

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College districts/systems clearly define the organizational roles of the district/system and the Colleges.

Descriptive Summary

PCC has clearly identified the role of the Board of Trustees in setting policies and the role of the Superintendent/President in operating the institution. Board Policy 2410 identifies the role of the Board, the Superintendent/President as well as the roles of the College community and public in the development of Board Policies and Administrative Procedures. ([IIA-141: Board Policy 2410: Board Policies and Administrative Procedures](#)). More specifically, Board Policy 2410 identifies that “the Board shall be responsible for the adoption and amendment of general policies governing the operation of the Pasadena Area Community College District” and that “the Board shall have the right to direct revisions of the administrative procedures” if they are inconsistent with the Board’s own policies. Board Policy 2410 also articulates that the role of the Superintendent/President is to “make policy recommendations” to the Board and to issue administrative procedures for implementing the Board Policies. Furthermore, Board Policy 2410 states, “The Superintendent/President, and not the Board shall be responsible for the administration of policies and the operations of the District.”

Evaluation

Board Policy 2410 clearly differentiates the policy role of the Board of Trustees from the operational role of the Superintendent/President.

Pasadena City College meets Standard IVB.1.

Actionable Improvement Plan

None

IVB.1 The institution has a governing board that is responsible for establishing practices to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.

Descriptive Summary

A seven-member Board of Trustees governs Pasadena Area Community College District (PACCD), a single campus District. This governing board is responsible for establishing practices to assure the quality of programs, integrity of institutional actions, and effectiveness of student learning programs and services, and the financial stability of PACCD.

The foundation of the Board's responsibilities is contained in the PCC Mission Statement, which states:

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The College provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities ([IA-8: Board Policy 0200: College Mission](#)).

The Board regularly reaffirms these ideas with its Board Annual Goals for the College ([IB-55: 2013-2014 Annual Goals for the College](#)), in which the Board "commits itself to the College's mission statement, the foundation of which is 'student learning and success' " and the College's current EMP ([i-43: Educational Master Plan Executive Summary](#)). Driven by and integrated with the EMP, these goals serve to prioritize the efforts of the College toward those EMP goals and objectives deemed most urgent. As the policy makers and community elected leaders of the College, the Board uses these goals to assist the Superintendent/President, College administration and representatives of shared governance committees in prioritizing activities and associated resource allocations. The Board does not implement any activities related to these goals, but rather provides direction for the Superintendent/President, the Board's sole employee, to help the College fulfill its charge.

The 2013-14 Board Goals for the College identify specific actions to ensure the fiscal health of the District such as to "maintain a balanced budget while maintaining current reserves of approximately two months operating expense" and to not fund ongoing expenditures with "one-time money drawn from non-operating funds." *Figure 1: 2013-2014 Board Goals* shows the

current College goals as of this writing. These goals clearly link to the mission-driven EMP which is based in part on the goals of California Senate Bill 1456, The Student Success Act of 2012. The College President leads the evaluation of the Board Goals for the College and offers the evaluation results to the public and Board of Trustees at an open session Board meeting ([IB-58: Board Goals for the College Evaluation from June 26, 2013 Board Meeting](#)).

Board Policy 2310: Regular Meetings of the Board, includes that the Board shall conduct a public hearing before adopting the District’s budget on an annual basis ([IIID-12: Board Policy 2310: Regular Meetings of the Board](#)). The public hearing on the District’s annual budget provides transparency in the fiscal health of the District.

Figure 1 2013-2014 Board Goals

<p>1. COLLEGE BUDGET AND FISCAL POLICY</p>	<p>A.) Maintain a balanced budget while maintaining current reserves of approximately two months operating expense. B.) Ongoing expenditures will not be funded with “one time” money drawn from non-operating funds. C.) Continue the progress away from a “roll over” year-to-year budget and toward a budget that links planning priorities to budget allocations. D.) Continue efforts at structural budget reform to reduce the percentage of employee compensation of total operating expenses, currently at 90%.</p>
<p>2. STUDENT SUCCESS: CLASS SCHEDULE AND ENROLLMENT MANAGEMENT</p>	<p>A.) Implement a College-wide student-centered class schedule with block scheduling that will eliminate class schedule conflicts and enable more students to enroll full time and qualify for financial aid. B.) Accord highest class scheduling priority to high-demand courses needed for transfer and degree completion.</p>
<p>3. STUDENT SUCCESS: GRADUATION AND COMPLETION INITIATIVE TO CLOSE ACHIEVEMENT GAP</p>	<p>A.) Expand Pathways/FYE to improve dramatically the rate of students proceeding successfully to College-level courses within one year of entering PCC, including addressing enhanced participation by underperforming groups in these programs. B.) Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals. C.) Revise curriculum as needed so that more students are advised and supported in the completion of a degree major. D.) Continue the implementation of the CTE strategic plan to increase the number of students who achieve certificates and gainful employment in growing, middle-class wage fields. E.) Expand contract education and internships.</p>
<p>4. CENTENNIAL CAMPUS MASTER FACILITIES PLAN</p>	<p>Continue a College-wide and community process for developing a new master facilities and sustainability plan recommendation to the Board by June 2014.</p>
<p>5. FACILITIES RENOVATIONS, DEFERRED MAINTENANCE AND EQUIPMENT</p>	<p>Develop and recommend to the Board a plan for short term facilities improvements and equipment acquisitions to address major priorities: safety, teaching and learning, ADA compliance and campus aesthetics.</p>

6. FOUNDATION AND REVENUE ENHANCEMENT	<p>A.) Expand grants development and grant revenue through the Office of Government Relations.</p> <p>B.) Continue the plan to increase international student enrollment to approximately 2,000.</p> <p>C.) Expand PCC Extension.</p> <p>D.) Implement the Foundation strategic plan to increase major gifts, planned giving, and annual fund and scholarship donations.</p>
7. INSTITUTIONAL EFFECTIVENESS AND ACCREDITATION	<p>A.) Continue to implement a College-wide effort to prepare the self-study due to the ACCJC in December 2014.</p> <p>B.) Complete all program reviews and SLO's.</p>
8. PUBLIC RELATIONS	<p>A.) Develop and implement a new strategic plan for the Office of Public Relations for effective communications to both the College and external community.</p> <p>B.) Develop the College "brand".</p> <p>C.) Introduce the new College website and improve the use of social media.</p> <p>D.) Complete a new licensing agreement with KPCC and work with the station to update station ID's and enhance College presence and brand.</p> <p>E.) Implement an outreach program to all communities in the District. F.) Work closely with the Foundation to implement a program of 90th Anniversary events.</p>
9. HUMAN RESOURCES	<p>A.) Continue to develop and invest in a formal program of professional development for all faculty, classified staff and managers to improve morale and job satisfaction and productivity to serve students.</p> <p>B.) Improve recruitment processes to insure adequate pools of qualified individuals for faculty, staff and management positions.</p> <p>C.) Work with managers and classified staff to review and improve salary schedules, evaluations, job descriptions/classifications, staffing levels and other related items.</p> <p>D.) Develop and implement proper procedures for EEO and related compliance.</p>

Board policy statements direct the Superintendent/President to implement Administrative procedures to realize the policies. Some examples of policies that support institutional success are Board Policies 2120 and 2560. Board Policy 2120: Process for Institutional Accreditation, details the process for meeting and exceeding regional accreditation standards. The policy was updated in December 2012 to guarantee that accreditation is a proactive and institutionalized process ([i-1: Board Policy 2120: Process for Institutional Accreditation](#)). Board Policy 2560: Institutional Effectiveness established a coordinated, evidence-based institutional program review process and a shared governance body for oversight, the IEC ([i-54: Board Policy 2560: Institutional Effectiveness](#)).

The Board of Trustees has established policies to ensure the quality, integrity and effectiveness of curriculum and instruction. Board Policy 3200: Curriculum Development, Adoption and Review, established the District's Curriculum and Instruction Committee (C&I) and clarifies the Board's responsibility and authority over educational programs ([i-18: Board Policy 3200 Curriculum Development, Adoption and Review](#)). Board Policy-3210 sets the parameters for Program Discontinuance, and Board Policy 3230 established the College's Distance Education

Policy ([IIA-137: Board Policy 3210: Program Discontinuance](#), [i-14: Board Policy 3230: Distance Education](#)).

The Board of Trustees adheres to established policies when selecting and evaluating the Superintendent/President. Board Policy 1690: Selection of the Superintendent/President states, “In the case of a vacancy for the President of the College, the Board of Trustees shall establish a search process to fill the vacancy that is fair, open and complies with relevant regulations” ([IVB-1: Board Policy 1690: Selection of the Superintendent/President](#)). Board Policy 1690 also provides twelve guidelines that elaborate on how presidential search and selection are conducted. This process was used in the selection of the College’s recently retired Superintendent/President, Dr. Mark Rocha, who was hired on July 1, 2010 and will be used for the selection of the next president.

Board Policy 1680: Evaluation of the Performance of the Superintendent/President describes the evaluation of the Superintendent/President, a confidential annual assessment that is completed by July 31 and based primarily on the progress the College has made in implementing the EMP and Board’s Annual Goals for the District ([IIIA-9: Board Policy 1680: Evaluation of the Performance of the Superintendent/President](#)). The Board revised Board Policy 1680 in August 2012, and evaluations of the Superintendent/President using this policy have occurred annually in 2012, 2013 and had begun for 2014. While prior Board Policy allowed for anonymous and broad participation by campus wide groups, current policy allows less frequent participation and requires participants to identify themselves.

Evaluation

The Board of Trustees has clear responsibilities for establishing policy to ensure the quality and effectiveness of student learning programs, the financial stability of the College, and the overall integrity of the institution. The governing board has established clear policies that guide the selection and evaluation of the Superintendent/President and has adhered to these policies. Pasadena City College meets Standard IVB.1.

Actionable Improvement Plan

None

IVB.1a: The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

PCC's Board of Trustees consists of seven publicly elected officials that represent seven areas within the District's boundaries. Elected in staggered four-year terms, the current Board members represent the District as a whole as well as the constituents within the boundaries of their elected areas. Board Bylaw 2100: Board Elections and Board Bylaw 2110: Vacancies on the Board details board election processes ([IVB-2: Board Bylaw 2100: Board Elections](#); [IVB-3: Board Bylaw 2110: Vacancies on the Board](#)). PCC's current Board members are accomplished and committed to education. For example, one Trustee served on the Chancellor's Office Student Success Taskforce. A former Trustee is serving as President to the California Community College Board of Governors.

Each Board member represents a unique area within the district to serve the public interest for PCC. After the 2010 Federal Census, the Board contracted Redistricting Partners Inc. to evaluate the boundaries and constituencies within each of the Trustee areas to ensure that appropriate boundaries were in place to prevent the disenfranchisement of any underrepresented group. New area boundaries were established in 2012 and filed with the Los Angeles County registrar's office to provide fair representation within each of the Trustees' voting areas.

In order to ensure appropriate student representation on the Board, the PCC student body elects a Student Trustee annually. Board Bylaw 2015: Student Member outlines the role and selection process of the student trustee ([IVB-4: Board Bylaw 2015: Student Member](#)). The Board is an independent entity that makes decisions as a whole. Board Policy 1430: Authority Only as a Board codifies that the Board acts uniformly and is not bound by the statements or actions of any individual member ([IVB-5: Board Policy 1430: Authority Only as a Board](#)).

Evaluation

The PCC Board of Trustees effectively represents the communities it serves by establishing and following clear policies that guarantee accountability and eliminate any conflict of interest. While the individual members are elected from specific areas within the district, they make an effort to act as a uniform body to protect the interests of the institution. In situations of great controversy, constituencies have expressed concerns that Trustees may not have acted with a singular voice. In the circumstances regarding the previous Superintendent/ President and the selection of a commencement speaker, individual Board members have spoken to the media with

their own opinions. This often resulted in further negative media attention regarding controversial issues. These types of statements have led to some constituents being concerned as to whether the Board consistently acts with one voice.

Pasadena City College meets Standard IVB.1a.

Actionable Improvement Plan

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.

IVB.1b: The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The policies established by the Board of Trustees are consistent with the College's Mission and ensure that student learning programs and services are high quality and appropriately supported.

The Mission statement of PCC affirms the College's commitment to student success and access ([IA-8: Policy 0200: College Mission](#)). The statement identifies activities through which constituents fulfill the Mission:

At Pasadena City College we serve our students by:

- Providing courses and programs, in a variety of instructional modalities, which reflect academic excellence and professional integrity;
- Fostering a dynamic and creative learning environment that is technologically, intellectually and culturally stimulating;
- Challenging our students to participate fully in the learning process and encouraging them to be responsible for their own academic success;
- Respecting them as individuals who may require diverse and flexible learning opportunities;
- Supporting organizational practices that facilitate student progress towards their goals; and
- Encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff, managers, and administrators.

In addition to the Mission, PCC has developed Institutional Core Values that are included immediately following the Mission statement:

As an institution committed to successful student learning in an environment of intellectual freedom, Pasadena City College is guided by the following essential, enduring and shared values:

A Passion for Learning

We recognize that each one of us will always be a member of the community of learners.

A Commitment to Integrity

We recognize that ethical behavior is a personal, institutional and societal responsibility.

An Appreciation for Diversity

We recognize that a diverse community of learners enriches our educational environment.

A Respect for Collegiality

We recognize that it takes the talents, skills and efforts of the entire campus community, as well as the participation of the broader community, to support our students in their pursuit of learning.

A Recognition of Our Heritage of Excellence

We recognize that we draw upon the College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and community

[\(IA-1: Mission Statement and Institutional Core Values from College Catalog\)](#)

The underlying foundation of these commitments are contained in the EMP. The EMP is PCC's central planning document and was developed in a multi-year, inclusive process from 2008-2011. It is the key way PCC adheres to its mission ([IA-2: Educational Master Plan](#)). In an ongoing dialogue with the PCC community, staff, faculty, managers, and students, the Board of Trustees has supported twelve EMP-defined Mission Critical Priorities, each of which is accompanied by a variety of strategies:

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

The relationship between planning items and Board approved policies that promote educational quality is seen at multiple levels. Board Policy 2560: Institutional Effectiveness established a coordinated, evidence-based institutional program review process and a shared governance body, the IEC, to oversee the process ([i-54: Board Policy 2560: Institutional Effectiveness](#)). All instructional programs and student support services at PCC perform periodic self-reviews in the program review process to ensure that the programs align with the College mission and EMP. Additionally, Board Policy 3200: Curriculum, Adoption, and Review identifies that the Board of Trustees has the final responsibility for educational programs and curriculum ([i-18: Board Policy 3200: Curriculum Development, Adoption, and Review](#)). Board Policy 3200 also details the charge of the C&I Committee and details the process for reviewing, evaluating, approving curriculum at PCC.

Board policies ensure the availability of necessary student support services. For example, Board Policy 4300: Student Health Services and Psychological Services directs the College to provide student health services that “contribute to the educational aims of students by promoting physical and emotional well-being” ([IVB-6: Board Policy 4300: Student Health Services and Psychological Services](#)). Board Policy 4100: Counseling and Guidance assures the provision of educational counseling services ([IVB-7: Board Policy 4100: Counseling and Guidance](#)). Moreover, Board Policy 4330: Learning Assistance states that the College “shall support student learning, supplemental classroom teaching, and improve individual student skills through tutoring, instructional technologies, and other forms of learning assistance” ([IVB-8: Board Policy 4330: Learning Assistance](#)).

Evaluation

The Board of Trustees is committed to policy development that ensures the quality and integrity of programs and student support services. Additionally, there is a clear relationship between the College’s Mission, EMP, Board Goals, and policies. For example, the program review process is supported by Board Policy 2560. The completion of program reviews is both a 2013-2014 Board Goal and EMP Mission Critical Strategy. The goals ultimately support the College Mission to “provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success”.

Pasadena City College meets Standard IVB.1b.

Actionable Improvement Plan

None

IVB.1c: The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

At PCC, the ultimate responsibility for educational quality, legal matters, and financial integrity lies with the Board of Trustees. Board Policy 2410: Board Policies and Administrative Procedures explains that “the Board of Trustees may adopt policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District” ([IIA-141: Board Policy 2410: Board Policies and Administrative Procedures](#)). Board Policy 3200: Curriculum Development, Adoption, and Review states that “the final responsibility and authority for educational programs in general and curriculum in particular rest with the Board of Trustees” ([i-18: Board Policy 3200: Curriculum Development, Adoption, and Review](#)).

The Board of Trustees has adopted policies that promote the College’s financial integrity. Board Policy 1600: Powers and Duties: Authorized Signatures details the process for Board approval of financial transactions ([IVB-9: Board Policy 1600: Powers and Duties: Authorized Signatures](#)). Financial integrity is also maintained during the required annual auditing process that is detailed in Board Policy 1630: Auditing District Accounts ([IVB-10: Board Policy 1630: Auditing District Accounts](#)).

All resource allocation decisions are made in accordance with the EMP, as every funding request that comes before the Board must state which EMP Mission Critical Strategy it supports. In this way, the Board exercises its responsibility for educational quality and financial integrity and ensures necessary resources are allocated to support student learning programs and services in accordance with its stated goals and plans to improve their quality and integrity.

In terms of legal matters, Board Policy 1670: Advisory Representatives to the Board gives the authority to contract with an attorney for legal services ([IVB-11: Board Policy 1670: Advisory Representatives to the Board](#)). PCC employs a full-time General Counsel and subscribes to the Community College League of California’s (CCLC) policy service that regularly provides legal updates and recommendations through the law firm of Liebert, Cassidy, and Whitmore.

Self-Evaluation

The Board of Trustees both acknowledges and asserts its responsibility for ensuring the College’s educational quality, financial integrity, and legal matters. The details of this responsibility is codified in Board approved policies.

Pasadena City College meets Standard IVB.1c.

None.

IVB.1d: The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board publishes its bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures on the College's Policy and Procedure webpages. Currently the District has contracted with the Community College League of California (CCLC) to do a complete revision and realignment of its Board Policies and Administrative Procedures to ensure currency and align the Policy and Procedure numbering system with the CCLC Policy and Procedure Service. During this transition period, the College is maintaining two Policy and Procedure webpages:

- [IIA-139: Legacy Policy and Procedure webpage](#)
- [IIA-140: New Policy and Procedure webpage](#)

Both pages contain current, accurate information. As all policies and procedures are updated, the legacy webpage will be phased out. Board Policy 2410: Board Policies and Administrative Procedures details the duties and responsibilities of the Board ([IIA-141: Board Policy 2410: Board Policies and Administrative Procedures](#)) in regards to establishing and reviewing polices for the Board and the College.

The following Board policies specifically outline Board size, duties, responsibilities, structure and operating procedures:

- BP 1110 ([IVB-14: Board Policy 1110: Powers and Duties of the Officers of the Board](#))
- BP 1430 ([IVB-5: Board Policy 1430: Authority Only as a Board](#))
- BP 1600 ([IVB-9: Board Policy 1600: Powers and Duties: Authorized Signatures](#))
- BP 1610 ([IVB-16: Board Policy 1610: Powers and Duties: General](#))
- BP 2010 ([IVB-17: Board Policy 2010: Board Membership](#))
- BP 2100 ([IVB-2: Board Policy 2100: Board Elections](#))
- BP 2200 ([IIID-13: Board Policy 2200: Board Duties and Responsibilities](#))
- BP 2210 ([IVB-18: Board Policy 2210: Officers](#))

Additionally the Board maintains its own webpage on the College website ([IVB-19: Board of Trustees Webpage](#)). This site includes relevant information such as a District Map (including the boundaries of the seven areas within the District), the names of Board members and their contact information, audio and video recording of all Board meetings, agendas, minutes, Board packets, the Board Annual Goals for the College, Policies and Procedures, News & Events, and a Staff Directory.

Self-Evaluation

Pasadena City College meets Standard IVB.1d.

Actionable Improvement Plans

None.

IVB.1e: The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The PCC Board of Trustees acts in a manner that is consistent with its policies and bylaws. Records of governing Board actions indicate that the Board's actions are consistent with policies and bylaws. All Board actions and minutes are published on the Boards' webpage and are accessible to the public. Board Policies are reviewed regularly and revised according to legal updates and the changing needs of the College.

As mentioned above, the District has contracted with the Community College League of California (CCLC) to do a complete revision and realignment of its Board Policies and Administrative Procedures to ensure currency and align the Policy and Procedure numbering system with the CCLC Policy and Procedure Service. By doing so, the District can be sure that as legal updates are supplied by the CCLC in relation to Board Policies, the governing Board is in a position to act swiftly to keep all Board Policies in line with current state and federal statutes.

Before the start of a new academic year, the Board meets to discuss and determine its annual goals, using approved policies and procedures and the EMP as the foundation of that discussion ([i-43: EMP Executive Summary](#)). Every December, in accordance with Policy 1205, the Board conducts its Annual Organizational Meeting, the most recent on December 18, 2013 ([IVB-20: Board Policy 1205: Annual Organizational Meeting](#)). At this meeting, the new Board officers are elected, including the new Board President. The Board agenda regularly states the rules of the California Brown Act for Public Comment on agenda and non-agenda items. Board Bylaw 2015: Student Member grants the Student Trustee an advisory vote on every decision before the Board during public session ([IVB-4: Board Bylaw 2015: Student Member](#)). Finally, meetings adhere to the rules set forth in Board Policy 1260: Meetings: Quorum and Voting and all minutes of

meetings are kept and published in accordance with Board Policy 1320: Minutes of Meetings ([IVB-21: Board Policy 1260: Meetings: Quorum and Voting](#); [IVB-22: Board Policy 1320: Minutes of Meetings](#)).

The procedures for Board Policy 2410: Board Policies and Administrative Procedures details the process for review and revisions for board policies ([IVB-23: Procedures for Board Policy 2410](#)). The procedures specify that PCC subscribes to the Community College League of California's (CCLC) Policy and Procedure Service which provides bi-annual updates. The procedure also identifies the key individuals responsible for policy updates.

Self-Evaluation

The Board of Trustees acts in a manner consistent with its policies and procedures and reviews its actions as part of their annual self-assessment process.

The Board of Trustees also regularly evaluates policies and revises when necessary. PCC ensures the regular review of all policies and procedures by subscribing to the CCLC Policy and Procedure Service. The Board ensures that necessary updates and revisions occur by working with the Superintendent-President at the beginning of every academic year to identify the Board policies that will undergo review over the course of the academic year.

As Board Policies are updated, the Superintendent/President delegates review of the Administrative Procedures to the appropriate College administrator to ensure they will achieve successful implementation of Board Policies and align with state, local or federal statutes ([IIA-141: Board Policy 2410: Board Policies Administrative Procedures](#)). The College's Policy and Procedure webpage identifies each Board Policy and Administrative Procedure and the most recent review date.

While the Board acts in a manner consistent with its Bylaws, constituents have voiced concerns with some meetings have been run, claiming that the Board has not followed its Bylaws. Among the concerns are that Board meetings have been held in venues that would not accommodate all those interested in attending and that no efforts were made to locate alternative venues at the time of the meeting. Meetings held on August 29, 2012, March 13, 2013, and July 17, 2013 had agenda items of great concern to many constituents, and members of the public were unable to access these meetings when, after reaching capacity, the outside doors were locked.

In addition, claims have been made regarding how open meetings have been held. The process of negotiating the Superintendent/ President's retirement package has resulted in a lawsuit brought against the College by the non-profit organization Californians Aware. This group alleges that the Board violated state open meeting laws "by not discussing and taking action on the former president's retirement and severance package in public" (*LA Times* Sept 26, 2014). The Board and District legal counsel maintain that no laws were violated in these instances, and that entry

was restricted in order to comply with fire codes and in the interest of public safety. Current District leadership and the Board of Trustees are committed to ensuring that incidents, such as those described above, do not occur again. If larger attendance is anticipated, larger facilities will be found to ensure that all those wishing to attend have the ability to do so.

Actionable Improvement Plans

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.

IVB.1.f: The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office

Descriptive Summary

The governing board has had a program for development and orientation. Board Policy 1040: Orientation of New Board Members prescribed the ways in which new members of the Board are oriented immediately upon election ([IVB-24: Board Policy 1040: Orientation of New Board Members](#)). Each new member, including the Student Trustee, is offered a mentor from the currently serving members. This mentor is available for 90 days after the election to meet and confer with the new member. The Superintendent/President also conducts an orientation within two months of election. During this orientation, the new member will meet with representatives of the Board, Academic Senate, Classified Senate, Management Association, and Associated Students. Board Policy 1040 identifies all materials that the new member must be provided with, including the most recent accreditation reports, budget, audits, contracts, Board policies, and organizational charts. During orientation sessions, topics addressed include trustee roles and responsibilities, policymaking, communication procedures, resources for trustee education, legal and fiscal responsibilities, trustee benefits and pay, and Board protocol, norms, and ethics. The Board's development program also addresses the need to learn about accreditation. This Policy has since been updated and is now found under Board Policy 2740. ([IVB-25: Board Bylaw 2740: Community Relations](#)). In addition, the Board has asked the Superintendent/President to develop new Board Orientation procedures for those Trustees elected in 2015. Drafts are currently being reviewed to ensure that an orientation program is available that coincides with the new policy.

Furthermore, new Board members attend the Effective Trusteeship Workshop hosted by Community College League of California (CCLC) and focused on oriented new community College trustees. New and current Board members are also encouraged to attend conferences and educational programs, such as those provided by the Community College League of California (CCLC) to further their professional development as a Board member. Board members have attended legislative conferences in Washington D.C.

The Board has a formal, written method of providing for continuity in membership and staggered terms of office. Board Bylaw 2100: Board Elections specifically describes the rules for election of members, terms of office, vacancies and filing and reporting requirements ([IVB-2: Board Bylaw 2100: Board Elections](#)). Terms for members are four years and elections for areas 2, 4, and 6 are in different years from areas 1, 3, 5, and 7. Vacancies are filled within 60 days. The Board is granted the authority to call an election or determine the method of selection in a transparent fashion. This process is illustrated in the selection of Trustee Linda Wah in 2010 ([IVB-26: Board Minutes September 14, 2010](#), [IVB-27: Board Minutes September 15, 2010](#)).

Self-Evaluation

Board Policy 1040 clarifies PCC's Board of Trustees' program for new member orientation, while Board Policy 2100 provides for continuity of board membership and staggered terms of office.

Pasadena City College meets Standard IVB.1f.

Actionable Improvement Plans

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

IVB.1g: The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Board Policy (BP) 2745: Board Self-Assessment directs the Board to evaluate itself on an annual basis to improve Board functioning. BP 2745 was evaluated, updated, and approved by the Board of Trustees on August 20, 2014 ([IVB-28: Board Policy 2745: Board Self-Assessment](#)).

Using model policies from other institutions and guidelines from the Community College League of California's Effective Trustee Leadership Program, Board members also revised the self-evaluation instrument. The updated self-evaluation instrument assesses how well the Board of Trustees is meeting regional accreditation standards as well as how well it functions as a unit and communicates with various campus constituencies. The new instrument assesses performance in regards to:

- Accreditation Standards
- Board functions and areas of responsibility
- Board Goals for the College

Additionally, an open-ended response section poses these questions:

- What are the Board's greatest strengths?
- What are the major accomplishments of the Board in the past year?
- What are areas in which the Board could improve?

Comparison of the previous and updated versions of the self-evaluation reveal the Board's commitment to process and self-improvement ([IVB-29: Board Minutes July 16, 2014](#), [IVB-30: Board of Trustees Self Evaluation 2009](#), [IVB-31: Board of Trustees Self-Evaluation 2014](#)). All Board members complete the evaluation instrument and submit it to the Board President. Summary results are compiled, presented and discussed at an open Board session.

Self-Evaluation

The Board of Trustees of the Pasadena Area Community College District is committed to evaluation-based improvement of the institution and itself. The Board's processes are clearly defined in Board Policy 2745. As a result of the 2014 Board self-assessment, the Board contracted a highly experienced, California-based Board consultant recommended by the CCCT. She assisted the Board in reviewing the self-assessment results and the ModernThink Campus Climate survey results. The consultant then worked with the Board to develop an improvement plan for the Board that addressed the current campus climate ([IVB-32: Board 2014 Self-Evaluation Notes](#)).

Pasadena City College meets Standard IVB.1g.

Actionable Improvement Plans

None.

IVB.1h: The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates the code.

Descriptive Summary

The Board has a published process for both defining a standard of conduct and for dealing with unethical behavior. Updated on July 16, 2014, Board Policy 2715: Code of Ethics/Standards of Practice adopts a standard of behavior for all members, including the Student Trustee, which promotes the Board's commitment high-quality education ([i-29: Board Policy 2715: Code of Ethics/Standards of Practice](#)).

Policy 2715 emphasizes that the Board is to function only as a group and explains the purpose of personal opinions. The policy discusses how each Trustee will need to balance the needs and advantages of individual service areas with the good of the entire community College district. Additionally, the Trustees Code of Ethics reinforces the role of the Board to make policy and the role of the Superintendent/President to administer policy. Confidentiality requirements regarding closed session are also detailed in the policy. Policy 2715 explores the level of professionalism, particularly for conflict of interest issues, that is needed and the collegiality that is expected from a Board member. The policy details how to deal with ethical and policy violations. First, it authorizes the Board President and Superintendent/President to engage legal counsel as they become aware of violations. Additionally, the steps for addressing ethical violations, including censure, are detailed in the policy.

Self-Evaluation

Policy 2715 both explains the standard of ethical conduct and defines a complete process for dealing with ethical violations.

Pasadena City College Standard IVB.1h.

Actionable Improvement Plans

None.

IVB.1i: The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees is both informed of and involved in the accreditation process. At PCC, this occurs in several ways. First, the Board takes an active role in informing itself in all areas of regional accreditation. Following the recommendations of ACCJC in the ACCJC Summer 2012 Newsletter ([IVB-33: ACCJC Summer 2012 Newsletter](#)), the Board of Trustees participates in the accreditation process in the following ways:

- Trustees regularly attend ACCJC trainings and presentations. Specifically, several Board members attended the 2012 CCLC Conference and attended a presentation by Dr. Barbara Beno, President of ACCJC. The presentation addressed the trends regarding Board related sanctions and provided guidance for navigating a successful accreditation process. The presentation also focused on the role of a Board, including expectations and boundaries.

- During the May 15, 2013 Board of Trustees Study Session, all Board members participated in an accreditation workshop facilitated by Dr. Susan Clifford and Dr. John Nixon from ACCJC ([IVB-34: Board of Trustees Agenda May 15, 2013](#)).
- Board members are encouraged to complete the California Community College League's (CCLC) Excellence in Trusteeship Program and in 2013-2014, two Board members, including the Student Trustee, completed this program. The program is designed to provide a foundation for Board members to engage the accreditation process ([IVB-35: CCLC Excellence in Trusteeship Program Website](#), [IVB-36: CCLC ETP Brochure](#)). Have others completed this in the past?
- At least one PCC Trustee regularly participates on an ACCJC External Evaluation Site Teams.

Furthermore, the Board has adopted a policy addressing the role of accreditation at PCC. Board Policy 2120: Process for Institutional Accreditation states that the Board will be informed "in a timely manner about the status of the accreditation of the College" ([i-1: Board Policy 2120: Process for Institutional Accreditation](#)). Approved in December 2012, these revisions updated procedures to reflect new ACCJC requirements, articulated a process for addressing follow-up reports and steps to respond to warnings or sanctions, as well as provided a clear timeline for the comprehensive self-evaluation and clearly defined duties and responsibilities to increase transparency in the process.

The Accreditation Liaison Officer furnishes accreditation updates to the Superintendent/President and Executive Committee weekly at the College's Executive Committee meeting. The Superintendent/President discusses these updates with the Board President to determine if additional Board presentations or written updates are needed for the full Board.

The College's Accreditation Liaison Officer (ALO) and Faculty Self-Evaluation Coordinator provide the Board with regular updates during the self-evaluation cycle. In addition to written updates, the Board receives presentations on accreditation at regularly scheduled Board meetings ([IVB-37: Board of Trustees Minutes January 15, 2014](#), [IVB-38: Board of Trustees Presentation January 15, 2014](#), [IVB-39: Board of Trustees Minutes June 25, 2014](#)). Beginning in Fall 2014, the Board of Trustees received drafts of PCC's Self-Evaluation. At the Board Retreat held on September 13, 2014, part of the day was spent discussing the results of the Self-Evaluation. ([IVB-40: Board Retreat September 13, 2014](#)) Additionally, two Study Sessions of the Board of Trustees were held in October 2014 for the Trustees to provide feedback to the ALO and Faculty Self-Evaluation Coordinator on the Self-Evaluation document. ([IVB-41: Board of Trustees Accreditation Study Sessions](#)). There are planned Board updates on the Self-Evaluation through November and until the Board receives the final version for approval.

Self-Evaluation

The Board actively participates in the accreditation process at PCC and the region, stays informed of accreditation requirements and trends, and has established an updated Board Policy defining the accreditation process for the campus.

Pasadena City College meets Standard IVB.1i.

Actionable Improvement Plans

None.

IVB.1j: The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-College district/system or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or College, respectively.

Descriptive Summary

The Board of Trustees has the responsibility for selecting the Superintendent/President at PCC. Board Policy 1690: Selection of the Superintendent/President establishes the process for conducting the search for and selection of the Superintendent/President ([IVB-1: Board Policy 1690: Selection of the Superintendent/President](#)). This Policy was followed in 2009 during the selection of recently-retired Superintendent/President Dr. Mark Rocha. It grants the Board the power to select the Superintendent/President and an Interim Superintendent/President during the search process, as well as the authority to engage the service of a consultant in the selection process. Final authority for selection resides with the Board and voting on the appointment of a new Superintendent/President occurs during an open session of the Board of Trustees.

Board Policy 1620: Authority of the Board Delegated to the Superintendent/President clearly delegates full responsibility and authority to the Superintendent/President to implement and administer board policies without interference ([IVB-42: Board Policy 1620: Authority of the Board Delegated to the Superintendent/President](#)). The policy states:

The adopted policies constitute the basic method by which the Board exercises its leadership. Having adopted these policies, the Board delegates to the Superintendent/President, who is to function in the dual capacity of Superintendent of the District and President of the College, the authority to carry out the policies and to specify administrative rules and regulations essential to implementation of said policies.

The Superintendent/President is held accountable for the operations of the District. Board Policy 1680: Evaluation of the Performance of the Superintendent/President provides the Board with mechanisms to evaluate the chief administrator's performance on implementing board policies and achievement of institutional goals ([IIIA-9: Board Policy 1680: Evaluation of the Performance of the Superintendent/President](#)). Board Policy 1680 details an annual evaluation of the Superintendent/President in two ways. First, a regular developmental annual evaluation for each of the first three years of service includes a self-evaluation, a review from each Trustee, and a summary evaluation prepared by the Board President. Second, a comprehensive evaluation in the fourth year of service includes all aspects of the regular annual evaluation plus the inclusion of comments from faculty, staff, administration, and students on the Superintendent/President's performance. This comprehensive evaluation also includes an external, independent evaluation conducted by an independent firm or consultant.

Additionally, the Board sets clear expectations for regular reports on institutional performance from the chief administrator. Board Policy 1250: Meetings: Recommended Order of Business includes the President's Report as a regular item on the Board agenda of every regular meeting ([IVB-43: Board Policy 1250: Meetings: Recommended Order of Business](#)). Board Policy 2410: Board Policies and Administrative Procedures defines the Board's expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity ([IIA-141: BP 2410: Board Policies and Administrative Procedures](#)).

Self-Evaluation

The Pasadena Area Community College District Board of Trustees selects and evaluates the College President in adherence to policy-established guidelines. The Board effectively focuses on policy and grants the Superintendent/President authority to implement and administer policies. Finally, the Board evaluates the Superintendent/President on his operation of the District.

Pasadena City College meets Standard IVB.1j.

The responsibility for selecting and evaluating the Superintendent/President is clearly given to the Board of Trustees. While Board Policy 1680 articulates the evaluation process for the Superintendent/President and meets the requirements of ACCJC, some campus constituencies have voiced concern over the revision to the policy that occurred on August 15, 2012, specifically the revision eliminating anonymous input in the evaluation process. Some have expressed that this would limit the honest feedback in the evaluation process. In addition, concerns were raised over the length of time between evaluations when faculty, staff, managers, and students are able to give feedback. While evaluations are annual, campus feedback is now only solicited every fourth year. In response to the revised policy, the Academic Senate formally requested that the Board return to its previous policy ([IVB-44: Academic Senate Resolution of Policy 1680](#)).

Actionable Improvement Plans

None.

IV.B2: The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

Board Policy 1620: Authority of the Board Delegated to the Superintendent/President clearly delegates full responsibility and authority to the Superintendent/President to implement and administer board policies without interference ([IVB-42: Board Policy 1620: Authority of the Board Delegated to the Superintendent/President](#)). Additionally, Board Policy 2410: Board Policies and Administrative Procedures identifies the responsibilities of the Superintendent/President that relate to the quality of the institution ([IIA-141: BP 2410: Board Policies and Administrative Procedures](#)). At PCC, the role of the Superintendent/President is as follows:

- The Superintendent/President shall make policy recommendations to the Board and provide proposed texts.
- The Superintendent/President, or designee, shall recommend policies deemed to be compatible with the interest of the College community and the public at large.
- The Superintendent/President shall provide such data as it is determined for the Board to formulate policy and evaluate the effectiveness of policies.
- The Superintendent/President, and not the Board, shall be responsible for the administration of policies and the operations of the District.
- The Superintendent/President shall be responsible for the development, maintenance and revision of procedures to assure compliance with PACCD policy, as delegated by the Board.

Since the last accreditation cycle, PCC has had four presidents. Dr. Paulette Perfumo, President during the last self-evaluation, left the Office of the President in August 2009. Dr. Lisa Sugimoto served as President/Superintendent from September 2009 to June 2010. Dr. Mark Rocha, began his tenure on July 1, 2010 and retired on August 31, 2014. An Interim Superintendent/President, Dr. Robert Miller, was appointed on September 3, 2014. Since Dr. Mark Rocha was the Superintendent President for the majority of the time assessed in this self-evaluation, any mention of “Superintendent/President” can be assumed to refer to Dr. Rocha.

The previous Superintendent/President began a number of major initiatives, including a campus-wide realignment, internal grants for innovation, and outreach expansion to include in-district recent high school graduates. In order to do this, he oversaw the development of the EMP and the Project 90 Goals that PCC hopes to achieve by its 90th year ([i-43: Educational Master Plan Executive Summary](#)). The EMP has been the major governing and guiding document for the Superintendent/President and the College since its completion. The Superintendent/President and the Board of Trustees consider this the governing document for the Office of the President. The EMP Mission Critical Priorities are:

1. Student Success, Equity, and Access
2. Professional Development
3. Technology
4. Pathways: K-12, 2-Year, 4-Year, and Community Connections
5. Student Support Services
6. Institutional Effectiveness
7. Enrollment Management
8. Sustainability
9. Revenue Enhancement Strategies
10. Life-Long Learning
11. Curriculum Responsive to Market Needs
12. Facilities and Resource Management

The EMP is comprehensive in nature and attempts to address student success at every level of the campus, from facilities to classrooms to the fiscal health of the College. The role of the EMP can clearly be seen in in all aspects of the President's work and accomplishments:

- Establishing innovation through the establishment of Student Access and Success (SASI) Grant Funds
- Chairing the College Coordinating Council
- Instituting a public ethics check-in with all constituency groups during College Council meetings ([IIIA-20: College Coordinating Council Minutes December 12, 2012](#), [IIIA-21: College Coordinating Council Minutes March 27, 2014](#))
- Creating the Budget and Resource Allocation Standing Committee in December 2011 ([IVB-46: BRAC Website](#))
- Promoting professional learning programs with the development of the Leadership Journey, Professional Development Committee ([IVB-47: Professional Development Standing Committee Website](#)), and the Academy for Professional Learning ([IVB-48: APL Website](#))
- Reorganizing the management structure, through campus-wide realignment
- Taking steps to improve cross campus communication ([IVB-49: Five Things to Know](#))

- Following recommendations from the Student Success Task Team
- Building partnerships with the community ([IVB-50: President's Advisory Committees](#))
- Opening an extension campus in an underserved area of the District ([IVB-51: Rosemead Center Website](#))

Each year, the Board of Trustees in consultation with the Superintendent/President, develops Board Goals for the College ([IB-55: 2013-14 Annual Goals for the College](#); [IB-56: 2012-13 Annual Goals for the College](#); [IB-57: 2011-12 Annual Goals for the College](#)). Driven by and integrated with the EMP, these goals prioritize the efforts of the College toward those EMP goals and objectives deemed most urgent. The 2013-2014 Board Goals have also clearly guided Dr. Rocha's work:

1. College budget and fiscal policy
2. Student Success: Class schedule and enrollment management
3. Student Success: Graduation and completion initiative to close achievement gap
4. Centennial campus master plan
5. Facilities renovations, deferred maintenance and equipment
6. Foundation and revenue enhancement
7. Institutional effectiveness and accreditation
8. Public relations
9. Human resources

The College President evaluates progress in realizing the Board Goals for the College and presents this to the public and Board of Trustees at a Board meeting ([IB-58: Board Goals for the College Evaluation from June 26, 2013 Board Meeting](#)). The overall quality of the institution and the ability of the President to assess institutional effectiveness can be seen in the California Student Success Scorecard, as well ([IVB-52: CCC Student Success Scorecard Website](#)).

Self-Evaluation

At PCC the Superintendent/President has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. PCC has made tremendous progress, including developing an award-winning First Year Pathways Program and receiving over fifteen million dollars in grant funds.

Although PCC has been highly successful by many measures, there have been significant disagreements as to the impact of the former Superintendent/President on the quality of PCC. While quality programs, such as the First Year Pathways Program, were developed under the former Superintendent/President's leadership, the overall climate of the institution suffered during his tenure. On one hand, the Superintendent/President moved the College forward in

areas such as student success and professional learning. On the other hand, some have voiced concerns regarding too many changes without justification or adequate planning. Additionally, many campus constituencies have criticized Dr. Rocha for not honoring shared governance recommendations when implementing these changes. The results of this concern can be seen in the multiple votes of no confidence from campus constituency groups ([IVA-53: ASPCC Vote of No Confidence](#); [IVA-IVA-54: Academic Senate Vote of No Confidence 04/15/13](#)). The concerns have been documented in the College Campus Climate Survey ([IIIA-29: Campus Climate Survey 2014 Response Distribution Report](#)).

Statement	Agree	Disagree
2014 Campus Climate Survey Statement	Strongly Agree/ Agree	Strongly Disagree/ Disagree
Senior leadership communicates openly about important matters	13%	63%
Senior leadership shows a genuine interest in the well-being of faculty, administration and staff	20%	56%
Senior leadership keeps their promises	12%	60%
Senior leadership has the knowledge, skills and experience necessary for institutional success.	21%	49%
Senior leadership regularly models PCC's core values	20%	54%
I believe what I am told by senior leadership	15%	57%
I trust senior leadership enough to follow them, even when I disagree with their decisions	20%	55%
Senior leadership provides a clear direction for PCC's future	16%	58%

The PACCD Board of Trustees announced the appointment of Dr. Robert B. Miller as Interim Superintendent-President of PCC effective September 4, 2014. Dr. Miller brings more than 30 years of experience to his new role having previously served as Assistant Superintendent/Senior Vice President, Business and College Services. With Dr. Miller's appointment, Academic Senate has returned to CAPM meetings and is communicating with Administration. The campus is seeking to move forward together in a positive direction and Dr. Miller has made it clear that he supports these efforts and will strive to re-engage the campus in effective communication and participatory governance.

Actionable Improvement Plans

In order to improve effectiveness, the Superintendent/President will regularly evaluate the implementation of its participatory governance and planning model and make recommendations for improvement.

IVB.2a: The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.

Descriptive Summary

The Superintendent/President plans, oversees, and evaluates the administrative structure for PCC. Shortly after the recently retired Superintendent/President began his tenure, he charged College constituencies with evaluating the current organizational structure at PCC. Two Task Teams examined the current organizational structure at PCC and structures used at other Colleges. This information was gathered, evaluated, and presented at a Town Hall meeting on December 8, 2011 ([IVB-53: Task Team 2 Progress Report](#)). The Task Teams recommended that the existing administrative structure be retained with the exception of two departments which wished to realign. The Academic Senate approved this proposal. Despite this, the Superintendent/President recommended an alternate realignment of the College to the Board of Trustees ([IVB-54: Realignment Update](#), [IVB-55: Vision of Realignment](#)). On January 15, 2014, after multiple years of evaluation, the Board of Trustees approved a new administrative and organizational structure for the College ([IVB-38: Board of Trustees Minutes January 15, 2014](#)). This process is detailed in IVA.3 of this document.

In the new organizational structure, the President delegates significant responsibilities to the Assistant Superintendents/Senior Vice Presidents of Business and College Services and Academic Affairs and Student Affairs. The Senior Vice Presidents delegate to Associate Vice Presidents. The organizational charts in the introduction section of this report detail these reporting relationships and the functionality of the institution. The President also meets weekly with his Executive Committee and delegates responsibilities and authorities to this group as needed.

Self-Evaluation

PCC is one of the largest community colleges in the state and in the nation with nearly 35,000 students and a service area with a population of 403,596. The organizational realignment cannot be evaluated at present, as the reorganization of the College has not been completed. The new structure proposed the establishment of department chairs, but these have not yet been negotiated. As of October 2, 2014, these positions have not been established. While there is still discussion on whether the realignment is the optimal campus structure, the current structure is appropriate for the College's size and complexity. Realignment was a 2011-2012 Board Goal, and the new structure was approved by the Board of Trustees on August 29, 2012. However some campus constituents expressed substantial concern that the reorganization was unnecessary and that the approved model differed substantially from the shared governance recommendation. While some justification and rationale has been provided to campus constituents, the communication has not been

sufficiently clear nor timely. Some constituents continue to voice concern about the increased number of managers in the new organizational structure.

Interim Superintendent/President Miller recognized that reorganization remains an area of contention across campus at the recent Flex Day, on October 1, 2014, he was amenable to opening discussion on the issue. This conversation continued at the October 15, 2014 CAPM meeting, during which Dr. Miller requested that a group be formed to evaluate the current structure and make recommendations for improvement.

Pasadena City College meets Standard IVB.2a.

Actionable Improvement Plans

None.

IVB.2b: The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that education planning is integrated with resources planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The Superintendent/President of PCC guides institutional improvement of the teaching and learning environment in a variety of ways. First, the Superintendent/President uses the College's EMP as the guiding document to set goals and priorities. The Board Annual Goals for the College are guided by the EMP. Using the EMP as the guiding document that upholds the mission and core values of the College, the Superintendent/President identifies the needs of the College and has College constituencies examine the issues in multiple ways. For example, the SASI funding process, which seeks to promote innovation and improve student success, is an important element in the EMP. The first year of SASI used a review process that was facilitated by the Academic Senate. One funded activity was the development of the First Year Pathways program, which aligned with multiple goals in the EMP.

The President's implementation of the ethics check-in at College Council meetings is also an example of attempting to facilitate a collegial process based on shared values and to remind each employee of their established Ethics and the Core Values of the College. The Superintendent/President also has a community report that outlines his goals and provides progress on the College's achievement of these goals ([Campus Report Website](#)).

The Superintendent/President's evaluation and planning rely on data provided by the Office of Institutional Effectiveness (OIE) and analysis of external and internal conditions. The Superintendent/President has directed the OIE to make consistent data sets available during the program review process. The decision to adopt the current academic calendar is also an example of the Superintendent/President relying on research and analysis provided by the OIE. The President's recommendation of the 2014-2015 academic calendar to the Board of Trustees included data on student persistence, the impact on retention, and student completion rates ([IVB-56: Board of Trustees Packet June 25, 2014](#)) and analysis on the efficacy of the winter intersession ([IVB-57: Research Findings #32](#)).

Using an evidence-based decision model has also ensured that the President makes resource and allocation decisions to achieve student learning outcomes. The Superintendent/President developed the Student Access and Success Initiative (SASI) fund to target improvement in student learning and achievement. He facilitated the development of an application process that required a data-driven needs analysis that clearly supported the goals of the EMP ([IB-43: SASI RFP Innovation Awards, IB-68: SASI Innovation Winners 2011-2012](#)).

Resources were allocated to ensure the achievement of student learning outcomes in the Superintendent/President's support of the CTE Pathways programs at PCC. The EMP's Mission Critical Priorities identify the needs to promote pathways and to develop curriculum responsive to market needs ([i-43: Educational Master Plan Executive Summary](#)). As an example, the College has a Child Development Pathway that takes students from high school through the completion of graduate degrees. Additionally, the IEC's 2013 Broad Recommendations support these priorities with data from multiple program reviews ([i-55: IEC Broad Recommendations 2012-2013](#)).

The Superintendent/President ensures that the College's planning process relies on both internal and external research through the OIE. Planning and research results are valued and closely examined by the President. This is illustrated in the publication and widespread use of *Observations*, a College-wide publication that uses data to examine student success ([IIA-11: Observations Website](#)). Additionally, the Superintendent/President has the Director of Institutional Effectiveness present at all Executive Committee meetings of the College.

Self-Evaluation

While the previous President strived to improve student success using data to drive decision-making, constituent groups have claimed that he reluctantly accepted alternative evidence. This led to increased feelings of disenfranchisement amongst constituents involved in the decision making process. For example, the removal of winter intersession was made in spite of evidence provided by the faculty demonstrating the importance of Winter. In doing so, many involved felt disrespected, and they concluded that the shared governance processes lacked collegiality.

The new interim Superintendent/President has made strides to restore collegial processes. These actions have included appearing at Flex Day to answer any faculty questions, the restoration of Shared Governance committees that had not been meeting, and renewed discussions through CAPM meetings.

Actionable Improvement Plan

To improve institutional effectiveness, the Office of 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.

To increase institutional effectiveness, the Office of Strategic Planning and Innovation, will collaborate with shared governance leaders to communicate the existing integrated planning processes at PCC to all constituents.

To increase institutional effectiveness, the Office of Strategic Planning and Innovation will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.

IVB.2c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

Board Policy 1620: Authority of the Board Delegated to the Superintendent/President specifically delegates full responsibility and authority to the Superintendent/President to carry out the College's policies and to specify administrative rules and regulations essential to implementation of said policies ([IVB-42: Board Policy 1620: Authority of the Board Delegated to the Superintendent/President](#)). The Superintendent/President keeps abreast of statutes and regulations by participating in various conferences such as the Association of California Community College Administrators (ACCCA). College managers and members of shared governance groups participate in this process of keeping informed of changes in statutes and regulations and inform responsible personnel to implement any necessary changes.

The procedures for Board Policy 2410: Board Policies and Administrative Procedures details the process for review and revisions for board policies ([IIA-141: Board Policy 2410: Board Policies and Administrative Procedures](#)). Additionally, PCC subscribes to the Community College League of California's (CCLC) Policy and Procedure Service which provides bi-annual updates. The procedures also identify the key individuals responsible for policy updates.

The Superintendent/President assures adherence to statutes and regulations by delegating responsibilities to administrators that have expertise in their areas of oversight. Effective hiring practices and procedures ensure that highly qualified employees are placed in positions to implement statutes and regulations effectively. The Human Resources Department oversees the evaluation process to assess that all employees are effectively fulfilling their job duties.

Additionally, the Superintendent/President uses meetings of the College Coordinating Council, Human Resources, and the Executive Committee to gain advisement to ensure that institutional practices align with policies and procedures. In addition to the managers of the College, shared governance groups bring forth information to help assure statutes, regulations, and governing board policies are consistent with the College mission and policies. This is primarily done through the College Coordinating Council.

Self-Evaluation

The PCC Superintendent/President consistently monitors regional, state, and federal regulations to ensure the effective implementation of all statutes and regulations. Delegation of responsibility to employees with expertise in their areas of oversight enables the Superintendent/President to assure that institutional practices are consistent with the College's Mission and policies. Current policies and practice allow for shared governance participation in this process. For example, a faculty member recommended changes to Board Policy 5575: Smoking on Campus to various shared governance groups, the College Council, and to the Board of Trustees which were accepted ([IIIB-39: Board Policy 5575: Smoking On Campus](#)).

Pasadena City College meets Standard IVB.2c.

Actionable Improvement Plan

None.

IVB.2d: The president effectively controls budget and expenditures.

Descriptive Summary

The fiscal health of the organization is a primary goal of any Superintendent/President at PCC. As an essential focus of the Board of Trustees, the Superintendent/President presents regular updates, reports, and audits on budget and expenditures. The Superintendent/President directed staff to communicate the state of the budget, including both internal and external factors, to the College community regularly ([IVB-58: Budget Message Website](#)). Despite the economic hardships faced by the California Community Colleges, the Superintendent/President worked to control the budget and to communicate how the College intended to meet its educational goals. PCC continues to be a fiscally sound institution with appropriate reserves and clear budgeting priorities. In Fall 2013, PCC offered more class sections to students than at any time in the past twenty years. Over the last several years, the Superintendent/President has made financially responsible decisions that have allowed the College to successfully weather the economic crisis.

Under the Superintendent/President's leadership, the PCC Foundation has raised over \$7 million in private donations for student scholarships and has been awarded over \$26 million in external grants. The Superintendent/President created and hired the position of Executive Director of the PCC Foundation and includes this Executive Director as part of his Executive committee.

While the Superintendent/President provides oversight to the development of the overall College budget, all managers are responsible for the successful management of area budgets and budget allocations.

Self-Evaluation

The Superintendent/President oversees the College budget and keeps the College community informed of budget decisions.

Pasadena City College meets Standard IVB.2d

Actionable Improvement Plan

None.

IVB.2e: The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The former Superintendent/President communicated with the communities served by PCC in several ways. The Superintendent/President maintained several service commitments, including serving as a member of the Board of Councilors of the Rossier School of Education of the University of Southern California and as a member of the Board of the Pasadena Biotechnology Collaborative. The Superintendent/President was also an adjunct professor at California State University, Northridge, where he taught in the doctoral program in Educational and Leadership Policy Studies. The current Interim Superintendent/President has close ties to the community including serving on the executive committee for the Tournament of Roses.

The Superintendent/President also works closely with the broader community to support different underrepresented populations in higher education. With the President's Latino Advisory Committee (PLAC), the Superintendent/President holds regular meetings, develops scholarships, and works to have community members support programs that address the needs of PCC's Latino population ([PLAC Website](#)). The work that the Superintendent/President has done with African American Advisory Committee (AAAC) helped to support our African American student pathway program, Ujima, to more than double student participation in 2013 ([IVB-60: Ujima Website](#)). The President's Asian Pacific Islander Advisory Committee (PAPIAC), has helped to support outreach in a variety of ways including holding a high school to College to career program. ([PAAPIAC Website](#); [IVB-62: PAAPIAC Events](#)). The Superintendent/President also convened an Armenian Advisory Committee to reach out to another underrepresented population within the District service area. The Superintendent/President also held regular town halls with the support of the advisory groups to reach out to the community ([IVB-63: Community Outreach Town Hall](#)).

The former and current Superintendent/Presidents are very involved with the PCC Foundation. Under the Superintendent/President leadership, the PCC Foundation has raised over \$7 million in private donations for student scholarships and the College has been awarded over \$26 million in external grants.

Facilitating events for the College community to participate in the College's planning process also occurred under the Superintendent/President's leadership. One example is the community involvement in the development of the College's Centennial Facilities Master Plan. On February 7 and 8, 2014, the College hosted a Centennial Facilities Master Plan Visioning retreat to allow individuals to participate in the planning process for its physical resources. On Friday, February 7, over 100 faculty, staff, city council members, and PCC Board members attended the seven-hour meeting held on the PCC campus. On Saturday, February 8, roughly 30 participants including Board members, community members, alumni and students attended. The suggestions from this retreat directly inform the Centennial Facilities Master Plan ([IVB-64: Centennial Facilities Master Plan Visioning Community](#)).

Self-Evaluation

The former Superintendent/President was active in community organizations and participated in community events. While these opportunities allowed the Superintendent/President to communicate with external communities served by PCC and ensured that the College meets this Standard, he faced criticism regarding his ability to communicate effectively with internal constituency groups. Criticism of the Superintendent/President's communication with internal groups contributed to a lack of trust and a negative overall campus climate.

Actionable Improvement Plan

To improve institutional effectiveness, the individual serving as Superintendent/President will develop steps to achieve effective communication with internal and external communities served by the College.

IVB.3 In multi-College districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the district/system and acts as the liaison between the Colleges and the governing board.

Pasadena Area Community College District is a single College district.

Evidence List for Standard IVB

<u>2011-12 Annual Goals for the College</u>	IB-57
<u>2012-13 Annual Goals for the College</u>	IB-56
<u>2013-14 Annual Goals for the College</u>	IB-55
<u>Academic Senate Resolution of Policy 1680</u>	IVB-44
<u>Academic Senate Vote of No Confidence 04/15/13</u>	IVA-54
<u>ACCJC Summer 2012 Newsletter</u>	IVB-33
<u>APL Website</u>	IVB-48
<u>ASPCC Vote of No Confidence;</u>	IVA-53
<u>Board 2014 Self-Evaluation Notes</u>	IVB-32
<u>Board Bylaw 2015: Student Member</u>	IVB-4
<u>Board Bylaw 2100: Board Elections</u>	IVB-2
<u>Board Bylaw 2110: Vacancies on the Board</u>	IVB-3
<u>Board Bylaw 2740: Community Relations</u>	IVB-25
<u>Board Goals for the College Evaluation from June 26, 2013 Board Meeting</u>	IB-58
<u>Board Minutes July 16, 2014</u>	IVB-29
<u>Board Minutes September 14, 2010</u>	IVB-26
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