NOTICE OF BOARD OF TRUSTEES MEETING
Wednesday, November 17, 2010

6:00 P.M. OPEN SESSION

MEETING NO. 32

STUDY SESSION
Jack Scott Multipurpose Room
Community Education Center
3035 East Foothill Boulevard
Pasadena, California 91107

Enclosed is the Agenda for Meeting No. 32, a Study Session Meeting. Open Session will begin at 6:00 P.M. with the Call to Order, Roll Call and Public Comment. The Board will meet in the Jack Scott Multipurpose Room at the Community Education Center, 3035 East Foothill Boulevard, Pasadena, California 91107.
BOARD OF TRUSTEES
PASADENA AREA COMMUNITY COLLEGE DISTRICT
STUDY SESSION MEETING NO. 32
Wednesday, November 17, 2010
6:00 P.M.
Jack Scott Multipurpose Room
Community Education Center
3035 East Foothill Boulevard
Pasadena, California 91107

AGENDA

Notice: Members of the public may request the opportunity to address the Board regarding any item on the agenda. To do so, please complete a “Request to Address the Board” form and give it to the Board Secretary prior to the deliberation of the agenda item. Individual speakers are limited to five minutes; total audience participation on any agenda item is limited to thirty minutes.

I. CALL TO ORDER and ROLL CALL (6:00 p.m.)

II. PLEDGE OF ALLEGIANCE

III. PUBLIC COMMENT
The Brown Act prohibits the Board from discussing or taking action on any item not on the agenda.

IV. STUDY SESSION
A study session is an opportunity for the Trustees to review and discuss plans and recommendations that are in the process of development by the administration, faculty and staff. These are discussion items only and no formal actions will be taken. Among the scheduled topics:

- Educational Master Plan Draft
- Policy Review Project
  - Ongoing project from BOT retreat to review and update policies.
- Future Agenda Items and Additional Topics

Future Board Meetings:
Wednesday, December 8, 2010 (Annual Organizational Meeting) – 6:00 p.m.

V. ADJOURNMENT
The Pasadena Area Community College Area District (PACCD) Educational Master Plan (EMP) is a critical element of PACCD’s long-range planning, designed to align the Community College District’s efforts with the needs of its students and the greater community that it serves. The EMP outlines a long-term vision and goals for the College along with a tangible 5-year action plan for how PCC can address the College’s mission and achieve the EMP vision by its 90th Anniversary in 2014.

**Background**

During the 2009-10 and 2010-11 academic years, PCC with its consultant MIG, conducted over 25 campus and community town hall meetings to develop the college’s new EMP. To further assure widespread student, faculty, staff, and management participation and engagement, the college President established the EMP/Accreditation Faculty-Based Task Team in July of 2010 to verify and expand upon the college’s and MIG’s work. This effort culminated in an all-campus Flex Day activity on September 29, 2010 to review the work of MIG, the College, and the Task Team.

**Purpose of EMP**

The over-arching purpose of the EMP is to further PCC’s educational goals and programs through a set of integrated directions for future programmatic, resource, and service planning. The plan developed directions and strategies based on faculty and staff input, student and community needs, identified program directions, and related student support service requirements. The EMP will inform the development of future facilities, technology infrastructure, staffing, resource allocation and PCC’s Strategic Plan.

**PCC Mission**

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

**EMP Vision**

Through the EMP process, the College has defined a vision to take PCC to the Highest Level in academics, technology, learning and sustainability by our 90th Anniversary, 2014.

**Mission Critical Priorities**

Twelve mission critical priorities, each of which is accompanied by a variety of strategies, have emerged through an ongoing dialogue with the PCC community, the Board of Trustees, faculty, staff, managers, and students. These mission critical priorities, listed below, were developed based on qualitative data as well as the quantitative data gathered in the EMP’s Environmental Scan.

A. Student Access and Success
B. Professional Development
C. Technology
D. Pathways: K-12, 2-Year, 4-Year, and Community Connections
E. Student Support Services
F. Institutional Effectiveness
G. Enrollment Management
H. Sustainability
I. Revenue Enhancement Strategies
J. Life-Long Learning
K. Curriculum Responsive to Market Needs
L. Facilities and Resource Management
Project 90

PCC will celebrate its 90th anniversary during the 2014-2015 academic year. The college has challenged itself to become the premier learning college in California by that time. Building on the extensive work done during this process, the EMP/Accreditation Faculty-Based Task Team worked efficiently to identify five achievement areas that are tied to our priorities, measure our progress, and evaluate our effectiveness. The first phase of this effort is PROJECT 90: Guiding PCC into the Future.

The Signature Goals reflect the vision developed in this plan and further defines what it means to take PCC to the Highest Level. The Student Achievement Areas and Targets (below) align with the priorities developed during the EMP process and will serve as benchmarks to help adjust and improve strategies as PCC implements this plan.

Student Success Achievement Areas and Targets: 2010-2015

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</thead>
<tbody>
<tr>
<td>Transfers to 4-Year Institutions</td>
<td>PCC - 1787 (4th in CA) #1 college in CA -- 1930</td>
<td>1787</td>
<td>1787</td>
<td>1858</td>
<td>1932</td>
<td>2048</td>
</tr>
<tr>
<td>Associate Degrees Awarded</td>
<td>PCC - 1687 (7th in CA) #1 college in CA -- 2594*</td>
<td>1687</td>
<td>2483</td>
<td>2648</td>
<td>2814</td>
<td>2979**</td>
</tr>
<tr>
<td>Associate STEM Degrees Awarded</td>
<td>PCC - 362***(3rd in CA) #1 college in CA -- 778*</td>
<td>362</td>
<td>400</td>
<td>440</td>
<td>490</td>
<td>550</td>
</tr>
<tr>
<td>Certificates Awarded (18+Units)</td>
<td>PCC - 1187 (3rd in CA) #1 college in CA -- 1564</td>
<td>1306</td>
<td>1424</td>
<td>1543</td>
<td>1662</td>
<td>1781</td>
</tr>
<tr>
<td>Basic Skills Sequence Completion Rate</td>
<td>PCC Math - 13%**** English - 36%**** ESL - 21%****</td>
<td>Math - 13% English - 36% ESL - 21%</td>
<td>Math - 16% English - 43% ESL - 25%</td>
<td>Math - 18% English - 50% ESL - 29%</td>
<td>Math - 21% English - 58% ESL - 34%</td>
<td>Math - 23% English - 65% ESL - 38%</td>
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</table>

* Multi-campus district
** Of all students who identify degree completion as their goal, the degree is completed within 2 years of full-time enrollment if the students started at college-level English and math.
*** PCC currently offers a degree in Natural Sciences. Other degrees in science, technology, engineering, and math (STEM) have yet to be developed. The baseline figure “362” is defined by the course-taking behavior of PCC students who are enrolled in STEM courses but do not necessarily seek an AA degree.
**** Completion rate is based on Level One entry. The number of levels in PCC’s pre-transfer sequences: Math - 3,
Mission Critical Priorities and Strategies

A. Student Access and Success
A1 Start students right and ensure their path toward goal completion
   A1.1 Ensure that all students who place into developmental math, English, and ESL have access to sustained orientations, for example, summer bridges and “jams”
A2 Improve success of our diverse student body in the pursuit and persistence of students’ educational and career goals
   A2.1 Develop short and intense course offerings in basic skills to accelerate course and sequence completion
   A2.2 Develop hybrid online courses to expand the availability of transfer and CTE courses
A3 Place special emphasis on underperforming students and close the achievement gap for African Americans and Latinos
   A3.1 Hire faculty, staff, and managers committed to serving underperforming students
   A3.2 Engage all departments campus-wide in working with basic skills/underprepared students

B. Professional Development
B1 Create and sustain a culture of ongoing professional learning at all levels of the institution
   B1.1 Provide all faculty, staff, and managers with the training needed to work effectively with underprepared students
   B1.2 Offer a well-defined and extensive professional mentoring program to enhance cross-discipline and interdisciplinary learning
   B1.3 Support and reward effective teaching approaches, including success in using hybrid formats and alternative methods of instruction
   B1.4 Support a culture of innovation by rewarding new approaches and improvements in all areas of the college (facilities, administration, academics, and student services)
B2 Create centers of excellence and innovation hubs that are cross-functional and cross-divisional
   B2.1 Provide professional development opportunities for faculty, staff and managers to learn about new trends and effective practices
   B2.2 Develop consistent training programs to enable faculty, staff, and managers to learn new technology as it becomes available

C. Technology
C1 Identify and address the technology needs that support the successful operations of the institution
   C1.1 Implement a technology plan that ensures that all systems are fully integrated and reduces duplication of effort
   C1.2 Increase the use of technology to enhance productivity and efficiency
C2 Identify and address the technology needs that support innovative and successful teaching and learning methodologies
   C2.1 Enhance and grow distance learning programs and hybrid online courses
   C2.2 Create state-of-the-art “learning studios” for the development of faculty innovations
   C2.3 Ensure that all classrooms are equipped with state-of-the-art technologies
C3 Identify and address the technology needs that sustain all student support service areas
   C3.1 Provide varied student communication mechanisms (online, smart phones, social networks, etc.) to address students’ needs
   C3.2 Create a state-of-the-art, easily accessible student information system i.e., admissions, registration, advisement, counseling etc.
   C3.3 Re-envision the application, admission, financial aid, degree audit and other student services processes to leverage web-based tools
C4 Identify and address students’ technology training needs to prepare them for technology-driven professions
   C4.1 Review and update course curricula to address real-world technology demands
D. Pathways: K-12, Two-Year, Four-Year, and Community Connections

D1 Expand K-12 school outreach programs to engage all PCC feeder high schools, particularly high schools within the PCC district

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

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

D2.2 Create clear definitions of Science, Technology, Engineering, Math (STEM) majors, degrees, and certificates

D2.3 Increase the number of transfer pathways

D2.4 Guarantee timely progression through degree and certificate programs

D3 Engage in partnerships with four-year institutions to facilitate articulation and transfer

D4 Provide programs to meet educational, training, and skill-development needs of the businesses within the region

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

D4.2 Strengthen community and alumni pathways

D4.3 Utilize labor market studies and other labor-needs assessments to develop and revise courses, programs, and curricula

E. Student Support Services

E1 Support students effectively and efficiently in and out of the classroom

E1.1 Provide comprehensive, integrated, and sustained support to students (monitor, mentor, and stay-in-touch)

E1.2 Develop an interactive online student educational plan system

E1.3 Broaden the range of student counseling services, such as in-classroom and online advisement, and informal question-and-answer forums

E1.4 Expand hours and ease of access to counseling/ advisement

E3 Expand the role and visibility of career counseling

E4 Provide students with robust Financial Aid orientation and counseling

E5 Establish a culture of counseling in which everyone (faculty, staff, and managers) is involved

E5.1 Develop a seamless integration between student services and instruction that supports student success

E6 Develop robust student support services (tutoring, cohort learning groups, etc.) to help students achieve their goals

E7 Refine and revamp assessment policy and procedures to improve course placement

F. Institutional Effectiveness

F1 Reduce administrative and decision-making layers and barriers to increase flexibility

F2 Systematically document functions, roles, responsibilities, and accomplishments of district and college committees and councils

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

F3.1 Create consistent procedures and formats for reports, meeting materials, and other documents to develop institution-wide ownership

F3.2 Develop a clear policy for program and certificate discontinuance and the additions of new programs and certificates

F4 Establish a procedure for creating rapid response teams that can quickly develop and implement organizational-change initiatives

F5 Implement alternative ways of defining and tracking student success outside of degrees, certificates, and transfer
G. Enrollment Management
G1 Establish partnerships with other providers and community colleges to offer complementary, rather than, duplicative programs
G2 Identify educational institutions, businesses, and other organizations or sites to provide satellite learning centers
G3 Remove barriers to obtain certificates and make completion process student and faculty “friendly”
G4 Develop and implement a state-of-the-art, easily accessible registration process
G5 Align course section offerings with student demand

H. Sustainability
H1 Adopt a campus-wide initiative to integrate sustainability principles for all facility development
H2 Develop sustainable landscape and hardscape plans to reduce water use and maintenance
H3 Create baselines and targets for recycling, water use, electricity use, garbage costs, and other sustainable measures
H4 Create academic programs that train students in broad areas of sustainability, including, but not limited to: alternative energy development, sciences related to climate change, and career tech programs (including green building and energy retrofitting certification)

I. Revenue Enhancement Strategies
I1 Identify and develop alternative funding and revenue streams
I2 Develop stronger partnerships with commercial interests to enhance program offerings without increased expenses
I3 Expand grant-writing activities to increase sources and levels of funding
I4 Develop a robust college Extension program i.e., Contract Education, Continuing Education, and Extended Learning
I5 Continue to build and support the PCC Foundation to increase funding and develop a larger contributor base
I6 Develop a strong PCC alumni network
I7 Provide deans and senior administrators with the time and opportunity to invest in outreach and community development
I8 Explore corporate sponsorships
I9 Develop a robust revenue stream derived from facilities rentals
  I9.1 Provide affordable community access to PCC facilities
I10 Create a marketing plan that targets the district community and includes a statewide public relations element
I11 Expand International student education program

J. Life-Long Learning
J1 Offer additional life-long learning opportunities to better serve non-traditional, new, and returning students
J2 Provide second-career options and counseling support
J3 Develop and align revenue enhancement strategies with life-long learning opportunities to ensure they are self-sustaining

K. Curriculum Responsive to Market Needs
K1 Partner with other organizations in the city/county/service area (e.g., Jet Propulsion Lab and hospitals) to offer lab access to classes dependent on expensive facilities
K2 Annually update the EMP external scan document, particularly around job development and growth trends, to inform programs
K3 Identify and implement new programs and activities to meet community needs
K4 Develop a Program Review process element which regularly assesses a program’s effectiveness in support of employer needs

L. Facilities and Resource Management
L1 Develop a comprehensive Facilities Master Plan
L2 Ensure existing facilities are utilized to their full extent
  L2.1 Adjust section scheduling to use facilities to full capacity
L3 Improve/replace existing facilities to ensure they meet seismic, infrastructure, and other safety and usability standards
L4 Work to refurbish buildings to meet the highest level of accessibility (ADA)
L5 Increase natural science and other STEM classroom and lab facilities, as needed
L6 Centralize operations of appropriate services, such as technology support offices, for cost effectiveness and increased productivity
2010-2015 Action Plan

The EMP sets the direction for the College over the next 10 years. In order to effectively implement this direction there are a number of critical tasks which must be addressed immediately and within the next couple of years to achieve the aggressive transformation envisioned. The following 15 actions are drawn from the Mission Critical Priorities and Strategies and address multiple mission critical areas as indicated in the third column. This action plan will be assessed and adapted during the next five years to ensure that the benchmarks in the Student Success and Achievement Areas Targets are being positively impacted.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Time Frame</th>
<th>Mission Critical Area Addressed</th>
</tr>
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<tbody>
<tr>
<td>Action 1. Systematically increase number of courses available for Transfer and Basic Skills Courses until needs are adequately addressed</td>
<td>Fall 2011 - ongoing</td>
<td>A/G</td>
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<tr>
<td>Action 2. Develop a comprehensive online education curriculum</td>
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<tr>
<td>2.a Launch Pilot Online Programs</td>
<td>Spring 2011</td>
<td>A/B/C/E/G</td>
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<tr>
<td>2.b Launch Complete Online Offering</td>
<td>Fall 2011</td>
<td></td>
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<tr>
<td>2.c Initiate Staff and Faculty Training</td>
<td>Fall 2012</td>
<td></td>
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<tr>
<td>2.d Launch Utunch Pilot Online Programs</td>
<td>Summer 2011</td>
<td></td>
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<tr>
<td>Action 3. Complete a Facility Master Plan</td>
<td>Spring 2012</td>
<td>L/G</td>
</tr>
<tr>
<td>3.a Develop immediate action plan for Building U replacement</td>
<td>Winter 2011</td>
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<td>3.b Reschedule facilities to maximize use and availability at minimum 5 days/week</td>
<td>Winter/Spring 2011</td>
<td></td>
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<tr>
<td>3.c Evaluate opportunities to provide classes at satellite locations throughout district</td>
<td>Winter/Spring 2011</td>
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<td>Action 4. Create and Adopt a Professional Development Training and Mentoring Plan</td>
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<tr>
<td>4.a Launch First Phase of Trainings</td>
<td>Spring 2011</td>
<td>B/A/F</td>
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<tr>
<td>4.b Initiate Mentoring Program</td>
<td>Summer/Fall 2011</td>
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<tr>
<td>4.c Initiate Mentoring Program</td>
<td>Fall 2011</td>
<td></td>
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<tr>
<td>Action 5. Refine and Implement the Technology Plan</td>
<td>Spring 2011</td>
<td>C/E/F/G</td>
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<tr>
<td>5.a Initiate critical technology improvements</td>
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<tr>
<td>5.b Complete Technology Upgrades</td>
<td>Summer 2011</td>
<td></td>
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<tr>
<td>5.c Complete Technology Upgrades</td>
<td>Fall 2011</td>
<td></td>
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<tr>
<td>Action 6. Develop and Adopt College Sustainability Plan</td>
<td>Spring 2012</td>
<td>H/K</td>
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<tr>
<td>6.a Resolution for Commitment to Sustainability</td>
<td>Winter 2011</td>
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<td>6.b Expand Sustainability “Green” Oriented Programs</td>
<td>Fall 2011</td>
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<tr>
<td>Action Item</td>
<td>Time Frame</td>
<td>Mission Critical Area Addressed</td>
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<td><strong>Action 7.</strong> Initiate In-District K-12 and 4 year Partnership Pathways Program</td>
<td>Spring 2011&lt;br&gt;Summer 2011&lt;br&gt;Fall 2012</td>
<td>A/D</td>
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<tr>
<td>7.a Target 2-4 critical schools to pilot</td>
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<td>7.b Expand partnerships District-wide</td>
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<td><strong>Action 8.</strong> Increase access to Counseling Services with additional hires, expanded hours and alternative routes for counseling</td>
<td>Winter 2011</td>
<td>A/E</td>
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<td><strong>Action 9.</strong> Develop a Comprehensive Revenue Enhancement Program</td>
<td>Spring 2011&lt;br&gt;Fall 2011&lt;br&gt;Summer 2011</td>
<td>I/J/K</td>
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<tr>
<td>9.a Launch 2 plus New Contract Education Programs</td>
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<tr>
<td>9.b Launch 2 plus Continuing Ed/Extended Learning Programs</td>
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<td>9.c Expand and enhance Foundation efforts and effectiveness</td>
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<td><strong>Action 10.</strong> Adopt a Program Viability Policy</td>
<td>Spring 2011&lt;br&gt;Spring 2011&lt;br&gt;Spring 2011</td>
<td>A/F/G/I/K</td>
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<td>10.a Institute ongoing program review process and EMP updates</td>
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<td>10.b Continue program evaluation and effectiveness reviews to ensure alignment with needs, mission and resources</td>
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<tr>
<td><strong>Action 11.</strong> Establish Underperforming Students Policy for Hiring, Counseling, and Program Development</td>
<td>Winter 2011</td>
<td>A/B/D/G</td>
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<tr>
<td><strong>Action 12.</strong> Establish Center(s) of Excellence Policy and Implementation Plan</td>
<td>Summer 2011</td>
<td>B/K</td>
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<tr>
<td><strong>Action 13.</strong> Complete Implementation of Office of Institutional Effectiveness</td>
<td>Winter 2011</td>
<td>F/L</td>
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<td><strong>Action 14.</strong> Formerly adopt Guaranteed Access to In-District students</td>
<td>Fall 2011</td>
<td>A/G</td>
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<td>14.a Develop enrollment management tools to manage staffing, resource allocation and registration processes</td>
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<tr>
<td><strong>Action 15.</strong> Develop Robust Business Outreach and Engagement program to enhance program offerings, interest in Contract Education, Career Opportunities and Partnerships</td>
<td>Fall 2012</td>
<td>D/E/I/K</td>
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</tbody>
</table>
Words from the Community...

PCC EMP Survey 2009

"Keep your standards high; without them you'll be just another undistinguished community college."

"There needs to be places on campus for college life."

"Create more staff development opportunities for faculty around new ways of teaching."

"The quality of professors and the abundance of learning resources provided should be prioritized before any other aspects. It's fundamental to what 'schools' are for."

"Partner with cities, public agencies and community based organizations to offer services and intern opportunities to current and prospective students."

"Work to generate popular support for adequate public funding of education in California."

"Smart physical placement of related learning facilities will help bring people with similar interests of study closer together."

"Schools need to keep up with the evolving learning styles of their students. Today's students expect the latest technology, simulation labs, streamed media, etc."

Pasadena City College, 1570 E. Colorado Blvd., Pasadena, CA 91106, 626-585-7123