

Pasadena City College

EDUCATIONAL MASTER PLAN

project 90 and beyond

Proud Past, Global Future

The purpose of our Educational Master Plan (EMP) is to guide the college's **transformation** to educate students for this global 21st century.

Our EMP establishes our college's most important priorities and goals as a continuing guide to our actions and our decisions about the allocation of resources.

Pasadena City College (PCC) was founded in 1924 in a spirit of innovation to respond to the dynamic needs of our community. Through the Great Depression, earthquake, World War and many other challenges, Pasadena City College has changed with the changing needs of our students. Our current Educational Master Plan will indeed bring change and renewal to Pasadena City College. It is precisely because we are open to this change that we are keeping faith with our College's proud past.

Mission: Student Learning and Success

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports, and facilitates **student learning and success**. The College provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College

is committed to providing **access to higher education** for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.

Vision: *Our Global Future*

By our 90th anniversary celebration in 2014, Pasadena City College will be the leading community college in California as defined by the key student success outcomes of transfers to four year universities, associate degrees awarded and workforce certificates awarded.

Our college motto, **Proud Past, Global Future** is at once a statement of respect for our long heritage of excellence and a statement of our aspiration to become the first truly "global" California community college in every sense of the word — a diverse faculty and staff and a diverse curriculum that prepares our students for a 21st century global economy without boundaries.

Participation

During the 2009-10 and 2010-11 academic years, PCC with its consultant MIG, conducted over 25 campus and community town hall meetings to develop the college's new EMP. To further assure widespread student, faculty, staff, and management participation and engagement,

the college President established the EMP/Accreditation Faculty-Based Task Team in July of 2010 to verify and expand upon the college's and MIG's work. This effort culminated in an all-campus Flex Day activity on September 29, 2010 to review the work of MIG, the College, and the Task Team.

Mission Critical Priorities

Twelve mission critical priorities, each of which is accompanied by a variety of strategies, have emerged through an ongoing dialogue with the PCC community, the Board of Trustees, faculty, staff, managers, and students. These mission critical priorities, listed below, were developed based on qualitative and quantitative data gathered in the EMP's Environmental Scan.

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

Project 90

PCC will celebrate its 90th anniversary during the 2014-2015 academic year. The college has challenged itself to become the premier community college in California by that time. Building on the extensive work done during this process, the EMP/Accreditation Faculty-Based Task Team worked efficiently to identify five achievement areas that are tied to our priorities, measure our progress, and evaluate our effectiveness. The first phase of this effort is **PROJECT 90: Guiding PCC into the Future.**

The Signature Goals reflect the vision developed in this plan and further defines what it means to take PCC to the Highest Level. The Student Achievement Areas and Targets (below)

align with the priorities developed during the EMP process and will serve as benchmarks to help adjust and improve strategies as PCC implements this plan.

Signature Goals

- Guaranteed Enrollment for In-District High School Students
- Premier Transfer California Community College
- Degree and Certificate Programs that Address Market-Place Needs
- Cutting-Edge Learning Environments (Pedagogy, Technology, and Facilities)
- Dedication to Lifelong Learning
- A Sustainable College Community

Student Success Achievement Areas and Targets: 2010-2015

Student Success Achievements	September 2010 Baseline	2010-2011 Target	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target
Transfers to 4-Year Institutions	PCC – 1787 (4th in CA) #1 college in CA – 1930	1787	1787	1858	1932	2048
Associate Degrees Awarded	PCC – 1687 (7th in CA) #1 college in CA – 2594*	1687	2483	2648	2814	2979**
Associate STEM Degrees Awarded	PCC – 362*** (3rd in CA) #1 college in CA – 778*	362	400	440	490	550
Certificates Awarded (18+Units)	PCC – 1187 (3rd in CA) #1 college in CA – 1564	1306	1424	1543	1662	1781
Basic Skills Sequence Completion Rate	PCC Math – 13%**** English – 36%**** ESL – 21%****	Math – 13% English – 36% ESL – 21%	Math – 16% English – 43% ESL – 25%	Math – 18% English – 50% ESL – 29%	Math – 21% English – 58% ESL – 34%	Math – 23% English – 65% ESL – 38%

* Multi-campus district

** Of all students who identify degree completion as their goal, the degree is completed within 2 years of full-time enrollment if the students started at college-level English and math.

*** PCC currently offers a degree in Natural Sciences. Other degrees in science, technology, engineering, and

math (STEM) have yet to be developed. The baseline figure “362” is defined by the course-taking behavior of PCC students who are enrolled in STEM courses but do not necessarily seek an AA degree.

**** Completion rate is based on Level One entry. The number of levels in PCC’s pre-transfer sequences: Math – 3, English – 2, and ESL – 5.

Mission Critical Priorities and Strategies

A. Student Success, Equity, and Access

A1 Start students right and ensure their path toward goal completion

A1.1 Ensure that all students who place into developmental math, English, and ESL have access to sustained orientations, for example, summer bridges and “jams”

A2 Improve success of our diverse student body in the pursuit and persistence of students’ educational and career goals

A2.1 Develop short and intense course offerings in basic skills to accelerate course and sequence completion

A2.2 Develop more hybrid and online courses to expand the availability of transfer and CTE courses

A3 Place special emphasis on underperforming students and close the achievement gap for African Americans and Latinos

A3.1 Hire faculty, staff, and managers committed to serving underperforming students

A3.2 Engage all departments campus-wide in working with basic skills/underprepared students

B. Professional Development

B1 Create and sustain a culture of ongoing professional learning at all levels of the institution

B1.1 Provide all faculty, staff, and managers with the training needed to work effectively with underprepared students

B1.2 Offer a well-defined and extensive professional mentoring program to enhance cross-discipline and interdisciplinary learning

B1.3 Support and reward effective teaching approaches, including success in using hybrid formats and alternative methods of instruction



B1.4 Support a culture of innovation by rewarding new approaches and improvements in all areas of the college (facilities, administration, academics, and student services)

B2 Create centers of excellence and innovation hubs that are cross-functional and cross-divisional

B2.1 Provide professional development opportunities for faculty, staff, and managers to learn about new trends and effective practices

B2.2 Develop consistent training programs to enable faculty, staff, and managers to learn new technology as it becomes available

C. Technology

C1 Identify and address the technology needs and leadership that support the successful operations of the institution

C1.1 Implement a technology plan that ensures that all systems are fully integrated and reduces duplication of effort

C1.2 Increase the use of technology to enhance productivity and efficiency

C2 Identify and address the technology needs that support innovative and successful teaching and learning methodologies

C2.1 Enhance and grow distance learning programs, hybrid and online courses

C2.2 Create state-of-the-art “learning studios” for the development of faculty innovations

C2.3 Ensure that all classrooms are equipped with state-of-the-art technologies

C3 Identify and address the technology needs that sustain all student support services and the library

C3.1 Provide varied student communication mechanisms (online, smart phones, social networks, etc.) to address students’ needs

C3.2 Create a state-of-the-art, easily accessible student information system i.e., admissions, registration, advisement, counseling, etc.

C3.3 Re-design the application, admission, financial aid, degree audit, and other student services processes to leverage web-based tools

C4 Identify and address students’ technology training needs to prepare them for technology-driven professions

C4.1 Review and update course curricula to address real-world technology demands



D. Pathways: K-12, Two-Year, Four-Year, and Community Connections

- D1** Create K-12 school pathways programs to engage all PCC feeder high schools, particularly high schools within the PCC district
 - D1.1** Evaluate and implement model pathway programs, i.e.,LBUSD/LBCFC/CSULB
- D2** Develop cohort pathways to ensure program and course series are aligned in a logical sequence for efficient completion
 - D2.1** Build student pathways from noncredit to credit, as well as first-year and transfer pathways
 - D2.2** Create clear definitions of Science, Technology, Engineering, Math (STEM) majors, degrees, and certificates
 - D2.3** Increase the number of transfer pathways
 - D2.4** Guarantee timely progression through degree and certificate programs
- D3** Engage in partnerships with four-year institutions to facilitate articulation and transfer
- D4** Provide programs to meet educational, training, and skill-development needs of the businesses within the region

- D4.1** Adjust curricula to prepare students for success in a global, and multicultural society
- D4.2** Strengthen community and alumni pathways
- D4.3** Utilize labor market studies and other labor-needs assessments to develop and revise courses, programs, and curricula

- D5** Engage the PCC Board of Trustees in community outreach in support of constituent needs and student success

E. Student Support Services

- E1** Support students effectively and efficiently in and out of the classroom
 - E1.1** Provide comprehensive, integrated, and sustained support to students (monitor, mentor, and stay-in-touch)
 - E1.2** Develop an interactive online student educational plan system
 - E1.3** Broaden the range of student counseling services, such as in-classroom and online advisement, and informal question-and-answer forums
 - E1.4** Expand hours and ease of access to counseling/advisement
- E2** Expand the role and visibility of career counseling
- E3** Provide students with robust Financial Aid orientation and counseling

- E4** Establish a culture of counseling in which everyone (faculty, staff, and managers) is involved
 - E4.1** Develop a seamless integration between student services and instruction that supports student success
- E5** Develop robust student support services (tutoring, cohort learning groups, library services, etc.) to help students achieve their goals
- E6** Refine and revamp assessment policy and procedures to improve course placement

F. Institutional Effectiveness

- F1** Reduce administrative and decision-making layers and barriers to increase flexibility
 - F1.1** Empower the PCC Board of Trustees to advocate to local, state, and federal agencies to reduce regulatory and policy barriers to student success
- F2** Systematically document functions, roles, responsibilities, and accomplishments of District and College committees and councils
- F3** Promote trust and transparency in decision-making at all levels
 - F3.1** Create consistent procedures and formats for reports, meeting materials, and other documents to develop institution-wide ownership
 - F3.2** Develop a clear policy for program and certificate discontinuance and the additions of new programs and certificates
- F4** Establish a procedure for creating rapid response teams that can quickly develop and implement organizational-change initiatives
- F5** Implement alternative ways of defining and tracking student success outside of degrees, certificates, and transfer

G. Enrollment Management

- G1 Establish partnerships with other providers and community colleges to offer complementary, rather than, duplicative programs
- G2 Identify educational institutions, businesses, and other organizations or sites to provide satellite learning centers
- G3 Remove barriers to obtain certificates and make completion process student and faculty “friendly”
- G4 Develop and implement a state-of-the-art, easily accessible registration process
- G5 Align course section offerings with student demand

H. Sustainability

- H1 Adopt a campus-wide initiative to integrate sustainability principles for all facilities
- H2 Develop sustainable landscape and hardscape plans to reduce water use and maintenance
- H3 Create baseline waste reduction and diversion targets
 - H3.1 Create baselines and targets for recycling, water use, electricity use, garbage costs, and other sustainable measures
- H4 Create academic programs that train students in broad areas of sustainability, including, but not limited to: alternative energy development, sciences related to climate change, and career tech programs

I. Revenue Enhancement Strategies

- I1 Identify and develop alternative funding and revenue streams, i.e., expand the annual giving campaign

- I2 Develop stronger partnerships with commercial interests to enhance program offerings without increased expenses
- I3 Expand grant-writing activities to increase sources and levels of funding
 - I3.1 Identify partnership opportunities with other institutions and entities for mutually advantageous grant projects
- I4 Develop a robust college Extension program, i.e., Contract Education, Continuing Education, and Extended Learning
- I5 Continue to build and support the PCC Foundation to increase funding and develop a larger contributor base
- I6 Develop a strong PCC alumni network through more aggressive outreach to graduates, certificate recipients, and students involved in leadership or specific campus programs
- I7 Provide deans and senior administrators with the time and opportunity to invest in outreach and community development
- I8 Explore corporate sponsorships
- I9 Develop a robust revenue stream derived from facilities rentals
 - I9.1 Develop a facility rental policy that balances revenue generation with equitable access for community members
- I10 Create a marketing plan that targets the district community and includes a statewide public relations element
- I11 Expand International student education program

J. Life-Long Learning

- J1 Offer additional life-long learning opportunities to better serve non-traditional, new, and returning students
- J2 Provide second-career options and counseling support

- J3 Develop and align revenue enhancement strategies with life-long learning opportunities to ensure they are self-sustaining

K. Curriculum Responsive to Market Needs

- K1 Partner with other organizations in the city/county/service area (e.g., Jet Propulsion Lab and hospitals) to offer lab access to classes dependent on expensive facilities
- K2 Annually update the EMP external scan document, particularly around job development and growth trends, to inform programs
- K3 Identify and implement new programs and activities to meet community needs
- K4 Develop a Program Review process which regularly assesses a program’s effectiveness in support of employer needs

L. Facilities and Resource Management

- L1 Develop a comprehensive Facilities Master Plan
- L2 Ensure existing facilities are utilized to their full extent
 - L2.1 Adjust section scheduling to use facilities to full capacity
- L3 Improve/replace existing facilities to ensure they meet seismic, infrastructure, and other safety and usability standards
- L4 Work to refurbish buildings to meet the highest level of accessibility (ADA)
- L5 Increase natural science and other STEM classroom and lab facilities, as needed
- L6 Centralize operations of appropriate services, such as technology support offices, for cost effectiveness and increased productivity

Project 90 Action Plan

The EMP sets the direction for the College over the next 10 years. In order to effectively implement this direction, there are a number of critical tasks which must be addressed immediately and within the next two years to achieve the

aggressive transformation envisioned. The following 15 actions are drawn from the Mission Critical Priorities and Strategies and address multiple mission critical areas as indicated in the third column. This action plan will be

assessed and adapted to ensure that the benchmarks in the Student Success and Achievement Area Targets are being positively impacted.

Action Items	Time Frame	Mission Critical Area Addressed
Action 1. Systematically increase number of courses available for Transfer and Basic Skills courses until needs are adequately addressed	Fall 2011 - ongoing	A/G
Action 2. Develop a comprehensive online education curriculum <i>2.a Launch pilot online programs</i> <i>2.b Launch complete online offerings</i> <i>2.c Initiate staff and faculty training</i>	Spring 2011 Fall 2011 Fall 2012 Summer 2011	A/B/C/E/G
Action 3. Update and Align the Facilities Master Plan with the EMP <i>3.a Develop immediate Action Plan for U Building replacement</i> <i>3.b Reschedule facilities to maximize use and availability at minimum 5 days/week</i> <i>3.c Evaluate opportunities to provide classes at satellite locations throughout the District</i>	Spring 2012 Winter 2011 Winter/Spring 2011 Winter/Spring 2011	L/G
Action 4. Create and Adopt a Professional Learning and Mentoring Plan <i>4.a Launch first phase of trainings</i> <i>4.b Initiate mentoring program</i>	Spring 2011 Sum/Fall 2011 Fall 2011	B/A/F
Action 5. Update and Align the Technology Plan with the EMP <i>5.a Initiate critical technology improvements and upgrades</i>	Spring 2011 Summer 2011	C/E/F/G
Action 6. Develop and Adopt College Sustainability Plan <i>6.a Develop a college resolution for a commitment to sustainability</i> <i>6.b Expand sustainability "green" oriented programs</i>	Spring 2012 Winter 2011 Fall 2011	H/K
Action 7. Initiate In-District K-12 and 4-Year Partnership Pathway Programs <i>7.a Target 2-4 schools to pilot</i> <i>7.b Expand partnerships District-wide</i>	Spring 2011 Summer 2011 Fall 2012	A/D



Action Items	Time Frame	Mission Critical Area Addressed
Action 8. Increase access to Counseling Services with additional hires, expanded hours and alternative methods for counseling, i.e. technology	Winter 2011	A/E
Action 9. Develop a Comprehensive Revenue Enhancement Program <i>9.a Implement a Contract Education/Corporate Training program</i> <i>9.b Expand Extended Learning/Community Education to include Credit and Non-Credit Courses and Programs</i> <i>9.c Expand Continuing Education Units (CEUs) program</i> <i>9.d Develop robust Annual and Planned Giving programs</i> <i>9.e Develop a Corporate Sponsorship program</i>	Spring 2011 Fall 2011 Fall 2011 Summer 2011 Spring 2011 Spring 2011	I/J/K
Action 10. Adopt a Program Viability Policy <i>10.a Align Ongoing Program Review with Annual EMP Update Process</i> <i>10.b Continue Program Evaluation and Effectiveness Reviews to ensure alignment with needs, mission, and resources</i>	Spring 2011 Spring 2011 Spring 2011	A/F/G/I/K
Action 11. Develop policies and procedures committed to diversity and specifically focused on hiring faculty, staff, and administrators committed to closing the achievement gap	Winter 2011	A/B/D/G
Action 12. Establish a Center(s) of Excellence Policy and Implementation Plan	Summer 2011	B/K
Action 13. Complete Implementation of Office of Institutional Effectiveness	Winter 2011	F/L
Action 14. Formally adopt Guaranteed Access to In-District students <i>14.a Develop enrollment management tools to manage staffing, resource allocation, and registration processes</i>	Fall 2011 Fall 2011	A/G
Action 15. Develop a Comprehensive Business Outreach and Engagement Program to enhance program offerings, interest in Contract Education, career opportunities, and partnerships	Fall 2012	D/E/I/K

Words from the Community...

PCC EMP Survey 2009



*"Keep your standards high;
without them you'll be just another
undistinguished community college."*

*"Create more staff development
opportunities for faculty around
new ways of teaching."*

*"Partner with cities, public
agencies and community based
organizations to offer services
and intern opportunities to
current and prospective students."*

*"The quality of professors and the
abundance of learning resources
provided should be prioritized before
any other aspects. It's fundamental to
what 'schools' are for."*

*"There need to be places on
campus for college life."*

*"Work to generate popular
support for adequate
public funding of education
in California."*

*"Smart physical placement
of related learning facilities will
help bring people with similar
interests of study closer together."*

*"Schools need to keep up with the
evolving learning styles of their
students. Today's students expect
the latest technology, simulation
labs, streamed media, etc."*

