NOTICE OF BOARD OF TRUSTEES MEETING  
Wednesday, April 19, 2006

OPEN SESSION  
9:00 A.M.

Meeting No. 9

SPRING BOARD RETREAT

Pasadena City College  
East-West Room  
Athenaeum at Caltech  
551 South Hill Avenue  
Pasadena, CA 91106

Enclosed is the Agenda for Meeting No. 9, the Spring Board Retreat. The Open Session will begin at 9:00 a.m. in the East-West Room of the Athenaeum at Caltech, 551 South Hill Avenue, California 91106.
BOARD OF TRUSTEES
PASADENA AREA COMMUNITY COLLEGE DISTRICT
MEETING NO. 9 - SPRING RETREAT
Wednesday, April 19, 2006
Caltech Athenaeum, East-West Room
551 South Hill Avenue, Pasadena, California 91106

AGENDA

Notice: Members of the public may request the opportunity to address the Board regarding items not on the agenda. To do so, please complete a “Request to Address the Board” form and give it to the Board Secretary prior to the deliberation of the agenda item. Individual speakers are limited to five minutes; total audience participation on any agenda item is limited to thirty minutes.

I. OPEN SESSION

A. CALL TO ORDER AND ROLL CALL

B. PLEDGE OF ALLEGIANCE

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, but members may make a brief comment or ask questions in response to public comments.

D. DISCUSSION, WITH POSSIBLE ACTION: STUDENT SUCCESS
   • Partnership for Excellence Student Success Data, 95/96-04/05
   • ARCC, Accountability Reporting for Community Colleges
   • PFE Steering Committee Status Report

E. DISCUSSION, WITH POSSIBLE ACTION: STATE BUDGET AND PCC
   • 06-07 State Budget Status
   • 06-07 PCC Budget Issues

F. DISCUSSION, WITH POSSIBLE ACTION: MEASURE P UPDATE
   • Project Review

G. DISCUSSION, WITH POSSIBLE ACTION: BOARD PROCESSES AND OPERATIONS
   • Minutes of the Board
   • Bylaw 1260, Quorum and Votes
   • Board Self-Evaluation Process
   • Other Board Processes and Operations

H. DISCUSSION, WITH POSSIBLE ACTION: DIRECTION TO BOARD DELEGATES TO STRATEGIC PLANNING RETREAT
   • 2007-08 Institutional Strategic Directions

I. PUBLIC COMMENT ON CLOSED SESSION ITEMS
II. CLOSED SESSION
   Government Code §54957
   Public Employee Performance Evaluations (Non-tenured Faculty, Administrators, Managers, Supervisors)

   Government Code §54957.6
   Labor Negotiations (All Units: CTA, Jacobs; ISSU, Sugimoto; CSEA 777, Hardash; CSEA 819, Hardash; Confidentials, Hardash; Management Association, Hardash)

III. ADJOURNMENT
D. DISCUSSION, WITH POSSIBLE ACTION:
STUDENT SUCCESS

G. DISCUSSION, WITH POSSIBLE ACTION:
BOARD PROCESSES AND OPERATIONS

H. DISCUSSION, WITH POSSIBLE ACTION:
DIRECTION TO BOARD DELEGATES TO
STRATEGIC PLANNING RETREAT

April 19, 2006
Learning Outcomes Data

The Board of Trustees Retreat
April 19, 2006

Prepared by the
Institutional Planning and Research Office
# Learning Outcomes Data
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<td>15</td>
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Learning Outcomes Data
Technical Definitions

Transfers
➤ Number of students who transferred during the summer, fall, or spring of an academic year. Base year is 1998-99.

Transfer-Prepared
➤ Number of credit students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00. The Chancellor’s Office provides these data because it tracks the units the students earn throughout the entire California Community College (CCC) system. Base year is 1997-98.

Degrees and Certificates
➤ Number of degrees and certificates awarded during the summer, fall, and spring of an academic year. Base year is 1997-98.

Successful Course Completion
➤ The percentage of students who received an A, B, C, or CR out of the total number of students enrolled in a class. Base year is 1995-96.

Workforce Development
➤ Number of students who received an A, B, C, or CR in advanced and beginning/intermediate vocational courses. Base year is 1997-98.

Basic Skills Improvement
➤ Number of students who improved in basic skills courses. A cohort of students who completed a basic skills course and subsequently completed a higher level course with a grade of "C" or better within two years. The Chancellor’s Office provides these data because the course taking patterns of the students are tracked throughout the entire CCC system. Base year is 1997-98.

Retention
➤ The percentage of students who received any grade other than “W” out of the total number of students enrolled in a class.
Learning Outcomes Data
Transfers:
1998/99 - 2004/05

UC Transfers

CSU Transfers

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Transfers:
1998/99 - 2004/05

Total Transfers

Note: The data for transfers are from the California Postsecondary Education Commission. The data for 2003-2004 were provided by Dina Chase from the Transfer Center.
Learning Outcomes Data
Transfer Prepared:
1997/98 - 2004/05

Transfer Prepared

Number Prepared

Goal

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Degrees and Certificates:
1997/98 - 2004/05

AA and AS Degrees

Total Degrees → Goal

Certificates

Total Certificates → Goal
Learning Outcomes Data
Degrees and Certificates:
1997/98 - 2004/05

Total Degrees and Certificates

Goal:
05-06

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Successful Course Completion:
1995/96 - 2004/05

Transferable Courses

Basic Skills Courses

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Pasadena City College
Learning Outcomes Data
Successful Course Completion:
1995/96 - 2004/05

Vocational Courses

Total Successful Course Completion

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Pasadena City College
Learning Outcomes Data
Workforce Development:
1997/98 - 2004/05

Advanced Vocational Courses

Beg. & Intermed. Vocational Courses

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Pasadena City College
Learning Outcomes Data
Workforce Development:
1997/98 - 2004/05

Total Vocational Courses

Goal: 27460

Number of Successful Completions

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Basic Skills Improvement:
1997/98 - 2004/05

English Improvement

Math Improvement

It was found that the data submitted to the state MIS system for 2002-03 and 2003-04 had errors in the encoding of many classes. This led to an over reporting of students who improved their basic skills. For the two years in question, the graph shows the state data (based upon the incorrectly encoded courses) and an estimate of what the Research Office thinks is a more accurate value (shaded bars).

Institutional Planning and Research Office
Pasadena City College
It was found that the data submitted to the state MIS system for 2002-03 and 2003-04 had errors in the encoding of many classes. This led to an over reporting of students who improved their basic skills. For the two years in question, the graph shows the state data (based upon the incorrectly encoded courses) and an estimate of what the Research Office thinks is a more accurate value (shaded bars).
Learning Outcomes Data
Success and Retention - College:
1995/96 - 2004/05

Success

Retention

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Pasadena City College
Learning Outcomes Data
Success and Retention - Business & Computer Technology: 1995/96 - 2004/05

Success

Retention

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Pasadena City College
Learning Outcomes Data
Success and Retention - English:
1995/96 - 2004/05

Success

Retention

Institutional Planning and Research Office
Pasadena City College

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Learning Outcomes Data
Success and Retention - Engineering and Technology: 1995/96 - 2004/05

Success

Retention
Learning Outcomes Data
Success and Retention - Mathematics:
1995/96 - 2004/05

Success

Retention

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Success and Retention - Natural Sciences: 1995/96 - 2004/05

Success

Retention

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Success and Retention - Physical Education: 1995/96 - 2004/05

Success

Retention

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Success and Retention - Social Sciences:
1995/96 - 2004/05

Success

Retention

Institutional Planning and Research Office
Pasadena City College
Learning Outcomes Data
Success and Retention - Visual Arts and Media Studies:
1995/96 - 2004/05

Success

Retention

Institutional Planning and Research Office
Pasadena City College
# Partnership for Excellence Survey of Local Investments of Partnership Funds

**March 21, 2006**

**TOTAL PFE BUDGET AMOUNT:**
- 2003-2004: $2,839,500
- 2004-2005: $3,824,369
- 2005-2006: $4,000,809

<table>
<thead>
<tr>
<th>PROJECT CATEGORY</th>
<th>Number of Projects</th>
<th>Total Funding</th>
<th>% Total PFE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pedagogies:</strong> Implementation of new instructional methodologies to enhance students ability to critically problem solve, write effectively, understand and apply mathematical concepts, succeed in higher level courses, etc. Examples include writing across the curriculum, paired and block courses, learning communities, instructional field trips, instruction corporating non-traditional content and activities, online course delivery, etc.</td>
<td>9</td>
<td>$406,000</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>$390,492</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>$571,149</td>
<td>14%</td>
</tr>
<tr>
<td><strong>2. Student Support Services:</strong> Assisting students in setting clear academic goals and selecting appropriate classes by increasing counseling and advisement staff and operating hours. Increase transfer rates through various recruitment and informational efforts. Increase student success through internships, resume writing, interviewing skills. Support for federal work study program.</td>
<td>8</td>
<td>$395,000</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>$670,000</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>$782,650</td>
<td>20%</td>
</tr>
<tr>
<td><strong>3. Student Assistants and Tutors:</strong> Increase student success in completing course requirements by providing instructional and computer lab assistants and tutors in English, Math, the Sciences and other disciplines.</td>
<td>19</td>
<td>$937,000</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>$940,489</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>$867,800</td>
<td>22%</td>
</tr>
<tr>
<td><strong>4. Instructional Technology and Resources:</strong> Increased use of classroom resources (computers, instructional equipment and supplies, etc.) to improve student success.</td>
<td>9</td>
<td>$547,500</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>$1,230,888</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>$1,010,500</td>
<td>25%</td>
</tr>
<tr>
<td><strong>5. Professional Development:</strong> Faculty development to improve instructional methodologies, technology and Internet skills, up-to-date discipline content, etc. Administrative and support staff development to improve administrative and classified support for students and faculty.</td>
<td>6</td>
<td>$266,000</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>$319,500</td>
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</tr>
<tr>
<td></td>
<td>7</td>
<td>$328,710</td>
<td>9%</td>
</tr>
<tr>
<td><strong>6. Recruitment Projects:</strong> Student recruitment to increase enrollments in vocational and other areas.</td>
<td>2</td>
<td>$70,000</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>$80,000</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>$77,000</td>
<td>2%</td>
</tr>
<tr>
<td><strong>7. Library:</strong> Support student success by increasing library resources and hours of operation.</td>
<td>1</td>
<td>$140,000</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>$166,000</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>$225,000</td>
<td>6%</td>
</tr>
<tr>
<td><strong>8. PFE Support Services:</strong> Administrative and clerical support for all PFE projects.</td>
<td>1</td>
<td>$38,000</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>$37,000</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>$38,000</td>
<td>1%</td>
</tr>
<tr>
<td><strong>9. PFE Research Support:</strong> Institutional research on college-wide PFE measures and projects, including student learning outcomes assessment.</td>
<td>1</td>
<td>$40,000</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>$40,000</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>$100,000</td>
<td>2%</td>
</tr>
</tbody>
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PASADENA AREA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES BYLAWS

Title: Meetings: Quorum and Voting
Legal Authority: Education Code 72000, Robert's Rules of Order (Voting)

1. Four members shall constitute a quorum of the Board for transacting business.

2. At least four affirmative votes are necessary for legal action to be taken by the Board, unless Board policy or applicable statute, rule, or regulation requires a greater number of affirmative votes.

3. Only those votes for or against the measure are counted. Votes to abstain are not counted.

4. The presiding officer shall have the right to vote and make motions.

5. No action shall be taken by secret ballot.

Bylaw No. 1260
Page 1 of 1

Approved by the Board of Trustees: August 17, 1994, Revised: September 4, 2002
(d) The governing board shall conduct its meetings as follows:

(1) A notice identifying the location, date, and time of the meeting shall be posted in each community college maintained by the district at least 10 days prior to the meeting and shall remain so posted to and including the time of the meeting.

(2) The governing board shall conduct its meetings within the boundaries of the community college district, except as provided in subparagraphs (A) and (B).

(A) The governing board may meet outside of its district boundaries for the limited purpose of meeting with another local agency so long as the meeting meets both of the following criteria:

(i) The meeting occurs within the boundaries of one of the participating local agencies.

(ii) The meeting is open and accessible to the public, including the residents of the district whose board is meeting outside the boundaries of the district.

(B) The governing board may meet outside of its district boundaries if the board finds it necessary to meet in closed session with its attorney to discuss pending litigation and if the attorney's office is located outside of the boundaries of the district.

(3) Except as otherwise provided by law, the governing board shall act by majority vote of all of the membership constituting the governing board.

(4) Every official action taken by the governing board of every community college district shall be affirmed by a formal vote of the members of the board, and the governing board of every community college district shall keep minutes of its meetings, and shall maintain a journal of its proceedings in which shall be recorded every official act taken.

(5) Notwithstanding any other provision of law, if a community college district governing board consists of seven members and not more than two vacancies occur on the governing board, the vacant position or positions shall not be counted for purposes of determining how many members of the board constitute a majority. Whenever any of the provisions of this code require unanimous action of all or a specific number of the members elected or appointed to the governing board, the vacant position or positions shall be excluded from determination of the total membership constituting the governing board.
A. Relationship with the President

The Board ... 

1. Establishes written policies for the college .................................................................
   
2. Provides the president with a clear statement of performance expectations on which she or he will be evaluated .................................................................
   
3. Reaches decisions only by studying all available background data and considering the recommendations of the president .................................................................
   
4. Creates a climate of mutual respect and trust .................................................................
   
5. Provides compensation for the president comparable to that of similar positions .................................................................

B. Relationship to the Instructional Program

The Board ... 

1. Weighs all decisions in terms of what is best for students .................................................................
   
2. Reviews and approves educational programs that implement the mission of the college .................................................................
   
3. Ensures that programs, degrees, and certificates are of satisfactory quality and consistent with institutional purposes .................................................................
   
4. Participates periodically in seminars, conferences, and Board retreats to upgrade knowledge and skills as board members .................................................................

C. Relationship with Staff

The Board ... 

1. Authorizes employment and/or dismissal of staff members (other than the president) only after consultation with the president .................................................................
   
2. Effectively supports and participates in shared governance decision-making as delineated in AB 1725 .................................................................
   
3. Authorizes and supports collective bargaining negotiations with unions representing college constituencies .................................................................
   
4. Effectively handles complaints about the college and listens to concerns and/or issues from college constituencies .................................................................
   
5. Implements its legal responsibilities and serves as a final court of appeal.
D. Relationship to the Financial Management of the School

The Board . . .

1. Understands the planning and budget process, approves the tentative and adopted annual plan and budget, and provides fiscal oversight to assure the financial stability of the college........................................

2. Works actively to provide additional external funding and support........

3. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the college........

4. Reviews and approves long-range planning for acquisition of sites, facilities, and maintenance.................................................................


E. Relationships with Community

The Board . . .

1. Conducts meetings in compliance with state law (Brown Act).................

2. Works to enhance the public image of the College and is a public advocate for the college at the local, state, and national levels..........................

3. Represents the college at various community events..............................

4. Encourages community advisory groups to help solve specific problems ....

5. Refers concerns and complaints about the college to the president for study and possible reports back to the board......................................


F. Relationships within the Board

The Board . . .

1. With the college president, provides an effective orientation program for new members.................................................................

2. Conducts meetings in a fair and expeditious manner, with all members having an opportunity to express their views. ...............................

3. Maintains confidentiality of closed sessions........................................

4. Approves the college’s, the president’s, and its own annual goals and objectives.................................................................

5. Reflects board policy in individual public statements............................


G. Board of Trustees’ Goals for 2005-06

The Board will . . .

1. Support and promote excellence in teaching and the development and assessment of student learning outcomes.................................

2. During the continuing state fiscal crisis, set and communicate budget priorities that emphasize teaching and learning and student success, and which maximize the number of core course class offerings........................


Continued on next page 2
G. Board of Trustees' Goals for 2005-06 (continued)

The Board will . . .

3. Provide leadership in facilitating a campus work environment conducive to harmonious employee relations...........................................................................................................

4. Provide leadership individually, and as a Board, to represent the diverse educational interest of the community to the College, and the interests of the College to the community and to the State, especially through legislative advocacy..........................................................................................................

5. Complete the 2005-06 fiscal year with on-going expenditures that do not exceed on-going revenues, while maintaining prudent reserves.............................................

6. Focus attention on policy issues and their impact on the College and District, and support college decision-making that is based on evidence of institutional effectiveness..........................................................................................................

7. Model collegiality, integrity, team-building, and ethical conduct in its own deliberations, in its interactions with the campus community, and in its advocacy for the College within the broader community.............................................

8. Facilitate and monitor the diversity of the campus community; and, provide opportunities for upward mobility and advancement, and for the development of future community college administrative leaders.............................................

9. Support the efforts of the College President to achieve his annual goals.....

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<tr>
<th>Goal</th>
<th>Below</th>
<th>Goal</th>
<th>Meets</th>
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</tbody>
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Comments/Suggestions:

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Rater's Signature

3
The mission of Pasadena City College is successful student learning. The College provides high-quality, academically rigorous instruction in a comprehensive transfer and vocational curriculum, as well as learning activities designed to improve the economic condition and quality of life of the diverse communities within the College's service area. Within the context of this mission, for the next three to five years the college will focus on the following strategic directions:

**Strategic Direction I:** Ensure core institutional values provide the guiding principles for the college community.

**Strategic Direction II:** Develop and implement student-learning outcomes at the institutional, program and course levels.

**Strategic Direction III:** Assess and enhance the relevance of instructional programs in light of projected enrollment growth and community needs.

**Strategic Direction IV:** Ensure all aspects of diversity are infused throughout the institution.

**Strategic Direction V:** Engage key external constituencies in support of the College.

**Strategic Direction VI:** Ensure that College decisions are guided by evidence of institutional effectiveness.
The Board of Trustees will:

05-1 Support and promote excellence in teaching and the development and assessment of student learning outcomes.  
Responsible Board Member(s): Mann, Rey Castro

05-2 During the continuing state fiscal crisis, set and communicate budget priorities that emphasize teaching and learning and student success, and which maximize the number of core course class offerings.  
Responsible Board Member(s): Martin, Wells-Miller

05-3 Provide leadership in facilitating a campus work environment conducive to harmonious employee relations.  
Responsible Board Member(s): Wells-Miller, Miele

05-4 Provide leadership individually, and as a Board, to represent the diverse educational interests of the community to the College, and the interests of the College to the community and to the State, especially through legislative advocacy.  
Responsible Board Member(s): Rey Castro, Mann

05-5 Complete the 2005-06 fiscal year with on-going expenditures that do not exceed on-going revenues, while maintaining prudent reserves.  
Responsible Board Member(s): Martin, Weber

05-6 Focus attention on policy issues and their impact on the College and District, and support college decision-making that is based on evidence of institutional effectiveness.  
Responsible Board Member(s): Board President, Vice President

05-7 Model collegiality, integrity, team-building, and ethical conduct in its own deliberations, in its interactions with the campus community, and in its advocacy for the College within the broader community.  
Responsible Board Member(s): Wells-Miller, Miele, all Board members

05-8 Facilitate and monitor the diversity of the campus community; and, provide opportunities for upward mobility and advancement, and for the development of future community college administrative leaders.  
Responsible Board Member(s): Rey-Castro, Baum, Szamet

05-9 Support the efforts of the College President to achieve his annual goals.  
Responsible Board Member(s): Board President, Vice President, all Board members