strategic partnerships with community organizations to determine service and economic needs and develop new or align existing programs to meet these needs.

> **Action details:** The College recognizes the value that all campus members bring to the table and that our dedicated faculty, staff and managers may also serve important leadership roles throughout the community. The College will engage all constituent groups in a strategic effort to expand outreach to community organizations and develop mutually beneficial partnerships that allow for an enhanced learning experience that all benefit. This should include efforts to provide service learning opportunities that enable students to serve their community and apply knowledge and skills learned in PCC programs.

Goal I2: Develop stronger partnerships with commercial interests to enhance program offerings without increased expenses.

Action/Solution: Expand existing efforts to link Career Technical programs to the needs of local and global businesses and develop partnerships that enhance the student learning experience and build programmatic capacity on campus.

> **Action details:** The College has ongoing efforts in Career Technical Education to move beyond traditional programming and enter into true workforce and economic development. These efforts have been enhanced through the receipt of grants such as the Career Pathways Trust LA HiTech grant and the work of the Small Business Development Center. The community has a vested interest in supporting PCC efforts to assist businesses and improve the quality of the local workforce. The College will analyze employment data and develop programs that will develop a

qualified workforce from within the PCC community and ensure opportunities for students to enter into high demand employment sectors. High demand programs will seek business and industry partnerships that can provide access to needed resources and enhance student programs and success.

Action/Solution: Develop a comprehensive internship program that links student programs with employment needs in the community and allows students to enter into workforce learning opportunities that will enhance learning and provide for valuable employment experience.

Action details: Student services will work with academic programs to develop internships aligned with student majors. These internships will allow students to apply knowledge and skills learning in the classroom to real life settings and enhance the learning experience. Internship programs should be structured and allow students to fill roles needed in the community and within local business partnerships.

Goal I3: Expand grant-writing activities to increase sources and levels of funding.

Action/Solution: Create a plan for integrating all current grants and increasing grant development to focus on completion of the EMP and expanding programmatic capacity.

Action details: The College will review all grants and ensure that they are aligned to minimize duplication and enhance internal capacity. Plans will be established to ensure that effective and efficient practices can be sustained after the conclusion of the grant. Future grant opportunities should be developed to enhance current effective programs and existing grants and be prioritized based on the EMP.

Goal I5: Continue to build and support the PCC Foundation to increase funding and develop a larger contributor base.

Action/Solution: Support the PCC Foundation in efforts to increase partnership development.

Action details: The College will work collaboratively with the PCC Foundation to determine College needs and determine mutually agreed upon funding priorities. The College will assist the PCC Foundation in the promotion of the great work occurring at PCC.

Goal F1.1 Empower the PCC Board of Trustees to advocate to local, state and federal agencies to reduce regulatory and policy barriers to student success.

Action/Solution: Increase activities and interactions with local, state and federal agencies to enhance relationships and promote effective policies and funding opportunities.

Action details: The College will provide the support that the Board needs to engage legislators and agencies and describe the needs of PCC and the community college system. These efforts

will include efforts to develop a legislative agenda and promote this agenda to the benefit of the College and its students.

Goal A3.1: Hire faculty, staff, and managers committed to serving underperforming students

Action/Solution: Enact the College EEO plan to recruit and retain a diversified faculty and staff reflective of the community and focused on serving those populations traditionally underserved in higher education.

Action details: The College is cognizant of the impact of social inequities in producing gaps in educational outcomes. Research has indicated that a diversified faculty and staff support efforts to close achievement gaps and promote equity. Diversity enhances the opportunity for students to identify with faculty and staff as effective mentors. In addition, diversity aids in the exploration of culture and in building cultural awareness and an understanding of the impact of culture on society and education. The College will enact its EEO plan and carefully monitor the impact of projected hiring on the diversity of its faculty and staff in relationship to the community demographics and student population

A Commitment to Strategic Communication and Marketing

PCC has a tremendous history and is well known for its educational quality. However, the College has suffered over the past few years, because media reports have focused on our internal strife rather than our educational excellence. In addition, the College has not taken advantage of its successes. There is a great need for a strategic communication and marketing plan that defines PCC for the quality institution that it is and develops mechanisms for consistent high quality messaging that promotes institutional successes. Strategic communication and marketing should develop a comprehensive messaging campaign that targets current students, faculty and staff, the local community, and the global community. The college Public Relations Office will be reconstituted and emerge as an Office of Strategic Communications and Marketing. Visioning sessions combined with internal and external needs assessment and best practice reviews are being undertaken now. It is anticipated the new office will be functioning by the 2015/16 Academic year.

Goal I10: Create a marketing plan that targets the district community and includes a statewide public relations element.

Action/Solution: Develop a coordinating strategic marketing campaign that creates a PCC brand equivalent to its institutional quality and promotes the successes of PCC programs and its students.

> **Action details:** The College is experiencing great change and must adapt to this change. There is a need to revitalize and reinvent college marketing. The public relations office in its current and future mode must take advantage of new technology to develop innovative marketing techniques that can promote PCC successes nationwide and promote the institution as a national leader in student success. The College must also use the marketing results as an asset to build relationships nationwide that can assist with building institutional capacity. The institution will use the techniques developed to improve communication within the campus and create a regular process for sharing college decision-making processes and outcomes with faculty, staff and students.

Goal C3.1: Provide varied student communication mechanisms (online, smart phones, social networks, etc.) to address students' needs.

Action/Solution: Develop innovative methods for communicating with students and informing them of vital information that can enhance their success.

> **Action details:** The College will work with faculty, staff, managers and students to assess different mechanisms for reaching students with an emphasis on digital communication techniques already used by the student body. Based on this assessment, the College will implement a system of communication that allows for seamless communication with students and promotes student and faculty engagement.

1. Student Success: Graduation and Completion Initiative	
Board Goals	President's Area Plan
A. Expand Pathways to improve dramatically the rate of students proceeding successfully to college-level courses within one year of entering PCC (A1, D2.4)	Based on the success of the Pathways model, expand existing pathways and develop new pathways to match the broad interests of the PCC student body.
	Expand the second year pathways program to allow students to complete degree or transfer requirement in two years.
B. Engage faculty to develop opportunities for students to more quickly attain their educational progress through innovative and student-centered course offerings (A1.1, A2.1, A2.2, B1.4, C2, G1, G5)	Increase the number of sections offered in primary semesters and intersessions to meet the needs of students and to provide additional opportunities to complete high demand courses .
	Increase the overall efficiency of the college schedule through the judicious offering of courses that fulfill student needs and enroll the maximum number of students while maintaining a focus on high academic standards. This will allow the College to increase general student access and enable specialty programs to grow to meet student demand.
	Expand noncredit course offerings to meet student and community demand that focus on the creation of seamless transition for students into postsecondary education or the workforce, programs to accelerate a student's progress toward academic or career goals through contextualized basic skills and CTE.
	Establish a program to educate any employee on basic information related to degree and transfer requirements, and available student services and support.
C. Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals (F4)	Office of Institutional Effectiveness Unit Plan
D. Enhance student services to meet the needs of all students and achieve the goals of California's Student Success Act (E1.3, E1.4, E4, E4.1,E5)	Use the current Banner system and planned Degree Works program to develop an online educational planning system.
	Expand services to students such that all students receive assessment, orientation and student education plans.
E. Develop methods for ensuring that all in-district students are able to enroll in fulltime units leading to degree, certificate or transfer curriculum completion (D1, D5)	Develop methods for ensuring that all in-district students are able to enroll in fulltime units leading to degree, certificate or transfer curriculum completion.

2. Institutional Effectiveness	
Board Goals	President's Area Plan
A. Enhance the college's system of integrated planning to ensure that the college's Educational Master Plan is the driving force for the creation of updated Facilities and Technology Master Plans (C1, C2, C3, L1)	Create a Technology Master Plan, driven by the Educational Master Plan and developed through a shared governance processes that define the college needs.
	Create a Centennial Facilities Master Plan, driven by the Educational Master Plan and developed through a shared governance process that define the college needs.
B. Implement the action plans identified in the Accreditation Self-Evaluation to enhance planning procedures, systematically define roles and responsibilities of all constituent groups, and effectively tie assessment of student learning and program review to institutional planning (F2, F3.2)	Accreditation Self-Evaluation
C. Enhance the college's fiscal integrity and system of integrated planning by more effectively linking resource allocations and revenue enhancements to institutional planning and program review and improving transparency in budget and other resource decisions (F1, F3)	Review and revise current planning processes to more fully integrate resource allocation processes and validate the value of diverse faculty, staff and student involvement.
	Create a plan for integrating all current grants and increasing grant development to focus on completion of the EMP and expanding programmatic capacity.
D. Streamline college policies and procedures to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)	Business Services Unit Plan
E. Enhance flexibility in College operations and delivery systems to reach students more effectively and ensure that services are available in a manner meeting student need (G3, F1, F4)	Business Services Unit Plan Academic Affairs Unit Plan Student Services Unit Plan

3. Community Engagement	
Board Goals	President's Area Plan
A. Develop a system of strategic communication utilizing College Marketing, the PCC Foundation, and shared governance entities to promote the college's successes and activities to the community, faculty, staff, students philanthropic partners and alumni (D4.2, I6, I 10)	Develop strategic partnerships with community organizations to determine service and economic needs and develop new or align existing programs to meet these needs.
	Develop a coordinating strategic marketing campaign that creates a PCC brand equivalent to its institutional quality and promotes the successes of PCC programs and its students.
	Develop innovative methods for communicating with students and informing them of vital information that can enhance their success.
B. Increase outreach to the community, philanthropic and international partners, educational institutions and businesses to enhance collaboration and build partnerships that effectively support students, enhance resources and provide high quality programs aligned with the local and global community, business and student need (G1, G2, G5, I2, I3.1, I7, K1, K3, K4)	Expand opportunities for PCC students to engage in learning experiences with those from other cultures through the expansion of the international student program
	Expand existing efforts to link Career Technical programs to the needs of local and global businesses and develop partnerships that enhance the student learning experience and build programmatic capacity on campus.
	Develop a comprehensive internship program that links student programs with employment needs in the community and allows students to enter into workforce learning opportunities that will enhance learning and provide for valuable employment experience. Support the PCC Foundation in efforts to increase partnership development.
	Increase activities and interactions with local, state and federal agencies to enhance relationships and promote effective policies and funding opportunities.
C. Build a college going culture throughout the community by increasing community engagement and dual enrollment that exposes students to the value of post-secondary education, career and education opportunities and the ability to complete college credit through high school partnerships (A1, D1, I3.1, I7, I11)	Expand dual enrollment through the development of clearly articulated course offerings that will allow students to complete college credit prior graduating high school, improve transitions into higher education, and allow the potential for completing college certificates, degrees and/or transfer curriculum.

D. Assess the impact of current and potential satellite sites and utilize community advisory and shared governance groups to determine the best means for developing a permanent presence in the community (D5, G2, L1)	Work with Shared Governance groups to assess the impact of the current Rosemead site and determine the best means for developing a permanent presence in the community.

4. Collegiality	
Board Goals	President's Area Plan
A. Promote trust and a shared vision for institutional success through effective communication and an enhanced system of shared governance (F2, F3)	Develop a shared governance and decision-making manual that makes clear the processes on campus and validates the need for faculty, staff and student involvement.
B. Enhance the system of participatory governance such that the unique roles of faculty, staff and students are clear and that all constituents feel validated in their role in the decision-making process (F2.3)	Evaluate current shared governance committees and processes to determine what changes, if any, are needed to promote trust, collegiality and effective decision-making.
	Develop opportunities for faculty and staff to develop and apply leadership skills in their own areas and support innovative leadership across the College.
C. Re-engage the college community in the central focus on student outcomes and empower all constituents to develop new and innovative ways to facilitate student learning (B1.4)	Increase opportunities for faculty, staff and managers to expand personal knowledge and skills in their own areas of expertise and across all dimensions of education.

5. Social Justice	
Board Goals	President's Area Plan
A. Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)	Assess current models for accelerating basic skills progression and bring to scale those methods determined to be most successful.
	Develop the learning spaces necessary to promote cross-functional activities and innovative programming.
B. Work with community partners to determine the unique needs of those individuals underrepresented in higher education and seek to develop means to increase access to and success in higher education (A1, B1.1)	Expand the noncredit education program to meet the goals of AB 86 to better serve the needs of adult learners, and to continue to provide ongoing learning opportunities in the areas of life enrichment to serve the diverse needs of individuals, business and the community.
	Develop new or expand existing programs focused on allowing working adults to attend classes fulltime and expedite completion of educational goals.
C. Work to recruit and retain a diversified faculty and staff reflective of the of the community and capable of enhancing College efforts for equitable student outcomes (A2, A3, A3.1)	Enact the College EEO plan to recruit and retain a diversified faculty and staff reflective of the community and focused on serving those populations traditionally underserved in higher education.
D. Develop opportunities for students to explore the impact of racial, cultural and ethnic identity on the individual and society and utilize these opportunities to address issues of inequities in education (A.2, A3, D.4.1)	Provide students with educational learning opportunities to develop an appreciation for understanding the role of racial, cultural and ethnic difference in the formation of one's national identity and exploring the individual students' own cultural heritage, and developing the ability to read and compare cultures through their cultural expressions.