PASADENA
CITY COLLEGE

Pasadena City College
Follow-Up Report

Submitted to the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 2016

Pasadena City College
Follow-Up Report

SUBMITTED BY
PASADENA AREA COMMUNITY COLLEGE DISTRICT
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106-2003

SUBMITTED TO
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

OCTOBER 2016

TABLE OF CONTENTS

REPORT PREPARATION

Prior to receiving the External Evaluation Report, the campus began to respond to two key areas identified by the visiting team in the Exit Interview as needing improvement.

In April 2015, just shortly after the site visit, leaders of the constituency groups and the then President of the Board of Trustees, began meeting as a Governance Workgroup to address needed improvements within shared governance processes and associated areas (e.g., ethics). In addition to meeting in spring 2015, this workgroup met the entire 2015/2016 academic year to address the governance issues identified by the visiting team.

Also in April 2015, an Integrated Planning Workgroup was formed, which included governance leaders in addition to co-chairs of shared governance committees for Budget, Facilities, Technology, and Planning. This group drafted the initial Integrated Planning Model, which was ready to share with the campus for input early in the fall 2015 semester.

After receipt of the External Evaluation Report from the Accrediting Commission for Community and Junior Colleges (ACCJC), a Task Force was formed in July of 2015 to begin addressing all of the recommendations. This Task Force included two members each from the Academic Senate Executive Committee, the Classified Senate Executive Committee, and the Management Association Executive Board in addition to the Executive Director of Human Resources, the Associate Vice President of Planning and Innovation, the Accreditation Liaison Officer, and the Faculty Accreditation Self Study Coordinator (also a member of the Senate Executive committee). The new Superintendent-President also attended the meetings. The Task Force's primary tasks included the following:

1) Review of the recommendations, the language of the cited standards, and the difference between "meeting the standards" and "improving institutional effectiveness"
2) Review of the External Evaluation report, most notably those sections pertaining to campus climate
3) Review and input into a draft plan, including timelines and responsible parties, to address the recommendations

Accreditation workgroups and, in some cases subgroups, for all recommendations were created in August 2015 with input from the Task Force. Constituency group leaders appointed representatives to those workgroups, which are listed below.

1) Integrated Planning
2) FA/Administration: New Evaluation Instrument
3) Classified Union/Administration: New Evaluation Instrument
4) Management Evaluation Instrument/Revised Policy & Procedure
5) Ethics
6) Academic Organizational Structure
7) Professional Development
8) Governance/Decision Making

9) Common Communication Instrument/Minutes
10) Communication
11) College Council/Standing Committee Structure Review
12) Student Affairs' Assessment/Program Review

Some workgroups/subgroups, such as the ones involved in creating new evaluation instruments, were tasked with a specific project and disbanded at the completion of the work. Others, such as the Governance Workgroup, which needed to address ongoing improvements, continued for many months.

The Board of Trustees, separately, worked on issues pertaining specifically to the Board such as the Board Policy and Administrative Procedure for Board Ethics. Also, the then Board President served as a member of the Ethics workgroup as well as the Governance workgroup.

Due to the overlap among the various recommendations, it became clear that the leads/co-chairs of the major workgroups needed to meet on a regular basis to provide updates, to share information, and to collaborate on their respective efforts. This Leads group, which then replaced the Task Force, began meeting in late September 2015 and continued to meet throughout the 2015/2016 academic year. Each group created a response plan and timeline. In each meeting, the leads reported out on the activities/work underway. These leads were also tasked with writing the first draft of the recommendation response.

The entire campus was involved in helping the college to address the recommendations. For example, faculty and staff across the college participated in the new Annual Update process, with the college achieving over a 90% participation rate. Committees, groups, and divisions dedicated significant time and effort to ensuring that requests for resources were prioritized at various levels, per the new Integrated Planning Model. Committee members across numerous areas reviewed and approved revisions to procedures where needed. Union leaders worked with Human Resources to revise and approve new evaluation instruments. Managers and faculty members worked together to help bring evaluations up to date.

A draft of the Follow-Up Report was made available to the campus in late February, 2016 for input. Members of the campus community were able to provide electronic input on the report through the Accreditation website. The report also was reviewed and discussed extensively by the Planning & Priorities/Accreditation Committee (P&P) after which it was reviewed by the Board of Trustees as well as the constituency groups. Numerous revisions were made to the report based on this input, and the new draft was approved by P&P and the Academic Senate at the end of the spring 2016 semester.

Throughout the process of addressing the recommendations, Accreditation Forums were held to present the work that had been completed – or was still underway—and to answer questions. Accreditation newsletters were written and distributed to the campus. Presentations were made to the Board of Trustees, and information about the work was posted on the Accreditation website. The efforts undertaken by the college to address the recommendations have been transparent and communicated in a variety of methods.

During the summer, the Accreditation Liaison Officer and Faculty Accreditation Coordinator included updated information into the report. Additions included new survey data from the

Integrated Planning Process, new campus climate survey data, summer professional development activities (e.g., Classified Professional Development Day, the President's Leadership Retreat), ethics training, and the filling of many interim management positions.

Immediately upon the start of the fall 16 semester, the constituency groups agendized the final version of the Accreditation Follow-Up Report. The Academic Senate approved it on August 29, 2016, the first day of the fall 17 semester. The report was subsequently approved on September 7, 2016 by the Classified Senate after two "reads" and also by the Associated Students who divided the report among themselves in order to provide a thorough reading. The Management Association reviewed the report and signed it on September 20. The Board of Trustees approved it on September 21, 2016.

The recommendations made by the visiting team and the subsequent work that went into addressing them have unquestionably made the college stronger. The recommendations highlighted areas that, in most cases, the college community knew had to be addressed, and they provided the impetus for that work to be done. As the Superintendent-President's letter to the Commissioners as part of this report states, we understand that this work must be "ongoing" and that we must continually evaluate ourselves and make appropriate improvements. We are committed to doing so.

The timeline for the report development and approval is provided below:

September 29, 2015	Accreditation groups/subgroups have met and created a plan/steps for meeting their recommendation
October 2, 2015	Working plans/steps from each recommendation group/subgroup submitted to ALO
November 6, 2015	Drafts from working groups/subgroups for each area submitted to ALO
November 27, 2015	Draft of Follow-Up Report completed before Winter Break
December 1, 2015	Campus Forums for Accreditation Update (noon and 5 pm)
January 20, 2016	Recommendation groups/subgroups have reconvened after the break and determined work that still needs to be completed
February 12, 2016	New drafts from working groups/subgroups for each area submitted to ALO and Faculty Accreditation Coordinator
February 16, 2016	Drafts returned to working groups for revision and/or additional evidence
February 19, 2016	Final drafts from working groups due to ALO and Faculty Accreditation Coordinator; draft sent to P&P by evening

February 22, 2016	Draft report made available to campus for electronic input
February 24, 2016	P&P/Accred Steering Committee – 1st Reading of DRAFT Follow-Up Report Board, Presentation on Draft report to Board of Trustees
February 29, 2016	P&P/Accreditation Steering Committee – 2nd Reading of DRAFT
March 2, 2016	P&P 3rd Reading Follow-Up Report
March 14, 2016	P&P/Accred Steering Committee – Review changes for Follow-Up Report
March 18, 2016	Feedback on draft received from Board of Trustees and electronic feedback from campus
March 21, 2016	P&P Reviews additional changes/Approval of Second Draft of Follow-Up
March 23, 2016	Follow-Up Report sent to Academic Senate for packet
March 28, 2016	Academic Senate 1st Reading and Approval of Follow-Up Report
March 30, 2016	Associated Students 1st Reading of Follow-Up Report
April 6, 2016	Classified Senate 1st Reading of Follow-Up Report
April 11, 2016	Academic Senate 2nd Reading of Follow-Up Report
April 13, 2016	Associated Students 2nd Reading and Approval of Follow-Up Report
April 14, 2016	Campus Forum for Accreditation (12:00 and 5:00 p.m.)
April 20, 2016	Classified Senate 2nd Reading of Follow-Up Report
April 25, 2016	P&P/Accred Steering Comm Tentative Approval of Follow-Up Report
April 25, 2016	Academic 3rd Reading of Follow Up Report
August 29, 2016	Academic Senate Final Approval Follow-Up Report
September 7, 2016	Classified Senate Final Approval Follow-Up Report
September 7, 2016	Associated Students Final Approval Follow-Up Report
September 13, 2016	P&P Final Approval Follow-Up Report
September 21, 2016	Board of Trustees Final Approval of Follow-Up Report
September 27, 2016	Follow-Up Report submitted to ACCJC (Due Oct. 1, 2016)

MEMBERS OF ACCREDITATION WORKGROUPS &

Recommendation #1	
Crystal Kollross, Chair	Management
Stephanie Fleming, Co-chair	Faculty
Ryan Cornner	Management
Robert Bell	Management
Deborah Bird	Faculty
Jay Cho	Faculty
David Douglass	Management
Laconia Fennessy	Management
Rod Foster	Faculty
Valerie Foster	Faculty
Joseph Futtner	Management
Krista Goguen	Faculty
Danny Hamman	Faculty
Paul Jarrell	Management
Marina Jimenez	Classified
Julie Kiotas	Faculty
Debra Kraus-Canterero	Classified
Juli Mosier	Management
Cynthia Olivo	Management
Shelagh Rose	Faculty
Mark Sakata	Faculty
Kathy Scott	Management
Joe Simoneschi	Management
Marjorie Smith	Faculty
Rueben Smith	Management
Leslie Tirapelle	Management

Recommendation #2	
Robert Bell	Management
Bob Miller	Management
Juli Mosier	Management
Cynthia Olivo	Management
Kathy Scott	Management
Participation by all Managers	

Recommendation #3	
Jose Arechiga	Classified
Joseph Futtner	Management
Richard Harsha	Classified
Julio Huerta	Classified

Paul Jarrell	Management
Marina Jimenez	Classified
Julie Kiotas	Faculty
Bob Miller	Management
Juli Mosier	Management
Kathy Scott	Management

Recommendation #4	
Robert Bell, Co-chair	Management
Kris Pilon, Co-chair	Faculty
Berlinda Brown	Board of Trustees
Walter Butler	Faculty
Dan Gallup	Faculty
Liz Garcia	Classified
Paul Jarrell	Management
Crystal Kollross	Management
Annette Loria	Management
Wendy Lucko	Faculty
Charlotte Moore	Management
Gary Potts	Classified
Lynora Rogacs	Faculty

Recommendation #5	
Robert Bell	Management
Cynthia Olivo	Management
Kathy Scott	Management
Members of Executive Committee	
Input from the following groups:	Academic Senate, Classified Senate, Faculty Association, Management Association

Recommendation #6	
Susan Bower, Co-chair	Faculty
Leslie Tirapelle, Co-chair	Management
Mei-Ling Cheng	Classified
David Douglass	Management
Matthew Kiaman	Management
Julie Kiotas	Faculty
Cha Mancini	Classified
Manny Perea	Faculty
Theresa Reed	Classified
Kathy Scott	Management

Recommendation #7	
Lynora Rogacs, Co-Chair	Faculty
Kathy Scott, Co-Chair	Management
Robert Bell	Management
Berlinda Brown	Board of Trustees
Alex Boekelheide	Management
Eduardo Cairo	Faculty
Debra Kraus-Canterero	Classified
Ryan Cornner	Management
Stephanie Fleming	Faculty
Valerie Foster	Faculty
Joseph Futtner	Management
Paul Jarrell	Management
Michael Ihrig	Management
Jeanette Mann	Board of Trustees
Robert Miller	Management
Irving Morales	Student
Jordyn Orozco	Student
Manny Perea	Faculty
Kris Pilon	Faculty
Shelagh Rose	Faculty
Julia Russo	Student
Jeff Wojcik	Classified

Recommendation #8	
Crystal Kollross, Chair	Management
Ryan Cornner	Management
Stephanie Fleming	Faculty
Martha House	Faculty
Paul Jarrell	Management
Debra Kraus-Canterero	Classified
Jens Kristen	Faculty
Jeff Wojcik	Classified

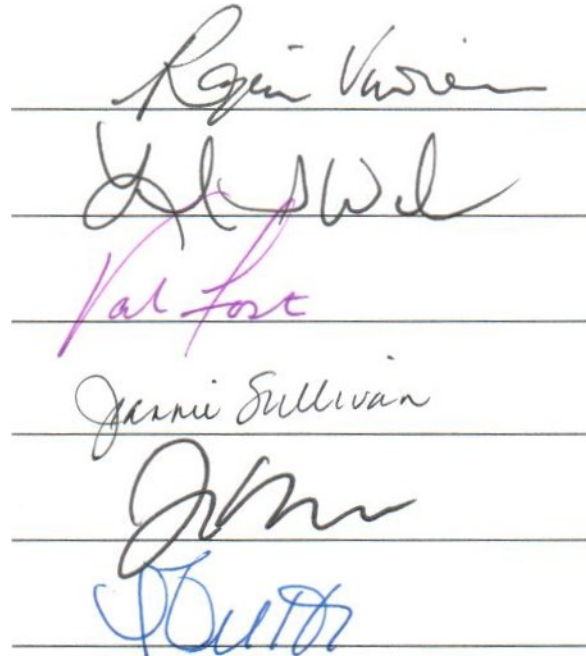| Recommendation #9	
Hillina Jarso, Co-Chair	Classified
Cynthia Olivo, Co-Chair	Management
Carrie Afuso	Classified
Myriam Altounji	Faculty
Susan Bricker	Management
Rosemarie Cervantes	Faculty
Armando Duran	Management
Mark Garcia	Classified

CERTIFICATION OF THE FOLLOW-UP REPORT

Date: October 2016

To: Accrediting Commission for Community and Junior Colleges,

       Western Association of Schools and Colleges

From: Dr. Rajen Vurdien, Superintendent/President

      Pasadena City College, 1570 E. Colorado Blvd., Pasadena, CA 91106

This Follow-up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Follow-up Report accurately reflects the nature and substance of this institution.

Dr. Rajen Vurdien
Superintendent/President

Ms. Linda Wah
President, Board of Trustees

Dr. Valerie Foster
President, Academic Senate

Ms. Jeannie Sullivan
President, Classified Senate

Ms. Julia Russo
President, Associated Students

Mr. Joseph Futtner
President, Management Association

October 1, 2016

Dear Commissioners,

This *Follow-up Report* documents the extensive work that has been accomplished by the college faculty, administration, and staff to address the recommendations made in the 2015 Visiting Team Report. While many of the areas in the recommendations had been self-identified by us in the Self Study, the recommendations by the visiting team and Commission made clear to the campus the improvements that needed to occur. We have been fully committed to improving as an institution in order to better meet the needs of our students and the community.

After the team's visit in 2015, the college immediately began to work on the recommendations. Workgroups co-led by a faculty member and an administrator were formed for each recommendation, including those for Integrated Planning, Governance, and Ethics. Timelines and plans were created by each group. The co-chairs of these workgroups also met regularly to ensure that the groups were working collectively, sharing their progress, and leveraging resources and outcomes. Existing college governance committees worked in collaboration with the workgroups where appropriate.
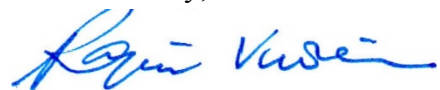
The campus community was kept apprised of the accreditation efforts through many venues. Accreditation forums were held and accreditation newsletters were distributed each semester, updates were provided at the Superintendent President's monthly forums, drafts of the follow-up report were posted to the website (with opportunities for feedback provided), and presentations were made to constituency groups as well as to the Board of Trustees. Further, the student newspaper, *The Courier,* reported extensively on the college's progress.

The college is proud of the work that has been accomplished. The institution is stronger, and the campus climate is much improved as a result of the improvements made. There is a much stronger collegial atmosphere, and relationships between the constituency groups and the Board of Trustees is more respectful and focused on the needs of our students.

The content of this report was compiled by the leads of each of the workgroups and overseen by the Planning and Priorities/Accreditation Steering Committee. It was also agendized, discussed, and approved by the Academic Senate at three meetings during the spring 2016 semester as well as its first two meetings of the fall 2016 semester. The Classified Senate also reviewed and approved the document as did the Management Association prior to it being approved by the Board of Trustees on September 21, 2016.

We respectfully submit this report as a summary of what has been accomplished in regards to meeting the Standards. We are also aware that this work must be ongoing, and we are fully committed to continuing our efforts toward reaching a culture of sustainable continuous quality improvement.

Most sincerely,

Rajen Vurdien, Ph.D.
Superintendent-President
Pasadena City College

RESPONSES TO ACCJC ACTION LETTER

Recommendation #1

In order to meet the Standards, and as noted in Recommendations #1 and #2 (2009), the team recommends that the College systematically evaluate and improve all of its planning processes, including full integration of program review (instructional, student services, and administrative services) into the planning processes, and the use of program review and the planning processes to determine the allocation of resources and to make decisions regarding the improvement of institutional effectiveness. (Standards I.B.3; I.B.4; I.B.6; I.B.7; II.A.2.e and f; III.A.6; III.B.2.b; III.C.2; III.D.4; and Eligibility Requirement 19)

Pasadena City College has been actively engaged in the development of a robust integrated planning process for many years. The requirement for such a process is defined in Board Policy 3250: Planning Process, which states that PCC "shall implement a comprehensive, integrated planning process which …shall guide college decision-making and resource allocation" (R1-1: BP 3250 Planning Process). Predating the accreditation visit, PCC had already begun assessing its current model and building recommendations for improvement. This effort included meetings with representatives of Planning and Priorities, the Budget and Resource Allocation Committee, and the Institutional Effectiveness committee in April and November of 2013 (R1-2: Integrated Planning Study Session Notes April 2013, R1-3: Integrated Planning Study Session Notes November 2013). This information was used to develop Actionable Improvement Plans though the accreditation self-evaluation process in 2013-2014 (R1-4: AIP Tracking Grid). Specifically, the AIPs noted:
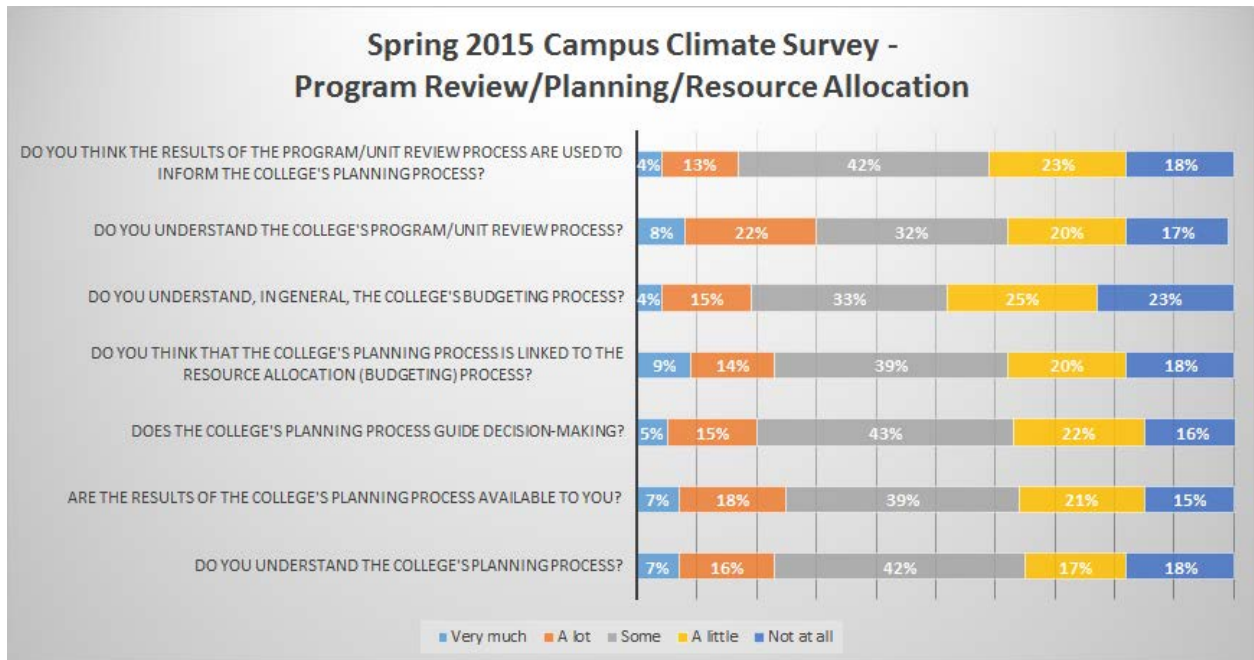
- The Office of Strategic Planning and Innovation will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.
- The Office of Strategic Planning and Innovation will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes.

(Note: The functions and responsibilities of the Office of Strategic Planning and Innovation are now being carried out by the Office of Institutional Effectiveness.)

To further the dialogue on integrated planning and the gaps in the current planning processes, the Office of Strategic Planning and Innovation hosted an integrated planning session with the Academic Senate on Feb. 2, 2015 (R1-5: Integrated Planning OSPI and AS Joint Session Email Invitation; R1-6: Integrated Planning Presentation for Academic Senate).

The Spring 2015 Campus Climate survey further illustrated the general lack of understanding of the college's program review, planning, and resource allocation processes.

Spring 2015 Campus Climate Survey – Program Review/Planning/Resource Allocation

Using the results of the Spring 2015 Campus Climate Survey, the Office of Strategic Planning and Innovation developed the following strategies to develop an Integrated Planning Model:

- Develop a common understanding of the planning and budgeting processes
- Increase the transparency of the decision-making process to build trust in the system
- Provide accurate and common data that can be easily understood in the Annual Update program review process
- Integrate SLO assessment process into the Annual Update and planning processes
- Provide the opportunity for more diverse input into campus resource decisions
- Provide appropriate feedback mechanisms
- Incorporate a step for managers to perform a needs assessment for programs
- Document and track requests through the entire process
- Create a planning process that is proactive rather than reactive

The Office of Strategic Planning and Innovation convened the Accreditation: Integrated Planning Group to draft a process that incorporated these suggestions. Faculty, staff, and management were provided an opportunity to participate, and this planning group included representatives from Classified Senate, Academic Senate Executive Committee, Management Association, and the Co-Chairs of Planning and Priorities (P&P), Institutional Effectiveness Committee (IEC), Budget and Resource Allocation Committee (BRAC), Academic Computing and Technology (ACT), and Facilities Standing Committee (FSC). The group began meeting on April 22, 2015. An initial discussion focused on current planning, gaps in the existing structure, and recommendations for improvement in planning and for moving forward. The group reviewed the past resource allocation structure and made recommendations for an improved model. These recommendations were used to draft an initial integrated planning model (R1-7: Integrated Planning Group Notes April 22, 2015).

The Accreditation Integrated Planning Group met again on June 16, 2015 to review the initial draft and provide feedback to inform the model. After reviewing the draft model, the committee agreed to review the draft planning process and to share all suggested changes through the related committees and campus constituent groups (R1-8: Planning flow charts, June 2015; R1-8B: Integrated Planning Flow Charts Presentation June 20). Given the time needed to prepare the budget, the group agreed to target the development of a draft integrated planning process by September 2015 and provide the draft for campus vetting through the shared governance groups.

Based on evaluation of the initial model, a review of the number of requests in the 2015-2016 budget-development cycle, and the time constraints of the budget-planning process, slight modifications were recommended. The central modification included reversing the order of the review process to allow the College Coordinating Council the ability to review a draft budget prioritization list after the Executive Committee had created a draft prioritization. This change would allow for a more informed review process and the ability of the campus constituency groups to provide input on the development of the tentative budget prioritization list with the most recent knowledge of revenue projections and cost factors. Furthermore, an additional feedback loop was added to ensure that direct managers (supervisors and deans) provide a response to those completing the resource requests and engage in a collective prioritization of requests in each school or unit. The revised draft (R1-9A: Integrated Planning Summary, August 2015; R1-9B: Draft Planning Changes August 2015; R1-9C: Planning Write Up) was presented to the Accreditation: Integrated Planning Group on August 6, 2015, and the group unanimously approved the draft Integrated Planning Process and recommended it be forwarded for review by all campus constituent groups.

Following the approval of the draft model, a final graphic of the model and a detailed explanation of the process was developed (R1-10: Integrated Planning Model for Vetting; R1-11: Integrated Planning Model Description). The model was presented to the Classified Senate on September 2, 2015 (R1-12: Classified Senate Agenda September 2, 2015; R1-13: Classified Senate Minutes September 2, 2015) and for a first read to the Academic Senate on September 14, 2015 (R1-14: Academic Senate Agenda September 14, 2015; R1-15: Academic Senate Minutes September 14, 2015). Based on feedback received from responses during the shared governance presentations, the Office of Strategic Planning and Innovation created a response that provided feedback and answered all inquiries from the campus community (R1-16: Integrated Planning Feedback). This information was provided to campus constituents.

Based on the feedback, all members of the Academic Senate and Classified Senate were added to the Annual Budget Retreat. The modified Integrated Planning Model was approved by the Academic Senate on September 28, 2015 (R1-17: Academic Senate Agenda September 28; R1-18: Academic Senate Minutes September 28, 2015), by the Classified Senate on September 29, 2015 (R1-19: Classified Senate Agenda September 29, 2015) and the College Council on September 30, 2015 (R1-20: College Council Agenda September 30, 2015; R1-21: College Council Minutes September 30, 2015). The vetting and approval process was marked by strong collegial discussions and a commitment to moving the college forward. Figure 1 shows the Integrated Planning Model as approved.

Figure 1([R1-22: PACCD Integrated Planning Model Flowchart](#)):
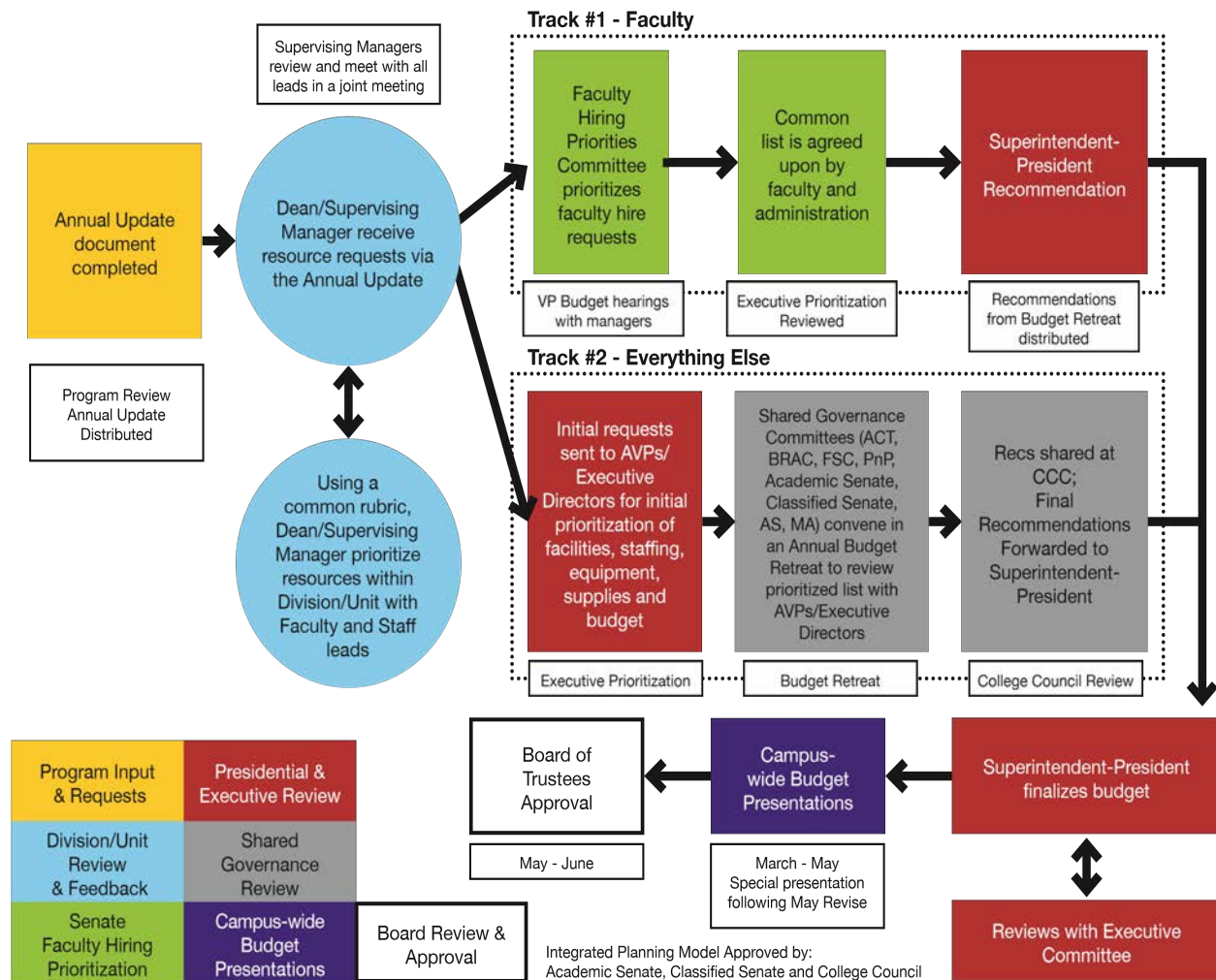
The approved Integrated Planning Model went into effect immediately to begin planning for the 2016-2017 budget. The campus was notified by email of the new model ([R1-23: Integrated Planning Announcement Email](#)). The model ([R1-24: Final Integrated Planning Graphic](#); http://pasadena.edu/integrated-planning/index.php) allows for collegial faculty and staff involvement and contains opportunities for dialogue among campus constituency groups. Campus-wide involvement begins with the completion of Program or Unit Review. Historically, PCC conducted comprehensive program reviews only on a 6-year cycle for instructional programs, a 2-year cycle for CTE, and 4-year cycle for Student Services and Administrative Units. The revised integrated planning process includes an annual program update to be completed when a program is not undergoing a comprehensive review. Both the comprehensive review and annual update use a collaborative model. Based on the review, the program/unit develops a plan for improvement and requests the resources needed to address student achievement. For the first cycle, all programs were asked to complete the annual update to assist in developing a standard understanding of the process and to create consistency. The annual update includes request forms for staff, faculty, equipment, facilities modification, and fiscal

resources ([R1-25: Integrated Planning Email Regarding Annual Updates](#) and [R1-25B: Correction Reminder Integrated Planning Annual Update Email](#); [R1-26: Link to TaskStream](#)).

Throughout the month of October 2015, the Office of Strategic Planning and Innovation sent regular correspondence to the campus at large, providing information on how to complete the annual updates (R1-27[A](#), [B](#), [C](#), [D](#), [E](#), [F](#): Compiled Emails). Representatives of the office of Strategic Planning and Innovation conducted individual and group training sessions across campus on how to complete the Annual Update form ([R1-28: PRAU Training Session Report](#)). Instructional programs were provided with common data sets from the Office of Institutional Effectiveness to inform the process. By the October 30, 2015 deadline, 91.6% of all programs submitted the required Annual Update ([R1-29: Budget Retreat 2016 Power Point, slide 18](#)). All instructional and non-instructional departments with a cost center were included in the process, including the Academic Senate and the President's Office. This process provided for consistency across all departments and programs.

Following the submission of the Annual Updates, the Office of Strategic Planning and Innovation compiled all resource requests and distributed them to each dean or supervising manager to review the requests and justifications. The Deans or supervising managers were asked to review and consult with the authors of each Annual Update, including faculty and classified staff. This review process occurred between November 1, 2015 and December 15, 2015. The dean or supervising manager prioritized the requests in his or her division or area. The prioritization focused on the data and justification for the request garnered from the Annual Update, in relation to the College's Strategic Initiatives ([R1-30: Strategic Initiatives 2015-2018](#), derived from the Board Goals for the President, based on the Educational Master Plan). The dean or supervising manager was asked to convene a meeting or, in some manner that allowed for adequate input, provide the opportunity for program faculty and staff who had completed an Annual Update to meet with him/her to review the justifications, to explain the initial prioritization of requests within each school or area and/or to provide the opportunity for input. This feedback loop allowed faculty and staff to communicate programmatic needs directly with the dean or supervising manager, and to discuss institutional priorities and the priorities of the school or area. The prioritization of faculty positions followed the existing administrative procedure ([R1-31: AP 7210 Faculty Hiring](#)) and was outside of the Annual Update process through shared governance.

The dean or supervising manager forwarded the prioritized list of resource requests to the supervising vice president or supervising area executive director, who then conducted budget dialogues in early January 2016. Through these dialogues, the dean or supervising manager explained the needs for each program, and the supervising vice president and executive director further refined the prioritization list based on a broader perspective of the programs and departments they oversee ([R1-32: Area Resource Prioritizations](#)).

For the academic areas, the Associate Vice President for Instruction met with the deans, individually and over several days, to review the resource requests and further prioritize. With instructional equipment (including instructional technology) requests, the Associate Vice President of Academic Affairs, the Deans, Information Technology Managers, and Facilities personnel met to prioritize and collaborate on these priorities. For the 2015/16 academic year, approximately $1.5M worth of resource requests were funded through this collaborative process

(R1-33: 2015/2016 Program Review Annual Updates Instructional Equipment Prioritization). This same process will be utilized for the 2016/17 academic year.

Members of the Executive Committee met after this refined prioritization processes to review all requests, weigh in on the balance of needs across all areas, and determine the manner in which staff requests may impact other areas of the budget (R1-34: Executive Meeting on Budget Prioritization, Jan. 29, 2016).

The refined prioritization list (R1-35: Initial Campus-wide Prioritization) was distributed and reviewed at the Budget Retreat on February 5, 2016. Members of college constituent groups that attended the Budget Retreat included the Academic Senate, Classified Senate, Associated Students, Budget and Resource Allocation Committee, Academic Computing and Technology Committee, Facilities Standing Committee, Institutional Effectiveness Committee, and Planning & Priorities Committee. Representatives at the Budget Retreat collectively reviewed the refined prioritization list and scored the requests based on their alignment with the college's strategic planning initiatives. Context for the prioritization process was also provided at the Budget Forum. Prior to the retreat, attendees read an article titled "A Practical Guide to Strategic Planning in Higher Education," and the group engaged in collaborative activities to cover some of the article's main points and to understand methods for prioritization. A presentation was provided to the group on the basics of Enrollment Management, and a brief discussion took place on the overall budget outlook for the state as well as for the college. The day's event was captured by the college's student newspaper, *The Courier,* with the article titled "Budget Retreat Encourages Collegiality."

The aligned budget prioritization list from the Annual Budget Retreat was brought through College Coordinating Council for discussion at its scheduled February 2016 meeting (R1-36: College Council Agenda February 2016). The College remains committed to the goal of developing a budget through a transparent and equitable process and has made significant progress in this area. The Superintendent-President affirmed to College Council that he would notify the committee if any changes to the prioritized list were made to meet critical or emergency needs. Each step of the review process is available on the Integrated Planning website to ensure that all members of the campus community have the opportunity to view and understand the budget process and the determination of funding priorities (http://pasadena.edu/integrated-planning/index.php). As funds become available, as occurred this year with Instructional Equipment funds, the Prioritized Budget Request list will be used to guide resource allocation decisions. The college community will be able to refer to and understand as new programs/supplies/positions/equipment are funded from the prioritized list. Additionally, as the college seeks other outside sources, such as grants, the prioritized list will also be used to guide program development.

Following the development of the tentative budget, the college will host Budget Presentations each spring, beginning with spring 2016 (R1-37: Budget Development Overview Presentation Sign-In Sheets Spring 2016), at which the budget development process, funding requests, and the fiscal health of the college will be reviewed. Members of the college community will have the opportunity to provide additional feedback on the process through these forums, and that input will be incorporated in the evaluation of Integrated Planning and resource prioritization, and used to improve the planning and budgeting processes in future years. In this last budget cycle, following the presentation of the budget to the campus, which included a

separate presentation to the College managers (R1-38: Budget Development Overview 2016-2017 PowerPoint Presentation), the President provided the tentative 2016/2017 budget to the Board of Trustees for review, discussion and approval (R1-39: Board of Trustees Meeting Minutes, June 15, 2016). Throughout the 2015-2016 fiscal year, the College evaluated the projected state allocation and made adjustments, as needed, based on reductions or augmentations in the college allocation. All revisions were presented to the Budget and Resource Allocation Committee. In the future, additional budget forums will be held at the beginning of each fall semester in order to provide budget information from the May revise and the tentative budget – information that was not available during the spring semester (in the fall of 2016, forums were held on September 13, September 14, and September 15; R1-40: Inside PCC, September 7, 2016).

To assess the effectiveness of the process, the Office of Strategic Planning and Innovation administered an evaluation of the Annual Update process (R1-41: Annual Update Assessment Instrument). The Annual Update Survey results indicate that PCC was successful in providing support to faculty and staff as they completed their first Annual Update; 87% of respondents reported that they were satisfied/very satisfied with the availability of support. The training sessions provided through the Office of Strategic Planning and Innovation were also helpful, with 69% of respondents reporting that they were satisfied/very satisfied. Communication was acceptable, but should be improved, with 64% of respondents indicating that they were satisfied/very satisfied with communication regarding the Integrated Planning process and Program Review Annual Update. The area that requires the most improvement in future annual update cycles is faculty and staff understanding of resource allocation, and how it relates to Annual Updates (R1-42: Annual Update 2015 Evaluation Survey Report 17-February-2016).

The Office of Institutional Effectiveness and the Institutional Effectiveness Committee also recognize that additional improvements are needed to the Annual Updates process. Improvements include the following:

- Continue streamlining the process
- Continue training and workshops
- Prepare a planning manual
- Clarify the purpose of data and how to use it
- Continue to communicate process
- Create separate forms/templates for instructional and service areas
- Add a "closing of the loop" element to enable program faculty and staff to report back on the effect of changes made and/or resources acquired
- Increase alignment between the Annual Updates and Program Review in both instructional and service programs
- Create clearer alignment of Program and Student Learning Outcomes assessments with the Annual Update and Program Reviews

The Office of Institutional Effectiveness also administered an evaluation of the 2016 Budget Retreat to the 52 individuals who attended the February 5, 2016 event (R1-43: Budget Retreat Assessment Instrument). The response rate was 71%, and responses were generally positive. Of the respondents, 86% agreed that the information provided at the retreat enabled them to obtain a better understanding of the budget-planning process. However, this result does

not confirm that respondents completely understood the budget process. As indicated by the Office of Institutional Effectiveness, "the college needs to continue to provide timely and comprehensive information on budget development and resource allocation decisions" (R1-44: 2016 Budget Retreat Survey Results, March 2016). The largest area of concern is whether participants perceive the college's Integrated Planning Model as transparent. Of the respondents, 48.6% agreed that it is; 45.9% were unsure, and 5.4% disagreed. As indicated by the Office of Institutional Effectiveness, "the college has work to do to address the perceived and real transparency of the model" (R1-44: 2016 Budget Retreat Survey Results, March 2016). This work will include increased communication of college-wide planning parameters, increased professional development opportunities leading up to the Budget Retreat, allowing for increased time for dissemination of information and analysis of budget requests; and better timing of the Budget Retreat.

During Summer 2016, the Director of Institutional Effectiveness met with members of the Academic Senate Executive Committee to solicit their input on improvements that can be made going forward. Agreement was reached to involve affected committees such as the Planning and Priorities Committee, the Budget and Resource Allocation Committee, and the Institutional Effectiveness Committee more closely in the retreat planning.

In summary, improvements to the Integrated Planning Process for 2016/17 will include the following:

1) Creating and sustaining year-long interest, clear communication, and timely information about the integrated planning process among faculty and staff;
2) Facilitating more meaningful dialogue among administration, managers, faculty, staff, and students about the college goals, master plans, resource needs, budget limitations, and budget prioritization criteria;
3) Making changes, as needed, to the Integrated Planning Model, and ensuring that those changes, as well as the Model itself, are understood and transparent.

In response to evaluations pertaining to last year's integrated planning process, a joint retreat of the Budget and Resource Allocation Committee, the Institutional Effectiveness Committee, and the Planning and Priorities Committee, and the leaders of the shared governance groups, Academic Senate, Classified Senate, Management Association, and Associated Students, was held on September 16, 2016 in preparation for this year's annual update process (R1:45 Agenda Fall Planning Retreat 2016). The joint-retreat was designed to provide greater transparency into the process and to provide additional information prior to the launch of the Annual Update process– areas noted for improvement on the prior evaluation (R1-46: Planning Retreat Fall 2016 Presentation). At the conclusion of the meeting, an evaluation was administered in order to gather input for improvement the next cycle (R1-47: Fall Planning Retreat 2016 Evaluation Survey).

Evidence List Recommendation #1

R1-1: BP 3250 Planning Process

R1-2: Integrated Planning Study Session Notes April 2013

R1-3: Integrated Planning Study Session Notes November 2013

R1-4: AIP Tracking Grid

R1-5: Integrated Planning OSPI and AS Joint Session Email Invitation

R1-6: Integrated Planning Presentation for SENATE

R1-7: Integrated Planning Group Notes April 22, 2015

R1-8: Planning flow charts, June 2015

R1-8B: Integrated Planning Flow Charts Presentation June 20

R1-9A: Integrated Planning Summary, August 2015

R1-9B: Draft Planning Changes August 2015

R1-9C: Planning Write Up

R1-10: Integrated Planning Model for Vetting

R1-11: Integrated Planning Model Description

R1-12: Classified Senate Agenda September 2

R1-13: Classified Senate Minutes September 2

R1-14: Academic Senate Agenda September 14

R1-15: Academic Senate Minutes September 14

R1-16: Integrated Planning Feedback

R1-17: Academic Senate Agenda September 28

R1-18: Academic Senate Minutes September 28

R1-19: Classified Senate Agenda September 29

R1-20: College Council Agenda September 30

R1-21: College Council Minutes September 30, 2015

R1-22: PACCD Integrated Planning Model Flowchart

R1-23: Integrated Planning Announcement Email

R1-24: Final Integrated Planning Graphic

R1-25: Integrated Planning Email Regarding Annual Updates

R1-25B: Correction Reminder Integrated Planning Annual Update Email

R1-26: Link to TaskStream

R1-27A, B, C, D, E, F: Compiled Emails

R1-28: PRAU Training Session Report

R1-29: Budget Retreat 2016 Power Point, slide 18

R1-30: Strategic Initiatives 2015-2018

R1-31: AP 7210 Faculty Hiring

R1-32: Area Resource Prioritizations

R1-33: 2015/2016 Program Review Annual Updates Instructional Equipment Prioritization

R1-34: Executive Meeting on Budget Prioritization, Jan. 29, 2016

R1-35: Initial Campus-wide Prioritization

R1-36: College Council Agenda February 2016

R1-37: Budget Development Overview Presentation Sign-In Sheets Spring 2016

R1-38: Budget Development Overview 2016-2017 Powerpoint Presentation

R1-39: Board of Trustees Meeting Minutes, June 15, 2016

R1-40: Inside PCC, September 7, 2016

R1-41: Annual Update Assessment Instrument

R1-42: Annual Update 2015 Evaluation Survey Report 17-February-2016

R1-43: Budget Retreat Assessment Instrument

R1-44: 2016 Budget Retreat Survey Results, March 2016

R1:45 Agenda Fall Planning Retreat 2016

R1-46: Planning Retreat Fall 2016 Presentation

R1-47: Fall Planning Retreat 2016 Evaluation Survey

Recommendation #2

In order to meet the Standards, the (team recommends that the College create and implement a plan to ensure the regular evaluation of all employees based upon intervals consistent with College policies. (Standard III.A.1.b)

College policies and procedures (R2-1: AP 7150 Performance Evaluation of Administrators, R2-2: CSEA Bargaining Agreement, R2-3: PCCFA Bargaining Agreement, PCC-CFT Bargaining Agreement, and Police Officer's Association (POA)) require that the following groups of employees be evaluated according to these timelines:

1) Administrators/managers – annually per each fiscal year (July 1 – June 30)
2) Classified staff – annually on the anniversary date. The probationary evaluation process varies depending upon the bargaining group:
    - CFT & Confidentials – One-year probationary period; evaluated at 3, 6, and 10 months during first year
    - CSEA – Six-month probationary period; evaluated at 3 and 6 months during first year
    - POA – One-year probationary period; evaluated once during this period
3) Full-time permanent faculty (regular employees) – every three years
4) Contract (probationary) or temporary employees – every year
5) Non contract (adjunct) faculty – every six semesters

The college's approach to this recommendation has been two-fold. Firstly, evaluations for all groups are being brought up to date, and secondly, methods for improving record keeping and compliance with these timelines are being assessed and addressed. There were a number of factors involved in the evaluations becoming out of date, and they have been or are being addressed.

Bringing evaluations up to date
The three areas of the college – Academic Affairs, Student Affairs, and Business and College Services – each in collaboration with Human Resources – began working with managers in their area to create plans to bring evaluations up to date by the end of the Spring 2016 semester. The most challenging of these areas was Academic Affairs because of the large number of full-time and adjunct faculty, the difficulty in tracking adjuncts who do not work every semester or who move on to other schools/opportunities, and the changes in the academic organizational structure. Starting in summer 2015, the Associate Vice President for Academic Affairs began working with the deans to ensure that plans were in place for each school/division to bring its evaluations current. This topic was an ongoing item at deans' meetings during the Summer and the Fall of 2015 (R2-4: agendas, Academic Affairs). In response to the recommendation and direction given, each dean developed a plan/spreadsheet (R2-5: spreadsheet samples from various schools/divisions).   Tenure-track faculty are evaluated according to the contract; their evaluations have historically been up to date. Contract faculty are evaluated in the fall semester,

and most evaluations were brought up to date during the 2015/16 academic year. Adjunct faculty evaluations were divided between the fall and spring semesters, as appropriate, for each school/division. Deans have reached out to full-time faculty to assist in bringing these evaluations current (examples: R2-6A: Visual Arts and Media Studies Division Meeting Agenda February 2, 2016; R2-6B: Social Sciences Division Meeting Power Point, Feb. 16, 2016, slide 5). Beginning in fall 2015, deans are utilizing all three evaluations methods (student evaluations, classroom visit, and self-appraisal) in order to ensure that a standardized process is being followed (R2-7A: Evaluation Documents for Adjunct; R2-7B, C, D, E: Deans Meetings Agendas).

By the end of the 2016 spring semester, significant improvements in the percentage of evaluations for the various employee groups were made using the plans that were established.

Ensuring the evaluations remain up to date

On July 24, 2015, the Executive Director of Human Resources distributed the first draft of an employee evaluation master list to members of the Executive Committee. For confidentiality reasons, that list is not provided here but will be made available, as requested, by visiting team members (R2-8: email from Director of HR). The creation of the list was a collaborative effort between Human Resources and Information Technology Services (ITS). While many managers had maintained their own lists, no single definitive list that was housed within a single system existed for all college employees. In response to the email and list from the Executive Director of Human Resources, each area — Academic Affairs, Student Affairs, and Business and College Services — reviewed the list for accuracy and provided information for revisions to Human Resources.

Again, the most challenging area for ensuring accuracy was in Academic Affairs. On August 14, 2015, the Associate Vice President for Academic Affairs brought together a group of five deans, an academic administrative assistant, and the Supervisor of Human Resources to provide further input into the way in which the list was organized to ensure that it met the needs of that area, and the team continued to meet during the fall of 2015 (R2-9A: Email Management Evaluations Update; R2-9B: Email for Management Evaluations Meeting Proposal). Changes were made to help clarify what type of faculty evaluation was being conducted (e.g., tenure, contract, or adjunct), which semester the employee had been evaluated, and when the next evaluation would occur. There was clarification made about when adjuncts who do not teach for the college every semester need to be evaluated, as well as discussion with the Faculty Association about moving adjuncts to a six semester rather than a four semester cycle. Also discussed was the need to ensure that the new adjunct faculty rehire rights would be adhered to with any change in evaluation. Due to the difficulties of trying to work with the extensive list of adjuncts, many of whom do not teach on a regular basis, a different version of the list was created for this group in order to track completions of current employees. It contains the names of those who taught during the 15/16 academic year and who were either past due for evaluation or due that semester. This spreadsheet, which is confidential, will be provided to the team upon request.

During the 15/16 academic year, revisions of the master evaluation list were made and distributed to the managers following input on the prior version(s). By summer 2016, the master evaluation list was much more accurate.

As described in Recommendation 5, the District, Academic Senate, and Faculty Association have been discussing the possible creation of department chairs (R2-10: Nov. 23, 2015, Agenda, Academic Senate). Such discussions include whether the creation of department chairs would provide support to ensure that faculty evaluations are up to date. Administration, with input from the Academic Senate, is in the process of creating a department chair job description, a draft of which was shared with the Academic Senate during the Spring 2016 semester (R2-11: Agenda, Academic Senate, April 25 2016).

The Assistant Superintendent/Senior Vice President for Business and College Services, the Associate Vice President for Academic Affairs, the Associate Vice President for Student Affairs, and the Supervisor for Human Resources became the work group for this specific recommendation during the 2015/2016 academic year. During Fall 2015, this group met twice to ensure that clear expectations and deadlines were developed and communicated to all managers to ensure that there would be compliance with evaluation protocol going forward; email reminders and spreadsheets for each evaluations required in each area were provided to supervisors (R2-12: Email Reminder to Supervisors Regarding Employee Evaluations and Required Forms). The group ensured that, where appropriate, existing contractual language was followed. The protocol includes the following expectations:

- Twice a year (May for the upcoming fall semester; November for the upcoming spring semester), Human Resources will run and provide reports of evaluations due during the next six-month period.
- Managers will be asked to calendar evaluations for classified employees whose evaluation dates do not fall within a consistent time period. Further, when classified staff are probationary, additional evaluations are needed. Asking managers to calendar them will provide an additional check.

Deadlines:
- Administrators/managers – due by August 31 of each year, per the revised procedure for evaluation of administrators (AP 7150).
- Classified staff – due after the employee's anniversary date
- Full-time permanent faculty (regular employees) – conference summary form submitted prior to the last day of the fall semester (paperwork submitted in the spring semester; no actual date provided in the contract)
- Contract (probationary) or temporary employees –by March 15 of each year; for those evaluations other than satisfactory, by February 20 of that year.
- Non contract (adjunct) faculty – due date not in contract; deans will submit within a reasonable time after evaluation (not longer than the semester after the evaluation occurred and earlier if rehire rights are a factor)

To streamline the process of collecting and tracking evaluations, effective Fall 1, 2016, one person in Human Resources was assigned with the task of coordinating evaluations. This person is now performing the following tasks:

- Sending semi-annual reports to managers
- Ensuring that submitted evaluations are complete
- Entering evaluation dates into Banner
- Filing evaluations into personnel files

Efforts this past academic year were designed to bring out-of-date evaluations current. Continuing efforts will focus on processes to ensure that the evaluation status of all employees remains current. As the Superintendent-President has made clear to the Management Association and Executive Team, managers will be held responsible for ensuring the evaluations are kept current. Toward that end, each manager is evaluated on the extent to which he/she "conducts performance evaluations and unit reviews in a timely manner" (R2-13: Management Evaluation Form).

Evidence List Recommendation #2:

R2-1: AP 7150 Performance Evaluation of Administrators

R2-2: CSEA Bargaining Agreement

R2-3: PCCFA Bargaining Agreement

R2-4: Deans' meeting agendas

R2-5: Sample dean spreadsheets

R2-6A: Visual Arts and Media Studies Division Meeting Agenda February 2, 2016

R2-6B: Social Sciences Division Meeting Power Point, Feb. 16, 2016, slide 5

R2-7A: Evaluation Documents for Adjunct

R2-7B, C, D, E: Deans Meetings Agendas

R2-8: Email from Executive Director of HR

R2-9A: Email Management Evaluations Update

R2-9B: Email for Management Evaluations Meeting Proposal

R2-10: Agenda, Academic Senate, Nov. 23, 2015

R2-11: Agenda, Academic Senate, April 25 2016

R2-12: Email Reminder to Supervisors Regarding Employee Evaluations and Required Forms

R2-13: Management Evaluation Form

Recommendation #3

In order to meet the Standards, the team recommends that the College standardize its performance evaluation process for adjunct faculty, and that the College include assessment of student learning outcomes in its performance evaluations of adjunct faculty, staff, and management employees who are directly responsible for student progress toward achieving those learning outcomes. (Standard III.A.1.c)

Part One: *the team recommends that the College standardize its performance evaluation process for adjunct faculty*

Pasadena City College's collective bargaining agreement with the Faculty Association (FA)states that evaluations of non-contract hourly paid employees will be evaluated their first semester of employment and at least every two (2) years thereafter (R3-1: PCCFA Bargaining Agreement, page 43). Further, each evaluation will consist of at least one of the following:

a) Visitation
b) Student Evaluation
c) Self-Evaluation

Prior to the site visit, the deans, at their discretion and in compliance with the contract, had been selecting which evaluation method to use. This practice did not ensure that adjunct faculty were evaluated according to a standardized process.

Beginning in fall 2015, the Associate Vice President of Academic Affairs directed the instructional deans to utilize all three methods of evaluation: visitation, student evaluation, and self-evaluation (R3-2A, B, C, D: Deans' meeting agendas). The FA was notified that this standardized process would be followed. There was also agreement between the FA and Administration that the classroom evaluation and self-evaluation forms for full-time faculty would be utilized for adjuncts until such time as new evaluation documents could be created (R3-3: Adjunct evaluation documents). A group comprised of administrators and FA leaders agreed to a thorough review of the contract, beginning with the evaluation portion, which will be a collaborative effort among Administration, the Academic Senate, and the Faculty Association (R3-4A, B, C: Emails pertaining to review of contract starting with evaluations). The District and the FA agreed to change adjunct faculty from a four semester to a six-semester evaluation cycle. At the request of the FA adjunct representatives, an additional section was added about the selection of the evaluation designee (R3-5: MOU re Article 7.4 Evaluation of Non-Contract Hourly Employees). At the request of the FA, a separate self-evaluation document for adjuncts was also proposed and accepted by Administration, with minor changes (R3-6: draft of new adjunct self-evaluation document). The process for evaluating faculty (both full time and adjunct) was written and posted to the website (https://pasadena.edu/hr/docs/forms/Process-for-Faculty-Evaluation.pdf) along with all faculty evaluation forms.

Part Two: *The College include assessment of student learning outcomes in its performance evaluations of adjunct faculty, staff, and management employees who are directly responsible for student progress toward achieving those learning outcomes.*

Faculty:

In August 2015, a group comprised of members of Administration and the FA began meeting to discuss the issue of incorporating student learning outcomes into faculty evaluations. The group continued to meet for approximately six weeks as many of the issues involving SLO participation had been long standing. While the FA held the opinion that student learning outcomes were a responsibility of full-time faculty members, they held the position that it was not part of adjunct work. However, many of the courses offered at PCC are taught by adjunct faculty. Some are taught only by adjunct faculty. The College realized that adjunct faculty were often not engaged in activities outside of the classroom and may not have been aware of the usefulness and necessity of completing SLO assessment in their courses. Furthermore, many adjunct faculty as well as FA leaders felt that participation was ancillary work and should be compensated. To clarify this issue, representatives from PACCD and members of PCC Faculty Association met to negotiate a Memorandum of Understanding (MOU) defining the roles for both fulltime and adjunct faculty in SLO Assessment. The MOU, which provides for adjunct compensation, was approved by the PACCD Board of Trustees at their October 7th, 2015 meeting (R3-7: October 7, 2015 Agenda Board of Trustees Meeting) and was signed into effect October 13, 2015 (R3-8: FA MOU SLO Assessment Responsibilities).

In spring 2016, Administration proposed modifications to all evaluation forms to include SLO responsibility as an expectation for all full-time faculty, and for those adjuncts who are asked to assess, agree to do so, and are compensated for their assessment work (R3-9: 2015 Adjunct Evaluation Including Reference to SLO). SLO work had been an item only in the self-evaluation document up to that point. These forms were accepted by the FA as they clarified the intention in the MOU that faculty are responsible for student learning outcomes assessments.

In addition to ensuring that MOUs and proper evaluation forms are in place, Pasadena City College has a sincere commitment to encourage more participation by faculty in assessment in courses and programs in order to continuously improve. In order to provide assistance to faculty for SLO assessment participation, PCC realized the need to have faculty knowledgeable in assessment distributed throughout Academic Divisions. SLO and Assessment Division Leads were recruited from many Divisions on campus (R3-10: SLO Area Lead Announcement). Fourteen faculty were selected and trained to serve as SLO Leads and have been working routinely with the Faculty Assessment Coordinator and the Learning Assessment Committee to ensure and facilitate participation in the assessment process (R3-11: SLO Leads List).

PCC has also committed resources to ensure and demonstrate our commitment to the SLO assessment process. As noted earlier, adjunct faculty asked to participate in the assessment process are being compensated, with compensation totaling $23,000 for fall of 2015 (R3-12A and B: F15 Adjunct SLO Stipends). Additionally, the SLO leads are being compensated. For the 2015/2016 academic year, SLO lead compensation is expected to total $34,000 (R3-13: SLO Leads Stipend 15/16).

The college's commitment – both on the part of administration and faculty – significantly improved our SLO assessment work. Regular SLO assessment has dramatically improved (R3-

15: 2015/16 Assessment Progress) and participation is high among both full and part-time faculty.

Management:

In early September 2015, members of the Management Association Board began working on incorporating responsibility for student learning outcomes into the management evaluation. Draft language was created adding this responsibility into the evaluation section on Planning & Review. Any change to the document also required that the Administrative Procedure 7150 Performance Evaluation of Administrators also be changed, and the new language was added (R3-16A: Management Evaluation Tool; R3-16B: Updated BP 7150; R3-16C: Updated AP 7150).

Members of the Management Association Board met with the Superintendent-President to discuss the added responsibility for student learning outcomes and also to discuss the new evaluation tool, which would now include a "360" review component. This component allows for input from faculty, classified, and administration into administrators' evaluations, a long standing request from faculty who had felt for some time that they should have input (R3-17: 360 evaluation).

Copies of the policy, the procedures, and the evaluation instrument with the "360" review were distributed to the Management Association membership for their review. After being discussed and approved by the Management Association, these documents were shared as an information item with representative governance groups (R3-18: Minutes, Oct. 5, 2015, Academic Senate; R3-19: Classified Senate agenda). The proposed revision of Board Policy 7150 "Performance Evaluation of Administrators" was approved by the College Coordinating Council on October 13, 2015. BP 7150 was subsequently placed on the agenda of the Board of Trustees for approval, and it was approved by that body on November 4, 2015 (R3-20: Board of Trustees November 4 2015 Minutes, page 3-Item J).

Classified:
The Supervisor for Human Resources worked with various classified collective bargaining groups to ensure that assessment, as appropriate, was part of the evaluation process. In addition to the Supervisor of Human Resources, the work group included various Classified union representatives, and the Confidentials representative. The specific groups/leaders represented included the following:
- President CFT Local 6525
- President CSEA 777
- POA President
- PCC Confidentials Group representative

The work group met on October 7, 2015 (R3-21: Oct. 7, 2015 Outlook Meeting of HR and Classified), and members were provided with the accreditation recommendations, the accreditation standards as pertaining to these evaluations, and copies of the classified evaluation instruments. The group engaged in a discussion about student learning outcomes assessment and how the classified evaluation instruments might be revised to address this issue. CSEA, POA and the Confidentials Group expressed concern that none of their members were directly

responsible for student learning, so this would not apply to their members. The group then engaged in a broader discussion of administrative unit outcomes and student services outcomes. The group agreed to add language to the evaluation instruments regarding outcomes assessment and using results for improvement, as long as it was a separate category on the evaluation form (not included with an existing category) and as long as language was included that classified employees were evaluated on this category only if applicable. The group also discussed that this work group could only make recommendations on the language to be added, but since the evaluation process and instruments must be negotiated, the three unions and the Confidentials meet and confer group would need to meet with the District and negotiate the changes (R3-22A, B, C, D, E: Email Discussion RE Accreditation Evaluation Changes). The group did not expect there to be any problem with the changes being negotiated once this work group provided its recommendations, and believe MOUs could be signed fairly quickly.

The work group agreed to the following plan of action:

- Suggested language was proposed that could be added to the evaluation documents
- The unions and the meet and confer group will meet with the District to negotiate the changes and sign MOUs.

Draft language was provided to the group on October 19, 2015, including draft changes to the evaluation instruments. On November 6, 2015, Human Resources received feedback from the CSEA representative and the Confidentials representative with no suggested changes. The CFT representative responded with one minor suggested change. The Police Officers Association approved the MOU (R3-23: POA MOU portion of MoU Package). The CFT MOU has already been included in the new CFT contract (available on PCC's HR website; R3-23: MOU Package). CSEA approved their MOU (signed by CSEA President on 1/13/16, by CSEA Labor Representative on 1/20/16, and by Superintendent-President Vurdien on 1/11/16; R3-23: MoU Package). The POA approved their MOU (signed by POA President and Superintendent-President Vurdien on 12/15/15). The Confidential Group is a meet and confer group that uses the same evaluation form as CFT (R3-23: CFT MOU and CSEA MOU portions of MoU Package).

Starting in spring 2016, all groups will be evaluated on their participation, as appropriate, with student learning or student service outcomes assessments.

Evidence List for Recommendation #3:

R3-1: PCCFA Bargaining Agreement, page 43

R3-2 A, B, C, D: Agendas Deans' Meetings

R3-3: Classroom evaluation and self-evaluation forms

R3-4: Emails pertaining to review of contract starting with evaluations

R3-5: Draft MOU regarding evaluation of adjuncts

R3-6: Draft of new adjunct self-evaluation document

R3-7: PACCD Board Meeting agenda 10-7-15

R3-8: PCCFA MOU regarding SLOs

R3-9: 2015 Adjunct Evaluation Including Reference to SLO

R3-10: SLO Area Lead Announcement

R3-11: SLO Leads List

R3-12A and B: F15 Adjunct SLO Stipends

R3-13: SLO Leads Stipend 15/16

R3-14: Integrated Planning Model

R3-15: 2015/16 Assessment Progress

R3-16A: Management Evaluation Tool

R3-16B: Updated BP 7150

R3-16C: Updated AP 7150

R3-17: 360 Evaluation Tool

R3-18: Minutes, Oct. 5, 2015, Academic Senate

R3-19: Classified Senate agenda regarding revised AP 7150

R3-20: Board of Trustees November 4 2015 Minutes, page 3-Item J

R3-21: Oct. 7, 2015 Outlook Meeting of HR and Classified

R3-22A, B, C, D, E: Email Discussion RE Accreditation Evaluation Changes

R3-23: MoU Package (Includes CFT, CSEA, and POA MOUs)

Recommendation #4

In order to meet the Standards, the team recommends that the College constituents follow their approved codes of ethics and that all constituent groups embrace and demonstrate compliance with Board Policy 2715-Code of Ethics/Standards of Practice, AP 3050- Professional Ethics of Faculty, AP 3060-Professional Ethics of Management, and AP 3070- Professional Ethics of Classified Staff. (Standards III.A.1.d; III.A.3; III.A.4.c; IV.A and IV.B.1.e and h)

The ACCJC recommended all employees "embrace and follow the college's codes of ethics." Over the spring of 2015, college administrators and faculty began to meet to identify problem areas and form work groups to address the issues of greatest concern. The Accreditation Work Group on Ethics was formed, including representatives from all shared governance constituent bodies (executives, managers, faculty, classified staff, and students), to study the question of ethics on campus. The work group met throughout the fall of 2015 and the spring of 2016.

At the time of the ACCJC site visit, the college had both policies and procedures regarding ethics for all constituency groups ([R4-1: BP 3050 Professional Ethics of Faculty](#); [R4-2: AP 3050 Professional Ethics of Faculty](#); [R4-3: BP 3070 Professional Ethics of Classified Staff](#); [R4-4: AP 3070 Professional Ethics of Classified Staff](#); [R4-5: BP 3060 Professional Ethics of Management](#); [R4-6: AP 3060 Professional Ethics of Management](#); [R4-7: BB 2715 Code of Ethics Standards of Practice](#)). However, the visiting team asked that constituents *follow* their approved codes of ethics, and furthermore, that all groups *embrace* and *demonstrate compliance* with approved policies. The college recognizes that PCC has much work to do in re-establishing employee confidence in PCC's ability to engage in ethical behavior. According to the summary of the 2015 Campus Climate Survey Results, "Improving Employee Morale and the Shared Governance Processes were the top two items chosen as "needs improvement" at the college ([R4-8: Campus Climate Survey Summary 2015](#), p. 1). According to the Campus Climate Survey in 2015, employees were less likely to agree that PCC upholds its ethical policies; only 46.7% agreed that "Employees understand that Ethical Behavior is a personal, institutional, and societal responsibility" (compared to 62.8% in 2007, a decrease of 16.1%; [R4-9: Campus Climate Survey Summary 2015](#), p. 2). 52.6% of respondents agreed that "[e]mployees treat others in a professional manner," 43% agreed that "[e]mployees treat others in an honest and truthful manner," and 55.8% agreed that "[e]mployees treat others with respect" ([R4-10: Campus Climate Survey Summary 2015](#)).

To address Recommendation 4 from the ACCJC and the concerns expressed in the Campus Climate Survey of 2015, the work group devoted its first few meetings to identifying the causes of the ethics problems on campus. The following causes were identified:

1. LACK OF COHESION: The institution lacked a cohesive, universal ethics policy that applies to the entire PCC community.
2. LACK OF EVALUATION OF PROCEDURES: Existing Administrative Procedures on Ethics are incomplete for some constituency groups, and all constituency groups would

benefit from reviewing, and perhaps revising, the AP's on Ethics specific to their constituency groups.

3. LACK OF AWARENESS AND TRAINING: College constituents are generally unaware of the existing ethics policies that apply to individual groups (faculty, classified staff, management, and the Board of Trustees). Additionally, college leaders and employees, at all levels, require professional development opportunities and training to acquire a better understanding of ethics policies, procedures, and practices.

To address the lack of cohesion, the work group devoted most of its meetings in the fall of 2015 to exploring whether a universal "ethics statement" is appropriate for PCC, and how such a statement, if adopted, would be shared with the PCC community.

Work group members reviewed our ethics policies and procedures, as well as those from various other colleges and universities, leading to the development of a list of ten ethical responsibilities relating to college life (R4-11: "Summary Ethics Statement"). The list was shared with colleagues, with the Academic Senate (R4-12: Academic Senate Meeting Minutes Nov. 23, 2015; R4-13: Academic Senate Meeting Minutes Jan. 11, 2016), the Classified Senate (R4-14: Agenda, Feb. 3, 2016, Classified Senate), the Management Association (R4-15: Management Association Board Meeting Agenda Feb. 8, 2016) and the Associated Students (R4-16: Board Packet Jan. 20, 2016, Associated Students) to solicit comments and suggestions. Because the topics of ethics and governance overlap, the document was also shared with the Accreditation Work Group on Governance, and feedback was provided from that group (R4-17: Agenda, Dec. 2, 2015, Governance Work Group). Many of the suggested changes were incorporated into the Summary Ethics Statement, and it was presented to the College Council for a first read in January 2016 (R4-18: Minutes, Jan. 28, 2016, College Council). The College Council approved the Summary Ethics Statement in February 2016 (R4-20: Agenda College Council February 25, 2016).

The work group understands that the universal ethics statement for the college is useful only to the extent that the PCC community is aware of the statement and willing to embrace its tenets. The Summary Ethics Statement was sent to the Public Relations Office for development of proposed layouts for a large and a small poster, and the work group selected versions for publication: a large format version will be permanently posted in all meeting rooms on campus, and a smaller format version will be made available for individuals to post in classrooms and any offices where any College business is conducted. To ensure that the college community is aware of the Summary Ethics Statement, members of the work group are collaborating with the Office of Strategic Communication and Marketing to publicize the statement. Additionally, the posters will be presented to the Board of Trustees, the Management Association, the Academic Senate, the Classified Senate, the Associated Students, and the academic divisions.

To address the lack of evaluation of existing Administrative Procedures on Ethics, work group members reviewed and discussed the newly adopted Board Bylaw BB 2715 (unanimously approved by the Board of Trustees on October 7, 2015; R4-21: Board of Trustees Meeting Agenda Oct. 7, 2015; R4-22: Board of Trustees Meeting Minutes Oct. 7, 2015). The Board of Trustees was diligent in its efforts to revise its bylaw on ethics in a timely and thoughtful

manner. Board Officers met on several to review samples of various ethics statements from community colleges across the state (R4-23: Agenda and minutes, 08-05-2015, Board of Trustees; R4-24: Agenda and minutes, 09-02-2015, Board of Trustees; R4-25: Agenda and Minutes, 10-07-2015, Board of Trustees). They also reviewed the Community College League's recommendations for Ethics (http://www.ccleague.org/files/public/EthicsResourcesAll.pdf). The Board consistently exhibited a desire to understand what was lacking in the previous bylaw on ethics and engaged in a collegial and transparent process in its revision. The revised ethics' bylaw underwent several iterations, and the final version of BB 2715 contained the 'Process for Addressing Perceived Violations of Board Ethics' (R4-26: BB 2715 Code of Ethics). The Board continues to reinforce its commitment to addressing Recommendation 4 by also having a Trustee serve on the college's Ethics Work Group. Overall, the Board has demonstrated commendable leadership in its efforts to address Recommendation 4.

The Ethics Work Group members also reviewed AP 3050 Professional Ethics of Faculty, including 'Due Process Regarding Professional Ethics of Faculty', BP 3060 Professional Ethics of Management and AP 3070 Professional Ethics of Classified Staff. Upon discussion, work group members noted that both the Board and Faculty policies include steps that can be taken by an individual if a violation is believed to have occurred. It was also noted that BP 3060/AP 3060, Professional Ethics of Management and BP 3070/AP 3070 Professional Ethics of Classified Staff, do not contain the descriptive procedural language detailing how perceived violations will be addressed.

Upon a recommendation from the Ethics Work Group (R4-27A: Email to Classified re Ethics AP Revision; R4-27B: Email to Management re Ethics AP Revision), representatives from the Classified Senate and the Management Association agreed to have those respective groups discuss incorporating processes to address perceived violations of ethics under BP 3070/AP 3070 (Classified) and BP 3060/AP 3060 (Management). The Classified Senate is in the process of forming a work group, in consultation with all corresponding classified unions, to explore whether these procedures should be added (R4-28: Agenda, Feb. 3, 2016 Classified Senate). Management is working with the appropriate administrators and the Accreditation Liaison Officer to include appropriate language in its procedure. (R4-29: Management Association Board Meeting Agenda Feb. 8, 2016).

Additionally, the Academic Senate was directed to review its AP on Ethics, make necessary changes, and review the extent to which its current procedure for dealing with ethics violations is effective (R4-30: CAFPE Email from AS President Foster). The Academic Senate's Ethics Standing Committee, the Committee on Academic Freedom and Professional Ethics (CAPFE), comprised of faculty from diverse disciplines (including faculty who teach ethics courses), updated its membership (R4-31: Academic Senate Agenda Feb. 8, 2016). CAFPE will undergo ethics training in the fall of 2016, and will discuss possible revisions to AP 3050 on Ethics, reviewing reported problems with the current procedure for dealing with violations, and correcting any identified flaws with the procedure.

The Accreditation Work Group on Ethics recommended that all constituent bodies adopt the Summary Ethics Statement as the base of their respective AP's on Ethics, and reorganize their specific AP's into a universal format (R4-32: Ethics Work Group Meeting Notes, Jan. 22, 2016):

- Part One: "Summary Ethical Statement"
- Part Two: Constituency-specific ethics statements
- Part Three: Constituency-specific procedures for dealing with ethics violations

Classified Senate is discussing this template, and will include the "Summary Ethics Statement" as Part One of AP 3070 (R4-33: Agenda, Feb. 3, 2016 Classified Senate). The Management Association has also agreed to this template, and is already in the process of revising AP 3060 to include procedures for alleged ethics violations (R4-34: Management Association Board Meeting Agenda Feb. 8, 2016).

The Ethics Work Group identified "lack of awareness and training" as one of the primary contributing factors to questionable behavior among members of all constituent groups. As noted above, an information campaign was launched to inform all members of the PCC community of our universal ethics statement. Also as noted above, all constituency groups have been directed to review and revise their ethics policies and procedures. Through this reflection process, members of the governance bodies will be made aware of policies and procedures as they currently exist, and as they are changed.

The work group recognizes that additional action needs to be taken to help the PCC community acquire a better understanding of what it means to be ethical, and of the importance of collegiality in governance processes. The work group concluded that professional development in these areas is required. The Ethics Work Group recommended to the Superintendent-President that all institutional leaders complete required professional development and training opportunities in standards and policies related to ethics (including conflict resolution, Title 9 issues, and harassment and bullying), that such professional development be created and offered through the Professional Development Standing Committee at PCC as well as through outside vendors, and that the completion of such professional development and training opportunities be included in the evaluation of managers and executives (R4-35: Recommendation to Institutional Leaders Regarding Ethics Training). Such training will provide needed information to allow managers and executives to ascertain whether a complaint is valid, and to help them know where the complaint can be best addressed.

The Ethics Work Group understands that training is also necessary for faculty leaders. Because many of the ethical issues identified by faculty leaders overlap with issues pertaining to governance and leadership, the Governance Work Group was responsible for creating the recommendation for faculty training (R4-36: Governance Work Group Meeting Agenda, Feb. 10 2015). The Governance Work Group created a recommendation to the Academic Senate Executive board that all faculty leaders, including committee chairs, be required to complete training in ethics, conflict resolution, effective leadership strategies, and governance in academia (R4-37: Recommendation to Faculty Leaders Regarding Professional Development in Ethics and Governance). The recommendation aligns with the Academic Senate's 2015-2016 Annuals Goals, which includes collegiality training (R4-38: Academic Senate Agenda December 7, 2015; R4-39: Academic Senate Goals 2015 and 2016 PDF) and the ongoing revision of committee by-laws to include required ethics and governance training for all chairs of Academic Senate Standing and Ad Hoc Committees (R4-40: Academic Senate Meeting Minutes Jan. 25, 2016).

Upon recommendation from the Governance Work Group, in collaboration with members of the Ethics Work Group, College Council will require all chairs of its standing committees (faculty and managers) and constituency group leaders to complete annual fall training on the ethics of governance, effective leadership strategies, creating annual goals, and creation and adoption of meeting norms (R4-41: Recommendation to College Council Regarding Professional Development in Ethics and Governance).

To begin to address the recommendations of the Ethics Work Group and the Governance Work Group, several professional development opportunities have been created. As discussed in Recommendation 6, the President's Leadership Retreat Planning Committee hosted a leadership retreat for all managers on August 12, 2016, entitled "Communication, Building Trust & Leadership" (R4-42: Summer 2016 Leadership Retreat). It included speakers Dr. Keith Hall on Strength-Based Leadership, and Angie McArthur on Collaborative Intelligence. Additionally, managers will be required to complete ethics training, using Keenan SafeCollege's online "General Ethics in the Workplace" course. It will be recommended also for constituency group leaders and others. As discussed in Recommendation 7, faculty leaders will also participate in training on effective leadership via the College's LMS, Canvas. After the information campaign in regards to the new campus-wide ethics statement and the online training, the College will build on this work by bringing in an outside expert during the fall semester to engage the campus in a discussion of the importance of collegiality, ethics, and a positive climate for all.

The Accreditation Liaison Officer also recommended that various constituency groups establish "meeting norms" for their representative bodies (R4-43: Ethics Work Group Notes, Jan. 22, 2016). Acting upon this recommendation, the Governance Work Group reviewed documents from other colleges to establish a list of recommended, non-binding "Meeting Norms" (R4-44: Meeting Norms). The recommended meeting norms will be revised in consultation with the Ethics Work Group once the Ethics Work Group reconvenes in the fall of 2016. The final meeting norms document will be provided to all constituency groups each year, and will serve as a resource for committees to decide which norms they wish to include in their process. The "Meeting Norms" established by each committee will appear on the bottom of each agenda for each committee meeting, so that all members of committees are consistently aware of the ethical practices they have agreed to adopt.

Additional Future Work:

As discussed in the 2015 Campus Climate Survey Summary above, the College should improve relationships among employees, especially regarding issues of trust, honesty, and respect. As noted in the ACCJC External Evaluation report, "[r]esidual mistrust, unprofessional behavior, and a lack of civility still permeates through and among faculty and administration; however, through interviews with constituent groups, the team found there is a sense of optimism that the environment on campus is changing" (R4-45: External Evaluation Report, p. 48). Both the Ethics Work Group and the Governance Work Group have an ongoing role in helping to foster a more understanding, caring, and collegial campus climate, especially in regard to relations among faculty constituency groups, administration, and the Board of Trustees. The new Superintendent-President has demonstrated a commendable willingness to interact with, praise,

and understand diverse members of the College community. At the Governance Work Group meeting on December 2, 2015, members of the administration and Academic Senate Executive Board agreed that meeting for coffee and conversation would create additional opportunities for people to develop more empathetic, caring, and understanding relationships, even in times of adversity and disagreement (R4-46: Governance Work Group Meeting Agenda and Notes, Dec. 2, 2015). The Governance Work Group is in the process of facilitating such meetings.

The 2016 Campus Climate Survey Summary of Results (R4-47) demonstrated improvement in several areas. In 2016, 68% of respondents agreed with the statement, "A sense of team spirit exists at PCC" (compared with 33% agreement in 2015, an improvement of 35%). Additionally, 66% agreed with the statement, "Employees treat others in a professional manner" (an increase of 13% from 2015 survey results). Progress was also seen in respectful relations among employees, with 70% agreeing with the statement that "Employees treat others with respect" (an improvement of 14% since 2015). In order to further study intrapersonal relationships at work, several new questions were included in the 2016 Campus Climate Survey. Most responses in this area showed a high satisfaction:

- 82% agreed with the statement "I feel respected in my job by managers;"
- 86% agreed with the statement "I feel respected in my job by faculty;"
- 92% agreed with the statement "I feel respected in my job by classified staff;"
- 96% agreed with the statement "I believe my job is very important to the college."

However, the 2016 Campus Climate Survey results indicate that improvement must still be made in creating a space in which employees feel safe to express their opinions, with 53% agreeing that "Most of the time it is safe to say what one thinks around here." Future work should include promoting a climate in which employees can express themselves without fear, and continuing to foster a sense of team spirit.

The Ethics Work Group and the Governance Work Group are optimistic that through community awareness of the College's ethics policies and procedures, supported by appropriate measures in Classified and Management AP's to ensure accountability, and through adequate training and relationship-building opportunities, PCC can recreate a culture of embracing and celebrating ethical interactions.

Evidence List Recommendation #4

R4-1: BP 3050 Professional Ethics of Faculty

R4-2: AP 3050 Professional Ethics of Faculty

R4-3: BP 3070 Professional Ethics of Classified Staff

R4-4: AP 3070 Professional Ethics of Classified Staff

R4-5: BP 3060 Professional Ethics of Management

R4-6: AP 3060 Professional Ethics of Management

R4-7: BB 2715 Code of Ethics Standards of Practice

R4-8: Campus Climate Survey Summary 2015, p. 1

R4-9: Campus Climate Survey Summary 2015, p. 2

R4-10: Campus Climate Survey Summary 2015

R4-11: "Summary Ethics Statement"

R4-12: Academic Senate Meeting Minutes Nov. 23, 2015

R4-13: Academic Senate Meeting Minutes Jan. 11, 2016

R4-14: Agenda, Feb. 3, 2016, Classified Senate

R4-15: Management Association Board Meeting Agenda Feb. 8, 2016

R4-16: Board Packet Jan. 20, 2016, Associated Students

R4-17: Agenda, Dec. 2, 2015, Governance Work Group

R4-18: Minutes, Jan.28, 2016, College Council

R4-20: Agenda College Council February 25, 2016

R4-21: Board of Trustees Meeting Agenda Oct. 7, 2015

R4-22: Board of Trustees Meeting Minutes Oct. 7, 2015

R4-23: Agenda and minutes, 08-05-2015, Board of Trustees

R4-24: Agenda and minutes, 09-02-2015, Board Trustees

R4-25: Agenda and Minutes, 10-07-2015, Board of Trustees

R4-26: BB 2715 Code of Ethics

R4-27A: Email to Classified re Ethics AP Revision

R4-27B: Email to Management re Ethics AP Revision

R4-28: Agenda, Feb. 3, 2016 Classified Senate

R4-29: Management Association Board Meeting Agenda Feb. 8, 2016

R4-30: CAFPE Email from AS President Foster

R4-31: Academic Senate Agenda Feb. 8, 2016

R4-32: Ethics Work Group Meeting Notes, Jan. 22, 2016

R4-33: Agenda, Feb. 3, 2016 Classified Senate

R4-34: Management Association Board Meeting Agenda Feb. 8, 2016

R4-35: Recommendation to Institutional Leaders Regarding Ethics Training

R4-36: Governance Work Group Meeting Agenda, Feb. 10 2015

R4-37: Recommendation to Faculty Leaders Regarding Professional Development in Ethics and Governance

R4-38: Academic Senate Agenda December 7, 2015

R4-39: Academic Senate Goals 2015 and 2016 PDF

R4-40: Academic Senate Meeting Minutes Jan. 25, 2016

R4-41: Recommendation to College Council Regarding Professional Development in Ethics and Governance

R4-42: Summer 2016 Leadership Retreat

R4-43: Ethics Work Group Notes, Jan. 22, 2016

R4-44: Meeting Norms

R4-45: External Evaluation Report, page 48

R4-46: Governance Work Group Meeting Agenda, Dec. 2, 2015

R4-47: 2016 Campus Climate Survey Summary of Results

Recommendation #5

In order to meet the Standards, the team recommends that the College focus on stabilizing its administrative organizational structure and complete the selection processes to fill the interim, acting and vacant administrative positions with permanent appointments. (Standard III.A.2; Eligibility Requirement 5)

At the time of the visit, the College had an Interim Superintendent-President, an Acting Assistant Superintendent/Senior Vice President of Business Services, several interim associate Academic deans, and several associate deans or directors in the Student Affairs area. In its report, the visiting team cited both a Standards III and an Eligibility Requirement issue.

In early spring 2015, a nationwide search for a new Superintendent-President was conducted, and in April, 2015, Dr. Rajen Vurdien was interviewed and selected by the Board of Trustees to be the new Superintendent-President (R5-1: Dr. Vurdien joining PCC announcement). Dr. Vurdien had served for five years as President of Fullerton College and, prior to that, for six years as the Vice President of Instruction at Saddleback College. Dr. Vurdien's extensive academic, accreditation, and leadership experience had brought stability to other institutions in the community college system, and his leadership has similarly benefitted Pasadena City College.

The hiring of permanent associate deans in the Academic Affairs area had been put on hold in spring 2015 at the request of the Academic Senate until the school model could be re-evaluated. As way of background, in 2012, Academic Affairs had been realigned/reorganized from 12 divisions into 4 schools. This action took place in opposition to the recommendation of the Planning and Priorities Committee, the governance group responsible at that time for soliciting campus input for the proposal. The issue remained one of contention at the time of the visit in 2015.

In fall 2015, the Office of Academic Affairs evaluated the existing school model and proposed a new organizational structure (R5-2: early new org chart). The new organizational structure for the academic areas was reviewed and discussed by the Deans, and then discussed with the Faculty Association leaders and the Academic Senate Executive Committee at the Council for Academic and Professional Matters (R5-3: CAPM Agenda October 14, 2015). In addition to requesting analysis and cost/benefit information, the Academic Senate Executive Committee stated that sufficient classified staff needed to be included as part of any reorganization. The Superintendent-President committed to providing sufficient classified support, both an administrative assistant and a clerk, for each proposed division or school office (R5-4: CAPM Minutes September 9, 2015). The Academic Senate Executive Committee placed the item on several of its meeting agendas (R5-5: Academic Senate Agenda Oct 26, 2015; R5-6: Academic Senate Agenda Nov 2, 2015; R5-7: Academic Senate Agenda Nov 9, 2015), and the requested analysis and cost/benefit information was provided by Administration (R5-8: Pros and Cons; R5-9: Cost Benefit Analysis).

The Academic Senate collected input and approved a resolution that communicated the faculty recommendations on the instructional areas (R5-10: Resolution on Organizational Structure of the College). This input included requests from two areas specifically. The Kinesiology faculty requested that they stay aligned with Natural Sciences, and Business faculty requested that Business return to its prior division rather than be in the same school/division with the other seventeen programs in the Business, Engineering, and Technology Program. The Academic Senate Executive Committee also asked that the Dean of Instructional Support retain or be given responsibility for college-wide programs including Honors, Study Abroad, and Basic Skills. The Superintendent-President agreed to the request from the Business faculty, understanding the need to grow programs in that area. The Superintendent-President and the Associate Vice President of Academic Affairs attended the Business, Engineering, and Technology School meeting to discuss concerns with them (R5-11: Agenda for Business, Engineering, and Technology School Meeting October 27, 2015). After communicating with Kinesiology faculty, Academic Affairs and the President opted to move Kinesiology from Natural Sciences to a new division with Health and Athletics. This was a natural alignment and would help in creating equitable workloads among the various academic deans. Earlier input from ESL/Languages faculty pertaining to a dean for that area had already been considered and agreed upon by Academic Affairs and the Executive Committee.

On October 21, 2015, the Associate Vice President of Academic Affairs attended the Classified Senate meeting to share the proposed new organizational structure with classified staff. The previous school model had not been supported by classified staff who were represented on the Planning & Priorities Committee when it was originally proposed. At the time of the change to the School model, classified staff were also transitioning to two new systems, Banner and Kronos, and the change – in addition to inadequate classified support – was made much more difficult. The situation added to the feeling that the voices of Classified Staff had not been adequately heard or respected.

Information about the additional classified support that would be provided to the new schools/divisions was shared with the Classified Senate. At their request, the Associate Vice President of Academic Affairs scheduled a Classified Forum to gather additional input on the proposed new structure from all classified staff (R5-12: Classified Forum Flyer). At the Classified Forum on November 5, 2015, classified staff supported the proposed change and made a variety of suggestions about related topics such as improved communication (R5-13: Notes from Classified Forum), which were shared with the Executive Committee (R5-14: Executive Committee Agenda November 16, 2015).

The concept of the proposed new organizational structure was presented briefly to the Board of Trustees at its October 21, 2015 meeting as part of an Accreditation Update (R5-15: Board presentation,10/21). The final new proposed academic structure, with modifications made as a result of faculty input and further consideration by Academic Affairs, was provided to the Academic Senate on November 9, 2015 (R5-16: Agenda, Nov. 9, 2015, Academic Senate), and on November 23, 2015 (R5-17: Agenda, Nov. 23, 2015, Academic Senate; R5-18: final new proposed academic organizational chart). The Academic Senate Executive Committee requested a written justification for any recommendations not adopted. The Superintendent-President

indicated that faculty had been consulted and that changes had been made based on faculty input (R5-19: CAPM Agenda and Minutes December 16, 2015).

The new organizational structure was provided to the Board of Trustees in closed session at its December 8, 2015 meeting. The new divisions will include the following:

1) Natural Sciences
2) Math and Computer Science – with oversight of MESA
3) Health Sciences
4) Kinesiology, Health, and Athletics
5) Social Sciences
6) Performing Arts
7) Visual Arts and Media Studies
8) English
9) Languages and ESL
10) Business – with responsibility for Perkins/CTEA
11) Engineering, Technology, and Economic and Workforce Development
12) Library, Learning Resources, and Distance Education

The Superintendent-President shared the proposed new organizational structure with the campus at his Campus Forum on November 16, 2015 (R5-20: 11/16 Campus Forum Notice). The proposed new structure was also shared with the campus at two Accreditation Forums on December 1, 2015, with opportunity for campus members to make comments/ask questions (R5-21: Campus Accreditation Forums Notice).

The Associate Vice President of Academic Affairs began working with Human Resources to develop job announcements for the new Dean positions. The following positions were advertised (R5-22 A, B, C, D, E: Academic Dean Job Announcements):

Dean of Math
Dean of Social Science
Dean of Business
Dean of Languages and ESL
Dean of Kinesiology, Health, and Athletics

Successful candidates were hired for four of the five dean positions, and they began in June or July 2016. The Dean of Social Sciences resulted in a failed search, and the Associate Vice President of Academic Affairs was assigned as interim dean for the 2016-17 academic year. The position will be re-advertised in spring 2017.

The February 2015 agreement between the District and the Faculty Association stated that both parties would establish a working group to address issues related to the creation of department chairs (R5-23: January 2015 Agreement with FA regarding Department Chairs, page 60). A work group consisting of administrators, the Faculty Association (FA), and Academic Senate representatives is being created. There was agreement among Administration, the Academic Senate, and the FA that the Academic Senate would review the job duties, and the FA

would negotiate compensation and reassigned time (R5-24: FA/Administration group for department chairs).   Academic Affairs created a draft of job duties for potential department chairs and presented it as an information item to the Academic Senate at its meeting on April 25, 2016 (R5-25A: First draft of Job Duties for Potential Department Chairs; R5-25B: Academic Senate Agenda April 25, 2016). The Senate will take up this issue again in the fall 2016 semester.

In the Student Affairs area, a number of open positions existed due primarily to retirements. Several replacements were hired during the spring 2014 or fall 2015 semesters. These included the Dean of Student Life, the Director of Admissions and Records, the Dean of Counseling and Student Success Services, the Director of Financial Aid, the Associate Dean of Special Services, the Director for EOPS/CARE & Foster Youth, and the Director of Outreach & Transfer have all been hired. Two interim positions exist as a result of failed searches; these include the Director of Classic Upward Bound TRIO, and Math Upward Bound. Current administrators are overseeing these areas until the positions are re-advertised (R5-26: Student Affairs Organizational Chart).

After the new academic structure has been in place for one academic year, the Office of Institutional Effectiveness will include questions about its effectiveness in its Campus Climate Survey. Input from the evaluation will be shared with the campus. Any proposed modifications to the structure by Administration will go through the governance process for additional input.

Evidence List Recommendation #5

R5-1: Dr. Vurdien joining PCC announcement

R5-2: Early version of proposed new Academic Affairs organization chart

R5-3: CAPM Agenda October 14 2015

R5-4: CAPM Minutes September 9 2015

R5-5: Academic Senate Agenda Oct 26

R5-6: Academic Senate Agenda Nov 2

R5-7: Academic Senate Agenda Nov 9

R5-8: Pros and Cons

R5-9: Cost Benefit Analysis

R5-10: Resolution on Organizational Structure of the College

R5-11: Agenda for Business, Engineering, and Technology School meeting (Oct. 27, 2015)

R5-12: Classified forum flyer

R5-13: Notes from Classified Forum

R5-14: Executive Committee Agenda November 16, 2015

R5-15: Board presentation (10/21)

R5-16: Agenda, Nov. 9, 2015, Academic Senate

R5-17: Agenda, Nov. 23, 2015, Academic Senate

R5-18: final new proposed academic organizational chart

R5-19: CAPM Agenda and Minutes December 16, 2015

R5-20: 11/15 Campus Forum notice

R5-21: Campus Accreditation Forums notice

R5-22 A, B, C, D, E: Academic Dean Job Announcements

R5-23: January 2015 Agreement with FA regarding Department Chairs, PAGE 60

R5-24: FA/Administration group for department chairs

R5-25A: First draft of Job Description for Department Chairs

R5-25B: Academic Senate Agenda April 25, 2016

R5-26: Student Affairs Organizational Chart

Recommendation #6

In order to meet the Standards, the team recommends that the College, through participatory governance, develop and implement a comprehensive, coordinated professional development program for all personnel, regularly assess the effectiveness of the program, and use the assessment results as the basis for continuous improvement. (Standards III.A.5.a and b)

In the 2014-15 academic year, the College Council Professional Development (Standing) Committee collaboratively developed a committee mission, committee goals, and a policy and procedure recommendation for college-wide professional development. This standing committee consists of faculty, classified staff, management, and student representatives (R6-1: Professional Development Standing Committee Website).

On June 3, 2015, Board Policy (BP) 7160 and Administrative Procedure (AP) 7160 were approved (R6-2: BP 7160 Comprehensive and Coordinated PD Program; R6-3: AP 7160 Comprehensive and Coordinated PD Program). BP 7160 recognizes that professional development opportunities for faculty, staff, and managers are an essential component of accomplishing the College's vision, mission, and educational master plan. The policy formalizes the commitment to establishing a comprehensive professional development program that is fully funded, is annually evaluated, and demonstrates program outcomes and impact to the Board of Trustees each year. The College Council Professional Development Committee is responsible for ensuring the College's policy and procedure are implemented.

AP 7160 provides a framework for the Comprehensive and Coordinated Professional Development Program. Components of the procedure outline the:

1. Organizational construct of professional development at PCC
2. Roles of professional development committees, subcommittees, and personnel including the:
    - College Council Professional Development Committee ("Oversight Committee")
    - Professional Development Implementation Group
    - Professional Development Director
    - Faculty, classified staff and manager constituency groups
3. Development of an annual professional development plan and calendar
4. Assessment of professional development activities
5. Guidelines for requesting funds and reporting expenditures

Professional development at the College is now centralized under the College Council Professional Development Committee. All minutes and agendas are posted online (R6-4: Professional Development Standing Committee Information and Reports). The Committee's Mission is to guide college-wide professional development programs and activities in support of the Educational Master Plan. This guidance includes identifying professional learning needs, developing and/or commissioning strategies or activities to address needs, determining criteria to evaluate professional learning proposals, allocating funding for approved activities, and

overseeing the evaluation and assessment of professional learning. The focus of the committee is:

- Ongoing professional learning for classified staff, faculty, and managers
- New employee orientation
- Mentoring
- Career advancement activities
- Learning assessment
- Equity/Diversity
- State and federally mandated training
- Other college-wide employee training

The committee determines annual goals for the group. In 2015/2016, the annual goals were the following:

Goal	Status
Conduct annual needs assessment and report analysis to the college	An annual needs assessment was conducted in January 2016. There were 342 respondents - faculty, adjunct faculty, classified staff, and managers. An executive summary and aggregate data will be shared with the college community in February 2016. The data will be used to inform program improvements and future professional development offerings. (R6-5: Surveys and Data Professional Development)
Develop professional development program plans and annual updates	The 2015/2016 Professional Development Program Review Update was completed in Fall 2015. (R6-6: 2015 PD Program Review Update)
Develop and oversee professional development budget	The Professional Development Program Review Update outlines the requested budget for the subsequent fiscal year. Once allocated, the Professional Development Committee finalizes the annual allocations for programs, conference attendance, and services. Oversight of the budget is part of regular meetings and recorded in committee minutes (R6-7: Professional Development Standing Committee Information and Reports). Each constituency group has established processes for allocating funds for conference/workshop attendance. All employees have an opportunity to apply for funding to attend off-campus opportunities (R6-8: Conferences and Travel Professional Development).
Maintain annual professional development website and calendar	A new centralized Professional Development web site has been created (R6-9 Snapshot of New PCC PD HomePage at http://www.pasadena.edu/pd/), with a launch date of 3/1/2016. The new web site includes a centralized professional development calendar for the college (R6-10: Calendar of Events - Professional Development at https://pasadena.edu/faculty-and-staff/pd/calendar.php). The website will incorporate workshop registration and evaluation features by the end of Spring 2016. A centralized repository for attendance and evaluation data will support continuous review and improvement of the program. The new site will also offer all employees a forum to provide continuous feedback and suggestions for professional development programming and services.

Promote professional development opportunities to the campus community	Opportunities are promoted to the campus through the new professional development web site, centralized calendar, the Campus-wide weekly "Inside PCC" e-mail newsletter, direct email, posters, and flyers. (R6-11: See attached sample promotional materials in evidence list).
Collaborate with college-wide committees, areas, and constituents to develop events/activities	The College Council Professional Development Committee and the Professional Development Director are facilitating collaboration and program development with the following constituent groups in 2015/2016. • Faculty Professional Development Committee • New Faculty Orientation Program • Flex Advisory Committee • Academic Senate • Classified Senate • Management Association • EEO/Diversity Committee • Equity Committee • OER Grant Working Group • Accreditation Work group • Distance Education The goal is to collaboratively work with each group to help determine needs and provide additional professional development opportunities or support as needed. * See highlights of 2015/2016 program opportunities below

2015/2016 Professional Development Opportunities
A compendium of opportunities has been developed for the 2015/2016 academic year. The full calendar of opportunities is found on the centralized professional development web site and calendar (R6-12: Calendar of Events - Professional Development at https://pasadena.edu/faculty-and-staff/pd/calendar.php).

New Faculty Learning Community
The College offers a comprehensive year-long professional development program for all new full-time faculty as directed by the Academic Senate. The learning outcomes of the program are to:

- Integrate an understanding of the whole student into your syllabus, course design and teaching through current best practices in higher education.
- Use technology and other innovative practices to engage 21st-century students.
- Develop a familiarity with PCC's campus culture and operations.

Led by three faculty reassigned to help with this effort, the cohort engages in two full days of professional development activities just before the fall term begins, and then continues to meet for three-hour seminars on alternating Fridays for the remainder of the academic year. During the seminar meeting time, new faculty engage in discussions, complete assignments and other activities to meet the learning outcomes. In 2015/2016, 32 faculty participated in the new faculty orientation program. In 2016/2017 the College has more than 50 new faculty participating in the program. (R6-13: New Faculty Learning

Community Fall 2015 Syllabus; R6-14: New Faculty Learning Community Spring 2016 Syllabus).

Adjunct faculty also have an opportunity to attend one of two orientation sessions prior to the fall term to familiarize themselves with key college resources, processes, and administrative applications (LancerPoint) and educational technology tools such as Canvas (R6-15: New Adjunct Faculty Orientation Agenda).

Both fulltime and adjunct participants evaluate the new faculty programs. Feedback is used to improve the curriculum for the current cohort as well as future cohorts (R6-16: New Faculty Seminar Midterm Feedback).

FLEX Day – October 1, 2015 - "Putting the Pieces Together...Together"
At Pasadena City College, FLEX Day is an event planned and coordinated by the FLEX Advisory Committee, and is an opportunity for all employees to learn and share together.

The focus for 2015/2016 was to provide a unifying, authentic, and relevant experience for all PCC employees. The day included an introduction, the keynote presentation, a reflective activity, lunch, a hands-on team-based synthesis activity, and seventeen workshops. The theme for the 2015/16 event was Growth Mindset. Eduardo Briceno presented a keynote to the campus community on Growth Mindset in Education. All workshops were developed to allow participants to increase their knowledge in specific disciplines or to enhance teaching skills, as well as to improve working relationships between staff and students in and out of the classroom. The workshops included the following topics: Effective Faculty Leadership, A Conversation on Diversity, The Blackademia Project, Student Equity Panel, Military Veterans, Foster Youth, Conflict Resolution, Effective Communication, Assessment, Disabled Student, Mindfulness for Stress Reduction, Club Advising, ePortfolios, and training for the use of Canvas and smart classrooms. David Morse, ASCCC President, was also here that day. In addition to participating in a workshops, he met with the deans, vice presidents, and the Superintendent-President to discuss ways in which administration could work together in a more collaborative and respectful manner.

In total, 744 employees participated in a full day of integrated growth mindset activities. Specific takeaways for the day included plans that were made to follow up with additional activities in the spring semester. All participants were asked to evaluate the FLEX Day; 374 evaluations were submitted. These responses are being used to inform future FLEX events (R6-17: Flex Day 2015 Website; R6-18: Flex Day Evaluation 2015; R6-19: 2015 PD Program Review Update). Two FLEX days have been approved for 2016/2017. Input from the 2015/2016 needs assessment survey will be used to develop themes and activities for the 2016/2017 events.

Equity & Diversity Workshops
PCC's professional development opportunities emphasized the topics of equity, inclusion, and cultural awareness in 2015/2016. An array of guest speakers and learning was provided. In addition to utilizing Equity funding for this purpose, the college has one 40% re-assigned faculty member to help lead the diversity effort (R6-20: Job Description –

Diversity Coordinator).   All employees were encouraged to attend these events, which included the following:

- "Closing the Achievement Gap through Culturally Competent Pedagogies" (R6-21: Student Equity at http://www.pasadena.edu/studentequity/)
- "Developing and Using an Equity Lens" (R6-22: Student Equity)
- "Innovative Collaborations: Closing the Achievement Gap through Culturally Competent Pedagogies & High-Impact Practices along the Chicana & Chicano Educational Pipeline" (R6-22: Student Equity)
- "Overcoming Institutional Barriers: Professional Insights on how Power & Privilege Widen the Equity Gap for Underrepresented Students"
- "Student Success (Re) Defined."   (R6-23: IEPI SSRD Workshop Flyer 04.29.15)
- "Beyond Financial Aid": How Colleges Can Strengthen the Financial Stability of Low-Income Students and Improve Student Outcomes (R6-24: Beyond Financial Aid)
- "PCC Student Equity Retreats" with a focus on disciplines represented in Academic Senate (3/25/16) and comprehensive retreat for ESL (R6-25A and B: Equity Retreats).
- Evaluating the Course Syllabi for Equity: a workshop to prepare faculty members to develop their course syllabi with a better awareness of equity issues, facilitated by Cristina Salazar–Romo (April 2016, R6-26: Equity Training on Syllabi).

Pathways

The Interdisciplinary Professional Learning Institute prepares faculty to teach College 1, part of the Pathways Program. Participating faculty members engage in a variety of in-person and online professional development activities to prepare them to teach in the first year seminar (College 1) program. The program covers topics including Metacognition, Information Literacy, Appreciative Inquiry Mindset, Growth Mindset, E-Portfolio's, and Canvas (R6-27: College 1 Overview; R6-28: College 1 Agendas).

Human Resources Training

Human Resources hosts a series of learning opportunities for faculty, staff, and managers through the Leibert, Cassidy, Whitmore Consortium Training program (R6-29 Liebert Cassidy Whitmore _ Consortium.htm). The three-hour videoconference events included the following topics for the 2015/2016 academic year:

- Title IX, Clery Act, and SaVE Act: What Every Administrator and Title IX Coordinator Needs to Know
- Creating a Culture of Respect
- Advanced Investigations of Harassment Complaints
- The Art of Writing the Performance Evaluation
- Workplace Bullying: A Growing Concern

In order to serve on any hiring committees, employees must complete EEO training every two years. These three-hour in-house workshops are offered each semester. The college is especially committed to diversity and equitable hiring practices, as well as hiring equity-minded faculty, staff, and managers. In addition to EEO training, all employees on hiring committees are now engaging in cultural competence training (R6-30: NCORE.pdf).

Additionally, all managers must complete AB1825 & AB 2053 training (sexual harassment and workplace bullying prevention) every two years.

Safe Zones Ally Training

The campus' Safe Zone Coalition Committee offers Safe Zones trainings to the campus community on an annual basis. Safe Zones' LGBTQ and Undocumented Students Ally Trainings offer information and resources for faculty and staff who are interested in providing support and encouragement to our LGBTQ and Undocumented student populations. In addition to scheduled trainings, departments and programs can request training specifically for their areas at any point throughout the year (R6-31: Safe Zones Flyers).

Economic & Workforce Development

The EWD offered a series of workshops to support the College's career and technical programs to better prepare students seeking entry-level employment and technical skills, or upgrading for those currently employed (R6-32: Economic & Workforce Development - California Community Colleges at http://www.cccewd.net). Workshops include:

- 25 Recommendations of Strong Workforce
- Taskforce Work Experience Education
- CTEA Orientation
- Internship Program
- CTEA Integrated Academic Models
- CTE Academic Competencies
- CTE, English, and Math Collaboration
- Tutoring for CTE Students

(R6-33: EWD Spring Presentations_r2.pdf)

Distance Education

The DE Department offers a variety of workshops to engage faculty to use the Canvas learning management system for both online and on-ground courses. Workshops are offered throughout the year for various skill levels (R6-34: Distance Education Training 2015 Opportunities at Distance Education Training Website). The Department also provides funding (for registration) to fulltime and adjunct faculty if they wish to complete the @One Online Courses and Certificate Program (R6-35: @One Courses at http://www.onefortraining.org/online-courses).

2016 Management Association Retreat

The Management Association, which is composed of all PCC managers, meets annually for a professional development retreat. The retreat, held on January 6, 2016, focused on critical topics including an Accreditation Update, a review of the Budget Process, the Management Performance Cycle, Enrollment Management Basics, Governance, and the Campus Climate Survey results. Additionally, there was extensive discussion about encouraging and supporting classified staff participating in governance activities (R6-36: PCC Management Association 2016 Annual Retreat Agenda). A second retreat was held on August 12, 2016, and the primary topics included communication, building trust, and leadership. Angie

McArthur, author of Collaborative Intelligence, and Dr. Keith Hall, known for Strengths Based Leadership, led the group (R6-37: Summer 2016 Leadership Retreat).

2016 Classified Day

The Classified Senate develops a theme, based on survey feedback, and hosts a professional learning day for all classified employees each year. Employees are provided release time and are encouraged to attend this event, which is hosted off-campus. The theme for the 2016 Classified Professional Development Day was "Planning for your Future," a topic selected by the classified staff (R6-38: Classified Professional Development Day). It was held on June 8, 2016 at the Altadena Town & Country Club. Classified staff members worked with the leadership of the Professional Development Standing Committee to select a keynote speaker, which this year was Brad Pollack whose topic was "The Importance of your Story: In Work and In Life." A variety of workshops were held that day, with attendees selecting the ones of interest to them. Attendees completed an evaluation form, and the results will be used to make improvements for next year's Classified Professional Development Day/events (R6-39: Classified Professional Development Day Evaluation Form). A survey was also administered to measure future professional development needs among classified staff (R6-40: Professional Development Survey for Classified Staff).

2016 Budget Retreat

The first-annual Budget Retreat, which is part of the Integrate Planning Model, supported collegiality and participation in the integrated planning and budget cycle. The retreat was held on February 5, 2016 with members of college-wide shared governance groups participating in the full-day event -- including the Planning and Priorities Committee, Management Association, Budget and Resource Allocation Committee, Classified Senate, Academic Senate, Associated Students, and the Facilities Planning Committee. In addition to budget prioritization activities, the retreat served as a professional learning event for faculty, staff, and managers in the areas of strategic planning, enrollment management, and the budget process (R6-41: 2016 Budget Retreat Agenda; R6-41B: Courier Article http://www.pcccourier.com/news/budget-2.html).

Lynda.com – Online Professional Development

Lynda.com provides high-quality online tutorials covering software, creative, and business skills to promote faculty and staff development, support classroom technologies, and drive student engagement and success. Use of PCC's lynda.com account is free for all PCC employees — and is available 24 hours a day, 7 days a week. Over the past year, 329 employees have used Lynda.com (R6-42: Lynda.com at PCC's Lynda.com Website).

Professional Development: Spring 2016

Based on feedback from the 2015/2016 Annual Professional Development needs assessment and discussion with various college constituents, workshops were developed and offered for the following topics to the campus community in the spring 2016 term:

1. **Creating an Inviting Classroom** - a series of workshops which support creating a more welcoming campus environment for all students. Workshops addressed topics that

ranged from developing a more welcoming syllabus to improving student access to course resources.

2. **Online Educational Resources (OER) Panel** - a panel exposed PCC faculty members to some of the best practices using OER that are already being implemented at PCC (R6-43: April Faculty Development; R6-44: OER at PCC)

3. **Information Competency** - To support General Education Outcome #3, workshops on how to incorporate and assess information and technology literacy in courses (R6-45: Information Literacy).

The Professional Development Committee will continue to lay a foundation for a comprehensive professional development program for the college.

Moving Forward

AP 7150, which was created in 2015, called for a full time Director of Professional Development. Fiscal constraints, though, limited the budget for many areas of the college including PD. It was determined that hiring this position would take a significant percentage of the Professional Development budget, leaving far less for conference travel and other activities. As a result, the administration chose not to go forward with this new position, and instead assigned management oversight of Professional Development to the Dean of Library, Learning Resources, and Distance Education. To provide additional support for PD, the Chair of the Faculty Development Committee received 40% reassigned time. At the end of the spring 2016 semester, the administration evaluated whether to hire the Professional Director position. The institution decided to go forward with the position, and it will be advertising it in late fall 2016, for a start date in spring 2017.

At its meeting on March 1, 2016, the Professional Development Standing Committee agreed to consider possible revisions to AP7150. If any revisions are suggested by this committee, a revised AP would need to go through the governance process and be approved by all groups.

The Professional Development Standing Committee will continue to lay a foundation for a comprehensive Professional Development program for the college in the following areas:

1) Focus on building stronger relationships between the Professional Development Standing Committee (PDSC) and the Faculty Development Committee, the Classified Senate, and the Management Association, and to provide support for events proposed by these groups or for events created in collaboration with the PDSC

2) Engage in improved planning for PD events. Apply the results from the Spring 2016 Needs Assessment Survey to inform PD programming for 2016/2017 (R6-46: 2016 Campus PD Survey)

3) Utilize the new PD website, calendar and other forms of communication to engage employees throughout the year

4) Continue to collaborate with and support other departments, groups, or committees which are engaged in PD activities, in particular the Equity and Diversity initiatives

5) Investigate expanded professional development opportunities for college employees through PCC Extension

6) Revise/create orientations for new employees, with a strong focus on governance expectations and responsibilities.

PROFESSIONAL DEVELOPMENT PLANNING FOR 2016/2017

On June 3, 2016, a Professional Development meeting was held with the Constituency Group leaders to discuss preliminary plans for the following academic year. Input from the constituency groups had been collected by members of the Professional Development Standing Committee (PDSC) and the input was discussed. Other topics at the meeting included the Professional Development events planned for the summer, some of the challenges we had experienced in the prior year, the new Professional Development website, and the Needs Assessment Survey that had been conducted earlier in the year.   Minor revisions were made to the document entitled Professional Development Preliminary Events/Activities for 2016/17 based on input from the meeting, and the revised version was sent to the attendees (R6-47: Professional Development Preliminary Events/Activities for 2016/2017). Constituency groups and the PDSC will utilize the list as they plan for the following year.

Evidence List Recommendation #6

R6-1: Professional Development Standing Committee Website

R6-2: BP 7160 Comprehensive and Coordinated PD Program

R6-3: AP 7160 Comprehensive and Coordinated PD Program

R6-4: Professional Development Standing Committee Information and Reports

R6-5: Surveys and Data Professional Development

R6-6: 2015 PD Program Review Update

R6-7: Professional Development Standing Committee Information and Reports

R6-8: Conferences and Travel Professional Development

R6-9 Snapshot of New PCC PD HomePage (http://www.pasadena.edu/pd/)

R6-10: Calendar of Events - Professional Development (https://pasadena.edu/faculty-and-staff/pd/calendar.php)

R6-11: Sample Promotional Materials - 2015/2016

- R6-11A Equity and Diversity Series.pdf
- R6-11B Equity Events_r2.pdf
- R6-11C Equity Lens Flyer.pdf
- R6-11D HUMAN RESOURCES WORKSHOP FLYER
- R6-11E INNOVATIVE COLLABS FLYER revised.pdf
- R6-11F Safe Zone Flyers Dec 2015 Training.pdf

R6-12: Calendar of Events - Professional Development (https://pasadena.edu/faculty-and-staff/pd/calendar.php)

R6-13: New Faculty Learning Community Fall 2015 Syllabus

R6-14: New Faculty Learning Community Spring 2016 Syllabus

R6-15: New Adjunct Faculty Orientation Agenda

R6-16: New Faculty Seminar Midterm Feedback

R6-17: Flex Day 2015 Website

R6-18: Flex Day Evaluation 2015

R6-19: 2015 PD Program Review Update

R6-20: Job Description – Diversity Coordinator

R6-21: Student Equity (homepage url: http://www.pasadena.edu/studentequity/)

R6-22: Student Equity

R6-23: IEPI SSRD Workshop Flyer 04.29.15

R6-24: Beyond Financial Aid

R6-25A and B: Equity Retreats

R6-26: Equity Training on Syllabi

R6-27: College 1 Overview

R6-28: College 1 Agenda

R6-29: Liebert Cassidy Whitmore Consortium (http://www.lcwlegal.com/consortiums)

R6-30: NCORE.pdf

R6-31: Safe Zones Flyers

R6-32: Economic & Workforce Development - California Community Colleges (http://www.cccewd.net)

R6-33: EWD Spring Presentations_r2.pdf

R6-34: Distance Education Training 2015 Opportunities (Distance Education Training Website)

R6-35: @One Courses (http://www.onefortraining.org/online-courses)

R6-36: PCC Management Association 2016 Annual Retreat Agenda

R6-37: Summer 2016 Leadership Retreat

R6-38: Classified Professional Development Day

R6-39: Classified Professional Development Day Evaluation Form

R6-40: Professional Development Survey for Classified Staff

R6-41: 2016 Budget Retreat Agenda

R6-41B: Courier Article http://www.pcccourier.com/news/budget-2.html

R6-42: Lynda.com (PCC's Lynda.com Website)

R6-43: April Faculty Development

R6-44: OER at PCC

R6-45: Information Literacy

R6-46: 2016 Campus PD Survey

R6-47: Professional Development Preliminary Events/Activities for 2016/2017

Recommendation #7

In order to meet the Standards, the team recommends that institutional leaders use transparent participatory processes; follow Board policies for soliciting input from all constituent groups for institutional decision making; and model collegial communication specifically among the Board, President and Academic Senate, for the goal of working together to demonstrate an environment of empowerment, innovation and institutional excellence for the good of the institution. (Standards IV.A.1; IV.A.3; and IV.B.1.e)

Understanding that issues involving governance were at the heart of many of the recommendations presented in the Exit Forum by members of the Visiting Team, the college made governance work a focus of its efforts even before the final External Evaluation Report was received. In March 2015, the Accreditation Liaison Officer/Associate Vice President of Academic Affairs invited leaders of the constituency groups to participate in a Governance Work Group. The purpose of this group was to open discussions and communication, to evaluate the current shared governance process at the college, to identify steps for improvement, and to form working groups to complete the identified tasks.

On April 7, 2015, the first meeting of the Governance Work Group took place. The members of both the existing and the incoming Academic Senate Executive Committee attended the governance meetings as did leaders of the Classified Senate and Management Association, and a member of the Board of Trustees. Also present were members of the Executive Committee, including the Interim Superintendent-President ([R7-1: Agenda, April 7, 2015 Governance Work Group meeting](#)).

Understanding that the need for collegiality was involved with this particular recommendation (and others), the work group started by creating meeting norms. Copies of the various constituency group's ethics' statements were provided, and there was some discussion about ethical and collegial behavior and what it meant to work together for the "good of the institution." The group discussed the elements of the culture we want for our institution (e.g., a focus on students and student success, shared values, shared goals, mutual respect, motivated people, celebrations, effective training). In looking at the longer term solutions, the group also discussed what would improve campus governance in the future. Discussions included regular training for leaders and the campus as a whole, ways to improve participation, and effective hiring practices that would make participation more of a requirement ([R7-2: Minutes, April 7, 2015 Governance Work Group](#)).

A follow-up meeting of this group occurred on April 30, 2015, with members from all groups, including a member of the Board of Trustees attending, as well as the Associated Student President ([R7-3: Minutes, April 30, 2015 Governance Work Group](#)). At this follow-up meeting, the areas of work/focus were further clarified, and from these areas, specific work groups that would begin working on the recommendations in the spring semester were formed. They included ethics, governance and a review/possible revision of the shared governance committees, communication, a shared governance handbook, and governance training. Leads for some of the work groups were identified, and governance leaders agreed to solicit members to serve on the

work groups from their respective groups would begin early in the spring semester. The constituency leaders also understood that work would need to be done within each constituency group as well (R7-4: Minutes, April 30, 2015 Governance Work Group).

In 2014 and 2015, the relationship between the faculty and the Board of Trustees remained an area in need of improvement. At its April 20, 2015 meeting, the Academic Senate passed a vote of no confidence against the Board (R7-5: Board VNC). On May 1, 2015, the Associated Students, using the language of the Academic Senate's resolution, also passed the same vote of no confidence. However, the previous contentious relationship between faculty and the Board of Trustees is in the process of being mended, and faculty and the Board of Trustees now have a more amiable relationship. The Board of Trustees remains committed to addressing the issues of trust and respect which underlie the concerns noted by the Academic Senate and Associated Students. During the spring 2015 semester, members of the Board invited members of the campus to attend two "Coffee Chat" sessions where they listened, in an informal manner, to input from members of the campus (R7-6: Campus Notices of Coffee Chats). Additionally, members of the Board were invited and attended the Academic Senate Retreat in September 2015 (R7-7: Academic Senate Retreat Agenda Sept. 12, 2015). As noted in the Ethics recommendation update, members of the Board reviewed and rewrote their Ethics policy, making it a much stronger document than it had been previously. In January, 2016, two new members of the Board were seated and received new Board member training.

Over the past two years, campus climate has improved as a result of new leadership at the Superintendent-President level. The interim Superintendent-President worked diligently to develop an improved campus climate, and the new permanent Superintendent-President, who began in July 2015, has made collegiality and a respectful environment college priorities. As was noted in the External Evaluation Report – and is still true – "there is a sense of optimism that the environment on the campus is changing" (R7-8: External Evaluation Report, page 48). Internal campus climate surveys conducted in spring 2015 and spring 2016 verify that improvement has occurred. These reports compared several findings to those from a survey conducted in 2014, and progress is being made. For example, in 2014, 70.4% of survey respondents *disagreed* that "there is a sense that we are all on the same team;" however, in 2015, 42.1% *disagreed* that "a sense of team spirit exists at PCC," an improvement of almost 30%, although the questions are not identical in wording (R7-9: Spring 2015 Campus Climate Survey Summary, page 9); in 2016, 32% *disagreed* with the statement "a sense of team spirit exists at PCC," an improvement of almost 10% over 2015 (R7-10: Spring 2016 Campus Climate Survey Summary, page 2). Similarly, in 2014, 44.6% of respondents agreed that "PCC is a great place to work;" in 2015, 77.3% indicated that they liked working at PCC (R7-9: Spring 2015 Campus Climate Survey Summary, page 9); in 2016, 94% indicated that they like working at PCC, an improvement of 16.7% over 2015 survey results (R7-10: Spring 2016 Campus Climate Survey Summary, page 2).

In fall 2015, the Accreditation Work Group on Governance was reconvened with members appointed by the Academic Senate, the Classified Senate, and the Management Association. The new Board of Trustees President also joined the Governance work group. A faculty co-chair was identified, and this person began working collaboratively with the Accreditation Liaison Officer to lead the work group meetings. Minutes from the governance

meetings the prior semester were distributed, and the new group reviewed Section IV of the External Evaluation Report. At the initial meetings, members representing all constituency groups on campus worked to identify and articulate the current problems with shared governance procedures, policies, and current practices; discuss possible solutions and courses of action; and implement the solutions upon which the group agreed.

Based on the shared experiences of the representatives from each constituent group, and based on the results of the 2014 campus climate survey, the work group identified the following general problems (R7-11: Minutes, Sept. 30, 2015 Governance Work Group):

- Institutional and attitudinal barriers that hamper the ability of classified staff to participate safely and meaningfully in shared governance.
- Animosity and attitudinal barriers that deter faculty from participating meaningfully in shared governance.
- A failure of the college, at many levels, to adhere to its own policies regarding shared governance, creating an atmosphere of mistrust and the feeling that input from constituent groups was being ignored in decision-making processes.

The work group solicited input from each of its members to create a list of possible solutions and courses of action. Because many problems regarding governance overlap with the duties of other work groups and constituent groups on campus, there were many cases in which some of the solutions identified were best carried out by others. The work group determined which actions it should initiate, and communicated concerns to other work groups. In an effort to ensure that the work group was a paradigm of shared governance, members of the group were assigned areas/tasks based on the needs of the group and the constituencies on campus (R7-12: Agenda, Sept. 30, 2015 Governance Work Group). The following positions were established:

- Accreditation Liaison Officer: liaison to other work groups, administrative groups, and managerial groups; co-lead of the Accreditation Work Group on Governance
- Liaison to College Council and administrative groups
- Communication Liaison: responsible for implementation of new communication tools to increase transparency and collaboration among shared governance bodies
- Liaison to Classified Senate
- Information and Data: Liaison to the Institutional Effectiveness Office
- Liaison to Academic Senate
- Liaison to Faculty: Faculty co-lead of the Accreditation Work Group on Governance
- Liaison to the Board of Trustees
- Liaison to Associated Students
- Liaison to Instructional Support/Managers

The implementation of solutions is ongoing. The following is a list of solutions that are in the process of being implemented, or have already been implemented.

Regarding Classified Staff
To address Recommendation 7, the work group discussed possible measures to create an atmosphere that encourages and supports participation in shared governance among classified

staff. This work group concluded that classified staff and managers would benefit from clarity regarding shared-governance participation expectations, and the value of classified input in the shared governance process (R7-13: Minutes, Governance Work Group September 30, 2015, page 1). The Governance Work Group agreed that the College must emphasize that PCC is a service-oriented community, and it is only by serving on shared governance committees that we can adequately understand, and thus address, the needs of our community. The Governance Work Group recommended that this message be communicated in job announcements, hiring application instructions, managerial evaluations, and classified staff evaluations.

The Governance Work Group issued a recommendation for increased managerial support of faculty and staff in governance participation through accommodating flexible scheduling, designating time for shared governance reports during staff and division meetings, increased advertising of shared governance opportunities, and implementing practices that demonstrate appreciation for faculty and staff participation in governance activities (R7-14: Recommendation to Institutional Leaders Regarding Appreciation of Faculty and Staff Roles in Participatory Governance). The recommendation was discussed and approved by the Executive Committee at its January 25, 2016 meeting (R7-15: Agenda, Jan. 25, 2016 Executive Committee) and was discussed extensively at the Management Association Retreat (R7-16: Agenda, Jan. 6, 2016 Management Association Retreat Agenda).

To increase collegial relations among classified and managerial staff, 2016's Classified Appreciation Day was more heavily supported and funded by management. (R7-17: Email Confirmation Classified Appreciation Day Juli Mosier). Additionally, as discussed in Recommendations 4 and 6, all Managerial staff are now required to participate in annual training in the areas of leadership, communication, and ethics (R4-34; R6-37: The President's Leadership Retreat on August 12, 2016).

Members of the PCC executive structure have endeavored to model appreciative and understanding behavior regarding the stresses placed upon classified staff, and managers are being required to do the same. Managers are now directed to allow classified staff adequate time to prepare for and participate in shared governance duties, and managers are now encouraged to increase communication with their classified staff to accommodate flexible scheduling (R7-18: Message to Managers about Accreditation and Classified from Associate Vice President Scott).

Classified staff expressed concern that their job performance may be viewed negatively if shared governance responsibilities required them to devote less time to other job duties. To address this concern, the performance evaluation for classified staff now requires managers to measure, in a positive and meaningful way, the extent to which staff participate in college committees and governance work, where applicable. The revised evaluation forms were created through a shared governance process that included discussions among executives, managers, Human Resources, and union representatives (R7-19: PCC-CFT Performance Evaluation Form). Furthermore, job announcements and job descriptions for staff positions will include language that emphasizes the college's dedication to shared governance, and the importance of staff participation in shared governance groups.

2016 Campus Climate Survey results indicate that more work must be done to increase morale, feelings of respect, and participation in shared governance processes among classified staff. The Governance Work Group will continue to work with representatives from Classified staff throughout the 2016-2017 academic year.

Regarding Faculty

To address Recommendation 7, the work group agreed that PCC must create an atmosphere that encourages and celebrates participation in shared governance among faculty, that more emphasis must be placed on the shared governance responsibilities of faculty, and that more opportunities for collegial dialogue need to be created (R7-13: Minutes, Sept. 30, 2015, Governance Work Group). The Governance Work Group, Human Resources, and the Academic Senate have worked collaboratively to meet these recommendations, with significant effort on the part of faculty to create a culture that encourages more meaningful participation in shared governance. To date, the work group and other members of the campus community have done/are doing the following:

1. Include standard language in job announcements, contracts, and orientation training that stresses the importance of service, particularly in shared governance activities. For example, in the job description announcements for the current group of faculty hires (fifty positions), standardized language has been included: "We value working in an environment of collaboration, support, shared leadership among all groups: faculty, staff, administration, and students. Pasadena City College prides itself on faculty contributions through active participation in college-wide governance and the decision-making process" (R7-20: Job Description Example Math). In consultation with representatives from Human Resources, deans and managers now must include a discussion of committee work and shared governance service in faculty-hiring interviews (R7-21: Email to Deans about Equity and Governance in Faculty Hiring Interviews).

2. Full-time faculty evaluation documents include the extent to which the faculty member "[s]hares in faculty responsibilities and college governance such as Academic Senate," the extent to which the faculty member "[p]articipates in special assignments, committees, projects, research and development areas as needed in the discipline/department/district," and the extent to which the faculty member "[d]emonstrates cooperation and sensitivity in working with colleagues and staff" (R7-22: Faculty Evaluation Worksheet).

3. The Academic Senate is revising the "Faculty Hiring Handbook," which discusses the process for faculty to serve on hiring committees, and the importance of faculty representation on hiring committees, with an emphasis on shared governance (R7-23: Faculty Hiring Guide Draft; R7-24: Academic Senate Agenda Feb. 8, 2016).

4. Increasing managerial support of faculty and staff in governance participation. Such support should include accommodating flexible scheduling, designating time for shared governance reports during staff and division meetings, advertising of shared governance opportunities, and demonstrating appreciation for faculty and staff participation in governance activities (R7-25: Recommendation to Institutional Leaders Regarding Appreciation of Faculty and Staff Roles in Participatory Governance). The

recommendation was discussed and approved by the Executive Committee at its January 25, 2016 meeting (R7-26: Agenda, Jan, 25, 2016 Executive Committee).

5. Recommended ongoing, periodic training for the campus on governance:
   - The Governance Work Group sent a recommendation to College Council requiring all members of the council and all chairs of its standing committees to complete annual fall training on the ethics of governance, effective leadership strategies, creating annual goals, and creation and adoption of meeting norms (R7-27: Recommendation to College Council Regarding Professional Development in Ethics and Governance).
   - The Academic Senate is considering adopting language to require such training for its committees' chairs (R7-28: Minutes, Nov. 9, 2015, Academic Senate), and the Academic Senate Executive Board has responded favorably to the Governance Work Group's recommendation that all committee chairs complete training in ethics, conflict resolution, effective leadership strategies, and governance in academia (R7-29: Recommendation to Faculty Leaders Regarding Professional Development in Ethics and Governance; R7-30: Minutes, Feb. 10, 2016, Governance Work Group).

6. The Academic Senate approved senate goals that address collegiality: "Model a collegial environment through adherence to rules and opportunities for training on effective and inclusive meeting practices" (R7-31: Minutes, December 7, 2015, Academic Senate).

Regarding the Entire PCC Community

To address Recommendation 7, PCC has set and accomplished several goals related to participation in governance.

1. PCC revised the "Program Review" process to include "Annual Updates," so that each instructional unit can provide more timely and meaningful input into budget and resource-allocation decisions. The first "Annual update" was due on October 30th, 2015. Through a campus-wide effort, 91.6% of all programs submitted Program Review Annual Updates (R7-32: Budget Retreat 2016 Power Point, slide 18). This involved nearly 100 individual program meetings and the collaboration of faculty, staff and managers who engaged in the assessment of their programs, identification of needed resources and creation of action plans for improvement. As discussed in the Integrated Planning portion of this report (Recommendation 1), the Annual update process will be continually improved through solicitation of feedback from participants of every constituency group (R7-33: Annual Update Assessment Instrument). The Annual Update and the assessment process have enabled community members to participate in decision-making processes at PCC.

2. As discussed in the Integrated Planning portion of the Follow-Up Report (Recommendation 1), the constituency groups approved a new Integrated Planning Model, culminating in a Budget Retreat with representatives from every constituency group on campus. The new model was presented to the PCC community via email and the PCC website on Sept. 3, 2015, presented to Classified Senate on Sept. 12, 2015, and approved by Academic Senate on Sept. 14, 2015 (R7-32: Budget Retreat 2016 Power Point). The Budget Retreat, held on Feb. 5, 2016, was open to all classified staff, faculty, managers, and students. The retreat enabled members of the

PCC community to acquire a more developed understanding of how budget decisions are made, and to participate in the budget-prioritization process. The student PCC Courier reported that, "[t]he success of the retreat shows a tangible, material step in changing the policies, practices, and more importantly, the culture of shared governance" (R7-34: Retreat breeds collegiality despite bleak budget outlook PCC Courier.html). All participants were sent a follow-up survey so that feedback about the process could be solicited and integrated into future budget retreat and planning processes (R7-35: Budget Retreat Assessment Instrument; R7-36: Budget Retreat Survey Results Summary).

3. Members of each constituency group agreed to discuss methods for encouraging and rewarding participation. On November 9, 2015, the Academic Senate approved the creation of two awards (the "Adjunct Ralph Story Award" to recognize outstanding adjunct faculty contribution to the PCC community, and the "10+1 Award" to recognize outstanding contributions to 10+1 among members of the PCC community). These annual awards will help to promote a climate that celebrates participatory shared governance. (R7-37: Agenda, Nov. 9, 2015, Academic Senate; R7-38: Minutes, Nov. 9, 2015, Academic Senate). Academic Senate members have visited division meetings around campus to inform all faculty of these awards, and to encourage faculty to nominate colleagues for these awards (R7-39: Social Sciences Division Meeting Power Point, Feb. 16, 2015, slide 9).

4. Constituency groups are reviewing their governance policies and procedures.
   - Academic Senate has revised AP 3001 (the Role of Faculty in Governance) to strengthen the senate's role in the shared governance process, and increase collegial communication between the Academic Senate and the Board of Trustees. Revisions were discussed during the Academic Senate meetings on November 2nd and Nov. 9th, and final revisions to AP 3001 were agreed upon at the Academic Senate's meeting on December 7, 2015 (R7-40: Revised AP 3001; R7-41: Agenda, Dec. 7, 2015, Academic Senate; R7-42: Minutes, Dec. 7, 2015, Academic Senate). The revised AP 3001 is now in the approval process in College Council.
   - To strengthen the role of Classified Senate and to increase communication between the Classified Senate and the Board of Trustees, the Classified Senate has revised AP 3003 to encourage increased communication from the Board of Trustees upon senate request (R7-43: Revised AP 3003; R7-44: Agenda, Feb. 3, 2016, Classified Senate). The Classified Senate is in the process of making further changes to increase its role in the shared governance process.
   - College Council has made revisions to AP 3005 (the Role of College Council in Governance), and the revisions are now in the process of being reviewed by other constituency groups. The revisions include increased participation of standing committee co-chairs in College Council decision-making processes, and the inclusion of the newly-created Accreditation Standing Committee as an advisory group in College Council meetings (R7-45: Revised AP 3005).

5. Based on conclusions reached at the October 21, 2015 meeting of the Governance Work Group (R7-46: Agenda, Oct. 21, 2015, Governance Work Group), the College Council approved recommendations and a self-evaluation tool to increase transparency and communication for itself and all College Council Standing

committees, at its Oct. 26, 2015 meeting ([R7-47: Shared Governance Accreditation Recommendations to College Council](#); [R7-48: Shared Governance Evaluation Tool for College Council](#)). This renewed reporting structure for shared governance groups via the College Council will highlight for the campus community each body's goals, progress and future plans.

The Spring 2016 Campus Climate Survey results ([R7-10: Spring 2016 Campus Climate Survey Summary](#)) indicate that progress has been made in both acceptance and awareness of shared governance processes at PCC. Additionally, employees now better understand that there are opportunities to make suggestions and participate in planning and decision-making processes. The following is a comparison between 2015 and 2016 Campus Climate Survey results for several questions:

- "The shared governance process at PCC is working effectively." (2015: 10% positive, 53% negative; 2016: 29% positive, 25% negative)
- "Overall, employees participate meaningfully in the shared governance process." (2015: 18% positive, 42% negative; 2016: 35% positive, 21% negative)
- "I am aware of the appropriate channels for making suggestions." (2015: 36% positive, 29% negative; 2016: 50% positive, 25% negative)
- "Employee groups participate meaningfully in the shared governance process." (2015: 37% positive, 27% negative; 2016: 50% positive, 12% negative)

Although much work remains to increase participation in, and understanding of, shared governance processes, the improvements over 2015 survey results indicate that the changes over the 2015-2016 academic year are steps in the right direction.

The College has established a number of approaches to build effective communication within and among its various shared governance groups. Increased timely communication between committee members and their constituents is beginning to occur through the creation and implementation of a "Common Communication Tool." The document can be used either electronically or in hard copy during committee meetings, and can be shared electronically with each committee members' constituents. The common communication tool includes the agenda for the meeting, instructions for sharing the document with constituents, the committee's meeting norms, and expandable sections for taking notes on each agenda item ([R7-49: Common Communication Tool PDF](#)). This tool is being piloted by various faculty and staff, and is being revised in accordance with feedback received from those employees ([R7-50: Minutes, Feb. 10, 2016, Governance Work Group](#)). The College has recently reorganized and updated the entire College website. The new website design includes a Shared Governance section, which will contain detailed information about meeting agendas, dates, times, and actions taken.

Additionally, the engagement of a full-time Executive Director of Strategic Communications & Marketing, with a focus on building internal communication processes and practices, is a significant step toward addressing this recommendation. Since October 2015, a number of communication vehicles have been established to pursue the goal of increasing campus engagement in decision-making processes, including the introduction of two newsletters. Both of these newsletters aim to communicate in plain English, without the use of unfamiliar acronyms

or jargon, so that audiences at all levels of engagement with California's community college system can better understand how PCC functions.

1. The Executive Director of Strategic Communications and Marketing now publishes a College-wide e-newsletter, "INSIDE PCC," with a primary goal of informing the campus of key institutional decisions. The newsletter includes meetings times and locations of various shared governance and service committees. Since its inception in October 2015, the newsletter has been sent to the campus community every week that campus has been open (R7-51 through R7-60, Inside PCC).
2. A similar e-newsletter is distributed by the Executive Director of Strategic Communications and Marketing the day after every regular meeting of the Board of Trustees, including a summary of actions taken and discussion conducted (R7-61: Example Board Meeting Report September 21, 2016).

A monthly series of Presidential Forums provides all College personnel — from board members, to faculty, to classified staff — the ability to hear updates on key items directly from the Superintendent-President, and to ask questions of senior leadership about issues of concern (examples of Forum Flyers: R7-62 and R7-63). Superintendent-President Vurdien takes questions from faculty, staff, and students. These forums have served as important dialogue points around key issues at the college, and while attendance fluctuates, in some cases the attentive audience has exceeded the number of available seats. In addition, Dr. Vurdien hosted a series of Open Office Hours, allowing faculty, classified, and managers to drop in unannounced and engage with him on matters related to the college.

The Superintendent-President has agreed to informal "coffee office hours" to meet with students, faculty, and staff, with one hour dedicated to each group (R7-64: Minutes Jan. 28, 2016 College Council). These office hours have allowed faculty, classified, and managers to drop in unannounced and engage with him on matters related to the college.

The 2016 Campus Climate Survey results indicate that communication remains an area of dissatisfaction among all employee groups. In light of the data presented in the Campus Climate Survey, it is clear that the aforementioned efforts must continue. Additional efforts at enhancing communication between constituency groups will focus on ensuring that all members of campus groups understand where information can be found and feel empowered to access and share that information among their colleagues. Opportunities for building familiarity with processes and projects across departments will be pursued, so that managers, staff, and faculty can gain a holistic understanding of the business of the college, and find appropriate opportunities to make their voices heard during program review, budgeting, and other key decision-making processes. Communication will emphasize the importance of cross-communication within and between units, so that information delivered to a selection of employees will be better distributed more widely throughout the organization. These efforts will have the aim of encouraging campus constituents to take greater personal responsibility for their involvement in and understanding of PCC's operations, demystifying the college's operations and increasing engagement through shared governance and other processes.

The College has made great effort to identify the source of problems in the areas of shared governance, collegiality, and effective communication. The College has instituted training, revised evaluations, revised procedures on shared governance, increased appreciation of faculty and staff contributions, and increased use of effective communication instruments. Through these efforts, the climate at PCC is improving and the College is restoring shared governance.

Evidence List for Recommendation #7

R7-1: Agenda, April 7, 2015 Governance Work Group

R7-2: Minutes, April 7, 2015 Governance Work Group

R7-3: Minutes, April 30, 2015 Governance Work Group

R7-4: Minutes, April 30, 2015 Governance Work Group

R7-5: Board Vote of No Confidence 4-30-15

R7-6: Campus Notices of Coffee Chats

R7-7: Academic Senate Retreat Agenda Sept. 12 2015

R7-8: External Evaluation Report, p. 48

R7-9: Spring 2015 Campus Climate Survey Summary

R7-10: Spring 2016 Campus Climate Survey Summary

R7-11: Minutes, Sept. 30, 2015 Governance Work Group

R7-12: Agenda, Sept. 30, 2015 Governance Work Group

R7-13: Minutes, Sept. 30, 2015 Governance Work Group

R7-14: Recommendation to Institutional Leaders Regarding Appreciation of Faculty and Staff Roles in Participatory Governance

R7-15: Agenda, Jan. 25, 2016 Executive Committee

R7-16: Agenda, Jan. 6, 2016 Management Association Retreat Agenda

R7-17: Email Classified Appreciation Day Juli Mosier

R7-18: Message to Managers about Accreditation and Classified from Associate Vice President Scott

R7-19: PCC-CFT Performance Evaluation Form

R7-20: Job Description Example Math

R7-21: Email to Deans about Equity and Governance in Faculty Hiring Interviews

R7-22: Faculty Evaluation Worksheet

R7-23: Faculty Hiring Guide Draft

R7-24: Academic Senate Agenda Feb. 8, 2016

R7-25: Recommendation to Institutional Leaders Regarding Appreciation of Faculty and Staff Roles in Participatory Governance

R7-26: Agenda, Jan, 25, 2016, Executive Committee

R7-27: Recommendation to College Council Regarding Professional Development in Ethics and Governance

R7-28: Minutes, Nov. 9, 2015, Academic Senate

R7-29: Recommendation to Faculty Leaders Regarding Professional Development in Ethics and Governance

R7-30: Minutes, Feb. 10, 2016, Governance Work Group

R7-31: Minutes, December 7, 2015, Academic Senate

R7-32: Budget Retreat 2016 Power Point, slide 18

R7-33: Annual Update Assessment Instrument

R7-34: Retreat breeds collegiality despite bleak budget outlook PCC Courier.html

R7-35: Budget Retreat Assessment Instrument

R7-36: Budget Retreat Survey Results Summary

R7-37: Agenda, Nov. 9, 2015, Academic Senate

R7-38: Minutes, Nov. 9, 2015, Academic Senate

R7-39: Social Sciences Division Meeting Power Point, Feb. 16, 2015

R7-40: Revised AP 3001

R7-41: Agenda, Dec. 7, 2015, Academic Senate

R7-42: Minutes, Dec. 7, 2015, Academic Senate

R7-43: Revised AP 3003

R7-44: Agenda, Feb. 3, 2016, Classified Senate

R7-45: Revised AP 3005

R7-46: Agenda, Oct. 21, 2015, Governance Work Group

R7-47: Shared Governance Accreditation Recommendations to College Council

R7-48: Shared Governance Evaluation for College Council

R7-49: Common Communication Tool PDF

R7-50: Minutes, Feb. 10, 2016, Governance Work Group

R7-51: Inside PCC 15-11-3

R7-52: Inside PCC 15-11-10

R7-53: Inside PCC 15-11-17

R7-54: Inside PCC 15-11-23

R7-55: Inside PCC 15-12-2

R7-56: Inside PCC 15-12-8

R7-57: Inside PCC 15-12-21

R7-58: Inside PCC 16-1-12

R7-59: Inside PCC 16-1-21

R7-60: Inside PCC 16-1-27

R7-61: Example Board of Trustees Meeting Report September 21 2016

R7-62: Forum October 2015

R7-63: Forum January 2016

R7-64: Minutes Jan. 28, 2016 College Council

Recommendation #8

In order to meet the Standards, and as noted in Recommendation #6 (2009), the team recommends that the institution regularly and systematically evaluates organization structures and processes to assure their integrity and effectiveness, communicates those evaluations to the College, and uses the results of those evaluations as a basis for improvement. (Standard IV.A.5).

This recommendation to evaluate the college's structures and processes overlaps with many of the other accreditation recommendations. Partly because of this situation, an Accreditation Leads Work Group was formed during the fall 2015 semester to ensure that areas of overlap were addressed and that the various work groups were aware of the work being done by others and could use that work to address their own recommendations (R8-1: Accreditation Work Group Leads Chart).

The evaluation work group has been involved in several efforts:
1) Evaluation of the college's governance committee structure (College Council and its nine subcommittees) and the other governance structures, including the constituency groups and their subcommittees
2) Responsibility for continued campus climate follow-up surveys to measure whether improvement has occurred
3) Evaluation support for the various accreditation recommendation groups which are in the process of making college-wide changes that will need evaluation to ensure continuous improvement

As a result of the overlap with the other areas, the primary lead for this recommendation, the Director of Institutional Effectiveness, has been in attendance or has had continuous communication with many of the other recommendation work groups, most notably Planning, Ethics, Governance, and Professional Development.

Governance Structures' Evaluation

During the fall 2015 semester, the accreditation work group for governance recommended that each of the constituency groups review their respective governance policy as well as the Campus Climate Survey results in regards to governance for their specific group. These reviews have taken place, and the Academic Senate requested specific changes in regards to communication from the Board on 10+1 matters, and the language in the procedure was discussed with the Governance Work Group, which included the President of the Board of Trustees, and is being changed (R8-2: Revised AP 3001 Faculty Role in Shared Governance). Classified Senate made similar changes to their AP on Governance, strengthening communication from the Board of Trustees to the Classified Senate Executive Board (R8-3: Revised AP 3003 Classified Senate).

The Associate Vice President of Strategic Planning and Innovation also convened a small working committee of the leaders of shared governance groups and the Director of Institutional

Effectiveness in November 2015 to address the college shared governance board policy (R8-4: Outlook invitation; R8-5: BP 3000 Shared Governance) and the corresponding administrative procedures that address the roles of each shared governance group (R8-6: AP 3001 Faculty Role In Shared Governance, R8-7: AP 3002 Student Role In Shared Governance, R8-8: AP 3003 Classified Role In Shared Governance, R8-9: AP 3004 Management Role In Shared Governance, R8-10: AP 3005 Role of the College Coordinating Council, R8-11: AP 3006 The Role of the Council on Academic and Professional Matters).

The Office of Institutional Effectiveness developed an internal survey instrument to be used by each shared governance committee to assess their effectiveness over the course of the academic year. The survey was created and approved by the Governance Work Group and subsequently adopted by College Council. The survey directs committee members to address their own participation in the committee and the overall role the committee has played achieving the committee's goals and the college's strategic goals (R8-12: Shared Governance Evaluation Questions). Each committee will use the results of the assessment to address committee processes and inform goals for the next academic year. The Planning and Priorities Committee has recommended that all governance groups adopt an evaluation tool similar to the one used by shared governance committees by the end of spring 2016 (R8-13: Planning and Priorities Committee Minutes, March 14, 2016).

During the meeting with the Associate Vice President for Planning and Innovation, the group also reviewed AP 3005 Role of the College Coordinating Council. The College Coordinating Council serves as the umbrella committee for the following nine campus-wide shared governance standing committees:

- Planning and Priorities/Accreditation Steering
- Budget and Resource Allocation
- Professional Development
- Technology and Academic Computing
- Enrollment Management
- Sustainability
- Facilities
- Health and Safety
- Calendar

The group discussed ways to expand membership, in hopes of improving communication, and expanding the council's role in the development and review of board policies and administrative procedures.

As a follow-up to this meeting, two of the standing committees proposed changes to the current nine-committee structure. The Planning and Priorities/Accreditation Steering Committee discussed whether they should remain a combined committee or separate. The consensus of the group was that each function was significant enough in terms of content and time to warrant separating. Efforts are underway to write the new policies and procedures. Two other committees, Sustainability and Facilities, have combined their two committees, allowing for better collaboration and less duplication of effort.

In spring 2016, College Council made revisions to AP 3005 (the Role of College Council in Governance). The first read of the suggested changes was at the January 28, 2016 meeting with the second read and possible action scheduled for February 25, 2016. Members of College Council were asked to share the suggested revisions with their constituency groups. In addition to the changes in the nine committee structure, the revisions include increased participation of standing committee co-chairs in College Council decision-making processes, and the inclusion of the newly-created Accreditation Standing Committee as an advisory group in College Council meetings, and a structured format for providing the college community with information on upcoming meetings and the results of those meetings (R8-14: Revised AP 3005). Each standing committee is now required to report to College Council once per year. The Office of Institutional Effectiveness will collaborate with College Council to evaluate the efficacy of the new standing committee structure at the end of the 2016-17 academic year.

Campus Climate Surveys

The college has internally developed campus climate surveys and contracted with external agencies (ModernThink, Great Colleges to Work For) to evaluate not only the general climate of the college but shared governance, communication, and campus perception/satisfaction with college processes. As is evidenced in the spring 2015 Campus Climate survey (R8-15: Spring 2015 Campus Climate Survey Summary Final July 2015) the college has had a persistent satisfaction problem with shared governance. Furthermore, the College's Planning and Priorities committee reviewed the results of both the Campus Climate Survey Summary and the Campus Climate Survey Summary by constituent group (R8-16: Shared Governance Group Final July 2015) in open session meetings (R8-17 A and B: P&P agenda and minutes, October 26, 2015; R8-17C: P&P agenda, November 9, 2015; R8-17D: P&P agenda October 12, 2015). However, as indicated in the 2016 Campus Climate Survey Summary, improvement has been made in this area (see Recommendation 7, above).

The Evaluation Work Group recommends that the college continue to administer the internal campus climate survey annually to monitor the college's progress on improving shared governance participation and communication. In order to increase participation in the Campus Climate Survey and to specifically evaluate those areas identified as needing the most correction, the Spring 2016 survey was modified to primarily address the issues of climate, integrated planning, and shared governance. The Governance Work Group made the same recommendation separately (R8-18: Governance Committee minutes, October 21, 2015).

The Spring 2016 Campus Climate Survey was administered in April 2016 and was available for approximately four weeks. The new Superintendent-President and shared governance groups expect results will be substantially improved.

Accreditation work groups

The Evaluation Work Group has been, or will be, working with many of the other accreditation work groups.

In regards to Recommendation 1, the Evaluation Work Group has had extensive involvement in terms of evaluating the program review annual update process (R8-19: Program Review Evaluation Instrument) and the campus-wide Annual Budget Retreat (R8-20: Budget Retreat Evaluation Instrument), both of which were presented to Planning and Priorities in March 2016 (R8-21: P&P Agenda, March 28, 2016) for discussion and input into possible

improvements. At the completion of the first round of the integrated planning process, the entire model was evaluated and revisions made for improvement based on input and analysis.

For recommendation 6, the Evaluation Work Group has been collaborating with the Professional Development Standing Committee/Work Group. As noted in Recommendation 6, a needs assessment survey for professional development was sent to the entire campus, and the results will be used to improve current offerings and to create additional programming for the 2016/17 academic year (R8-22: PD Needs Assessment Survey). Surveys are conducted for other professional development activities, including Flex Day, the New Faculty Orientation, Lynda.com, and numerous workshops. Where appropriate, the Professional Development Standing Committee will continue to work with the Office of Institutional Effectiveness and the Evaluation Work Group. For the 2016 Classified Professional Development Day, an event evaluation survey was administered to participants, and survey data is being aggregated and summarized so that an analysis of results can be integrated into future Classified professional development activities (R6-39: Classified Professional Development Day Feedback Survey).

It is expected that other accreditation work groups will also work in collaboration with the Evaluation Work Group, and to acquire the needed input, additional questions may be added into the Campus Climate survey for the following year. For example, we will need input on how effectively the new Ethics policies and procedures are working for the various groups and the campus. The same will be true for revised policies and procedures pertaining to college governance. We will also collect input after the implementation of the new academic organizational structure. The Executive Director of Strategic Communication and Marketing and the Director of Institutional Effectiveness have collaborated on questions to be added to the Spring 2016 Campus Climate Survey pertaining to the new communication strategies that were piloted this year.

Ongoing evaluation is essential for improvements made to organizational structures and processes by the accreditation work groups. The campus community is committed to ensuring that all recommendations are addressed in a professional, ethical, and effective manner and that changes made are evaluated fully, with results being made public.

Evidence List Recommendation #8

R8-1: Accreditation Work Group Leads Chart

R8-2: Revised AP 3001 Faculty Role in Shared Governance

R8-3: Revised AP 3003 Classified Senate

R8-4: Meeting invitation for Planning

R8-5: BP 3000 Shared Governance

R8-6: AP 3001 Faculty Role In Shared Governance

R8-7: AP 3002 Student Role In Shared Governance

R8-8: AP 3003 Classified Role In Shared Governance

R8-9: AP 3004 Management Role In Shared Governance

R8-10: AP 3005 Role of the College Coordinating Council

R8-11: AP 3006 The Role of the Council on Academic and Professional Matters

R8-12: Shared Governance Evaluation Questions

R8-13: Planning and Priorities Committee Minutes, March 14, 2016

R8-14: Revised AP 3005

R8-15: Spring 2015 Campus Climate Survey Summary Final July 2015

R8-16: Shared Governance Group Final July 2015

R8-17A: P&P Agenda, October 26, 2015

R8-17B: P&P Minutes, October 26, 2015

R8-17C: P&P Agenda, November 9, 2015

R8-17D: P&P Agenda, October 12, 2015

R8-18: Governance Work Group Committee Minutes October 21, 2015

R8-19: Program Review Evaluation Instrument

R8-20: Budget Retreat Evaluation Instrument

R8-21: P&P Agenda, March 28, 2016

R8-22: Professional Development Needs Assessment Survey

R6-39: Classified Professional Development Day Feedback Survey

Recommendation #9

In order to improve institutional effectiveness, the team recommends that all Student Affairs departments and service programs conduct annual outcomes assessments, and that a regular program review cycle be clearly established and communicated to all student service programs. (Standard II.B.4)

In spring 2015, the Associate Vice President (AVP) of Student Services held a retreat for Student Services Managers. Student Service Outcome (SLO) assessments were part of the agenda. The AVP presented the work being done at Valencia College in Florida as a model of how to implement a culture of continuous improvement to increase student success (R9-1: Agenda, Student Services Managers May 29, 2015). During the summer of 2015, the AVP held meetings to inform managers in Student Services of the accreditation recommendation (R9-2: Agenda, Student Services Managers Meeting, 7-14-15), understand its relationship to Student Services planning processes, and formulate a plan to address the recommendation (R9-3: Agenda, Student Services Managers Meeting, 7-28-15).

To implement the actionable strategies identified in earlier meetings, the AVP held a breakfast in early fall 2015 for faculty, classified staff, and managers in the Student Services. The need to include SLO assessment and analysis as part of the college's new Integrated Planning process was discussed (R9-4: Breakfast Emails 10-16-15; R9-5: Student Services Breakfast Presentation 10-16-15). The AVP emphasized that Program Review and annual updates are required for each department, and that each department must complete an annual plan and assess one SLO. Unlike the past process where departments were grouped into a category for a combined program review, now we are going to have each individual department complete a program review. A full program review is required every four years. A timeline for SLO assessment was clearly established for the upcoming academic year:

- SLO Assessment and Analysis, including the identification of an improvement, due Nov. 2015
- Implementation of Identified Improvement, Jan. 2016
- Measurement of Impact of Improvement, Feb. 2016

The AVP of Student Services asked each area to review whether Student Learning Outcomes (SLOs) or Student Service Outcomes (SSOs) were in place, and when the last assessment had been conducted. Where SLOs/SSOs were not in place or were not deemed measurable, the manager of that area met with AVP of Academic Affairs to discuss the assessment process, review Bloom's Taxonomy, and obtain an invitation to the DropBox folder for Student Services SLO Assessment where PowerPoints and examples of assessments from the past are stored (R9-6: Sample Student Services PowerPoints and examples of assessments from Student Services). Examples of other colleges' Student Services assessments were provided as additional samples (R9-7: Emails with information from Chaffey and Skyline Colleges).

In early fall 2015, a work group of Student Services staff was also created to design a plan for ensuring that all elements of the recommendation were met on an ongoing basis. The group met throughout the fall 2015 semester (R9-8: Accred. Meeting 11-9-2015; R9-9: Accred. Update Rec. 11-13; R9-10: Agenda Student Services Managers Meeting Nov. 10, 2015; R9-11: Agenda Student Services Managers Meeting Nov. 24, 2015, meeting on July 27), and a plan was created:

1) Each committee member agreed to meet with four program leaders and staff to discuss the importance of SLO assessment, to provide support/resources for this work, and to ensure that SLO assessment continues on an annual basis (R9-12: List of leads and programs).
2) Two faculty from within Student Services will be selected to serve as a resource for this annual process. The new Dean of Student Services and the Coordinator for CalWORKS will lead this project. The job description for these faculty is as follows:
    a) Create Templates for SLO Assessment
    b) Chair a Student Services Learning Assessment.
    c) Create a calendar of annual due dates (discussed above)
    d) Keep track of which SLOs have been assessed and which have not for each department (R9-13: SLO Assessment-Program Review-Fall 2015; R9-14: Supplemental to SLO Assessment-Program Review-Fall 2015; R9-15: Transfer-SLOs-Fall 2015; R9-16: SLO Psych Services-Fall 2015; R9-17: Pasadena City College Assessment Services Office Fall 2015 SLO Assessment; R9-18: Email to P Jarrell re SLO.PDF).
    e) Develop assessment instruments and tools everyone can modify for use
    f) Work with SLO Assessment Co-Chair to determine where this data will be captured (options include Taskstream, eLumen, Canvas).
    g) Host a workshop on how SLOs map to Institution Learning Outcomes
    h) Help everyone understand that SLO assessment leads to continuous improvement, avoid duplication of efforts, shift resources within departments and amongst programs, and identify where new resources are needed.
    i) Send regular emails notification of progress made in SLO Assessment (R9-19: SLO Assessment-Program Review PDF)
    j) Ensure programs have adequate time to do this work and potentially close offices on Fridays for half the day to do so.
3) Other efforts:
    a) A new Dropbox Account was created
    b) A second breakfast was held where Program Review Annual update and SLO assessment Progress was discussed (R9-20: Student Services Holiday Breakfast 2015).
    c) A third breakfast was held in April. DSPS was recognized for effective assessment. They presented the results of their SLO assessment to the entire division. A discussion was held for each department to determine how to use authentic assessment for continuous improvement.

The AVP of Student Services maintained regular contact with department leads to ensure that the SLO assessment timeline was being met, to offer examples of exemplary SLO Assessment Reports, and to ensure that leads were taking full advantage of Annual Update Training offered through the Office of Strategic Planning and Innovation (R9-21: Supplemental to SLO Assessment-Program Review). Highlights of some of the assessment findings in Student Services are as follows:

- Financial Aid's preliminary results from newly created Student Service Outcomes and survey data indicate that the creation and distribution of a LancerPoint Help Card would help students trying to navigate through the Financial Aid process at PCC (R9-22: SLOs, Financial Aid survey and summary data).

TRIO Pre-College Managers and the Director created measurable outcomes that differ from federal grant program outcomes. The federal government outcomes were percentage targets of how many students would complete the program but not meet PCC's learning outcomes.

- The TRIO program managers developed learning outcomes based upon activities offered in the program such as tutoring, college knowledge workshops, and SAT preparation to promote a successful transition, retention, and completion of postsecondary education. Surveys have been designed and distributed. A preliminary analysis of the data suggests that changing tutoring location from PCC location to the high schools may increase student success (R9-23: TRIO Pre-College SLO 1 Summary).

Student Service Outcomes have been reviewed, and where appropriate, revised; surveys have been conducted and data is currently being evaluated in the following programs:

- Counseling
- Admissions and Records
- Student Life
- Special Services
- Outreach & Transfer Center
- Assessment Services
- International
- Puente
- Ujima
- Academic Athletic Zone
- The Veterans Resource Center
- Career Center
- CalWORKS
- EOPS/CARE/Foster Youth

Additionally, survey instruments are being created to gather input on student perceptions of the First Year Experience Program and Pathways.

The leadership in Student Services recognizes that accreditation issues relating to program review, annual updates, and SLO assessment require consistent attention. Accreditation is a standing agenda item for the Student Services Manager's Meetings (examples: R9-24: Agenda, Student Services Managers Meeting, Nov. 10, 2015; R9-25: Agenda, Student Services Managers Meeting, Jan. 26, 2016), and SLO assessment is a standing agenda item for one-on-one meetings between the AVP and managers for programs. By placing such emphasis on program review and SLO/SLO assessment, the Office of Student Services is addressing the recommendation.

This summer, the college changed the name from Student Affairs to Student Services and hired a Vice President of Student Services. The successful candidate had been the former AVP of Student Affairs. The Vice President met with the faculty co-chair of the Accreditation Recommendation 9 Committee to prepare for the committee meeting. They are working on the following:

- Fall 2016 Student Services Breakfast to highlight progress in assessment of SLOs
- Creating and distributing 5 guides:
- Guide on creating Mission Statements & SLO/SSOs
- Guide on Assessment
- Guide on Analyzing data and creating an improvement
- Guide on Follow-Up Assessment
- Guide on Overall Assessment, Planning, Program Review & Resource Allocation at PCC, and how it all fits together

Evidence List for Recommendation #9:

R9-1: Agenda, Student Affairs Managers May 29, 2015

R9-2: Agenda, Student Affairs Managers Meeting, 7-14-15

R9-3: Agenda, Student Affairs Managers Meeting, 7-28-15

R9-4: Breakfast Emails 10-16-15

R9-5: Student Affairs Breakfast Presentation 10-16-15

R9-6: Sample Student Affairs PowerPoints and examples of assessments from Student Affairs

R9-7: Emails with information from Chaffey and Skyline Colleges

R9-8: Accred. Meeting 11-9-2015

R9-9: Accred. Update Rec. 11-13

R9-10: Agenda Student Affairs Managers Meeting Nov. 10, 2015

R9-11: Agenda Student Affairs Managers Meeting Nov. 24, 2015

R9-12: List of leads and programs

R9-13: SLO Assessment-Program Review-Fall 2015

R9-14: Supplemental to SLO Assessment-Program Review-Fall 2015

R9-15: Transfer-SLO's-Fall 2015

R9-16: Student Learning Outcomes Psych Services-Fall 2015

R9-17: Pasadena City College Assessment Services Office Fall 2015 SLO Assessment

R9-18: Email to P Jarrell re SLO.PDF

R9-19: SLO Assessment-Program Review PDF

R9-20: Student Affairs Holiday Breakfast 2015

R9-21: Supplemental to SLO Assessment-Program Review

R9-22: SLOs, Financial Aid survey and summary data

R9-23: TRIO Pre-College SLO 1 Summary

R9-24: Agenda, Student Affairs Managers Meeting, Nov. 10, 2015

R9-25: Agenda, Student Affairs Managers Meeting, Jan. 26, 2016

Appendix A

Evidence Lists

Evidence List Recommendation #1

R1-1: BP 3250 Planning Process
R1-2: Integrated Planning Study Session Notes April 2013
R1-3: Integrated Planning Study Session Notes November 2013
R1-4: AIP Tracking Grid
R1-5: Integrated Planning OSPI and AS Joint Session Email Invitation
R1-6: Integrated Planning Presentation for SENATE
R1-7: Integrated Planning Group Notes April 22, 2015
R1-8: Planning flow charts, June 2015
R1-8B: Integrated Planning Flow Charts Presentation June 20
R1-9A: Integrated Planning Summary, August 2015
R1-9B: Draft Planning Changes August 2015
R1-9C: Planning Write Up
R1-10: Integrated Planning Model for Vetting
R1-11: Integrated Planning Model Description
R1-12: Classified Senate Agenda September 2
R1-13: Classified Senate Minutes September 2
R1-14: Academic Senate Agenda September 14
R1-15: Academic Senate Minutes September 14
R1-16: Integrated Planning Feedback
R1-17: Academic Senate Agenda September 28
R1-18: Academic Senate Minutes September 28
R1-19: Classified Senate Agenda September 29
R1-20: College Council Agenda September 30
R1-21: College Council Minutes September 30, 2015
R1-22: PACCD Integrated Planning Model Flowchart
R1-23: Integrated Planning Announcement Email
R1-24: Final Integrated Planning Graphic
R1-25: Integrated Planning Email Regarding Annual Updates
R1-25B: Correction Reminder Integrated Planning Annual Update Email
R1-26: Link to TaskStream
R1-27A, B, C, D, E, F: Compiled Emails
R1-28: PRAU Training Session Report
R1-29: Budget Retreat 2016 Power Point, slide 18
R1-30: Strategic Initiatives 2015-2018
R1-31: AP 7210 Faculty Hiring
R1-32: Area Resource Prioritizations
R1-33: 2015/2016 Program Review Annual Updates Instructional Equipment Prioritization
R1-34: Executive Meeting on Budget Prioritization, Jan. 29, 2016
R1-35: Initial Campus-wide Prioritization
R1-36: College Council Agenda February 2016
R1-37: Budget Development Overview Presentation Sign-In Sheets Spring 2016

R1-38: Budget Development Overview 2016-2017 Powerpoint Presentation
R1-39: Board of Trustees Meeting Minutes, June 15, 2016
R1-40: Inside PCC, September 7, 2016
R1-41: Annual Update Assessment Instrument
R1-42: Annual Update 2015 Evaluation Survey Report 17-February-2016
R1-43: Budget Retreat Assessment Instrument
R1-44: 2016 Budget Retreat Survey Results, March 2016
R1:45 Agenda Fall Planning Retreat 2016
R1-46: Planning Retreat Fall 2016 Presentation
R1-47: Fall Planning Retreat 2016 Evaluation Survey

Evidence List Recommendation #2:

R2-1: AP 7150 Performance Evaluation of Administrators
R2-2: CSEA Bargaining Agreement
R2-3: PCCFA Bargaining Agreement
R2-4: Deans' meeting agendas
R2-5: Sample dean spreadsheets
R2-6A: Visual Arts and Media Studies Division Meeting Agenda February 2, 2016
R2-6B: Social Sciences Division Meeting Power Point, Feb. 16, 2016, slide 5
R2-7A: Evaluation Documents for Adjunct
R2-7B, C, D, E: Deans Meetings Agendas
R2-8: Email from Executive Director of HR
R2-9A: Email Management Evaluations Update
R2-9B: Email for Management Evaluations Meeting Proposal
R2-10: Agenda, Academic Senate, Nov. 23, 2015
R2-11: Agenda, Academic Senate, April 25 2016
R2-12: Email Reminder to Supervisors Regarding Employee Evaluations and Required Forms
R2-13: Management Evaluation Form

Evidence List for Recommendation #3:

R3-1: PCCFA Bargaining Agreement, page 43
R3-2 A, B, C, D: Agendas Deans' Meetings
R3-3: Classroom evaluation and self-evaluation forms
R3-4: Emails pertaining to review of contract starting with evaluations
R3-5: Draft MOU regarding evaluation of adjuncts
R3-6: Draft of new adjunct self-evaluation document
R3-7: PACCD Board Meeting agenda 10-7-15
R3-8: PCCFA MOU regarding SLOs
R3-9: 2015 Adjunct Evaluation Including Reference to SLO
R3-10: SLO Area Lead Announcement
R3-11: SLO Leads List
R3-12A and B: F15 Adjunct SLO Stipends
R3-13: SLO Leads Stipend 15/16
R3-14: Integrated Planning Model
R3-15: 2015/16 Assessment Progress

R3-16A: Management Evaluation Tool
R3-16B: Updated BP 7150
R3-16C: Updated AP 7150
R3-17: 360 Evaluation Tool
R3-18: Minutes, Oct. 5, 2015, Academic Senate
R3-19: Classified Senate agenda regarding revised AP 7150
R3-20: Board of Trustees November 4 2015 Minutes, page 3-Item J
R3-21: Oct. 7, 2015 Outlook Meeting of HR and Classified
R3-22A, B, C, D, E: Email Discussion RE Accreditation Evaluation Changes
R3-23: MoU Package

Evidence List Recommendation #4

R4-1: BP 3050 Professional Ethics of Faculty
R4-2: AP 3050 Professional Ethics of Faculty
R4-3: BP 3070 Professional Ethics of Classified Staff
R4-4: AP 3070 Professional Ethics of Classified Staff
R4-5: BP 3060 Professional Ethics of Management
R4-6: AP 3060 Professional Ethics of Management
R4-7: BB 2715 Code of Ethics Standards of Practice
R4-8: Campus Climate Survey Summary 2015, p. 1
R4-9: Campus Climate Survey Summary 2015, p. 2
R4-10: Campus Climate Survey Summary 2015
R4-11: "Summary Ethics Statement"
R4-12: Academic Senate Meeting Minutes Nov. 23, 2015
R4-13: Academic Senate Meeting Minutes Jan. 11, 2016
R4-14: Agenda, Feb. 3, 2016, Classified Senate
R4-15: Management Association Board Meeting Agenda Feb. 8, 2016
R4-16: Board Packet Jan. 20, 2016, Associated Students
R4-17: Agenda, Dec. 2, 2015, Governance Work Group
R4-18: Minutes, Jan.28, 2016, College Council
R4-20: Agenda College Council February 25, 2016
R4-21: Board of Trustees Meeting Agenda Oct. 7, 2015
R4-22: Board of Trustees Meeting Minutes Oct. 7, 2015
R4-23: Agenda and minutes, 08-05-2015, Board of Trustees
R4-24: Agenda and minutes, 09-02-2015, Board Trustees
R4-25: Agenda and Minutes, 10-07-2015, Board of Trustees
R4-26: BB 2715 Code of Ethics
R4-27A: Email to Classified re Ethics AP Revision
R4-27B: Email to Management re Ethics AP Revision
R4-28: Agenda, Feb. 3, 2016 Classified Senate
R4-29: Management Association Board Meeting Agenda Feb. 8, 2016
R4-30: CAFPE Email from AS President Foster
R4-31: Academic Senate Agenda Feb. 8, 2016
R4-32: Ethics Work Group Meeting Notes, Jan. 22, 2016
R4-33: Agenda, Feb. 3, 2016 Classified Senate
R4-34: Management Association Board Meeting Agenda Feb. 8, 2016

R4-35: Recommendation to Institutional Leaders Regarding Ethics Training
R4-36: Governance Work Group Meeting Agenda, Feb. 10 2015
R4-37: Recommendation to Faculty Leaders Regarding Professional Development in Ethics and Governance
R4-38: Academic Senate Agenda December 7, 2015
R4-39: Academic Senate Goals 2015 and 2016 PDF
R4-40: Academic Senate Meeting Minutes Jan. 25, 2016
R4-41: Recommendation to College Council Regarding Professional Development in Ethics and Governance
R4-42: Summer 2016 Leadership Retreat
R4-43: Ethics Work Group Notes, Jan. 22, 2016
R4-44: Meeting Norms
R4-45: External Evaluation Report, page 48
R4-46: Governance Work Group Meeting Agenda, Dec. 2, 2015
R4-47: 2016 Campus Climate Survey Summary

Evidence List Recommendation #5

R5-1: Dr. Vurdien joining PCC announcement
R5-2: Early version of proposed new Academic Affairs organization chart
R5-3: CAPM Agenda October 14 2015
R5-4: CAPM Minutes September 9 2015
R5-5: Academic Senate Agenda Oct 26
R5-6: Academic Senate Agenda Nov 2
R5-7: Academic Senate Agenda Nov 9
R5-8: Pros and Cons
R5-9: Cost Benefit Analysis
R5-10: Resolution on Organizational Structure of the College
R5-11: Agenda for Business, Engineering, and Technology School meeting (Oct. 27, 2015)
R5-12: Classified forum flyer
R5-13: Notes from Classified Forum
R5-14: Executive Committee Agenda November 16, 2015
R5-15: Board presentation (10/21)
R5-16: Agenda, Nov. 9, 2015, Academic Senate
R5-17: Agenda, Nov. 23, 2015, Academic Senate
R5-18: final new proposed academic organizational chart
R5-19: CAPM Agenda and Minutes December 16, 2015
R5-20: 11/15 Campus Forum notice
R5-21: Campus Accreditation Forums notice
R5-22 A, B, C, D, E: Academic Dean Job Announcements
R5-23: January 2015 Agreement with FA regarding Department Chairs, PAGE 60
R5-24: FA/Administration group for department chairs
R5-25A: First draft of Job Description for Department Chairs
R5-25B: Academic Senate Agenda April 25, 2016
R5-26: Student Affairs Organizational Chart

Evidence List Recommendation #6

R6-1: Professional Development Standing Committee Website
R6-2: BP 7160 Comprehensive and Coordinated PD Program
R6-3: AP 7160 Comprehensive and Coordinated PD Program
R6-4: Professional Development Standing Committee Information and Reports
R6-5: Surveys and Data Professional Development
R6-6: 2015 PD Program Review Update
R6-7: Professional Development Standing Committee Information and Reports
R6-8: Conferences and Travel Professional Development
R6-9 Snapshot of New PCC PD HomePage (http://www.pasadena.edu/pd/)
R6-10: Calendar of Events - Professional Development (https://pasadena.edu/faculty-and-staff/pd/calendar.php)
R6-11: Sample Promotional Materials - 2015/2016
- R6-11A Equity and Diversity Series.pdf
- R6-11B Equity Events_r2.pdf
- R6-11C Equity Lens Flyer.pdf
- R6-11D HUMAN RESOURCES WORKSHOP FLYER
- R6-11E INNOVATIVE COLLABS FLYER revised.pdf
- R6-11F Safe Zone Flyers Dec 2015 Training.pdf

R6-12: Calendar of Events - Professional Development (https://pasadena.edu/faculty-and-staff/pd/calendar.php)
R6-13: New Faculty Learning Community Fall 2015 Syllabus
R6-14: New Faculty Learning Community Spring 2016 Syllabus
R6-15: New Adjunct Faculty Orientation Agenda
R6-16: New Faculty Seminar Midterm Feedback
R6-17: Flex Day 2015 Website
R6-18: Flex Day Evaluation 2015
R6-19: 2015 PD Program Review Update
R6-20: Job Description – Diversity Coordinator
R6-21: Student Equity (homepage url: http://www.pasadena.edu/studentequity/)
R6-22: Student Equity
R6-23: IEPI SSRD Workshop Flyer 04.29.15
R6-24: Beyond Financial Aid
R6-25A and B: Equity Retreats
R6-26: Equity Training on Syllabi
R6-27: College 1 Overview
R6-28: College 1 Agenda
R6-29: Liebert Cassidy Whitmore Consortium (http://www.lcwlegal.com/consortiums)
R6-30: NCORE.pdf
R6-31: Safe Zones Flyers
R6-32: Economic & Workforce Development - California Community Colleges (http://www.cccewd.net)
R6-33: EWD Spring Presentations_r2.pdf
R6-34: Distance Education Training 2015 Opportunities (Distance Education Training Website)
R6-35: @One Courses (http://www.onefortraining.org/online-courses)
R6-36: PCC Management Association 2016 Annual Retreat Agenda

R6-37: Summer 2016 Leadership Retreat
R6-38: Classified Professional Development Day
R6-39: Classified Professional Development Day Evaluation Form
R6-40: Professional Development Survey for Classified Staff
R6-41: 2016 Budget Retreat Agenda
R6-41B: Courier Article http://www.pcccourier.com/news/budget-2.html
R6-42: Lynda.com (PCC's Lynda.com Website)
R6-43: April Faculty Development
R6-44: OER at PCC
R6-45: Information Literacy
R6-46: 2016 Campus PD Survey
R6-47: Professional Development Preliminary Events/Activities for 2016/2017

Evidence List for Recommendation #7

R7-1: Agenda, April 7, 2015 Governance Work Group
R7-2: Minutes, April 7, 2015 Governance Work Group
R7-3: Minutes, April 30, 2015 Governance Work Group
R7-4: Minutes, April 30, 2015 Governance Work Group
R7-5: Board Vote of No Confidence 4-30-15
R7-6: Campus Notices of Coffee Chats
R7-7: Academic Senate Retreat Agenda Sept. 12 2015
R7-8: External Evaluation Report, p. 48
R7-9: Spring 2015 Campus Climate Survey Summary
R7-10: Spring 2016 Campus Climate Survey Summary
R7-11: Minutes, Sept. 30, 2015 Governance Work Group
R7-12: Agenda, Sept. 30, 2015 Governance Work Group
R7-13: Minutes, Sept. 30, 2015 Governance Work Group
R7-14: Recommendation to Institutional Leaders Regarding Appreciation of Faculty and Staff
      Roles in Participatory Governance
R7-15: Agenda, Jan. 25, 2016 Executive Committee
R7-16: Agenda, Jan. 6, 2016 Management Association Retreat Agenda
R7-17: Email Classified Appreciation Day Juli Mosier
R7-18: Message to Managers about Accreditation and Classified from Associate Vice President
      Scott
R7-19: PCC-CFT Performance Evaluation Form
R7-20: Job Description Example Math
R7-21: Email to Deans about Equity and Governance in Faculty Hiring Interviews
R7-22: Faculty Evaluation Worksheet
R7-23: Faculty Hiring Guide Draft
R7-24: Academic Senate Agenda Feb. 8, 2016
R7-25: Recommendation to Institutional Leaders Regarding Appreciation of Faculty and Staff
      Roles in Participatory Governance
R7-26: Agenda, Jan, 25, 2016, Executive Committee
R7-27: Recommendation to College Council Regarding Professional Development in Ethics and
      Governance
R7-28: Minutes, Nov. 9, 2015, Academic Senate

R7-29: Recommendation to Faculty Leaders Regarding Professional Development in Ethics and
    Governance
R7-30: Minutes, Feb. 10, 2016, Governance Work Group
R7-31: Minutes, December 7, 2015, Academic Senate
R7-32: Budget Retreat 2016 Power Point, slide 18
R7-33: Annual Update Assessment Instrument
R7-34: Retreat breeds collegiality despite bleak budget outlook PCC Courier.html
R7-35: Budget Retreat Assessment Instrument
R7-36: Budget Retreat Survey Results Summary
R7-37: Agenda, Nov. 9, 2015, Academic Senate
R7-38: Minutes, Nov. 9, 2015, Academic Senate
R7-39: Social Sciences Division Meeting Power Point, Feb. 16, 2015
R7-40: Revised AP 3001
R7-41: Agenda, Dec. 7, 2015, Academic Senate
R7-42: Minutes, Dec. 7, 2015, Academic Senate
R7-43: Revised AP 3003
R7-44: Agenda, Feb. 3, 2016, Classified Senate
R7-45: Revised AP 3005
R7-46: Agenda, Oct. 21, 2015, Governance Work Group
R7-47: Shared Governance Accreditation Recommendations to College Council
R7-48: Shared Governance Evaluation for College Council
R7-49: Common Communication Tool PDF
R7-50: Minutes, Feb. 10, 2016, Governance Work Group
R7-51: Inside PCC 15-11-3
R7-52: Inside PCC 15-11-10
R7-53: Inside PCC 15-11-17
R7-54: Inside PCC 15-11-23
R7-55: Inside PCC 15-12-2
R7-56: Inside PCC 15-12-8
R7-57: Inside PCC 15-12-21
R7-58: Inside PCC 16-1-12
R7-59: Inside PCC 16-1-21
R7-60: Inside PCC 16-1-27
R7-61: Example Board of Trustees Meeting Report September 21 2016
R7-62: Forum October 2015
R7-63: Forum January 2016
R7-64: Minutes Jan. 28, 2016 College Council

Evidence List Recommendation #8

R8-1: Accreditation Work Group Leads Chart
R8-2: Revised AP 3001 Faculty Role in Shared Governance
R8-3: Revised AP 3003 Classified Senate
R8-4: Meeting invitation for Planning
R8-5: BP 3000 Shared Governance
R8-6: AP 3001 Faculty Role In Shared Governance
R8-7: AP 3002 Student Role In Shared Governance

R8-8: AP 3003 Classified Role In Shared Governance
R8-9: AP 3004 Management Role In Shared Governance
R8-10: AP 3005 Role of the College Coordinating Council
R8-11: AP 3006 The Role of the Council on Academic and Professional Matters
R8-12: Shared Governance Evaluation Questions
R8-13: Planning and Priorities Committee Minutes, March 14, 2016
R8-14: Revised AP 3005
R8-15: Spring 2015 Campus Climate Survey Summary Final July 2015
R8-16: Shared Governance Group Final July 2015
R8-17A: P&P Agenda, October 26, 2015
R8-17B: P&P Minutes, October 26, 2015
R8-17C: P&P Agenda, November 9, 2015
R8-17D: P&P Agenda, October 12, 2015
R8-18: Governance Work Group Committee Minutes October 21, 2015
R8-19: Program Review Evaluation Instrument
R8-20: Budget Retreat Evaluation Instrument
R8-21: P&P Agenda, March 28, 2016
R8-22: Professional Development Needs Assessment Survey
R6-39: Classified Professional Development Day Feedback Survey

Evidence List Recommendation #9

R9-1: Agenda, Student Affairs Managers May 29, 2015
R9-2: Agenda, Student Affairs Managers Meeting, 7-14-15
R9-3: Agenda, Student Affairs Managers Meeting, 7-28-15
R9-4: Breakfast Emails 10-16-15
R9-5: Student Affairs Breakfast Presentation 10-16-15
R9-6: Sample Student Affairs PowerPoints and examples of assessments from Student Affairs
R9-7: Emails with information from Chaffey and Skyline Colleges
R9-8: Accred. Meeting 11-9-2015
R9-9: Accred. Update Rec. 11-13
R9-10: Agenda Student Affairs Managers Meeting Nov. 10, 2015
R9-11: Agenda Student Affairs Managers Meeting Nov. 24, 2015
R9-12: List of leads and programs
R9-13: SLO Assessment-Program Review-Fall 2015
R9-14: Supplemental to SLO Assessment-Program Review-Fall 2015
R9-15: Transfer-SLO's-Fall 2015
R9-16: Student Learning Outcomes Psych Services-Fall 2015
R9-17: Pasadena City College Assessment Services Office Fall 2015 SLO Assessment
R9-18: Email to P Jarrell re SLO.PDF
R9-19: SLO Assessment-Program Review PDF
R9-20: Student Affairs Holiday Breakfast 2015
R9-21: Supplemental to SLO Assessment-Program Review
R9-22: SLOs, Financial Aid survey and summary data
R9-23: TRIO Pre-College SLO 1 Summary
R9-24: Agenda, Student Affairs Managers Meeting, Nov. 10, 2015
R9-25: Agenda, Student Affairs Managers Meeting, Jan. 26, 2016