

Pasadena Area Community College District Board Goals for the College 2014-2017

Commitment to the College Mission and Educational Master Plan:

The Board of Trustees commits itself to the college's mission statement, which places **student learning** at the center of all college decision-making and seeks to provide **equitable access to higher education** and opportunities for economic and social advancement.

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

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

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

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

1. Student Success: Graduation and Completion Initiative

- A. Expand Pathways to improve dramatically the rate of students proceeding successfully to college-level courses within one year of entering PCC (A1, D2.4)
- B. Engage faculty to develop opportunities for students to more quickly attain their educational progress through innovative and student-centered course offerings (A1.1, A2.1, A2.2, B1.4, C2, G1, G5)
- C. Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals (F4)
- D. Enhance student services to meet the needs of all students and achieve the goals of California's Student Success Act (E1.3, E1.4, E4, E4.1, E5)
- E. Develop methods for ensuring that all in-district students are able to enroll in fulltime units leading to degree, certificate or transfer curriculum completion (D1, D5)

2. Institutional Effectiveness

- A. Enhance the college's system of integrated planning to ensure that the college's Educational Master Plan is the driving force for the creation of updated Facilities and Technology Master Plans (C1, C2, C3, L1)
- B. Implement the action plans identified in the Accreditation Self-Evaluation to enhance planning procedures, systematically define roles and responsibilities of all constituent groups, and effectively tie assessment of student learning and program review to institutional planning (F2, F3.2)
- C. Enhance the college's fiscal integrity and system of integrated planning by more effectively linking resource allocations and revenue enhancements to institutional

planning and program review and improving transparency in budget and other resource decisions (F1, F3)

- D. Streamline college policies and procedures to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)
- E. Enhance flexibility in College operations and delivery systems to reach students more effectively and ensure that services are available in a manner meeting student need (G3,F1,F4)

3. Community Engagement

- A. Develop a system of strategic communication utilizing College Marketing, the PCC Foundation, and shared governance entities to promote the college's successes and activities to the community, faculty, staff, students philanthropic partners and alumni (D4.2, I6, I 10)
- B. Increase outreach to the community, philanthropic and international partners, educational institutions and businesses to enhance collaboration and build partnerships that effectively support students, enhance resources and provide high quality programs aligned with the local and global community, business and student need (G1, G2, G5, I2, I3.1, I7, K1, K3, K4)
- C. Work collaboratively with local public and private high schools to build a college going culture throughout the community by increasing community engagement and dual enrollment that exposes students to the value of post-secondary education, career and education opportunities and the ability to complete college credit through high school partnerships (A1, D1, I3.1, I7, I11)
- D. Assess the impact of current and potential satellite sites and utilize community advisory and shared governance groups to determine the best means for developing a permanent presence in the community (D5, G2, L1)

4. Collegiality

- A. Promote trust and a shared vision for institutional success through effective communication and an enhanced system of shared governance (F2, F3)
- B. Enhance the system of participatory governance such that the unique roles of faculty, staff and students are clear and that all constituents feel validated in their role in the decision-making process (F2.3)
- C. Re-engage the college community in the central focus on student outcomes and empower all constituents to develop new and innovative ways to facilitate student learning (B1.4)

5. Social Justice

- A. Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)
- B. Work with community partners to determine the unique needs of those individuals underrepresented in higher education and seek to develop means to increase access to and success in higher education (A1, B1.1)

- C. Work to recruit and retain a diversified faculty and staff reflective of the of the community and capable of enhancing College efforts for equitable student outcomes (A2, A3, A3.1)
- D. Develop opportunities for students to explore the impact of racial, cultural and ethnic identity on the individual and society and utilize these opportunities to address issues of inequities in education (A.2, A3, D.4.1)

Adopted by the Board of Trustees, November 17, 2014

Board Goals – Measures

1. Student Success: Graduation and Completion Initiative	
Board Goals	Measures
A. Expand Pathways to improve dramatically the rate of students proceeding successfully to college-level courses within one year of entering PCC (A1, D2.4)	Pathways will grow 30% to serve 2,500 students by 2017.
	The proportion of Pathways students reaching college-level Math within one year will rise from 36.3% to 45% by 2017.
	The proportion of Pathways students reaching college-level English within one year will rise from 77.5% to 85% by 2017.
B. Engage faculty to develop opportunities for students to more quickly attain their educational progress through innovative and student-centered course offerings (A1.1, A2.1, A2.2, B1.4, C2, G1, G5)	The number of sections offered using alternative means (acceleration, compression, etc.) will increase by 8% by 2017.
	The College will demonstrate student-centered course offerings by maintaining a course fill rate of 95% at census.
C. Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals (F4)	The Office of Institutional Effectiveness will update the EMP Report Card annually and report to the Board in Spring.
	The Superintendent/President will present actions taken and planned actions for meeting graduation, transfer and certificate complete goals in Spring.
D. Enhance student services to meet the needs of all students and achieve the goals of California’s Student Success Act (E1.3, E1.4, E4, E4.1,E5)	85% of new students will have completed orientation by 2015. 90% of new students will have completed orientation by 2016. 95% of new students will have completed orientation by 2017.
	85% of new students will have completed assessment by 2015. 90% of new students will have completed assessment by 2016. 95% of new students will have completed assessment by 2017.
	85% of new students will have received an abbreviated educational plan by 2015. 90% of new students will have received an abbreviated educational plan by 2016. 95% of new students will have received an abbreviated educational plan by 2017.
E. Develop methods for ensuring that all in-district students are able to enroll in fulltime units leading to degree, certificate or transfer curriculum completion (D1, D5)	50% of all in-district students will be enrolled in fulltime units by 2017

Board Goals – Measures

2. Institutional Effectiveness	
Board Goals	President’s Area Plan
A. Enhance the college’s system of integrated planning to ensure that the college’s Educational Master Plan is the driving force for the creation of updated Facilities and Technology Master Plans (C1, C2, C3, L1)	The Technology Master Plan will be presented to the Board by Fall 2015.
	The Centennial Master Plan will be presented to the Board by Spring 2016.
B. Implement the action plans identified in the Accreditation Self-Evaluation to enhance planning procedures, systematically define roles and responsibilities of all constituent groups, and effectively tie assessment of student learning and program review to institutional planning (F2, F3.2)	The Superintendent/President will make a regular presentation on the Accreditation Actionable Improvement Plans and will present a timeline for completion of each plan.
	The College will develop a shared governance and decision-making manual by Fall 2015.
C. Enhance the college’s fiscal integrity and system of integrated planning by more effectively linking resource allocations and revenue enhancements to institutional planning and program review and improving transparency in budget and other resource decisions (F1, F3)	A new budget process that includes the integration of the new Banner system will be created by Fall 2015.
D. Streamline college policies and procedures to expedite administrative processes, increase efficiency, and improve transparency of the decision-making process (F2, F3)	The College will review and revise, as needed, procedures related to administrative procedure, including hiring, by Fall 2015.
E. Enhance flexibility in College operations and delivery systems to reach students more effectively and ensure that services are available in a manner meeting student need (G3, F1, F4)	The College will report on enhanced flexibility annually with the President’s Area Plan.

3. Community Engagement	
Board Goals	President’s Area Plan
<p>A. Develop a system of strategic communication utilizing College Marketing, the PCC Foundation, and shared governance entities to promote the college’s successes and activities to the community, faculty, staff, students philanthropic partners and alumni (D4.2, I6, I 10)</p>	<p>The proportion of students indicating that they would recommend PCC to friends or family members who wanted to further their education will increase to 95%.</p>
	<p>As part of the Strategic Marketing Campaign, the College will develop a community assessment by 2015, develop baselines, by 2016 and improve on all measures by 20% by 2017.</p>
<p>B. Increase outreach to the community, philanthropic and international partners, educational institutions and businesses to enhance collaboration and build partnerships that effectively support students, enhance resources and provide high quality programs aligned with the local and global community, business and student need (G1, G2, G5, I2, I3.1, I7, K1, K3, K4)</p>	<p>The College’s International student program will expand to include 1,500 students by 2017.</p>
	<p>The number of formalized business partnerships will increase by 20% by 2017.</p>
	<p>The number of students with internships will increase from 20% by 2017.</p>
	<p>The number of formal partnerships with the Foundation will increase from 20% by 2017</p>
<p>C. Work collaboratively with local public and private high schools to build a college going culture throughout the community by increasing community engagement and dual enrollment that exposes students to the value of post-secondary education, career and education opportunities and the ability to complete college credit through high school partnerships (A1, D1, I3.1, I7, I11)</p>	<p>The PACT program will increase by 20% by 2017.</p>
	<p>The number of dual enrollment sections will increase by 20% by 2017.</p>
<p>D. Assess the impact of current and potential satellite sites and utilize community advisory and shared governance groups to determine the best means for developing a permanent presence in the community (D5, G2, L1)</p>	<p>The College will form community advisory groups by Spring 2015.</p> <p>The Centennial Master Plan will be presented to the Board by Spring 2016.</p>

Board Goals – Measures

4. Collegiality	
Board Goals	President’s Area Plan
A. Promote trust and a shared vision for institutional success through effective communication and an enhanced system of shared governance (F2, F3)	The College will develop a shared governance and decision-making manual by Fall 2015.
	The proportion of employees that trust senior leadership enough to follow them, even when they disagree with their decisions will increase from 19.7% to at least 75% by 2017.
	The proportion of employees that believe that Senior leadership provides a clear direction for PCC's future will increase from 16.4% to over 75% by 2017.
B. Enhance the system of participatory governance such that the unique roles of faculty, staff and students are clear and that all constituents feel validated in their role in the decision-making process (F2.3)	The College will evaluate current shared governance committees and processes by Spring 2015.
	The proportion of employees who believe that when they offer a new idea it will be fully considered will increase from 41% to 75% by 2017.
C. Re-engage the college community in the central focus on student outcomes and empower all constituents to develop new and innovative ways to facilitate student learning (B1.4)	The proportion of employees that state that faculty, administration and staff work together to ensure the success of PCC's programs and initiatives will increase from 20.5% to 75% by 2017.

5. Social Justice	
Board Goals	President's Area Plan
A. Incentivize programs that seek to provide support to underperforming students and close the achievement gap (A1.1, A3)	Programs focused on underrepresented and/or underprepared students will increase the number of students served by 20% by 2017.
	The College will present the results of its equity plan annually following its submission in January 2015.
B. Work with community partners to determine the unique needs of those individuals underrepresented in higher education and seek to develop means to increase access to and success in higher education (A1, B1.1)	The College will develop a Rosemead Advisory Group to assess the impact of the current site and present recommendation for improvement by Fall 2015.
	The noncredit education program will increase enrollment by 30% by 2017.
	The College will use the President's Advisory Councils to create a community access assessment by 2015. This assessment will be integrated into the Centennial Facilities Master Plan to ensure that the College appropriately serves the needs of all communities in its service area.
C. Work to recruit and retain a diversified faculty and staff reflective of the of the community and capable of enhancing College efforts for equitable student outcomes (A2, A3, A3.1)	The College will report annually on the diversity of its employees and the progress toward achieving its EEO plan.
D. Develop opportunities for students to explore the impact of racial, cultural and ethnic identity on the individual and society and utilize these opportunities to address issues of inequities in education (A.2, A3, D.4.1)	The College will report annually on the events and curriculum offered to enhance student understanding of culture and societal inequities.

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