NOTICE OF BOARD OF TRUSTEES MEETING
Monday, November 17, 2014

6:00 P.M. CLOSED SESSION
7:00 P.M. OPEN SESSION

MEETING NO. 25
REGULAR BUSINESS MEETING

Pasadena City College
Creveling Lounge
1570 East Colorado Boulevard
Pasadena, California 91106

Enclosed is the Agenda for Meeting No. 25, a Regular Business Meeting. The Open Session will begin at 6:00 p.m. with the Call To Order, Roll Call and Public Comment on Closed Session Agenda items. Closed Session will follow. Open Session will resume at the end of Closed Session. The Board will meet in Creveling Lounge, Pasadena City College, 1570 East Colorado Boulevard, Pasadena, California 91106.
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 of Trustees” form and give it to the Board Secretary prior to the beginning of the meeting. No public comment cards will be accepted after the start of the meeting. Individual speakers are limited to three minutes; total audience participation on any agenda item is limited to thirty minutes.

I. CALL TO ORDER, ROLL CALL and PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS (6:00 P.M.)

II. CLOSED SESSION

   Government Code §54957 Employee Discipline, Dismissal, Release (one employee)

III. OPEN SESSION (7:00 P.M.)

   A. PLEDGE OF ALLEGIANCE
   B. INTRODUCTIONS AND RECOGNITIONS
   C. PUBLIC COMMENT ON NON-AGENDA ITEMS
      The Brown Act prohibits the Board from discussing or taking action on any item not on the agenda.
   D. APPROVAL OF MINUTES
      Meeting No. 24, Regular Business Meeting, November 5, 2014
   E. APPROVAL OF CONSENT ITEMS (see page 3, attached)

ACTION ITEMS RECOMMENDED FOR APPROVAL

   F. INTEGRATED PLANNING INITIATIVES
      1. 2014-2017 BOARD GOALS FOR THE COLLEGE
      2. 2014-2015 PROPOSED DISTRICT LEGISLATIVE AGENDA
      3. BOARD SELF-EVALUATION ACTION PLAN
      4. BOARD ORIENTATION/EDUCATION PLAN
   G. INSTITUTIONAL EFFECTIVENESS: REQUIRED CHANCELLORS SCORECARD REPORT (FORMERLY ARCC)
   H. ADDITIONS, DELETIONS AND MODIFICATIONS TO THE CREDIT CURRICULUM
I. PRESIDENTIAL SEARCH UPDATE  
   a. Timeline  
   b. Position Profile  

J. BOARD BYLAW AND BOARD POLICY NUMBERING ALIGNMENT PROJECT  

K. BOARD POLICY REVISIONS RECOMMENDED BY BOARD POLICY REVIEW COMMITTEE  
   • BB 2170: Representation by Shared Governance Groups  
   • BB 2780: Advisory Representatives to the Board  

INFORMATION ITEMS  

L. ACCREDITATION UPDATE  

M. PRESIDENT’S AREA PLAN  

N. SUPERINTENDENT-PRESIDENT’S REPORT  

ANNOUNCEMENTS  

O. ANNOUNCEMENTS BY SHARED GOVERNANCE REPRESENTATIVES AND BOARD OF TRUSTEES  

P. PROPOSED FUTURE BOARD BUSINESS MEETING DATES  
   
   Wednesday, December 10, 2014  
   6:00 P.M. Regular Business Meeting and Annual Organizational Meeting  

Q. PROPOSED FUTURE AGENDA ITEMS  

IV. ADJOURNMENT  

Pasadena City College and Creveling Lounge are wheelchair accessible. Reasonable accommodation services are available when requests are made by 4:00 pm of the Monday before the Board meeting. Please contact Mary Thompson at 626.585.7202 if you need assistance in order to participate in a public meeting or if you need agenda and public documents modified as required by the Americans with Disabilities Act.
CONSENT ITEMS

83-B  Approve/Ratify Contracts
84-B  Approve Piggybackable Contracts
85-B  Approve Purchasing Transactions
86-B  Approve Information Technology Purchasing Transactions
87-B  Approve Professional Conference Attendance
88-B  Amend Consent Item 103-B: Authorization to Bid: Boiler in C Building
89-B  Approve Sole Source Declaration and Authorize Purchase Order No. P1501452 to Gaumard
90-B  Approve Budget Augmentation
91-B  Reporting and Approval of Self-Insurance Fund Reimbursement, Worker’s Compensation
92-B  Reporting and Approval of Revolving Fund Reimbursement
I. CALL TO ORDER, ROLL CALL
The meeting was called to order at 3:30 p.m. by Dr. Fellow, President.

ROLL CALL

Trustees Present
Dr. Anthony Fellow, President
Ms. Berlinda Brown, Vice President (arrived at 3:33 p.m.)
Ms. Linda Wah, Clerk
Dr. Jeanette Mann
Mr. John Martin
Dr. Ross Selvidge
Mr. William Thomson
Mr. Marshall Lewis, Student Trustee

Administrative Officers in Attendance
Dr. Robert Miller, Interim Superintendent, Senior Vice President, Business and College Services
Dr. Robert Bell, Assistant Superintendent, Senior Vice President, Academic and Student Affairs
Ms. Bobbi Abram, Executive Director, Foundation
Ms. Gail Cooper, General Counsel

The Management Association was represented by Dr. David Douglass.
The Academic Senate was represented by Mr. Eduardo Cairó.
The Classified Senate was represented by Ms. Graciela Caringella.
The Associated Students Board was represented by Mr. Jordyn Orozco.

A. PLEDGE OF ALLEGIANCE
Dr. Mann led the Pledge of Allegiance.

B. MODERNTHINK
Mr. Richard Boyer, partner at ModernThink, presented a summary of the ModernThink campus climate survey.
C. BOARD SELF-ASSESSMENT
Ms. Donna Miller, board consultant on the self-assessment, worked on a proposed action plan with the board.

The meeting went into recess at 5:40 p.m.

Dr. Fellow reconvened the meeting at 7:00 p.m.

D. PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS
There was no public comment.

Dr. Fellow adjourned the Board to Closed Session at 7:01 p.m. Government Code Section 54957 Employee Discipline, Dismissal, Release was withdrawn.

II. CLOSED SESSION

Government Code §54957.6 Collective Bargaining (PCCFA)
Lead Negotiator: Mr. Bruce Barsook,
Attorney, Liebert Cassidy Whitmore

Government Code §54957 Employee Discipline, Dismissal, Release
(one employee)

III. OPEN SESSION
Dr. Fellow reconvened Open Session at 8:03 p.m. Dr. Fellow reported that no action was taken in Closed Session.

A. PLEDGE OF ALLEGIANCE

B. INTRODUCTIONS AND RECOGNITIONS
   • Pasadena Educational Foundation – Summer Enrichment Program

C. ACCREDITATION UPDATE – STANDARD III
Mr. Matthew Jordan, Interim Dean, Instructional Support, and Ms. Stephanie Fleming, Self-Evaluation Coordinator, presented an update on Accreditation, Standard III. The institutional improvement items were reviewed and the questions were addressed.

D. PUBLIC COMMENT ON NON-AGENDA ITEMS
There was public comment from Jordyn Orozco and Gina Harris.

E. APPROVAL OF MINUTES
Meeting No. 21, Regular Business Meeting, October 1, 2014
Meeting No. 22, Regular Business Meeting and Study Session, October 15, 2014
Meeting No. 23, Special Meeting, October 29, 2014

MOTION: ON MOTION OF Ms. Brown and seconded by Ms. Wah, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to approve the Minutes of Meeting No. 21, Regular Business Meeting, October 1, 2014; Meeting No. 22, Regular Business Meeting and Study Session, October 15, 2014; and Meeting No. 23, Special Meeting, October 29, 2014.
Advisory Vote: Aye
F. APPROVAL OF CONSENT ITEMS

MOTION: ON MOTION OF Dr. Mann and seconded by Ms. Brown, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to approve Consent Items 6-S, 71-B through 82-B, and 34-P through 40-P.
Advisory Vote: Aye

G. AUTHORIZATION TO TRANSMIT FIRST QUARTERLY FINANCIAL STATUS REPORT

MOTION: ON MOTION OF Ms. Brown and seconded by Dr. Mann, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to authorize the transmittal of the First Quarterly Financial Status Report.
Advisory Vote: Aye

H. APPOINTMENT TO MEASURE P CITIZENS’ OVERSIGHT COMMITTEE

MOTION: ON MOTION OF Mr. Thomson and seconded by Dr. Selvidge, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to approve the trustee appointment of Dennis Murphy to the Measure P Citizens’ Oversight Committee.
Advisory Vote: Aye

I. PRESIDENTIAL SEARCH UPDATE

a. Position Profile -- An open forum is scheduled for November 14, 2014 in C-233 where the campus and community are invited to participate with input on what characteristics and qualities they would like to see in PCC’s next superintendent-president.

b. Contract with Ralph Andersen & Associates
Ms. Cooper stated that the contract number was B-150186 and the amount was not to exceed $35,000.

MOTION: ON MOTION OF Ms. Wah and seconded by Ms. Brown, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to approve the Contract between the Pasadena Area Community College District and Ralph Andersen & Associates.
Advisory Vote: Aye

J. BOARD POLICY REVISIONS RECOMMENDED BY BOARD POLICY REVIEW COMMITTEE

- BB 2431: Superintendent-President Selection
- BB 2432: Superintendent-President Succession (Revised)
- BB 2610: Presentation of Initial Collective Bargaining Proposals
- BB 2720: Communications Among Board Members
- BP 3200: Accreditation
- BP 3300: Public Records
- BP 4020: Program, Curriculum and Course Development

Administrative procedures will no longer be placed in the board packets as the policies are the Board’s purview and the procedures are for the administration. Board Policy 3200, Accreditation; Board Policy 3300, Public Records; and Board Policy 4020, Program, Curriculum and Course Development were withdrawn.
The Academic Senate will take these three policies to its next meeting on November 17.

MOTION: ON MOTION OF Dr. Mann and seconded by Ms. Brown, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to approve Board Bylaw 2431, Superintendent-President Selection; Board Bylaw 2432 (revised), Superintendent-President Succession; Board Bylaw 2610, Presentation of Initial Collective Bargaining Proposals; and Board Bylaw 2720, Communications Among Board Members.
Advisory Vote: Aye

K. VETERANS' VILLAGE PROJECT
Dr. Olivo reviewed the information in the powerpoint presentation.

MOTION: ON MOTION OF Mr. Thomson and seconded by Dr. Mann, the Board voted by seven affirmative votes [Brown, Fellow, Mann, Martin, Selvidge, Thomson, Wah] to authorize the staff of Pasadena City College to move forward on a Memorandum of Understanding with the Veterans Administration of Greater Los Angeles Healthcare System (VAGLAHS) and bring it back to the Board of Trustees at its earliest convenience.
Advisory Vote: Aye

L. SUPERINTENDENT-PRESIDENT’S REPORT
• Engaged in conversations regarding dual enrollment and concurrent enrollment opportunities -- Ms. Diane Holmes has been providing consulting services to the staff and faculty in regards to PACT (Pasadena Academic Career Trust).
• Successful trip to Shanghai -- two significant education opportunities.

M. ANNOUNCEMENTS BY SHARED GOVERNANCE REPRESENTATIVES AND BOARD OF TRUSTEES

a. SHARED GOVERNANCE REPRESENTATIVES

Dr. David Douglass, Management Association
• Reported that the monthly Management Association meeting took place today. They are thinking about Standard III. Dr. Corner handed out a draft of a professional development program for managers.
• Invited everyone to the Management Association holiday party on December 9th in Creveling 9-11am.

Mr. Eduardo Cairó, Academic Senate
• If the Board of Trustees had coffee with employees the Board would become more aware of what is happening here which would be good for communication; it was stated in the afternoon that relations between the Senate and the Board used to be good, what has the Senate done to cause these relations to be bad? Since the issue of winter came on, he offered suggestion that the opinions of employees and students be gathered as to whether winter is good. He offered to provide a room. Regarding self-accreditation, the Planning and Priorities Committee has made a decision that it will not accept any changes once they have gone through the self-accreditation report. He will not sign a document he has not thoroughly vetted. A leadership group has been formed between Management, Academic and Classified to discuss problems on campus and find solutions. The Academic Senate Executive Committee has faith in Dr. Miller. Sent Dr. Miller an email informing him of some issues, and a very fruitful
conversation took place today. Thanked Dr. Miller for that meeting and came away with the feeling that the necessary improvements can be made.

Ms. Graciela Caringella, Classified Senate
- Reported that the fall general meeting took place on October 30, good turnout with 100 staff members in attendance. Planning a Classified outreach to Facilities, CEC, CDC and Rosemead to recognize their hard work and dedication to the college.

Mr. Jordyn Orozco, Associated Students
- Thanked the Board of Trustees on behalf of all veterans who are students for approving the MOU. Homecoming week, game on Saturday in Bakersfield. Approved budget for clubs. Working on accreditation.

b. BOARD OF TRUSTEES

Ms. Linda Wah, Trustee
- Thanked Dr. Bell and Ms. D’Orange Martin for coming to South Pasadena to keep the veterans’ story on the forefront; thanked Dr. Miller for sponsoring seats at the Asian Pacific Islander Disability Conference; December 18 is the holiday party for LACSTA; thanked Trustees Brown and Selvidge for helping make the quorum; moving forward on three roundtables, adult education, dual enrollment and middle-college-high school (providing early college experience for students), foster youth projects (Dr. Mann to help chair). On November 20 the Asian American Caucus for the Community College League of California will have a meeting at 1pm. On November 21 the Caucus will be hosting a workshop and presenting the desegregated data, a study done by UCLA, and the effects on the success of the Asian American student population.

Ms. Berlinda Brown, Trustee
- Thanked facilities for the excellent job they are doing on the restrooms.

Mr. William Thomson, Trustee
- Reminder that on November 11 there will be a Veterans Day celebration at Pasadena City Hall at 10:30 a.m. The PCC Pep Band will perform and the main speaker will be Col. Peter Baumgarten of the U.S. Marine Corps. There will be flyovers at 10:45 a.m. and 10:50 a.m. Congresswoman Judy Chu will be in attendance.

Dr. Fellow, Trustee
- Offered congratulations to The Courier which recently won 11 awards at the Community College Journalism Association.

N. PROPOSED FUTURE BOARD BUSINESS MEETING DATES

Monday, November 17, 2014
6:00 P.M. Regular Business Meeting

Wednesday, December 10, 2014
6:00 P.M. Regular Business Meeting and Annual Organizational Meeting

O. PROPOSED FUTURE AGENDA ITEMS
There were no proposed future agenda items.

IV. ADJOURNMENT
Dr. Fellow adjourned meeting No. 24 at 9:59 p.m.
MOTIONS CARRIED AT MEETING NO. 24 – November 5, 2014

1. Approval of the Minutes of Meeting No. 21, Regular Business Meeting, October 1, 2014; Meeting No. 22, Regular Business Meeting and Study Session, October 15, 2014; and Meeting No. 23, Special Meeting, October 29, 2014.

2. Approval of Consent Items 6-S, 71-B through 82-B, and 34-P through 40-P.

3. Authorization to Transmit First Quarterly Financial Status Report.

4. Approval of the trustee appointment of Dennis Murphy to the Measure P Citizens’ Oversight Committee.

5. Approval of the Contract between the Pasadena Area Community College District and Ralph Andersen & Associates.

6. Approval of Board Bylaw 2431, Superintendent-President Selection; Board Bylaw 2432 (revised), Superintendent-President Succession; Board Bylaw 2610, Presentation of Initial Collective Bargaining Proposals; and Board Bylaw 2720, Communications Among Board Members.

7. Approval to authorize the staff of Pasadena City College to move forward on a Memorandum of Understanding with the Veterans Administration of Greater Los Angeles Healthcare System (VAGLAHS) and bring it back to the Board of Trustees at its earliest convenience.

Submitted by:

Robert B. Miller, Secretary
Board of Trustees
AGENDA - Revised

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I. CALL TO ORDER, ROLL CALL (3:30 P.M.)
   A. PLEDGE OF ALLEGIANCE
   B. MODERNTHINK
   C. BOARD SELF-ASSESSMENT
   D. PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS

II. CLOSED SESSION (7:00 P.M.)
   Government Code §54957.6
   Collective Bargaining (PCCFA)
   Lead Negotiator: Mr. Bruce Barsook, Attorney, Liebert Cassidy Whitmore

   Government Code §54957
   Employee Discipline, Dismissal, Release (one employee)

III. OPEN SESSION (8:00 P.M.)
   A. PLEDGE OF ALLEGIANCE
   B. INTRODUCTIONS AND RECOGNITIONS
      • Pasadena Educational Foundation – Summer Enrichment Program
      • Third Annual Writer in Residence Program – Manny Perea
   C. ACCREDITATION UPDATE – STANDARD III
   D. PUBLIC COMMENT ON NON-AGENDA ITEMS
      The Brown Act prohibits the Board from discussing or taking action on any item not on the agenda.
E. APPROVAL OF MINUTES
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ACTION ITEMS RECOMMENDED FOR APPROVAL

G. AUTHORIZATION TO TRANSMIT FIRST QUARTERLY FINANCIAL STATUS REPORT

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I. PRESIDENTIAL SEARCH UPDATE
   a. Position Profile
   b. Contract with Ralph Andersen & Associates

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K. VETERANS’ VILLAGE PROJECT

INFORMATION ITEMS

L. SUPERINTENDENT-PRESIDENT’S REPORT

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CONSENT ITEMS

6-S Approval of Student Travel – ASPCC Lobby Committee

71-B Reporting and Approval of Revolving Fund Reimbursement

72-B Approve/Ratify Contracts

73-B Approve Piggybackable Contracts

74-B Approve Contract No. C150003 to Impact Construction and Authorize Piggyback Contract to Loomis School District

75-B Approve Purchasing Transactions

76-B Approve Information Technology Purchasing Transactions

77-B Approve Professional Conference Attendance

78-B Approve Change Orders, Restroom Upgrade, Buildings C and V

79-B Accept Notice of Completion, C-140102, Audio Recording Studio

80-B Accept Notice of Completion, C-140105, Waterproofing District Buildings

81-B Accept Notice of Completion, C-140118, Modular Classrooms and Labs

82-B Authorization to Ratify and Accept Non-Cash Gifts

34-P Approve/Ratify Compensation for Academic Personnel

35-P Employment of Hourly Unclassified Employees, College Assistants and Volunteers for 2014-2015

36-P Employment of Hourly Unclassified Employees, Student Workers for 2014-2015

37-P Approve/Ratify Employment, Change of Status and Separation of Academic Employees

38-P Salary Compensation Factors – Large Group Instruction

39-P Employment, Change of Status and Separations of Classified Employees

40-P Approve/Ratify Compensation for Classified Personnel
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Integrated Planning Initiatives

Dr. Ryan Comner
Associate Vice President, Strategic Planning and Innovation

November 17, 2014
Overview

- Board Goals for the College (for approval)
- President's Area Plan (information item)
- Board Legislative Agenda (for approval)
- Board Self-Evaluation Action Plan (for approval)
- Board Orientation (for approval)
Board Goals

- 3 year goals with annual review
- Aligned with the Educational Master Plan
- Focus on: Student Success, Collegiality, Social Justice, Community Engagement, Institutional Effectiveness
Student Success

- **Expand Pathways** to improve dramatically the rate of students proceeding successfully to college-level courses within one year of entering PCC (A1, D2.4)

- 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)

- Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals (F4)

- **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)
Collegiality

- **Promote trust and a shared vision** for institutional success through **effective communication** and an enhanced system of shared governance (F2, F3)
- **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)
- **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)
Social Justice

- Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)
- 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)
Community Engagement

- 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, I10)

- **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)

- **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)
Institutional Effectiveness

- **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)

- **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)

- 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)

- **Streamline college policies and procedures** to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)
Goal Attainment and Measures

- Board Goals are aligned with the President’s Area Plan
  - Provides operational actions to the Board Goals

- Measures and draft targets have been developed
  - Measures include process goals and student outcomes
  - Draft targets will be vetted through shared governance and for final presentation to the Board
President's Area Plan

- High levels goals and actions driven by the Educational Master Plan
- Five pillars for fulfilling the College Mission and better serving our students and the community
  - 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
  - A Commitment to Strategic Communication
## Alignment with Board Goals

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<td>Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)</td>
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Legislative Agenda

- The Board
  - Represents the public interest
  - Serves a role as the advocate for the District
  - Promotes changes in local, state and federal policies that can benefit the College and its students.

- Legislative Advocacy Committee key purposes
  - To develop and **enhance relationships** with legislators and legislative groups that represent the communities served by PCC.
  - To **advocate for legislative change** that can positively impact PCC and its mission to serve students.
  - To **examine proposed legislation** and determine what legislation should be supported through Board resolutions.
Legislative Focus

- Increase funding for unfunded mandates
- Increase student access
- Incentivize innovative and effective programming
- Increase the ability to build needed facilities
- Support for CTE programs
- Participate in decisions related to performance-based funding
- Support recently passed legislation
- Evaluate lobbying firms
Legislative and Advocacy Activities

- Promote legislation matching the college needs and Educational Master Plan
- Track legislation impacting PCC
- Draft resolutions for bills, as needed, that positively affect the PCC
- Advocate for funding that can enhance college efforts to improve programming and better serve students
Self-Evaluation Plan

- Recognition of the need for:
  - Improving communication with campus constituencies
  - Improving procedures to enhance the information provided to the Board on important decisions
  - Enhancing relationships between campus constituencies and the Board
Strategic Conversations

- The College will develop a Strategic Conversations Committee

- The committee will seek to develop a regular and consistent process for broadening the level of engagement with the Board and enhancing communication on pertinent issues
  - Opportunities for planned informal discussions on policy issues
  - Opportunities for the Board to gather information in a less structured environment
  - Have positive exchange of ideas
  - Allow constituent groups to request conversation topics

- The first Strategic Conversation should occur in the beginning of Spring
Board Policies and Procedures

- A Board Subcommittee will
  - Review and revise, as needed, the Board Protocols and Ethics Policy
  - Review the implementation of processes for Board policies related to communication, including:
    - Board members meeting with campus constituent groups and individuals
    - Improving feedback or use in Board Self-Evaluations
    - Consistent processes for employee representation at Board meetings
    - Distributing Board summaries through Public Relations
Board Policies and Procedures

- Board Officers and Staff will
  - Evaluate processes for updating the Board on important issues
  - Develop a plan for having special meetings to approve the College Budget and possibly other important decisions
  - Determine if a subcommittee model is needed to improve the flow of information to the Board
Professional Development

- Brown Act workshops will be hosted for the Board and all campus leadership groups with a focus on implementation of the Act in a community college setting

- Donna Miller will provide additional workshops focused on communication and running effective Board meetings

- The Board will review the Board Orientation/Education plans developed by staff and approve a plan that meets the goals and needs of the Board
New Trustee Education Plan

- Driving Principles
  - Education is ongoing and reflective of the needs of the Board and the District
  - Education begins prior to becoming a Trustee
  - The incumbent Board serves an important role in new Trustee education
  - The Board works with staff to define Board education needs and provide professional development focused on improving Board effectiveness
Candidate Education

- Host forums for potential candidates to describe the general functions of the College and the role of the Board
- Provide detailed information from CCLC on the Community College System and Board functions to all candidates
- Provide College planning documents to all candidates
New Trustee Orientation

- Summarize the role, responsibilities and benefits of a Trustee
- Summarize the legal responsibilities of Trustees, including those related to open meetings.
- Provide an overview of the College, its history and plans
- Summarize the administrative functions of the College
- Provide an overview of the College governance structure
- Develop a shared understanding of Board operations and Board norms
- Develop a plan for future Board Education
New Trustee Education

- Orientation Packet
- Enrollment in the CCLC Effective Trustee Workshop
- Mentor program
- Campus visit
  - Includes a hosted lunch with all constituent group leaders
Orientation Study Session

- College Roundtable
- State of the College
- College Governance and the Board
- Board protocols
Ongoing Education

- Brown Act
- Shared Governance
- Accreditation
- College Finances
- Ethics
- Student Success and Accountability
- Other sessions as determined by the Board
Requested Action

- Approve
  - Board Goals for the College
  - Board Legislative Agenda
  - Board Self-Evaluation Action Plan
  - Board Orientation
Pasadena Area Community College District
Board Goals for the College 2014-2017

Commitment to the College Mission and Educational Master Plan:
The Board of Trustees commits itself to the college’s mission statement, which places student learning at the center of all college decision-making and seeks to provide equitable access to higher education and opportunities for economic and social advancement.

The development of Board Goals are driven by the college’s Educational Master Plan (EMP) and created with an understanding of the current strengths of the college and its opportunities for improvement. The Board is committed to these improvement efforts, recognizing that they will require the collective work of the entire college community and a significant investment in professional learning.

Through collaboration, we will work to transform education and place Pasadena City College at the forefront of 21st century education and as a leader in student learning.

The Board Goals have been organized into the themes of Student Success, Collegiality, Social Justice, Community Engagement and Institutional Effectiveness. These themes and goals serve as the focal points in the College’s decision-making process and as priorities drawn from the EMP.

Board Goals for the College 2014-2017 (Reviewed Annually)

1. Student Success: Graduation and Completion Initiative
   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)
   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)
   C. Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals (F4)
   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)

2. Collegiality
   A. Promote trust and a shared vision for institutional success through effective communication and an enhanced system of shared governance (F2, F3)
   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)
   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)

3. Social Justice
   A. Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)
   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)
4. **Community Engagement**
   
   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, I10)
   
   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)
   
   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)

5. **Institutional Effectiveness**
   
   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)
   
   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)
   
   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)
   
   D. Streamline college policies and procedures to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)
## 1. Student Success: Graduation and Completion Initiative

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Measures</th>
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</table>
| **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) | Pathways will grow 30% to serve 2,500 students by 2017.  
The proportion of Pathways students reaching college-level Math within one year will rise from 36.3% to 45% by 2017.  
The proportion of Pathways students reaching college-level English within one year will rise from 77.5% to 85% by 2017. |
| **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) | The number of sections offered using alternative means (acceleration, compression, etc.) will increase by 8% by 2017.  
The College will demonstrate student-centered course offerings by maintaining a course fill rate of 95% at census. |
| **C.** Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals (F4) | The Office of Institutional Effectiveness will update the EMP Report Card annually and report to the Board in Spring.  
The Superintendent/President will present actions taken and planned actions for meeting graduation, transfer and certificate complete goals in Spring. |
| **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) | 85% of new students will have completed orientation by 2015.  
90% of new students will have completed orientation by 2016.  
95% of new students will have completed orientation by 2017.  
85% of new students will have completed assessment by 2015.  
90% of new students will have completed assessment by 2016.  
95% of new students will have completed assessment by 2017.  
85% of new students will have received an abbreviated educational plan by 2015.  
90% of new students will have received an abbreviated educational plan by 2016.  
95% of new students will have received an abbreviated educational plan by 2017. |
### 2. Collegiality

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President's Area Plan</th>
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</table>
| A. Promote trust and a shared vision for institutional success through effective communication and an enhanced system of shared governance (F2, F3) | The College will develop a shared governance and decision-making manual by Fall 2015.  
The proportion of employees that trust senior leadership enough to follow them, even when they disagree with their decisions will increase from 19.7% to at least 75% by 2017.  
The proportion of employees that believe that Senior leadership provides a clear direction for PCC’s future will increase from 16.4% to over 75% by 2017. |
| 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) | The College will evaluate current shared governance committees and processes by Spring 2015.  
The proportion of employees who believe that when they offer a new idea it will be fully considered will increase from 41% to 75% by 2017. |
| 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) | The proportion of employees that state that faculty, administration and staff work together to ensure the success of PCC’s programs and initiatives will increase from 20.5% to 75% by 2017. |
### 3. Social Justice

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President’s Area Plan</th>
</tr>
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<tbody>
<tr>
<td>A. Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)</td>
<td>Programs focused on underrepresented and/or underprepared students will increase the number of students served by 20% by 2017. The College will present the results of its equity plan annually following its submission in January 2015.</td>
</tr>
<tr>
<td>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)</td>
<td>The College will develop a Rosemead Advisory Group to assess the impact of the current site and present recommendation for improvement by Fall 2015. The noncredit education program will increase enrollment by 30% by 2017. The College will use the President’s Advisory Councils to create a community access assessment by 2015. This assessment will be integrated into the Centennial Facilities Master Plan to ensure that the College appropriately serves the needs of all communities in its service area.</td>
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Draft Board Goals – Measures: November 17, 2014

### 4. Community Engagement

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President’s Area Plan</th>
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</thead>
<tbody>
<tr>
<td>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)</td>
<td>The proportion of students indicating that they would recommend PCC to friends or family members who wanted to further their education will increase to 95%. As part of the Strategic Marketing Campaign, the College will develop a community assessment by 2015, develop baselines, by 2016 and improve on all measures by 20% by 2017.</td>
</tr>
<tr>
<td>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)</td>
<td>The College’s International student program will expand to include 1,500 students by 2017. The number of formalized business partnerships will increase by 20% by 2017. The number of students with internships will increase from 20% by 2017. The number of formal partnerships with the Foundation will increase from 20% by 2017</td>
</tr>
<tr>
<td>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)</td>
<td>The PACT program will increase by 20% by 2017. The number of dual enrollment sections will increase by 20% by 2017.</td>
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## 5. Institutional Effectiveness

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President’s Area Plan</th>
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<tbody>
<tr>
<td>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)</td>
<td>The Technology Master Plan will be presented to the Board by Fall 2015.</td>
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<td>The Centennial Master Plan will be presented to the Board by Spring 2016.</td>
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<tr>
<td>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)</td>
<td>The Superintendent/President will make a regular presentation on the Accreditation Actionable Improvement Plans and will present a timeline for completion of each plan.</td>
</tr>
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<td></td>
<td>The College will develop a shared governance and decision-making manual by Fall 2015.</td>
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<tr>
<td>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)</td>
<td>A new budget process that includes the integration of the new Banner system will be created by Fall 2015.</td>
</tr>
<tr>
<td>D. Streamline college policies and procedures to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)</td>
<td>The College will review and revise, as needed, procedures related to administrative procedure, including hiring, by Fall 2015.</td>
</tr>
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</table>
Board Approved Legislative Principles:
This Statement of Legislative Principles is adopted by the Board of Trustees of Pasadena Area Community College District to provide guidelines to focus efforts and actions in advocating for matters pending before the California legislature and before Congress. The following constitute the core principles. These principles support the goals of the College’s Educational Master Plan.

1. Advocate for support and resources that enhance the college’s ability to accomplish its mission to provide a high quality, academically robust learning environment that serves the needs of our diverse community;
2. Engage the college and community stakeholders in advocacy and prioritization of issues;
3. Reduce/eliminate barriers to accomplishing the college’s goals for student access and success.

The PACCD Board of Trustees represents the public interest and serves a role as the advocate for the District. Essential to these roles is the ability of the Board to identify the needs of the College and promote changes in local, state and federal policies that can benefit the College and its students. To support these efforts and the defined Committee principles, the Committee addresses three key purposes:

1. To develop and enhance relationships with legislators and legislative groups that represent the communities served by PCC.
2. To advocate for legislative change that can positively impact PCC and its mission to serve students.
3. To examine proposed legislation and determine what legislation should be supported through Board resolutions.

These purposes allow the Board to effectively advocate for policy change and to enhance resources that can improve the educational environment for PCC students.

Enhanced Relationship
It is important to nurture relationships with legislative and community partners. These relationships can help those in decision-making roles better understand the exceptional quality of the education provided at PCC and the unique needs of its students. To build these relationships, College staff will assist Trustees by setting up meetings and using the College Strategic Communication plan to promote a positive image of the College. These efforts will include activities, such as legislative breakfasts, invitations to important PCC events and attendance at legislative events. Staff recommends building relationships with those representing the District Service Area including, but not limited to:

US Representative Chu (27th District)
US Representative Schiff (28th District)
US Representative Sanchez (38th District)
California Senate Member Liu (District 25)
California Assembly Member Holden (District 41)
California Assembly Member Chau (District 49)

The College will expand outreach to those involved in any legislation directly impacting PCC. The College should utilize a strategic communication approach to inform key groups and individuals of the excellent outcomes being produced at Pasadena City College with the goal of improving the image of the College and promoting the school as the first ____?____ when funding and program development opportunities are available.
Advocacy
Through the development of effective relationships, the College will promote changes in legislation on a regular basis. This advocacy should include work with other educational groups to determine mutual interests and to develop joint advocacy opportunities. In addition, the College should engage legislators and staff in opportunities to build understanding on community needs and mutually create potential legislation. The representatives begin to develop their legislative agendas in October, develop legislation through November and introduce the bills by the end of December. It is imperative that the College be involved in the early stages of development to express the needs of the students and community.

Board Resolutions
Based on the calendar described above, staff will assist the Board in the review of introduced bills and in determining whether to support through a formal resolution. Resolutions will follow Education Code Section 7054. To address these purposes, the College should create a Legislative Calendar, such as the one suggested below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
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<tbody>
<tr>
<td>October</td>
<td>Analyze final results of tracked bills related to PCC and refine legislative agenda based on these results. Host legislative breakfast with the Board, legislators and staff. Meet with representatives and their staff to learn of each representative’s intended legislative agenda and determine ways in which the College could support these agendas.</td>
</tr>
<tr>
<td>November</td>
<td>Meet with representatives and staff to promote PCC’s legislative agenda.</td>
</tr>
<tr>
<td>January</td>
<td>Analyze introduced bills. Determine which bills warrant being tracked and/or supported through Board resolution.</td>
</tr>
<tr>
<td>February</td>
<td>Draft resolutions in support of desired bills. Board and staff communicate with key representatives to advocate for needs and promote the ability of PCC to use resources to improve student outcomes.</td>
</tr>
<tr>
<td>March-May</td>
<td>Communicate support to legislative groups and the College lobbyists. Set up meetings as needed to describe the impact of suggested legislation on the College, its students and the community. Host legislative breakfast with the Board, legislators and staff. Give regular updates on tracked bills. Board and staff communicate with key representatives to advocate for needs and promote the ability of PCC to use resources to improve student outcomes.</td>
</tr>
<tr>
<td>June-July</td>
<td>Receive input from Board on potential legislative agenda items. Staff researches College needs for inclusion in the legislative agenda. Staff works with advocacy and representative groups to determine overlap in interests. Board and staff communicate with key representatives to advocate for needs and promote the ability of PCC to use resources to improve student outcomes.</td>
</tr>
<tr>
<td>August-September</td>
<td>Board reviews, revises and approves legislative agenda. Include a list of groups and events that should be contacted in advocacy efforts.</td>
</tr>
</tbody>
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11/17/2014

Proposed 2014-2015 Agenda

1. Increase funding for unfunded mandates
   Background: The state education system has been hit by large cost increases. The largest of these is the planned increases to CalStrs employee contributions. The State and the Board of Governors has employed temporary solutions in the past, including moderate cost of living adjustments, state equipment funding, and growth funds. To date there is no permanent solution to these problems.
   Below are options for addressing funding concerns:
   a. BOG recommendation for 2.1% COLA – The College should support this proposal. However, the COLA has not been a consistent and predictable resource in the past. While helpful, the COLA will not address the long-term problems and unfunded mandates.
   b. Adjustments in allocation per FTES – The College should promote an analysis of the FTES funding by the state. The community college system receives far less funding per pupil than other higher education systems and receives no benefit from increased tuition.

2. Increase student access
   Background: PCC is in the process of redeveloping the access required to serve our community and work toward enhancing access to regions of the service area that have been underserved. The College is one of the few in the State that is capturing student growth and has reason to believe that increases will continue. The expansion to areas surrounding Rosemead and efforts to partner with local high schools are important initiatives to enhance student access.
   a. BOG recommendation for $120 million in Access/Enrollment Funding – The College should support this proposal. The service area needs additional higher education opportunities and current efforts indicate that the College enrollment management plans are successfully increasing access.
   b. Dual Enrollment: Previous AB 1451 was not approved in 2014. There is a need to support legislation that would allow for greater access for secondary school students in the community college system. The College should work with Assembly Member Holden to revive this bill and see it passed through the legislature.
   c. Noncredit – Following the passing of AB 86, the College should advocate for the needs of adult education in the service area and work to expand enrollment in these areas. This should include the development of vocationally focused noncredit courses. The College should promote the inclusion of fulltime noncredit faculty in the FON calculation.

3. Incentivize innovative and effective programming
   Background: PCC has some of the best programs in the country and has received national recognition for these efforts. The College should promote programs and legislation that will incentivize these types of programs and provide needed funding for expansion. Many programs have been established through time limited grants and efforts should be made to ensure a consistent source of funding that rewards successful programming and student success.
   a. Grant funding - Support efforts to increase funding for State and Federal grants that allow for growth of existing and development of new programs to increase student outcomes.
   b. AANAPISI – Promote changes to grant requirements to allow the College to receive Title V funding for both AANAPISI and HIS grants. Current rules allow for some AANAPISI funding in Title III, but not receipt of two Title V or Title III part (A) grants.

4. Increase ability to build needed facilities
   Background: The College has needs for improved and additional facilities. The closure of the U Building has left the Natural Sciences in a temporary space. The College is nearing full utilization
of existing facilities. The College is in the process of developing its Centennial Facilities Master Plan and will need opportunities to build new facilities.

a. 2016 state Bond initiative – The 2014 Bond was not put on the ballot. The next Bond opportunity would be in 2016 and the College should promote this Bond opportunity.

b. Revision to Field Act – Currently the Field Act applies to all K-14 institutions and sets rigid standards for buildings in K-12 and Community College Districts. The CSU and UC systems are not held to these standards, even though they serve a similar population. The College should promote a review of the Field Act and a determination of whether it is appropriate to have the community college system under this act. Changes would expedite the College's ability to provide acceptable space for our students and allow for more cost efficient means of addressing student and community needs.

5. Support for CTE programs
   Background: There is a national trend to provide a highly qualified workforce for new industries. The development of these programs is essential to move from a mere provision of educational programs to a focus on workforce and economic development. This will require a continued effort to build relationships with local and regional businesses and industries. In addition, the College will need to invest significantly in equipment and facilities to develop needed programs.
   a. Develop opportunities to connect business needs with CTE programs – The Governor is interested in legislation to support CTE programs. The College should support these efforts and advocate for special funding for program development.

6. Participate in decisions related to performance-based funding
   Background: The State is looking at ways to institute performance-based funding. The details are still being discussed. As a leader in student success, PCC should work to become involved in the discussion on implementation. This process will allow the college to have a voice in a funding process that will promote innovation and improved student outcomes.

7. Support recently passed legislation
   Background: The State has passed many new laws that impact the community college system in general and PCC specifically. The College needs to advocate for inclusion in these new programs and work to assure that the new legislation will allow PCC to enhance its service to students and the community.
   a. SB 850 - Authorizes the Board of Governors to establish a BA degree pilot program at up to 15 community college districts. The College needs to lobby for inclusion as one of the Pilot Districts.
   b. SB 1023 - Authorizes the Chancellor's Office to provide additional funds for services in support of postsecondary education for foster youth. The legislation only allows 10 Districts to participate. The College needs to lobby for inclusion as one of these Districts.
   c. Innovation Grant - The Budget Act of 2014 appropriates $50 million in one-time resources from the General Fund for the Awards for Innovation in Higher Education. The College should apply for these funds and promote the proposed program statewide.

8. Evaluate lobbying firms
   Background: The College employs two lobbying firms to assist with its efforts. The Board should work to develop measures of success and determine the efficacy of these firms and the continued need for service.
Draft Board Self-Evaluation
Action Plan

Presented for the Consideration of the Pasadena Area Community College District
Board of Trustees

Dr. Ryan Corner, Associate Vice President, Strategic Planning & Innovation

November 17, 2014
Background

In an effort to improve institutional effectiveness and Board functioning, the Pasadena Area Community College District Board of Trustees conducts an annual self-evaluation. Through the month of August, the Board worked to create a Self-Evaluation tool that included Likert scale questions and open-ended questions. In September the Board held a retreat to discuss the results of the assessment and to review the results of the Campus Climate Survey conducted by ModernThink during the Spring, 2014 semester. Through the course of its self-evaluation, the Board requested an additional presentation on the Campus Climate Survey from Rich Boyer, ModernThink senior consultant, during an open Board Meeting held on November 5, 2014.

Following the ModernThink presentation, the Board received a presentation from Donna Miller, a Board protocol, practice and accreditation expert. Ms. Miller has extensive experience in the community college system. She is a retired Professor of Speech Communication and Instructional Dean of Liberal Arts from Cerritos College. She has served as Chair of the Speech Communication Department, President of the Faculty Association, a member of the Cerritos Academic Senate, and Chair of the Cerritos Accreditation Steering Committee. In addition, she has served as a Trustee for the North Orange County Community College District since 1996. In this capacity, she has run numerous workshops for the Community College League of California on running effective meetings and developing communication skills for a variety of settings. Ms. Miller led the Board through a discussion of their self-evaluation results and toward a plan for improvement. Based on this work, the Board developed concrete actions for improvement and asked staff to prepare a plan meeting these specifications for review at the Board’s next meeting, November 17, 2014.

The following plan represents the directives of the Board for improving effectiveness.

Strategic Conversations

The Board recognizes the need for the development of new and improved methods for communicating with constituencies on issues important to the Pasadena Area Community College District. Based on the model in practice at the North Orange Community College District, the College proposes the following model.

The College will develop a Strategic Conversations Committee that will include representatives from the Academic Senate, Classified Senate, Management Association, Associated Students and the Board of Trustees. This committee will seek to develop a regular and consistent process for broadening the level of engagement with the Board and enhancing communication on pertinent issues. The planned activities should meet the following purposes:

- Provide opportunities to have planned, informal discussions in a conversational style on policy issues.
- Allow for all involved to better understand the impact of policy decisions.
- Allow the Board to gather information in a less structured environment with the goal of broadening input on policy issues.
- Provide opportunities for a positive exchange of ideas.
• Provide opportunities to maximize dialog among those invested in the success of the College with a goal of building an environment supportive of collaboration and consensus.
• Allow all constituents to request conversations on policy topics for inclusion in future strategic conversations.
• Gain the campus perspective on future policy issues with the goal of improved decision-making.

Based on these purposes, the committee will develop a regular schedule of planned activities. These activities could include Coffee with the Board of Trustees and Superintendent/President, town halls, and meetings on the specific policy topics.

The College will convene a Strategic Conversations Committee and develop a schedule of planned activities. The first strategic conversations will begin by the beginning of the Spring semester. While the College will need time to craft a purposeful schedule of conversations, the committee should act to immediately plan events that will allow for effective dialog on policy issues.

Professional Development
The Board and the College will work together to enhance professional learning related to issues identified in the Board self-evaluation. These activities will include the following:

• The Board will review the Board Orientation/Education plans developed by staff at the November 17th, 2014 Board Meeting and will select and approve a plan that best meets the goals and needs of the Board.
• The College will engage an outside expert and practitioner in the Brown Act and host one or more workshops on its use in the community college setting. These workshops will be for the Board, College management and the leaders of all campus constituent groups. Workshops will take place no later than Spring 2014. The Superintendent/President will assess the need for additional training in general or on specific Brown Act issues through his role as the Board Secretary and as Chair of College Council. Additional workshops will be provided anytime the College lacks clarity on the implementation of this act.
• The College will organize additional workshops led by Donna Miller with a focus on improvement in areas identified in the Board self-evaluation. These workshops will include effective techniques for communication and running Board meetings.

Board Policies and Procedures
In an effort to improve Board communication, a Board subcommittee will review and revise, as needed, the Board Protocols and Ethics Policy. The committee review will include the manner in which the protocols and policies are being implemented.

• Board members meeting with campus constituent groups and individuals.
• Improving feedback or use in Board Self-Evaluations.
• Consistent processes for employee representation at Board meetings.
• Distributing Board summaries through Public Relations.
The Board Officers will work with staff to evaluate and revise as necessary the processes updating the Board on student success, the Equal Employment Opportunity Plan, and the Educational Master Plan. Through this evaluation, recommendations will be made for improving the flow of information for important Board decisions. These recommendations will include at a minimum having a separate meeting for the approval of the annual College Budget. Other possibilities could include additional special meetings for important decisions or the development of additional Board subcommittees. Legal council will participate as required in the discussions to ensure an appropriate recognition of Brown Act requirements related to each option.

Follow-up

The Board will work with College staff to regularly review progress on this Action plan and its impact on the campus climate and Board effectiveness. Included in this review will be a formal evaluation utilizing the ModernThink or other campus climate survey data and the Board Self-Evaluation(s). In Spring 2015, the College will conduct a follow-up campus climate survey and analyze any improvements in communication, trust in senior leadership, and confidence in the decision-making processes. In addition, the Board will utilize its annual self-evaluation to determine the effectiveness of the planned actions and to develop new action plans to meet the evolving needs of the Board and campus community.
Draft New Trustee Education Plan

Presented for the Consideration of the Pasadena Area Community College District Board of Trustees

Dr. Ryan Cornner, Associate Vice President, Strategic Planning & Innovation

November 17, 2014
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Introduction

The Board recognizes the value that education brings to the community and practices its benefits within the work of the Board. The Community College League of California states that “an educated and well-informed governing board is the foundation of a successful community college.”

This sentiment is echoed by theAccrediting Commission for Community and Junior Colleges, whose Standards state that:

*The governing board has an ongoing training program for board development, including new member orientation.* Standard IV.C.9

The Board has ultimate responsibility for policies to assure academic quality, integrity and the effectiveness of the student learning programs and services. As such, individual Trustees and the Board as a whole must be provided with the support and education needed to fulfill its charge in excellence. This support should include a system of Board education that focuses on the changing landscape of higher education and provides a venue for Board development on key issues deemed relevant by the Board, the Board President and the Superintendent/President. Board education begins even prior to the swearing in of a new Trustee. The following New Trustee Education Plan, will provide an overview of the activities that should be offered to support individual Trustees and the ability of the Board to work as a unit and grow in excellence.

Candidate Education

The League summarizes the nature of the Lay Board in the following manner:

*Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust. The board should understand the values of its communities and should strive for decisions that incorporate the variety of external interests...Board members use their perspectives and knowledge to insist that faculty and administration understand the framework of the larger world. They ensure that educators are aware of needs and changes in the external communities that may influence the college mission.*

It is clear that a Lay Board brings value to the governance of the institution and to the ability of the College to meet the needs of its intended population. While educating the practitioners on the community needs is important, it is equally important to provide a background to potential Trustees on the functions of a Community College Board in general and the Pasadena Area Community College District specifically. Potential Trustees that are aware of the role of the Board and the current challenges and opportunities of the District will be better situated to assume their valuable leadership roles upon being elected to the Board. To this end, the following timeline of activities is provided to support Candidate Education.

- **Open filing period:** During the open filing period the Superintendent/President in collaboration with the Board President will host a forum for potential candidates. This forum will serve as an introduction to the Board, its activities and the general functions of the College. An overview of the role and responsibilities of a Trustee will be provided to assist candidates in determining whether they would like to run for the Board. Potential
candidates will also be provided with a Board meeting schedule and it will be recommended that they attend a Board Meeting to experience the internal workings of the Board at a public meeting. Campus leaders from the faculty, staff and management ranks will be invited to participate in the forum so as to provide a diverse perspective of the College.

- **Election Period:** Following the closing of the filing period, the Superintendent/President will make contact with all candidates and provide them with an informational packet, recommended by the League, to include:
  - "So You Want to Be a Community College Trustee"
  - Select chapters from the "Trustee Handbook"
    - Chapter 1—The Community College System
    - Chapter 2—Governance of the Community Colleges
    - Chapter 6—Governing Board Role
    - Chapter 7—Trusteeship
    - Chapter 9—Board Organization and Practices
    - Chapter 13—Ethics and Laws
  - "The Community College Profile"
  - PCC Educational Master Plan
  - Current Student Success Scorecard

**New Trustee Orientation**

The orientation of new Trustees is an important element of Board Education and sets the stage for effective Board leadership and the development of productive relationships between Trustees and with the Superintendent/President. This orientation utilizes the current expertise of the Board as a driving force for new Trustee education. The incumbent Board brings with it years of experience in leadership and policy making, and a set of norms with which the Board is currently functioning. Although new members help to develop new norms, incumbent Trustees play an important role in developing the orientation and assisting new members with the transition into the Trustee role. The knowledge and experience of the Superintendent/President, his or her management team, and faculty, staff and student leaders also helps to shape the orientation and to provide a diverse perspective of the current state of the college. The objectives of the New Trustee Orientation are to:

- Provide a summary of the role, responsibilities and benefits of a Trustee, the functions of the Board as a policy making entity and the role of the Superintendent/President as the operational leader.
- Summarize the legal responsibilities of Trustees, including those related to open meetings.
- Provide an overview of the Mission of the College, a historical perspective of the College and community, and the major initiatives developed through the Educational, Facilities, and Technology Master Plans.
- Summarize the administrative functions of the College and introduce the Trustee to the executive staff with whom they may interact in the course of his or her duties.
Provide an overview of the College governance structure, including an introduction to faculty, staff and student leaders.

Develop a shared understanding of Board operations, including Board norms, standards of conduct and methods for effective communication.

Develop a plan for future Board Education to meet the needs of all Board members.

The following timeline describes the activities that will be used to achieve these objectives and welcome Trustees to Pasadena City College.

- **New Trustee Orientation Packet:** Immediately upon election, a new Trustee will receive a welcome letter from the Superintendent/President and be provided with Board Policy 2740 on Board Education. In addition to the formal welcome letter, the Trustee will receive the New Trustee Orientation Packet (Appendix 1), which contains vital background information on participating on a California Community College Board, the Pasadena Area Community College District and important issues facing the College.

In addition to the Orientation Packet, Trustees will receive an invitation for a campus visit and the opportunity to sign up for the Community College League of California Effective Trustee Workshop (ETW) for new Trustees, hosted in January of each year. This workshop is suggested to be the single best overview of the responsibilities required for board members of California community colleges. State leaders on accreditation and governance, and experienced trustees will provide comprehensive information on the knowledge and skills necessary to be an effective trustee. The Annual Legislative Conference is part of the ETW weekend and provides a unique opportunity to connect with other higher education advocates and learn the latest news on the state budget and economic outlook for California. Attendees will also learn about new members of legislative committees, legislative proposals affecting colleges and student learning, and advocacy strategies for the current legislative year. While the ETW is an optional component to Pasadena Area Community College District New Trustee Orientation, it is highly recommended as a comprehensive introduction and an opportunity to develop relationships with Trustees statewide.

- **Mentor Program:** Each new Trustee will be offered a mentor from the incumbent Board. The Board President in collaboration with the Superintendent/President will work to assign a mentor to all new Trustees. The mentor will serve as a guide through the orientation process and for a period of 90 days to assist in the transition to the Board. The mentor will attend the orientation activities with the new Trustee and will participate in the collaborative segments of the Orientation. The mentor will help the new Trustee learn his or her role as a Board member, share important information on relevant issues facing the Board and introduce the Trustee to Board processes, decorum, and standards of conduct.

- **Campus Visit:** Within two months of being elected, new Trustees will be hosted to a comprehensive campus visit by the Superintendent/President. This half-day activity will include a tour of Colorado campus, the Foothill Community Education Center, and PCC.
Rosemead. The Campus Visit will conclude with a hosted lunch at the Colorado campus. Representatives from the Academic Senate, Classified Senate, Management Association, Associated Students, Faculty Association, and Instructional Support Services Unit—California Federation of Teachers will attend the event to promote a shared understanding of College operations and begin the development of effective communication between the Board and College constituency groups. All members of the Board will be invited to attend. The setting will allow for informal dialog.

At the closing of the day, the Executive Director of Human Resources will assist the Trustee with all required paperwork and will be available to answer any questions that the Trustee may have.

- **Orientation Study Session:** The Orientation Study Session is a full day event hosted jointly by the Board President and the Superintendent/President, each of whom will review the draft agenda for the day and participate in refining it to best meet the needs of the Board and new Trustees. The Orientation Study Session is developed to provide a high-level overview of the College and Board functions and not to be all inclusive of topics important in Board functions. The Orientation Study Session schedule will be as follows:
  - 9:00am-10:30 am – The College Roundtable
    - Introduction to the Board and College staff
      - Board President – Welcome to the new Trustees and a presentation of the major initiatives of the Board in the coming year.
      - Superintendent/President – Introduction to the College and his/her vision for the College. Brief description of the Role of the Superintendent/President and his or her role as Secretary to the Board.
      - Assistant Superintendent/Senior Vice Academic and Student Affairs – Overview of role and major initiatives.
      - Assistant Superintendent/Senior Vice President Business Services - Overview of role and major initiatives. Explanation of collective bargaining and status of contracts.
      - Associate Vice President of Academic Affairs - Overview of role and major initiatives. A description of academic programs offered to students. Brief report on enrollment management and status of College FTES.
      - Associate Vice President of Student Affairs - Overview of role and major initiatives. A description of services offered to students.
      - Associate Vice President of Strategic Planning and Innovation - Overview of role and major initiatives.
      - General Counsel - Overview of role and major initiatives.
      - Executive Director of Business Services - Overview of role and major initiatives. Brief review of the College budget, including revenue sources and expenditures.
      - Accreditation Liaison Officer - Overview of role and major initiatives. Current status of Accreditation, including any current
recommendations, pending reports and the schedule of any accreditation activities.

- Director of Institutional Research and Planning - Overview of role and major initiatives.
  - This segment will allow the Trustee to ask any questions he or she may have.

- 10:30am-12:00pm – State of the College
  - College history, tradition and mission – Presented by Superintendent/President
  - The Community College System - Presented by Superintendent/President
  - Community Demographics - Presented by Director of Institutional Research and Planning
  - Student Demographics - Presented by Director of Institutional Research and Planning
  - College Educational, Facilities and Technology Master Plans - Presented by Associate Vice President of Strategic Planning and Innovation
  - Student Success and Accountability - Presented by Director of Institutional Research and Planning

- 12:00pm-1:00pm – Lunch and team building

- 1:00pm-3:00pm – College Governance and the Board
  - The Role of the CEO - Presented by Accreditation Liaison Officer
  - The Role of the Board - Presented by Accreditation Liaison Officer
  - The Board and Trustee responsibility – Presented by Legal Counsel
    - Brown Act and Open Meetings
    - Legal and Fiscal Responsibilities
    - Closed Sessions and Freedom of Information
  - College Governance and Planning Processes - Presented by Associate Vice President of Strategic Planning and Innovation

- 3:00pm-4:00pm – Board Protocols
  - Convened with just the Board and Superintendent/President to build protocols on effective communication with staff and protocols for advancing Board initiatives.
  - Develop a list of additional education sessions needed for new Trustees.

The College is committed to providing all relevant information to the Board and its members and will utilize additional study sessions as needed to ensure that all requested topics are covered.

**Ongoing New Trustee Education**

The Board will work collaboratively with the Superintendent/President to provide an annual plan for continued Trustee education that meets the needs of current Trustees and addresses the current issues facing the College, the California Community College System and higher education in general. The development of the plan will offer the new and incumbent Trustees opportunities to learn through staff developed study sessions and/or retreats, hosted experts and conferences and trainings.
New Trustees will also be recommended to enroll in the League Excellence in Trusteeship program. The program covers seven (7) areas of competencies with subtopics to complete the knowledge and skills to support strong leadership. Participants attend sessions in each of the seven (7) competencies which define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning. A certificate of participation in governance leadership from the League can be earned with completion of the program. Participants must complete the program within 24 months of the start date.

While the Board President and the Superintendent/President will ultimately make a recommendation for the annual professional development for new Trustees, the following areas will be offered as a minimum level of new Trustee Education. Each topic will be covered in one to one and a half hour study sessions hosted on these topics:

- **Brown Act Training** (Recommended in January)
  This session covers the Open and Public Meetings law (Government Code 54950-54961) that provides the primary set of statutes governing community legislative bodies of local agencies. Special Attention will be given to how to set agendas, provide for public comment, run board meetings and when to hold closed sessions.

- **Governance** (Recommended in February)
  This session will highlight regulations related to AB 1725 and the roles of faculty, staff and students in the participatory governance process. The session will focus on explaining how the College has implemented Board policy and the internal processes for integrated planning.

- **Accreditation** (Recommended in March)
  This session will review the College’s current accreditation standing, including any existing recommendations. Highlights of any changes in the accreditation process or standards will be provided along with a summary of statewide trends. Special attention will be paid to the role of the Board in the accreditation process and the Accrediting Commission for Community and Junior Colleges standards related to the role of the Board as a policy-making entity.

- **College Finances** (Recommended in April)
  This session will cover the skills and knowledge needed to make fiscal policy decisions and set guidelines for fiscal and asset management practices that support college goals and student success. There will be an overview of FTES generation and the current state and local revenue sources.

- **Ethics Training** (Recommended in May)
  AB1234 requires certain public officials to undergo ethics training every two years. Some Boards have adopted the position to comply with AB1234 as good practice. This session will focus on how to perform in both ethical and legal ways as you govern.

- **Student Success and Accountability** (Recommended in June)
  This session will update the Board on the current status of the Student Success Act of 2012 (Senate Bill 1456) statewide and the implementation efforts on campus. There will be a presentation of the current projects addressing student needs and a summary of the
college accountability measures from the state and local databases, including utilization of student services and completion and transfer rates.
Appendix 1

Board Orientation Packet Resources

Introduction to PACCD

College Catalog
Schedule of Classes
Brochures for special programs
Educational Master Plan
Facilities Master Plan
Technology Master Plan
Campus Maps
Description of Foundation
College organizational charts
Recent accreditation reports
Most recent approved budget, quarterly updates and audits
Integrated Postsecondary Education Data System Report
California Student Success Scorecard
PCC Observations
College planning manual
College procedures
Faculty Association Contract
California School Employees Association Contract
Instructional Support Services Unit Contract
Police Officers Association Contract
Contracts of Superintendent/President, Assistant Superintendent/Senior Vice Presidents, Associate Vice Presidents and Executive Directors

Trustees and the Board as a Policy-Making Body

Community College League of California “Trustee Handbook”
Accrediting Commission for Community and Junior Colleges “2014 Eligibility Requirements”
Accrediting Commission for Community and Junior Colleges “2014 Standards”
Accrediting Commission for Community and Junior Colleges Presentation on Board Role
Brown Act
Summary of parliamentary procedures
Board Policies
Board Bylaws
Recent Board Minutes
Community College League of California Fast Facts
Student Success Task Force Initiatives Final Report
Application Community College League of California “Excellence in Trusteeship”
The College Profile above is for PCC in the 2012-2013 Academic year. As has been the trend for the last several years the majority of PCC students are 24 years of age or younger (64%) and our Hispanic population continues to increase. New to the college profile this year is the student counseling ratio. This ratio is based on the number of students enrolled in credit and non credit courses divided into the number of full time equivalent counselors the college employs. Adjunct counselors would be included in the fulltime equivalent number.

Momentum Points

Remedial Completion Rates

The cohort consists of credit students who attempted a remedial course in the cohort year at any level and successfully completed a college-level course in that discipline (math, English or ESL) within six years. Table 1 provides the completion rates for PCC, the statewide average and group of peer institutions. The yellow highlight indicates the college with the highest rate in the category.

College of the Canyons has the highest remedial completion rate in math and English. PCC is higher that the state average in all three disciplines.

Table 1: Remedial Completion Rate - Cohort Year 2007/08-2012/13

<table>
<thead>
<tr>
<th>College</th>
<th>Math</th>
<th>English</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>24.7%</td>
<td>47.4%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Chaffey</td>
<td>30.6%</td>
<td>41.9%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Citrus</td>
<td>30.5%</td>
<td>43.2%</td>
<td>44.2%</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>39.6%</td>
<td>53.1%</td>
<td>29.4%</td>
</tr>
<tr>
<td>El Camino</td>
<td>26.9%</td>
<td>49.4%</td>
<td>31.0%</td>
</tr>
<tr>
<td>Glendale</td>
<td>34.6%</td>
<td>51.8%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>25.5%</td>
<td>43.6%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>36.7%</td>
<td>50.3%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Pasadena</td>
<td>34.2%</td>
<td>50.1%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>27.7%</td>
<td>38.0%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>28.8%</td>
<td>42.8%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>30.6%</td>
<td>43.6%</td>
<td>27.1%</td>
</tr>
</tbody>
</table>
Persistence

The cohort persistence rate consists of first-time students who earn a minimum of 6 units, attempted any math or English course in their first three years, and were in enrolled in three consecutive primary terms (fall and spring). Table 2 provides the persistence rate for PCC, the statewide average and our local peer institutions. It further breaks out the rates by students who come to the institution college prepared and those in need of remedial education in math and/or English. Mt. San Antonio has the highest persistence rate for college prepared students and Long Beach City College has the highest persistence rate for students in need of remedial education. PCC is above the state average.

Table 2: Persistence Rate - Cohort Years 2007/08-2012/13

<table>
<thead>
<tr>
<th>College</th>
<th>Prepared</th>
<th>Unprepared</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>75.6%</td>
<td>73.0%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Chaffey</td>
<td>67.4%</td>
<td>71.6%</td>
<td>70.9%</td>
</tr>
<tr>
<td>Citrus</td>
<td>71.5%</td>
<td>70.7%</td>
<td>70.8%</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>61.8%</td>
<td>69.0%</td>
<td>67.3%</td>
</tr>
<tr>
<td>El Camino</td>
<td>69.0%</td>
<td>68.6%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Glendale</td>
<td>78.2%</td>
<td>77.2%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>73.5%</td>
<td>77.8%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>81.6%</td>
<td>75.8%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Pasadena</td>
<td>79.1%</td>
<td>76.2%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>67.9%</td>
<td>67.2%</td>
<td>67.3%</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>71.5%</td>
<td>71.8%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>71.9%</td>
<td>70.1%</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

Completion of 30 Units

The cohort consists of first-time students who earn a minimum of 6 units, attempt any math or English course in their first three years, and earn 30 units of college level course work within six years. Research has established that students who earn 30 units of college credit (which usually equates to 1 year of college) are more likely to complete a degree (McCormick & Carroll, 1999) and correlates positively to wage gains (Prince & Jenkins, 2005). Thus the 30-unit completion mark is considered a momentum point or “tipping point”. The cohort is further broken out by students who are college prepared and those in need of remedial coursework in math and/or English. Table 3 provides the 30-unit completion rate for PCC, the statewide average and our local peer institutions. Glendale College has the highest completion rate for college prepared students and the highest general overall rate. College of the Canyons has the highest rate for students who need remedial coursework. PCC again is above the statewide average.

Table 3: Completions of 30 College Units - Cohort Year 2007/08-2012/13

<table>
<thead>
<tr>
<th>College - 30 Units</th>
<th>Prepared</th>
<th>Unprepared</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>67.9%</td>
<td>65.7%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Chaffey</td>
<td>63.8%</td>
<td>63.7%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Citrus</td>
<td>72.7%</td>
<td>64.6%</td>
<td>66.1%</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>69.6%</td>
<td>74.8%</td>
<td>73.6%</td>
</tr>
<tr>
<td>El Camino</td>
<td>69.6%</td>
<td>64.7%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Glendale</td>
<td>81.6%</td>
<td>72.0%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>69.1%</td>
<td>68.9%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>74.0%</td>
<td>65.8%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Pasadena</td>
<td>77.5%</td>
<td>71.6%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>60.8%</td>
<td>63.5%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>76.3%</td>
<td>63.7%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>70.1%</td>
<td>65.3%</td>
<td>66.5%</td>
</tr>
</tbody>
</table>
Completion

Student Progress and Attainment Rate (SPAR)

The SPAR cohort consists of first-time students, who earn a minimum of 6 units, attempt any math or English in the first three years at the college, and complete one of the following: AA/AS degree, Certificate of Achievement, transfer to a 4-year institution or become “Transfer Prepared”. Transfer Prepared means the student has successfully completed 60 UC/CSU transferable units with a GPA >= 2.0. It is further broken out by students who are college ready when they arrive and those who need remedial education in math and/or English. Table 4 provides the results for PCC and our local peer institutions. College of the Canyons leads our peer institutions in all three categories, prepared, unprepared and overall. PCC was above the state average in all three categories.

Table 4: SPAR Rate - Cohort Year 2007/08-2012/13

<table>
<thead>
<tr>
<th>College</th>
<th>Prepared</th>
<th>Unprepared</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>73.6%</td>
<td>37.4%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Chaffey</td>
<td>63.0%</td>
<td>38.7%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Citrus</td>
<td>68.6%</td>
<td>41.3%</td>
<td>46.4%</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>80.4%</td>
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<td>58.6%</td>
</tr>
<tr>
<td>El Camino</td>
<td>74.4%</td>
<td>38.1%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Glendale</td>
<td>74.4%</td>
<td>40.5%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>69.8%</td>
<td>39.2%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>72.6%</td>
<td>40.3%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Pasadena</td>
<td>71.3%</td>
<td>43.6%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>60.8%</td>
<td>34.0%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>73.8%</td>
<td>36.5%</td>
<td>47.7%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>70.2%</td>
<td>40.5%</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

Career Technical Completion Rate

CTE completion rate is the newest Scorecard indicator and replaces the CTE successful course completion rate. The cohort consists of first-time students who complete 8 units in a single CTE discipline (TOP code) and who complete any of the following outcomes within 6 years: AA/AS degree, Certificate of Achievement, transfer to a 4-year institution or become “Transfer Prepared”. Transfer Prepared means the student has successfully completed 60 UC/CSU transferable units with a GPA >= 2.0. The CTE completion rate will overlap with the SPAR rate but intend to parcel out students who’s behavioral intent seems to be in Career Technical education. Citrus College has the highest CTE completion rate among our local peer institutions. PCC is again above the state average.

Table 5: CTE Rate - Cohort Year 2007/2008-2012/13

<table>
<thead>
<tr>
<th>College</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>52.6%</td>
</tr>
<tr>
<td>Chaffey</td>
<td>54.1%</td>
</tr>
<tr>
<td>Citrus</td>
<td>62.8%</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>48.1%</td>
</tr>
<tr>
<td>El Camino</td>
<td>61.1%</td>
</tr>
<tr>
<td>Glendale</td>
<td>58.4%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>51.0%</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>58.8%</td>
</tr>
<tr>
<td>Pasadena</td>
<td>60.3%</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>51.0%</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>49.4%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>53.9%</td>
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PASADENA AREA COMMUNITY COLLEGE DISTRICT
Pasadena City College

Board Agenda Item H: Approval of Additions, Deletions, and Modifications to the Credit Curriculum

Board Meeting: November 17, 2014

Recommendation: It is recommended that the Board of Trustees governing the Board of the Pasadena Area Community College District of Los Angeles County, California, approve the attached Pasadena City College credit curriculum additions, deletions, and modifications.

Fiscal Implications: None.

Background: The credit course and program additions, deletions, and modifications have been approved by the Curriculum and Instruction Committee and have been recommended to the Vice President of Instruction for review.

Recommended for Approval:

[Signature]
Associate Vice President, Academic Affairs

Approved by:

[Signature]
Executive Director, Business Services

[Signature]
Senior Vice President/Assistant Superintendent
Academic and Student Affairs

(Requires three signatures)

APPROVED FOR SUBMISSION TO
THE BOARD OF TRUSTEES:

[Signature]
Interim Superintendent/President
PASADENA CITY COLLEGE
Instructional Administration

CREDIT CURRICULUM COURSES

ADDITIONS – Effective Summer 2015

School of Science and Mathematics

KATH 070 OFF-SEASON CONDITIONING INTERCOLLEGIATE-BADMINTON
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of badminton. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 071 OFF-SEASON CONDITIONING INTERCOLLEGIATE-BASEBALL
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of baseball. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 072 OFF-SEASON CONDITIONING INTERCOLLEGIATE-BASKETBALL
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate basketball program. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 073 OFF-SEASON CONDITIONING INTERCOLLEGIATE-CROSS COUNTRY
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of cross country. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 074 OFF-SEASON CONDITIONING INTERCOLLEGIATE-FOOTBALL
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of football. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 075 OFF-SEASON CONDITIONING INTERCOLLEGIATE-SOCCER
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of soccer. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.
KATH 076 OFF-SEASON CONDITIONING INTERCOLLEGIATE-SOFTBALL
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of softball. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 077 OFF-SEASON CONDITIONING INTERCOLLEGIATE-SWIMMING AND DIVING
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of swimmimg. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 078 OFF-SEASON CONDITIONING INTERCOLLEGIATE-TRACK AND FIELD
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of track and field. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 079 OFF-SEASON CONDITIONING INTERCOLLEGIATE-VOLLEYBALL
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of volleyball. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

KATH 080 OFF-SEASON CONDITIONING INTERCOLLEGIATE-WATER POLO
1 unit
Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of water polo. Maximum credit 4 units, 1 unit each semester. Total of 54 hours laboratory.
Transfer Credit: CSU; UC credit under review.

RATIONALE: We currently utilize KATH 82A-E for all of our off-season conditioning courses. This new KATH off season conditioning course will be sport specific and provide students with a detailed course outline with specific (sport related) student learning outcomes. This course will also prepare students who may be interested in participating in intercollegiate athletics.
### CREDIT CURRICULUM

**MODIFICATIONS – Effective Summer 2015**

<table>
<thead>
<tr>
<th>School of Career and Technical Education</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 016 BUSINESS COMPUTATIONS UTILIZING TECHNOLOGY</td>
<td>3 units</td>
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**RATIONALE:** Update Form D

<table>
<thead>
<tr>
<th>School of Health Sciences</th>
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<tbody>
<tr>
<td>AT 110 PROFESSIONAL ASPECTS OF ANESTHESIA TECHNOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>AT 111 BASIC PRINCIPLES OF ANESTHESIA TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>AT 112 ADVANCED PRINCIPLES OF ANESTHESIA TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>AT 114 BASIC ANESTHESIA EQUIPMENT-THEORY AND LAB</td>
<td>3</td>
</tr>
<tr>
<td>AT 115 ADVANCED ANESTHESIA EQUIPMENT-THEORY AND LAB</td>
<td>3</td>
</tr>
<tr>
<td>AT 118 ANESTHESIA TECHNOLOGY CASE STUDY AND PROGRAM REVIEW</td>
<td>3</td>
</tr>
</tbody>
</table>

**RATIONALE:** Course title changes to meet accreditation standards.

<table>
<thead>
<tr>
<th>DH 113A PERIODONTICS</th>
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**RATIONALE:** Bi-annual course review in order to review and update SLOs and SPOs

<table>
<thead>
<tr>
<th>School of Science and Mathematics</th>
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<tbody>
<tr>
<td>GEOG 030 FIELD STUDIES AND METHODS IN GEOGRAPHY</td>
<td>1</td>
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</table>

**RATIONALE:** In December 2013, GEOG 30 Field Studies and Methods in Geography was submitted for C-ID designation C-ID 160 Regional Field Studies. This was not approved. Thus we are modifying the GEOG 30 course based on the provided feedback to be more in line with the CID descriptor and plan on resubmitting it to CID. Updates have been made to the course: SPO’s, CCO’s, Catalog Description, and textbooks.

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<thead>
<tr>
<th>GEOL 006 MINERALOGY</th>
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</thead>
</table>

**RATIONALE:** Revision of course to include prerequisite and updated SPO’s and SLO’s.

| KATH 083 INTERCOLLEGIATE SPORTS-BASEBALL | 2 |
| KATH 084 INTERCOLLEGIATE SPORTS-BASKETBALL | 2 |
| KATH 085 INTERCOLLEGIATE SPORTS-CROSS COUNTRY | 2 |
| KATH 086 INTERCOLLEGIATE SPORTS-FOOTBALL | 2 |
KATH 089 INTERCOLLEGIATE SPORTS-SOCCER 2
KATH 090 INTERCOLLEGIATE SPORTS-SOFTBALL 2
KATH 091 INTERCOLLEGIATE SPORTS-SWIMMING 2
KATH 093 INTERCOLLEGIATE SPORTS-TRACK AND FIELD 2
KATH 094 INTERCOLLEGIATE SPORTS-VOLLEYBALL 2
KATH 095 INTERCOLLEGIATE SPORTS-WATER POLO 2
KATH 096 INTERCOLLEGIATE SPORTS - BADMINTON 2

RATIONALE: Removing "A" from course numbers and increasing units from 2 to 3 per semester. KATH 084 is changing from 2 units to 1.5 per semester.

KINT 003 INTRODUCTION TO KINESIOLOGY 3

RATIONALE: The need for the modification is to change the course title to align with the approved C-ID.

School of Visual, Media, and Performing Arts

ART 056 INTRODUCTION TO DIGITAL PAINTING & DRAWING 3

RATIONALE: This course is being modified to meet the C-ID Descriptor. Title change, catalog description, deletion of prereqs and recommended prep., SLOs, SPOs, CCOs, MOIs, MOEs, assignments.

PHOT 022A LARGE FORMAT PHOTOGRAPHY 3

RATIONALE: This course needs to have a digital component to be current. Changes include catalog description, prereqs, delete recommended preparation.

PHOT 031 BEGINNING DIGITAL PHOTOGRAPHY 3

RATIONALE: This course addresses the sweeping changes in professional and amateur photography from film and chemicals to producing images electronically and will provide students with an introduction to using digital cameras for photography. It addresses the lack of a photography course in the curriculum that is specifically about how to use digital cameras to make photographs as opposed to computer manipulation of existing images. Modifications to SLOs, SPOs, CCOs, MOIs, MOEs, assignments, catalog description, recommended preparation, prerequisites.

PHOT 033 PORTRAIT PHOTOGRAPHY 3

RATIONALE: Process of revision updating courses per Advisory Board recommendations to include professionalism and medium format digital camera use in the course. Both are critical for students looking to be self employed as a photographer. Modification of prerequisite. Addition of MOIs, MOEs, and assignment.

PHOT 040 FASHION PHOTOGRAPHY 3

RATIONALE: There are no other courses offered in the photo curriculum specifically dedicated to working commercially in the area of fashion photography. Modification of prerequisite, addition of MOIs, MOEs.
PHOT 140 PROFESSIONAL PRACTICES FOR PHOTOGRAPHERS

RATIONALE: Upon evaluation of our Photography course offerings, the faculty realized that we need a course to serve as a bridge between the photographic technique and artistic knowledge that students gain in our existing curriculum and employment. This course will train students in the practical steps that they need to follow to gain employment in the photographic field. Addition of MOIs, MOEs, and modification of prerequisites.
CREDIT CURRICULUM

DELETIONS Effective Summer 2015

School of Science and Mathematics

KATH 082B INTERCOLLEGIATE SPORTS
Created NEW courses which are repeatable per sport, this course is no longer needed.

KATH 082C INTERCOLLEGIATE SPORTS
Created NEW courses which are repeatable per sport, this course is no longer needed.

KATH 082D INTERCOLLEGIATE SPORTS
Created NEW courses which are repeatable per sport, this course is no longer needed.

KATH 082E INTERCOLLEGIATE SPORTS
Created NEW courses which are repeatable per sport, this course is no longer needed.

KATH 083B INTERCOLLEGIATE SPORTS-BASEBALL
Modified KATH 083A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 083C INTERCOLLEGIATE SPORTS-BASEBALL
Modified KATH 083A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 084B INTERCOLLEGIATE SPORTS-BASKETBALL
Modified KATH 084A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 084C INTERCOLLEGIATE SPORTS-BASKETBALL
Modified KATH 084A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 084D INTERCOLLEGIATE SPORTS-BASKETBALL
Modified KATH 084A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 085B INTERCOLLEGIATE SPORTS-CROSS COUNTRY
Modified KATH 085A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 085C INTERCOLLEGIATE SPORTS-CROSS COUNTRY
Modified KATH 085A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 086B INTERCOLLEGIATE SPORTS-FOOTBALL
Modified KATH 086A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 086C INTERCOLLEGIATE SPORTS-FOOTBALL
Modified KATH 086A to make it repeatable for our off season Intercollegiate courses. We no longer need this course.

KATH 087A INTERCOLLEGIATE SPORTS-GOLF
We do not have the facility to offer the course or a golf team. There is no need for this course.
KATH 087B INTERCOLLEGIATE SPORTS-GOLF
We do not have the facility to offer the course or a golf team. There is no need for this course.

KATH 087C INTERCOLLEGIATE SPORTS-GOLF
We do not have the facility to offer the course or a golf team. There is no need for this course.

KATH 089B INTERCOLLEGIATE SPORTS-SOCCER
Modified KATH 089A to make it repeatable, we do not need this course.

KATH 089C INTERCOLLEGIATE SPORTS-SOCCER
Modified KATH 089A to make it repeatable, we do not need this course.

KATH 090B INTERCOLLEGIATE SPORTS-SOFTBALL
Modified KATH 090A to make it repeatable, we do not need this course.

KATH 090C INTERCOLLEGIATE SPORTS-SOFTBALL
Modified KATH 090A to make it repeatable, we do not need this course.

KATH 091B INTERCOLLEGIATE SPORTS-SWIMMING
Modified KATH 091A to make it repeatable, we do not need this course.

KATH 091C INTERCOLLEGIATE SPORTS-SWIMMING
Modified KATH 091A to make it repeatable, we do not need this course.

KATH 092B INTERCOLLEGIATE SPORTS-TENNIS
We do not offer Intercollegiate tennis and this course has not been offered for over ten years.

KATH 092C INTERCOLLEGIATE SPORTS-TENNIS
We do not offer Intercollegiate tennis and this course has not been offered for over ten years.

KATH 092C INTERCOLLEGIATE SPORTS-TENNIS
We do not offer Intercollegiate tennis and this course has not been offered for over ten years.

KATH 093B INTERCOLLEGIATE SPORTS-TRACK AND FIELD
Modified KATH 093A to make it repeatable, we do not need this course.

KATH 093C INTERCOLLEGIATE SPORTS-TRACK AND FIELD
Modified KATH 093A to make it repeatable, we do not need this course.

KATH 094B INTERCOLLEGIATE SPORTS-VOLLEYBALL
Modified KATH 094A to make it repeatable, we do not need this course.

KATH 094C INTERCOLLEGIATE SPORTS-VOLLEYBALL
Modified KATH 094A to make it repeatable, we do not need this course.

KATH 095B INTERCOLLEGIATE SPORTS-WATER POLO
Modified KATH 095A to make it repeatable, we do not need this course.

KATH 095C INTERCOLLEGIATE SPORTS-WATER POLO
Modified KATH 095A to make it repeatable, we do not need this course.

KATH 096B INTERCOLLEGIATE SPORTS-BADMINTON
Modified KATH 096A to make it repeatable, we do not need this course.

KATH 110 PEP SQUAD & CHEER
This course does not transfer and is not required for participation, we no longer need this course.
KINA 053  TABLE TENNIS  
We have not offered this course for over four years.

School of Visual, Media and Performing Arts

ART 100  ART LABORATORY  
Has not been taught in over 10 years.

ART 104  HISTORY OF AMERICAN ART  
This course is a 100 course that has not been offered in 25 years. There are no plans to offer it in the near future.

ART 105  HISTORY OF WOMEN IN VISUAL ARTS  
The History of Women in Visual Arts course Art 105, is a 100 course that has not been offered in 25 years. There is no plan to offer it in the near future.

ART 122  THE FIGURE IN WATERCOLOR PAINTING  
Has not been taught in over 10 years.

ART 123  WATERCOLOR PORTRAITURE  
Has not been taught in over 10 years.

ART 130  ART IN PUBLIC PLACES  
Has not been taught in over 10 years.

ART 131A  ENVIRONMENTAL ART  
Has not been taught in over 10 years.

ART 131B  ENVIRONMENTAL ART  
Has not been taught in over 10 years.

ART 137  CERAMIC CASTING  
This course has not been offered for over five years; we have no plans to offer it again.

ART 138  KILN CONSTRUCTION  
This course has not been offered for over five years; we have no plans to offer it again.

DANC 022C  DANCE PERFORMANCE  
No longer offered. Replaced with repeatable DANC 022A and DANC 022B.

DANC 037A  LEVEL II FLAMENCO  
This course has not been offered for over 4 years.

DANC 037B  LEVEL III FLAMENCO  
This course has not been offered for over 4 years.

DANC 037C  FLAMENCO PERFORMANCE ENSEMBLE  
This course has not been offered for over 4 years.

JOUR 104A  FEATURE ARTICLE WRITING  
This course has not been offered for more than 13 years.

JOUR 199  INTRODUCTION TO DESKTOP PUBLISHING  
This course has not been offered in over 13 years.

MUSC 001  THEORY  
Has been replaced by MUSC 001A.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 003A</td>
<td>HARMONY</td>
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<td>This course has been replaced by MUSC 001B.</td>
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<tr>
<td>MUSC 003B</td>
<td>HARMONY</td>
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<td>This course has been replaced by MUSC 001C.</td>
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<tr>
<td>MUSC 003C</td>
<td>HARMONY</td>
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<td>This course has been replaced by MUSC 001D.</td>
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<td>MUSC 005A</td>
<td>MODAL COUNTERPOINT</td>
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<td></td>
<td>This course is traditionally an upper-division course</td>
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<td></td>
<td>and has not been offered at PCC for many Semesters.</td>
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<tr>
<td>MUSC 005B</td>
<td>MODAL COUNTERPOINT</td>
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<td></td>
<td>This course is traditionally an upper-division course</td>
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<td>and has not been offered at PCC for many semesters.</td>
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<tr>
<td>MUSC 013</td>
<td>TWENTIETH CENTURY TECHNIQUES</td>
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<td></td>
<td>This course is traditionally an upper-division course</td>
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<td></td>
<td>and has not been offered at PCC for many semesters.</td>
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<tr>
<td>MUSC 037A</td>
<td>SCORING AND ARRANGING</td>
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<td></td>
<td>This course has not been offered for many semesters.</td>
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<td></td>
<td>It is not part of any program or degree, and the</td>
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<td></td>
<td>faculty agrees it will not be offered again.</td>
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<td>MUSC 037B</td>
<td>SCORING AND ARRANGING</td>
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<td>This course has not been offered for many semesters.</td>
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<td>faculty agrees it will not be offered again.</td>
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<td>MUSC 037C</td>
<td>SCORING AND ARRANGING</td>
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<td>faculty agrees it will not be offered again.</td>
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<tr>
<td>MUSC 037D</td>
<td>SCORING AND ARRANGING</td>
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<td>This course has not been offered for many semesters.</td>
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<td>faculty agrees it will not be offered again.</td>
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<tr>
<td>MUSC 038A</td>
<td>WORLD BEAT-THEORY AND MUSICIANSHIP</td>
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<td>This course has not been offered for many semesters.</td>
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<td>It is not part of any program or degree, and the</td>
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<td>faculty agrees it will not be offered again.</td>
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<tr>
<td>MUSC 042C</td>
<td>INTERMEDIATE PIANO</td>
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<td></td>
<td>This course potentially runs afoul of repeatability</td>
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<td>regulations. We are now only offering Music 042C</td>
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<td></td>
<td>through the Extension program.</td>
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<tr>
<td>MUSC 057G</td>
<td>DIXIELAND/SWING COMBO</td>
<td>1</td>
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<tr>
<td></td>
<td>This ensemble course has not been offered for many</td>
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<td></td>
<td>semesters and is not likely to be offered in the future.</td>
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<tr>
<td>MUSC 059</td>
<td>CHAMBER ORCHESTRA</td>
<td>1</td>
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<td>This ensemble course has not been offered for many</td>
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<td></td>
<td>semesters and is not likely to be offered in the future.</td>
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<tr>
<td>MUSC 087B</td>
<td>MELODIC PERCUSSION</td>
<td>1</td>
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<td>This course has not been offered for many semesters.</td>
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<td>It is not part of any program or degree, and the</td>
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<tr>
<td></td>
<td>faculty agrees it will not be offered again.</td>
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</table>
MUSC 095A INTRODUCTION TO SOUND DESIGN AND SYNTHESIS 1
This course has not been offered for many semesters. The content of this course is substantially covered by other courses. It is not part of any program or degree, and the faculty agrees it will not be offered again.

MUSC 095B ELECTRONIC MUSIC IN COMPOSITION 2
This course has not been offered for many semesters. It is not part of any program or degree and faculty agree it will not be offered again.

MUSC 134 MUSICAL DEVELOPMENT & ASSESSMENT FOR YOUNG CHILDREN 3
This course is being removed from the Child Development - Music and Movement Education for Young Children Certificate program.

MUSC 140 MUSIC LABORATORY 1
This course does not follow State guidelines for TBA hours and should be archived.

MUSC 147 INTERSESSION MUSIC LABORATORY 0.5
This course does not follow State guidelines for TBA hours and should be archived.

SPCH 100 PREPARATION FOR PUBLIC SPEAKING 0.5
Has not been taught in over 10 years.

SPCH 101 SPEECH LABORATORY 1
Has not been taught in over 10 years.

SPCH 102 SPEECH LABORATORY 2
Has not been taught in over 10 years.

SPCH 121 PRACTICAL SPEECH 3
Has not been taught in over 10 years.

SPCH 124 BOOKS AND STORYTELLING FOR CHILDREN 3
Has not been taught in over 10 years.

SPCH 125 PROFESSIONAL COMMUNICATION 3
Has not been taught in over 10 years.

THRT 101A TECHNIQUES FOR SITUATION COMEDY 1
Has not been taught in over 5 years.

THRT 101B MIME FOR ACTORS 1
Has not been taught in over 5 years.

THRT 101C AUDITIONING TECHNIQUES 1
Has not been taught in over 5 years.

THRT 101D INTRODUCTION TO IMPROVISATION 1
Has not been taught in over 5 years.

THRT 101E SOAP OPERA TECHNIQUES 1
Has not been taught in over 5 years.

THRT 101F COMMERCIAL ACTING 1
Has not been taught in over 5 years.

THRT 101G GUEST ARTIST 1
Has not been taught in over 5 years.
THRT 101H  STAND-UP COMEDY TECHNIQUES  1
Has not been taught in over 5 years.

THRT 101I  LINE MEMORIZATION  1
Has not been taught in over 5 years.

THRT 103  INTRODUCTION TO PERFORMANCE ARTS AND ARTISTS  2
Has not been taught in over 10 years.

THRT 104  MIME PRODUCTION  1
Has not been taught in over 10 years.

THRT 110  TELEVISION/MOTION PICTURE ACTING  3
Has not been taught in over 10 years.

THRT 120  THEATER WORKSHOP  3
Has not been taught in over 10 years.

THRT 121  DIRECTING  3
Has not been taught in over 4 years.

THRT 125  MUSICAL THEATER PRODUCTION  1
Became transferable THRT 027.

THRT 128  IMPROVISATION PERFORMANCE  2
Has not been taught in over 10 years.

TVR 102  TELEVISION CONTROLS LABORATORY  3
Course has not been offered in over 5 years, and is not tied to a current certificate or program.

TVR 105  TELEVISION MASTER CONTROL OPERATIONS  1
Course has not been offered in over 5 years, and is not tied to a current certificate or program.

TVR 106A  TELEVISION OPERATIONS  4
This course has been replaced/rolled into TVR 108.

TVR 106B  TELEVISION OPERATIONS  4
This course has been replaced/rolled into TVR 108.

TVR 110  BROADCAST CERTIFICATION REVIEW  3
Course has not been offered in over 5 years, and is not tied to a current certificate or program.

TVR 112  VOICE-OVER TECHNIQUES  3
Course has not been offered in over 5 years, and is not tied to a current certificate or program.

TVR 127  ADVANCED ELECTRONIC GRAPHICS  2
Course has not been offered in over 5 years, and is not tied to a current certificate or program.

TVR 147  DIGITAL BROADCAST STUDIO FACILITIES  3
Course has not been offered in over 5 years, and is not tied to a current certificate or program.
CREDIT CURRICULUM - PROGRAMS

**ADDITION – Effective Summer 2015**

**DIGITAL MEDIA – FOUNDATION**

Rationale: Designed to better prepare students for professional work in the field.

**MODIFICATION – Summer 2015**

**DIGITAL MEDIA - WEB DESIGN AND DEVELOPMENT**

**RATIONALE:** Formerly DIGITAL MEDIA - INTERACTIVE MULTIMEDIA DESIGN, 48 units

**DELETION – Effective Summer 2015**

**JOURNALISM – PUBLIC RELATIONS**

**RATIONALE:** Courses required for this certificate have not been offered for many years.
Board Agenda Item K: Approval of Board Bylaws

Board Meeting: November 17, 2014

Recommendation: It is recommended that the Board of Trustees, governing board of the Pasadena Area Community College District of Los Angeles County, California, approve:

Board Bylaw 2170: Representation by Shared Governance Groups

Board Bylaw 2780: Advisory Representatives to the Board

Fiscal Impact: None

Background: The bylaws were compared to model bylaws provided by the Community College League of California and reviewed by the Board of Trustees subcommittee on Accreditation/Board Policy Review.

Additions to the bylaws are shown in bold text, deletions show as strike throughs.

Approved for Submission to the Board of Trustees by:

[Signature]
Interim Superintendent-President
BB 2170 REPRESENTATION BY SHARED GOVERNANCE GROUPS

References:
Education Code Section 772282

A designated space shall be provided at meetings of the Board of Trustees for representatives of the college shared governance groups; namely, the Academic Senate, the Associated Students, the Classified Senate, and the Management Association.

Date Adopted:
(Replaces PCC Bylaw 1270: Bylaw 1270- Representation by Shared Governance Groups was approved by the Board of Trustees August 17, 1994, Revised September 20, 2006, Revised October 4, 2006, Reviewed June 18, 2008)
BB 2780 ADVISORY REPRESENTATIVES TO THE BOARD

References:
None

❖ From current PCC Bylaw 1670 titled Advisory Representative to the Board

Legal Authority: Education Code, Sections 3547-3548 (EC 3547-3548 no longer exist)

The Board may contract for the Services of an attorney in private practice, as an employee or in private practice as an independent contractor, or utilize an administrative adviser for whatever purpose the Board deems appropriate. Compensation of such attorney pursuant to contract shall be a proper use of District funds. For the purposes of this section, “an attorney in private practice” shall include a sole practitioner, partnership or professional corporation.

Date Adopted:
(Replaces PCC Bylaw 1670)
Self Evaluation
Process Update

- Planning & Priorities has approved the final versions of the document
- Final versions of the content have been posted to the PCC Website
  - Printed copies will be made available to each Trustee
- Signing of the document at College Coordinating Council on December 4
- Presented to Board of Trustees on December 10
To improve institutional effectiveness, campus constituents will develop a written process and timeline for the regular review of the mission using existing governance and decision-making processes.
IB: Improving Institutional Effectiveness

To improve institutional effectiveness:

- the CCC will perform a formal evaluation to assess the effectiveness of its Standing Committees.
- the College will document the dialogue of all CCC Standing Committees with agendas and minutes that are accessible online.
- appropriate shared governance bodies will determine whether the institution-set standards should be incorporated into the EMP Student Achievement Areas and Targets.
- the P&P Committee will assume an active role in providing input and performing evaluation of planning at the Area, Unit, and Department levels.
IB: Improving Institutional Effectiveness

To improve institutional effectiveness:

- the Associate Vice President, Strategic Planning and Innovation, will work with campus constituencies to develop an updated Technology Master Plan.
- the Associate Vice President, Strategic Planning and Innovation, will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes.
- the AVP, Strategic Planning and Innovation, will collaborate with shared governance leaders to communicate the existing integrated planning processes at PCC to all constituents.
- the AVP, Strategic Planning and Innovation, will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.
Standard IIA: Instructional Programs

To improve institutional effectiveness:

- the Office of Academic Affairs will ensure that program-level and GEO-level data is aggregated from course-level assessment data so that program SLOs are assessed and the results are used for improvement.
- the Office of Academic Affairs, Institutional Effectiveness Committee, Deans, and program faculty members will work together to complete all outstanding program reviews.
- the Office of Academic Affairs, Learning Assessment Committee, Deans, and faculty members will work together to complete all course SLO to program SLO alignment matrices.
- the College will establish faculty training across the disciplines on explaining academic dishonesty to students, strategies for students to avoid plagiarism, and the College’s policy on academic dishonesty.
IIB: Student Support Services

➢ To improve institutional effectiveness

➢ Student Affairs will collaborate across campus to develop a process for annual documentation of student support services outcomes assessment that includes feedback and feeds into the College’s planning and resource allocation processes.
IIC: Library Learning and Support Services

- To improve institutional effectiveness

- The College will better assess the resource needs of the Library, LAC, and other learning support services through the program review, planning, and resource allocation processes.

- The College will increase online information competency instruction resources for faculty and students in support of distance education and web-enhanced curricula.

- The Library and Learning Resources will actively engage in the planning and development of the Centennial Facilities Master Plan.

- The Library, LAC and other learning support services will develop more systematic and comprehensive assessments of programs and services, which include feedback from faculty, staff, and students.
III A: Human Resources

To improve institutional effectiveness:

- the Office of Human Resources will review and make recommended necessary revisions to all hiring policies and procedures in collaboration with campus constituent.

- the College will develop concrete hiring timelines and procedures that allow the hiring process to be completed prior to the conclusion of the Spring semester.

- the College will develop a plan to ensure all written codes of professional ethics are upheld.

- the College will review, update as necessary, and follow Policy 6100: Faculty Hiring to ensure clarity and equity in meeting faculty hiring needs.
III A: Human Resources

To improve institutional effectiveness:

- The administration will work collegially with shared governance bodies to assess the effectiveness of the recent organizational realignment.

- Academic Affairs and the Academic Senate will collaboratively develop policies and procedures for the assignment of reassigned time.

- The College will evaluate the effectiveness of the required EEO training.

- The College will develop policies and/or procedures for the regular review and maintenance of all staff and student handbooks.

- The College will develop a comprehensive professional development plan.
III-B: Physical Resources

To improve institutional effectiveness:

- *the College will evaluate the needs of the programs moved when the U Building was vacated to ensure that the needs of the programs are being met.*

- *the College will provide current emergency training and resources for all campus members.*
IIIC: Technology Resources

To improve institutional effectiveness:

- the College will develop procurement guidelines, processes, and professional learning opportunities to ensure instructional materials, resources, and software services are 508 compliant.
- the College will finalize and implement a clear cycle of regular and ongoing maintenance/refresh and improvement plan for technology resources.
- the College will assess and coordinate technology training so that it is ongoing and systematic and the technology training needs of the campus are met.
- the College will implement a comprehensive disaster recovery plan for enterprise systems.
IIID: Financial Resources

To improve institutional effectiveness

- the College will continue efforts at structural reform to reduce the percentage of employee compensation of total operating costs.
- the College will assess how to coordinate more effectively coordinate and support grant development and resources.
- the College will update its Planning Handbook and supplemental planning guide.
- the Associate Vice President, Strategic Planning and Innovation, will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.
IVA: Decision Making Roles & Processes

To improve institutional effectiveness

- the Associate Vice President, Strategic Planning and Innovation, will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes.

- the President/Superintendent in consultation with the College Coordinating Council will articulate participatory governance processes, to include timelines and objectives, for issues of institution-wide interest in writing and disseminate them widely in advance.

- the College Coordinating Council will review the Shared Governance Handbook, update it, as necessary, and distribute it widely.
To improve institutional effectiveness, the College will provide participatory governance training that will emphasize the value of constituent input and clarify the responsibilities and roles of each constituency group. The College Coordinating Council will perform a formal evaluation to assess the effectiveness of its Standing Committees. The College will document the dialogue of all College Coordinating Council Standing Committees with agendas and minutes that are accessible online.
IVA: Decision Making Roles & Processes

To improve institutional effectiveness

- the College will provide participatory governance training that will emphasize the value of constituent input and clarify the responsibilities and roles of each constituency group.

- the Academic Senate and the College administration will jointly and effectively communicate the process by which changes to normal closing numbers are made.

- the President/Superintendent in consultation with the College Coordinating Council will articulate participatory governance processes, to include timelines and objectives, for issues of institution-wide interest in writing and disseminate them widely in advance.
IVA: Decision Making Roles & Processes

To improve institutional effectiveness

- every Fall semester participatory governance committee members will receive training on the legal and regulatory aspects of participatory governance.
- the College will provide training for all constituency groups on the California Brown Act.
- the College Coordinating Council will develop a self-evaluation process for committees to evaluate their integrity and effectiveness.
IVB: Board & Administrative Organization

To improve institutional effectiveness

- the Board of Trustees will evaluate its existing Board development process and augment it as needed to provide adequate board orientation and education.

- the Superintendent/President College will regularly evaluate the implementation of its participatory governance and planning model and make recommendations for improvement.

- the Associate Vice President, Strategic Planning and Innovation, will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes.
IVB: Board & Administrative Organization

To improve institutional effectiveness

- the Associate Vice President, Strategic Planning and Innovation, will collaborate with shared governance leaders to communicate the existing integrated planning processes at PCC to all constituents.

- the Associate Vice President, Strategic Planning and Innovation, will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.

- the individual serving as Superintendent/President will develop steps to achieve effective communication with internal and external communities served by the College.
Draft President’s Area Plan

Dr. Robert B. Miller, Interim Superintendent/President

November 17th, 2014 - Draft
President's Area Plan
11/17/2014 Draft

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Mision

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.
President’s Area Plan
11/17/2014 Draft

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: 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.
**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.
President’s Area Plan
11/17/2014 Draft

**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 our 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 13:** 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 15:** 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.
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**

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President's Area Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Expand Pathways to improve dramatically the rate of students proceeding</td>
<td>Based on the success of the Pathways model, expand existing pathways and develop new</td>
</tr>
<tr>
<td>successfully to college-level courses within one year of entering PCC (A1, D2.4)</td>
<td>pathways to match the broad interests of the PCC student body. Expand the second year</td>
</tr>
<tr>
<td></td>
<td>pathways program to allow students to complete degree or transfer requirement in two years.</td>
</tr>
<tr>
<td>B. Engage faculty to develop opportunities for students to more quickly</td>
<td>Increase the number of sections offered in primary semesters and intersessions to meet</td>
</tr>
<tr>
<td>attain their educational progress through innovative and student-centered</td>
<td>the needs of students and to provide additional opportunities to complete high demand courses.</td>
</tr>
<tr>
<td>course offerings (A1.1, A2.1, A2.2, B1.4, C2, G1, G5)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>C. Update graduation, transfer and certificate completion goals in the EMP</td>
<td>Establish a program to educate any employee on basic information related to degree and transfer requirements, and available student services and support.</td>
</tr>
<tr>
<td>Report Card and take actions to meet these goals (F4)</td>
<td></td>
</tr>
<tr>
<td>D. Enhance student services to meet the needs of all students and achieve</td>
<td>Use the current Banner system and planned Degree Works program to develop an online educational planning system.</td>
</tr>
<tr>
<td>the goals of California’s Student Success Act (E1.3, E1.4, E4, E4.1, E5)</td>
<td>Expand services to students such that all students receive assessment, orientation and student education plans.</td>
</tr>
</tbody>
</table>

Office of Institutional Effectiveness Unit Plan
## President's Area Plan and Board Goal Alignment

### 2. Collegiality

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President's Area Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Promote trust and a shared vision for institutional success through effective communication and an enhanced system of shared governance (F2, F3)</td>
<td>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.</td>
</tr>
<tr>
<td>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)</td>
<td>Evaluate current shared governance committees and processes to determine what changes, if any, are needed to promote trust, collegiality and effective decision-making.</td>
</tr>
<tr>
<td>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)</td>
<td>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.</td>
</tr>
</tbody>
</table>
### 3. Social Justice

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President’s Area Plan</th>
</tr>
</thead>
</table>
| **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.  
- 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. |
| **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) | - 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.  
- 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. |
## 4. Community Engagement

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President’s Area Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> 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, I10)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>B.</strong> 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)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>C.</strong> 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)</td>
<td>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.</td>
</tr>
</tbody>
</table>

Increase activities and interactions with local, state and federal agencies to enhance relationships and promote effective policies and funding opportunities.
## 5. Institutional Effectiveness

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>President’s Area Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Create a Technology Master Plan, driven by the Educational Master Plan and developed through a shared governance processes that define the college needs.</td>
</tr>
<tr>
<td>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)</td>
<td>Accreditation Self-Evaluation</td>
</tr>
<tr>
<td>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)</td>
<td>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.</td>
</tr>
<tr>
<td>D. Streamline college policies and procedures to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)</td>
<td>Business Services Unit Plan</td>
</tr>
<tr>
<td>Other Goal</td>
<td>Develop methods for ensuring that all in-district students are able to enroll in fulltime units leading to degree, certificate or transfer curriculum completion.</td>
</tr>
</tbody>
</table>
CONSENT ITEM TITLE:
Approve/Ratify Contracts

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, approve/ratify the contracts listed on the attached pages.

FISCAL IMPLICATIONS: Funds for this purpose are budgeted in the 2014-2015 Adopted District Budget in the account numbers shown.

BACKGROUND: The contracts have been requested by the area organizational code managers and reviewed for compliance with legal requirements and with District policies.

Recommended for Approval:

[Signature]
Executive Director, Business Services

Approved by:

[Signature]
Executive Director, Business Services

Senior Vice President/Assistant Superintendent
Academic and Student Affairs

(Requires three signatures)
<table>
<thead>
<tr>
<th>Contract No.</th>
<th>Contractor</th>
<th>Amount</th>
<th>Description of Services</th>
<th>Dates of Services</th>
<th>Department</th>
<th>Account No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B150131</td>
<td>St. Elizabeth of Hungary Church</td>
<td>No-Cost</td>
<td>To provide classroom space for non-credit courses. EMP: J1, K3, D4.2</td>
<td>11/1/14 thru 6/30/17</td>
<td>Noncredit Division</td>
<td>N/A</td>
</tr>
<tr>
<td>B-98203-3</td>
<td>The Foundation for California Community Colleges - Career Ladders Project</td>
<td>No-Cost</td>
<td>Amendment No. 1. To amend grant value from $400,000 to $422,000, an increase of $22,000.00 and extend through June 13, 2015 to incorporate support services. District to receive an amount not-to-exceed a total of $422,000.00. EMP: A1-A3, D1, K2-K3</td>
<td>6/2/14 thru 6/13/15</td>
<td>Business and College Services</td>
<td>N/A</td>
</tr>
<tr>
<td>B150007</td>
<td>Karen West</td>
<td>$2,000.00</td>
<td>Amendment No. 1. To amend contract value from $1,680.00 to $3,680.00, an increase of $2,000.00 for AB86 grant writing assistance, not-to-exceed a total of $3,680.00. EMP: A3</td>
<td>8/10/14 thru 12/31/14</td>
<td>Academic Affairs</td>
<td>100000-115000-512000-0900</td>
</tr>
<tr>
<td>B150186</td>
<td>Ralph Andersen &amp; Associates</td>
<td>$35,000.00</td>
<td>To provide recruitment services for Presidential search. EMP: F</td>
<td>8/31/14 thru 6/30/15</td>
<td>Board of Trustees</td>
<td>100000-410000-512000-6600</td>
</tr>
<tr>
<td>B-98567-4</td>
<td>Reina Prado</td>
<td>$1,000.00</td>
<td>Amendment No. 1. To amend contract value amount from $7,000.00 to $8,000.00, an increase of $1,000.00 for services as curator or the Jaime Escalante project at a not-to-exceed total of $8,000.00. EMP: B1</td>
<td>2/01/14 thru 4/30/15</td>
<td>President's Office</td>
<td>100000-400000-512000-6600</td>
</tr>
<tr>
<td>B150185</td>
<td>Smart Employer Partners, LLC</td>
<td>$6,000.00</td>
<td>To provide recruitment services for Human Resources at a not-to-exceed total of $6,000.00. EMP: F</td>
<td>7/1/14 thru 10/31/14</td>
<td>Human Resources</td>
<td>100000-430000-512000-6730</td>
</tr>
</tbody>
</table>
RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, approve the purchase of supplies, materials, and equipment, or lease of equipment, using the following piggybackable contracts. California Public Contract Code Sections 20118 and 20652 allow bids and/or contracts that are of the same nature to be used by other school Districts when it utilizes piggybackable agreements.

Western States Contracting Alliance – National Association of State Procuring Officials (WSCA-NASPO)

- Hewlett Packard Company for Managed Print Services. WSCA-NASPO Contract No. 20-000-00-00040F. Expiring August 31, 2015.

FISCAL IMPLICATIONS: No fiscal obligation is created by the authorization to utilize the piggybackable contract.

BACKGROUND: Pursuant to Public Contract Code Sections 20118 and 20652, authorization of the Board of Trustees is required to piggyback on the listed contract. This contract will allow the District to purchase equipment, software, supplies and materials, for the 2014-2015 Fiscal Year without conducting a formal bid, thereby taking advantage of the same terms and conditions of the contract and its competitive pricing structure within the contract referenced above.

Recommended for Approval:

Executive Director, Business Services

Approved by:

Executive Director, Business Services

Senior Vice President/Assistant Superintendent
Academic and Student Affairs

APPROVED FOR SUBMISSION TO
THE BOARD OF TRUSTEES:

Interim Superintendent/ President

(Requires three signatures)
PASADENA AREA COMMUNITY COLLEGE DISTRICT
Pasadena City College

CONSENT ITEM TITLE:
Approve Purchasing Transactions

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, approve purchasing transactions P1501233 through P1501436. EMP: L

FISCAL IMPLICATIONS: Funds for this purpose are budgeted in the 2014-2015 Adopted District Budget in the account numbers shown.

BACKGROUND: Orders have been issued in accordance with legal requirements and with Purchasing Policies revised by the Board of Trustees on July 16, 2008, Bylaw No. 1600. The purchase orders listed on the attached report include orders that are over $500.

Recommended for Approval:

[Signatures]

Executive Director, Business Services

Approved by:

[Signatures]

Executive Director, Business Services

Senior Vice President/Assistant Superintendent
Academic and Student Affairs

(Requites three signatures)
<table>
<thead>
<tr>
<th>PO Number</th>
<th>Vendor Name</th>
<th>Description</th>
<th>Requestor</th>
<th>PO Amount</th>
<th>Vendor</th>
<th>YTD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1501414</td>
<td>Pasadena City College Game Management</td>
<td>Consultants</td>
<td>Academic and Student Affairs</td>
<td>8,200.00</td>
<td>8,200.00</td>
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<tr>
<td>P1501268</td>
<td>Johnstone Supply</td>
<td>Supplies and Materials</td>
<td>Building Services</td>
<td>1,426.26</td>
<td>20,869.22</td>
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<td>P1501422</td>
<td>Grainger Inc</td>
<td>Supplies and Materials</td>
<td>Building Services</td>
<td>2,418.74</td>
<td>13,971.44</td>
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<tr>
<td>P1501273</td>
<td>* Anderson Business Technology</td>
<td>Other Services</td>
<td>Business and College Services</td>
<td>3,000.00</td>
<td>47,379.45</td>
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<tr>
<td>P1501314</td>
<td>* Pasadena Weekly</td>
<td>Advertising</td>
<td>College Advancement</td>
<td>1,030.05</td>
<td>1,555.05</td>
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<tr>
<td>P1501315</td>
<td>Outlook</td>
<td>Advertisement</td>
<td>College Advancement</td>
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<td>2,001.40</td>
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<tr>
<td>P1501321</td>
<td>Panera Bread</td>
<td>Supplies and Materials</td>
<td>E&amp;T: Engineering &amp; Technology</td>
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<td>5,163.50</td>
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<tr>
<td>P1501331</td>
<td>AERA Engine Rebuilders Association</td>
<td>Multiluser Software License</td>
<td>E&amp;T: Engineering &amp; Technology</td>
<td>591.00</td>
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<tr>
<td>P1501335</td>
<td>Dash Medical Gloves</td>
<td>Supplies and Materials</td>
<td>Facilities Custodial Cleaning</td>
<td>4,980.11</td>
<td>8,788.78</td>
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<tr>
<td>P1501420</td>
<td>Clean Source</td>
<td>Supplies and Materials</td>
<td>Facilities Custodial Cleaning</td>
<td>2,274.99</td>
<td>10,589.07</td>
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<tr>
<td>P1501278</td>
<td>Waxie Sanitary Supply</td>
<td>Supplies and Materials</td>
<td>Facilities Custodial Services</td>
<td>4,926.54</td>
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<tr>
<td>P1501363</td>
<td>Unisan Products</td>
<td>Supplies and Materials</td>
<td>Facilities Custodial Services</td>
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<td>P1501428</td>
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<td>P1501253</td>
<td>H and H Elevator Services</td>
<td>Repair and Maintenance of Equipment</td>
<td>Facilities Trades</td>
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<td>32,710.00</td>
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<tr>
<td>P1501254</td>
<td>Vista Paint Corporation</td>
<td>Supplies and Materials</td>
<td>Facilities Trades</td>
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<td>P1501276</td>
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<td>Facilities Trades</td>
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<tr>
<td>P1501307</td>
<td>* Frazee Paint &amp; Wallcovering</td>
<td>Supplies and Materials</td>
<td>Facilities Trades</td>
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* Indicates Vendor is located within the Pasadena Area Community College District.
> Indicates local branch utilized outside of District as required by Vendor.
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<th>PO Number</th>
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* Indicates Vendor is located within the Pasadena Area Community College District.
> Indicates local branch utilized outside of District as required by Vendor.
## PURCHASE ORDERS OVER $500

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**Total Restricted General Fund (Including Grants)** 223,580.06

**CAPITAL OUTLAY**

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**Total Capital Outlay Fund** 9,778.35

**BUILDING FUND**

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**Total Building Fund** 23,852.19

**Total** $376,794.87

* Indicates Vendor is located within the Pasadena Area Community College District.
> Indicates local branch utilized outside of District as required by Vendor.
CONSENT ITEM TITLE: 
Approve Information Technology Purchasing Transactions

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, approve Information Technology purchasing transactions P1501233 through P1501436. EMP: L

FISCAL IMPLICATIONS: Funds for this purpose are budgeted in the 2014-2015 Adopted District Budget in the account numbers shown.

BACKGROUND: Orders have been issued in accordance with legal requirements and with Purchasing Policies revised by the Board of Trustees on July 16, 2008, Bylaw No. 1600. The purchase orders listed on the attached report include orders to provide for Information Technology Services (ITS). ITS supports and maintains the components of a campus wide network communications backbone, and networked PCs in classrooms, labs and offices throughout the campus. These purchases will ensure that the campus has the information technology tools and infrastructure necessary to carry out the academic mission of the college.

Recommended for Approval:

Executive Director, Business Services

Approved by:

Executive Director, Business Services

Senior Vice President/Assistant Superintendent
Academic and Student Affairs

APPROVED FOR SUBMISSION TO THE BOARD OF TRUSTEES:

Interim Superintendent/ President

(Requires three signatures)
### UNRESTRICTED GENERAL FUND

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<tr>
<td>P1501233</td>
<td>CDW Government Inc</td>
<td>Computer Equipment between $500-499: 40 Lenovo Laptops and Carts</td>
<td>Academic and Student Affairs</td>
<td>55,817.43</td>
<td>212,076.77</td>
</tr>
<tr>
<td>P1501409</td>
<td>Faronics Technologies USA Inc</td>
<td>Deep Freeze License for ESL and Social Sciences Laptops</td>
<td>Academic and Student Affairs</td>
<td>597.20</td>
<td>3,642.92</td>
</tr>
<tr>
<td>P1501251</td>
<td>Faronics Technologies USA Inc</td>
<td>Software</td>
<td>Information Tech Services</td>
<td>746.50</td>
<td>3,642.92</td>
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<tr>
<td>P1501279</td>
<td>Mainsaver Software LLC</td>
<td>Deep Freeze License for adjunct and student labs</td>
<td>Information Tech Services</td>
<td>2,556.00</td>
<td>2,556.00</td>
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<tr>
<td>P1501328</td>
<td>Di-No Computers</td>
<td>Repair and Maintenance of Equipment</td>
<td>Information Tech Services</td>
<td>1,000.00</td>
<td>1,763.00</td>
</tr>
<tr>
<td>P1501337</td>
<td>Apple Computer Inc</td>
<td>Computer Equipment between $500-499: ROSEMead: Division Office</td>
<td>iPad Air2 Wifi, 16GB</td>
<td>624.11</td>
<td>126,659.12</td>
</tr>
</tbody>
</table>

**Total General Fund**                                                   **64,033.86**

### RESTRICTED GENERAL FUND (INCLUDING GRANTS)

<table>
<thead>
<tr>
<th>PO Number</th>
<th>Vendor Name</th>
<th>Description</th>
<th>Requestor</th>
<th>PO Amount</th>
<th>YTD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1501272</td>
<td>CDW Government Inc</td>
<td>Software</td>
<td>Title V - Design Tech Pathway</td>
<td>1,885.40</td>
<td>212,076.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 HP Computrace Data Protection Software</td>
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</table>

**Total Restricted General Fund**                                        **1,885.40**

### CAPITAL OUTLAY FUND

<table>
<thead>
<tr>
<th>PO Number</th>
<th>Vendor Name</th>
<th>Description</th>
<th>Requestor</th>
<th>PO Amount</th>
<th>YTD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1501311</td>
<td>NE Systems, Inc.</td>
<td>New Equipment $5,000 or Greater C/O Virtualization/Lab Upgrade</td>
<td>C/O Virtualization/Lab Upgrade</td>
<td>42,962.92</td>
<td>42,962.92</td>
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<tr>
<td>P1501339</td>
<td>Dell, Inc.</td>
<td>Computer Equipment between $500-499: C/O Virtualization/Lab Upgrade</td>
<td>C/O Virtualization/Lab Upgrade</td>
<td>210,113.86</td>
<td>297,591.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computers for desktop upgrade program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Capital Outlay Fund**                                             **253,076.78**

### BUILDING FUND

<table>
<thead>
<tr>
<th>PO Number</th>
<th>Vendor Name</th>
<th>Description</th>
<th>Requestor</th>
<th>PO Amount</th>
<th>YTD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1501323</td>
<td>Digital Networks Group</td>
<td>New Equipment between $500-4999 M/P Classroom Conversions</td>
<td>M/P Classroom Conversions</td>
<td>14,198.98</td>
<td>77,047.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audio visual equipment for V-203.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Building Fund**                                                   **14,198.98**

**Total**                                                               **$333,194.82**

* Indicates Vendor is located within the Pasadena Area Community College District.
> Indicates local branch utilized outside of District as required by Vendor.
CONSENT ITEM TITLE: Approve Professional Conference Attendance

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, approve professional conferences attendance outside the United States and/or with anticipated costs in excess of $1,500.00.

FISCAL IMPLICATIONS: Funds for this purpose are budgeted in the 2014-2015 Adopted District Budget in the account numbers shown.

UNRESTRICTED GENERAL FUND:

APPROVE:

ATTENDEE: Ross Selvidge
LOCATION: Community College League of California 2014 Annual Conference, Rancho Mirage, California
DATES: November 19-22, 2014
PURPOSE: Improving student readiness for labor market
CHARGES: $1,981.00
ACCOUNT NOS.: 100000-410000-521000-6600
RECOMMENDED BY: Robert Miller
EMP: B1

Recommended for Approval:

Executive Director, Business Services

Approved by:

Executive Director, Business Services

Senior Vice President/Assistant Superintendent
Academic and Student Affairs

(Requires three signatures)
<table>
<thead>
<tr>
<th>ATTENDEE</th>
<th>LOCATION</th>
<th>DATES</th>
<th>PURPOSE</th>
<th>CHARGES</th>
<th>ACCOUNT NOS.:</th>
<th>RECOMMENDED BY:</th>
<th>EMP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Miranda</td>
<td>Hawaii International Conference on Education, Honolulu, Hawaii</td>
<td>January 5 - 8, 2015</td>
<td>To return from the conference with valuable resources. To provide a robust learning environment that encourages, supports and facilitates student learning and success</td>
<td>$3,060.00</td>
<td>106000-421900-521000-6490</td>
<td>Robert Bell</td>
<td>A3, B1.3, E4.1</td>
</tr>
<tr>
<td>Charlene Potter</td>
<td>Teaching English to Speakers of Other Languages TESOL 2015 International Convention and English Language Expo, Toronto, Ontario, Canada</td>
<td>March 25 - 28, 2014</td>
<td>Productive exchange of ideas and information, networking and sharing to advance language teaching and learning</td>
<td>$2,220.00</td>
<td>106000-421900-521000-6490</td>
<td>Robert Bell</td>
<td>A2.1, A3.2, B1, B1.4</td>
</tr>
<tr>
<td>Kenneth Simon</td>
<td>Association of College and Research Libraries 2015 Conference, Portland, Oregon</td>
<td>March 25 - 28, 2014</td>
<td>Workshops on a range of instructional and information literacy topics, including assessment, student outreach, and learning object creation</td>
<td>$1,828.00</td>
<td>106000-421900-521000-6490</td>
<td>Robert Bell</td>
<td>A2.1, A3.2, B1, B1.4</td>
</tr>
</tbody>
</table>
RESTRICTED FUND:

RATIFY:

ATTENDEE: Melissa Anderson
LOCATION: AAC & U: Transforming STEM Higher Education, Atlanta, Georgia
DATES: November 6 - 8, 2014
PURPOSE: Professional development conference with a focus on innovative student learning projects that we will consider as a part of our STEM grant work.
CHARGES: $1,621.00
ACCOUNT NOS.: 215262-526200-521000-6490
RECOMMENDED BY: Robert Bell
EMP: A2.1, A3.2, B1, B1.4

BACKGROUND: District Policy 5250 reserves to the Board of Trustees approval of any professional conference attendance outside of the United States or with anticipated costs in excess of $1,500.00. In accordance with District Procedure 5250.10, the requested trips have been recommended by the College President.
CONSENT ITEM TITLE:
Amend Consent Item 103-B: Authorization to Bid:
Boiler in C Building

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, authorize the amendment of Consent Item 103-B: Authorization to Bid, Boiler in C Building, to include the replacement of boilers and/or air handler units in GM, L and W Buildings. EMP: L

FISCAL IMPLICATIONS: No Fiscal obligation is created by the authorization to solicit bids. However, the anticipated cost of the currently needed services is approximately Three Hundred Ten Thousand Dollars ($310,000.00). Funds for this purpose are provided in the 2014-2015 Adopted District Budget under the following cost center shown:

437241-724100-625000-7100 (Replace C, GM, L and W Buildings' Boilers and/or Air Handler Units)

BACKGROUND: The C Building is one of the District's older buildings. The existing boiler equipment has exceeded its useful life. Replacing the existing system will allow the District to stay within the Air Quality Management District (AQMD) requirement. After further inspection of boilers in other District buildings, it was identified that boilers and/or air handler units in GM, L, and W Buildings were also in need of replacement.

Recommended for Approval:

Executive Director, Facilities Services

Approved by:

Executive Director, Business Services

Senior Vice President/Assistant Superintendent Academic and Student Affairs

(Requires three signatures)

APPROVED FOR SUBMISSION TO THE BOARD OF TRUSTEES:

Interim Superintendent/President
RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, make a finding and adopt the position that the District would recognize no benefit nor realize any profit to elect to re-bid the procurement of Health Science Equipment, Bid No.: 919. It is also recommended that the Board approve Purchase order P1501452 to Gaumard for Two Hundred Twenty-Nine Thousand Nine Hundred Thirty-Three Dollars and Twelve Cents ($229,933.12).

FISCAL IMPLICATIONS: Funds for this purpose are provided in the 2014-2015 Adopted District Budget under the following cost center:

220500-130100-641200-1200 (New Equipment $5,000.00 or Greater)

BACKGROUND: It is recommended that the Board approve Gaumard as the only source for the purchase of three (3) life size robotic simulators.

The District previously advertised and solicited bids under Bid 919 for Health Science Equipment. No bids were received in response to the invitation to bid. The recommended vendor is the manufacturer for these products.

At its meeting of October 15, 2014, consent item 66-B, the Board had authorized the solicitation of bids for Health Science Equipment. This procurement process is in compliance with Public Contract Code 3400 (c)-(3).

(Requires three signatures)
PASADENA AREA COMMUNITY COLLEGE DISTRICT
Pasadena City College

CONSENT ITEM TITLE:
Approve Budget Augmentation

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, Approve Budget Augmentation to the 2014-2015 Adopted District Budget for the grant and programs listed below.

FISCAL IMPLICATIONS:

DSPS: EMP: E1.1, E4.1  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$597,055</td>
<td>$531,161</td>
<td>$1,128,216</td>
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</tbody>
</table>

CDE, NUTRITION PROGRAM: EMP: E1.1  

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>$45,425</td>
<td>$84,417</td>
<td>$129,842</td>
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</tbody>
</table>

BACKGROUND: Recently, we learned that certain grant funding from State and Federal agencies were increased. As a result, the District is updating its budget both on the revenue and expense sides. These increases are based on the most recent information available from the Chancellor's Office and the Department of Education

Recommended for Approval:

[Signature]
Director, Fiscal Services

Approved by:

[Signature]
Executive Director, Business Services

APPROVED FOR SUBMISSION TO THE BOARD OF TRUSTEES:

[Signature]
Interim Superintendent/ President

(Requires three signatures)
CONSENT ITEM TITLE: Reporting and Approval of Self-Insurance Fund Reimbursement, Worker’s Compensation

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, approve the reimbursement of the Worker’s Compensation Self-Insurance Fund bank account in the amount of $107,368.24. EMP: L

FISCAL IMPLICATIONS: Funds for this purpose are budgeted in the 2014-2015 Adopted District Budget in Organizational Code 401500 (Worker’s Compensation).

<table>
<thead>
<tr>
<th>DATE</th>
<th>WARRANT NUMBERS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/24/14</td>
<td>21692144</td>
<td>$ 62,055.27</td>
</tr>
<tr>
<td>11/04/14</td>
<td>21719487</td>
<td>$ 45,312.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$107,368.24</td>
</tr>
</tbody>
</table>

Medical    $ 44,725.06  
Mileage    $ 2,288.54
Legal      $ 14,875.00
Benefit Payments $ 45,479.64

$107,368.24

BACKGROUND: Effective April 1, 1988, Keenan and Associates handles Claims Administration for our Self-Insurance Fund Worker’s Compensation program per action by the Board of Trustees on March 17, 1988. The fund is administered by the District.

Recommended for Approval:

Director, Fiscal Services

Approved by:

Executive Director, Business Services

APPROVED FOR SUBMISSION TO THE BOARD OF TRUSTEES:

Interim Superintendent/President

(Requires three signatures)
CONSENT ITEM TITLE: Reporting and Approval of Revolving Fund Reimbursement

Board Meeting Date: November 17, 2014

RECOMMENDATION: It is recommended that the Board of Trustees, governing Board of the Pasadena Area Community College District of Los Angeles County, California, accept the reporting and approval of Revolving Fund Reimbursement for the Pasadena Area Community College District Revolving Cash Fund in the amount of $1,403.95. EMP: L

FISCAL IMPLICATIONS: Funds for this purpose are expended in the 2014-2015 Adopted District Budget in the Revolving Cash Fund.

<table>
<thead>
<tr>
<th>DATE</th>
<th>WARRANT NUMBER</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/03/14</td>
<td>21716951</td>
<td>$1,234.02</td>
</tr>
<tr>
<td>11/10/14</td>
<td>21731525</td>
<td>$169.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,403.95</td>
</tr>
</tbody>
</table>

BACKGROUND: The Board of Trustees originally established the Revolving Fund by resolution in January 1971. Subsequent resolutions have been adopted by the Board in October 1977, October 1980 and November 1981. The current resolution authorizing the fund was adopted by the Board on November 5, 1981, Board Report 168-B. The amount of the fund is $30,000 entrusted to the Director of Fiscal Services.

Recommended for Approval:

Director, Fiscal Services

Approved by:

Executive Director, Business Services

APPROVED FOR SUBMISSION TO THE BOARD OF TRUSTEES:

Interim Superintendent/ President

(Requires three signatures)
## REVOLVING FUND REIMBURSEMENT
### OCTOBER EXPENSE SUMMARY

<table>
<thead>
<tr>
<th>DATE</th>
<th>WARRANT NUMBER</th>
<th>AMOUNT</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3/2014</td>
<td>21716951</td>
<td>$1,234.02</td>
<td>Supplies</td>
<td>$1,216.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other payments to students</td>
<td>$17.50</td>
</tr>
<tr>
<td>11/10/2014</td>
<td>21731525</td>
<td>$169.93</td>
<td>Supplies</td>
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<td></td>
<td>Parking</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Other Payments to Students</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$169.93</td>
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</table>