PASADENA CITY COLLEGE

SELF-EVALUATION REPORT

of Educational Quality & Institutional Effectiveness

2020

PASADENA
CITY COLLEGE
PASADENA AREA COMMUNITY COLLEGE DISTRICT

PASADENA
CITY COLLEGE

Pasadena City College

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Pasadena Area Community College District
1570 East Colorado Blvd
Pasadena California 91106

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 2020

Certification

To: Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

From: Dr. Erika Endrijonas
        Pasadena Area Community College District
        1570 East Colorado Blvd.
        Pasadena, CA 91106

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Erika Endrijonas
Erika Endrijonas (Nov 9, 2020 09:24 PST)   11/9/2020
Dr. Erika Endrijonas, Superintendent/ President, Pasadena City College   [Date]

James Osterling
James Osterling (Nov 9, 2020 09:56 PST)   11/9/2020
Mr. James Osterling, President, Board of Trustees   [Date]

Matt Henes
Matthew Henes (Nov 6, 2020 11:43 PST)   11/6/2020
Dr. Matthew Henes, President, Academic Senate   [Date]

Ernesto Partida   11/6/2020
Mr. Ernesto Partida, President, Classified Senate   [Date]

Mackenzie Rivera
Mackenzie Rivera (Nov 4, 2020 14:08 PST)   11/4/2020
Ms. Mackenzie Rivera, President, Associated Students   [Date]

Crystal Kollross
Crystal Kollross (Nov 9, 2020 08:03 PST)   11/9/2020
Ms. Crystal Kollross, Executive Director, Institutional Effectiveness   [Date]
(ALO)

Thea Alvarado (Nov 6, 2020 11:43 PST)   11/6/2020
Dr. Thea Alvarado, Social Sciences Faculty (FAC)   [Date]

Contents

A. Introduction
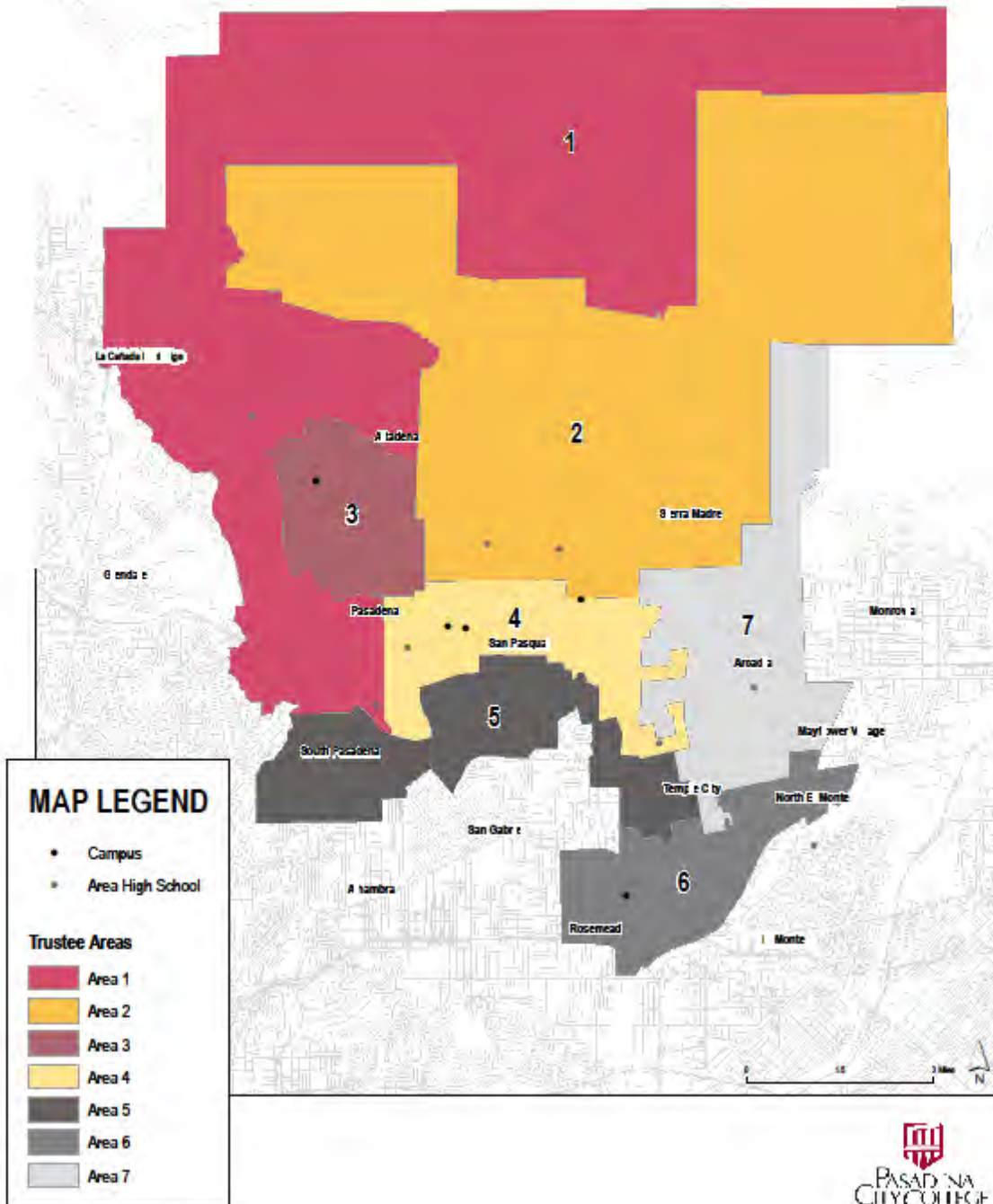
Mission

Pasadena City College is an equity-minded learning community dedicated to enriching students' academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support.

College History

Pasadena City College (PCC) was founded in 1924 in the spirit of innovation to respond to the needs of the local community. In 1966, the Pasadena Area Community College District (PACCD) was established to further define the scope and community the College will serve. Now in its 97th year of service to the Southern California area, the District's population is 452,693 and includes the cities of: Altadena, Arcadia, La Cañada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. The PACCD is governed by an elected seven-member Board of Trustees representing the seven trustee areas and a Student Trustee elected by the student body. The Superintendent/President of the College is the Chief Executive Officer of the District.

PASADENA AREA COMMUNITY COLLEGE DISTRICT

MAP LEGEND

- Campus
- Area High School

Trustee Areas

- Area 1
- Area 2
- Area 3
- Area 4
- Area 5
- Area 6
- Area 7

The PCC Colorado campus has 30 buildings on a 53-acre site located at 1570 East Colorado Boulevard in Pasadena. A satellite location, called the Foothill Campus, is located at 3025 East Foothill Boulevard in Pasadena. It primarily houses the District's noncredit programs, but for the last 6 years has housed several of our Health Science programs as well. The College is preparing for the construction of a new science building on the main campus.

PCC at Rosemead is located at 4105 North Rosemead Boulevard in Rosemead. It offers a variety of high demand courses and student services to serve students in a distant area of the District. The College recently negotiated a lease for a building on the John Muir High School Campus called PCC Northwest at 1905 Lincoln Avenue in Pasadena. PCC Northwest offers general education credit courses, including concurrent and dual enrollment courses for high school students, and is preparing to offer noncredit courses. The College also operates a Child Development Center (CDC), located two blocks to the west of the Colorado campus at 1324 East Green Street. The CDC provides childcare services for students, faculty, and staff, as well as instructional coursework in Child Development. Pasadena City College offers a comprehensive selection of distance education and hybrid courses to meet the needs of our student population.

PCC's faculty and former students, now numbering in the hundreds of thousands, have contributed to business, education, industry, and a multitude of professions. The College enrolls on average over 35,000 credit and about 3,000 noncredit students annually. Approximately 65 percent of the enrollment is drawn from outside the District's boundaries, including out-of-state and international students. 51 percent of the total student population at PCC self-identify as Latinx. As of fall 2019, the College employed 441 tenured and tenure-track full-time faculty, 78 administrators/managers, 402 classified staff, and 765 part-time faculty.

In addition to academics, PCC provides athletic programs that include 16 intercollegiate athletic programs, including men and women's cross country, track and field, basketball, swimming and diving, and soccer. The College also offers women's water polo, women's volleyball, women's softball, women's badminton (which won back-to-back state championships in 2017 and 2018), men's baseball, and men's football. Its most notable alum is Jackie Robinson – the first African American to play in major league baseball – a track, basketball, and football star during his time at PCC.

Moreover, since 1947, PCC has educated and entertained the community via KPCC, its National Public Radio-affiliated, award winning local news and cultural programming radio station. PCC's knowledgeable faculty shape a student body amazingly rich in life experience and diversity. Skillful staff and administration promote an optimal and engaged educational environment, and the Trustees keep the College financially secure and in tune with the demands of the present and future.

Figure 1: PACCD Regional Population by Ethnicity
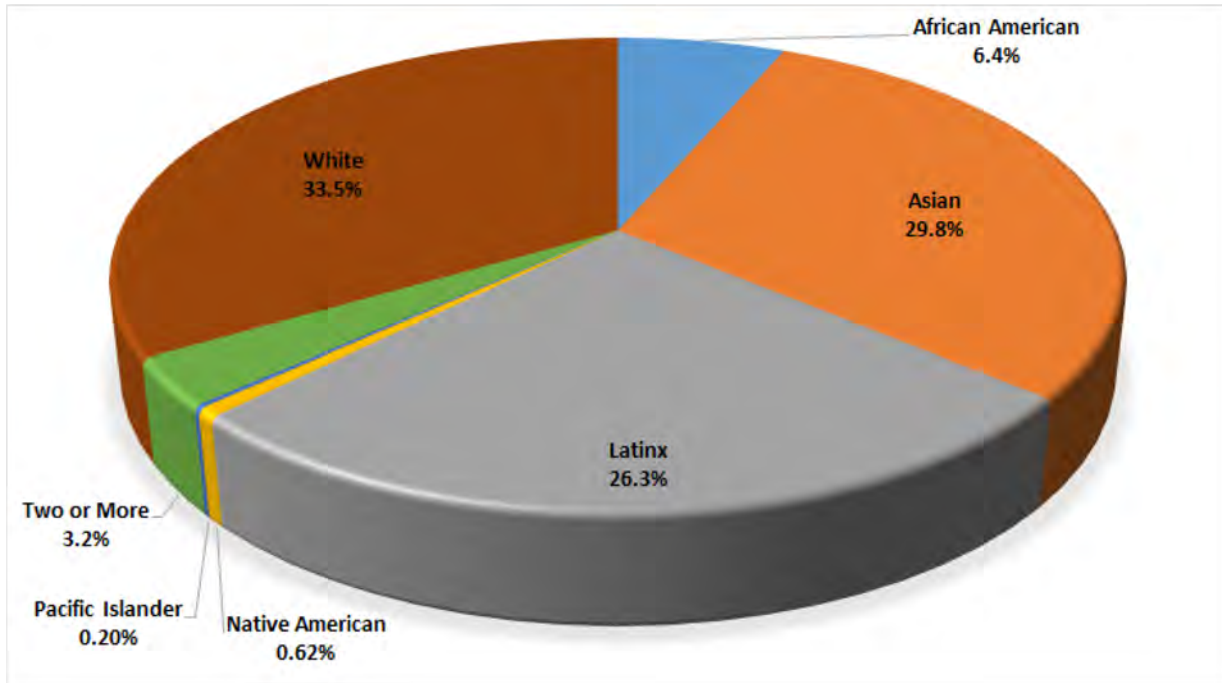
The region PACCD serves is diverse but does not reflect the general demographics of the PCC student population. The regional population is 33% White, whereas the student population at PCC is only 14% White. The PCC student population is 50% Latinx and the region population is only 26% Latinx. Also of note is the difference between the regional African American population at 6.4% and the PCC student African American population of 3.6%. The White and African American student population at PCC have both declined over the past five years (see Figure 4: Credit Students by Ethnicity). Additionally, the PACCD region is 30% Asian and the PCC student population is 26% Asian.

Figure 2: PACCD Regional Educational Attainment
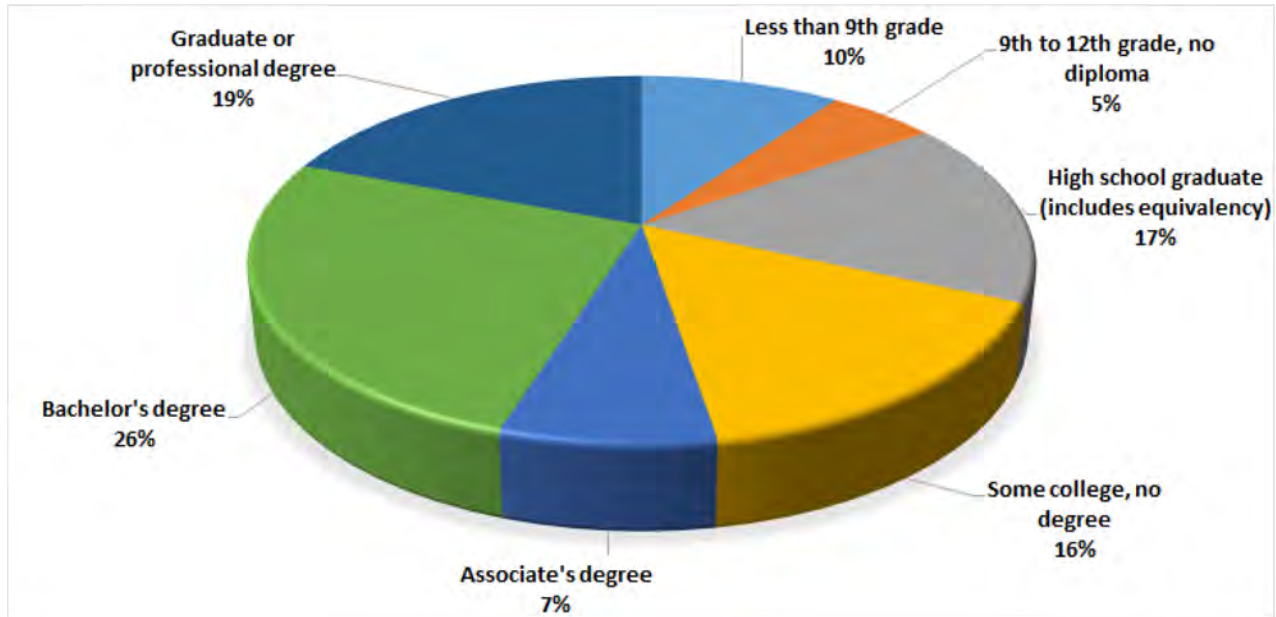
The educational attainment level in the PACCD region is relatively high with 52% of the regional population having obtained an associate degree or higher. Only 15% of the regional population has less than a high school diploma.

Major Developments since the Last Self Evaluation

Pathways First Year Experience (FYE)

PCC Pathways FYE was launched in 2011 to increase the success, persistence, and completion rates of students at Pasadena City College, and to close equity gaps. The program guarantees students a full schedule – including English and math/statistics courses – in the fall and spring semesters of their first year and provides them with the critical support they need outside of the classroom. The program uses a prescriptive "guided pathway" approach, which includes a comprehensive set of support services, a first-year seminar course, and access to counselors, coaches, tutors, and a dedicated resource center.

To maintain Pathways FYE status, students need to:

- attend a three-day summer orientation, called Jam

- carry a minimum of 12 units (full-time student status)

- enroll in math, English, and College 1, PCC's first-year seminar course

- meet regularly with their success coach and counselor

- participate in various workshops and activities throughout their first year.

Students who meet all program requirements receive priority registration and assistance. Pathways FYE has grown each year since inception, and in fall 2019 served over 2,800 first year, new-to-college students (approximately 60% of the incoming class). Pathways FYE students reflect PCC's diverse student body: the 2019-20 cohort are 52% Latinx, 27% Asian/Pacific Islander, 10% White, and 3% African American.

A report prepared in 2019 about the FYE program (2019 Pathways First Year Experience Report) focused on five key success indicators: cumulative credits earned, fall-to-fall persistence, transfer-level math and English completion, transfer status, and completion. On all five success indicators, Pathways FYE students outperformed non-Pathways FYE students. Not only does Pathways FYE enrollment result in greater success for students, but Latinx students outperformed their Latinx non-Pathways FYE peers on all indicators.

The program has grown steadily and continues to evolve. In 2019, PCC's Superintendent/President, Dr. Endrijonas, asked program staff to 1) continue to align the FYE with the College's Guided Pathways work and 2) serve all incoming students. In response, Pathways FYE now serves as the incubator for campus-wide adoption of the Guided Pathways framework, including use of multiple measures assessment and caseload counseling, implementation of career communities (meta-majors), work-based learning, and the development of Career Center services. The Pathway FYE Center has been expanded and renamed the First Year Success Center, where students can receive tutoring, financial aid application and course registration support, as well as visit with their success coaches, and access computers and printers.

A diverse group of campus leaders formed an inquiry group focused on addressing the needs of our part-time students. The goal is to develop effective supports for students who are unable to attend college full time, beginning in their critical first year. Their work is reflected in one of the College's Quality Focus Essays (QFE).

Aspen Top 10

Pasadena City College was named as one of 10 finalists for the 2017, 2019, and 2021 Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges. The College is honored to be considered a top 10 community college by the Aspen Institute, and PCC continues to expand the programs and services that brought this recognition.

Transfer to Four-year Institutions

PCC is the number one school in California for transfers to California State University and University of California. According to data released by the UC President's Office and the CSU system, PCC sent 2,321 students to these four-year institutions in spring and fall 2019. PCC had 1,506 students transferring from Pasadena to schools throughout the four-year CSU system specifically (#1 for Transfer). The top destinations for PCC transfers were CSU Los Angeles, CSU Northridge, and Cal Poly Pomona.

Student Support Services

PCC is committed to investing resources in areas with the greatest need so that students reach their greatest potential. To this end, PCC intentionally provides support to students traditionally underrepresented in higher education. To assist students in meeting their goals, PCC has opened and sustained many services, including:

The Freeman Career and Completion Center

The Robert G. Freeman Center for Career and Completion was established through a donation from local philanthropists and supporters of PCC (Freeman Career and Completion Center). It offers guidance for students in exploring careers, obtaining internships, and finding employment. The Freeman Center also assists employers in matching students to their workforce needs. It offers workshops and events on topics such as leadership development, networking, personal branding, and interviewing.

Here2Help

The Here2Help resource guide for students in need lists resources in the areas of transportation, support programs, financial assistance and employment, childcare and after school programs, Rapid Response Emergency Aid (RREA), health care, housing and shelter, and food and clothing (Here2Help Website).

U-PASS

U-PASS at PCC offers unlimited rides on the Metro Bus and Rail, Foothill Transit, and Pasadena Transit. U-Pass was introduced in 2016, it replaced the I-Pass system which started in 2010. U-Pass is a way to meet the transportation needs of our commuter students. With most of the student population coming from outside the District and limited on campus parking, U-PASS assists students by providing a reduced cost metro pass that can be used throughout Los Angeles County (U-PASS).

Lancer Food Pantry

The Lancer Food Pantry Advisory Committee was created in October 2015 to address food insecurity among PCC students, to increase awareness of hunger and poverty issues affecting our PCC community, and to provide food, hygiene supplies, and referral to off-campus resources to students in need. In late December 2016, the Lancer Pantry held its soft opening, paving the way to full operational capability in the winter 2017 Intersession. The Lancer Pantry held its Grand Opening with the beginning of the spring 2017 Semester. The Lancer Pantry Project is operated by the Office of Special Services and generously supported through kind donations from the staff and faculty of Pasadena City College, community partners, PCC alumni, and the larger community. The program accepts donations of canned goods and monetary contributions. The College provided a dedicated space for the Lancer Pantry and continues to look for ways to expand the services provided to assist our students (Lancer Food Pantry).

Rapid Response Emergency Aid

Formerly Dreamkeepers, this program is a collaborative campus effort to help PCC students if a financial crisis occurs which threatens their ability to stay in college. Rapid Response Emergency Aid (RREA) is meant to help in times of unforeseen financial emergencies, and can be used to cover certain eligible expenses, such as utilities, rent, medical and dental costs, or automobile expenses, as well as the money for books or tuition-related expenses (Rapid Response Emergency Aid).

Laptop Loan Program

In addition to numerous computer labs on campus, the Library offers a laptop lending program to PCC students. Laptops can be checked out for 4 hours at a time at no cost to the student for use in the Library through a state-of-the-art laptop dispensing machine. In spring 2020, the College designated a computer lab to be open until midnight five nights a week to further support students in need of computer access (Laptop Loan Program). The Laptop Loan Program has been expanded to accommodate students during the remote instruction period.

Social Work Services

A social services coordinator provides case management on a walk-in basis or by appointment. They offer help and support for students who may be in crisis in regards to housing, personal safety, a need for community assistance, substance abuse issues, advocacy needs, public assistance programs, navigating short term disability (CA SDI) or paid family leave (PFL), or if they are the caregiver for an elderly or disabled adult or child. A trained social worker is available to refer students to the services they need on campus or in the local community (Social Services Support).

Quest Center

QUEST Center (Queer, Undocumented, Empowerment, Support to Thrive) opened in winter 2020 as a safe space and resource center for our LGBTQ+ and undocumented students (QUEST Center). The QUEST Center provides drop-in counseling, financial aid application support, free legal services, community referrals, workshops, and programing to support LGBTQ+ and undocumented students. QUEST has a dedicated full-time professional coordinator who works to engage and support students as they work toward their educational goals.

PCC Welcome Center

PCC has focused on the student experience from the point of their interest in the College through the end of their first year. The goal is to minimize the number of transactional contacts and to create a more meaningful orientation/transition process that is scaffolded and unique to each student. Student Services, the Student Success Committee, and Guided Pathways Working

Groups each take a campus-wide lens, with equity at the center, to address this process (Welcome Center). Most recently, a First Year Council was convened as PCC reimagines serving all new to college and new to PCC students.

PCC Connect

PCC Connect is an early alert and campus-wide networking technology utilized to connect faculty and success coaches to students (PCC Connect). The system is available to all instructional faculty who can use it to provide feedback to their students on their academic performance and to connect students to services that will support them. Success coaches can use the technology to connect with students who need additional assistance, they can view student records, and they can also store notes on student visits. PCC Connect is a proactive way for faculty and success coaches to reach out to students for early intervention.

Office of Economic and Workforce Development

The Office of Economic and Workforce Development (EWD) bridges the gap between the classroom and the marketplace, preparing students to seek entry-level employment and implement effective job skill upgrades (Office of Economic and Workforce Development). It is also central to the development of work-based learning opportunities for our students that bridge the classroom to careers. By creating unique educational and workforce initiatives and working with the businesses in the local community, EWD is leading the development of the "career first" mindset for all our students.

Professional Development

PCC is committed to providing an equitable learning community for our students. To lead this initiative, a Professional Development Director was hired with expertise in fostering equity-minded professional and organizational learning (Professional Development). The Director ushered in equity-themed Flex Days focused on disaggregating student success data. Over 100 faculty and staff participated in 4 or more identified Equity Professional Development Learning Opportunities since 2016. "Completion Takes a Community" and other student-centered professional learning opportunities engage colleagues throughout the College. Additionally, faculty and staff college wide receive equity grants to support the success of disproportionately impacted students.

Student Equity

PCC hired a Director of Student Equity, who leads the College's efforts to identify and eradicate gaps in student achievement, with a focus on helping all students reach their full potential. The director co-chairs the Student Success Standing Committee and worked with the campus community to develop the 2019-2022 Student Equity plan.

Safe Zones

PCC Safe Zone training identifies, educates, and supports allies. Allies are individuals within the PCC community who consider themselves to be knowledgeable about the needs of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQA) and/or undocumented persons. Individuals who complete the training provide support by displaying a sticker or lapel pin that indicates that they are an advocate and have a degree of cultural competence for those who are undocumented and/or LGBTQA.

Open Educational Resources and Zero Textbook Cost

PCC remains committed to providing quality low-cost and no-cost textbooks to students. For the 2017-2018 school year, Rice University's Open Stax recognized PCC as its #1 institutional partner for the adoption of open source textbooks. Librarians with Open Educational Resource (OER) expertise, as well as a searchable class schedule for Zero Textbook Cost (ZTC) sections, bring this cost savings directly to students.

Through its OER/ZTC efforts, the College has saved students over $2,300,000 in projected costs over the 19/20 academic year associated with the costs of textbooks based on an OpenStax metric of $79.37/student, a 61% increase from the previous year. The 19/20 academic year also held a 59% growth in faculty participation, and a 60% increase in course sections offered from the previous year. The effort was formally organized in the 16/17 academic year and since then, the College has supported nearly $6,000,000 in textbook cost savings for students (OER).

Student Enrollment Data

Figure 2: Unduplicated Headcount Credit and Noncredit – 5 years
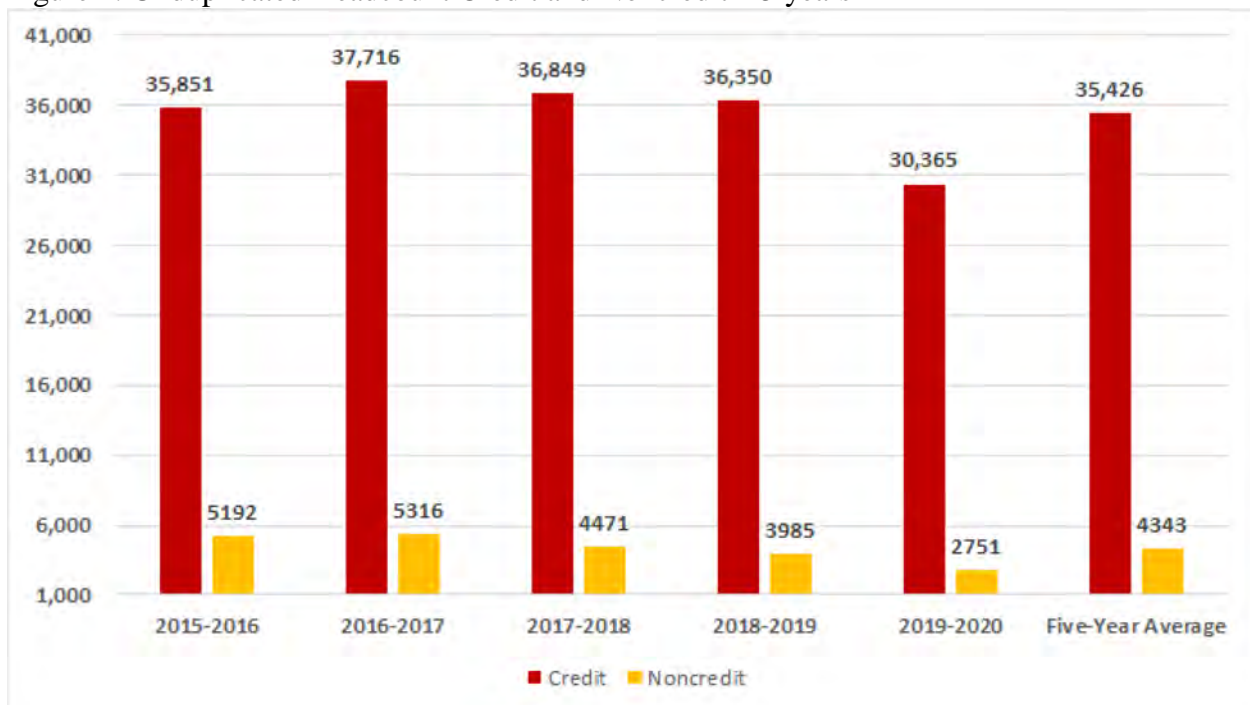
The College has seen slight fluctuations in credit student headcount over the last five years, but overall has been able to maintain credit student enrollments and will continue to do so for the foreseeable future. On the other hand, the noncredit student headcount has been declining over the past four years. The College is developing a plan to address the decline in noncredit enrollment.

Table 1: Enrollments, FTES, FTEF and Average Class Size

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Enrollments	180028	180092	194149	186833	181566
FTES	24315.86	24065.50	25911.95	24908.03	24558.83
FTEF	1679.16	2243.66	1942.30	1675.65	1646.58
FTES per FTEF	14.5	10.7	13.3	14.9	14.9
Sections	6626	6570	7189	7015	6962
Average Class Size	27.2	27.4	27.0	26.6	26.1

Table 1 provides information on overall enrollments, FTES, FTEF, FTES per FTEF, the total number of sections the College offers, and the average class size for the past 5 years. The College is working to "right-size" its section offerings by using unmet demand data provided by the Office of Institutional Effectiveness that helps deans and department chairs offer the right sections and the right number of sections to support our students' educational journey.

Labor Market Data

Table 2: Top 5 Occupational Employment Projections through 2026 in the Los Angeles Basin

Occupational Group	Estimated Jobs in 2016	Projected Employment in 2026	2016 - 2026 Change	Percent Change 2016 - 2026	Median Hourly Earnings 2016	Median Annual Earnings 2016	Auto-mation Index
Personal Care and Service Occupations	344,020	478,051	134,031	39%	$12.26	$25,494.80	95.8
Food Preparation and Serving Related Occupations	415,645	480,078	64,433	16%	$12.32	$25,632.08	126.1
Transportation and Material Moving Occupations	337,872	384,653	46,781	14%	$15.06	$31,321.59	110.5
Management Occupations	287,015	327,977	40,962	14%	$51.11	$106,315.93	385.2
Healthcare Practitioners and Technical Occupations	232,884	270,024	37,140	16%	$41.19	$85,670.54	88.3

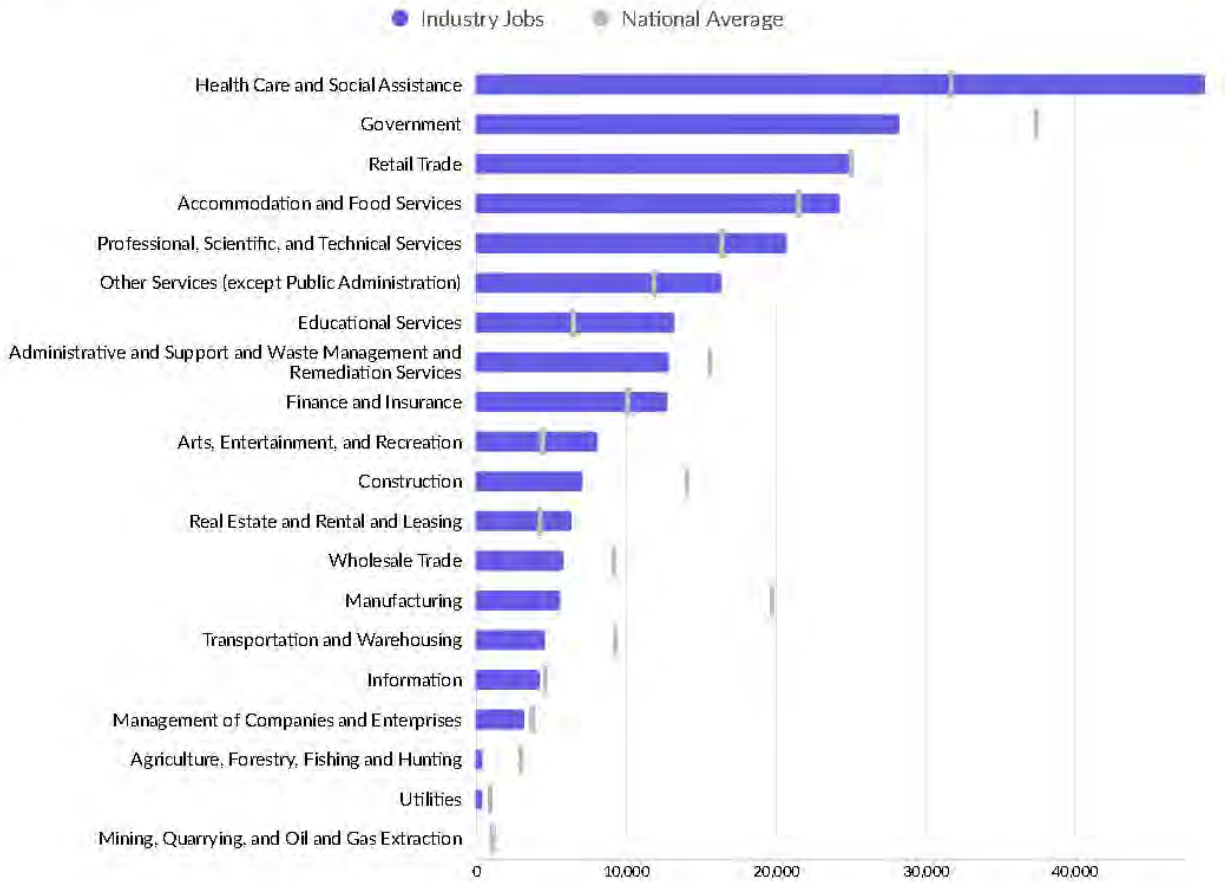Table 3: Fastest Growing Occupations in the Los Angeles Basin

Occupation Title	Estimated Employment 2016	Projected Employment 2026	Percent Change 2016-2026	Median Hourly Earnings	Median Annual Earnings	Entry Level Education
Personal Care Aides	207,050	289,600	39.90%	$12.13	$25,230	High school diploma or equivalent
Food Preparation and Serving Workers, Including Fast Food	92,620	120,130	29.70%	$12.12	$25,209	No formal educational credential
Software Developers, Applications	16,360	21,880	33.70%	$54.61	$113,600	Bachelor's degree
Medical and Health Services Managers	9,280	11,850	27.70%	$54.86	$114,125	Bachelor's degree
Home Health Aides	7,400	10,460	41.40%	$14.10	$29,322	High school diploma or equivalent
Massage Therapists	6,970	9,050	29.80%	$16.62	$34,569	Postsecondary non degree award
Nurse Practitioners	2,900	3,910	34.80%	$64.17	$133,472	Master's degree
Operations Research Analysts	2,620	3,340	27.50%	$44.71	$92,996	Bachelor's degree
Physician Assistants	1,930	2,650	37.30%	$56.70	$117,939	Master's degree
Physical Therapist Assistants	1,480	1,950	31.80%	$33.82	$70,350	Associate degree
Physical Therapist Aides	1,410	1,840	30.50%	$14.44	$30,040	High school diploma or equivalent
Statisticians	870	1,190	36.80%	$42.15	$87,680	Master's degree

Therapists, All Other	540	690	27.80%	$18.57	$38,625	Bachelor's degree
Occupational Therapy Assistants	530	690	30.20%	$35	$72,862	Associate degree
Floor Layers, Except Carpet, Wood, and Hard Tiles	500	640	28.00%	$26	$54,204	No formal educational credential

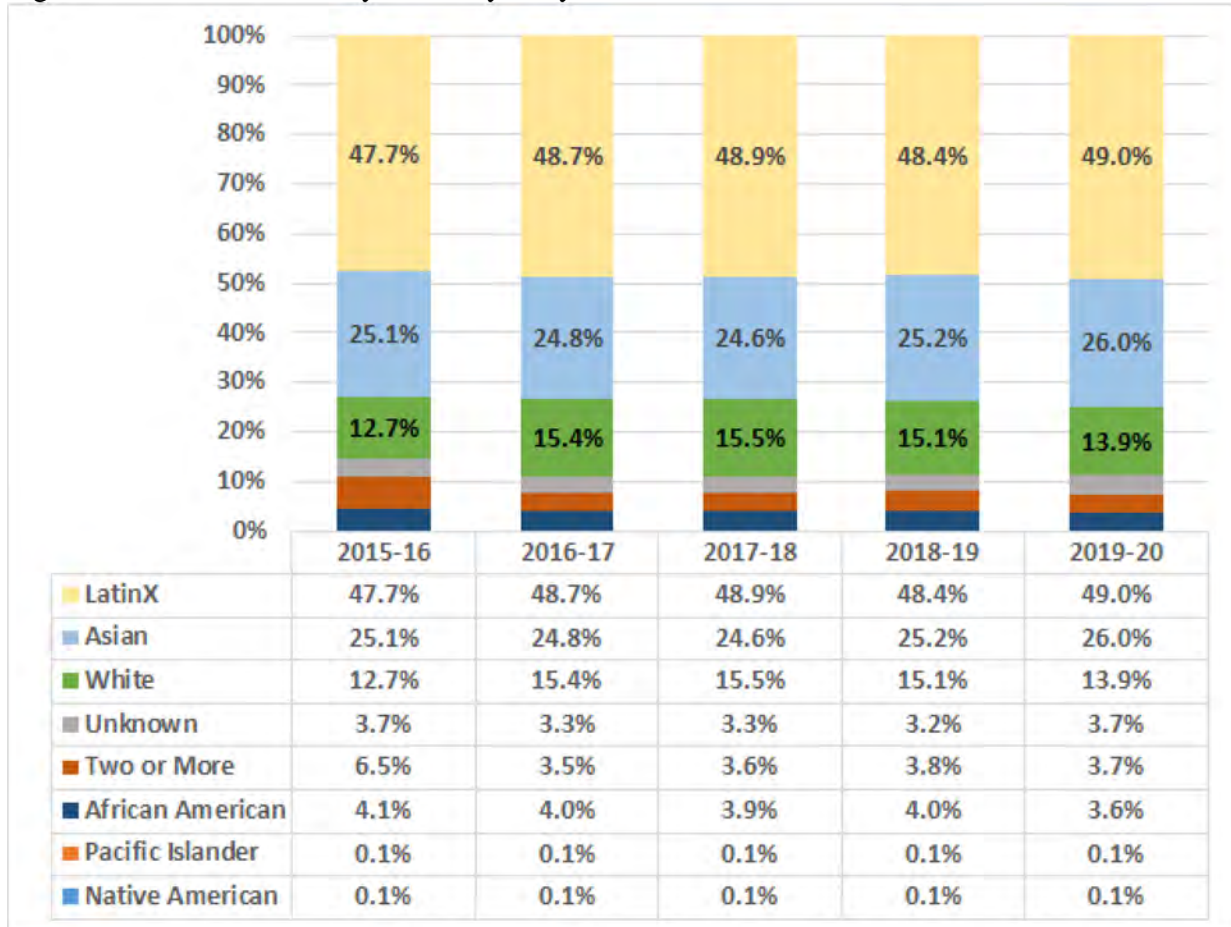Table Source: Labor Market Information, California Employment Development Department

Figure 3: Largest Industry Jobs in the Pasadena Area Community College District

Demographic Data
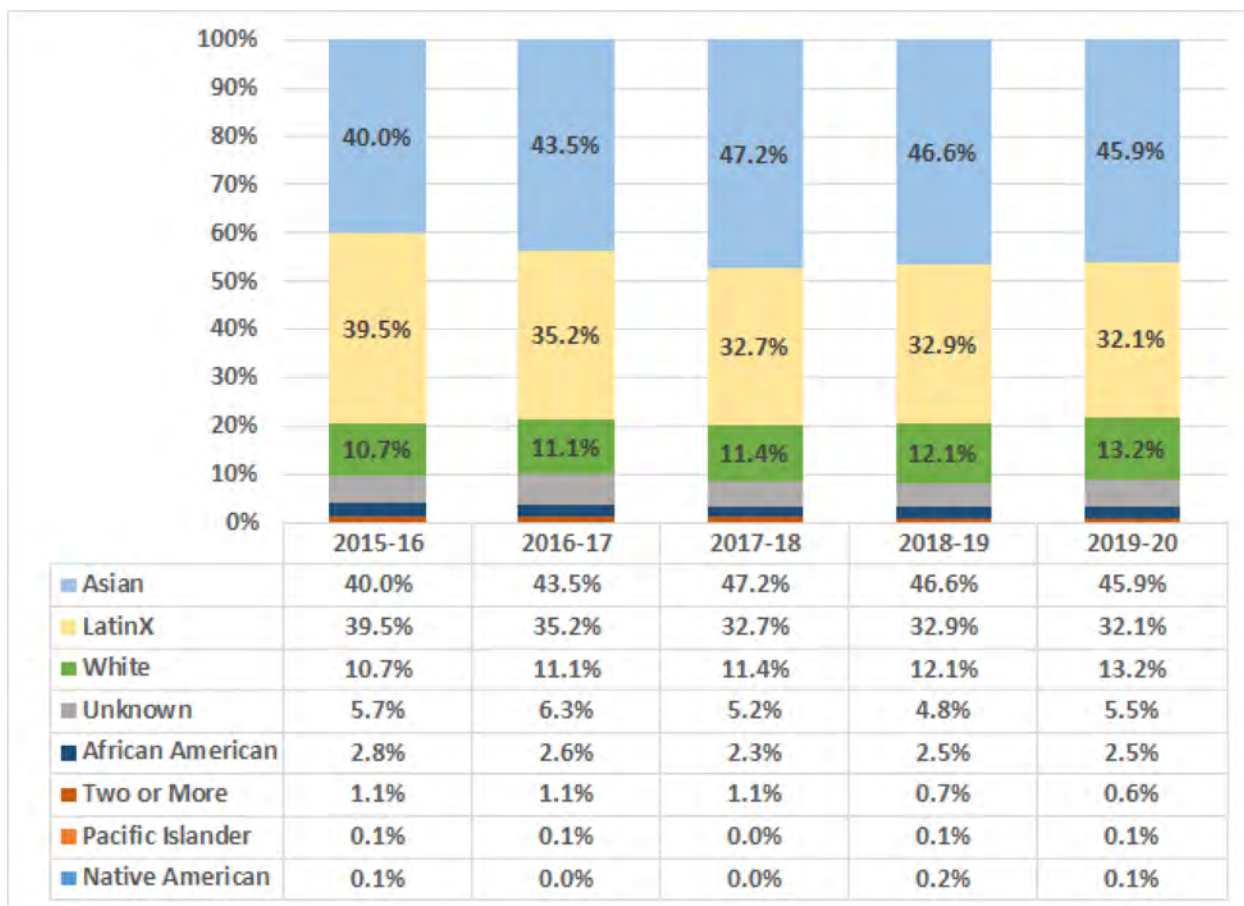
Figure 4: Credit Students by Ethnicity – 5 years

	2015-16	2016-17	2017-18	2018-19	2019-20
LatinX	47.7%	48.7%	48.9%	48.4%	49.0%
Asian	25.1%	24.8%	24.6%	25.2%	26.0%
White	12.7%	15.4%	15.5%	15.1%	13.9%
Unknown	3.7%	3.3%	3.3%	3.2%	3.7%
Two or More	6.5%	3.5%	3.6%	3.8%	3.7%
African American	4.1%	4.0%	3.9%	4.0%	3.6%
Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Native American	0.1%	0.1%	0.1%	0.1%	0.1%

The percentage of credit students in each racial/ethnic category has stayed consistent over the last five years, except for some fluctuations for White students. The percentage of students who identify as LatinX has increased in the last five years, from 47.7% in 2015-16 to 49% in 2019-20. The percentage of Asian students has also increased slightly, from 25.1% in 2015-16 to 26% in 2019-20. Our African American student population has declined slightly over the last five years.

Figure 5: Noncredit Students by Ethnicity – 5 years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Asian	40.0%	43.5%	47.2%	46.6%	45.9%
■ LatinX	39.5%	35.2%	32.7%	32.9%	32.1%
■ White	10.7%	11.1%	11.4%	12.1%	13.2%
■ Unknown	5.7%	6.3%	5.2%	4.8%	5.5%
■ African American	2.8%	2.6%	2.3%	2.5%	2.5%
■ Two or More	1.1%	1.1%	1.1%	0.7%	0.6%
■ Pacific Islander	0.1%	0.1%	0.0%	0.1%	0.1%
■ Native American	0.1%	0.0%	0.0%	0.2%	0.1%

The percentage of non-credit students in each racial/ethnic category has seen some fluctuations over the past five years. There has been a slight decline in the percentage of Latinx students, from 39.5% in 2015-16 to 32.1% in 2019-20. Asian students have increased from 40% in 2015-16 to 45.9% in 2019-20. Over that same time period, the percentage of White students has increased from 10.7% in 2015-16 to 13.2% in 2019-20. What is evident from Figure 4 to Figure 5 is that the ethnicity of the credit and noncredit students varies considerably.

Figure 6: Credit and Noncredit Students by Gender – 5 years

	2015-16	2016-17	2017-18	2018-19	2019-20
■ Female	55%	54.6%	54.4%	54%	54%
■ Male	45%	44.4%	44.6%	45%	45%
▦ Unknown	0.7%	1.0%	1.1%	1.2%	1.3%
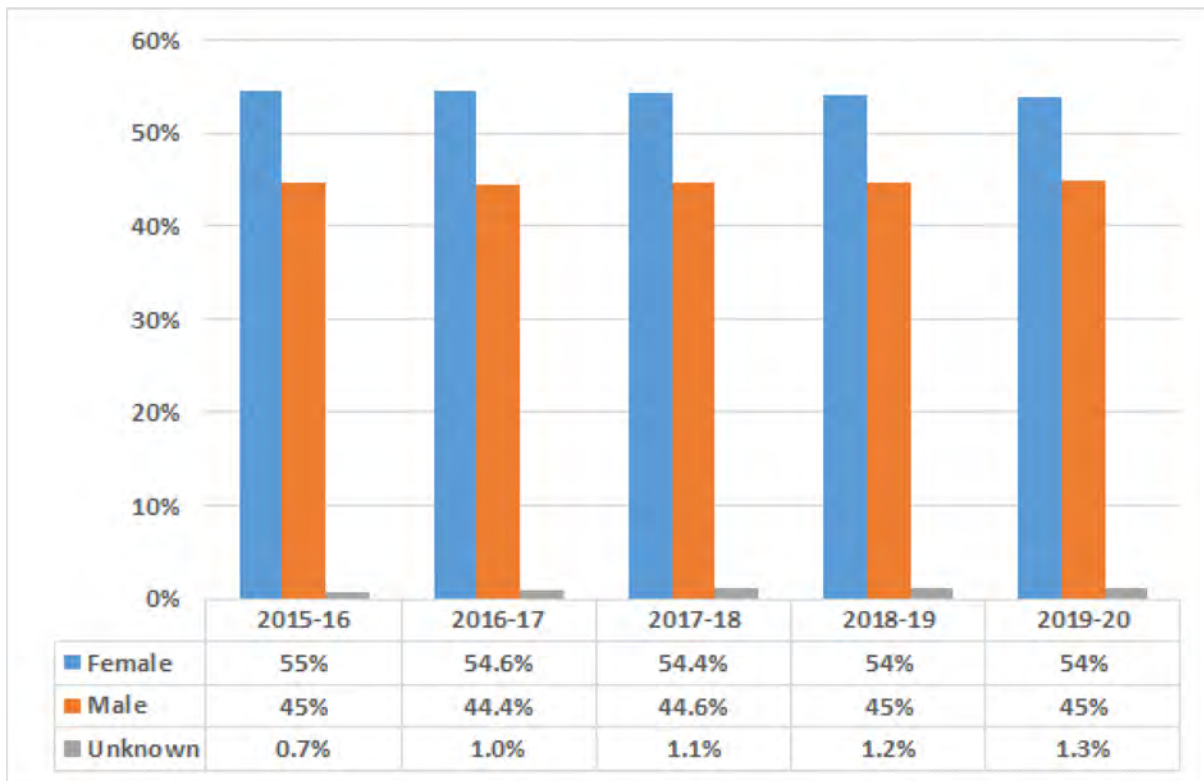
Over the last 5 years, the gender composition of students has remained generally the same. The percentage of female students has consistently held at 54-55%, with the percentage of students who identify as male at 44-45%.
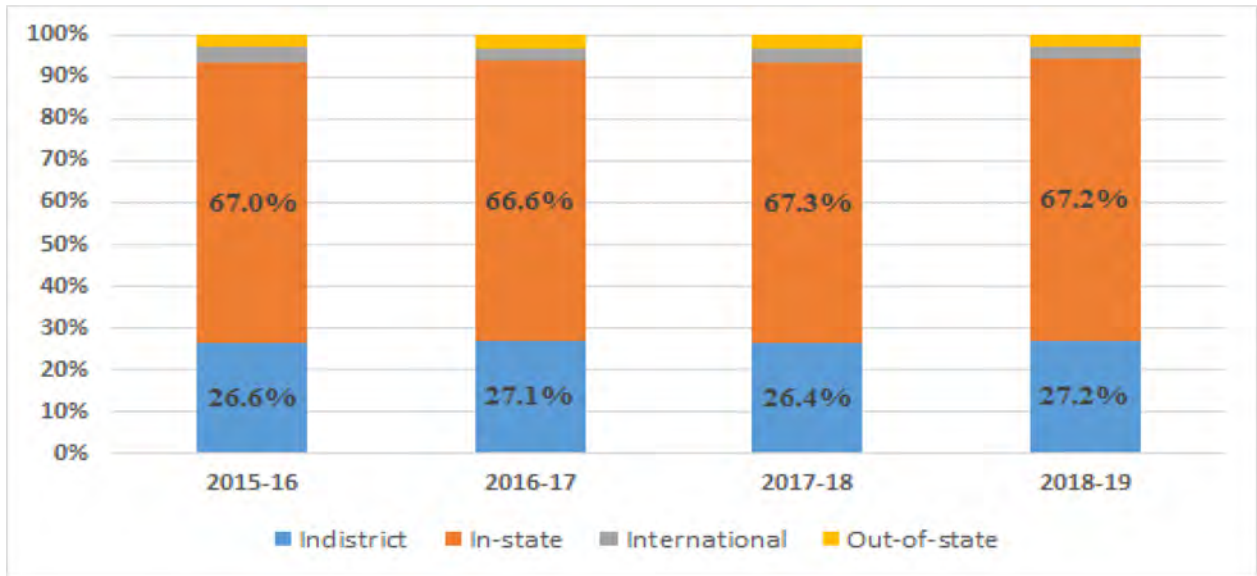
Figure 7: Credit Students by Residency – 5 Year

Figure 7 provides 5 years of residence status for our credit students. Most PCC credit students reside outside of the District boundaries but are classified as in-state residents. The College has been actively working with local high schools and community organizations to enroll more in-district students.

International students have consistently been about 3% of the credit student population, between 800 to 1000 by headcount, and are students who are enrolled full time and pursuing credit bearing coursework for transfer. Our International Student Office manages their enrollments and F-1 status with the College.
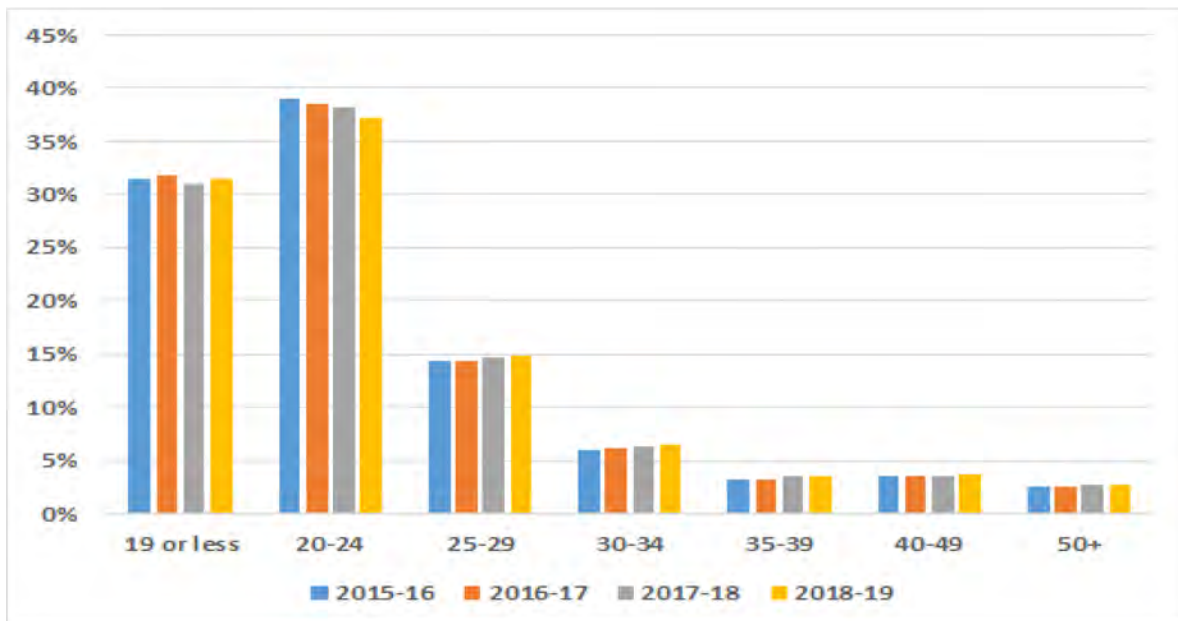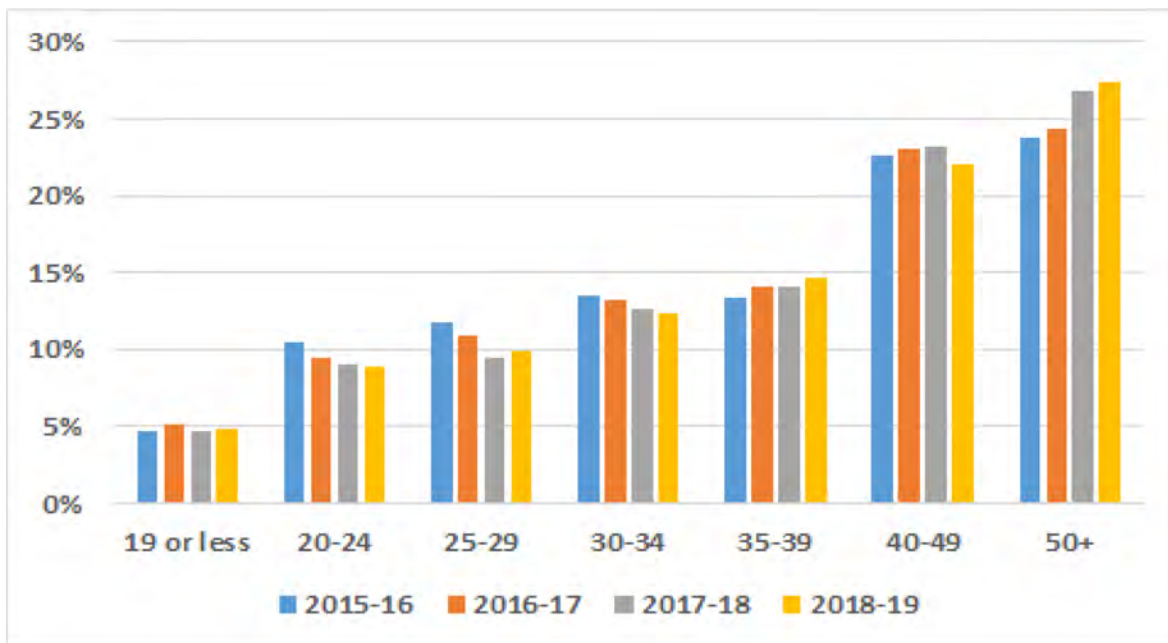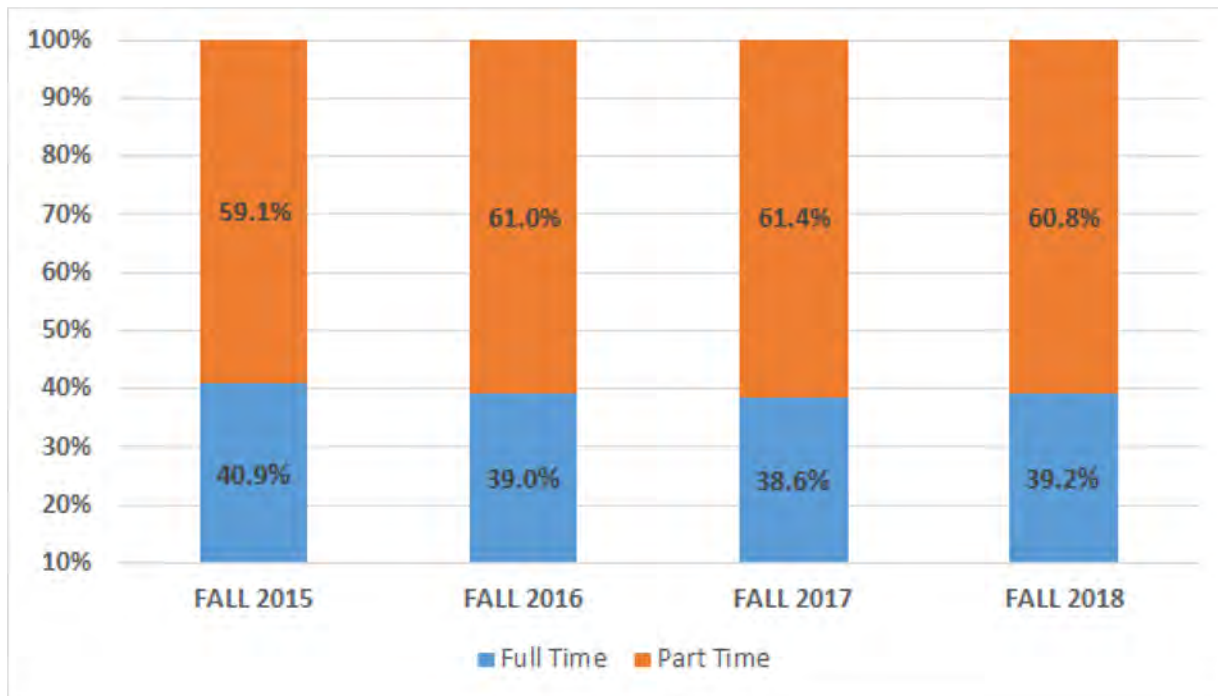
Figure 8: Credit Students by Age

Figure 9: Noncredit Students by Age

PCC credit and noncredit students differ greatly in age. PCC credit students are primarily in the typical college student age range, 19-24 years old (68%). The noncredit student population is primarily in the 35-50+ age range (64%).

Figure 10: Full Time and Part Time Status – Credit Students

The PCC credit student population has a majority of part-time students (<12 units). Although the College has implemented programs such as the FYE Pathways Program to increase the percentage of full-time students, the College continues to have a majority of its students attend part time. Therefore, the College has chosen to focus one of its Quality Focused Essays (QFE) on addressing the needs of our part-time students.

Socio-Economic Data

Table 4: PCC Financial Aid Recipients

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CCPG*	53.0%	50.1%	49.1%	48.7%	49.0%
Pell Grant	21.8%	21.3%	22.1%	23.5%	22.3%
Any Financial Aid	76.2%	74.8%	74.3%	75.1%	74.8%
Total Headcount	40,918	40,919	42,968	41,360	40,372

*Community College Promise Grant

Most PCC students receive some form of financial assistance. Almost 50% of the student population receives the California College Promise Grant in some form.

Table 5: PCC Students Low-Income Status

Low-Income Eligibility & Below Poverty Level		
Below Poverty Line	8224	22%
Not Below Poverty Line	7066	19%
Not Low-Income	21903	59%
Not Below Poverty Line	21903	59%

In 2018-2019, 41% of PCC students were classified as low-income, with 22% of those students classified as having income below the poverty line.

The median household income for the PACCD region is $88,652; this is $27,000 above the median household income for all of Los Angeles County ($61,000).

Sites

Pasadena City College – Colorado Campus
1570 East Colorado Boulevard
Pasadena, California 91106

Pasadena City College Child Development Center
1324 East Green Street
Pasadena, California 91106

Foothill Campus
Community Education Center
3035 East Foothill Boulevard
Pasadena, California 91107

PCC at Rosemead

4105 North Rosemead Boulevard
Rosemead, California 91770

**PCC Northwest**
1905 Lincoln Avenue
Pasadena, California 91103

Specialized or Programmatic Accreditation

[PCC maintains accreditation](#) from 11 outside regional and national organizations, including:

- Anesthesia Technology - [The American Society of Anesthesia Technologists and Technicians](#)
- Associate Degree Nurse - [The Board of Registered Nursing](#)
- Child Development Center - [The National Association for the Education of Young Children (NAEYC)](#)
- Dental Assisting, Dental Hygiene, and Dental Laboratory Technology - [The American Dental Association (ADA) Commission on Dental Accreditation (CODA)](#)
- Emergency Medical Technician-Paramedic - [County of Los Angeles](#) EMS Agency
- Licensed Vocational Nursing - [The Board of Vocational Nursing & Psychiatric Technicians](#)
- Medical Assistant - [The Medical Assisting Education Review Board](#)
- Paralegal Studies - [The American Bar Association](#)
- Radiologic Technology - [The Joint Review Committee on Education in Radiologic Technology](#)

B. Presentation of Student Achievement Data and Institution Set Standards

Figure 11: 3-year Average Course Success Rate by Gender
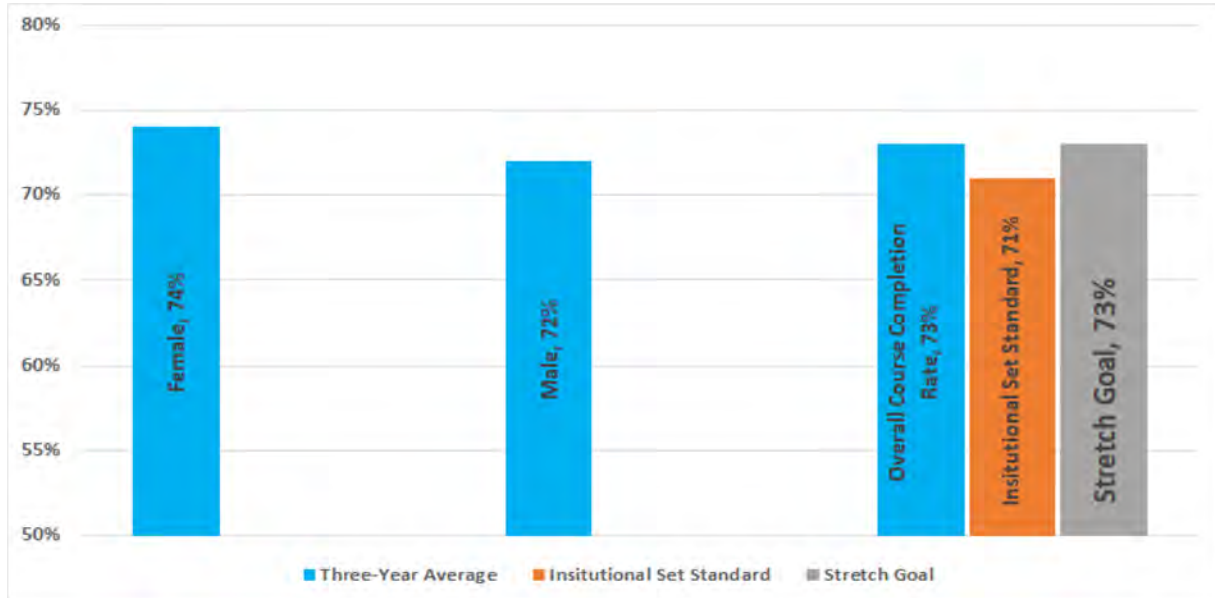
Over the last three years, females have achieved higher course success rates than males. Females, on average, maintain a course success rate of 74%, while males have a 72% course success rate. The College continues to exceed the institution set standard for a course completion rate of 71% and has meet the average stretch goal of 73%.

Figure 12: Course Success Rate by Ethnicity

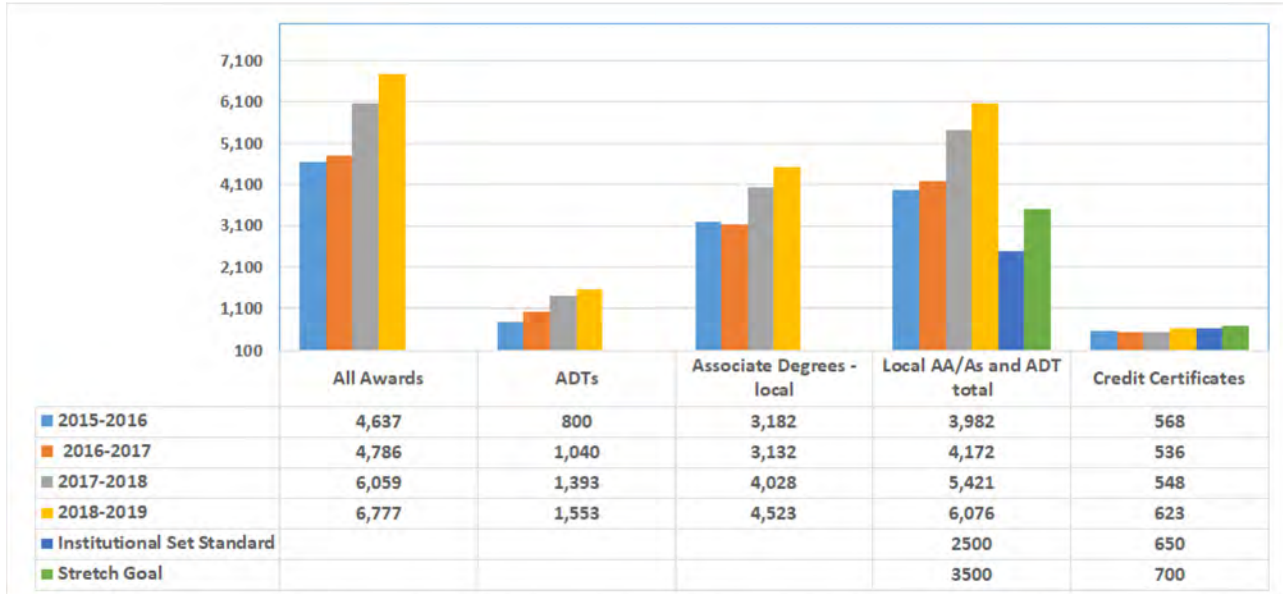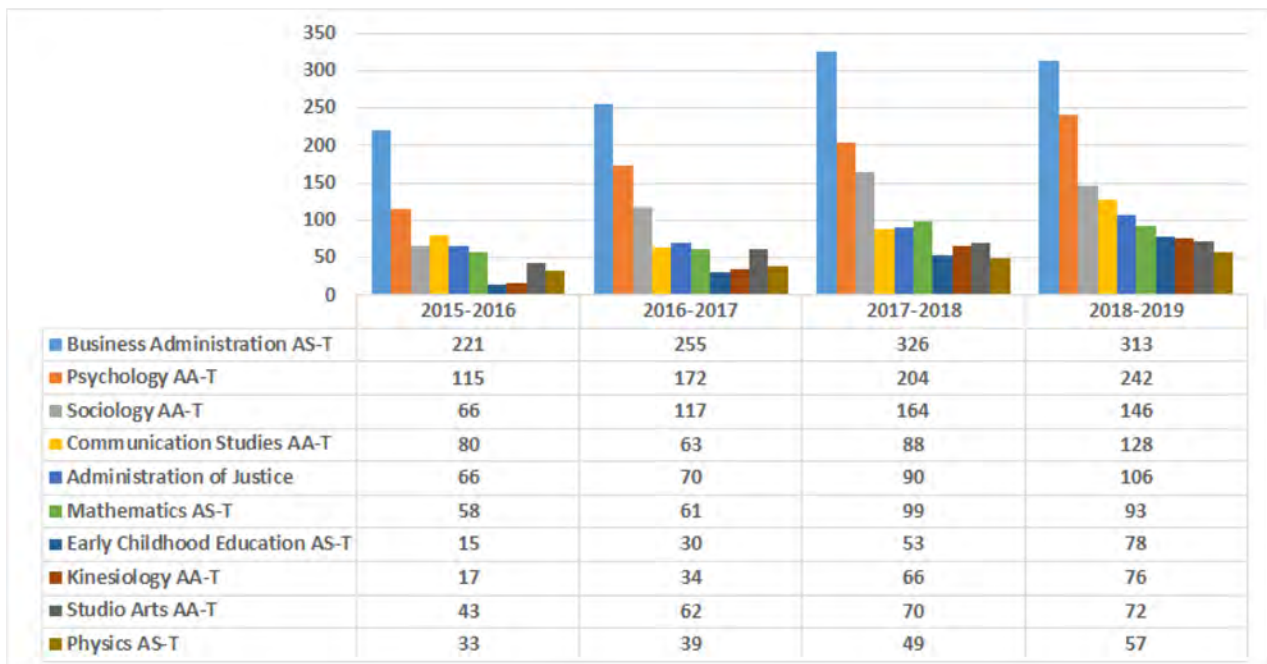|	African American	Asian	Latinx	Native American	Pacific Islander	Two or More	White	Unknown
2015-2016	62%	78%	65%	58%	75%	75%	77%	82%
2016-2017	64%	79%	67%	70%	75%	74%	79%	83%
2017-2018	64%	80%	67%	74%	68%	73%	79%	85%
2018-2019	63%	80%	67%	65%	75%	74%	79%	86%
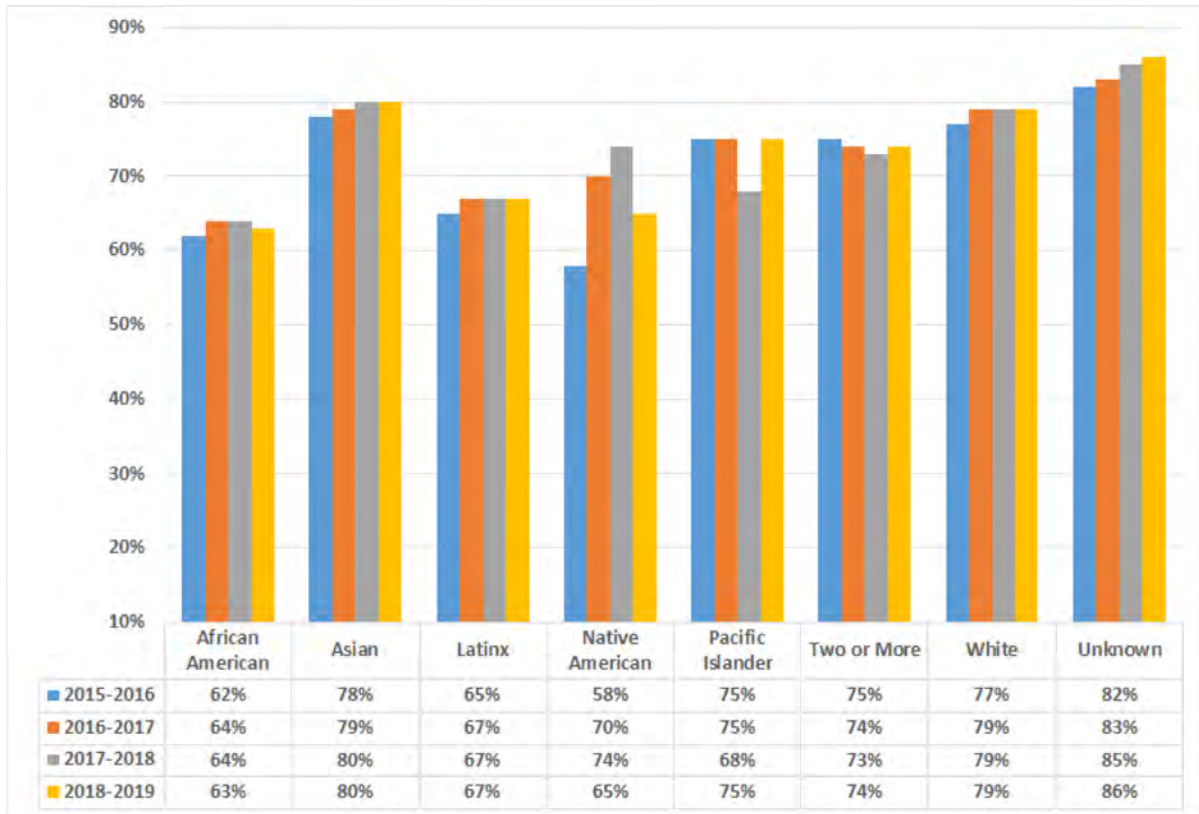
The course success rates for each racial/ethnic group have stayed largely consistent over the past four years. White and Asian students have higher course success rates than African American or Latinx students. So far, the College has made only minimal progress in closing the achievement gap for our Latinx and African American students.

Figure 13: Degree and Certificate Completion – 4 years

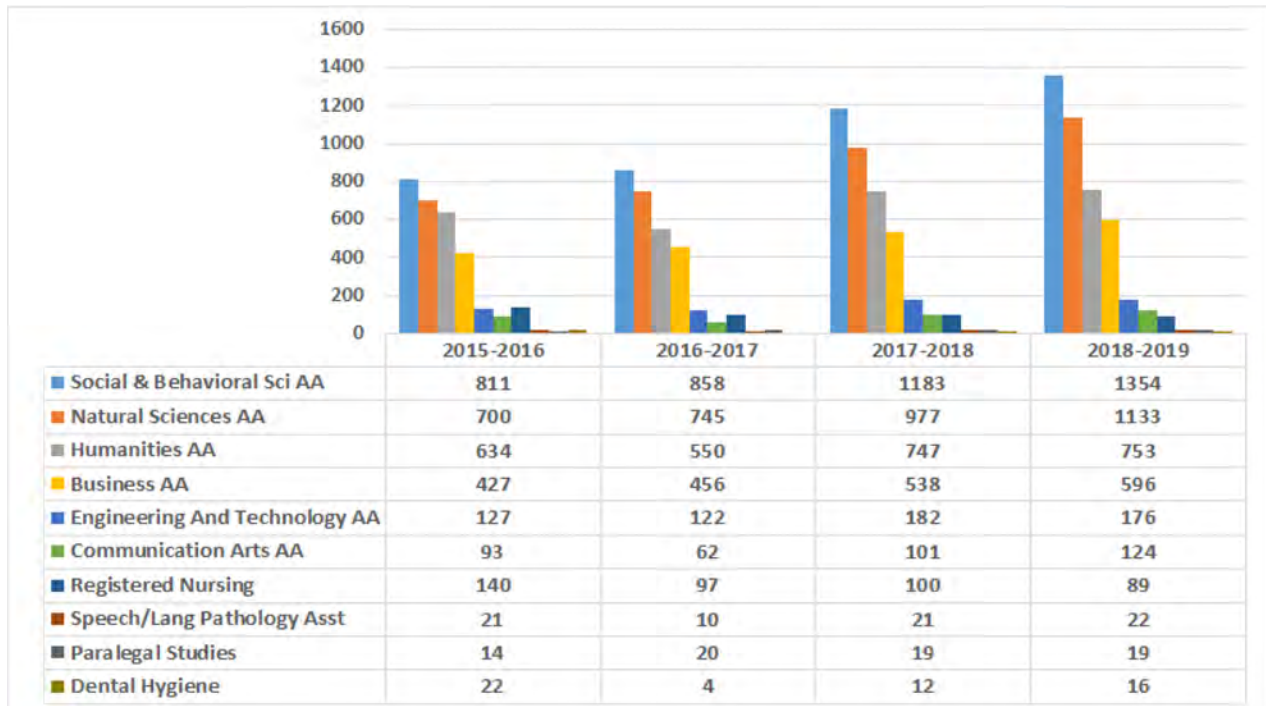|	All Awards	ADTs	Associate Degrees - local	Local AA/As and ADT total	Credit Certificates
2015-2016	4,637	800	3,182	3,982	568
2016-2017	4,786	1,040	3,132	4,172	536
2017-2018	6,059	1,393	4,028	5,421	548
2018-2019	6,777	1,553	4,523	6,076	623
Institutional Set Standard				2500	650
Stretch Goal				3500	700

Pasadena City College is a leading college in the state for awarding the Associate Degree for Transfer (ADT). Over the last 4 years, the College has increased the awards for local AA/AS degrees and ADTs. However, the College has seen a decline in the number of Certificates of Achievement awarded, with a low in 2016-2017 of 536; over the last two years that number has begun to improve.

Figure 14: Top 10 Associate Degrees for Transfer (ADTSs) Awarded

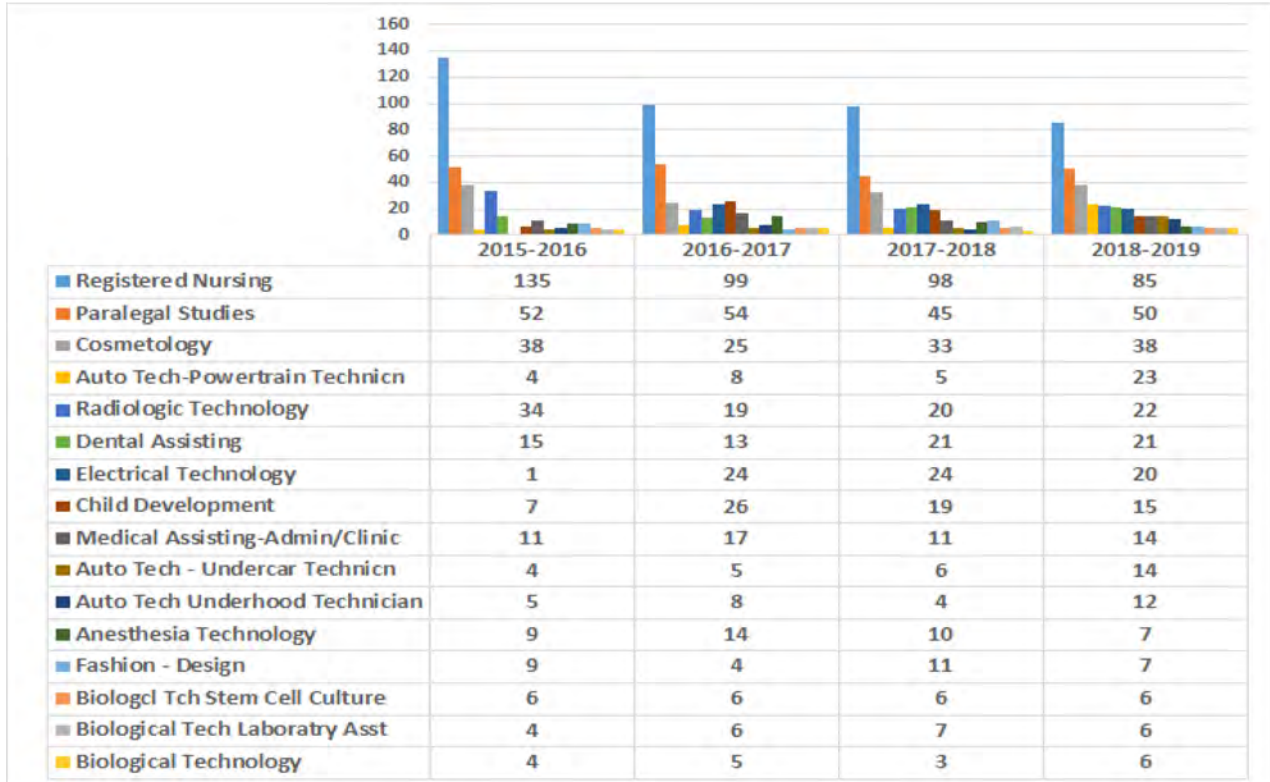|	2015-2016	2016-2017	2017-2018	2018-2019
Business Administration AS-T	221	255	326	313
Psychology AA-T	115	172	204	242
Sociology AA-T	66	117	164	146
Communication Studies AA-T	80	63	88	128
Administration of Justice	66	70	90	106
Mathematics AS-T	58	61	99	93
Early Childhood Education AS-T	15	30	53	78
Kinesiology AA-T	17	34	66	76
Studio Arts AA-T	43	62	70	72
Physics AS-T	33	39	49	57

Top Associate Degrees for Transfer (ADTs) at PCC are business administration, psychology, and sociology. The ADTs for communication studies and administration of justice have been steadily increasing since their introduction into the curriculum.

Figure 15: Top Local AA and AS Degrees Awarded

	2015-2016	2016-2017	2017-2018	2018-2019
■ Social & Behavioral Sci AA	811	858	1183	1354
■ Natural Sciences AA	700	745	977	1133
■ Humanities AA	634	550	747	753
■ Business AA	427	456	538	596
■ Engineering And Technology AA	127	122	182	176
■ Communication Arts AA	93	62	101	124
■ Registered Nursing	140	97	100	89
■ Speech/Lang Pathology Asst	21	10	21	22
■ Paralegal Studies	14	20	19	19
■ Dental Hygiene	22	4	12	16

Social and behavioral sciences and natural sciences are the top local AA degrees awarded by PCC. Humanities and business have been largely increasing over time. On the other hand, the local degree for registered nursing has seen a decline. PCC is addressing this issue by partnering with local four-year institutions with nursing programs to collaborate on the joint use of clinical sites.

Figure 16: Top 16 Certificate Programs

	2015-2016	2016-2017	2017-2018	2018-2019
Registered Nursing	135	99	98	85
Paralegal Studies	52	54	45	50
Cosmetology	38	25	33	38
Auto Tech-Powertrain Technicn	4	8	5	23
Radiologic Technology	34	19	20	22
Dental Assisting	15	13	21	21
Electrical Technology	1	24	24	20
Child Development	7	26	19	15
Medical Assisting-Admin/Clinic	11	17	11	14
Auto Tech - Undercar Technicn	4	5	6	14
Auto Tech Underhood Technician	5	8	4	12
Anesthesia Technology	9	14	10	7
Fashion - Design	9	4	11	7
Biologcl Tch Stem Cell Culture	6	6	6	6
Biological Tech Laboratry Asst	4	6	7	6
Biological Technology	4	5	3	6

PCC offers 89 Certificate of Achievement programs. Of those, nursing, paralegal students, and cosmetology have the most awards. Cosmetology saw a slight dip in 2016-2017 because the program lost its only full-time faculty member to retirement, but the program has been rebounding in the past two years with the addition of a new full-time faculty member. The Registered Nursing Certificate of Achievement has been on a steady decline in the past five years mainly due to the loss of clinical sites for the program. The College is in the process of addressing this issue by partnering with a four-year institution to secure clinical sites and provide a direct path for students to the bachelor's in nursing degree.

Figure 17: Transfers to Four-year Public and Private Institutions
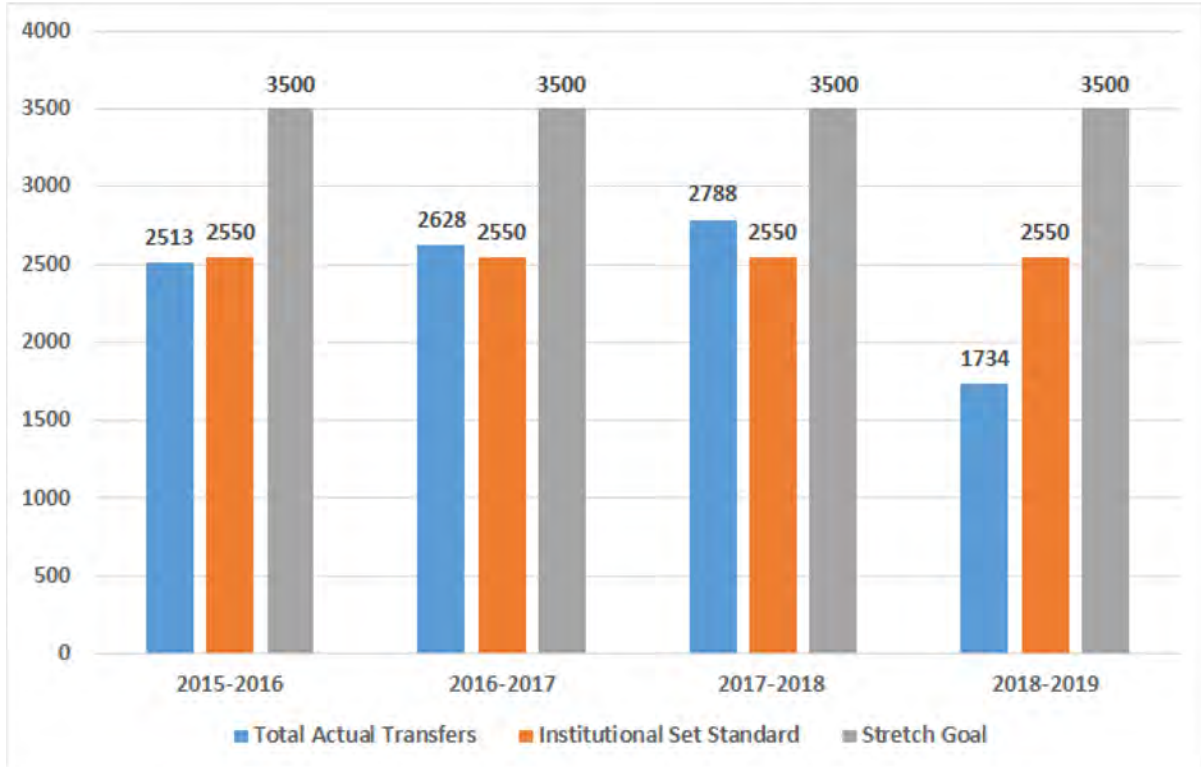
PCC has been able to meet its institution set standard for transfer, and is working to improve transfer pathways to four-year public and private institutions in order to achieve our stretch goal. The primary public transfer institution for PCC is California State University, Los Angeles (CSULA) and the primary private institution is University of Phoenix.

C. Organization of the Self-Evaluation Process

Formerly the Planning and Priorities Committee, the Accreditation Standing Committee (ASC) serves as central committee on accreditation to the College Council and is responsible for all aspects of the accreditation process at PCC. The primary purpose of the ASC is to guide and supervise the College's accreditation activities, including all accreditation reports, education of the campus community on accreditation standards and the accreditation process, regular assessment of the College's compliance with accreditation standards and policies, and recommendations to the College Council regarding accreditation-related issues (AP 3200 Accreditation). The ASC established a timeline in fall 2018 to meet the submission deadline for the 2020 Institutional Self-Evaluation Report (ISER).

PCC ISER Timeline

Fall 2018: Complete Standards Study, Establish Writing Groups, and Standards Co-chairs

November 2018: Beginner ISER Training

Spring 2019: Gather Evidence

Late Spring 2019: Writing Teams Begin Writing

Spring 2019: QFE Topics Discussion and approval

Fall 2019: Writing Groups Complete Writing

Winter 2020: FAC and ALO prepare 1st draft of ISER

Spring 2020: ASC Approves Draft for Online Review

Late Spring 2020: ISER Draft Online Review

Summer 2020: FAC Final Edits

September 2020: ASC Approves Draft for Shared Governance Approval Process

Fall 2020: ISER Shared Governance Approval

December 2020: ISER approved by BoT

December 20, 2020: ISER Submitted to ACCJC

March 2021: ACCJC Site Visit

ASC: Accreditation Standing Committee, QFE: Quality Focused Essay, FAC: Faculty Accreditation Coordinator

The Accreditation Standing Committee has 17 members, including the Accreditation Liaison Officer (ALO) and Faculty Accreditation Coordinator (FAC) as co-chairs. It meets twice monthly and maintains an Accreditation website with agendas and minutes. For the 2020 ISER, numerous other members of the campus community contributed ideas and feedback.

Members of the Accreditation Standing Committee:

Richshell Allen	Member	Strategic Comm & Marketing	Classified Senate
Thea Alvarado	Co-Chair	Social Sciences	Academic Senate
Melissa Anderson	Member	Natural Sciences	Academic Senate
Walter Butler	Member	Library	Academic Senate
Christopher Theung	Member	Student Representative	Associated Students
Terry Giugni	Resource Expert	Instruction	President's Area
Matthew Henes	Representative	Mathematics & Computer Science	Academic Senate
Audrey Joseph	Member	Academic Affairs	Classified Senate
Crystal Kollross	Co-Chair	Institutional Effectiveness	President's Area
Lynora Rogacs	Member	Visual Arts & Media Studies	Management Association
Shelagh Rose	Member	Languages and ESL	Academic Senate
Natalie Russell	Representative	Languages and ESL	Management Association
Carrie Starbird	Representative	Mathematics & Computer Science	Management Association
Bethany Stump	Member	Student Business Services	Classified Senate
Jeannie Sullivan	Member	Admissions and Records	Classified Senate
Jessie Wang	Representative	President's Office	Management Association

ISER Standards Co-Chairs and Writing Teams

Introduction:
Thea Alvarado, Social Sciences Faculty and FAC
Jennifer Alvarez, Institutional Effectiveness Administrative Assistant
Crystal Kollross, Institutional Effectiveness Executive Director and ALO

Standard 1: Mission and Institutional Effectiveness
Co-Chairs:
Melissa Anderson, Natural Sciences Faculty
Natalie Russell, Languages and ESL Dean

Contributors:
David Colley, Business Analyst
Tamiya Cousins, LAC Assistant
Yasmina Danic, LAC Assistant
Armando Duran, Counseling and Student Services Dean
Jennifer Fiebig, Social Sciences Faculty
Stephanie Fleming, Instructional Services Dean
John Gillette, Learning Resources Associate Dean
Hillina Jarso, Counselor
Audrey Joseph, Instructional Support Administrative Assistant
Crystal Kollross, Institutional Effectiveness Executive Director and ALO
Robert Lewis, Kinesiology Health & Athletics Sports Information Specialist
Dustin Tamashiro, Institutional Effectiveness Senior Analyst

Standard 2: Student Learning Programs and Services
Co-Chairs:
Matt Henes, Mathematics Faculty and Academic Senate President
Carrie Starbird, Mathematics and Computer Science Dean

Contributors:
Myriam Altounji, Counselor
Sharis Amirian, Counselor and Articulation Officer
Melissa Anderson, Chemistry Faculty
Patricia Bellali, Kinesiology Health & Athletics Trainer
Sharon Bober, Math Faculty and C&I Co-Chair
Denise Carter, Welcome Center Director
Dave Colley, Business Analyst
Armando Duran, Counseling and Student Success Services Dean
Julius Duthoy, Math Faculty
Kahlil Ford, Research and Planning Analyst
Anthony Francoso, Social Sciences Faculty
Barbara Freund, Health Sciences Dean
John Gillette, Learning Resources Associate Dean
Linda Hintzman, Math Faculty
Martha House, Natural Sciences Dean
Jeff Hupp, Counselor

Dan Huynh, Research and Planning Analyst
Hillina Jarso, Counselor
Julie Kiotas, Business, Engineering, and Technology Dean
Brock Klein, Pathways and Professional Learning Associate Dean
Tammy Knott-Silva, Kinesiology Faculty
Tanysha Laney, Research and Planning Analyst
Andre Lawrence, Learning Assistance Center Computer Support Technician
Robert Lee, English Faculty and Writing Support Center Coordinator
Oliva Loo, International Students Director
Dyan Miller, Kinesiology, Health, and Athletics Dean
Isela Ocegueda, Academic Affairs Dean
Cynthia Olivo, Assistant Superintendent/Vice President of Student Services
Mary Presley, LAC Assistant
Arlene Reed, Admissions, Records, & Enrollment Director
Liesel Reinhart, Performing/Communication Arts Dean
Jason Robinson, Director of Professional Development
Lynora Rogacs, Visual Arts and Media Studies Dean
Cristina Salazar-Romo, Languages and ESL Faculty
Taleen Seropian, Counselor
Ken Simon, Faculty Librarian
Christopher Theung, Associated Students Executive Vice President
Leslie Tirapelli, Library and Distance Education Dean
Lily Tran, Counselor
Lan Truong, Counselor
Sonya Valentine, Microbiology Faculty
Jamaar Walker, Counselor
Desiree Zuniga, Counselor

Standard 3: Resources
Co-Chairs:
Jessie Wang, President's Office, Manager, Internal Audit
Diasuke Yamaguchi, Visual Arts and Media Studies Faculty

Contributors:
Richshell Allen, Strategic Communications and Marketing
Carlos Altamirano, TLC Coordinator
Lissette Barnhart, Business and College Services
Jason Betrue, Distance Education Technologist/ Developer
Bob Blizinski, Asst. Superintendent, VP Human Resources
Michael Bush, Asst. Superintendent, VP Business and College Services
Dave Colley, Business Analyst
Leanne Flashberg, Human Resources Executive Assistant
Cathy Hanson, Human Resources Director
Marilyn Johnson, Information Technology Computer Technical Support Specialist
Candace Jones, Associate Vice President Information Technology Services

Matthew Kiaman, Director of Technical Services
Crystal Kollross, Institutional Effectiveness Executive Director and ALO
Richard Laret, Executive Director Facilities and Construction Services
Cha Mancini, Business Services
Joyce Miyabe, Director of Enterprise Application
Charlotte Moore, Human Resources Employee Relations Officer
Yuri Perez, Human Resources Assistant Director
Jason Robinson, Director of Professional Development
Lynora Rogacs, Visual Arts and Media Studies Dean
Shelagh Rose, Languages and ESL Faculty and Academic Senate
Bethany Stump, Student Business Services
Dootsdeemalachanok Thongthiraj, English Dean
Leslie Tirapelli, Library and Distance Education Dean
Linda Valencia, Coordinator Facilities and Construction Services
Chedva Weingart, Fiscal Services Executive Director
Ben Wilkes, Information Technology

Standard 4: Leadership and Governance
Co-Chairs:
Lynora Rogacs, Visual Arts and Media Studies Dean
Shelagh Rose, Languages and ESL Faculty and Academic Senate

Contributors:
Alexander Boekelheide, Special Assistant to the Superintendent/President
Berlinda Brown, Trustee
David Colley, Business Analyst
Eamon Conklin, Engineering and Technology Technician
Salvatrice Cummo, Economic Workforce Development Executive Director
Erika Endrijonas, Superintendent/President
Armine Galukyan, President's Office Executive Assistant
Matt Henes, Mathematics Faculty and Academic Senate President
Audrey Joseph, Instructional Support Administrative Assistant

Quality Focus Essay Members:
Melissa Anderson, Natural Sciences Faculty
Alexander Boekelheide, Special Assistant to the Superintendent/President
David Colley, Business Analyst
Stephanie Fleming, Instructional Services Dean
Matt Henes, Mathematics Faculty and Academic Senate President
Candace Jones, Associate Vice President Information Technology Services
Brock Klein, Associate Dean FYE Pathways
Jason Robinson, Professional Development Director
Lynora Rogacs, Visual Arts and Media Studies Dean
Shelagh Rose, Languages and ESL Faculty and Career Communities Coordinator
Carrie Starbird, Mathematics and Computer Science Dean

D. Organizational Information

Board of Trustees

Superintendent / President
Chief Executive Officer
Dr. Erika Endrijonas

Special Assistant to the Superintendent President
Alex Boekelheide

Director of Marketing
Vacant

Internal Audit
Manager
Jessie Wang

Chief Diversity Inclusion & Equity Officer
Vacant

Non-Credit & Offsite Campuses
Asst. Superintendent / Senior Vice President
Dr. Robert H. Bell

- **Community Education Center**
  Operations Supervisor
  Ibrahim Naeem
- **PCC Rosemead**
  Dean
  Dr. Raquel Torres-Retana
- **Contract Education & PCC Extension**
  Director
  Elaine Chapman
- **Noncredit Community Education Center**
  Interim Associate Dean
  William Syms

Business & Administrative Services
Asst. Superintendent / Vice President
Chief Business Officer
Dr. Michael Bush

- **Information Technology Svcs**
  Associate Vice President
  Candace Jones
- **Police & Safety Services**
  Chief
  Steve Matchan
- **Fiscal Services**
  Executive Director
  Chedva Weingart
- **Facilities & Construction Services**
  Executive Director
  Richard Laret
- **Business Services**
  Executive Director
  Darlene Inda

Instruction
Asst. Superintendent / Vice President
Chief Instructional Officer
Dr. Terry Giugni

- **Instructional Support**
  Dean
  Stephanie Fleming
- **Math & Computer Science**
  Dean
  Carrie Starbird
- **Kinesiology, Health, & Athletics**
  Dean
  Dyan Miller
- **Languages & ESL**
  Dean
  Natalie Russell
- **Natural Sciences**
  Dean
  Dr. Martha House
- **Performing & Communication Arts**
  Dean
  Liesel Reinhart
- **Library & Distance Ed.**
  Dean
  Dr. Leslie Tirapelle
- **Academic Services**
  Manager
  Jaclyn Cevallos

- **Professional Development**
  Director
  Dr. Jason Robinson
- **Health Sciences**
  Dean
  Dr. Micah Young
- **Business, Engineering & Technology**
  Dean
  Dr. Julie Kiotas
- **English**
  Interim Dean
  Dr. Tooktook Thongthiraj
- **Visual Arts & Media Studies**
  Dean
  Lynora Rogacs
- **Social Sciences**
  Dean
  Jeffrey Archibald
- **Child Dev. Center**
  Director
  Brenda Trejo
- **Academic Affairs**
  Dean
  Dr. Isela Ocegueda
- **Learning Resources**
  Associate Dean
  Vacant

Student Services
Asst. Superintendent / Vice President
Chief Student Services Officer
Dr. Cynthia Olivo

- **Financial Aid**
  Director
  Manuel Cerda
- **Counseling & Student Success**
  Dean
  Armando Duran
- **Student Services**
  Dean
  Dr. Ofelia Arellano
- **Admissions & Records**
  Director
  Arlene Reed

- **Student Life**
  Dean
  Rebecca Cobb
- **Special Services**
  Associate Dean
  Dr. Ketmani Kouanchao
- **EOPS/CARE & Foster Youth**
  Director
  Niki Dixon
- **Pathways**
  Associate Dean
  Dr. Brock Klein
- **Student Equity**
  Director
  Dr. Michaela Mares-Tamayo

Human Resources
Asst. Superintendent / Vice President
Chief Human Resources Officer
Robert Blizinski

- **Human Resources**
  Director
  Brian Cummins
- **Human Resources**
  Asst. Director
  Yuri Perez-Frias

Institutional Effectiveness & Planning
Executive Director
Crystal Kollross

Economic Workforce Development
Executive Director
Salvatrice Cummo

- **Director of Operations**
  Leslie Thompson
- **Work-Based Learning**
  Program Manager
  Jacqueline Javier
- **Small Business Development**
  Director
  Donald Loewel
- **Freeman Center**
  Director
  Jason Barquero

Foundation
Executive Director
Bobbi Abram

- **Foundation Operations**
  Director
  Kris McPeak
- **Development**
  Manager
  Dolores Ybarra

District Administrative Staffing and Functional Chart

Effective September 2020

PASADENA CITY COLLEGE

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

Pasadena City College's authority to operate as a degree-granting institution is based on its continuous accreditation by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, which is recognized by the Council for Higher Education Accreditation and the U.S, Department of Education (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016). A letter of reaffirmation of accreditation is on file in the Superintendent-President's Office and is posted on the College's website (2.3.2017.Reaffirmation Letter). A notation of this status is noted in the College's Catalog. The College is part of the California Community College system which operates under the California Community Chancellor's Office (CCCCO) and is authorized by the State of California.

Eligibility Requirement 2: Operational Status

Pasadena City College, Foothill, PCC at Rosemead, and PCC Northwest are all operational and served approximately 37,000 students in credit and noncredit courses in the 2019-2020 academic year. The College offers a variety of coursework that can lead to students completing degrees, certificates, and appropriate transfer-level coursework, as well as develop additional skills to improve social mobility and job promotion. PCC has experienced a slight decline in overall headcount over the past two years but has still managed to maintain FTES numbers for apportionment and increase the number of degrees awarded annually.

Eligibility Requirement 3: Degrees

Pasadena City College offers 22 Associate in Arts Degrees, 33 Associate in Science Degrees for Transfer or Associate in Art Degrees for Transfer, 89 Certificate of Achievement programs, and 54 Occupational Certificate programs. All the College's Associate Degree for Transfer programs and some Certificate of Achievement programs are designed to be two years in length.

Additionally, the College offers noncredit coursework in nine general areas of competency including job training, older adult courses, adults with disabilities, parent education, adult basic education, English as a Second Language, adult high school diploma, GED preparation, and immigration education.

Eligibility Requirement 4: Chief Executive Officer

Dr. Erika Endrijonas became the 16th Superintendent/President of Pasadena City College on January 22, 2019. She was preceded by Dr. Rajen Vurdien who served from July 1, 2015 to January 21, 2019. The Superintendent-President is appointed by the College's seven-member governing board and possess the authority to administer all Board Policies and Administrative Procedures. The Superintendent/President is a full-time employee of the District and serves as the Chief Executive Officer of the College and is responsible to the District. The Superintendent/President is responsible for the development, implementation, and the evaluation of all College programs and services, as well

as for the administration and operation of the campuses and sites of the Pasadena Area Community College District (PACCD Board Bylaw 2430.Delgation of Authority). The Superintendent/President acts as the Secretary of the Board but does not serve as the Chair/President of the District's governing board.

Eligibility Requirement 5: Financial Accountability

The Pasadena Area Community College District annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. All funds of the College are audited, and all results are posted on the College's website to ensure full transparency to internal and external constituents. Copies of the audit reports are annually submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in additional to the annual Financial Report (PACCD Annual Audits). The Board of Trustees reviews these audit reports on a regular basis as required by PACCD Board Policy 6400 Audits. Evidence of all annual external audit reports are detailed in Standard III.D. Fiscal management of the College is established according to Board Policy 6300.

F. Certification of Continued Institutional Compliance with Commission Policies

The Pasadena Area Community College District (PACCD) certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Pasadena City College has solicited comments through a variety of methods. Solicitation for commentary began in spring 2020 and continued into fall 2020. The College solicited third-party and public comments through a feedback form [that was posted publicly](#) on the Pasadena City College homepage, connected to the [accreditation@pasadena.edu](#) email address. In fall 2020 the ISER was taken through the College's shared governance process and shared with all constituency groups for further comments and edits.

Public notification of an accreditation evaluation team visit was posted on the College's website and on the College's electronic message boards located throughout the campus and facing the corner of Hill Street and Colorado Boulevard. The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third party comments.

Standards and Performance with Respect to Student Achievement

Evidence documented in *[Observations](#)*, PCC's annual fact book, describes student performance and achievement at Pasadena City College. *Observations* is available in electronic and print format. The College's Comprehensive Program Review (CPR) and the Annual Update (AU) processes integrate evaluation of student achievement within programs and link the results with planning, decision-making, and resource allocation. For programs in fields where licensure is required, the licensure examination passage rates for program completers is used as an additional student performance metric. The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.

Credits, Program Length, and Tuition

PCC follows Title 5 and the Program Course and Handbook Approval guidelines issued by the California Community Colleges Chancellor's Office when determining unit/hour calculations. [AP 4020 Program, Curriculum, and Course Development](#) contains unit calculations for the "credit hour." [BP 4020 Program, Curriculum, and Course Development](#) gives authority to the District to assess and designate each of its programs as either a "credit hour" program or a "clock hour" program, and to the Superintendent/President to establish procedures consistent with applicable federal and state regulations.

Pasadena City College evaluates and awards degrees and certificates pursuant to California Code of Regulations Title 5, Section 55063 and 55072. Criteria for awarding degrees and certificates are established in AP 4100 Graduation Requirements for Degrees and Certificates. The PCC Catalog 2020-2021 pages 34-35 specifies the fees and tuition associated with the costs of attending the College, including nonresident tuition, information on instructional material fees, and the refund policy. The Office of Financial Aid provides financial assistance in the form of grants, enrollment fee waivers, loans, scholarships, and part-time work-study employment for students who meet financial aid program eligibility requirements (AP 5130 and BP 5130 Financial Aid).

Transfer Policies

The website, catalog, and other program documents appropriately display information about transfer policies. Pasadena City College complies with the commission's policy on transfer of credit and clearly describes this to students. PCC maintains information on transfer in its course catalog and updates it annually. PCC Catalog 2020-2021 Section IV Transfer Information and Section V pg. 102-108 provides evidence of PCC's transfer guidelines.

AP 5120 Transfer Center specifies that the District has a transfer center plan that complies with the requirements of Title 5. The plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students among potential transfer students.

BP 5120 Transfer Center maintains that PCC incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes through its equity efforts that students who have been historically underrepresented in transfer to baccalaureate level institutions are a special responsibility.

Distance Education and Correspondence Education

Pasadena City College offers two primary modes of distance education: online courses (fully online using the College's CANVAS Learning Management System (LMS), and hybrid courses (partly online using CANVAS and partly face-to-face). A distance education course is required to meet the same Student Learning Outcomes as the face-to-face course. For a course to be offered as fully online or hybrid, it must first have approval by the Curriculum and Instruction (C&I) Committee as per California's Title 5 requirements. This is done through a review of the entire course as well as an addendum known as the supplemental Form D (Distance Education Addendum). Both the course and Form D must be approved through the full C&I Committee process and presented to the Board of Trustees for final approval. Student Learning Outcome (SLO) assessment for courses, including distance education courses, is used to monitor synthesis of learning and is completed and discussed among appropriate discipline faculty on a regular basis as part of the Annual Update. Data on success and retention for distance education courses are compared to the face-to-face courses in the Annual Update and in the Comprehensive Program Review process.

Resources are provided to ensure instructors are appropriately equipped to create an equivalent experience in the distance learning environment as in a face-to-face environment. Moreover, resources are provided to students to make certain that the experience in distance education courses is equivalent to face-to-face courses. The Distance Education Department assists instructional faculty with the development of online courses through training and support, informs faculty about policies, procedures, and best practices relevant to and required of such courses, and oversees the operation and technical development of distance education courses. A Faculty Handbook with resources, policies, and best practices for distance learning is available for instructors online (DE Faculty Handbook). The Academic Senate's Faculty Committee on Online Education focuses on recommendations, policies, and practices for online instruction (Academic Senate FCOE Mission Statement).

The College utilizes the substantive change process to inform the Commission when fifty percent or more of a program, degree, or certificate can be completed via distance education. PCC's Substantive Change Proposal to Offer at Least 50% of Course Units for Programs through Distance Education was last submitted to the Commission in February 2012 (Substantive Change Distance Education).

PCC has processes in place to address student authentication. Each time a student accesses an online course, that student must log in to the CANVAS LMS using college-assigned credentials. Additionally, PCC has clear add and drop policies requiring first day participation and communicates these procedures clearly to students in the PCC 2020-2021 College Catalog page 27 (Academic or Administrative Drop). Board Policy 4105 and Administrative Procedure 4105 specify policies and procedures relevant to Distance Education.

Student Complaints

Pasadena City College strives to serve students and non-students courteously, promptly, equitably, and in compliance with our policies and with state and federal laws. Processes and procedures are available to any student who reasonably believes that a College decision or action has adversely affected student status, rights or privileges at PCC. This information is all publicly accessible through the Office of Student Services Website. Student complaints are classified into three categories: 1) grade appeals; 2) complaints; or 3) discrimination complaints. The process for filing complaints that are not resolved at the campus level is also included.

Institutional Disclosure and Advertising and Recruitment Materials

Pasadena City College exhibits integrity and responsibility in all advertisements and publications by ensuring that the College's educational programs and services are the primary emphasis of recruitment literature. Information regarding course credit, transfer, and requirements for course completion are clear, accurate, current, and widely available. Detailed information regarding admissions, financial aid, fees, and other major policies regarding students is in the catalog and on the website. The catalog and website also include the academic calendar, learning resources, and detailed information about courses and programs.

The legal requirements for licensure, licensure examinations, and entry requirements into occupational programs are described in appropriate literature including the College's catalog and the Career Exploration tool available on the College's website. The catalog is updated annually and includes all information required by the regional accrediting body. The College's location, contact information, and accreditation standing are located on the opening pages and the mission and values are included in the general information section of the catalog. The ACCJC accredited status and supporting documents for PCC are also accurately depicted on the College's website.

Title IV Compliance

Pasadena City College is in compliance with federal regulations set forth in Title IV of the Higher Education Act (HEA). The College is diligent in reviewing and addressing loan default rates. To adhere to the requirements of the federal Department of Education, the College utilizes guidelines from the Cohort Default Rate guide to ensure that PCC's default rate is not above 25% for the two-year and 30% for the three-year rates. For 2016, the most recent year published by the National Center for Education Statistics, PCC's default rate was 9.8%. The College is proactive about monitoring and preventing student loan default. The first step in this process is to educate borrowers about the process of financial aid at PCC. The Office of Financial Aid maintains a "Guide to Receiving Financial Aid" that lists the steps students must take in the process of applying for and receiving financial aid. Loan counseling is required during the application process. PCC's College 1: First Year Seminar, developed as part of PCC's First Year Experience program, addresses financial management in its curriculum. The College carefully monitors all active default accounts and uses multiple methods of communication and education to assist borrowers who may be in default status.

Introduction Acronyms

ACCJC Accrediting Commission for Community and Junior Colleges

ADA American Dental Association

ADT Associate Degree for Transfer

ALO Accreditation Liaison Officer

ASC Accreditation Standing Committee

AU Annual Update

C&I Curriculum and Instruction

CA SDI California State Disability Insurance

CDC Child Development Center

CCCCO California Community Chancellor's Office

CODA Commission on Dental Accreditation

CPR Comprehensive Program Review

CSULA California State University, Los Angeles

DE Distance Education

ESL English as a Second Language

EWD Office of Economic and Workforce Development

FAC Faculty Accreditation Coordinator

FCOE Faculty Committee on Online Education

FTE Full Time Equivalent

FTEF Full Time Equivalent Faculty

FTES Full Time Equivalent Students

FYE Pathways First Year Experience

GED General Educational Development

HEA Higher Education Act

HSI Hispanic-Serving Institution

ISER Institutional Self-Evaluation Report

LGBTQ+ Lesbian, Gay, Bisexual, Transgender and Queer (or Questioning) and Others

LGBTQA Lesbian, Gay, Bisexual, Transgender, Questioning and Asexual

LMS Learning Management System

NAEYC National Association for the Education of Young Children

OER Open Educational Resources

PACCD Pasadena Area Community College District

PCC Pasadena City College

PFL Paid Family Leave

QFE Quality Focused Essays

QUEST Center Queer, Undocumented, Empowerment, Support to Thrive

RREA Rapid Response Emergency Aid

SLO Student Learning Outcome

U-PASS Universal College Student Transit Pass

ZTC Zero Textbook Cost

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

PCC's mission describes its broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The intended student population is any student seeking coursework at the college level, pre-collegiate, and/or noncredit level (ER 6). As a California Community College, PCC is an open access institution; the College serves every student who applies for admission (PCC Mission live link, IA1_1_BP_1200).

> *Pasadena City College is an equity-minded learning community dedicated to enriching students' academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support.*

Analysis and Evaluation

The College's mission states its educational purpose, the types of degrees and certificates offered, and the College's commitment to equity, student learning and student achievement.

A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Pasadena City College uses a wide variety of relevant data to determine how effectively it is accomplishing its mission. The College's integrated planning process, which includes Comprehensive Program Review and Annual Updates, requires the use of the Integrated Planning Dashboard, which contains success and retention data disaggregated by race/ethnicity, gender and course modality (e.g. distance education vs. face-to-face), as well as other relevant data, including section offerings and counts of degrees and certificates awarded, to program outcomes and student learning (IA2_1_Integrated_Planning_Dashboard). In addition to the dashboard, programs can also request additional data from the Office of Institutional Effectiveness that is relevant to their specific program or unit (IA2_2_Additional_Program_Data).

The analysis of data in Annual Updates and Program Reviews is used to direct institutional priorities. Annual Updates are used by the College to inform resource allocation and Comprehensive Program Reviews are reviewed by the Institutional Effectiveness Committee which, based on their findings, submits broad recommendations to the College Council (IA2_3_Integrated_Planning_Model_Website, IA2_4_IEC_Broad_Recommendations).

The College also produces an annual fact book, *Observations*, that is available on the College website and in hard copy upon request (IA2_5_Observation_ScreenShot, IA2_6_*Observations* 2018_2019). Furthermore, the College provides dashboards on its website for all constituency groups to use in decision-making, including an Enrollment Management dashboard, Equity Dashboard, GIS Dashboard, and an AB 705 Dashboard that tracks students' throughput to transfer level math and English (IA2_7_OIE_Dashboards).

Analysis and Evaluation

The College reports and analyzes data that are directly related to its mission as part of the Annual Update and Comprehensive Program Review processes and this information is used by the College to set institutional priorities, allocate resources, and improve practices and processes towards meeting its mission.

> A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

PCC aligns its programs and services with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and

achievement. The College recently revised its mission statement to focus on student achievement and equity (IA3_1_Mission_Statement_Summary_of_Events).

The College's integrated planning processes aligns with its mission. The College's Educational Master Plan (EMP) was developed with the College mission and Vison for Success goals as the central tenets. The integrated planning process, including Annual Updates, uses the new institutional priorities: 1. Exceptional Academic Programs and Delivery, 2. Equity-Minded Learning Community, 3. Campus Engagement and Environment, and 4. Customized Student Support as the basis for institutional planning and resource allocation. This demonstrates that the College, as a whole, is focused on mission alignment (IA3_2_EMP Process at a Glance-14-November-2019).

The Integrated Planning Handbooks that are used throughout the College during the Annual Update cycles describe the processes the College uses for planning efforts and resource allocation. Mission alignment is included in both rubrics that have been developed for prioritizing tactics and budget requests (IA3_3_2019_2020_Integrated_Planning_Handbook_Instructional, IA3_4_2019_2020_Integrated_Planning_Handbook_Non_Instructional).

Analysis and Evaluation

The institution demonstrates that its programs and services align with its mission, as well as decision-making and resource allocation, through its integrated planning process. This process utilizes student achievement and student learning.

A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

PCC articulates its mission in a widely published statement approved by the governing board. The current PCC Mission Statement was approved by the Pasadena City College Board of Trustees on 03/20/2019 after undergoing an extensive participatory governance process review (ER 6) (IA4_1_BP_1200). This included review and feedback from all major campus constituencies (Academic and Classified Senate, Associated Students, Management, President's Advisory Committees, and College Council) as well as the campus community at large in the form of multiple Town Hall meetings (IA4_2_Mission_Statement_Summary_of_Events). It has been published in numerous institutional documents, including the College Catalog, the College website, and on College Council Committee and Standing Committee Agendas (ER 6) (IA4_3_Catalog_Mission, IA4_4_Website_Mission, IA4_5_Accreditation_Agenda_Mission, IA4_6_IEC_Agenda_Mission).

Analysis and Evaluation

The mission has been approved by the governing board and is published in multiple locations, including the College Catalog. The institution has a process for reviewing and updating its mission and has recently successfully implemented that process.

Conclusions on Standard I.A. Mission

Pasadena City College is strongly committed to a mission that emphasizes student equity, academic excellence, campus engagement, and student support, as evidenced from our recently revised mission statement and Educational Master Plan, and their guidance of institutional decision-making, planning, and resource allocation. Regular program and unit reviews ensure that programs and services are aligned to the mission. The College uses data to determine how effectively we are accomplishing our mission and goals.

Improvement Plan(s)

 None.

Standard I.A. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
PCC Board Policy 1200 (College Mission)	IA1_1_BP_1200.pdf
Screen shot of PCC Integrated Planning Dashboard	IA2_1_Integrated_Planning_Dashboard.pdf
Example of additional data requested by a program	IA2_2_Additional_Program_Data.pdf
Screenshot of summary of Integrated Planning Process on PCC Website	IA2_3_Integrated_Planning_Model_Website.pdf
Sample IEC broad recommendations	IA2_4_IEC_Broad_Recommendations.pdf
Observations Screen shot	IA2_5_Observations Screen Shot.pdf
Observations link to pdf	IA2_6_Observations_2018-2019.pdf
OIE Dashboards	IA2_7_OIE_Dashboards.pdf
Mission Statement Process Documentation	IA3_1_Mission Statement Review Formal Summary of Events.pdf
EMP Process Documentation	IA3_2_EMP Process at a Glance-14-November-2019.pdf
2019-2020 Integrated Planning Handbook-Instructional	IA3_3_2019-2020 Integrated Planning Handbook-Instructional.pdf
2019-2020 Integrated Planning Handbook-Non-Instructional	IA3_4_2019-2020 Integrated Planning Handbook-Non-Instructional.pdf
PCC Board Policy describing mission statement	IA4_1_BP1200.pdf
Document summarizing the process taken to update the PCC mission statement to its latest version.	IA4_2_Mission_Statement_Summary_of_Events.pdf

Printout showing the mission in the College catalog.	IA4_3_Catalog_Mission.pdf
Printout showing the mission on the College website.	IA4_4_Website_Mission.pdf
Sample Accreditation Committee agenda with mission statement.	IA4_5_Accreditation_Agenda_Mission.pdf
Sample Institutional Effectiveness Committee agenda with mission statement.	IA4_6_IEC_Agenda_Mission.pdf

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Pasadena City College engages in and maintains sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continued improvement of student learning and achievement.

The College uses a well-defined committee and constituency group structure to address issues of student equity, outcomes, academic quality and institutional effectiveness. The College Council (CC) serves as the central shared governance committee and clearinghouse for all shared governance recommendations to the Superintendent/President. CC has three standing committees and one subcommittee that deal directly with issues of outcomes, equity, and institutional effectiveness.

- Student Success Standing Committee
- Open Educational Resources Committee (subcommittee live link, IB1_1_OER_Committee_Screenshot)
- Institutional Effectiveness Committee
- Outcomes Standing Committee

These committees focus on continuous improvement of student learning and achievement (IB1_2_IEC_Notes_5_April_2019, IB1_3_Student_Success_Committee_Agenda 10-29-19). Comprised of faculty, staff, managers, and students, these committees review programs and services across the students' academic careers, from recruitment to completion, and identify gaps and barriers in student achievement (IB1_4_Student_Success_Committee_2017_2018_Summary).

The Academic Senate is the central constituency body that deals with academic quality. The Senate serves as a strong voice that addresses faculty concerns and viewpoints on issues of equity, student learning and achievement, and academic quality. For example, the Senate has informed PCC's 2017-2019 and 2019-2022 Equity Plans, engaged in dialog about success rates for disproportionately impacted students, and provided leadership for assessment and curriculum development (IB1_5_Senate_Presentation_Brothers_Reaching_Out,

IB1_6_Senate_Minutes_Equity_Plan). Two operational committees of the Senate, the Learning Assessment Committee and the Curriculum and Instruction Committee, deal with student learning and the quality of curriculum (IB1_7_C & I Minutes-11-April-2019).

Guided Pathways is a college wide undertaking that provides a student-centered framework for integrating California-based initiatives in order to close equity gaps. The Faculty Guided Pathways Lead is a member of the Senate and provides updates at each Senate meeting on the Guided Pathways framework and how it is embedded throughout the College. The Guided Pathways Leadership Group, with faculty and manager co-chairs, provides vision and support, while the Guided Pathways Working Group, a subcommittee of the College Council Student Success Committee, operationalizes and evaluates programming (IB1_8_GPWG Meeting notes). These two groups work seamlessly to ensure that all constituency groups are involved in the work, and the Guided Pathways framework is implemented across all levels of the College. This work has resulted in the development of five pillars that address all aspects of a student's journey (IB1_9_Guided_Pathways_Framework). It also includes scaling of PCC's First-Year Experience Program, development of program maps for all degrees and certificates, creation of supportive Career Communities that infuse career exploration into community-based meta-majors, implementation of a streamlined onboarding process that reduces confusion and attrition, and formation of dedicated Success Teams that provide tailored support. Examination of the exit process has helped to inform the revision of institutional policies, such as the academic renewal policy, and the development of auto-awarding procedures (IB1_10_GP_Implementation_Plan_for_2018_2019, IB1_11_GP_Implementation_Plan_for_2018_2019_GUIDED_EXIT, IB1_12_ AP_4240, IB1_13_ BP_4240).

PCC's Director of Professional Development has designed and expanded the ongoing relevant and substantive dialog about equity and academic quality at the College. Opportunities for substantive dialogue occur at departmental, division, and college wide levels. Examples of programming include Equity Dashboard Workshops, the STEM Professional Learning Series, Book Clubs, Classified Day, and PD (Flex) Day. Flex Day themes have included: "Becoming Student Ready" (2019-2020), "Becoming Student Ready – Our Vision for Success" (2018-2019), "Completion Takes a Community" (2018), "Working Together for Student Equity" (2017, 2016), and "Putting the Pieces Together…Together" (2015).

- IB1_14_Whistling Vivaldi Book Club Announcement
- IB1_15_STEM Series_Flyer
- IB1_16_Classifed Day 2019_Agenda
- IB1_17_Fall 2019 Flex Workshops_AB 705
- IB1_18_Equity Dashboard_PP Presentation

The AB 705 Working Group, comprised of the Assistant Superintendent/Vice President of Instruction, Dean of Instruction, Dean of Academic Affairs, and faculty and managers from the three impacted divisions—English, Math, and ESL—has been a catalyst for change and helped the College to become a state leader in AB 705 implementation, as one of the few colleges to fully implement transfer-level curriculum for all students in math and English

(IB1_19_Cap_Gazette_2020_Feb_pg10). The AB 705 team and discipline faculty in the English, Math, and ESL Divisions have participated in and led multiple professional development events through the California Acceleration Project, on-campus department discussions, and workshops presented on PD (Flex) days. These pioneering policies and actions stimulated dialog related to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement both within these individual disciplines and across the College (IB1_20_Senate Presentation AB 705 Sep 23, 2019).

The assessment of Student Learning Outcomes (SLOs) is a fundamental component of PCC's focus on equitable outcomes and student learning. The Learning Assessment Committee (LAC), a subcommittee of the Academic Senate, provides guidance and support for faculty as they assess Student Learning Outcomes. The Institutional Effectiveness Committee (IEC) oversees the Comprehensive Program Review process. Together, these two groups facilitate the assessment and review of student learning, program effectiveness, and improvement plans that are directly linked to the College's resource allocation process. Consistent data sets, including disaggregated success, retention, and completion information, are provided to faculty. Evaluation of SLOs and programs has led to curricular redesign for courses such as Biology 11, College 1, and transfer-level math courses (IB1_21_College_1_Redesign_Evidence). In addition to improvements in content, pedagogical approaches were redesigned and aligned with the College's equity goals (IB1_22_IEC Notes-12-October-2018).

Analysis and Evaluation

The College demonstrates, through active engagement in dialog, assessment, and review, a continuous focus on the improvement of student learning and achievement. The institution has a structured, systematic, and intentional dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement that is carried out by numerous institutional mechanisms and constituencies.

B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

PCC defines and assesses Student Learning Outcomes for all instructional programs and student and learning support services. Every course at Pasadena City College has Student Learning Outcomes (SLOs) defined on the Course Outline of Record (IB2_1_Sample_Course_Outline). Course SLOs are also listed on every course syllabus, as ensured by the faculty evaluation process (IB2_2_Faculty_Evaluation_Checklist) (ER 11). Program Outcomes are defined for all programs and are listed in the Program Outlines of Record as well as in the course catalog and on program websites (IB2_3_Sample_Program_Outline, IB2_4_Course_Catalog_PSLOs, IB2_5_Website_PSLOs)(ER 11).

Course-level Student Learning Outcomes (CSLOs) are assessed by faculty every term on a rotating basis, twice within a four-year cycle. Resulting scores are entered in the campus assessment software, eLumen. Faculty participation in the SLO process is tracked and the results are reported to division deans at the end of each semester (IB2_6_SLO_Cycle, IB2_7_SLO_Participation_Report).

Evaluation of Student Learning Outcomes at the program level occurs as a part of the Comprehensive Program Review process and Annual Updates. During Comprehensive Program Review, faculty perform an extensive review of student achievement data, SLO results, and curriculum maps (IB2_8_Academic_Program_Review_Template, IB2_9_Sample_Program_Map). Based on this comprehensive review, they provide recommended action items to be addressed in future Annual Updates (IB2_10_Sample_Program_Review). During these Annual Updates, faculty review and analyze the most recent student achievement and SLO assessment data findings and then create action plans based on their findings (IB2_11_Annual_Update_Template, IB2_12_Sample_Annual_Update).

To assess student service outcomes, the Assistant Superintendent/Vice President of Student Services maintains continuous dialogue with managers and program leads regarding Student Learning Outcome (SLO) assessment. Counseling Faculty head the Student Services Assessment Committee, ensure all areas have current SLOs, establish assessment timelines, disseminate a descriptive assessment guide and maintain communication with all areas (IB2_13_Student_Services_SLO_Handbook). Templates are used for submission of Assessment Plans (Summer) and Assessment Reports (Spring) (IB2_14_Annual_Assessment_Plan_Template, IB2_15_Annual_Assessment_Report_Template). Each report requires programs to analyze their assessment results, present findings and reflection, identify intentional plans for improvement and include an initial timeframe (IB2_16_Sample_Annual_Assessment_Report_A, IB2_17_Sample_Annual_Assessment_Report_B).

Analysis and Evaluation

Student Learning Outcomes and assessments have been established for all instructional programs, learning support services, and student support services. Learning outcomes assessments are part of the regular evaluation of all courses and programs as well as instructional and student support services (ER 11).

B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

PCC establishes institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. Per the successful completion and submission of the ACCJC Annual Reports, the College demonstrates that it has established institution set standards for course completion, program completion, transfer, job placement rates, and licensure examination rates (ER 11). The College Council's Accreditation Standing Committee, composed of faculty, staff, administrators, and students, review, evaluate, and establish the institution set standards on a yearly basis as seen in the minutes of their meetings (IB3_1_2019_Final_Annual_Report_Accessible, IB3_2_Accreditation Minutes-8-Oct-19, IB3_3_Accreditation Minutes-22-Oct-19, IB3_4_Accreditation Minutes-5-Nov-19, IB3_5_Accreditation Minutes-24-Sept-19).

In addition to the institutional set standards affirmed in the annual ACCJC report, the College developed institutional goals that aligned with the statewide Vision for Success goals (ER 11). The revised College mission, and the locally developed Vision for Success goals, became the basis for the Educational Master Plan (EMP) adopted by the College's Board of Trustees in March 2020 (IB3_6_BOT_3.20). The goals in the EMP and the institution set standards in the annual ACCJC report are aligned and provide the foundation for the College's integrated planning process (IB3_7_2020_EMP_Booklet).

Analysis and Evaluation

The Accreditation Standing Committee and the Strategic Planning Standing Committee oversees, evaluates, and broadly communicates the institution set standards and institutional goals (ER 11).

> B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

PCC uses assessment data and organizes its institutional processes to support student learning and student achievement. Student Learning Outcome assessment is incorporated into both the Annual Update and Comprehensive Program Review processes that are conducted by all instructional departments and programs college wide. These processes contribute to the overall integrated planning process of the College. The Annual Update process incorporates an abbreviated version of the Comprehensive Program Review requiring faculty to respond to several evaluation questions regarding learning assessment. Evaluation E: Student Learning Improvement is dedicated to assessment and student learning efforts (IB4_1_2018-2019 Annual Update-Psychology-Eval E-Bookmark).

For Comprehensive Program Review, Evaluation E: Student Learning Improvement features three specific outcomes for measurement. The first one is dedicated to SLO assessment, the second to articulation and alignment, and the third is dedicated to review and revision of course curriculum to improve student learning. All of these are used to identify program effectiveness and areas for improvement (IB4_2_2017-2018 Bio-Technology Certificate Review-Eval E-Bookmark).

Analysis and Evaluation

Assessment data is incorporated into the College's integrated planning process and supports student learning and achievement.

Institutional Effectiveness

> B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

PCC assesses the accomplishment of its mission through Comprehensive Program Review and evaluation of goals and objectives, Student Learning Outcomes, and student achievement. PCC's Comprehensive Program Review process has been organized in a four-year cycle, wherein each year of the cycle focuses on a different instructional and non-instructional areas of the College (IB5_1_Program Review Calendar Webpage Screenshot).

For all instructional programs (Certificates, AAs, and ADTs), a standard set of components and outcomes have been developed. Every program conducting a Comprehensive Program Review is required to measure and produce findings and recommendations for program improvement. Outcomes are organized into five components: Overall Effectiveness Based on Success & Retention; Demographics and Improved Equity; Consistent Enrollment Based on Demand; Faculty/Staff and Program Needs; and Student Learning Improvement (IB5_2_Instructional Program Review Structure). Non-instructional units and instructional divisions also have an outcome and evaluation structure for Comprehensive Program Review (IB5_3_Unit Review Structure).

The Office of Institutional Effectiveness annually updates a College wide set of data for purposes of Comprehensive Program Review. The data is made available via a dashboard in the web-based data visualization software known as Tableau. The dashboard contains data tabs for: Overall Success, Retention, and Enrollment; Success, Retention, and Enrollment by Ethnicity;

Success, Retention, and Enrollment by Gender, Course Offerings, Distance Education, Faculty Type, Full-time Equivalent Faculty, Full-time Equivalent Students, and their ratios; and Degrees and Certificates awarded. This data is given for a five-year period to enable longitudinal trend analysis. The dashboard allows any user to access data college wide, or by division, subject, or course (IB5_4_Integrated Planning Data Dashboard Intro Screen).

All Comprehensive Unit and Instructional Program Reviews require the creation of a set of overall recommendations for improvement (IB5_5_Bio_Technology_Review_Recommendations_for_Improvement). Overall recommendations for improvement are built into the Annual Update workspace for each program or unit, providing the opportunity to address the recommendations within the College's annual planning and budget allocation process (IB5_6_Bio_Technology_Annual_Update_Recommendation_Tactics).

Analysis and Evaluation

The Comprehensive Program Review process, overseen by the Institutional Effectiveness Committee (IEC), assesses how well the College is achieving its mission and goals. Learning outcomes data and program achievement data are incorporated into the Comprehensive Program Review process.

B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College disaggregates and analyzes learning outcomes and achievement data for analysis and program improvement. The use of disaggregated student achievement data is essential to both the College's Comprehensive Program Review and Annual Update processes. Programs use the Integrated Planning Dashboard provided by the Office of Institutional Effectiveness to review success and retention data disaggregated by race/ethnicity, gender and course modality (e.g. distance education vs. face-to-face) (IB6_1_Integrated_Planning_Dashboard). The Annual Update evaluation template prompts program authors to identify gaps in equitable outcomes and provide action plans for improving these performance gaps (IB6_2_Annual_Update_Template, IB6_3_Sample_Annual_Update_Action_Plan_A, IB6_4_Sample_Annual_Update_Action_Plan_B, IB6_5_Sample_Annual_Update_Action_Plan_C, IB6_6_Sample_Annual_Update_Action_Plan_D).

Resource requests relating to these action plans are compiled into a master list and distributed to deans and unit managers for initial prioritization. The College's Executive Committee then reviews this prioritized list before presenting to representatives from all campus constituencies to review and prioritize at the spring term annual budget retreat for potential funding.

In addition to the Annual Update, programs are reviewed in greater depth every four years as part of the Comprehensive Program Review process. This process includes a deeper evaluation of disaggregated data and Student Learning Outcomes (IB6_7_Academic_Program_Review_Template). Program reviews are submitted to the Institutional Effectiveness Committee for review and based on their review, the IEC makes broad recommendations to the College for improvement. (IB6_8_IEC_Broad_Recommendations).

The College has also recently completed the necessary modifications to their SLO assessment software (eLumen) so that SLO scores can be disaggregated. Starting in Fall 2020, disaggregated SLO data will also be provided as part of the Annual Update and Comprehensive Program Review processes (IB6_9_Sample_Disaggregated_SLO_Report).

Furthermore, the College is in its second iteration of a Student Equity Plan. The first Student Equity Plan was adopted in 2017 and the most recent was adopted in 2019. The 2019 Student Equity Plan focuses on disproportionately impacted student populations and develops strategies to improve student learning and achievement for targeted populations (IB6_10_2017_2019_Equity_Plan, IB6_11_2019-2022_Equity_Plan).

Analysis and Evaluation

The College disaggregates and evaluates student achievement and learning outcome data. Data that identifies achievement gaps for target populations, as well as recommended action plans, are reported as part of the Annual Update and Comprehensive Program Review process. Specific strategies to address gaps are included in the Student Equity Plan.

> B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

PCC regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of the College's mission. Comprehensive Program Review and Annual Update are the primary means through which regular and systematic review takes place. Non-

instructional units and instructional programs are prompted to reflect on program effectiveness and develop data-driven plans related to areas of challenge, concern, or further inquiry, so as to enhance policies and practices that support academic quality and the accomplishment of the College mission. See Standard I.B.5 for an overview of the Annual Updates and Comprehensive Program Review cycle.

Two Academic Senate committees that play key roles in assuring effective policies and practices are the Curriculum and Instruction and Educational Policies Committees. The Curriculum and Instruction Committee's role is to approve new and revised curriculum and academic policies to ensure compliance with local and state regulations (IB7_1_AP_4020_Program_Curriculum_Course Development). The Educational Policy Committee is charged with considering recommendations on all matters of education policy, including but not limited to Academic Standards, Program Review, Grading, Course Enrollment Management, Classroom Behavior Management, and Educational Program Changes (IB7_2_Educational_Policies_Committee).

The Student Success Committee, composed of campus representatives from Student Services and Instruction, meets bi-weekly and identifies ways to improve institutional practices within student and learning support services (e.g. college application, counseling, and course registration processes) and instruction, and do so through an equity-minded perspective in alignment with the College's mission. The Student Success Committee reviews programs and services across the student cycle from recruitment to completion and identifies gaps and barriers in student achievement (IB7_3_2019 Committee Evaluations_Student Success).

Policies and administrative procedures related to resource management are regularly evaluated through governance committees such as the Budget and Resource Allocation Committee (BRAC), Strategic Planning Standing Committee, and the Institutional Effectiveness Committee. These three committees review Board Policies and Administrative Procedures that address resource management and governance processes (IB7_4_2019 Committee Evaluations_BRAC).

The College regularly administers a campus climate survey that asks specific questions about understanding of College governance processes and how individuals can have a voice in those processes. Additionally, members of College Council and its standing committees are asked to complete a committee assessment annually and use the results to inform goals and practices for the next academic year (IB7_5_2017-2018 Committee Evaluations_College Council, IB7_6_2019 Committee Evaluations_CC).

Analysis and Evaluation

The processes for regularly evaluating institutional practices across all areas of the institution occur through a variety of methods, most prominently the program review cycle, solicitation of campus feedback through surveys and committee assessments, and dialogue at standing committees. Through the mechanisms described, policies and practices across instructional programs, student and learning support services, resource management, and governance

processes are all evaluated, and policymaking is informed to assure success in supporting academic quality and meeting the College's mission.

B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

PCC broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. PCC's website serves as a comprehensive hub of information for the College, including its assessment and evaluation activities. Communication to internal and external stakeholders occurs regularly and continually via information and data that is loaded onto www.pasadena.edu.

The Office of Institutional Effectiveness (OIE) maintains a site that houses large-scale evaluations such as the Campus Climate Survey and the Fall Student Survey (IB8_1_Campus_Climate_Survey_Results_Page_Screenshot, IB8_2_Fall_Student_Survey_Page_Screenshot). Within this site, there is also a dedicated page for all completed Comprehensive Unit and Program Reviews (IB8_3_Program_and_Unit_Reviews_Page_Screenshot). Additionally, OIE has developed interactive data dashboards on Student Equity, Enrollment, AB 705 throughput, and a GIS student map. *Observations*, a compendium of information about the College, is produced annually and available on the OIE website and in print version (Observations live link, IB8_4_Observations_2018_2019).

The Institutional Effectiveness Committee (IEC) is the governance body that reads and provides feedback to program and unit review authors. Teams compose of committee members read Comprehensive Program and Unit Reviews, and a team leader synthesizes comments and suggestions into a summary that is then presented to the entire IEC committee. Once a review is presented to the full IEC, the IEC Co-Chairs draft a feedback letter and send it to the review authors (IB8_5_IEC Reconciliation Summary Letter _Admin of Justice, IB8_6_IEC_Reconciliation Summary Letter _Anesthesia Tech). At the end of each academic year, after the IEC has processed submitted reviews, IEC develops Broad Recommendations to submit to College Council. Once accepted by College Council, the Broad Recommendations are incorporated into the Annual Update process to be addressed in annual planning process (IB8_7_Broad Recommendations from 2018-2019).

Analysis and Evaluation

The College's official website provides regular and continuously updated information on its evaluation processes, which is available to internal and external stakeholders.

> B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Pasadena City College engages in continuous, broad based, systematic evaluation and planning. PCC has developed and maintains a robust integrated planning process, which incorporates Comprehensive Program Review, Annual Updates for planning, and resource allocation. Integrated planning focuses on improving institutional effectiveness and fulfillment of the College's mission.

As outlined in the Integrated Planning Handbook, the Annual Update process is the College's yearly planning process that culminates in the development and approval of each year's new budget. The process begins each year with a Fall Planning Retreat in September. All members from the Strategic Planning Standing Committee, Institutional Effectiveness Committee, Budget Resource and Allocation Committee, and Student Success Committee are invited to attend, as well as additional faculty, classified staff, administrators, and students ([IB9_1_Fall_2019_Planning Retreat Invite](#)). The retreat consists of presentations from Student Services, Instruction, and Business and College Services, along with a special presentation focusing on a particular issue, such as Equity (2017), Economic and Workforce Development (2018), or the new EMP (2019). The retreat finishes with an overview of the Annual Update including funded items, timeline, and changes to the process ([IB9_2_2019_2020_Integrated_Planning_Handbook_Instructional,](#) [IB9_3_2019_2020_Integrated_Planning_Handbook_Non_Instructional,](#) [IB9_4_2017.2018.2019_Fall_Planning_Retreat_Welcome_Agenda](#)).

The Annual Update process is a college wide process. All departments, disciplines, units, and areas are given the opportunity to participate. There are currently over one-hundred-and-forty individual workspaces created for participation ([IB9_5_2019_Fall_Planning_Retreat_Presentations,](#) [IB9_6_Annual_Update_2019_Workspaces_by_Area](#)).

The templates for the Annual Update contain two sections. The first section consists of an abbreviated version of the Comprehensive Program Review featuring evaluation questions. The

purpose of the evaluation section is to allow data analysis and self-reflection to inform each department's planning efforts. There is a template specifically focused on instructional departments/disciplines and a separate template for non-instructional departments and units. The evaluation section for instruction focus on student success, completion, program effectiveness, faculty and program needs, etc. The non-instructional template focuses on services rendered and efficiency. The second section is the action plan section that shifts from self-reflection and evaluation to planning for the coming year. All participants – instructional and non-instructional – use a college wide set of planning initiatives, which are distilled from the Educational Master Plan. All participating areas write tactics (action items) to the planning initiatives. Embedded in the templates for each participating area are their respective Comprehensive Program/Unit Review recommendations. This provides the opportunity, during the annual planning process, to address recommendations for improvement. IEC Broad Recommendations are also embedded into specific participants' workspaces depending on assigned responsibility. Responsible participants will then write tactics to address the Broad Recommendations (ER 19) (IB9_2_2019_2020_Integrated_Planning_Handbook_Instructional, IB9_3_2019_2020_Integrated_Planning_Handbook_Non_Instructional).

A common data set has been developed by the Office of Institutional Effectiveness for use with both the Annual Update and Comprehensive Program Review Processes (IB9_7_Integrated_Planning Data Dashboard Intro Screen). In addition, the evaluation sections of both Annual Update and Comprehensive Program Review have been aligned so that Program Review authors may use the yearly observations and analysis from Annual Updates when completing their more detailed and granular Comprehensive Review (IB9_8_Current_Planning_Documents_Annual_Updates_Page, IB9_9_Program_Reviews_Webpage).

When Annual Updates are submitted, all resource requests are compiled into a master prioritization list. The master prioritization list undergoes multiple levels of refinement before being presented at the spring budget retreat for final review and prioritization. The retreat consists of governance committee members as well as additional faculty, staff, administrators, and students. A final ranked list from the spring budget retreat is sent to College Council for recommendation to the Superintendent/President. Once accepted by the Superintendent/President, the ranked list is sent to the Assistant Superintendent/Vice President of Business and College Services to inform the development of the following year's budget (IB9_10_1st_Level_Prioritization_Master_List_2018_19, IB9_11_2nd_Level_Master_List_Annual_Update_2018_19, IB9_12_Post_Budget_Retreat_2019_Ranked_List_5_March_2019, IB9_13_2018_2019_Post_Budget_Retreat_Ranked_List_5_March_2019_Funded).

The College recently reviewed and developed a new mission statement as well as a new Educational Master Plan (EMP). The mission and EMP were then used in the development of the new Facilities Master Plan and the new Technology Master Plan. The EMP goals are the College's local goals that align with the Chancellor's Office Vision for Success goals –

Completion, Transfer, Unit Reduction, Workforce Development, and Equity. The strategies that have been developed to meet these goals have been organized under institutional priorities that have been taken from the verbiage of the new mission statement – 1. Exceptional Academic Programs and Delivery, 2. Equity-Minded Learning Community, 3. Campus Engagement and Environment, and 4. Customized Student Support (IB9_14_DRAFT_EMP_Handout_30_January_2020, IB9_15_EMP_Session_Management_31_January_2020).

Analysis and Evaluation

The institution's integrated planning process addresses fulfillment of the College's mission and is focused on institutional improvement. Short-term and long-term planning is grounded in the achievement of the College's mission and addresses academic quality and institutional effectiveness. (ER 19)

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Pasadena City College continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services, both on the College and unit level. The Comprehensive Program Review and Annual Update cycles are the primary means through which short-term plans are developed and evaluated for program effectiveness, making use of quantitative and qualitative data, outcomes assessment and other pertinent sources. College wide surveys also yield insights about campus climate and institutional effectiveness. Master Planning documents are derived from the College's mission and goals. The results of all assessment and evaluation activities are broadly communicated in multiple ways, including discussion in governance committees and inclusion on the College website for access by internal and external constituents.

Improvement Plan(s)

 None.

Standard I.B. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
OER Committee Screenshot	IB1_1_OER_Committee_Screenshot.pdf
IEC Meeting Notes 2019	IB1_2_IEC Notes-5-April-2019.pdf
Student Success Committee Agenda Oct 2019	IB1_3_Student Success Committee Agenda 10-29-19.pdf
Student Success Committee 2017-2018	IB1_4_Student_Success_Committee_2017_2018_Summary.pdf
Academic Senate Presentation Brothers Reaching Out	IB1_5_Senate_Presentation_Brothers_Reaching_Out.pdf
Academic Senate Minutes: Equity Plan	IB1_6_050619 Senate Minutes Equity Plan.pdf
C&I Committee Meeting Minutes April 2019	IB1_7_C & I Minutes-11-April-2019.pdf
Guided Pathways working group meeting notes	IB1_8_GPWG Meeting notes.pdf
Guided Pathways Framework (webpage)	IB1_9_Guided_Pathways_Framework.pdf
Guided Pathways Implementation Plan Career Communities	IB1_10_GP_Implementation_Plan_for_2018_2019.pdf
Guided Pathways Implementation Plan Guided Exit	IB1_11_GP_Implementation_Plan_for_2018_2019_GUIDED_EXIT.pdf
AP 4240 Academic Renewal	IB1_12_ AP_4240.pdf
BP 4240 Academic Renewal	IB1_13_ BP_4240.pdf
Whistling Vivaldi Book Club Announcement	IB1_14_Whistling Vivaldi Book Club Announcement.pdf
STEM Series PD Flyer	IB1_15_STEM Series_Flyer.pdf

Classified Day Agenda 2019	IB1_16_Classifed Day 2019_Agenda.pdf
Flex Workshops Fall 2019	IB1_17_Fall_2019_Flex_Workshops_AB 705.pdf
Equity Dashboard Presentation	IB1_18_Equity Dashboard_PP Presentation.pdf
CAPacity Gazette	IB1_19_Cap_Gazette_2020_Feb_pg10.pdf
Academic Senate Presentation AB 705	IB1_20_Senate Presentation AB 705.pdf
Curricular Redesign for College 1	IB1_21_College_1_Redesign_Evidence.pdf
IEC Meeting Notes 2018	IB1_22_IEC Notes-12-October-2018.pdf
Sample Course Outline of Record illustrating official documentation of Course SLOs	IB2_1_Sample_Course_Outline.pdf
Checklist for faculty to use when evaluating peers, includes checking for SLOs on syllabi	IB2_2_Faculty_Evaluation_Checklist.pdf
Sample Program Outline of Record illustrating official documentation of Program SLOs	IB2_3_Sample_Program_Outline.pdf
Page from PCC Catalog demonstrating how PSLOs are documented in catalog	IB2_4_Course_Catalog_PSLOs.pdf
Page from PCC Website demonstrating how PSLOs are documented on website	IB2_5_Website_PSLOs.pdf
PCC's Course SLO assessment cycle for 2018-2022	IB2_6_SLO_Cycle.pdf
Sample faculty SLO assessment report given to Deans each semester	IB2_7_SLO_Participation_Report.pdf
Template for academic program reviews	IB2_8_Academic_Program_Review_Template.pdf

Sample of program review curriculum mapping	IB2_9_Sample_Program_Map.pdf
Sample of program review section dealing with SLO assessment	IB2_10_Sample_Program_Review.pdf
Template for academic program annual updates	IB2_11_Annual_Update_Template.pdf
Sample of annual update section dealing with SLO assessment	IB2_12_Sample_Annual_Update.pdf
Quick start guide to SLOs created for PCC Student Services	IB2_13_Student_Services_SLO_Handbook.pdf
Template for student services annual assessment plans	IB2_14_Annual_Assessment_Plan_Template.pdf
Template for student services annual assessment reports	IB2_15_Annual_Assessment_Report_Template.pdf
Sample Student Services annual assessment report	IB2_16_Sample_Annual_Assessment_Report_A.pdf
Sample Student Services annual assessment report	IB2_17_Sample_Annual_Assessment_Report_B.pdf
2019 Final Annual Report	IB3_1_2019_Final_Annual_Report_Accessible.pdf
Accreditation Minutes 8-October-2019	IB3_2_Accreditation Minutes-8-Oct-19.pdf
Accreditation Minutes 22-Octover-2019	IB3_3_Accreditation Minutes-22-Oct-19.pdf
Accreditation Minutes 5-November-2019	IB3_4_Accreditation Minutes-5-Nov-19.pdf
Accreditation Minutes 24-September-2019	IB3_5_Accreditation Minutes-24-Sept-19.pdf
Board of Trustees Minutes March 2020	IB3_6_BOT_3.20.pdf
Educational Master Plan Booklet	IB3_7_2020_EMP_Booklet.pdf

Annual Update Psychology-Eval E-Bookmarked PDF	IB4_1_2018-2019 Annual Update-Psychology-Eval E-Bookmark.pdf
Bio-Technology Comprehensive Program Review-Eval E-Bookmarked PDF	IB4_2_2017-2018 Bio-Technology Certificate Review-Eval E-Bookmark.pdf
Screenshot-Program Review Calendar Webpage	IB5_1_Program_Review_Calendar_Webpage_Screenshot.pdf
Instructional Program Review Structure PDF Revised 3.12.18	IB5_2_Instructional Program Review Structure.pdf
Non-Instructional Unit Review Structure PDF	IB5_3_Unit Review Structure.pdf
Screenshot-Integrated Planning Data Dashboard Introduction Page	IB5_4_Integrated Planning Data Dashboard Intro Screen.pdf
Screenshot-Bio-Technology Program Review Recommendations for Improvement	IB5_5_Bio_Technology_Review_Recommendations_for_Improvement.pdf
Screenshot-Bio-Technology Annual Update Recommendations Tactics	IB5_6_Bio_Technology_Annual_Update_Recommendation_Tactics.pdf
Screenshot of PCC Integrated Planning Dashboard homepage.	IB6_1_Integrated_Planning_Dashboard.pdf
Template containing the question prompts for the Annual Update.	IB6_2_Annual_Update_Template.pdf
Sample Annual Update from Automotive Technology	IB6_3_Sample_Annual_Update_Action_Plan_A.pdf
Sample Annual Update from Business Administration	IB6_4_Sample_Annual_Update_Action_Plan_B.pdf
Sample Annual Update from Linguistics	IB6_5_Sample_Annual_Update_Action_Plan_C.pdf
Sample Annual Update from Mathematics	IB6_6_Sample_Annual_Update_Action_Plan_D.pdf

Template containing the question prompts for Academic Comprehensive Program Reviews.	IB6_7_Academic_Program_Review_Template.pdf
Sample Institutional Effectiveness Committee Broad Recommendations	IB6_8_IEC_Broad_Recommendations.pdf
Sample of a SLO data report from eLumen containing disaggregated data.	IB6_9_Sample_Disaggregated_SLO_Report.pdf
2017-2019 PCC Equity Plan	IB6_10_2017-2019_Equity_Plan.pdf
2019-2022 PCC Equity Plan	IB6_11_2019-2022_Equity_Plan.pdf
AP 4020: Program, Curriculum, & Course Development	IB7_1_AP_4020_Program_Curriculum_Course_Development.pdf
Educational Policies Committee Membership	IB7_2_Educational_Policies_Committee.pdf
Committee Eval Student Success	IB7_3_2019 Committee Evaluations_Student Success.pdf
Committee Eval BRAC	IB7_4_2019 Committee Evaluations_BRAC.pdf
Committee Eval College Council	IB7_5_2017_2018_Committee_Evaluations_College Council.pdf
Committee Eval College Council 2019	IB7_6_2019_Committee_Evaluations_CC.pdf
Screenshot-Campus Climate Survey Results Page	IB8_1_Campus_Climate_Survey_Results_Page_Screenshot.pdf
Screenshot-Fall Student Survey Page	IB8_2_Fall_Student_Survey_Page_Screenshot.pdf
Screenshot-Program and Unit Reviews Page	IB8_3_Program and Unit Reviews Page_Screenshot.pdf
Observations Screenshot	IB8_4_Observations_2018_2019.pdf
Sample IEC Program Review Feedback Letter-Administration of Justice PDF	IB8_5_IEC Reconciliation Summary Letter_Admin of Justice.pdf

Sample IEC Program Review Feedback Letter-Anesthesia Tech PDF	IB8_6_IEC Reconciliation Summary Letter _Anesthesia Tech.pdf
IEC Broad Recommendations 2018-2019 PDF	IB8_7_Broad Recommendations from 2018-2019.pdf
Email Invite-2019 Fall Planning Retreat	IB9_1_Fall 2019 Planning Retreat Invite.pdf
2019-2020 Integrated Planning Handbook Instructional PDF	IB9_2_2019_2020_Integrated_Planning_Handbook_Instructional.pdf
2019-2020 Integrated Planning Handbook Non-Instructional PDF	IB9_3_2019_2020_Integrated_Planning_Handbook_Non_Instructional.pdf
2019 Fall Planning Retreat Agenda PDF	IB9_4 2017.2018.2019 Fall Planning Retreat Agendas.pdf
2019 Fall Planning Retreat Presentations PDF	IB9_5_2019_Fall_Planning_Retreat_Presentations.pdf
Annual Update Workspaces 23.Sept.19	IB9_6_Annual_Update_2019_Workspaces_by_Area.pdf
Screenshot-Integrated Planning Data Dashboard	IB9_7_Integrated Planning Data Dashboard Intro Screen.pdf
Screenshot-Annual Update Workspaces Web Page	IB9_8_Current_Planning_Documents_Annual_Updates_Page.pdf
Screenshot-Program and Unit Reviews Web Page	IB9_9_Program_Reviews_Webpage.pdf
2018-2019 1st Level Prioritization Master List	IB9_10_1st_Level_Prioritization_Master_List_2018_19.pdf
2018-2019 2nd Level Prioritization Master List	IB9_11_2nd_Level_Master_List_Annual_Update_2018_19.pdf
2018-2019 Post-Budget Retreat Ranked List	IB9_12_Post_Budget_Retreat_2019_Ranked_List_5_March_2019.pdf
2018-2019 Funded Items List	IB9_13_2018_2019_Post_Budget_Retreat_Ranked_List_5_March_2019_Funded.pdf

DRAFT EMP Handout	IB9_14_DRAFT_EMP_Handout_30_January_2020.pdf
EMP Session for Management	IB9_15_EMP_Session_Management_31_January_2020.pdf

C. Institutional Integrity

C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

Pasadena City College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel and all persons or organizations related to its mission statement, learning outcomes, educational programs and student support services primarily through the annual review and publication of the College Catalog and secondarily through its website (IC1_1_2020_2021_PCC Catalog, PCC Website live link).

- **Mission Statement**: The mission is published in the General Information section of the College Catalog and on the College website (IC1_2_MV_Catalog, IC1_3_Mission_and_Values_Webpage and live link). Board Policy 1200 defines the mission statement and is approved by the Board of Trustees.
- **Learning Outcomes:** The College's Institutional Learning Outcomes are published in the College Catalog under General Education Outcomes (General Information). Program outcomes for instructional programs and student services programs are published on the College's website and in the College Catalog. The Integrated Planning website, under SLO Assessment, includes sections for General Education, Program, and Course outcomes. On the SLO Assessment webpage, navigational tools are available such as the Catalog and the College's curriculum management system that provides a guide to all approved courses and programs and their outcomes (IC1_4_SLO_Assessment_Webpage, IC1_5_Program_Student_Learning_Outcomes_Webpage, SLO live link).
- **Educational Programs:** Educational programs are published in the Academic Programs Leading to a Degree or Certificate section of the Catalog, and in the Course Descriptions section of the Catalog. The College website also has information on degree and certificate programs that correspond with the College Catalog and to include program outcomes and requirements and program maps to guide students through the courses they will need to achieve their goals (IC1_6_Natural Sciences_AA_example).
- **Student Support Services:** Student Support Services are covered in the Catalog under Sections I Admissions and Registration, II Student Support and Learning Services, III Policies and Regulations, and IV Transfer Information, and on the College's website. Students, prospective students, College personnel, and the public can find relevant information on Students Services under the page headings of Admissions & Aid,

Academics & Support, and Campus Life. Each area has designated individuals that ensure the clarity, accuracy, and integrity of the information provided in their respective sections (IC1_7_Sections I-IV_PCC Catalog).

- **Accreditation**: The institution also provides clear and accurate information regarding accreditation on the College website and in the College Catalog. The Catalog's title page lists the accrediting agency. The College website also includes a section on Accreditation and includes a clear, accurate overview of the current evaluation cycle, annual reports, substantive changes, archived reports, and a comprehensive list of external accrediting agencies (Accreditation live link, IC1_8_Accreditation_Webpage, IC1_9_Externally_Accredited_Organizations).

The information in the online Catalog is identical to the print Catalog. All information in the Catalog related to educational courses and programs comes from the institution's official curriculum database. The information in the Catalog is updated each year beginning in October when the Curriculum and Instruction specialists send out notices to the divisions, departments, and affiliated groups to update their individual sections of the Catalog. These groups include, among others, Admissions, Financial Aid, Student Services, Instruction, the bookstore, police, and food services. The Curriculum and Instruction office collects, edits, and sorts the information from these various groups. The online version of the Catalog is a PDF of the print version, thus assuring there are no discrepancies between the online and print versions.

Analysis and Evaluation

The College Catalog and relevant pages of the website contain clear and accurate information regarding its mission, learning outcomes, educational programs, and student support services. This information is reviewed annually to ensure accuracy and is made publicly available to students and prospective students, personnel, and all persons or organizations. Accurate information regarding the College's accreditation status is provided publicly on the College's website and in the Catalog.

C.2 The institution provides a print or online Catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

Pasadena City College provides an online and downloadable print Catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" as enumerated below (IC1_1_2020_2021_PCC Catalog, PCC Website live link, IC2_1_PCC_Website_Screenshot): (ER 20

1. **General Information**
- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (pg. 1, IC2_2_ Addresses_Locations)
- Educational Mission (pg. 16-17, IC2_3_ Mission and Values)
- Representation of accredited status with ACCJC, and with programmatic accreditors if any (pg. 1, IC2_2_ Addresses_Locations)
- Program and Degree Offerings (pg. 95-355, IC2_4_ Academic Programs)
- Course Offerings (pg. 363-597, IC2_5_Course_Descriptions)
- Student Learning Outcomes for Programs and Degrees (pg. 17-18, IC2_6_ Sample Program Outcomes; pg. 95-355 IC2_4_ Academic Programs)
- Academic Calendar and Program Length (pg. 13-14, pg. 18, IC2_7_ Academic Calendar)
- Academic Freedom Statement (pg. 73, IC2_8_ Academic Freedom)
- Available Student Financial Aid (pg. 40-42, IC2_9_ Financial Aid)
- Available Learning Resources (pg. 37-51, IC2_10_Learning_Resources)
- Names and Degrees of Administrators and Faculty (pg. 600-620, IC2_11_ College Administration)
- Names of Governing Board Members (pg. 5, IC2_12_ BOT Members)

2. **Requirements**
- Admissions (pg. 21-35, IC2_13_ Admissions Process)
- Student Tuition, Fees, and Other Financial Obligations (pg. 34-35, IC2_14_ Student Fees)
- Degrees, Certificates, Graduation and Transfer (pg. 18, 83-91, IC2_15_ Transfer; pg. 96-117 IC2_16_ Graduation)

3. **Major Policies and Procedures Affecting Students**
- Academic Regulations, including Academic Honesty (pg. 73-81, IC2_17_ Academic Honesty)
- Nondiscrimination and Sexual Harassment (pg. 72, IC2_18_ Harassment_and_Nondiscrimination)
- Acceptance and Transfer of Credits, Transcripts (pg. 57-58, IC2_19_ Transfer Course Work)
- Grievance and Complaint Procedures (pg. 75, IC2_20_ Complaint Procedure)
- Refund of Fees (pg. 35, IC2_21_ Refund Policy)

4. **Locations or Publications** where other policies may be found (pg. 622-630, IC2_22_Catalog_Index_and_Map).

Analysis and Evaluation

The online and downloadable College Catalog includes all facts, requirements, policies, and procedures listed in the ACCJC "Catalog Requirements." The College is moving towards a fully searchable digital College Catalog in the next year. (ER 20)

> C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

PCC uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. All instructional programs and College units do an evaluation of student achievement and Student Learning Outcomes as part of the Comprehensive Program Review process and Annual Update. Comprehensive Program Reviews and Annual Updates are publicly available on the College website (IC3_1_Program_Review Website, IC3_2_Annual_Update_Website).

In addition to Comprehensive Program Reviews and Annual Updates, other published institutional reports and dashboards related to student achievement are also provided to faculty, staff, administrators, current and prospective students, and the general public. These are available on the College website and include, but are not limited to, the following: (ER 19)

- Equity Dashboard (IC3_3_Equity_Dashboard)
- Noncredit Equity Dashboard (IC3_4_Noncredit_Equity_Dashboard)
- AB 705 Dashboard (IC3_5_AB_705)
- Guided Pathways Dashboard (IC3_6_Guided_Pathways)
- GIS Student Map (IC3_7_GIS)
- Enrollment Information Dashboard (IC3_8_Enrollment_Information_Dashboard)
- High School Feeder Report (IC3_9_HS_Feeder)
- ACCJC Annual Report (IC3_10_ACCJC_Report_Website)
- PCC *Observations*, an annual publication from the Office of Institutional Effectiveness (IC3_11_PCC_*Observations*_2017-2018)
- Integrated Planning Dashboard (IC3_12_Integrated_Planning_Dashboard)
- Student Success Scorecard (IC3_13_PCC_Student_Success_Scorecard).

Analysis and Evaluation

PCC uses documented assessment of student learning and student achievement and provides access to this data on the college's website through the Comprehensive Program Review reports and public facing data dashboards. (ER 19)

C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Pasadena City College describes its certificates and degrees in terms of purpose, content, course requirements and learning outcomes. The College Catalog presents information on certificates and degrees offered in a clear and organized manner. The Catalog includes an overview of Associate in Science and Associate in Arts Degree requirements and Transfer requirements for both CSU Breadth and IGETC general education patterns (IC4_1_Catalog_Degree_Requirements). In addition, programs are presented in alphabetical order by discipline in a table format and then in more detailed narrative form for ease of understanding (IC4_2_PCC_Catalog_2020_2021_Academic_Programs, IC4_3_PCC_Catalog_2020_2021_Degrees_and_Certificates_Detail, IC4_4_PCC_Catalog_2020_2021_Program_Outcomes_Music_Example).

The College website also provides an interactive and comprehensive overview of degrees and certificates offered by PCC (Degree and Certificates live link, IC4_5_Degree_Certificate_Screenshot,). The webpage includes the ability for students to map their courses over multiple semesters and provides in depth course descriptions. The Degree and Certificate webpage also provides a link for students to explore career opportunities (Career Exploration live link, IC4_6_Career_Exploration_Screenshot).

Analysis and Evaluation

Pasadena City College describes its certificates and degrees in an effective, clear, and accurate manner for students in the Catalog and on the College website. For each program, the content, purpose, outcomes, and requirements are available and accessible to students.

C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College publishes its mission statement on the PCC website and it can also be found in Board Policy 1200. The mission was last reviewed and updated in 2019 through the College's governance process and approved by the Board of Trustees on March 20, 2019 (IC5_1_BP_1200_Mission).

All information in the College Catalog related to educational courses and programs comes from College's official curriculum database (WebCMS public live link, IC5_2_WebCMS_Screenshot). The information in the College Catalog is reviewed and updated each year beginning in October when the Curriculum and Instruction specialists send out notices to the divisions, departments, and affiliated groups to update their individual sections of the Catalog. These groups include, among others the following student services departments: Admissions, Financial Aid, Academic Counseling, Student Life, Personal Counseling Services, Student Health Services, bookstore, Campus Police and Safety, and on campus dining facilities. The Curriculum and Instruction office collects, edits, and sorts the information from these offices.

As the Catalog is prepared for final posting and distribution online, the College's Office of Strategic Communications & Marketing web team reviews content in the new edition and prepares updates, additions, and deletions to various sections of the PCC website to ensure the public-facing website matches the content listed in the current Catalog. The web team also cross-references information in the catalogue with information stored in other information systems, including WebCMS (the curriculum management system), the centralized database maintained by the Chancellor's Office, and others. These efforts enable integrity across platforms of the College's mission, programs, and services. As updates to programs are considered and approved throughout the year, the web team logs and coordinates postings to the website and other areas in accordance with Catalog publication and marketing objectives. The online version of the Catalog is a PDF of the print version, thus assuring there are no discrepancies between the online and print versions.

PCC's Office of Strategic Communications & Marketing promotes and disseminates information about PCC's academic, cultural, and community offerings. The office helps constituents across campus achieve their communication goals with a professional staff of designers, web developers, video producers, photographers, and digital communication specialists. The office also oversees the college's government relations efforts, serves as a gateway for the community, and advances PCC's brand identity (PCC Office of SCaM_Live_Link, IC5_3_PCC_Office_of_SCaM_Screenshot).

Analysis and Evaluation

The College has in place a Board Policy and Administrative Procedure review cycle. Publications are produced in collaboration with the Offices of Instruction, Academic Affairs, and Strategic Communications & Marketing to ensure the integrity of all forms of representation of the College's mission, programs, and services.

C.6 The institution accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

PCC accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

The College Catalog and the College website are the primary sources for total cost of education at the College (IC2_14__Student Fees, IC6_1_Website_Tuition_and_Fees). The College's Financial Aid website provides an overview of the total cost of education at the College and has a Net Price Calculator tool that students can use to estimate the cost of education at the College using different scenarios (IC6_2_Financial_Aid_Student_Budget_Screenshot, IC6_3_Net_Price_Calculator_webpage).

Fees for specific programs are listed in the programs section of the College Catalog or on the website (IC6_4_Catalog_Cosmotology_Fees, IC6_5_Website_Nursing_Fees).

Information about the costs associated with individual courses, such as textbooks or other instructional materials is available on the College Bookstore website (IC6_6_PCC_Bookstore).

Analysis and Evaluation

The College publishes and updates information on the total cost of education on its Financial Aid webpage. Students and the general public can access the information at any time.

C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

PCC uses and publishes governing Board Policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (Er 13). Board Policy (BP) 4030 states that

Academic Freedom is a right that is protected and extended to all stakeholders of Pasadena City College (IC7_1_BP_4030). The policy is published and available in the Catalog (IC2_8_ Academic Freedom). Administrative Procedure 4030 further explains academic freedom pertaining to faculty expressing viewpoints - both verbally and in writing - in the classroom and during participation in departmental or College participatory governance (IC7_2_AP_4030). These freedoms include curriculum development and the determination of instructional methods (ER 13). Furthermore, Pasadena City College's Academic Senate has a committee on Academic Freedom and Professional Ethics to ensure the rights and responsibilities of faculty members.

Analysis and Evaluation

PCC has adopted clear policies that reflect the institution's commitment to academic freedom, which are published on the College website and in the Catalog (ER 13).

> C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College has established and publishes clear policies and procedures that promote honesty, responsibility and academic integrity for all constituent groups.

Student conduct standards that promote honesty, responsibility and academic integrity are outlined in BP and AP 5500 Standards of Student Conduct (IC8_1_BP_5500, IC8_2_AP_5500). The discipline process for violation of the Standards of Student Conduct is defined in AP 5520 Student Discipline Procedures (IC8_3_AP_5520). Additionally, Standards of Student Conduct and the Student Discipline Process are published in the College Catalog, which is accessible to students, employees and the general public on the College webpage (IC8_4_Catalog_Academic_Regulations, IC2_17_ Academic Honesty). Faculty also include information on Academic Dishonesty for students in their course syllabi (IC8_5_Sample_Syllabus_A, IC8_6_Sample_Syllabus_B, IC8_7_Sample_Syllabus_C).

The College has established standards for Professional Ethics for Faculty, Management and Classified Staff that promote honesty, responsibility, and integrity in the work environment (IC8_8_BP_3050, IC8_9_BP_3060, IC8_10_BP_3070, IC8_11_AP_3050, IC8_12_AP_3060, IC8_13_AP_3070). Furthermore, the College has placed an Ethical Statement on the website, and it is physically displayed in conference rooms across campus (IC8_14_Ethical_Statement_Summary).

Analysis and Evaluation

The College has Board Policies and Administrative Procedures on student academic honesty and student behavior as well as a procedure for dealing with misconduct. The College also has established Board Policies and Administrative Procedures that promote the honesty, responsibility, and integrity of all employees.

> C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

At PCC, faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. PCC Administrative Procedure 3050 Professional Ethics of Faculty clarifies this obligation by stating that faculty specifically have the responsibility to "present the subject matter of the course as announced to the students and as approved by the faculty in the course outline of record as objectively as possible" (IC9_1_AP_3050). Furthermore, PCC Board Policy 3050 Professional Ethics of Faculty clearly states that "faculty members adhere to a code of professional ethics that includes responsibilities: to their disciplines; to their students; to their colleagues; to their institution; and to their community" (IC9_2_BP_3050).

The PCC Faculty Handbook also contains an extensive statement on the professional and ethical obligations of individual faculty. It states that "when faculty recognize that their own personal convictions differ from other well-supported conclusions on the same matter, they present relevant data as fairly and objectively as possible to students and others" (IC9_3_PCC_Faculty_Handbook).

To support the implementation of these standards, the PCC faculty peer evaluation process includes a component of how well the faculty member being evaluated "use(s) current materials and theories" and "use(s) materials pertinent to the course outline" (IC9_4_Classroom_Evaluation_Sheet).

Analysis and Evaluation

The District Board, Academic Senate, and College have established policies and a code of ethics to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that they present data and information fairly and objectively. The faculty evaluation process is designed to identify areas where improvements relating to this standard may be needed.

C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Pasadena City College is a public 2-year California Community College governed by the Board of Governors for the California Community Colleges and the PACCD Board of Trustees. The College does not require staff, faculty, administrators or students to conform to specific codes of conduct or beliefs beyond those codes of conduct required by accreditation at both the institutional and program level.

Analysis and Evaluation

This Standard does not apply to Pasadena City College.

C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Pasadena City College does not operate in any foreign locations or have satellite campuses or facilities in foreign locations.

Analysis and Evaluation

This Standard does not apply to Pasadena City College

C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College's main website features a dedicated page suite for all accreditation requirements (IC12_1_Screenshot Accreditation Webpage). The Accreditation page is a public-facing page that includes all current and relevant historical documentation, including the following: the current evaluation cycle (including timeline), all annual and fiscal reports, substantive changes, externally accredited organizations for programs requiring external accreditation, archived documents including evaluation cycles and accreditation dialogues, and a link to the Accreditation Standing Committee (ASC) (1C12_2_Accreditation Webpage Screenshot of Archived Document). (ER 21) The ASC is a participatory governance committee that coordinates and oversees all accreditation activities on campus including reports, compliance with eligibility requirements, Commission policies, guidelines, and requirements. PCC has maintained its accreditation status and responds to all requests from the ACCJC in a timely manner. BP 3200 Accreditation states that "the District shall meet and where feasible exceed the accreditation standards established by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Junior and Community Colleges (ACCJC)" (IC12_3_BP_3200).

AP 3200 Accreditation, establishes the Accreditation Standing Committee (ASC), a standing committee of College Council, the Accreditation Liaison Officer, and the Faculty Accreditation Coordinator (IC12_4_AP_3200).

The ASC, as outlined in AP 3200, is responsible for the following:

1. Self-Evaluation Report

2. Mid-Term Report

3. Follow-Up Reports

4. Substantive Changes Reports

5. Annual Reports

6. Any other special reports requested by the Commission

Additionally, the ASC is responsible for education of the campus community on the Accreditation Standards and the accreditation process, regular assessment of the College's compliance with the Accreditation Standards and eligibility requirements, and recommendations to College Council regarding accreditation-related issues. The ASC meets twice a month and posts meeting agendas and minutes on the College's website.

Analysis and Evaluation

The official website of the institution hosts a dedicated, public-facing page for its accreditation efforts and all documentation of compliance with ACCJC Standards, policies, reporting, and eligibility requirements. The Accreditation Standing Committee, the Accreditation Liaison

Officer, and the Faculty Accreditation Coordinator, work collaboratively to meet the requirements of the Commission.(ER 21)

C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Pasadena City College advocates and demonstrates honesty and integrity in its relationships with external agencies.

The College follows the ACCJC accrediting commission standards, policies, guidelines, and eligibility requirements. The College's current accreditation status is published on the website along with self-evaluation documents, accreditation reports, cycle timelines, midterm and progress reports (Accreditation live link, IC12_1_Screenshot Accreditation Webpage, IC13_1_Pasadena_City_College_2017_Reaffirmation of Accreditation). (ER 21)

Several programs at the College must also comply with additional external accrediting organizations. Each of these programs adheres to the guidelines of the relevant accreditation or certification process, which may include site visits, self-study reports, and submission of reports on student access, success, and job placement (IC13_2_Externally Accredited). (RE 21)

These programs and accrediting agencies include the following:

- Anesthesia Technology - External Accrediting Agency: The American Society of Anesthesia Technologists and Technicians live link (IC13_3_CAAHEP Accreditation)
- Associate Degree Nursing - Accredited by the Board of Registered Nursing live link
- Child Development Center - Accredited by the National Association for the Education of Young Children (NAEYC) live link (IC13_4_NAEYC Accreditation)
- Dental Assisting - Accredited by the American Dental Association (ADA) Commission on Dental Accreditation (CODA) live link
- Dental Hygiene - Accrediting Body: American Dental Association(ADA) Commission on Dental Accreditation (CODA) live link
- Emergency Medical Technician-Paramedic External Approval Agency: County of Los Angeles live link
- Licensed Vocational Nursing - Accredited by the Board of Vocational Nursing & Psychiatric Technicians live link
- Medical Assistant - Accredited by the Medical Assisting Education Review Board live link
- Paralegal Studies - Accredited by the American Bar Association live link

- Radiologic Technology - [Accredited by the Joint Review Committee on Education in Radiologic Technology](#) live link
- Restorative Dental Technology - [Accredited by the American Dental Association (ADA) Commission on Dental Accreditation (CODA)](#) live link

Furthermore, the International Student Center (ISC) at Pasadena City College follows federal guidelines in its admissions and compliance processes. These processes are outlined clearly for students on the ISC's website ([IC13_5_ISC_Apply](#), [IC13_6_ISC_Visa](#)). The International Student Center's staff complies with all regulations governing the issuance of the I-20 Certificate of Eligibility. And all guidelines regarding federal regulations related to the F-1 visa are followed, monitored, and enforced.

Analysis and Evaluation

Pasadena City College meets the Standard. The College complies with the Accrediting Commission Standards, policies, and guidelines for public disclosure, working to maintain consistent, transparent, honest, and accurate information and practices. The College's faculty and staff maintain integrity and compliance with all agencies to which the College's programs, students, and institution are accountable. (ER 21)

> C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Pasadena City College is committed to providing high quality education, maximizing student achievement and remains focused on student learning. The revised College mission and the new Educational Master Plan (EMP) exemplifies the College's commitment to its students. The development of the EMP was guided by the revised mission and the local Vision for Success Goals. Strategies within the EMP are student centered and align with the Student Equity Plan as well ([IC14_1_PCC_Equity_Plan](#)).

This mission highlights students in every facet of College operation—both academic and student services—and explicitly demonstrates that the College is focused on providing a holistic student experience ([IC14_2_PCC Mission and Values](#)).

The College's Educational Master Plan, also highlights the dedication to student achievement and learning through its four priorities: Exceptional Academic Programs and Delivery, Equity-

Minded Learning Community, Campus Engagement and Environment, and Customized Student Support (EMP Webpage live link, IC14_3_EMP 2020 Booklet).

The College's Superintendent/President, Dr. Erika Endrijonas, demonstrates commitment to students and their learning at the highest level. She began her tenure at PCC on January 22, 2019. The Office of the President webpage exemplifies this commitment, beginning with the following personal statement from Dr. Erika Endrijonas: "My entire career has been focused on finding new ways to ensure students succeed in their goals—no matter their background or their dreams" (IC14_4_Office of the President).

Pasadena City College is an open access public institution funded primarily with public money. Therefore, the College is responsible to the community it serves. PCC has no investors, parent organization, or supporting external interests. Board Bylaw 2710 Conflict of Interest provides regulations and guidance on employees' and members of the Board of Trustees conflict of interest reporting requirements. The College does have a Foundation that is focused on providing resources, monetary and physical, to support student success (PCC Foundation website live link, IC14_5_PCC_Foundation_Website_Screenshot).

Board Bylaw 2710 Conflict of Interest and Board Policy 6200 Budget Preparation outlines the College's commitment to supporting high quality education focused on student achievement. (IC14_6_BB_2710, IC14_7_BP_6200).

Analysis and Evaluation

As shown in the College's mission, Educational Master Plan, Student Equity Plan, and leadership from the Superintendent/President, the College's main priority is its students and their educational goals.

Conclusions on Standard I.C. Institutional Integrity

The integrity of all policies, actions, and communications for Pasadena City College is ensured through systematic evaluation. Integrity is further ensured by working in collaboration with Strategic Communications and Marketing to continually review and update the content on the College's website. The administration, faculty, staff and governing board members act honestly, ethically, and fairly in performance of duties, as exemplified by the College's compliance to Eligibility Requirements, Accreditation Standards, policies, and guidelines. The College acts ethically and with transparency in working with other external agencies. The mission, goals, and Educational Master Plan of the College reinforces and communicates the College's commitment to academic integrity and the success of PCC students.

Improvement Plan(s)

 None.

Standard I.C. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
PCC Catalog 2020-2021	IC1_1_2020_2021_PCC Catalog.pdf
Mission and Values in 20-21 Catalog	IC1_2_MV_Catalog.pdf
Mission and Values Webpage	IC1_3_Mission and Values_Webpage.pdf
Screenshot of SLO Assessment Site	IC1_4_SLO_Assessment_Webpage.pdf
Screenshot of PLO Assessment Site	IC1_5_Program_Student_Learning_Outcomes_Webpage.pdf
Natural Sciences AA with Program Outcomes	IC1_6_Natural Sciences_AA_example.pdf
Catalog Sections I-IV	IC1_7_Sections I-IV_PCC Catalog.pdf
Screenshot of PCC Accreditation Website	IC1_8_Accreditation _Webpage.pdf
External Accreditation	IC1_9_Externally Accredited Organizations.pdf
PCC Website Screenshot	IC2_1_PCC_Website_Screenshot.pdf
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	IC2_2_ Addresses.Locations.pdf
Educational Mission	IC2_3_ Mission and Values.pdf
Program and Degree Offerings	IC2_4_ Academic Programs.pdf
Course Offerings	IC2_5_Course_Descriptions.pdf

Student Learning Outcomes for Programs and Degrees	IC2_6_ Sample Program Outcomes.pdf
Academic Calendar and Program Length	IC2_7_ Academic Calendar.pdf
Academic Freedom Statement	IC2_8_ Academic Freedom.pdf
Available Student Financial Aid	IC2_9_ Financial Aid.pdf
Available Learning Resources	IC2_10_Learning_Resources.pdf
Names and Degrees of Administrators and Faculty	IC2_11_ College Administration.pdf
Names of Governing Board Members	IC2_12_ BOT Members.pdf
Admissions	IC2_13_ Admissions Process.pdf
Student Tuition, Fees, and Other Financial Obligations	IC2_14_ Student Fees.pdf
Transfer	IC2_15_ Transfer.pdf
Certificates, Degrees, and Graduation	IC2_16_ Graduation.pdf
Academic Regulations	IC2_17_ Academic Honesty.pdf
Regulations	IC2_18_ Harassment_and_Nondiscrimination.pdf
Acceptance and Transfer of Credits, Transcripts	IC2_19_ Transfer Course Work.pdf
Grievance and Complaint Procedures	IC2_20_ Complaint Procedure.pdf
Refund of Fees	IC2_21_ Refund Policy.pdf

Locations or Publications where other policies may be found	IC2_22_Catalog_Index_and_Map.pdf
Program reviews posted on PCC Website.	IC3_1_Program_Review_Website.pdf
Annual Updates posted on PCC Website.	IC3_2_Annual_Update_Website.pdf
PCC Equity Dashboard.	IC3_3_Equity_Dashboard.pdf
PCC Noncredit Equity Dashboard.	IC3_4_Noncredit_Equity_Dashboard.pdf
AB705 Dashboard	IC3_5_AB_705.pdf
Guided Pathways Dashboard	IC3_6_Guided_Pathways.pdf
GIS Student Map	IC3_7_GIS.pdf
Enrollment Information Dashboard	IC3_8_Enrollment_Information_Dashboard.pdf
High School Feeder Report	IC3_9_HS_Feeder.pdf
Website showing ACCJC annual reports being posted.	IC3_10_ACCJC_Report_Website.pdf
Sample PCC Observations publication.	IC3_11_PCC_Observations_2017-2018.pdf
Integrated planning dashboard containing data used in program review.	IC3_12_Integrated_Planning_Dashboard.pdf
Screenshot of PCC Student Success Scorecard Webpage	IC3_13_PCC_Student_Success_Scorecard.pdf
Academic Program Requirements	IC4_1_Catalog_Degree_Requirements.pdf
Academic Programs	IC4_2_PCC_Catalog_2020-2021_Academic_Programs.pdf

Degrees and Certificates	IC4_3_PCC Catalog_2020-2021_Degrees_and_Certificates_Detail.pdf
Program Outcomes- Music Example	IC4_4_PCC_Catalog_2020_2021_Program_Outcomes_Music_Example.pdf
Screenshot of PCC's Degrees and Certificates Website	IC4_5_Degree_Certificate_Screenshot.pdf
Screenshot of PCC's Career Exploration Website	IC4_6_Career_Exploration_Screenshot.pdf
Board Policy 1200 Mission	IC5_1_BP_1200_Mission.pdf
Screenshot of Public View for Curriculum Management System	IC5_2_WebCMS_Screenshot.pdf
Screenshot of Strategic Communication and Marketing Website	IC5_3_PCC_Office_of_SCaM_Screenshot.pdf
Pages from the PCC Website containing information about tuition and fees.	IC6_1_Website_Tuition_and_Fees.pdf
Financial Aid Student Budget webpage	IC6_2_Financial_Aid_Student_Budget_Screenshot.pdf
Net Price Calculator Web page	IC6_3_Net_Price_Calculator_webpage.pdf
Pages from the PCC Catalog containing specific information about program fees for Cosmetology.	IC6_4_Catalog_Cosmotology_Fees.pdf
Pages from the PCC Website containing specific information about program fees for the RN program.	IC6_5_Website_Nursing_Fees.pdf
Printout of the PCC Bookstore Webpage.	IC6_6_PCC_Bookstore.pdf
PCC Board policy on Academic Freedom (BP4030)	IC7_1_BP_4030.pdf

PCC Administrative Procedure on Academic Freedom (BP4030)	IC7_2_AP_4030.pdf
PCC Board Policy on Standards of Student Conduct	IC8_1_BP_5500.pdf
PCC Administrative Procedure on Standards of Student Conduct	IC8_2_AP_5500.pdf
PCC Administrative Procedure on Student Discipline Procedures	IC8_3_AP_5520.pdf
PCC Catalog Pages that contain the Standards of Student Conduct and the Student Discipline Procedures, 2019-2020 Catalog	IC8_4_Catalog_Academic_Regulations.pdf
Sample Syllabus containing Academic Honesty policy	IC8_5_Sample_Syllabus_A.pdf
Sample Syllabus containing Academic Honesty policy	IC8_6_Sample_Syllabus_B.pdf
Sample Syllabus containing Academic Honesty policy	IC8_7_Sample_Syllabus_C.pdf
PCC Board Policy on Professional Ethics of Faculty	IC8_8_BP_3050.pdf
PCC Board Policy on Professional Ethics of Managers	IC8_9_BP_3060.pdf
PCC Board Policy on Professional Ethics of Classified Staff	IC8_10_BP_3070.pdf
PCC Administrative Procedure on Professional Ethics of Faculty	IC8_11_AP_3050.pdf
PCC Administrative Procedure on Professional Ethics of Managers	IC8_12_AP_3060.pdf
PCC Administrative Procedure on Professional Ethics of Classified Staff	IC8_13_AP_3070.pdf
Ethical Statement Summary page	IC8_14_Ethical_Statement_Summary.pdf

This is the administrative procedure summarizing the faculty ethics expectations and due process.	IC9_1_AP_3050.pdf
This is the board policy mandating a faculty ethics policy.	IC9_2_BP_3050.pdf
Faculty handbook summarizing faculty ethics expectations and due process.	IC9_3_PCC_Faculty_Handbook.pdf
Sample faculty evaluation checklist showing objective treatment of disciplinary content.	IC9_4_Classroom_Evaluation_Sheet.pdf
Screenshot-Accreditation Webpage	IC12_1_Screenshot Accreditation Webpage.pdf
Accreditation web page Archived documents screenshot	1C12_2_Accreditation Webpage Screenshot of Archived Documents.pdf
Board Policy 3200 on Accreditation	IC12_3_BP_3200.pdf
Administrative Procedure 3200 on Accreditation	IC12_4_AP_3200.pdf
PCC Reaffirmation of Accreditation	IC13_1_Pasadena_City_College_2017_Reaffirmation of Accreditation.pdf
Externally Accredited Programs	IC13_2_Externally Accredited.pdf
Anesthesia Tech Program Accreditation	IC13_3_CAAHEP Accreditation.pdf
Child Development Center Accreditation	IC13_4_NAEYC Accreditation.pdf
International Student Center Application Process	IC13_5_ISC Apply.pdf
International Student Center Visa Information	IC13_6_ISC Visa.pdf

PCC Equity Plan	IC14_1_PCC_Equity_Plan.pdf
PCC Mission and Values Statement	IC14_2_PCC Mission and Values.pdf
Educational Master Plan	IC14_3_EMP 2020 Booklet.pdf
Office of the President Information	IC14_4_Office of the President.pdf
PCC Foundation	IC14_5_PCC_Foundation_Website_Screenshot.pdf
BB 2710 Conflict of Interest	IC14_6_BB_2710.pdf
BP 6200 Budget Preparation	IC14_7_BP_6200.pdf

Standard I Acronyms

AA Associate in Arts

ADA American Dental Association

ADT Associate Degree for Transfer

AP Administrative Procedure

AS Associate in Science

ASC Accreditation Standing Committee

BP Board Policy

BRAC Budget and Resource Allocation Committee

BRO Brothers Reaching Out

CA Certificate of Achievement

CAAHEP Commission on Accreditation of Allied Health Education Programs

CCLC Community College League of California Policy and Procedure Service

CODA Commission on Dental Accreditation

CSLOs Course-Level Student Learning Outcomes

CSU California State University

DMV Department of Motor Vehicles

EMP Educational Master Plan

IEC Institutional Effectiveness Committee

IGETC Intersegmental General Education Transfer Curriculum

ISC International Student Center

JIS Justice-Involved Scholars

LAC Learning Assessment Committee

NAEYC National Association for the Education of Young Children

OSC Occupational Skills Certificate

PACCD Pasadena Area Community College District

PCC Pasadena City College

PD Professional Development

SLO Student Learning Outcome

SLPAHDB Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

A1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Pasadena City College, regardless of location or means of delivery, are offered in fields of study aligned with the institution's mission, are appropriate to higher education, and culminate in students' ability to achieve their educational goals. PCC recently updated its mission to clearly articulate the College's commitment to student achievement in an equity-minded learning environment.

The College's Curriculum and Instruction Committee (C&I), a subcommittee of the Academic Senate, is charged with reviewing all course and program curricula as outlined in Administrative Procedure 4020 Program, Curriculum, and Course Development, to ensure applicability to higher education and alignment with the College's mission (ER 9) (IIA1_1_AP_4020). C&I is also responsible for reviewing the means of delivery for courses and programs to assure that regular and effective contact between faculty and students is maintained regardless of location or means of delivery (IIA1_2_C and I Course Proposal Faculty Guidelines, IIA1_3_Form D Distance Education Addendum).

Course Outlines of Record (COR) describe all the detail needed to teach a course, provides information and transparency to the public, and along with the College Catalog, indicates transferability of courses to UC and CSU institutions (WebCMS live link,

IIA1_4_WebCMS_screenshot). Transferability to baccalaureate-granting institutions provides evidence that PCC courses are appropriate for post-secondary education (ER 9). Several CORs are included which have both CSU and UC articulation. In addition, students are encouraged check with an academic counselor or the College's Articulation Officer to determine transferability of courses to private and public 4-year institutions.

Links to CORs and course descriptions are included for the following courses: Accounting (IIA1_5_ACCT 001B), Administration of Justice (IIA1_6_AJ_012), Anthropology (IIA1_7_ANTHRO_031), Art 1B (IIA1_8_ART_001B), Art 20A (IIA1_9_ART_020A), Biology (IIA1_10_BIOL 010A), Business (IIA1_11_ BUS_014B), English (IIA1_12_ENGL_001A), Geography (IIA1_13_GEOG_012), Math (IIA1_14_MATH_003), and Sociology (IIA1_15_SOC_030).

Additionally, approximately 250 courses, listed in the Course Identification Numbering (C-ID) Approved Courses, have been aligned with and approved for the supranumbering C-ID system (IIA1_16_CID). With courses aligned to an equivalent C-ID, students can easily transfer and articulate courses between California community colleges, UCs and CSUs. Courses that are aligned with a C-ID are used as part of Associate Degrees for Transfer (ADTs), which also ease students' ability to transfer to CSUs. The UC Transfer Pathways are modeled on the ADTs, and although not always exactly the same, they give students a clearer understanding of the required courses needed for a student to transfer to UC institutions in specific majors. Both the ADTs and UC Transfer Pathways were developed outside of the community college system but provide guidance for transfer and degree completion. PCC has ADTs in more than 30 different areas, demonstrating the acceptance of its courses as appropriate to higher education (IIA1_17_ADT).

The included example Biological Technology Programs document, together with the College Catalog pages outlining degree and certificate requirements, show expected learning outcomes and the available degrees and certificates associated within PCC's programs. The Natural Sciences Division website is an example of how program courses lead to various degrees and certificates (IIA1_18_Bio_Tech_Program, IIA1_19_Degree_Reqs, IIA1_20_NatSci_Division).

The California Community Colleges Chancellor's Office (CCCCO) Data Mart provides evidence of the awarding of degrees and certificates at Pasadena City College (Data Mart live link, IIA1_21_Datamart_Screenshot).

Analysis and Evaluation

The College's Curriculum and Instruction committee ensures courses, programs and degrees align with the College mission and have Student Learning Outcomes. Alignment to the California C-ID numbering system assures transferability of courses.

A2. Faculty, including full time, part-time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted

academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The Curriculum and Instruction Committee (C&I) is responsible for reviewing and approving all additions, modifications, and deletions to the College curriculum, which is reviewed and approved by the Academic Senate before final approval by the Board of Trustees. The orientation presentation for C&I and AP 4020 outline the course approval process. The co-chairs of C&I are full-time faculty, as are a majority of the members of the committee (IIA2_1_Orientation_Presentation, IIA1_2_AP_4020).

The sample course outline for ENVS 11 shows how course-level Student Learning Outcomes (SLOs) are incorporated into Course Outlines of Record (COR). SLOs provide the foundational support for all Course Outlines of Record (IIA2_2_ENVS_11). For every COR, the Student Performance Objectives (SPOs) must be mapped, in outline form, to the SLOs, ensuring that the objectives of the course support the overarching outcomes that students achieve. The sample course outline for DANC 005A and ASL 001 are both provided because they were developed either completely by part-time faculty (DANC 005A), or were developed in a collaboration between full-time and part-time faculty (ASL 001) when no full-time faculty were on staff to develop the curriculum. All part-time faculty are also required to submit SLO assessment results and action plans as part of the normal assessment cycle (IIA2_3_DANC_5A, IIA2_4_ASL_1).

The Distance Education Proposal Guidelines indicate the standards required of distance education courses. The document indicates that distance education proposals must include descriptions of effective contact, methods of instruction, and universal design. This ensures the quality of distance education courses (IIA2_5_DE_Proposal_Guidelines).

The Institutional Effectiveness Committee (IEC) coordinates the Comprehensive Program Review process. AP 3251 Institutional Effectiveness describes the composition of the IEC, half of which are faculty. The IEC Member Guide states that faculty write instructional Comprehensive Program Reviews. Thus, course development, approval, C&I review, Annual Updates, and Comprehensive Program Reviews are conducted and overseen largely by faculty (IIA2_6_AP_3251, IIA2_7_IEC).

The Academic Comprehensive Program Review template demonstrates the main components and outcomes used for evaluation of instructional programs as part of the Comprehensive Program Review process (IIA2_8_Academic_Program_Review). The Geotech Certificate Comprehensive Program Review and Business Administration Comprehensive Program Review indicate how faculty evaluate the effectiveness of their programs (IIA2_9_Geotech,

IIA2_10_Business). The Math Department Annual Update shows how faculty use student success and learning outcomes to inform resource requests as part of PCC's integrated planning process (IIA2_11_Math). Finally, the Nursing Curriculum and Program Review document is an example of how departments review program data and develop improvement plans (IIA2_12_Nursing).

Analysis and Evaluation

Curriculum are developed and programs are reviewed by faculty. In most areas, much of this work is done by full-time faculty, while in some areas, part-time faculty participate in the processes. Comprehensive Program Reviews focus on student success data, and the faculty evaluation process ensures that instructors engage in self-reflection regarding pedagogy and student teaching and learning.

> A3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College has identified and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. Student Learning Outcome (SLO) assessment procedures for courses, programs, certificates, and degrees utilize established procedures supported by the Academic Senate Learning Assessment Committee (LAC). Each semester, the LAC directs faculty to assess student performance of Student Learning Outcomes according to a recommended assessment cycle. The cycle is indicated in the AY18-22 Assessment Cycle file (IIA3_1_AY18-22). Additionally, the LAC has created toolkits that define the workflow timelines, and persons responsible for SLO assessment. The toolkits are made available to deans, coordinators, and faculty to assist in the assessment process.

Instructional Divisions have dedicated assessment coordinators who support faculty in SLO assessment. The Fall 2019 Welcome Back Social Sciences and Fall 2019 SLO Assessment Reminder are examples of how deans and the faculty assessment coordinator communicate to faculty expectations regarding including SLOs on syllabi and SLO assessment (IIA3_2_Welcome_Back, IIA3_3_SLO_Reminder). The SLO Coordinators tracks participation in SLO assessment at the course level and collect data on SLO assessment for each instructional division (IIA3_4_Course_Level, IIA3_5_Instructional_Division). In fall 2018, 90 percent of course sections were assessed for at least one SLO as part of the regular assessment cycle.

PCC has approved current courses outlines that include Student Learning Outcomes for every course and require instructors in every class section to provide students with the learning outcomes for their course in the syllabus. The Curriculum and Instruction Committee (C&I) has defined standards for course proposals (new and updates) relating to SLOs and Student Performance Objectives (SPOs) that require SLOs in each Course Outline of Record. Evidence included are CORs and syllabi for English, geography, kinesiology activity, physiology, and sociology (IIA3_6_ENGL_001A_COR, IIA3_7_Engl_001A_Syllabus, IIA3_8_GEOG_1_COR, IIA3_9_Geog_001_Syllabus, IIA3_10_KINA_040A_COR, IIA3_11_KINA_040A_Syllabus, IIA3_12_PYSO_1_COR, IIA3_13_Pyso_001_Syllabus, IIA3_14_SOC_030_COR, IIA3_15_Soc_030_Syllabus). These show alignment between SLOs in the COR and those included on syllabi.

Analysis and Evaluation

Through processes developed by the Curriculum & Instruction Committee and the Learning Assessment Committee, the College ensures that student learning is regularly assessed, and individual divisions and departments ensure that SLOs are communicated to students via course syllabi.

A4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

When the College offered pre-collegiate courses in math, English and ESL, it made clear in the course numbering system used in the College Catalog, the schedule of classes, and in the course attributes housed in our student information system (Banner) that such courses were precollegiate and nontransferable. Since the passage of Assembly Bill 705 (AB 705), which affects how community colleges place students into course sequences, PCC opted not to offer pre-collegiate level math beginning in fall 2018 with full implementation for math and English in fall 2019.

The institution does, however, continue to offer a sequence of pre-collegiate ESL courses that lead to transfer level coursework in ESL. The sequences of ESL courses provided as evidence show how students move through those courses; levels 1-5 are indicated and correspond to the numbering system referenced in the College Catalog (IIA4_1_ESL, ESL live link). ESL levels 1-3 are precollegiate which help students advance to and succeed in college level curriculum in ESL levels 4 and 5. The COR for ESL 122 (level 3) and ESL 033A (level 4) can be seen here. ESL 122 is a level 3 pre-collegiate, non-transferrable course, designed to prepare students for success in higher-level coursework (IIA4_2_ESL_122, IIA4_3_ESL_033A). ESL 33A is a degree applicable, UC/CSU transferrable course.

All noncredit coursework, which is considered pre-collegiate, has a course numbering system significantly different from the credit numbering system (IIA4_4_Prerequisites, IIA4_5_Course_Numbering). Noncredit courses all have a four-digit course identification number compared to a two- or three-digit identification number for credit courses (i.e. ESL 1010, PAR 7683, BUSN 2852).

Analysis and Evaluation

The College's course numbering system and the course descriptions found in the College Catalog clearly delinate between precollegiate and collegiate level coursework. The College's Curriclum and Instruction Committee is responsible for reviewing precollegiate course curriculum to ensure it supports student learning and the acquisition of skills for success in college.

> A5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The institution's degrees and programs follow practices common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The PCC Catalog states in its section on degree requirements (p. 96) that all associate degrees require at least 60 units (IIA5_1_Degree_Requirements). This is additionally reflected in AP 4100 Academic Calendar (IIA5_2_AP_4100). AP 4020 Program, Curriculum, and Course Development states in item 2a that both Title 5 and the current version of the Curriculum Standards Handbook are used in determining whether to approve curriculum proposals (IIA1_2_AP_4020). Additionally, the C & I (Curriculum and Instruction) Committee Orientation Presentation references the California Community Colleges Chancellor's Office's Program and Course Approval Handbook (PCAH) as a guiding document for approving curriculum (IIA2_1_Orientation_Presentation, IIA5_3_PCAH). All of these ensure that academic standards at PCC are aligned with common practices in higher education and that degrees awarded meet the 60-unit threshold. The Geography Associate Degree for Transfer, Automotive Technology, and the Registered Nursing Associate of Science Degrees and Certificates of Achievement are provided as evidence of degrees and programs that are appropriate in length, breadth, depth, and rigor, and show course sequencing, time to completion, and synthesis of learning(ER 12) (IIA5_4_GEO, IIA5_5_AUTO, IIA5_6_RN).

Analysis and Evaluation

The College has appropriate administrative procedures and the Curriculum & Instruction Committee follow state level guidelines to ensure appropriate rigor, length, and units earned for degrees awarded. (ER 12)

> A6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Division deans in conjunction with division coordinators/chairs (faculty) create course schedules appropriate to program length and requirements that include the courses to be offered each term, the modalities in which the classes will be offered, and the location (Colorado, Foothill, PCC Rosemead, PCC Northwest). This process ensures that deans and division coordinators know what to offer, when, and how, to maximize the likelihood that students will be able to find an available section of a course when they need to take it (ER 9). Evidence of this expectation is provided in the form of an email sent by the Dean of Social Sciences to faculty ([IIA6_1_Two-Year_Schedule_from_Social_Sciences_Dean](#)). Also included are two-year scheduling maps from Anthropology (a discipline in the Social Sciences division and Geology in the Natural Sciences Division ([IIA6_2_ANTHRO](#), [IIA6_3_GEOL](#)).

Program maps, another way PCC addresses this Standard, are tools by which students can see which courses to take to complete their degrees and certificates in a timely manner. To increase awareness and visibility of program maps as part of PCC's Guided Pathways effort, a presentation was given to the Academic Senate in fall 2018 ([IIA6_4_ppt_Guided_Pathways_Senate_Update](#)). A program map image can be found on p. 6 of the presentation. Then in spring 2019, faculty across the college worked with counseling faculty to create program maps. This was a focus of the Spring 2019 Flex Day.

In spring 2019, the Guided Pathways Liaison and the Academic Senate President introduced program maps during Flex Day opening remarks ([IIA6_5_Flex_Day_Spring_2019_Program_Maps_Opening_Remarks](#)). In fall 2018, the Guided Pathways Working Group created and implemented a comprehensive plan to ensure that program maps were completed by the beginning of summer 2019 ([IIA6_6_Guided_Pathways_Program_Map_Communication_Plan_Spring_2019](#)). These efforts included substantial outreach and drop-in assistance for faculty, facilitated by the counseling faculty ([IIA6_7_Pie_Punch_and_Program_Maps_Event](#)).

The Kinesiology, Health & Athletic Division has completed all of the program mapping for the AAT and AA Degrees offered in the division ([IIA6_8_AA_KINA_Program_Map](#), [IIA6_9_AAT_KINA_Program_Map](#)). These maps have been used to help plan, direct, and

coordinate the offerings within that division and to document when specific classes are offered. This informs division personnel of gaps within their offerings that, when addressed, help students move through the pipeline. Program mapping has helped the division align course outcomes with program outcomes and the cohesion of offerings, and in turn helps students achieve program level outcomes (Program Mapper live link, IIA6_10_Program_Mapping_Screenshot).

Analysis and Evaluation

Program maps and Guided Pathways (ER 9) provide clear paths for students to complete their educational goals in a timely manner. The latter two efforts guide students in completing their educational goals in a timely manner. This is an ongoing and concerted effort at PCC.

> A7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Equity is a major focus at PCC and is in the opening line of the institution's mission (IIA7_1_PCC_Mission). The campus strives for equity by offering classes at a variety of times and places, and through various modalities, including face-to-face, hybrid, and fully online. Furthermore, PCC has a nationally recognized Zero Textbook Cost initiative. Instructors are encouraged to use Open Educational Resources (OER) to reduce or eliminate textbook costs for students (IIA7_2_ZTC).

The College provides professional development on how faculty can make their courses, regardless of modality, more equitable for students. Professional learning opportunities are offered throughout the year and on Flex Days. Flex Days (in fall and spring) have focused on equity for at least the past two years. The Flex Day Spring 2018 Webpage has a link to a list of breakout sessions (IIA7_3_Flex_Spring_Webpage, IIA7_4_Flex_Day_Spring_2018_Breakout_Sessions). Among these breakout sessions are workshops entitled "Equity Bridge Builders," "Remediating Our Classroom Practices: Revising the Course Syllabus and Creating Classroom Community," and "Student Success & Open Educational Resources: An Introduction." The Flex Day Spring 2018 webpage also has links to case study documents, each of which is included here (IIA7_5_Case_Study-Entry_Into_PCC_PD_Day_18, IIA7_6_Case_Study-Progressing_through_PCC_PD_Day_18, IIA7_7_Case_Study_Ed_Plans_PD_Day_18). The documents are a three-part case study of equity, seen through the journey of a student. The reader sees the student's experience of entry into PCC, progressing through PCC, and fulfilling educational plans. Each division participated in this activity. The list of breakout sessions for spring 2018 and the evaluation results from

spring 2019 provides evidence that supporting equity for all students is an ongoing activity at PCC. Since 2010, all new full-time faculty at PCC have participated in a year-long seminar focused on equity-minded teaching practices (IIA7_8_Detailed_Workshop_List_2018, IIA7_9_Spring_Flex_Evals_2019, IIA7_10_Year-Long_Seminar).

The Curriculum and Instruction Committee (C&I) requires that the Course Outline of Record (COR) for any course that has an online component, whether it be a hybrid or fully online, includes a Distance Education Addendum (Form D), which describes how students will interact with the content, the instructor, and each other. Included in the evidence are two Form Ds for Math 003, one of which was returned with notes to improve these components (IIA7_11_First_Draft_Form_D). Second Draft Form D was the modified form, which was accepted by C&I (IIA7_12_Second_Draft_Form_D). This is an example of how quality is maintained in a fully online or hybrid format. Also included are the COR for Geog 001, which can be taught face-to-face or fully online, and a Geog 001 syllabus for an online section of the course (IIA7_13_GEOG_COR, IIA7_14_GEOG_Syllabus). These show how student learning is achieved through a distance education format.

A broader and more cohesive look at equity is contained in the institution's Student Equity Plan. The executive summary contains the metrics for various demographic groups and specific strategies to address achievement gaps for PCC students' retention, success, and completion (IIA7_15_Executive_Summary). Individual department and divisions also have the ability to view student success, achievement, and retention for their courses, broken out by major racial/ethnic group and gender. These success and retention rates are also analyzed based on the type of course (face to face or online). Faculty reflect on "demographics and improved equity" through summary narrative and action plans as part of their annual program review process (IIA7_16_Psychology Annual Update).

There are a variety of learning support services on campus. Some services are available to all students (Learning Assistance Center, Counseling, Financial Aid), and some focus on specific groups of students (Puente, QUEST, Ujima, Foster Youth, Veterans). The Student Services link on the PCC website gives an overview of the learning support services available, including a link to Student Equity Partnerships (Student Services live link, IIA7_17_Student_Services_Webpage, Student Equity live link, IIA7_18_Student_Equity_Webpage). Likewise, the Student Success Standing Committee identifies gaps and barriers to student achievement as part of the shared governance process (IIA7_19_Student_Success_Committee). For student leadership, the Associate Students Executive Board includes a VP of Cultural Diversity, who chairs the Community Diversity Committee, to promote diversity and unity on campus (live link, IIA7_20_VP_Cultural_Diversity).

In spring 2017, PCC partnered with UCLA's Department of Education to address the equity gap that exists for Latinx and African American students (IIA7_21_PCC_UCLA_Partnership). The study examined: how PCC students make decisions about careers, majors, and the courses that will lead them to academic goal completion; how race, ethnicity, gender, and other factors influence students' aspirations, decisions, actions, and outcomes; and how the college can support students in their choice of career and major and increase completion rates.

Analysis and Evaluation

Part of the work of the Curriculum & Instruction Committee is to ensure that courses with a (partial or fully) online component are methodologically sound in terms of student contact with the instructor, the material, and each other. Professional Development days have had an equity focus for multiple terms and faculty are making more use of Open Educational Resources, which helps students financially. Through learning support services and participatory governance standing committees, the institution is actively working to address equity issues in all aspects of the student experience.

> A8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Prior to Assembly Bill 705 (AB 705), the institution used The College Board's Placement Exam "Accuplacer" to place students into English, math, and ESL (IIA8_1_AB_705). However, with the passage of AB 705, the Chancellor's Office no longer supported the use of Accuplacer for placement into math and English, since it was shown to disproportionately impact students of color and place them lower than they were capable of succeeding. As a result, in fall 2019, PCC eliminated the use of Accuplacer for placement into math and English. Placement for math and English is now done based on a combination of high school GPA and highest course taken in high school, as required by AB 705; specific placement criteria can be found in the document for Placement Matrices for math and English (IIA8_2_Placement_Matrices). The placement method was determined based on research by the Research and Planning (RP group), after analyzing data from the state-wide California Community Colleges system, and was set forth in the AB 705 Implementation Memo from the California Community College Chancellor's Office. For English, students are placed into College-Level English, unless they are determined to be an ESL student (IIA8_3_AB 705_Implementation_Memo).

Accuplacer Levels of English Proficient Exam (LOEP) is still currently being used for ESL placement; however other measures are being considered and will be implemented once the Chancellor's Office recommendation is finalized. Validation of Accuplacer is conducted by The College Board and is addressed in the Accuplacer Program Manual (IIA8_4_Accuplacer). In spring 2014, fall 2014, and fall 2015 the Languages and ESL Division at PCC engaged the services of the PCC Assessment Office to conduct a Consequential Validity Study on the Accuplacer LOEP to ensure the test was properly placing students in the ESL sequence (IIA8_5_ Languages and ESL Division Consequential Validity Study).

The College also uses the California Chemistry Diagnostic Test (CCDT) for placement in Chemistry 1A. PCC conducted a consequential validity study in spring 2017 and summer 2017 to ensure the placement exam was appropriately placing students to ensure success (IIA8_6_Natural Sciences Division Consequential Validity Study).

Analysis and Evaluation

PCC follows the California Community College Chancellor's Office recommendations for department-wide course and program examinations. PCC uses a validated assessment instrument for placement into the ESL course sequence. Additionally, the College conducts consequential validity studies, where necessary, on other placement instruments.

> A9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit degrees and certificates based on student attainment of learning outcomes. Regular assessment of course level learning outcomes and review of all degrees and certificates during the integrated planning and Comprehensive Program Review process ensure a high level of quality and that all units of credit awarded reflect institutional policies and accepted norms in higher education.

All Course Outlines of Record (CORs) contain Student Performance Objectives (SPOs), which are the knowledge, skills, and abilities the student should master by the end of the course. Each SPO directly supports a Student Learning Outcome and the method of evaluation contained in the CORs can be tied to a specific SLO. Therefore, when instructors assign grades based upon their evaluation of an SPO, they are also assigning grades based on the assessment of an SLO. The Curriculum and Instruction Committee has developed a Course Proposal Faculty Guidelines document based on the CCCCO's Course Outline of Record Curriculum Guide (IIA9_1_Course_Proposal, IIA9_2_COR). This document shows faculty how assignments should map to SLOs and in turn how attainment of course and program SLOs is linked to the awarding of course credits, certificates, and degrees.

Student attainment of SLOs is addressed in the College's integrated planning process as part of the Annual Updates. As an example of this, an Annual Update from Psychology is included as evidence for this Standard with an analysis of SLO achievement on pp. 10-11 (IIA7_16_Psychology Annual Update).

The Curriculum and Instruction Committee ensures that units of credit awarded are consistent with accepted norms in higher education through the review of proposed course and program curriculum (ER 10). Evidence for this is found in AP 4020, which states that unit/hour calculations follow Title 5 and the CCCCO's Program and Course Approval Handbook (PCAH)(IIA1_2_AP_4020).

The College ensures that credits awarded are consistent with accepted higher education practices. The procedures developed by the Curriculum and Instruction Committee for determining the number of units based on the number of hours in a course adhere to California's Title 5 Section 55002.5. Additionally, the Associate Degrees for Transfer offered at PCC reflect generally accepted norms or equivalencies in higher education (ER 10) (ADT live link, IIA9_3_ADT, IIA9_4_ ADT Reciprocity Guidelines).

Clock-to-credit-hour conversions are addressed in BP 4020 Program, Curriculum, and Course Development (IIA9_5_BP_4020). BP 4020 indicates that "credit hour" and "clock hour" designations are consistent with federal regulations, and p. 61 of the PCAH (7th ed.) indicates that the designation of a "clock hour" program requires the use of a federal formula (IIA5_3_PCAH). The result is that PCC follows federal standards in this area. PCC currently only has one clock-to credit hour program, Cosmetology (IIA9_6_Cosmetology).

Analysis and Evaluation

Through district policies and administrative procedures that follow state-level guidelines, as well as internal practices that comply with state and federal regulations the college follows generally accepted norms and equivalencies common to higher education. (ER 10)

> A10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

PCC makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty into PCC and to other institutions of higher education. Students applying to the college are asked to provide high school and other college transcripts, as well as test scores (AP, CLEP, IB), during the application process. The College's Transcript and Verification page is provided as evidence (IIA10_1_Transcript). The College uses ASSIST, TES, and resources available from the California Community Chancellors Office to ensure courses transferred into PCC meet the standards for use in specific areas of curriculum and learning

outcomes at Pasadena City College (ER 10) (ASSIST live link, IIA10_2_ASSIST_Screenshot, TES live link, IIA10_3_TES__Screenshot). The College also uses AACRAO to confirm the accreditation of the transfer institution from which the student submits official transcripts (live link, IIA10_4_AACRAO_Screenshot). The College Catalog (2020-21 pg.57) describes Transfer Course Work and how it is reviewed by PCC to give students credit for previously taken coursework at other institutions (IIA10_5_College_Transfer, IIA10_6_Catalog_ASSIST). The College Catalog (2020-2021, pgs. 57-68) provides the table of units granted for AP, CLEP, IB, etc. The catalog is published annually and made available to students on the College's website. Additionally, the College Catalog (2020-2021, pg. 67) describes how the College applies military credit to PCC coursework.

The Transfer section of the College Catalog describes transferability to UC and CSU institutions and explains how students can use ASSIST to aid in planning to transfer to a California public college or university. PCC has also established articulation agreements with many Association of Independent California Colleges and Universities (AICCU) institutions and provides the agreements on the PCC website (ER 10) (Transfer live link, IIA10_7_Transfer_Website).

Transfer counselors assist students in navigating the agreements, and help students contact private institutions where an established agreement does not already exist to advocate on their behalf.

Further, the PCC Transfer Tool is regularly updated to provide a single view comparison of the major preparation required for many popular CSUs, UCs, and AICCU institutions. As described in the Transfer section of the College Catalog, some of the ways the institution ensures that learning outcomes are comparable to transfer institutions are through IGETC and CSU GE certification and through the C-ID course descriptor system. As the Curriculum and Instruction (C&I) Orientation Presentation indicates, C&I uses C-ID descriptors to ensure alignment and transferability to UCs and CSUs in its approval process (IIA10_8_C&I_Presentation). Finally, BP and AP 4050 Articulation state that PCC has an articulation policy and list the ways courses can articulate: CSU General Education, UC Transfer Course Agreement, IGETC, AD-Ts (Associate Degrees for Transfer), and C-ID descriptors. AP 4050 indicates that the individual responsible for ensuring articulation agreements are maintained is the Articulation Officer (IIA10_9_BP_4050, IIA10_10_AP_4050). PCC has an Articulation Office as well as an Articulation Officer to facilitate transfer credit (Articulation Office live link, IIA10_11_Articulation_Office_Website, IIA10_12_Articulation_Officer).

Analysis and Evaluation

College policies, administrative procedures and guidelines regarding incoming and outgoing transfer-of-credit are included in the College Catalog which is available on the College's website, thus communicating this information to students. The College's Curriculum & Instruction committee has a process to review course curriculum for transferability to baccalaureate-granting institutions, as appropriate, and the campus ensures that an Articulation Officer maintains appropriate articulation agreements. (ER10).

A11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All programs at PCC have defined learning outcomes and these SLOs are documented in the official Program Outlines of Record. Faculty document their assessment of program SLOs through the program review process. A sampling of program SLOs are included via program webpages for the following programs: Biology AS-T, Business AA, English AA-T, Geography AA-T, Mathematics AS-T, Sociology AA-T, and Speech Communication AA (IIA11_1_BIO_AST, IIA11_2_BUS_AAT, IIA11_3_ENG_AAT, IIA11_4_GEO_AAT, IIA11_5_MATH_AST, IIA11_6_SOC_AAT, IIA11_7_SPCH_AA).

Since all associate degrees require successful completion of general education requirements, PCC uses General Education Outcomes (GEOs) to assess at the institutional level. GEOs are observable or measurable outcomes that measure a student's overall experience at PCC and encourage intelligent understanding of the whole self and of the physical and social world. After completing the general education requirements, the graduate should have the skills, knowledge, and insights to evaluate and appreciate the physical environment, culture, and society.

The College has five GEO with measurable competencies:

1. **Communication:** Use creative expression to communicate acquired knowledge or skills effectively. Competencies:
    - 1.1 **Reading:** Read and comprehend written material critically and effectively at the appropriate program level.
    - 1.2 **Writing:** Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas; to express feelings; and to support conclusions, claims, or theses.
    - 1.3 **Listening:** Listen actively, respectfully, and critically.
    - 1.4 **Creative Communication:** Create or communicate through speech, music, art and/or performance.
2. **Cognition:** Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information. Competencies:
    - 2.1 **Problem Solving:** Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate.
    - 2.2 **Critical Thinking and Application:** Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.

- 2.3 **Quantitative Reasoning:** Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.
3. **Information Competency:** Use research and technical skills effectively and ethically to achieve an objective. Competencies:
   - 3.1 **Information Literacy:** Locate, retrieve, and evaluate information using appropriate research tools.
   - 3.2 **Research Proficiency:** Conduct research and present findings effectively and ethically including the use of correct source citations.
   - 3.3 **Technological Literacy:** Apply technology effectively to locate, evaluate, interpret, organize, and present information using appropriate research tools.
4. **Social Responsibility:** Demonstrate sensitivity to and respect for others. Competencies:
   - 4.1 **Respect for Diversity:** Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.
   - 4.2 **Effective Citizenship:** Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.
5. **Personal Development:** Demonstrate an understanding of practices that promote physical, psychological, and emotional well-being. Competencies:
   - 5.1 **Awareness of Mind and Body:** Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.
   - 5.2 **Aesthetic Appreciation:** Show an informed appreciation for artistic and individual expression.

The GEOs can be found on the institution's GEO webpage (IIA11_8_General_Education_Outcomes_Webpage).

Both course and program outcomes are aligned to the GEOs and GEOs are assessed by aggregating either course or program level assessment data. The alignment matrices that map course and program outcomes to the appropriate GEO are loaded into eLumen, the software used by the College for outcomes assessment. Examples of the alignment matrices include Anesthesia, Design Tech, Geotech, Literature, and Natural Sciences (IIA11_9_ANA, IIA11_10_Design_Tech, IIA11_11_GEO, IIA11_12_LIT, IIA11_13_NAT_SCI). This process allows for each the attainment of each GEO to be measured with each course and program level outcome assessment.

Analysis and Evaluation

All programs have program level outcomes and these outcomes are required during the curriculum and program development process. The course and program level outcomes are aligned to the GEOs through a mapping process and the GEOs align with required communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

A12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College Catalog section on degree requirements articulates the philosophy for associate degrees offered at PCC as do BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education (IIA12_1_Catalog, IIA12_2_BP_4025, IIA12_3_AP_4025). The requirements for degrees and general education are also in line with Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates (IIA12_4_AP_4100).

The selection and evaluation of PCC's local general education courses utilize the Guiding Notes for General Education Course Reviewers to determine transfer level standards for CSU GE and IGETC, as well as consideration of courses appropriate at the associate degree level. Each course taught at PCC is approved by the College's Curriculum and Instruction Committee (C&I) and forwarded to the Board of Trustees on the administration's recommendation for final approval (ER 12) (IIA12_5_Guiding_Notes).

The composition of the C&I Committee includes a majority of faculty members and is articulated in AP 4020 Program, Curriculum, and Course Development (IIA1_2_AP_4020). C&I ensures that each course, degree and certificate program the committee approves contains an appropriate amount of rigor and contains Student Learning Outcomes that are supported by course content. C&I committee members are oriented through a presentation, and faculty curriculum authors are provided with Course Proposal Guidelines, which are based on the CCCCO's Curriculum Guide (IIA12_6_2019_C_&_I_Orientation_Presentation, IIA12_7_C_and_I_Course_Proposal_Faculty_Guidelines_Fall_19, IIA12_8_Course_Outline_of_Record_Curriculum_Guide).

Analysis and Evaluation

The institution's degree philosophy and criteria, Curriculum & Instruction process, and the information provided in the College Catalog ensure that curriculum is appropriate and supports the development of knowledge in various areas. (ER12)

A13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College ensures that all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Program authors identify specialized courses in an area of inquiry or interdisciplinary core based upon Student Learning Outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

This is assured through the Curriculum and Instruction Committee's (C&I) process. The C&I approval process is guided by AP 4100 Graduation Requirements. As stated in the C&I Orientation Presentation, degrees are approved according to guidelines in the CCCCO's Program and Course Approval Handbook (PCAH) (IIA5_3_PCAH, IIA13_1_ AP_4100). AP 4100 states that degrees in an area of emphasis must include, in their 60 units, 18 units in a major area of emphasis as published in the College Catalog. The College Catalog also articulates degree requirements (IIA13_2_Catalog_Degree_Requirements) for all degrees offered at PCC. Individual courses are approved by C&I as appropriate, and according to the C&I Course Proposal Faculty Guidelines document, include SLOs that are supported by Student Performance Objectives (SPOs) (IIA13_3_C&I_Course_Proposals). Both SPOs and SLOs are tied to methods of evaluation, ensuring that appropriate mastery is demonstrated.

Analysis and Evaluation

Adherence to Chancellor's office guidelines and the process by which the Curriculum & Instruction Committee review and approve curricula, as well as the way in which the committee communicates expectations to faculty results in curricula that are based on Student Learning Outcomes that are appropriate in terms of both depth and rigor for courses, degree and certificate programs.

A14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Pasadena City College graduates in career-technical certificate and degree programs demonstrate technical and professional competencies to meet employment standards and other applicable standards for external licensure and certification. The College tracks and reviews licensure passage rates, where appropriate, and uses this information to address improvements needed in course and program curriculum. PCC licensure pass rates in Cosmetology, Dental Assisting, Dental Hygiene, Radiology, and Nursing demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification (IIA14_1_PCC_Licensure).

In addition to licensure passage rates, the College examines data from the CTE Outcomes Survey (CTEOS). The CTEOS reports whether students found employment in the field in which they studied. The College's outcome on those metrics support that students obtained enough training and knowledge to receive a job in their field of study. The data are presented in the document CTE Outcomes Survey 2016-2018 (IIA14_2_CTE).

For example, in the first row of the table in the CTEO survey students who have completed the Anesthesia Technology program have attained skill sets required for entry-level employment. Upon completion of the program, students are eligible to take the ASATT National Certification Exam to become a Certified Anesthesia Technologist. For the past three years, passage rates for PCC students equaled 100 percent, demonstrating that training provides students with knowledge to pass nationally recognized certification. Furthermore, 94 percent of students exiting the program are employed in the field.

PCC Faculty and Program Directors meet with advisory committees to obtain feedback from employers about graduates of a program. For instance, advisory committee members report how PCC graduates are performing and if they need additional training. Advisory committee notes vary depending on the program. Sample minutes from Business Information Technology are included (IIA14_3_BIT_Advisory Committee_Minutes).

Analysis and Evaluation

Certification exam pass rates demonstrate technical and professional competencies that meet employment standards and other applicable standards. Additionally, survey responses from program graduates indicate their sufficient preparation for external licensure and certification.

> A15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Pasadena City College's BP 4021 addresses Program Discontinuance, with AP 4021 providing the specific procedures to be followed for such an action (IIA15_1_BP_4021, IIA15_2_AP_4021). Since the last Accreditation visit, the College has not discontinued any programs.

However, the Speech Language Pathology Assistant (SLPA) Program has undergone significant changes. Faculty, in consultation with administration, used student input and other relevant models to create a "SLPA Student Transition & Support Plan" to help enrolled students complete their education in a timely manner with minimal disruption (IIA15_3_SLPA Student Support Plan). The College informed all current SLPA students, via email, about changes to the program, and held a forum in April 2019 to inform current and potential students about the upcoming changes to the program (IIA15_4_SLPA_Student_Email, IIA15_5_SLPA Forum).

Analysis and Evaluation

This is evidenced by the existence of Board Policy and Administrative Procedures for program discontinuance, and the transition plan created and enacted for the significant changes to the SLPA program.

> A16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

PCC regularly evaluates and improves the quality and currency of all instructional programs offered by the College. All programs at PCC undergo Comprehensive Program Review on cycles established by the Institutional Effectiveness Committee (IEC), regardless of delivery mode or location. All academic programs are on a four-year comprehensive review cycle, with annual updates (IIA16_1_Institutional_Effectiveness_Committee_IEC_Member_Guide).

The web page for the Institutional Effectiveness Committee provides the four-year cycle for instructional and non-instructional programs (IEC live link, IIA16_2_IEC_Cycles). Comprehensive Program Reviews and Annual Updates are included for the following programs: instructional--Dental Hygiene, Biological Technology, Business Administration, French, and Library Technology; non-instructional--the Office of Institutional Effectiveness (IIA16_3_Dental_Hygiene, IIA16_4_BIOTECH, IIA16_5_Program_Review_Business_Administration_Cert,

IIA16_6_Program_Review_Business_Administration_Degree, IIA16_7_French, IIA16_8_LIB, IIA16_9_Office_IE).

The majority of non-credit programs at PCC are housed at Foothill. Noncredit programs also undergo Comprehensive Program Review (IIA16_10_NC_Comp_Program_Review_Template).

Analysis and Evaluation

Through Annual Updates and Comprehensive Program Review processes, the institution regularly evaluates and improves the quality and currency of all instructional programs in order to improve learning outcomes and student achievement.

Conclusions on Standard II.A. Instructional Programs

Pasadena City College, as an equity-minded learning community, offers instructional programs, including an array of degree and certificate programs, aligned with its mission "dedicated to enriching students' academic, personal, and professional lives." Through the Comprehensive Program Review process, Annual Update process, the curriculum review process, and the articulation process, the College ensures that levels of quality and rigor remain appropriate for higher education.

The general education curriculum that provides a breadth of knowledge and promotes intellectual inquiry is incorporated into all degree programs, as is evidenced by the degree requirements listed in the Catalog. These courses are reviewed and approved by the Curriculum & Instruction Committee to ensure they meet Title 5 requirements, as well as requirements set forth by the California Community Colleges Chancellor's Office, and the ACCJC. The institution assesses its educational quality through the Comprehensive Program Review process, Annual Update process, and SLO assessment. Faculty systematically report student scores on SLO assessments, with action plans for further improvement. Annual Updates and Comprehensive Program Reviews are available to the public on the College's Integrated Planning website (IP live link). Additionally, Pasadena City College has data publicly available through Dashboards on the Office of Institutional Effectiveness webpage (OIE live link).

Improvement Plan(s)

1. In order to improve the content and methods of instruction for all courses and programs, the College should add a position on the C&I committee for a part-time faculty member (A2).
2. In order to systematically review and improve student learning, the College should identify software to improve faculty's ability to integrate SLO assessment results into program and institutional level outcomes (A3).

Standard II.A. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
Administrative Procedure 4020 Program, Curriculum, and Course Development	IIA1_1_AP_4020.pdf
Curriculum & Instruction Guidelines for Course Proposals, Spring 2020	IIA1_2_C and I Course Proposal Faculty Guidelines.pdf
Blank Form D Worksheet	IIA1_3_Form D Distance Education Addendum.pdf
Screenshot of WebCMS Curriculum Website	IIA1_4_WebCMS_screenshot.pdf
COR indicating UC and CSU transferability	IIA1_5_ACCT_001B_COR.pdf
COR indicating UC and CSU transferability	IIA1_6_AJ_012_COR.pdf
COR indicating UC and CSU transferability	IIA1_7_ANTH_031_COR.pdf
COR indicating UC and CSU transferability	IIA1_8_ART_001B_COR.pdf
COR indicating UC and CSU transferability	IIA1_9_ART_020A_COR.pdf
COR indicating UC and CSU transferability	IIA1_10_BIOL_010A_COR.pdf
COR indicating UC and CSU transferability	IIA1_11_BUS_014B_COR.pdf
COR indicating UC and CSU transferability	IIA1_12_ENGL_001A.pdf
COR indicating UC and CSU transferability	IIA1_13_GEOG_012_COR.pdf

COR indicating UC and CSU transferability	IIA1_14_MATH_003_COR.pdf
COR indicating UC and CSU transferability	IIA1_15_SOC_030_COR.pdf
List of CID Approved Courses	IIA1_16_CID.pdf
Screenshot of website listing AA-T and AS-T Majors at PCC	IIA1_17_ADT.pdf
Shows expected learning outcomes	IIA1_18_Bio_Tech_Program.pdf
Shows how program courses lead to degrees and certificates	IIA1_19_Degree_Reqs.pdf
Shows available degrees at PCC	IIA1_20_NatSci_Division.pdf
CCCCO Datamart Awards	IIA1_21_Datamart_Screenshot.pdf
Outlines course approval process	IIA2_1_2019_Orientation_Presentation.pdf
Shows how course SLOs are incorporated into CORs	IIA2_2_ENVS_11.pdf
Example of a Course Outline of Record that was created by an adjunct faculty member	IIA2_3_DANC_5A.pdf
Example of a Course Outline of Record that was created with collaboration between a full-time faculty member and an adjunct faculty member	IIA2_4_ASL_1.pdf
Shows standards for DE courses	IIA2_5_DE_Proposal_Guidelines.pdf
Shows that half of IEC are faculty	IIA2_6_AP_3251.pdf

IEC Member Guide- Says faculty write program reviews	IIA2_7_IEC.pdf
Academic Program Review Template	IIA2_8_Academic_Program_Review.pdf
Shows how faculty evaluate program effectiveness	IIA2_9_Geotech.pdf
Shows how faculty evaluate program effectiveness	IIA2_10_Business.pdf
Shows how faculty use data as part of integrated planning	IIA2_11_Math.pdf
Gives an example of how departments review program data and develop improvement plans	IIA2_12_Nursing.pdf
Shows assessment cycle	IIA3_1_AY18-22.pdf
Shows communication to faculty regarding SLO assessment	IIA3_2_Fall_2019_Welcome_Back.pdf
Shows communication to faculty regarding SLO assessment	IIA3_3_SLO_Reminder.pdf
Course Level SLO Assessment Fall 2018	IIA3_4_Course_Level.pdf
Fall 2018 Course Assessment Tables by Instructional Division	IIA3_5_Instructional_Division.pdf

Shows alignment between SLOs in the COR and those included on syllabi	IIA3_6_ENGL_001A_COR.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_7_Engl_001A_Syllabus.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_8_GEOG_1_COR.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_9_Geog_001_Syllabus.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_10_KINA_040A_COR.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_11_KINA_040A_Syllabus.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_12_PYSO_1_COR.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_13_Pyso_001_Syllabus.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_14_SOC_030_COR.pdf
Shows alignment between SLOs in the COR and those included on syllabi	IIA3_15_Soc_030_Syllabus.pdf

Shows how students move through pre-collegiate courses in ESL to a transfer-level course	IIA4_1_ESL.pdf
Level 3 COR	IIA4_2_ESL_122.pdf
Level 4 COR	IIA4_3_ESL_033A.pdf
Explains PCC's prerequisites	IIA4_4_Prerequisites.pdf
Explains PCC's course numbering system	IIA4_5_Course_Numbering.pdf
States all degrees are at least 60 units	IIA5_1_Degree_Requirements.pdf
Also references the 60-unit requirement for degrees	IIA5_2_AP_4100.pdf
Program and Course Approval Handbook, p. 74 for associate degree requirements	IIA5_3_PCAH.pdf
An example of an Associate Degree for Transfer in Geography	IIA5_4_Geo.pdf
An example of an Associate of Science, Certificate of Achievement in Automotive Technology	IIA5_5_Auto.pdf
An example of an Associate of Science, Certificate of Achievement in Registered Nursing	IIA5_6_RN.pdf
Shows expectation that faculty will create 2-year schedules	IIA6_1_Two-Year_Schedule_from_Social_Sciences_Dean.pdf
Two-year scheduling map for evidence of timely completion	IIA6_2_ANTHRO.pdf
Two-year scheduling map for evidence of timely completion	IIA6_3_GEOL.pdf

p. 6 shows a program map	IIA6_4_Guided_Pathways_Senate_Update.pdf
Shows program maps were a focus of spring 2019 Flex Day	IIA6_5_Flex_Day_Spring_2019_Program_Maps_Opening_Remarks.pdf
More evidence of PCC's program maps effort	IIA6_6_Guided_Pathways_Program_Map_Communication_Plan_Spring_2019.pdf
Evidence of support to faculty for program map development	IIA6_7_Pie_Punch_and_Program_Maps_Event.pdf
AA program maps for KHA. Shows faculty are working toward timely completion goals	IIA6_8_AA_KINA_Program_Map.pdf
AA-T program maps for KHA. Shows faculty are working toward timely completion goals	IIA6_9_AAT_KINA_Program_Map.pdf
Program Mapper Screenshot	IIA6_10_Program_Mapping_Screenshot.pdf
PCC's Mission and Values	IIA7_1 PCC_Mission.pdf
News stating PCC was Named National #1 for Open-Source Textbooks	IIA7_2_ZTC.pdf
Contains a link to the list of spring 2018 Flex Day breakout sessions, some focused on equity	IIA7_3_Flex_Spring_Web_Page.pdf
The list of spring 2018 Flex Day breakout sessions	IIA7_4_Flex_Day_Spring_2018_Breakout_Sessions.pdf
Part 1 of 3 Flex Day equity activity	IIA7_5_Case_Study-Entry_Into_PCC_PD_Day_18.pdf
Part 2 of 3 Flex Day equity activity	IIA7_6_Case_Study-Progressing_through_PCC_PD_Day_18.pdf

Part 3 of 3 Flex Day equity activity	IIA7_7_Case_Study_Ed_Plans_PD_Day_18.pdf
Detailed Workshop List Flex 2018	IIA7_8_Detailed_Workshop_List_2018.pdf
Flex Day Spring 2019 Evaluation Results	IIA7_9_Spring_Flex_Evals_2019.pdf
2018-2019 New Faculty Seminar	IIA7_10_Year-Long_Seminar.pdf
Together with "second draft" Form D, shows how quality is maintained in an online format	IIA7_11_First_Draft_Form_D.pdf
Together with "first draft" Form D, shows how quality is maintained in an online format	IIA7_12_Second_Draft_Form_D.pdf
Together with syllabus, shows how student learning is supported in online teaching	IIA7_13_GEOG_COR.pdf
Together with COR, shows how student learning is supported in online teaching	IIA7_14_GEOG_Syllabus.pdf
Student Equity Plan. Shows that equity is an ongoing goal at PCC	IIA7_15_Executive_Summary.pdf
Psychology Department Annual Update	IIA7_16_Psychology Annual Update.pdf
Student Services Website	IIA7_17_Student_Services_Webpage.pdf
Student Equity Website	IIA7_18_Student_Equity_Webpage.pdf
Student Success Standing Committee Composition	IIA7_19_Student_Success_Committee.pdf
Screenshot of Associated Students Executive Board Site	IIA7_20_VP_Cultural_Diversity.pdf

Presentation on PCC- UCLA Partnership	IIA7_21_PCC_UCLA_Partnership.pdf
Text of Assembly Bill 705 (AB705)	IIA8_1_AB705.pdf
Specific Placement Rules for Math & English	IIA8_2_Placement_Matrices.pdf
Explanation for Chancellor's Office about placement	IIA8_3_AB705_Implementation_Memo.pdf
Accuplacer Program Manual which describes validation methods for Accuplacer	IIA8_4_Accuplacer.pdf
Languages Division Consequential Validity Study for ESL	IIA8_5_ Languages and ESL Division Consequential Validity Study.pdf
Natural Sciences Division Consequential Validity Study for Chem 1A	IIA8_6_Natural Sciences Division Consequential Validity Study.pdf
Contains guidelines for faculty showing how assignments should map to SLOs	IIA9_1_Course_Proposal .pdf
Basis for the Faculty Guidelines document	IIA9_2_COR.pdf
PCC's ADT Site	IIA9_3_ADT.pdf
ADT Reciprocity Policy Guidelines – C & I Meeting 2/28 Notes	IIA9_4_ ADT Reciprocity Guidelines.pdf
Clock-to-credit-hour conversions are addressed in this BP	IIA9_5_BP_4020.pdf
Link to Cosmetology Program description in 20-21 catalog	IIA9_6_Cosmetology.pdf

The page students use to submit high school transcripts	IIA10_1_Transcript.pdf
Transfer website for PCC courses to other institutions	IIA10_2_ASSIST_Screenshot.pdf
Transfer Evaluation System from CollegeSource	IIA10_3_TES_Screenshot.pdf
American Association of Collegiate Registrars and Admissions Officers Website	IIA10_4_AACRAO_Screenshot.pdf
Describes transferability	IIA10_5_College_Transfer.pdf
Explains how students can use assist.org and additional transfer information	IIA10_6_Catalog_ASSIST.pdf
Transfer Evaluation System Website Screenshot	IIA10_7_Transfer_Website.pdf
Indicates C&I uses C-ID descriptors to ensure alignment and transferability of courses	IIA10_8_C&I_Presentation.pdf
States that PCC has an articulation policy and list the ways courses can articulate	IIA10_9_BP_4050.pdf

States that PCC has an articulation policy and list the ways courses can articulate	IIA10_10_AP_4050.pdf
PCC's Articulation Website Screenshot	IIA10_11_Articulation_Office_Website.pdf
Articulation Officer Job Announcement	IIA10_12_Articulation_Officer.pdf
Contains program SLOs	IIA11_1_BIO_AST.pdf
Contains program SLOs	IIA11_2_BUS_AAT.pdf
Contains program SLOs	IIA11_3_ENG_AAT.pdf
Contains program SLOs	IIA11_4_GEO_AAT.pdf
Contains program SLOs	IIA11_5_MATH_AST.pdf
Contains program SLOs	IIA11_6_SOC_AAT.pdf
Contains program SLOs	IIA11_7_SPCH_AA.pdf
Contains PCC's GEOs and supporting competencies	IIA11_8_General_Education_Outcomes_Webpage.pdf
Courses and Activities Mapped to Anesthesia Technology Program Outcomes	IIA11_9_ANA.pdf
Courses and Activities Mapped to OSC - Design Tech - CAD Designer	IIA11_10_Design_Tech.pdf
Geotech Occupational Skills Certificate Curriculum Map	IIA11_11_GEO.pdf
Courses and Activities Mapped to AA in Literature Outcomes	IIA11_12_LIT.pdf

Natural Sciences AA Degree Map	IIA11_13_NAT_SCI.pdf
Articulates philosophy for associate degrees	IIA12_1_Catalog.pdf
Philosophy and Criteria for Associate Degree and General Education	IIA12_2_BP_4025.pdf
Philosophy and Criteria for Associate Degree and General Education	IIA12_3_AP_4025.pdf
States degree requirements	IIA12_4_AP_4100.pdf
GE Reviewers Guiding Notes	IIA12_5_Guiding_Notes.pdf
Included to show how C&I members are oriented to ensure rigor and appropriate content in CORs	IIA12_6_2019_C_&_I_Orientation_Presentation.pdf
Included to show how C&I requirements are communicated to faculty	IIA12_7_C_and_I_Course_Proposal_Faculty_Guidelines_Fall_19.pdf
Basis for C&I's course approval guidelines	IIA12_8_Course_Outline_of_Record_Curriculum_Guide.pdf
Describes degree requirements	IIA13_1_AP_4100.pdf
Describes degree requirements	IIA13_2_Catalog_Degree_Requirements.pdf
States SPOs and SLOs are tied to methods of evaluation, ensuring that appropriate mastery is demonstrated	IIA13_3_C_and_I_Course_Proposals.pdf
CA License Exam Passage Rates	IIA14_1_PCC_Licensure.pdf
Metrics that prove students attained enough training and knowledge to	IIA14_2_CTE.pdf

receive a job in the field- CTE outcomes survey results 2016	
BIT Advisory Committee Meeting Minutes	IIA14_3_BIT_Advisory Committee_Minutes.pdf
Program Discontinuance Board Policy	IIA15_1__BP_4021.pdf
Program Discontinuance Administrative Procedure	IIA15_2__AP_4021.pdf
Student Support & Transition Plan for a significant change to the SLPA Program	IIA15_3_SLPA Student Support Plan.pdf
Email to SLPA Students with information about changes to the Program	IIA15_4_SLPA Student Email.pdf
Invitation to a forum for students about changes to the SLPA program	IIA15_5_SLPA Forum.pdf
IEC Member Guide	IIA16_1_Institutional_Effectiveness_Committee_IEC_Member_Guide.pdf
Shows four-year cycle for instructional and non-instructional programs	IIA16_2_IEC_Cycles.pdf
Includes tactics to address IEC recommendations	IIA16_3_Dental_Hygiene.pdf
Includes tactics to address IEC recommendations	IIA16_4_BIOTECH.pdf
Includes tactics to address IEC recommendations	IIA16_5_Program_Review_Business_Administration_Cert.pdf

Includes tactics to address IEC recommendations	IIA16_6_Program_Review_Business_Administration_Degree.pdf
Includes tactics to address IEC recommendations	IIA16_7_French.pdf
Includes tactics to address IEC recommendations	IIA16_8_LIB.pdf
Includes tactics to address IEC recommendations	IIA16_9_Office_IE.pdf
Program Review Template for Noncredit	IIA16_10_NC_Comp_Program_Review_Template.pdf

B. Library and Learning Support Services

B1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

PCC supports student learning and achievement through library and other learning support services with designated qualified personnel responsible for working with students. Learning is emphasized and supported with resources at Pasadena City College (IIB1_1_PCC_Catalogue). Students have a wide variety of academic resources available across the campus (IIB1_2_Academic_Support_Centers, IIB1_3_ASC_Maps). The Shatford Library, 13 academic success centers and empowerment programs, as well as online tutoring services are all well-advertised and accessible to the student body (IIB1_4_ASC_Web_Pages, IIB1_5_Tutoring_Schedule). (ER 17)

PCC's early alert system, called PCC Connect, facilitates communication between faculty and students and increases access to academic support, directly linking students to counselors and academic support services and centers (IIB1_6_PCC_Connect_Guide).

Tutoring, library research assistance, and workshops are advertised on PCC's main campus and other sites and information is accessible online. Tutoring and workshops are also promoted through social media, including Instagram, Twitter, and Facebook (IIB1_7_ASC_Social_Media).

PCC's Library and academic success centers provide access to materials and programming to support student learning in online as well as face-to-face environments (Library live link, ASC live link). Learning resources support online student learning in partnership with the online tutoring resource, Smarthinking (IIB1_8_Smarthinking_Usage, IIB1_9_Smarthinking_Screenshot).

The Library also provides electronic resources that are available remotely. These resources include 24/7 Reference services, as well as discipline-specific research guides, databases containing electronic books and journals, and information literacy lesson modules. Students have direct access to library resources via a default link in the Canvas LMS. Many library databases can also be integrated directly in Canvas. Librarians maintain and update library collections, as well as the online research guides and information literacy modules, providing direct support of

instruction, for on-campus and remote students. A librarian is on duty to provide in-person research assistance during operating hours; additionally, a 24/7 online research assistance chat, staffed by librarians, is available to students through the Library's "Ask a Librarian" service (IIB1_10_Chat Co-Op, IIB1_11_Ask a Librarian). The Library is guided by the Academic Senate for California Community Colleges which defines the role of the library and identifies specific activities of library faculty that significantly contribute to student success (IIB1_12_The Role of the Library Faculty).

PCC's library and academic success centers support instruction and student learning through access to calculators, computers, scanners, textbooks and other materials. In addition, specialized computer labs exist for student use (IIB1_13_Computer_Labs). These labs are equipped with appropriate and course specific software meeting the instructional needs of students with regular support and updates of both software and hardware (IIB1_14_PCC_Computer_Lab_Policy). Academic success centers also offer regular programming throughout the year, including study sessions and academic skills workshops (IIB1_15_PCC_ASC_Workshops).

Information Technology Services has made software available to students through AppStream 2.0 to support instruction (IIB1_16_AppStream). AppStream is a virtual environment that lets students access the applications they need on any computer, whether they're in the classroom, the Library, or at home. A variety of software programs needed to support instruction like QuickBooks, AutoCAD and others have been added to the College Catalog and are available for use with no download required.

The Dean of Academic Affairs oversees tutoring and academic success centers at PCC. Academic success centers are adequately staffed with full-time personnel, as well as peer tutors and student workers. Full-time staff and faculty working in academic success centers receive regular professional development training throughout the year via PCC's Flex Day professional development in addition to other training opportunities and conference attendance (IIB1_17_FLEX_Day_Faculty_Training_Fall_2019, IIB1_18_ PCC_Connect_Faculty_Training). Peer tutors and student workers receive regularly scheduled training through tutor training and student worker training programs (IIB1_19_Tutor_Training_Schedule, IIB1_20_Student_Worker_Training_Schedule, IIB1_21_MSC_Training).

Analysis and Evaluation

The institution supports the work of students, staff, and faculty in the Library and in learning support centers with sufficient resources to promote student learning and achievement. Learning support services are varied in type and function, including computer labs, diverse library collections, tutoring centers, and instructional activities. Finally, PCC distributes these resources through centers across all campus locations and on our website. (ER 17)

B2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The PCC Library and learning support services employ the expertise of credentialed professionals in the oversight and selection of equipment and materials that support student learning and achievement. Staff and faculty work together in each of these areas to evaluate, maintain, and direct the purchase and implementation of equipment, textbooks, and computers, as well as other support services and learning materials.

In consultation with librarians, the College purchased textbooks for student use in academic support centers (IIB2_1_Textbook_Purchase_Lists_2019).

In addition to textbooks, librarians cultivate the library's collection of 125,000 physical books and materials that directly support the college curriculum, as well as a growing number of eBooks and OER materials. Librarians maintain resources, including the library catalogue, research guides, and databases, making all items searchable, accessible, and relevant (IIB2_2_Database_Renewals_Jan_2020_Stat_Sheet). The Shatford Library collection document guides the process and prioritization of these resources (IIB2_3_Shatford Library Collection).

Open access computer labs are available for student use in PCC's library as well as in many of the academic support centers (IIB2_4_Library_Computer_Lab_Inventory, IIB2_5_Computer_List_LAC_CLC). Additional equipment including printing, laptop checkout, and scanners are also provided in these labs (IIB2_6_ASC_Technology_Purchase_List_2019). The labs are staffed, and student technology needs are supported with appropriate software (IIB2_7_Library_Computer_Image). Computers and software are continuously updated under an established replacement schedule (IIB2_8_PCC_BOT_Computer_Replacement_Policy).

In collaboration with DSP&S, the Library and other locations on campus provide access to specialized equipment and software to make library computer labs, resources, and textbooks available for students. The Library also works to ensure that all database subscriptions and online resources are 508 compliant (IIB2_9_Disability_Services).

Finally, services and software to support student learning are purchased under the guidance of faculty, including librarians. Examples of this include Smarthinking, the online tutoring service chosen by the Campus Distance Education Committee to provide online academic support to distance education and other students at PCC (IIB2_10_Smarthinking_Software).

Analysis and Evaluation

The College purchases and maintains appropriate and effective materials and equipment in support of student learning. Oversight of those activities is provided by faculty librarians,

discipline faculty, and academic support center staff in alignment with the mission of the College.

> B3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

PCC regularly evaluates library and learning support services through the Annual Update process and Comprehensive Program Review. Annual Update resource requests are integrated into the College's resource allocation process ([IIB3_1_2019-2020_Annual_Update-Library](#), [IIB3_2_2016-2017_Unit_Review-Library](#), [IIB3_3_2019_2020_Annual_Update_Learning_Support_Services](#), [IIB3_4_2016_2017_Unit_Review_Learning_Support_Services](#)).

Data is collected on student usage of library and learning support services ([IIB3_5_PCC_ASC_Website_Data](#)). The College uses this data to inform improvements and request additional resources to support library and academic support services. Additionally, the 2017 fall student survey indicated that 84 percent of students were satisfied with library services. Library usage numbers and assessment results show continued high demand and strong satisfaction with library services and resources ([IIB3_6_Fall_2019_Student_Survey](#)).

Student Learning Outcomes are tracked by librarians who record each interaction with students and categorize by competency related to PCC's GEO #3, Information Competency ([IIB3_7_SLO_Assessment](#), [IIB3_8_Ref_Desk_Question_Type_GEO_3](#)).

Student Learning Outcomes are tracked in PCC's academic support centers through tutoring records produced in PCC Connect, the College's early alert system. Those records are collected and used to conduct SLO assessment for tutoring services ([IIB3_9_PCC_ASC_Student_Attendance_Records](#), [IIB3_10_LAC_Assessment_and_Speednotes](#), [IIB3_11_Math_Success_Center_Tutor_Evaluation_Survey](#)).

Working in close collaboration with discipline instructors, faculty librarians tailor each session to the specific needs of students, and apply the ACRL Information Literacy Framework ([IIB3_12_ACRL_Information_Literacy_Framework](#)). All students in the growing First Year Experience (FYE) Program complete online information literacy tutorials and attend a research workshop as part of their College 1 class ([College 1 Research Guide live link,](#) [IIB3_13_College_1_Research_Guide](#)). Sessions are also offered at Foothill and the Rosemead site. Of the 5,983 students who completed a post-session survey in 18/19, 86.2% Agreed (35.23%) or Strongly Agreed (50.96%) that they would be more successful in their classes as a

result of the instruction they received at one of these information literacy sessions (IIB3_14_Research_Session_Survey_Comments). Librarians also attend the FYE Pathways Annual Student Research Poster Conference and assess the information competency outcome (IIB3_15_Rubric).

Analysis and Evaluation

The institution evaluates library and academic support services. Regular Comprehensive Unit reviews and Annual Updates constitute the primary tools that the institution uses to assess and review these programs. Annual Update resource requests in each area are produced and integrated into the College's resource allocation process every year. Measures of sufficient resource allocation are defined by identified student needs in those reports. The link between Annual Update reporting and resource allocation processes allows the institution to take into consideration the results of assessment processes on a yearly basis in order to expedite improvement in library and academic support service programs.

B4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

PCC takes responsibility for and assures the security, maintenance, and reliability of services, and regularly evaluates these services to ensure their effectiveness. The College has a number of policies and procedures that address security, maintenance, and reliability of services (IIB4_1_BP_6340_Bids_and_Contracts, IIB4_2_BP_3720_Computer_and_Network_Use, IIB4_3_AP_3720_Computer_and_Network_Use, IIB4_4_AP_3721_Electronic_Communications, IIB4_5_AP_6365_Accessibility_of_Information_Technology).

Pasadena City College utilizes partnerships with external institutions in order to provide critical services to students through the Library as well as in other learning support services. PCC has successfully partnered with Smarthinking in order to ensure access to online tutoring support for distance education and other students (IIB4_6_ PCC_Smarthinking_SOW). Data is regularly collected and evaluated for the purpose of ensuring adequate access to this service (IIB4_7_Smarthinking_Usage).

PCC also engages in a partnership with Hobsons, deploying the institution's Starfish software product as a platform for PCC's early alert system (IIB4_8_Starfish_Contract), known as PCC Connect (IIB4_9_ PCC_Connect_Data). Kiosks installed in several of PCC's learning support centers collect data on students receiving academic support. That data collected is shared with participating academic support centers for the purpose of evaluating and improving services (IIB4_10_PCC_ASC_Attendance).

PCC's Shatford Library provides a virtual, real-time chat service that is available to the entire PCC community 24/7. Originally this service, known as QuestPoint, was provided by OCLC, a library cooperative. As of May 29, 2020, the service seamlessly moved under another company, Springshare, and has been rebranded as LibAnswers. An international network of libraries provides a chat support service through the LibAnswers platform. Due to this collaborative effort, PCC students have 24/7 online access to qualified reference librarians (IIB4_11_LibAnswers_Document).

Analysis and Evaluation

The institution has successfully partnered with external entities to support instructional programming and student learning. Formal agreements ensure that library and learning support services that are dependent upon these partnerships are accessible, appropriate, and adequate to deliver intended outcomes.

Conclusions on Standard II.B. Library and Learning Support Services

Pasadena City College is an open access institution, offering library services, instructional programs, and academic support services that support instructional activities, enriching the educational experience of students. These services are central to the mission of the College and the success and equity mindset goals central to that mission. Library and academic support services are critical to meeting the needs of PCC students and make important contributions to student success, persistence, and achievement. This is evidenced by the large numbers of students who benefit from these services and the success rates of PCC's student body. These programs are well-funded, responsive to the needs of students, and integrated with classroom instruction. Oversight for these programs is managed by trained staff who regularly collect and evaluate data for purpose of improving access, quality of service, and student success outcomes.

Improvement Plan(s)

None.

Standard II.B. Evidence

DESCRIPTION/SHORT SUMMARY	FILE OR LINK
Demonstrates public advertisement and expectations for services	IIB1_1_PCC_Catalogue.pdf
Shows the number and diversity of academic support resources provided by PCC for students	IIB1_2_Academic_Support_Centers.pdf
Demonstrates the geographic distribution of academic support centers across the college's main campus	IIB1_3_ASC_Maps.pdf
Shows the availability and access to services provided to students	IIB1_4_ASC_Web_Pages.pdf
Demonstrates the variety and availability of tutoring services	IIB1_5_Tutoring_Schedule.pdf
Provides evidence of the full vision for PCC's early alert program and training for faculty	IIB1_6_PCC_Connect_Guide.pdf
Shows the active work and attempt to expand promotion of academic support services to reach students	IIB1_7_ASC_Social_Media.pdf
Demonstrates the usage rate for online tutoring	IIB1_8_Smarthinking_Usage.pdf
Shows the availability of online tutoring services for all PCC students	IIB1_9_ Smarthinking_Screenshot.pdf

This is evidence that students have 24/7 access to Library reference services	IIB1_10_Chat Co-Op.pdf
Demonstrates the active role that librarians take to promote access to services	IIB1_11_Ask a Librarian.pdf
This evidence shows the alignment to the expectations for service established at the level of the Chancellor's Office	IIB1_12_The Role of the Library Faculty.pdf
Shows the numbers and distributions of computers and other technology in support of student academic work	IIB1_13_Computer_Labs.pdf
Demonstrates the commitment of the District to provide adequate technology resource in support of student learning at PCC	IIB1_14_PCC_Computer_Lab_Policy.pdf
Provides evidence of a diversity of instructional activities in PCC's academic support centers	IIB1_15_PCC_ASC_Workshops.pdf
Virtual Environment for Applications	IIB1_16_AppStream.pdf
Shows PCC's institutional commitment to professional development for faculty in support of learning and library resources	IIB1_17_FLEX_Day_Faculty_Training_Fall_2019.pdf
Demonstrates PCC's commitment to producing quality programs in support of student learning	IIB1_18_ PCC_Connect_Faculty_Training.pdf
Shows the application of resources in support of staff in PCC's learning centers	IIB1_19_Tutor_Training_Schedule.pdf

Demonstrates PCC's commitment to professional development for all learning support center staff	IIB1_20_Student_Worker_Training_Schedule.pdf
Shows that PCC provided subject specific training for tutors in order to ensure quality of service	IIB1_21_MSC_Training.pdf
Shows the resource commitment that PCC makes to academic support centers	IIB2_1_Textbook_Purchase_Lists_2019.pdf
Shows the continuous cultivation and improvement of Library collections	IIB2_2_Database_Renewals_Jan_2020_Stat_Sheet.pdf
Guides the process and prioritization of resources	IIB2_3_Shatford_Library_Collection.pdf
Shows the availability of technological resources in PCC's academic support centers	IIB2_4_Library_Computer_Lab_Inventory.pdf
Shows the availability of technological resources in PCC's academic support centers	IIB2_5_Computer_List_LAC_CLC.pdf
Demonstrates the resource commitment that PCC makes to academic support centers	IIB2_6_ASC_Technology_Purchase_List_2019.pdf
Shows the adequacy of technological support for student academic work	IIB2_7_Library_Computer_Image.pdf
Shows the District's commitment to providing adequate technological resources in support of student learning	IIB2_8_PCC_BOT_Computer_Replacement_Policy.pdf

Demonstrates a concern for access and accommodations made for student access to academic support centers	IIB2_9_Disability_Services.pdf
Demonstrates a concern for access and accommodations made for student access to academic support services	IIB2_10_Smarthinking_Software.pdf
Library Annual Update	IIB3_1_2019-2020_Annual_Update-Library.pdf
Demonstrates regular self-study processes	IIB3_2_2016-2017_Unit_Review-Library.pdf
Demonstrates annual self-study processes and the connection of data to budget planning	IIB3_3_2019_2020_Annual_Update_Learning_Support_Services.pdf
Unit Review for Learning Support Services	IIB3_4_2016_2017_Unit_Review_Learning_Support_Services.pdf
Data on student usage of library and learning support services	IIB3_5_PCC_ASC_Website_Data.pdf
Demonstrates the solicitation of direct input from students into planning for academic support services as well as the adequacy of those services	IIB3_6_Fall_2019_Student_Survey.pdf
Demonstrates the Library's self-study process as continuous and uniform	IIB3_7_SLO_Assessment.pdf
Demonstrates the Library's rigorous commitment to data collection	IIB3_8_Ref_Desk_Question_Type_GEO_3.pdf

Demonstrates the continuous commitment to data collection as the foundation for learning how to best to serve students	IIB3_9_PCC_ASC_Student_Attendance_Records.pdf
Demonstrates the self-study process for academic success centers that is data-driven and directly tied into daily practices	IIB3_10_LAC_Assessment_and_Speednotes.pdf
MSC Tutor Evaluation Survey Results	IIB3_11_Math_Success_Center_Tutor_Evaluation_Survey. pdf
Demonstrates the Library's commitment to receive guidance in best practices for the delivery of services	IIB3_12_ACRL_Information_Literacy_Framework.pdf
Resource given during research workshop as part of College 1 class	IIB3_13_College_1_Research_Guide.pdf
Post-session survey results	IIB3_14_Research_Session_Survey_Comments.pdf
Assessment of the information competency outcome	IIB3_15_Rubric.pdf
BP 6340 Bids and Contracts	IIB4_1_BP_6340_Bids_and_Contracts.pdf
BP 3720 Computer and Network Use	IIB4_2_BP_3720_Computer_and_Network_Use.pdf
AP 3720 Computer and Network Use	IIB4_3_AP_3720_Computer_and_Network_Use.pdf
AP 3721 Electronic Communications	IIB4_4_AP_3721_Electronic_Communications.pdf
AP 6365 Accessibility of Information Technology	IIB4_5_AP_6365_Accessibility_of_Information_Technology.pdf
Shows PCC's regular and appropriate use of partnerships to provide academic support services	IIB4_6_PCC_Smarthinking_SOW.pdf

Demonstrates the level of use and access to online tutoring services as an alternative to other points of access	IIB4_7_Smarthinking_Usage.pdf
Shows PCC's regular and appropriate use of partnerships to provide academic support services	IIB4_8_Starfish_Contract.pdf
PCC Connect Data 2017-2020	IIB4_9_ PCC_Connect_Data.pdf
Demonstrates the level of use and access to tutoring services	IIB4_10_PCC_ASC_Attendance.pdf
Shows the appropriate use of partnerships with external entities for the provision of support services	IIB4_11_LibAnswers_Document.pdf

C. Student Support Services

C1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Pasadena City College regularly evaluates the quality of student support services, regardless of location or means of delivery, through the Comprehensive Unit Review cycle. This process of self-assessment is aligned with Pasadena City College's Mission and Educational Master Plan (EMP). Distance Education, likewise, completes an Annual Update and Comprehensive Unit Review annually (IIC1_1_2019-2020 Annual Update-Distance Education, IIC1_2_2016-2017 Unit Review-Distance Education).

The evaluation cycles include 3 phases--annual SLO Assessment, Annual Updates, and Comprehensive Unit review. This is detailed in the document titled Assessment QuickStart Guide (IIC1_3_Assessment_QuickStart_Guide). The Student Services Assessment Committee meets regularly, and is comprised of faculty, administration, and classified staff from various student support service areas (ER 15) (IIC1_4_Student _Services_Assessment_Committee).

Analysis and Evaluation

The College has established a comprehensive assessment and review process, which includes a handbook and an active assessment committee. Through the Annual Update and Comprehensive Program Review processes, the institution ensures that its support services and programs align with the mission of the institution. (ER 15)

C2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Pasadena City College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those

outcomes. Various specialized programs provide a menu of support services to meet student needs and outcomes. All student support service programs complete an Annual Update and a Comprehensive Program Review that includes assessment and evaluation to determine the effectiveness and improvements for student support services. A sample of SLO assessment reports and unit reviews is included for the following programs:

- Academic Athletic Zone (IIC2_1_Academic Athletic Zone_ 2018-2019 SLO Annual Assessment Report)
- Assessment Services (IIC2_2_Assessment_Services)
- CalWorks (IIC2_3_Cal Works Unit Review)
- Counseling (IIC2_4_Counseling Unit Review)
- Financial Aid (IIC2_5_Fin Aid Unit Review)
- Health Services (IIC2_6_Health Services Unit Review)
- Veteran's Resource Center (IIC2_7_Veterans Resource Center_Unit Review, IIC2_8_VRC_Annual_Assessment_Report).

Students from different programs and group affiliations utilize tutoring services from several Academic Support Centers (ASC) that exist on campus. The Academic Support Centers provide tutoring for specific subjects and coursework, and/or program affiliations. For example, the Program for Academic Support Services (PASS) conducted surveys to assess if participation in a PASS tutoring session contributed to students developing effective study skills. Based on the survey results, the PASS program learned strategies for improving their student services, including providing additional evening tutoring sessions to accommodate student schedules, and adjust their tutoring training to meet student needs (IIC2_9_2019_PASS_SLO_#1_Assessment).

The FYE Program also conducts yearly reviews and completes assessments and evaluations of their support services (tutoring and coaching) to determine the impact on completion of students' goals in a timely manner (IIC2_10_PCC_Pathways_SLO_Annual_Assessment_Report_Spring_2019). The program regularly conducts studies to assess student success outcomes. The PCC Pathways Student Success Report for 2019, which is completed by an external evaluator from UCLA, provides comparison data of FYE and non-FYE students with a focus on closing the equity gap for Latinx students, who represent 52% of the PCC student population (IIC2_11_PCC_Pathways_Student_Success_Report_2019).

EOP&S/ CARE & Foster Youth Services and the Veterans Resource Center also gathered data on student populations that utilize the institution's Academic Support Centers to identify equity gaps and strategize ways for closing equity gaps through outreach efforts and offering additional tutoring support during high-need or peak times of the semester (IIC2_12_EOP&S_Students_Served_in_ACS, IIC2_13_Veterans_Served_in_ACS).

Analysis and Evaluation

The College works with both internal and external research offices to review assessment data and assess outcomes to improve student support programs and services.

C3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Pasadena City College continuously works to provide equitable access for all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Informed by the Student Equity Plan, programs and services are coordinated through an equity lens to ensure resources are strategically allocated to meet the needs of a diverse student population (IIC3_1_Executive_Summary_Equity_Plan_2019-2022). The Student Equity Plan supports a variety of resources and services that are offered in-person and online (IIC3_2_Academic_Counseling_Support_and_Programs, IIC3_3_Success_Centers_Tutoring_and_Academic_Support, IIC3_4_Website_Hits).

Students can access information through the College's website, including District policies, the registration and enrollment process, as well as career and degree requirements and eligibility (ER 15). Students complete the Online Orientation as part of the matriculation process at the institution and can register/enroll in for classes through their LancerPoint student portal (IIC3_5_Screenshot_of_Online_Orientation, IIC3_6_Screenshot_of_PCC_LancerPoint_Portal).

Additionally, students have access to counseling and advising both in-person and online. Students can email their academic questions and concerns or request prerequisite clearances and waivers online. 24/7 support, including counseling and prerequisite clearance, is available to students through gotopcc@pasadena.edu or by calling (855) GO-TO-PCC or by completing an online counseling service request form (ER 15) (IIC3_7_ Online_Counseling). The number of "tickets" created by students, and how many of them were resolved by counselors and advisors per term, is documented (IIC3_8_Counselingdesk_Prereqs_Data). Students can make an appointment to meet with a counselor "virtually" (video conference) through a platform called Cranium Cafe (IIC3_9_Cranium_Cafe_Team_Meeting_Notes_11.6.19). Counseling services are also offered in person on the main campus, at PCC Rosemead, and at Foothill.

Additionally, outreach services are provided at over 50 of the District's feeder high schools, where students complete their applications and participate in new student group, providing them with an abbreviated student education plan. The FAFSA Squad assists students in completing the Free Application for Federal Student Aid and in obtaining the California Promise Grant.

Lastly, the International Student Center (ISC) is the primary office that provides support for the College's international students. Focus groups have been conducted to assess and understand

how the institution can provide better and more reliable service to this student population (IIC3_10_International_Student_Pathway_Focus_Group_2017).

Analysis and Evaluation

The institution ensures that there are multiple avenues for students to access student support services, regardless of service location or delivery method. (ER 15)

> C4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Pasadena City College Division of Kinesiology, Health, & Athletics aligns and supports the College mission through athletic and instructional programs. The division participates in annual compliance training as shown through the Statement of Compliance that is provided to all coaches and support staff who are in direct contact with student-athletes (IIC4_1_Statement_of_Compliance). The training reviews current bylaws and policies of the California Community College Athletic Association (CCCAA) and PCC preparing the staff for each academic year. All coaches participate in the Annual Review of the Coaches Handbook and agree to comply with its content and information while accepting responsibility for their leadership role at the College (IIC4_2_Coaches_Handbook). The student-athletes are also involved in an annual meeting with the Athletic Director. This meeting is used to communicate expectations and standards of the Pasadena City College Athletic Department and each student-athlete that represents the College. Similar to the coaches, student athletes annually review their Student-Athlete Handbook and sign a document agreeing to its standards (IIC4_3_Student_Athlete_Handbook). These standards include meeting academic eligibility requirements. To help students with this, the College has a robust support system. The Academic Athletic Zone is a holistic support center for student athletes, including academic counseling, financial aid assistance, tutoring, and student support services.

The College completes an annual Equity in Athletics Data Analysis (EADA) report that can be located by visiting the Pasadena City College Athletic website (Athletics live link, IIC4_4_EADA_Screenshot). This annual federal report shares the most recent information about the investment the College makes into intercollegiate athletics in areas such as budgets, travel, salaries and participation (IIC4_5_Budget_Spreadsheet).

Co-curricular programs such as African American Male Education Network & Development (A2MEND) and CORE (Community Overcoming Recidivism through Education) demonstrate

how the College is working toward achieving its mission and contributing to the social and cultural dimensions of the educational experience of its students (IIC4_6_A2MEND_Charter_Flyer).

The A2MEND October 24 Meeting Agenda and A2MEND Final Dr Nana documents show the establishment of the A2MEND program, as well as the promotion of events that help students engage with their educational experiences within the social and cultural lens, such as the Historically Black Colleges and Universities College Tour (IIC4_7_A2MEND_October_24_Meeting_Agenda, IIC4_8_A2MEND_Final_Dr_Nana, IIC4_9_HBCU_Tour_Save_the_Date_Flyer).

Additionally, the newly established CORE program (Community Overcoming Recidivism through Education) provides support services to formerly incarcerated and system impacted students enrolling at the College (CORE live link). CORE develops a holistic approach to empowering students to succeed in higher education and beyond. The program focuses on building community, on and off campus, that will serve as social, emotional, and academic support for the students (IIC4_10_Core_Flyer). To share and promote CORE to the campus community, including its purpose, integrity, and the faculty and staff members who oversee and work with the program, the team presented to various constituency groups (IIC4_11_PCC_CORE_PPT).

PCC offers a variety of co-curricular programs and clubs, including Math, Engineering, Science Achievement (MESA), Blackademia, Ujima, Queer & Undocumented Empowerment Support to Thrive, Puente, and Safe Zones (LancerLife live link, IIC4_12_Organizations_Lancer_Life). These special services, academic programs, empowerment programs, and enrichment programs are suited to the institution's mission as "an equity-minded learning community dedicated to enriching students' academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support" and contribute to the social and cultural dimensions of the educational experience of students (Empowerment live link, IIC4_13_Counseling_Support_Programs, IIA7_1_ PCC_Mission). The Office of Student Life provides student leadership opportunities, involves students in college governance, provides support and guidance in co-curricular activities, and produces and supports cultural awareness activities and services (OSL live link). Additionally, the Associated Students Finance Committee, under the supervision of the Dean of Student Life, implements and monitors the Associated Students budget (IIC4_14_ Office_of_Student_Life).

The College has established Board Policies and Administrative Procedures that govern Student Organizations and Finances (IIC4_15_BP 5400, IIC4_16_AP 5400_Associated_Students_Organization, IIC4_17_ BP 5420, IIC4_18_AP_5420_Associated_Students_Finance).

Analysis and Evaluation

Co-curricular programs and athletics programs align to the institution's mission and are conducted in accordance with standards of integrity. The College is responsible and accountable for these programs through established policies and procedures.

C5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Pasadena City College provides counseling and academic advising both in-person and online to support student development and success. New students participate in an on-boarding process that includes Online Orientation, New Student Group Seminar, Pre-Registration Workshops, and PCC's summer bridge program (JAM), which includes how to navigate the process of enrolling into classes. Students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies, every step of the way, until completion (IIC5_1_Jam_Overview).

PCC provides strong support for students to transfer through collaboration with instruction. The Nudges Presentation file shows how Student Services work with instructional faculty to "nudge" students about transfer--learning more about the process, applying for transfer, and utilizing transfer support services for guidance and help (IIC5_2_Nudges_Presentation). Counselors support student success, retention, and persistence by providing academic planning and helping students develop abbreviated and Comprehensive Student Educational Plans (CSEPs); exploring educational, career and major goals, academic and personal development, and connecting students to resources aligned to their educational goals (IIC5_3_Comprehensive_Student_Educational_Plans, IIC5_4_How_to_View_Your_CSEP). CSEPs are developed and updated electronically in DegreeWorks, and allows students to see their timeline for goal completion, as soon as they have an identifiable educational goal and program of study (DegreeWorks live link, Goal_Completion live link, IIC5_5_ Timeline_for_Goal_Completion). The PCC Counseling Webpage provides an overview of the various services offered based on who the student is and what support service they may need to begin or navigate through their educational journey at PCC (IIC5_6_PCC_Counseling_Webpage).

New students in the First Year Experience (FYE) Program attend an in-person orientation to the College called JAM, where they have an opportunity to learn more and explore careers and majors, connect to campus resources, and build a network of support that includes academic coaches, peer leaders, and their peers, to help them with their journey through the first semester

and first year of college. The JAM Week 4 workbook is an example of the work and process students experience when they attend this orientation session (IIC5_7_JAM_Week_4).

We also have 24/7 Counseling Support offered through (855) GO-TO-PCC or gotopcc@pasadena.edu, where students can call or email to get help. Virtual Counseling via ConexED Cranium Café has also recently launched to offer similar counseling and advising support services for students online. To better assess how PCC students may effectively utilize the virtual counseling service, students were surveyed to determine their access to technology, as well as the days and times that might work best for them to meet online, based on their needs and circumstances. A copy of this can be found in the Virtual Counseling Survey (IIC5_8_Virtual_Counseling_Survey).

On-going training and professional learning/development opportunities are available to prepare counseling faculty and advising staff with academic updates and changes related to state mandates and initiatives, such as AB 705 and Multiple Measures. New Faculty (full-time and part-time) attend a New Faculty Seminar to learn more about the college's policies, programs, and resources to better help and support students to stay on track and complete their goals (IIC5_9_18-19_New_Faculty_Seminar_Syllabus).

The Counseling Division meets weekly during the fall/spring semesters where counselors report out on shared governance committees they participate on and collaborate to inform the whole division on what's in the works and happening around campus. The Counseling Meeting Agenda is an example of agenda items and updates that are shared at Counseling Division meetings (IIC5_10_Counseling_Meeting_Agenda).

There are Counseling Liaisons to the 13 Instructional Divisions at the College, so that counseling and instructional faculty can collaborate and maintain communication/connection. Additionally, Career Community Leads have been established based on meta-majors design to assist with program mapping and career engagement activities and events. PCC is redesigning support services based on 6 Career Communities to better serve students (Career Communities live link, IIC5_11_Career_Communities_Webpage). The Career Community Meeting Notes provides insight into the planning, brainstorming, and redesign of counseling services to serve the needs of each Career Community established at PCC (IIC5_12_Career_Community_Meeting_Notes).

A Student Services Managers meeting also takes place every month during the fall/spring semester to share updates and gather feedback to prepare personnel for working with students in the student services area. An example of agenda items and updates can be found in the Agenda Student Services Managers Meeting (IIC5_13_Agenda_Student_Services_Managers_Meeting_May_14_2019).

Analysis and Evaluation

Counseling and advising programs are available to meet students where they are in their development process. From onboarding, to moving through the College, to completion of

graduation and/or transfer requirements, counseling and advising programs provide students with the appropriate and "just in time" support needed every step of the way.

C6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

In accordance with AP 5010 Admissions Policies, AP 5050 Matriculation/ BP 5050 Matriculation, BB 2010 Board Membership, and AP 5011 Admission and Concurrent Enrollment, students receive services that include, but are not limited to, all of the following (ER 16) (IIC6_1_AP_5010, IIC6_2_AP_5050, IIC6_3_BP_5050, IIC6_4_BB_2010, IIC6_5_AP_5011):

Processing of the application for admission; orientation and pre-orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters; assessment, advising and counseling upon enrollment, which shall include but are not limited to, all of the following:

(1) Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associates of arts degrees, transfer for baccalaureate degrees and vocational certificates and licenses

(2) Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; campus employment; placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services.

(3) Post-enrollment evaluation of each student's progress and required advisement or counseling for students who have not declared an educational objective as required, or those students on academic probation.

These bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies and requirements. The agreement is implemented through the student educational plan (SEP), which students can access and view through their student portal (LancerPoint).

The College outlines these policies in the Catalog Admission Policies section of the College Catalog, that is widely available to prospective students on the College's website (IIC6_6_Catalog Admission Policies). These policies and steps are also available on the College's website as documented by Admission Eligibility Policies and Registration Admissions

and Records ([IIC6_7_ Admission Eligibility Policies](#), [IIC6_8_ Registration Admissions and Records](#).)

Counseling faculty receive training on how to utilize the educational planning tool called "DegreeWorks" to assist students on mapping out coursework and requirements to complete their degrees, certificates, and transfer goals. The DegreeWorks Counselor User Guide was developed and used in conjunction with the training to equip counselors with the understanding of how best to use the tool as well as how to navigate within the software ([IIC6_9_Degree_Works_Counselor_User_Guide](#)). Students are also able to access, view, and update their educational plans. This guide assists students in viewing their educational plan (LancerPlan) online ([IIC5_4_How_to_View_Your_CSEP](#)). The College has made progress in establishing degree maps [(IIC6_10_Degree_Mapper).](#)

Analysis and Evaluation

The institution defines and outlines policies and pathways to complete degrees, certificates, and transfer goals online and in print. (ER 16)

C7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Assessment Services Office conducts Consequential Validation Studies every six years, per the Chancellor's Office requirements, to ensure that students are appropriately placed into courses requiring a placement exam where needed.

Significant changes have occurred over the past several years to how students are placed into English and math sequenced courses ([IIC7_1_AB_705_District_Adoption_Plan_Pasadena_City_College](#)). High school grades and GPA are utilized to place students into English and math courses via the Multiple Measures Assessment Project (MMAP) ([IIC7_2_Multiple_Measures_Workgroup_March_20_2019](#)). The Office of Institutional Effectiveness is currently tracking this new placement model for math and English placement and providing information to the Office of Instruction ([AB705_Dashboard live link,](#) [IIC7_3_AB705_Dashboard](#)).

Since placement exams are still utilized for Chemistry 1A and for English as a Second Language (ESL) sequenced courses, Consequential Validation Studies were conducted during the spring 2017 and summer 2017 terms for Chemistry 1A and spring 2014, fall 2014 and fall 2015 terms for ESL 422, ESL 122, ESL 33A and ESL 33B courses ([IIC7_4_PCC_Assessment_Services_ Validation_Study_Chem1A](#), [IIC7_5_PCC_Assessment_Services_ Validation_Study_ESL](#)). The College is currently reviewing the implementation of MMAP for the ESL sequenced courses.

The College is integrating the ESL placement process into the online student orientation in conjunction with counseling and other student service groups, beginning with Summer 2020 placement.

Analysis and Evaluation

The College meets this Standard. The institution regularly evaluates the assessment and placement instruments and practices, and adopted AB 705 to ensure maximum probability for a student to complete transfer-level English and math within one year.

> C8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

PCC, guided by the office of Admissions and Records, maintains student records permanently, securely, and confidentially pursuant to AP 5040 Student Records, Directory Information, and Privacy (IIC8_1_BP_5040, IIC8_2_FERPA_Training_PCC_101519). The Student Rights document shows that the College has a policy on maintaining student records based on established policies and procedures (IIC8_3_Student_Rights). AP 3723 Remote Access restricts remote access to sensitive student or employee records (IIC8_4_ AP_3723). AP 3720 Computer and Network Use specifies that important District work related to data should be stored in folders identified by PCC Information Technology Services (ITS) at locations which are backed up regularly (IIC8_5_ AP_3720). AP 3722 Data Classification Standards provides information security requirements for custodianship, classification, and protection of Pasadena Area Community College District's (PACCD) information assets (IIC8_6_AP_3722).

Furthermore, the District contracts with Ellucian to enhance database security and disaster recovery features (IIC8_7_Contracts_with_Eluccian). In 2019, the District added application hosting services to provide increased security features, dedicated technology staff for upgrades and maintenance, and a redundant infrastructure environment in the event of a natural disaster.

Admissions and Records routinely updates Board Policies (BPs) and Administrative Procedure (APs) to reflect state and local initiatives (IIC8_8_AP_5040, IIC8_9_AP_3310). Established policies can be retrieved online or in the printed College Catalog, as demonstrated by Procedure for Student's Access to Records (IIC8_10_Procedure_for_Student's_Access_to_Records). Students may request their records to be released in the following ways shown online: Student Records and Transcripts (IIC8_11_ Student_Records_and_Transcripts). The College allows students to order and request transcripts in a secure and confidential way through the student's portal (LancerPoint) as shown in documents LancerPoint Order Official Transcripts and Transcript Order Student (IIC8_12_LancerPoint_Order_Official_Transcripts, IIC8_13_Transcript_Order_Student).

Analysis and Evaluation

The institution maintains student records permanently, securely, and confidentiality, which are established and outlined by Board Policies and Administrative Policies. The institution follows state and District regulations and policies.

Conclusions on Standard II.C. Student Support Services

Pasadena City College provides comprehensive and accessible student support services that align with the College's Educational Master Plan (EMP) and Student Equity Plan (SEP) to target student learning and success. The College's student services areas work collaboratively to conduct Annual Updates and assess data and outcomes for improving student services and programs. Pasadena City College maintains a commitment to student learning and development, recognizing student equity gaps, and delivering support services and programs in various modes to meet the needs of a diverse student population. Additionally, Pasadena City College regularly maintains the integrity, accuracy, and accessibility of academic information as well as district and administrative policies, to help students successfully complete their educational journey at the College.

Improvement Plan(s)

None.

Standard II.C. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
2019-2020 Annual Update for Distance Education	IIC1_1_2019-2020 Annual Update-Distance Education.pdf
2016-2017 Comprehensive Unit Review for Distance Education	IIC1_2_2016-2017 Unit Review-Distance Education.pdf
Explains the Assessment/Program Review cycle and process	IIC1_3_Assessment_QuickStart_Guide_11.1.19.pdf
Shows members and roles of the Student Services Assessment Committee	IIC1_4_Student _Services_Assessment_Committee.pdf
SLO Annual Assessment Report	IIC2_1_Academic Athletic Zone_ 2018-2019 SLO Annual Assessment Report.pdf
Unit Review	IIC2_2_Assessment_Services.pdf
Unit Review	IIC2_3_Cal Works Unit Review.pdf
Unit Review	IIC2_4_Counseling Unit Review.pdf
Unit Review	IIC2_5_Fin Aid Unit Review.pdf
Unit Review	IIC2_6_Health Services Unit Review.pdf
Unit Review	IIC2_7_Veterans Resource Center_Unit Review.pdf

Veteran's Resource Center Assessment Report	IIC2_8_VRC_Annual_Assessment_Report.pdf
Shows a Student Learning Outcome Assessment Report conducted by the PASS program	IIC2_9_2019_PASS_SLO_#1_Assessment.pdf
Shows a Student Learning Outcome Assessment Report conducted by the PCC Pathways program	IIC2_10_PCC_Pathways_SLO_Annual_Assessment_Report_Spring_2019.pdf
Shows data and compares student performance between Pathways and Non-Pathways students from the 2015-2016 a focus on Latinx	IIC2_11_PCC_Pathways_Student_Success_Report_2019.pdf
Shows data of EOP&S students who utilize the Academic Support Center (Tutoring) based on demographics	IIC2_12_EOP&S_Students_Served_in_ACS.pdf
Shows data of Veteran students who utilize the Academic Support Center (Tutoring) based on demographics	IIC2_13_Veterans_Served_in_ACS.pdf
Student Equity Plan Executive Summary	IIC3_1_Executive_Summary_Equity_Plan_2019-2022.pdf
Shows the various Academic Counseling and Support Programs offered and displayed on our website	IIC3_2_Academic_Counseling_Support_and_Programs.pdf
Shows the various Academic Support/Tutoring/Success Centers offered and displayed on our website	IIC3_3_Success_Centers_Tutoring_and_Academic_Support.pdf

Shows summary of data (website views) for Success Centers	IIC3_4_Website_Hits.pdf
Shows directions and link to the online orientation.	IIC3_5_Screenshot_of_Online_Orientation.pdf
Shows the view of the LancerPoint student portal from the student perspective. Shows how registration priority is earned with virtual badges for orientation, placement, and education plan.	IIC3_6_Screenshot_of_PCC_LancerPoint_Portal.pdf
Online counseling service request form	IIC3_7_Online_Counseling.pdf
Shows data of number of students served via email and prerequisite clearance requests	IIC3_8_Counselingdesk_Prereqs_Data.pdf
Shows meeting notes for the implementation of virtual/online counseling	IIC3_9_Cranium_Cafe_Team_Meeting_Notes_11.6.19.pdf
Shows data and summary from a focus group conducted with international students in the Pathways program	IIC3_10_International_Student_Pathway_Focus_Group_2017.pdf
Shows signatures of Dyan Miller, Tony Barbone, and Dr. Erika Endrijonas on CA Community College Athletic Association (CCCAA) form R-1 affirming their commitment to following Title IX laws and adherence to CCCAA rules and regulations	IIC4_1_Statement_of_Compliance.pdf

Shows how the college communicates expectations, guidelines, and reference information to coaches via a handbook.	IIC4_2_Coaches_Handbook.pdf
Shows how the college communicates expectations, guidelines, and reference information to student athletes via a handbook.	IIC4_3_Student_Athlete_Handbook.pdf
Equity in Athletics Data Analysis (EADA) report	IIC4_4_EADA_Screenshot.pdf
Shows a breakdown of all athletic teams and the gender breakdown. Shows expenses for each team.	IIC4_5_Budget_Spreadsheet.pdf
Shows the African American Male Education Network Development (A2MEND) Informational Flyer that provides detail of the PCC charter of the A2MEND organization.	IIC4_6_A2MEND_Charter_Flyer.pdf
Shows the agenda for the Oct. 24, 2019 meeting agenda	IIC4_7_A2MEND_October_24_Meeting_Agenda.pdf
Shows flyer for a workshop/event coordinated by A2MEND at PCC	IIC4_8_A2MEND_Final_Dr_Nana.pdf
Shows flyer for a trip planned by A2MEND to take students to Historically Black Colleges and Universities	IIC4_9_HBCU_Tour_Save_the_Date_Flyer.pdf
Shows informational flyer for a student program for formerly incarcerated and system impacted students	IIC4_10_Core Flyer.pdf

called Community Overcoming Recidivism through Education (CORE)	
PowerPoint that details the CORE program	IIC4_11_PCC_CORE_PPT.pdf
Screenshot of Lancer Life page	IIC4_12_Organizations_Lancer_Life.pdf
Academic Counseling page	IIC4_13_Counseling_Support_Programs.pdf
Office of Student Life Services programs	IIC4_14_ Office_of_Student_Life.pdf
BP 5400 Associated Students Organization	IIC4_15_BP_5400.pdf
AP 5400 Associated Students Organization	IIC4_16_AP_5400_Associated_Students_Organization.pdf
BP 5420 Associated Students Finance	IIC4_17_ BP 5420.pdf
AP 5420 Associated Students Finance	IIC4_18_AP_5420_Associated_Students_Finance.pdf
JAM Overview	IIC5_1_Jam Overview.pdf
Shows visual presentation for faculty to share with students in their classes about Transfer services and support	IIC5_2_Nudges_Presentation.pdf
Comprehensive Student Educational Plans (CSEPs)	IIC5_3_Comprehensive_Student_Educational_Plan.pdf
Assists in providing academic planning	IIC5_4_How_to_View_Your_CSEP.pdf

How to View Degree Audit Screenshot	IIC5_5_ Timeline_for_Goal_Completion.pdf
Shows Counseling webpage and the services offered	IIC5_6_PCC_Counseling_Webpage.pdf
Example of first-year student handbook during the JAM orientation session	IIC5_7_JAM_Week_4.pdf
Shows the survey conducted to plan for virtual/online counseling	IIC5_8_Virtual_Counseling_Survey.pdf
New Faculty Seminar Syllabus	IIC5_9_18-19_New_Faculty_Seminar_Syllabus.pdf
Meeting agenda that outlines updates and items related to Counseling Department	IIC5_10_Counseling_Meeting_Agenda.pdf
Career Communities webpage	IIC5_11_Career Communities webpage.pdf
Meeting notes that show the preliminary discussions and ideas for building career communities and developing a community-based counseling model	IIC5_12_Career_Community_Meeting_Notes.pdf
Meeting agenda that includes updates and items related to Student Services	IIC5_13_Agenda_Student_Services_Managers_Mtg_May_14 _2019.pdf
AP 5010 Admissions	IIC6_1_AP_5010.pdf
AP 5050 Matriculation	IIC6_2_AP_5050.pdf

Shows the Board Policy for Matriculation	IIC6_3_BP_5050.pdf
BB 2010 Board Membership	IIC6_4_BB_2010.pdf
Shows the Administrative Procedure for Admission and Concurrent Enrollment	IIC6_5_AP_5011.pdf
Shows pages from the catalog that detail Admissions and Registration guidelines and policies.	IIC6_6_Catalog Admission Policies.pdf
Shows information from the website that explains who needs to apply and who is eligible for admission	IIC6_7_Admission_Eligibility_Policies.pdf
Shows information from the website that explains registration steps for new students	IIC6_8_Registration_Admissions_and_Records.pdf
Shows guide/handbook for counselors on how to use the Degreeworks platform for education plans, degree audits, and more. (Degreeworks is renamed at PCC as LancerPlan)	IIC6_9_DegreeWorks_Counselor_User_Guide.pdf
Degree Mapper Screen Shot	IIC6_10_Degree Mapper.pdf
Shows AB 705 District Adoption Plan Submission Form	IIC7_1_AB_705_District_Adoption_Plan_Pasadena_City_College.pdf
Shows Multiple Measures Workgroup meeting agenda	IIC7_2_Multiple_Measures_Workgroup_March_20_2019.pdf

Information on Math and English Placement	IIC7_3_AB705_Dashboard.pdf
Shows Assessment Validation Study for Chem 1A.	IIC7_4_PCC_Assessment_Services_ Validation_Study_Chem1A.pdf
Shows Assessment Validation Study for ESL.	IIC7_5_PCC_Assessment_Services_ Validation_Study_ESL.pdf
Shows Board Policy for Student Records, Directory Information, and Privacy	IIC8_1_BP_5040.pdf
Shows slide show of a FERPA Training conducted by Arlene Reed, Director, Admissions, Records & Enrollment Management	IIC8_2_FERPA_Training_PCC_101519.pdf
Information from the website that explains student rights with regard to their records and personal information.	IIC8_3_Student_Rights.pdf
AP 3723 Remote Access	IIC8_4_ AP_3723.pdf
AP 3720 Computer and Network Use	IIC8_5_ AP_3720.pdf
AP 3722 Data Classification Standards	IIC8_6_AP_3722.pdf
Ellucian enhances database security and disaster recovery features	IIC8_7_Contracts_with_Eluccian.pdf
Shows the Administrative Procedure for Student	IIC8_8_AP_5040.pdf

Records, Directory Information, and Privacy	
Shows the Administrative Procedure for Records Retention and Destruction	IIC8_9_AP_3310.pdf
Shows pages from the catalog that explain student's rights to their records	IIC8_10_Procedure_for_Student's_Access_to_Records.pdf
Show information from the website regarding student records and transcripts	IIC8_11_Student_Records_and_Transcripts.pdf
Screenshot from the LancerPoint student portal that shows where students go to order transcripts	IIC8_12_LancerPoint_Order_Official_Transcripts.pdf
Screenshot of the webpage for ordering student transcripts	IIC8_13_Transcript_Order_Student.pdf

Standard II Acronyms

A2MEND African-American Male Education Network Development

ACCJC Accrediting Commission for Community and Junior Colleges

ACRL Association of College and Research Libraries

ACS Academic Support Centers

ADTS Associate Degrees for Transfer

AP Administrative Procedure

ASATT American Society of Anesthesia Technologists and Technicians

ASC Academic Success Centers/ Academic Support Centers

BP Board Policy

C&I Curriculum and Instruction Committee

CCCAA California Community College Athletic Association

CCCCO California Community Colleges Chancellor's Office

CCDT California Chemistry Diagnostic Test

CID Course Identification

CLEP College Level Examination Program

CORE Community Overcoming Recidivism through Education

CORS Course outlines of record

CSU California State University

CTEOS Career Technical Education Outcome Survey

DSP&S Disabled Student Programs and Services

EADA Equity in Athletics Data Analysis

EMP Educational Master Plan

EOP&S Extended Opportunity Programs and Services

ESL English as a Second Language

FYE First-Year Experience

GE General Education

GEO General Education Outcome

IB International Baccalaureate

IEC Institutional Effectiveness Committee

IGETC Intersegmental General Education Transfer Curriculum

ISC International Student Center

ITP In-class Tutoring Program

LAC Learning Assessment Committee

LOEP Accuplacer Levels of English Proficient Exam

MESA Mathematics, Engineering, Science Achievement

MMAP Multiple Measures Assessment Project

OER Open Educational Resources

PAACD Pasadena Area Community College District

PCAH California Community Colleges Chancellor's Office's Program and Course Approval Handbook

QUEST Queer, Undocumented Empowerment for Students to Thrive

SEAP Student Equity Achievement Plan

SEPs Student Educational Plans

SLOs Student Learning Outcomes

SLPA Speech Language Pathology Assistant

SPOs Student Performance Objectives

TRIO (PASS) Program for Academic Support Services

UC University of California

UCLA University of California, Los Angeles

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

A1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

PCC assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified through verified education, training, and experience. The Pasadena Area Community College District (PACCD) through Board of Trustees Policies and Administrative Procedures specifies processes for recruiting and hiring full-time faculty, part-time faculty, classified staff, and administrators who have the qualifications to serve the students of the District through educational programs and services (IIIA1_1_AP_7230_Classified_Hiring, IIIA1_2_BP_7230_ Classified_Employees_Hiring, IIIA1_3_AP_7210_Faculty_Hiring, IIIA1_4_BP_7210_Faculty_Hiring, IIIA1_5_AP_7212_Part-time_Hiring, IIIA1_6_BP_7212_Part-Time_Faculty_Hiring, IIIA1_7_AP_7250_Administrative_Hiring, IIIA1_8_BP_7250_Administrator_Hiring_Policy). These policies and procedures follow California Education Code and locally-approved processes to assure the College has an equitable hiring process that recruits and retains the most qualified candidates. Board Policies and Administrative Procedures regarding hiring of employees at Pasadena City College are available on the College website.

College job announcements for staff, faculty, and administrative positions contain hiring criteria to ensure the College recruits candidates who have the appropriate skills, education, and

experience to support programs and services. The job announcements include the duties, responsibilities, required skills, knowledge, and minimum qualifications needed to gain employment at PCC. Qualifications, duties, responsibilities, skills and knowledge for each position are clearly matched to specific programmatic and departmental needs. Because the College is focused on equity, all job descriptions include as desirable qualifications that candidates must foster an inclusive and diverse environment and have the ability to promote equity (IIIA1_9_Sample Classified_Announcement, IIIA1_10_Sample_Faculty_Announcement, IIIA1_11_Sample_Administrator_Announcement).

PACCD Board policies specify that the division/discipline committee can recommend forms of outreach to the Office of Human Resources so that a diverse pool of potential applicants receives job announcements, in addition to the recruitment resources normally contacted by Human Resources. The Office of Human Resources distributes the announcements of job openings in compliance with the College's Faculty and Staff Diversity Plan. This stipulation provides the opportunity for broad recruitment in available positions. Once candidates submit their applications, the College uses screening tools and rubrics to verify the qualifications (IIIA1_3_AP_7210_Faculty_Hiring, IIIA1_12_Sample_Screening_Tool).

The College also has a specific Board bylaw for recruiting, selecting, and hiring the College's Superintendent/President. Board Bylaw 2431 Superintendent/President Selection outlines the process to be followed in the search for a Superintendent/President. The Board bylaw includes facilitation by an outside consulting firm, selection of the screening committee, EEO training of the screening committee, and the interview process (IIIA1_13_PCC_BB_2431 Supt_Pres Selection).

Analysis and Evaluation

The College meets this Standard. Pasadena City College seeks to recruit and employ the highest quality faculty, staff, and administrators to fulfill its mission and goals. The College website publicly outlines the institution's processes for hiring qualified personnel in Board Bylaws, Board Policies, and Administrative Procedures. The bylaws, policies, and Administrative Procedures adhere to California Education Code and help to ensure that the College hires the most qualified applicants in a consistent and fair process. Job announcements on the College's website and other recruitment materials define the criteria used to select and hire faculty, staff, and administrators.

> A2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

PACCD Board Policies and Administrative Procedures ensure that the College has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter and the requisite skills for the services to be performed (ER 14). The Administrative Procedures for faculty hiring, full-time and part-time, outline a formal process for determining the credentials and other forms of preparation to ensure that qualified faculty are selected for hire and meet minimum qualifications as established by the California Community Colleges Chancellor's Office (ER 14) (IIIA2_1_Faculty_Areas_Minimum_Qualifications_Equivalencies).

The Administrative Procedure (AP 7210) for hiring full-time faculty states, "the hiring committee shall formulate the criteria and method of evaluating the applications that will be used to select the candidates to be interviewed. Being guided by the five criteria in the Board Policy, qualifications/requirements related to the duties and responsibilities of the position shall be considered in the method of evaluation" (IIIA1_3_AP_7210_Faculty_Hiring). The five criteria outlined in the Board Policy (BP 4210) are:

1. Experts in their subject area
2. Skilled in teaching and facilitating learning
3. Serve the needs of a varied student population
4. Foster overall college effectiveness
5. Be sensitive to racial and cultural diversity and the changes in the demographics of the student population.

The initial screening process includes tools that include rubrics used by faculty hiring in the selection of applicants to interview (IIIA1_12_Sample_Screening_Tool). Additionally, all faculty job descriptions include the responsibility for curriculum oversight and the development and assessment of Student Learning Outcomes.

Analysis and Evaluation

The College meets this Standard. Pasadena City College hires faculty, full-time and part-time, who meet the minimum qualifications as outlined by the State's Chancellor's Office and College's Board of Trustees. Faculty must also be able to meet the responsibility of curriculum development and the assessment of Student Learning Outcomes, as specified in their job descriptions. To ensure applicants have the required skills and knowledge to contribute to the College, faculty hiring committees follow a process developed in consultation between the Academic Senate and the District. The interview process is rigorous and includes a teaching demonstration, possible writing samples, and three levels of interviews (initial, follow-up, and final).(ER 14)

A3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators and other employees of the College responsible for educational programs and services possess the qualifications necessary to effectively perform their duties and ensure institutional effectiveness and academic quality. The institution has established and implemented Administrative Procedures that ensure administrators and other employees of the College meet the qualifications and responsibilities for their respective positions. Board Policies and Administrative Procedures BP 7230 and AP 7230, Classified Employees Hiring, and BP 7250 and AP 7250, Administrator Hiring, outline the policies on classified and administrator hiring. The Administrative Procedures outline the process to be followed for the hiring of classified staff and administrators (IIIA1_2_BP_7230_ Classified_Employees_Hiring, IIIA1_1_AP_7230_Classified_Hiring, IIIA1_8_BP_7250_Administrator_Hiring_Policy, IIIA1_7_AP_7250_Administrative_Hiring).

Job announcements include job descriptions that specify the minimum qualifications, duties, responsibilities, and requisite knowledge and skills to meet the College's needs and to maintain institutional effectiveness and the College's academic quality (IIIA1_9_Sample Classified_Announcement, IIIA1_11_Sample_Administrator_Announcement).

Analysis and Evaluation

Pasadena City College seeks to hire the most qualified applicants to support and manage its educational programs and other services. By following established Administrative Procedures approved by the District, the College ensures that administrators and other employees of the district meet minimum qualifications and possess the knowledge and skills needed to sustain institutional effectiveness and academic quality.

A4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. regional accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The College requires that degrees held by faculty, administrators, and other employees of the district are from verified accredited institutions recognized by U.S. accrediting agencies. The Office of Human Resources requires transcripts from all applicants that are being considered for positions at the College; official transcripts are required for potential new hires prior to their start

of employment. All foreign degrees must be verified with the Office of Human Resources in advance of the job posting final filing date and certification must be submitted in conjunction with required application documents.

If an applicant does not possess the minimum degree qualifications but has sufficient educational and/or job-related experience, she or he may apply for equivalency. Equivalency applications for instructional positions are considered by the PCC Academic Senate Equivalency Committee. While the Office of Human Resources facilitates the equivalency process, the Academic Senate, in consultation with appropriate academic administrators, makes the final decision regarding these requests (IIIA4_1_AP_7211.1_Equivalency_Form, IIIA4_2_Summary_Equivalency_Reviews, IIIA2_1_Faculty_Areas_Minimum_Qualifications_Equivalencies).

Applicants not seeking instructional positions may also apply for equivalency. The screening committee, in conjunction with a representative from Human Resources, establishes appropriate equivalency standards that are used to screen applicants prior to an invitation to be interviewed.

The College has established procedures and forms for equivalency reviews of transcripts from non-U.S. institutions, and it conducts checks on applications regarding equivalency of degrees from non-U.S. institutions (IIIA4_1_AP_7211.1_Equivalency_Form, IIIA4_3_Statement_Verifying_Transcripts). Since 2014, the Office of Human Resources has reviewed fifty-eight equivalency requests (IIIA4_2_Summary_Equivalency_Reviews).

Analysis and Evaluation

Pasadena City College ensures that all employees meet the minimum qualifications and verifies the qualifications of applicants and newly hired personnel. Employees possess degrees from accredited U.S. agencies, and if their degrees are from non-U.S. institutions, these degrees are validated for equivalency by an approved agency.

> A5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Pasadena City College evaluates all personnel regularly and at stated intervals. The evaluation process includes performance of assigned duties and participation in institutional responsibilities

or other activities appropriate to the employee's expertise. PCC has established evaluation processes for faculty, classified staff, and administrators. These processes follow Administrative Procedures and contractual agreements for each represented employee group. The procedures and agreements ensure that evaluations include criteria, format, and timelines. Employee evaluations document accomplishments as well as recommendations for improvements in job performance.

Article 7 of the Pasadena Faculty Association contract stipulates the process by which full-time and part-time faculty are evaluated (IIIA5_1_PCC_Faculty_Association_CBA_2013-2016). For full-time faculty, this process involves the peer evaluation, evaluation by the vice president or vice president designee, the administrator that most closely oversees the work of the faculty member, student evaluations, and a self-evaluation (IIIA5_2_Classroom_Evaluation, IIIA5_3_Dean_Worksheet, IIIA5_4_Self_Evaluation).

Full-time non-tenured faculty are evaluated at least once per year for their first four years or until tenure is conferred. Full-time tenured faculty members are then evaluated every three years.

Part-time faculty are evaluated in their first semester of employment with the district and then if still employed, once more prior to their sixth semester of employment and thereafter on a six-semester cycle. The instructional division dean or designee, which is usually a full-time tenured faculty member, completes a classroom observation; their students complete evaluations of the faculty; and the instructor completes a self-evaluation. The instructional dean will then review the summary evaluation with the instructor (IIIA5_5_Adjunct_Classroom_Evaluation, IIIA5_6_Self_Evaluation_PT).

The collective bargaining agreement between the District and faculty also outlines the process to be followed should a faculty member receive anything less than a satisfactory evaluation. The Vice President of Instruction works with the division dean to create an improvement plan with specific timelines for goals to be met. A copy of this plan shall be retained by the employee, the committee chairperson, and the Vice President for Instruction, and a copy is sent to the Vice President of Human Resources. An employee receiving a less than satisfactory evaluation shall be evaluated each year until the deficiency is corrected or the employee is terminated. If termination is necessary, it shall be in accordance with the California Education Code and the processes established through contractual agreements at Pasadena City College (IIIA5_1_PCC_Faculty_Association_CBA_2013-2016, pg. 40).

Per Administrative Procedure 7150, all administrators and executive officers of the College are evaluated on an annual basis. The evaluation process includes a self-evaluation and the immediate supervisor's evaluation on the following performance indicators: Leadership, Management of Human and Fiscal Resources, Knowledge and Expertise, Planning and Review, Decision Making and Problem Solving, Teamwork and Collaboration, Communication, and Professional Development (IIIA5_7_Performance_Evaluation_Administrators). An administrator must receive an overall summary rating of at least "meets expectations" or higher in order to be eligible to receive the scheduled salary step increase. For any area that the immediate supervisor

rates as "needs improvement", the supervisor and the administrator will develop a written personal development plan to improve performance (IIIA5_8_Administrator_Evaluation_Form).

Evaluations for classified employees of the District are contained under different collective bargaining agreements. The California Federation of Teachers (CFT) covers most of the classified employees at the College. California School Employees Association (CSEA) covers facilities and skilled trade employees. The Police Officers Association (POA) covers the District's sworn officers. Each collective bargaining agreement outlines the evaluation process and forms to be used for probationary employees and permanent employees. All classified employees are evaluated by their primary supervisor. The supervisor completes an evaluation form that rates the staff member's quality of work, quantity of work, job knowledge, working relationships, organizational skills, observation of work schedule, and other factors. Should the employee receive a "needs improvement" or "unsatisfactory" rating, their supervisor must provide an improvement plan with an established timeline.
(IIIA5_9_CSEA_Employee_Evaluation_Form, IIIA5_10 PCC-CFT-Performance-Evaluation-form, IIIA5_11 POA-Evaluation-form)

Supervisors provide all personnel with a copy of the final written evaluation and schedule a time to review the contents of the evaluation. The final signed evaluation is kept in the employee's personnel file held in the Office of Human Resources.

Analysis and Evaluation

 All faculty, administrators, and classified staff are evaluated at regular intervals based on collective bargaining agreements and Administrative Procedures. The evaluations for all personnel determine how well employees meet job performance standards related to their responsibilities. When employees receive final evaluations that stipulate they have not met these standards, they are given the opportunity to respond formally and an improvement plan is developed. The Office of Human Resources collects and retains all evaluations.

> A6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

> A7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the

fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Pasadena City College maintains a sufficient number of qualified faculty to assure fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve its mission and purposes. California Code of Regulations Title 5, Section 51025 stipulates that California Community Colleges work toward a 75 percent full-time faculty to 25 percent part-time faculty ratio or meet a specific headcount of full-time faculty based on Full-time Equivalent Students (FTES); this regulation is also known as the Faculty Obligation Number (FON). Pasadena City College has consistently achieved its annual FON requirement (ER 14).

Each academic year, the Office of Instruction reviews the College's FON requirement and determines how many faculty positions will need to be filled in the next academic year to maintain quality in instructional programs and fulfill the College's mission. During the Annual Update process, program faculty and instructional division deans evaluate Full-time Equivalent Faculty (FTEF) to confirm current staffing levels and projected needs (ER 14) (IIIA7_1_FON, IIIA7_2_Integrated_Planning_Dashboard_Screenshot).

The Academic Senate forms a subcommittee known as the Faculty Hiring Priorities Committee (FHPC) to review requests for new faculty from all academic divisions, including counseling (IIIA1_3_AP_7210_Faculty_Hiring). The FHPC prioritizes these requests and sends this list to the full Academic Senate for approval. Then, the Academic Senate leadership confers with the Superintendent/President, Assistant Superintendent/Vice President of Instruction, and the Assistant Superintendent/Vice President of Student Services to determine the final priority list that will assure the College maintains academic quality and services and fulfills its mission (IIIA7_3_2018_Hiring_Priorities_Instructional, IIIA7_4_2018_Hiring_Priorities_Non_Instructional, IIIA7_5_2018_Faculty_Hiring_Rubric, IIIA7_6_2018_New_Faculty_Prioritization_List).

Analysis and Evaluation

Pasadena City College meets this Standard. The College annually reviews faculty staffing levels and has a defined process for prioritizing positions to maintain academic quality and services. (ER 14)

> A8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Pasadena City College employs part-time faculty and provides orientation, oversight, evaluation and professional development for new and returning part-time faculty. Pasadena City College implemented a part-time faculty integration plan to orient, oversee, evaluate, and professionally develop part-time faculty (IIIA8_1_Adjunct_Integration_Plan, IIIA8_2_Adjunct Faculty_Orientation_Agenda_6-7-2019). PCC also established an Adjunct Faculty Coordinator position (IIIA8_3_Adjunct Coordinator Job Announcement). The Adjunct Faculty Coordinator is responsible for working with the Director of Professional Development to provide professional learning programming and services for new and current part-time faculty.

1. **Orientation**: The New Adjunct Faculty Orientation is a two to three-hour session (IIIA8_4_2019_2020_Adjunct_Faculty_Orientation). The orientation covers topics such as the add/drop procedure, rosters, grades, and classroom practices. Additionally, part-time faculty are given a general overview of the campus and are introduced to student services, counseling services, DSP&S (Disabled Student Programs and Services), and student success centers. Online orientation videos, created with the Full-time Faculty Coordinator and Assistant Superintendent/Vice President of Instruction, provide additional support.

2. **Other Workshops:** The Coordinator provides work sessions to help part-time faculty apply for full-time positions at PCC and work sessions to help them with other human resources topics. The Coordinator collaborates with the College's Human Resources staff on the content and delivery of work sessions (IIIA8_5_Career_ Workshop_ Flyer). Additionally, the College has administered a Part-Time Faculty Needs Assessment Survey every other academic year (IIIA8_6_2018_ Adjunct_Faculty_Needs_Survey_ Summary).

3. **Part-Time Faculty Coordinator Office Hours & Communication:** By providing both drop-in and scheduled appointments, the Part-Time Faculty Coordinator supports part-time faculty throughout the academic year. The office hours are available to all part-time faculty, regardless of where they are teaching; the main campus, Foothill (Community Education Center) or Rosemead. Additionally, periodic newsletters written by the Coordinator keep part-time faculty abreast of useful resources to increase student success, such as Open Educational Resources and PCC Connect (IIIA8_7_Adjunct Faculty Coordinator Newsletter, IIIA8_8_November_2019_Adjunct Update).

   In addition to the reassignment of a full-time faculty member to be the Part-Time Faculty Coordinator, Pasadena City College has created an Adjunct Faculty Issues Committee. This committee is composed of six part-time senators and meets monthly

([IIIA8_9_Adjunct_Faculty_Issues_Committee](#)). Most recently, the College provided dedicated office space (C-109) for part-time faculty to work, rest, and meet with their students.

Analysis and Evaluation

Through its implementation of the Part-Time Faculty Coordinator position, orientation process, workshops devoted to professional learning, and best classroom practices, multiple forms of communication to part-time faculty, and establishment of a Part-Time Faculty Issues Committee, Pasadena City College strives to ensure that part-time faculty are integrated into the campus community. This position and the programming offered demonstrates that the College recognizes the vital role that part-time faculty play in the success of its students.

> A9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

PCC employs a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the College. When a position become vacant, the appropriate supervisor completes a Request for Employment of Personnel ([IIIA9_1_ Request-For-Employment-of-Personnel](#)). The Request for Employment of Personnel describes the position being requested and indicates whether it is a new or replacement position. If it is a new position, then a rationale and job description must be provided. The request is reviewed and approved by the Cost Center Manager, Assistant Superintendent/Vice President of the appropriate area, the Assistant Superintendent/Vice President of Business and Administrative Services, the Assistant Superintendent/Vice President of Human Resources, and finally the Superintendent/President before the position is advertised. (ER 8)

Once the Request for Employment of Personnel is approved, the Office of Human Resources prepares a recruitment flyer/job announcement that includes a job description that specifies the appropriate qualifications, duties, responsibilities, and requisite knowledge and skills to meet the College's needs and to maintain the College's educational, technological, physical and administrative operations (ER 8) ([IIIA9_2_HS_Articulation_Coordinator](#), [IIIA9_3_Student_Success_Coordinator](#)).

The College has a hiring procedure in place for classified staff that outlines the composition of the hiring committee, development of screening criteria ([IIIA9_4_Classified Staff Accountant](#)

Screening Criteria), and the process to be followed in order to assure the integrity of the hiring process (IIIA1_2_BP_7230_ Classified_Employees_Hiring, IIIA1_1_AP_7230_Classified_Hiring).

The Office of Human Resources maintains a roster of all full-time classified staff. As of fall 2019, the College employed 346 full-time classified staff and 10 classified staff members with a 50% to 75% workload (IIIA9_5_Classified_Employee_Roster). These employees represent all of the divisions and departments.

Analysis and Evaluation

It follows established Board Policies and Administrative Procedures to assess the need for classified staff members and to stipulate the qualifications for its support personnel.

> A10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Pasadena City College maintains sufficient administrative staff with appropriate preparation and expertise to provide continuity and effective administrative leadership and services to support the institution's mission and goals. The District has policies and procedures in place to assure that administrators with appropriate qualifications and expertise are hired and retained (ER 8). The institution's roster of administrators from academic divisions and nonacademic departments provides evidence the College maintains sufficient leadership across the campus (IIIA10_1_Administrators_Spring_2020).

The College also maintains an organizational chart published on the Pasadena City College website (IIIA10_2_Organizational_Chart). Each manager or administrator listed on the roster possesses the necessary preparation and expertise to lead their divisions or departments (ER 8).

The College determines if it needs more or fewer managers or administrators by following the process to request new positions. The requestor submits a written request for the new position (IIIA9_1_ Request-For-Employment-of-Personnel) and the Superintendent/President's cabinet reviews the request during its weekly meetings. The cabinet then determines if the request will be approved based on the mission and needs of the College.

Analysis and Evaluation

Pasadena City College meets the Standard. The College employs sufficient administrative staff to implement the institutional mission and goals, and it has a process for hiring qualified personnel.

> A11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

District personnel Board policies and Administrative Procedures are publicly available on the College's website and in print upon request to the Office of Institutional Effectiveness. Any member of the College community or the general public can access and review all human resources policies and procedures on this web page (IIIA11_1_Board_Docs_Screenshot, Board Docs live link).

Employee handbooks are available for constituent groups. The faculty maintain the Faculty Handbook (IIIA11_2_Faculty_Handbook), classified staff have the Classified Handbook (IIIA11_3_Classified_Handbook), and the Management Association (excluding executive leadership) have the Management Employee Handbook (IIIA11_4_Management_Employee_Handbook).

Furthermore, on the Human Resources website all current union contracts are available for employees to review and use (IIIA11_5_Union_Contracts_Screenshot, Contracts live link).

Analysis and Evaluation

Pasadena City College meets the Standard. The College publishes its personnel policies and procedures and makes them available for review. The institution ensures that it administers its personnel policies and procedures consistently and equitably by adhering to established policies and procedures. Additionally, all union contracts are available for review on the Human Resources web page.

> A12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

175

On June 2, 2017, the College adopted its Equal Employment Opportunity Plan (IIIA12_1_BP_7100_Diversity, IIIA12_2_EEO_Plan). The plan asserts, "To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves." In order to fulfill this objective, the Plan contains:

1. An analysis of the demographic makeup of the District's workforce population;
2. The requirements for a complaint procedure for noncompliance with the Title 5 provisions related to equal employment opportunity programs;
3. Complaint procedures in instances of unlawful discrimination;
4. Guidelines for the establishment of an Equal Employment Opportunity Advisory Committee;
5. Methods to support equal employment opportunity and an environment that is welcoming to all; and
6. Procedures for the dissemination of the Plan.

Analysis and Evaluation

Pasadena City College is committed to equity and diversity in its hiring practices and in its overall college operations. The College has policies and guidelines that promote an understanding of equity and diversity. The College effectively uses it EEO plan to encourage diversity in hiring and regularly evaluates the composition of its applicant pools. Because our mission is to serve as an equity-minded learning community, the College actively recruits for diverse pools of candidates.

> A13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Pasadena City College upholds a written code of professional ethics for all personnel in order to foster an atmosphere of collegiality and integrity. In 2016, PCC adopted a summary statement of ethics that governs interactions between and within its various constituency groups (IIIA13_1_Ethical Statement Summary). This statement is intended to guide interactions between individuals, departments, divisions, and the institution, and further an atmosphere of mutual respect and collaboration to advance the interests of the College. This statement of ethics is published on the College website and is posted in conference rooms and division offices around campus. The District also has approved ethics policies and Administrative Procedures for faculty, management, and classified staff. AP/BP 3050, Professional Ethics of Faculty, details the code of ethics for faculty (IIIA13_2_AP 3050_Professional_Ethics_of_Faculty,

IIIA13_3_BP_3050_Professional_Ethics_of_Faculty). AP/BP 3060 outlines the professional ethics for management (IIIA13_4_AP_3060_Professional_Ethics_of_Management, IIIA13_5_BP_3060_Professional_Ethics_of_Management) and AP/BP 3070 outlines the professional ethics for classified staff (IIIA13_6_AP_3070_Professional_Ethics_of_Classified_Staff, IIIA13_7_BP_3070_Professional_Ethics_of_Classified_Staff).

The College also has adopted and publicized a reporting process for ethics violations on its Office of Internal Audit webpage. Ethics violations can be reported via the PCC Tips Report Hotline (online or by phone). The Office of Internal Audit receives initial reports of ethics violations, and the Office of Human Resources receives official reports generated by the Office of Internal Audit (IIIA13_8_Office_of_Internal_Audit, Auditor live link).

Consequences for violations of ethical principles are considered working conditions, and as such would be covered in the union contracts with College constituent groups.

Analysis and Evaluation

Pasadena City College meets this Standard. The College upholds written codes of professional ethics for all personnel, including faculty, administrators, and classified employees, in additional to a general summary of ethics posted campus-wide.

> A14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

In January 2018, PCC hired a Director of Professional Development to oversee the design and implementation of a purpose-driven program that directly aligns with PCC's mission and supports the professional learning of all constituent groups. Since that time, the Office of Professional Development has facilitated the: (a) revision of Board policies and Administrative Procedures related to professional development and Flex programs, (b) reorganization of the professional development /Flex committee structure, and (c) launch of a new professional development website and events calendar.

Opportunities for professional development (PD) are numerous on campus and include:

- PD (Flex) Day

At PCC, PD (Flex) days are dedicated to campus-wide learning, and typically include cross-divisional/inter-departmental activities, division/department time, and special-topic breakouts (IIIA14_1_Sample_Professional_ Learning_ Workshop).

- New Faculty Orientation/Seminar

  The New Faculty Orientation/Seminar seeks to support new full-time faculty as they integrate into the PCC community by providing them with relevant professional development and a community of practice (IIIA14_2_New Faculty_Seminar Overview AY 2018-2019).

- Adjunct Faculty Orientations/Workshops

  Adjunct Faculty Orientations are facilitated at the beginning of the fall and spring semesters and are complimented by additional workshops throughout the academic year. These offerings aim to provide relevant professional development and a venue through which adjunct faculty can better integrate into the PCC community (IIIA14_3_Adjunct Faculty_Orientation Agenda).

- Book Clubs

  At least eight book clubs have been facilitated between 2018 and 2020. These books primarily examine equity-related topics and individuals from all three constituent groups have participated (IIIA14_4_WhistlingVivaldi-Book Club#1).

- College 1 Professional Learning Institute / Learning Community

  The three-day College 1 Professional Learning Institute aims to deepen College 1 instructors' capacity for supporting students' successful transition into College and maintains a particular focus on equity-mindedness. Through the College 1 learning community, College 1 instructors collectively examine their classroom practices and the ways in which they are linked with observed equity gaps, in an ongoing structured format (IIIA14_5_College 1 Institute_Fall 2018 Agenda, IIIA14_6_College 1 Learning Community_Invitation & Overview).

- New Employee Orientation

  PCC's new employee orientation seeks to support newly hired individuals (i.e., classified employees and managers) in making a smooth transition into the College community. The Office of Human Resources facilitates this orientation and it commences on the first day of employment. The program includes a tour of the PCC Colorado Campus, and covers a variety of topics, including: PCC Police and Safety, employment benefits, Kronos (employee time tracking system), and the PCC website (IIIA14_7_New Employee Orientation_January 2018 Agenda, IIIA14_8_New Faculty_Orientation Agenda AY 2018-2019).

- Classified Days

Classified Day is an annual event that aims to provide classified employees with an opportunity to network and renew themselves through relevant professional learning activities (IIIA14_9_Classified Day 2019_Agenda).

- Managers Retreats

  A Managers Retreat is held annually. The purpose of this event is to provide professional development that fosters the leadership capacity of PCC managers, and to serve as a space for networking and breaking down departmental/divisional silos (IIIA14_10_Managers_Retreat_2018_Program).

- San Gabriel / Foothill Association of Community Colleges (SanFACC) Mentor Program

  The SanFACC Mentor Program seeks to build both individual and regional leadership capacity among full-time/permanent community college employees. Mentees with a clear interest in entering or advancing in community college management are paired with mentors from neighboring colleges already serving in administrative role (IIIA14_11_SanFACC_Program_Description_2019-20).

- Various Other Opportunities

  A range of other stand-alone and multi-part professional learning opportunities exist at the College, including:

o A workshop explaining PCC's equity dashboard was designed and then delivered to each division. This was a collaboration between the Offices of Institutional Effectiveness, Student Equity, and Professional Development (IIIA14_12_Equity Dashboard_PP Presentation).

o Winter STEM Series were facilitated in winter 2018 and 2019. These opportunities supported pedagogical refinement and/or inquiry into the link between pedagogy and equity gaps (IIIA14_13_STEM_Series_Flyer).

o AB 705 Retreats/Workshops have been facilitated since the emergence of this bill. In addition to division retreats in Math, English, and ESL, the College also supported on-campus workshops facilitated by experts in this domain (IIIA14_14_MaximumCapacity_AB 705).

To ensure that professional development is meaningful, the College regularly evaluates its professional development program. This evaluation is conducted through surveys and other evaluation instruments on professional development:

- PD Community Forum

  In spring 2018, shortly after the first Professional Development Director was appointed, the Office of Professional Development facilitated a series of community forums (three at Colorado campus, one at Foothill, and one at Rosemead). These forums were intended to serve as a space where community members could meet the new director and share their ideas related to PD via a checklist (IIIA14_15_D Community Forum-Faculty Checklist).

- PD Needs Survey

  Throughout winter 2019 and early spring 2019, PD Standing Committee members collaborated with the Offices of Professional Development and Institutional Effectiveness to design a new PD survey (variations for each constituency group were included). The survey was launched in late spring 2019, and will be administered annually (IIIA14_16_Professional_Development_Standing_Committee).

Evaluation Instruments for Professional Development

- PD (Flex) Day Instruments

  Evaluation instruments are administered at the end of each session, throughout the PD (Flex) day.

- Classified Day Instrument

  Evaluation instruments are administered at the end of each Classified Day.

- Managers Retreat Instrument

  Evaluation instruments are administered at the end of each Managers Retreat.

The Professional Development Standing Committee is drafting a set of learning outcomes based on the College's recently adopted Educational Master Plan (EMP) and identifying additional signature experiences that ought to be included as part of PCC's professional development program. Relatedly, the Office of Professional Development, in collaboration with the Flex Advisory Committee, is preparing for the College's integration with the Vision Resource Center. This will mark the first time that PCC has an online learning management system dedicated to the professional learning of its employees.

Analysis and Evaluation

It offers a professional development program consistent with its mission, and it has methods to identify professional development needs of its faculty and other personnel. The institution engages in meaningful evaluation of professional development activities and uses the results for improvement. Finally, the College measures the impact of professional development activities on the improvement of teaching and learning.

> A15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Pasadena City College maintains the security and confidentiality of personnel records and provides access for employees in accordance with state and federal regulations. The Office of Human Resources (HR) is the primary custodian of employee records. All official employee records are kept in the HR office in secured cabinets. Employees may access their individual employee records by requesting to do so in person at the Office of Human Resources but are not allowed to remove their file from the HR office.

In accordance with Education Code and Labor Law, Article 17 of the PACCD-CFT contract, Article 5.9 of the PCCFA contract, and Article 6 of CSEA Contract ensure employees' access to their personnel records (IIIA15_1_PCC_CFT-CBA_2017-20_Contract, IIIA15_2_CSEA Contract-Article-6-Personnel-Files, IIIA15_3_PCC_Faculty_Association_CBA_2013-2016).

Analysis and Evaluation

PACCD meets this Standard. District policies ensure that personnel records are kept secure and confidential. Employees can access their personnel records at the District Human Resources Office.

Conclusions on Standard III.A. Human Resources

Through documents published on the Human Resources website, Board Policies and Administrative Procedures published on the College's website, and through various handbooks developed and revised by constituent groups and available on the College's website in various locations, the institution ensures that its faculty, classified staff, and managers have the skills, knowledge, and qualifications to meets its mission and goals.

PACCD follows a process for determining the number of full-time faculty, staff, and administrators needed to fulfill its mission. This process gathers input from Annual Updates, the Faulty Hiring Prioritization Process, and written requests from relevant stakeholders at all levels of the College. Once requests for new positions are approved, the College follows its Equal Employment Opportunity Plan which it adopted in June 2017. This plan outlines how the institution will recruit diverse personnel to create and maintain an equity-minded learning community. Through its job descriptions, screening tools, rubrics, and interview process, the College hires personnel who have the requisite qualifications, training, and experience.

New employees, whether they are part-time or full-time, are provided an orientation to Pasadena City College. As of 2019, with the hiring of the Adjunct Faculty Coordinator and the implementation of its adjunct integration plan, part-time faculty are provided with orientation and professional development. Additionally, PACCD hired a Director of Professional Development. This individual and the PD Office have designed a professional learning program for all employees that is evaluated systematically and improved for effectiveness.

All District employees are asked to follow a written code of ethics. With the adoption of the Summary Code of Ethics code in 2016, followed by the publicized procedure for reporting

violations either directly to the Office of Internal Audit or indirectly through the PCC Tips Report Hotline, the institution resolves ethics violations and maintains a collegial and professional work environment for all of its employees.

Furthermore, the College follows procedures for evaluating its personnel and uses those evaluations for performance improvement. The Office of Human Resources maintains the confidentiality and security of all official employment records, including evaluations. All employees can access their personnel records through the Office of Human Resources.

Improvement Plan(s)

None.

Standard III.A. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
This is the AP on Classified Employee Hiring.	IIIA1_1_AP_7230_Classified_Hiring.pdf
This is the BP on Classified Employee Hiring.	IIIA1_2_BP_7230_ Classified_Employees_Hiring.pdf
This is the AP on Faculty Hiring.	IIIA1_3_AP_7210_Faculty_Hiring.pdf
This is the BP on Faculty Hiring.	IIIA1_4_BP_7210_Faculty_Hiring.pdf
This is the AP on Part-time Faculty Hiring.	IIIA1_5_AP_7212_Part-time_Hiring.pdf
This is the BP on Part-time Faculty Hiring.	IIIA1_6_BP_7212_Part-Time_Faculty_Hiring.pdf
This is the AP on Administrative Hiring.	IIIA1_7_AP_7250_Administrative_Hiring.pdf
This is the BP on Administrative Hiring.	IIIA1_8_BP_7250_Administrator_Hiring_Policy.pdf
This is the job description for a classified position.	IIIA1_9_Sample Classified_Announcement.pdf
This is the job description for a faculty position.	IIIA1_10_Sample_Faculty_Announcement.pdf
This is the job description for an administrative position.	IIIA1_11_Sample_Administrator_Announcement.pdf
This is the screening tool/rubric for faculty hiring.	IIIA1_12_Sample_Screening_Tool.pdf
Board Bylaw on the selection of the Sup/Pres	IIIA1_13_PCC_BB_2431 Supt_Pres Selection.pdf
This is the board policy on faculty qualifications and equivalencies.	IIIA2_1_Faculty_Areas_Minimum_Qualifications_Equivalencies.pdf

This is the AP to determine an applicant's equivalency.	IIIA4_1_AP_7211.1_Equivalency_Form.pdf
This describes the number of equivalency reviews completed.	IIIA4_2_Summary_Equivalency_Reviews.pdf
This states that we verify transcripts of employees.	IIIA4_3_Statement_Verifying_Transcripts.pdf
This is the contractual agreement that explains the process for evaluating all faculty.	IIIA5_1_PCC_Faculty_Association_CBA_2013-2016.pdf
This is the classroom evaluation form used for faculty.	IIIA5_2_Classroom_Evaluation.pdf
This is the summary evaluation form used by the academic dean for full-time faculty only.	IIIA5_3_Dean_Worksheet.pdf
This is the faculty self-evaluation form.	IIIA5_4_Self_Evaluation.pdf
This is the evaluation form for adjunct faculty.	IIIA5_5_Adjunct_Classroom_Evaluation.pdf
This is the adjunct faculty self-evaluation form.	IIIA5_6_Self_Evaluation_PT.pdf
This is AP 7150, which explains how administrators are evaluated.	IIIA5_7_Performance_Evaluation_Administrators.pdf
This is the form used to evaluate administrators.	IIIA5_8_Administrator_Evaluation_Form.pdf
This form is to evaluate Facilities Services (CSEA) classified staff.	IIIA5_9_CSEA_Employee_Evaluation_Form.pdf
This form is to evaluate PCC-CFT classified employees.	IIIA5_10 PCC-CFT-Performance-Evaluation-form.pdf

This is a form used to evaluate classified staff.	IIIA5_11_POA-Evaluation-form.pdf
Faculty Obligation Number Reports	IIIA7_1_FON.pdf
Integrated Planning Website Screenshot	IIIA7_2_Integrated_Planning_Dashboard_Screenshot.pdf
This is application for new instructional faculty requests.	IIIA7_3_2018_Hiring_Priorities_Instructional.pdf
This is the application for new non-instructional faculty requests.	IIIA7_4_2018_Hiring_Priorities_Non_Instructional.pdf
This is the rubric used to assess the need for a new position.	IIIA7_5_2018_Faculty_Hiring_Rubric.pdf
These are all of the requests for new faculty positions in 2018-2019.	IIIA7_6_2018_New_Faculty_Prioritization_List.pdf
This is the Adjunct Integration Plan.	IIIA8_1_Adjunct_Integration_Plan.pdf
This is the agenda for the Adjunct Faculty Orientation Program.	IIIA8_2_Adjunct Faculty_Orientation Agenda_6-7-2019.pdf
Adjunct Faculty Coordinator Job Description	IIIA8_3_Adjunct Coordinator Job Announcement_.pdf
This is the Adjunct Faculty Orientation.	IIIA8_4_2019_2020_Adjunct_Faculty_Orientation.pdf
This is the career workshop flyer for adjuncts.	IIIA8_5_Career_ Workshop_ Flyer.pdf
This is the survey on adjunct faculty needs.	IIIA8_6_2018_ Adjunct_Faculty_Needs_Survey_ Summary.pdf

This is the Welcome Letter from the Adjunct Faculty Coordinator.	IIIA8_7_Adjunct Faculty Coordinator Newsletter.pdf
This is the Adjunct Faculty Newsletter.	IIIA8_8_November_2019_Adjunct Update.pdf
This is a screenshot of the Adjunct Faculty Issues Committee website.	IIIA8_9_Adjunct_Faculty_Issues_Committee.pdf
Request for Personnel	IIIA9_1_ Request-For-Employment-of-Personnel.pdf
Sample Job Announcement	IIIA9_2_HS_Articulation_Coordinator.pdf
Sample Job Announcement	IIIA9_3_Student_Success_Coordinator.pdf
Sample Screening Criteria Sheet	IIIA9_4_Classified Staff Accountant - screening sheet.pdf
Roster of full-time classified staff	IIIA9_5_Classified_Employee_Roster.pdf
This is the roster of all administrators or managers.	IIIA10_1_Administrators_Spring_2020.pdf
This is the organizational chart of all managers.	IIIA10_2_Organizational_Chart.pdf
Screenshot of Board Docs entry website	IIIA11_1_Board_Docs_Screenshot.pdf
This explains the policies for faculty.	IIIA11_2_Faculty_Handbook.pdf
This explains the policies for classified staff.	IIIA11_3_Classified_Handbook.pdf
This explains the policies for managers.	IIIA11_4_Management_Employee_Handbook.pdf

Screenshot of Website with Union Contracts	IIIA11_5_Union_Contracts_Screenshot.pdf
This is the College's board policy on diversity.	IIIA12_1_BP_7100_Diversity.pdf
This is the College's comprehensive diversity plan.	IIIA12_2_EEO_Plan.pdf
Ethical Statement Summary	IIIA13_1_Ethical Statement Summary.pdf
This is the AP on professional ethics for faculty.	IIIA13_2_AP 3050_Professional_Ethics_of_Faculty.pdf
This is the BP on professional ethics for faculty.	IIIA13_3_BP_3050_Professional_Ethics_of_Faculty.pdf
Professional Ethics Administrators	IIIA13_4_AP_3060_Professional_Ethics_of_Management.pdf
Professional Ethics Administrators	IIIA13_5_BP_3060_Professional_Ethics_of_Management.pdf
Professional Ethics Classified	IIIA13_6_AP_3070_Professional_Ethics_of_Classified_Staff.pdf
Professional Ethics Classified	IIIA13_7_BP_3070_Professional_Ethics_of_Classified_Staff.pdf
Internal Audit Screenshot of Website	IIIA13_8_Office_of_Internal_Audit.pdf
This is an example of a professional learning workshop.	IIIA14_1_Sample_Professional_Learning_Workshop.pdf
This is an outline of topics covered during New Faculty Orientation.	IIIA14_2_New Faculty_Seminar Overview AY 2018-2019.pdf

This is an outline of the topics covered during the Adjunct Faculty Orientation.	IIIA14_3_Adjunct Faculty_Orientation Agenda.pdf
his is a participant handout from one of the College's book clubs (Whistling Vivaldi).	IIIA14_4_WhistlingVivaldi-Book Club#1.pdf
This is an outline of the topics addressed during College 1 Institute.	IIIA14_5_College 1 Institute_Fall 2018 Agenda.pdf
This is an email outlining the Fall 2018 College 1 Learning Community and inviting participation.	IIIA14_6_College 1 Learning Community_Invitation & Overview.pdf
This is an outline of topics covered during New Employee Orientation.	IIIA14_7_New Employee Orientation_January 2018 Agenda.pdf
This is an overview of topics addressed during New Faculty Seminar (AY 2018-2019).	IIIA14_8_New Faculty_Orientation Agenda AY 2018-2019.pdf
This is an outline of the topics/sessions that composed Classified Day 2019.	IIIA14_9_Classified Day 2019_Agenda.pdf
This is an outline of topics addressed during the 2018 Managers Retreat.	IIIA14_10_Managers_Retreat_2018_Program.pdf
This is a promotional flyer describing/announcing the 2019-2020 SanFACC Mentor Program.	IIIA14_11_SanFACC_Program_Description_2019-20.pdf
This is the PowerPoint presentation used to guide the Equity Dashboard workshops delivered to each academic division.	IIIA14_12_Equity Dashboard_PP Presentation.pdf
This is a promotional flyer describing/announcing the Winter 2019 STEM Series.	IIIA14_13_STEM_Series_Flyer.pdf
This is a promotional flyer for an AB 705 event the College hosted in Spring 2019.	IIIA14_14_MaximumCapacity_AB 705.pdf

This is the checklist used during the PD community forums in Spring 2018.	IIIA14_15_D Community Forum-Faculty Checklist.pdf
This explains the Professional Development Standing Committee.	IIIA14_16_Professional_Development_Standing_Committee.pdf
This is the classified staff contract that explains employee access to personnel records.	IIIA15_1_PCC_CFT-CBA_2017-20_Contract.pdf
CSEA Contract Article 6 Access to Personnel Files	IIIA15_2_CSEA Contract-Article-6-Personnel-Files.pdf
This is the faculty contract that explains employee access to personnel records.	IIIA15_3_PCC_Faculty_Association_CBA_2013-2016.pdf

B. Physical Resources

> B1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The Pasadena Area Community College District offers courses at the following locations: the Colorado Campus, Foothill, PCC at Rosemead, PCC Northwest, and the Child Development Center. All locations are evaluated on a regular basis to assess the condition of facilities, primarily through daily on-site inspections and employee reports (Help Desk requests for service) (IIIB1_1 Help Desk & Online Ticketing).

Also, Keenan & Associates, the District's Property & Liability self-insurance administrator, performs an annual comprehensive Property & Liability Assessment Audit for the District (IIIB1_2 P&L Assessment Audit). The audit report provides a list of areas where repairs should be made and categorizes it by priority. The District uses this report to prioritize maintenance jobs and to develop plans for long term projects.

The District continues to improve and support the instructional environment through the expansion and modernization of its facilities. Still, it recognizes it has facilities that need upgrades or replacement. The Sarafian Science Building (U building) was vacated due to seismic concerns in 2012, but because of budget constraints at the state and local level, the College has only recently received funding for replacement.

A number of campus facilities are over 30 years old; the gradual deterioration associated with these spaces includes, but is not limited to, outdated wiring and windows, compromised HVAC systems, and general maintenance needs, such as painting. To continue to provide access to quality instruction, the District has recognized a need to improve its infrastructure. A comprehensive review of all District facilities was performed by HGA Architects. HGA's report identified structures in need of replacement or repair (IIIB1_3_PCC Projects Schedule_v3). To that end, HGA's recommendations and input from College constituents has led to the development of a new Facilities Master Plan (FMP) (IIIB1_4_FMP). To fully satisfy and fund the necessary renovation and replacement projects and implement the new FMP, the District is preparing to pursue a bond measure.

The District continues, as best as possible, to fund repairs and facilities upgrade projects. These projects are prioritized by the nature of need or emergency. Funds are allocated each fiscal year through the District's budgeting process discussed in Standard III.D. For critical facility needs, the Assistant Superintendent/Vice President, Business and Administrative Services, and the

Executive Director of Facilities & Construction, in consultation with the Superintendent/President, prioritize funding allocations for projects that maintain the safety and security of students, faculty, and staff.

A Work Orders & Repairs ticketing system is used by all District constituents (both employees and students) to report facilities issues. The link to the ticketing system is on the District's website (IIIB1_1 Help Desk & Online Ticketing). By clicking "submit a ticket," the user is directed to indicate the location of the repair and asked to describe the nature of the issue. The user also has the ability to attach a photo to visually demonstrate the issue. Upon submitting, a confirmation email is then sent to the user to confirm receipt of their report. This online ticketing system, along with the in-person Help Desk, provides the ability for anyone to report facility needs 24 hours per day, 7 days a week.

PCC uses various resources and planning mechanisms to regularly plan, evaluate, and ensure the physical resources and locations are sufficient and safe at all sites. Planning for the use of instructional space is done through 25Live, an online space management reservation system. This system contains spatial information and room attributes for all buildings and rooms on campus. The Office of Instruction and the Scheduling Office, in consultation with instructional division deans, utilize this system to plan and schedule classes and to ensure the assigned classroom meets the needs of the intended course instruction (IIIB1_5_25_Live_Screenshot).

The facilities department works with Keenan & Associates (the District's Property & Liability self-insurance administrator) to provide training to facilities employees on various topics. Training topics include the following: safe handling of chemicals, forklift safety, and soft skills training. All facilities employees are invited to attend, and those who work in areas that are within the scope of the training topic are required to attend.

The District has its own police force. Campus police and cadets patrol all District locations 24 hours per day, 7 days a week, providing the District community security, service, personal safety escorts and the prevention of criminal activity (IIIB1_6__BP_7600_Police_Departments).

Analysis and Evaluation

PCC meets the Standard. The College has sufficient facilities to meet the current needs to carry out its educational mission. District administration engaged with external consultant HGA Architect to perform a comprehensive review of existing facilities. The consultant's report indicated the need to repair and replace existing structures and has led to the development of a new Facilities Master Plan. To meet facility needs and to bridge the funding gap, the District is actively considering a bond measure in a future election.

The District utilizes the facilities in-person Help Desk as well as an online ticketing system to manage the day-to-day maintenance needs. The District's police force provides around the clock security protection at all District locations.

B2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and supports the College's programs and services to achieve our mission. PCC relies on cyclical instructional program planning as well as administrative/non-instructional program plans to determine and evaluate the effectiveness in utilizing physical resources, space, and equipment. Every Annual Update has a section that asks authors to address institutional support regarding space allocation (IIIB2_1_Item C Space Allocation Annual Update).

As described in section III.B.1 above, instructional space planning is done through a web-based program called 25Live. This program houses the spacing specifications, as well as seating capacity for each instructional and non-instructional space. This information is utilized in the class scheduling process to ensure appropriate space assignments.

In 2002, the voters approved $150 million of General Obligations Bond (Measure P) to be issued to renovate and replace District facilities. With the funding provided by Measure P, the District performed a number of important construction projects, which included the brand new construction of the Center for The Arts (completed in January 2014), a parking structure (completed in January 2005), the Campus Center remodel (completed in March 2010), and the construction of the Industrial Technologies Building.

The Measure P Bond also provided funding for various retrofitting and renovations, such as the Veterans' Resource Center and the Pathways Center. There were other small projects as well, such as ramps to provide wheelchair access to buildings and general campus areas.

The District's Facilities and Construction Department also performs regular inspection of District campuses to ensure the delivery of a quality environment necessary to support its programs and services. Buildings or equipment that present safety concerns are removed from service until proper action can be taken. An example would be the Armen Sarafian Hall (U Building). The Sarafian building was deemed a seismic hazard in 2012 and was subsequently taken out of service. The District immediately applied to the California Community Colleges Chancellor's Office for funding to replace the building and was prioritized as the number one project. With the passage of Proposition 51, the District was initially awarded full replacement funding for this project. However, the California State Department of Finance has since changed the funding level several times. The College was able to secure 80 percent funding, which obligates the District to fund the remaining 20 percent and any cost escalation locally.

In the fall of 2019, the District re-engaged with the consultants, HGA Architects, that developed the initial Facilities Master Plan documents, to incorporate their initial work into a revised

Facilities Master Plan for the District. The revised report showed extensive need to replace/renovate existing facilities and equipment to support the District's programs and services and to achieve its mission. The total cost estimate to complete these recommended projects amount to $708 million. The District incorporated the consultant's report into the latest Facilities Master Plan (IIIB1_4_FMP). The updated Facilities Master Plan prioritizes renovation and replacement in accordance with the District's Education Master Plan. The prioritized list estimates $268 million in necessary projects. The cost to perform these projects outpaced the District's existing funding allocation; therefore, the District is actively considering a general obligation bond in an upcoming election cycle.

Analysis and Evaluation

PCC maintains the safety, security, and capacity it needs to deliver quality instructional programs, but aging facilities and the need to revitalize programs to meet market demand will require the District to modernize the educational environment for current and future students. The College will need to seek additional financing to replace/upgrade facilities. Whether that be through a general obligation bond or a PCC Foundation Campaign or other avenues, it will be important to address these issues in the next five years.

> B3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

PCC uses multiple planning components to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. The Educational Master Plan and the Facilities Master Plan guide the planning process for the College's physical resources in supporting institutional programs and services. The Facilities Standing Committee, with membership from all campus constituency groups, provides additional guidance from a user perspective (IIIB3_1 Facilities Standing Committee 9-14-19 Mtg Packet, IIIB3_2_Facilities Standing Committee).

Space utilization information is stored in 25Live. 25Live is utilized to optimize course scheduling and efficiency throughout each academic year.

Equipment is assessed on a regular basis through both institutional and departmental processes. Campus-wide users report equipment issues using the District's Work Orders & Repairs system, as discussed in IIIB1. The Executive Committee of the College reviews major renovation or remodel requests in consultation with the areas affected.

The Facilities Master Plan identifies projects in relation to existing and anticipatory lecture, laboratory, and office space to maximize capacity workload measures. The FMP is driven by the mission of the College, the EMP and the College's goals.

Guided by the Facilities Master Plan, annual update resource requests, and the District's work orders and repairs request system, the District plans and implements scheduled maintenance projects for the repair and renovation of existing facilities as well as new construction and modernization. The FMP and the annual update resource requests helps determine what an item and/or project will cost and when it should be replaced and/or repaired.

Analysis and Evaluation

PCC meets the Standard. The College assures the ability of its physical resources to support programs and services through an ongoing cycle of integrated planning and evaluation.

> B4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The District conducts long-range capital planning with its Educational Master Plan, Facilities Master Plan, and Technology Master Plan as driving factors. Total-Cost-of-Ownership is now a systemic consideration in every major capital improvement plan. Using data culled from constituency groups, vendors, master plans, Comprehensive Program Review and Annual Updates, PCC employs a variety of strategies to make sure facilities and equipment serve students, and staff in the current and in long range planning efforts.

The District's existing Measure P General Obligation Bond was approved by the voters in 2002. The bond measure allowed the District to construct a brand-new Center for the Arts building, parking structure, as well as numerous necessary renovations to existing facilities. As of June 30, 2019, Measure P only has $2.8 million remaining in its fund balance and it is not sufficient to meet the needs recommended by the consultant for the new Facilities Master Plan (FMP). As a result, the District is currently considering the issuance of a new bond measure to support future facilities and instructional needs.

The District contracted with HGA Architects to develop the Facility Master Plan, which the Board of Trustees adopted on May 20, 2020 (IIIB4_1 BOT_Minutes_May_20_2020). As part of the development and planning for the new FMP, HGA performed a comprehensive review of existing facilities, forecasted future capital needs, and calculated replacement and improvement costs. In order to identify and address long-range capital needs, HGA met with various constituency groups and held Q&A sessions at various District locations (IIIB4_2 HGA Meeting

Agendas). The comprehensive plan disclosed significant needs for the District to modify and replace structures (IIIB1_3_PCC Projects Schedule_v3).

In early 2020, the Facilities and Maintenance Department began researching Total Cost of Ownership (TCO). After reviewing the Association of Physical Plant Administrators (APPA) work on TCO, the Facility Standing Committee adopted a TCO matrix for Pasadena City College at the May 28, 2020 meeting (IIIB4_3_APPA_TCO_1000_Standards, IIIB4_4_PCC_Total_Cost_of_Ownership_Manual, IIIB4_5 2020-5-28-Minutes-facilities-standing-committee).

Analysis and Evaluation

PCC meets the Standard. Long-range capital planning efforts for facilities, technology, equipment, and general campus improvement consider total cost of ownership as a fundamental component.

Conclusions on Standard III.B. Physical Resources

PCC meets the Standard. Facilities are constructed and maintained to provide accessibility to all. A safe environment is maintained through ongoing inspections and remediation of deficiencies. Safety trainings are provided for maintenance and operations staff. Security is enhanced by clear emergency protocols and training opportunities, as well as the District's police force.

PCC assures the ability of its physical resources to support programs and services through an ongoing cycle of planning and evaluation. The new Facilities Master Plan is based on extensive facilities assessment and a wide range of input from internal and external constituencies. Facilities and instructional equipment priorities align with PCC's mission.

Long-range capital planning is integrated into the Integrated Planning system and supports the District's Educational Master Plan. All constituents, including all constituency groups, the Facilities Department, and the Facilities Standing Committee, are involved.

Improvement Plan(s)

 None.

Standard III.B. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
Facilities Dpt. web page to show where to submit a facilities request ticket.	IIIB1_1 Help Desk & Online Ticketing.pdf
Keenan & Associates' property and liability report on facility conditions	IIIB1_2 P&L Assessment Audit.pdf
HGA Architect's report on facilities	IIIB1_3_PCC Projects Schedule_v3.pdf
Facilities Master Plan	IIIB1_4_FMP.pdf
25 live screenshot	IIIB1_5_25_live_screenshot.pdf
Board Policy 7600 Police Departments	IIIB1_6_ BP_7600_Police_Departments.pdf
Item C Space Allocation in FMP	IIIB2_1_Item C Space Allocation Annual Update.pdf
Sample meeting agenda for the Facilities Standing Committee	IIIB3_1 Facilities Standing Committee 9-14-19 Mtg Packet.pdf
Facilities Standing Committee Charge and Membership	IIIB3_2_Facilities Standing Committee.pdf
BOT Meeting minutes approving FMP Item J7	IIIB4_1 BOT_Minutes_May_20_2020.pdf
Meeting agenda for HGA Architects to show the District collecting opinions from all constituency group on facility needs	IIIB4_2 HGA Meeting Agendas.pdf
APPA Guidelines	IIIB4_3_APPA_TCO_1000_Standards.pdf
PCC TCO Manual	IIIB4_4_PCC_Total_Cost_of_Ownership_Manual.pdf
Facilities Standing Committee Meeting Minutes	IIIB4_5 2020-5-28-Minutes-facilities-standing-committee.pdf

C. Technology Resources

C1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

PCC's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The College maintains a sizeable inventory of technology equipment and the staffing to support hardware and software. This includes approximately 3200 desktop computers and laptops; 260 classrooms equipped with technology systems; 22 conference/event spaces with presentation systems; over 100 physical and virtual servers; 215 security cameras with 22 recording servers; 1350 Nortel 1120 and 1140E voice over IP telephones; approximately 250 emergency phones; approximately 50 departmental fax machines; and a vast system of printers and network infrastructure.

In 2019, PCC adopted a "cloud-first" strategy when considering core infrastructure or application purchases (software, physical and virtual servers). The "cloud" is an on-demand delivery of IT resources over the internet with pay-as-you-go pricing. Instead of buying, owning, and maintaining physical data centers and servers, you can access technology services, such as computing power, storage, and databases, on an as-needed basis from a cloud provider on the service's remote servers. PCC has chosen Amazon Web Services (AWS) for cloud hosting partner. Cloud hosting is an important component that enables PCC's disaster recovery and business continuity plans. This strategy facilitates PCC's ability to recover the critical IT systems within 24 to 48 hours after a disaster is contained without incurring an additional infrastructure expense of a second physical site.

Appendix D and E of the College's Technology Master Plan (TMP) outline standards for the institution's desktop computers, laptops, and smart classroom/presentation equipment (IIIC1_1_Technology_Master_Plan). In accordance with the standards, all desktop computers and laptops are to have i5 Intel Core processors and be equipped with Microsoft Office and Adobe Acrobat Professional software. The Microsoft products are offered for free download to faculty, staff, and students (Microsoft live link, IIIC1_2_Microsoft_Screenshot).

PCC has also rolled out a new service - PCC AppStream 2.0 for student use. AppStream 2.0 is a virtual environment that gives students access to the software applications they need on any computer, whether they're in the classroom, the Library, or at home. A variety of software programs to support instruction have been loaded for student use. The software inventory shows

the available programs - like QuickBooks, AutoCAD, and others – and they are immediately available for use (no download is required).

Classrooms on campus are equipped with an Epson Powerlite 585W ultra short throw projector, Steelcase Eno 2810 96" diagonal interactive whiteboard, Epson DC-21 Document Camera, Dell OptiPlex 3070 small form factor PC with 8GB of memory and an SSD hard disk, Dell 22" Monitor, Extron control system including a touch panel and amplifier, one or two pairs of room speakers, Blu-ray player, and Spectrum Media Manager 2 or Freedom XRS Lectern.

Because the College's wireless network is heavily used by both students and for instruction, the District keeps up with the tremendous growth in demand by using newer and more intelligent wireless networks. The College is continuously evaluating where additional capacity is needed. Using data from infrastructure, PCC can identify heavily used areas and direct replacement resources to those locations (IIIC1_3_Cisco_Meraki_Network_Report).

The College's Distance Education (DE) Department administers Canvas and other online educational technology resources for the College (IIIC1_4_DE_Accreditation_Evidence). The DE Department provides troubleshooting and ongoing maintenance for these resources, oversees the back-end administration of Canvas, and implements new technologies. The DE Department continually reviews technology use and feedback from faculty and students to ensure the College's various online educational technology resources are effective for teaching and learning.

A technology survey that was sent to employees in early 2016 asked respondents to rate their satisfaction with how the College's technology met their work needs; about Wi-Fi problem areas; about their satisfaction with various applications software used in the course of their work; their use of smart classroom technology; their technology preferences; and suggestions for improvement, among other things (IIIC1_5 TMP_Survey_Results_Summary). Most respondents felt that the College's desktop computers, laptops, copiers, printers, scanner, wireless internet access, presentation equipment, phones, and email met their work needs. A majority of respondents were also satisfied with LancerPoint, Canvas, and smart classrooms.

As part of the fall 2019 student survey, students were asked about technology needs and satisfaction with campus technology (IIIC1_6_Fall_Student_Survey_Campus_Technology_Results). The full survey results can be accessed online (Results live link).

The TMP survey found that most respondents used the institution's Helpdesk when they needed technical assistance. The survey also asked respondents to rate their satisfaction with how the Helpdesk responded to their requests, the timeliness of the responses, the Helpdesk's customer service, and respondents' overall experience with the Helpdesk. An overwhelming majority of respondents rated all the above as good or excellent.

Analysis and Evaluation

Pasadena City College meets the Standard. The College's Technology Master Plan was created "to provide a framework for the implementation of technology training, hardware, software, services, and processes from 2016-2020 in support of the District's mission, Educational Master Plan, strategic goals, and accreditation standards". The plan was developed by the District Technology Standing Committee (DTC) and is in the process of being revised and updated by the DTC, which is made up of members from each of the College's constituents.

> C2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Pasadena City College continually plans and updates its technology infrastructure to ensure quality and capacity are adequate to support its mission. This planning occurs at various levels, including the institution's Technology Master Plan, Annual Updates, and annual technology replacement efforts. The institution's campuses are connected to the Internet via two 10 gigabit internet connections which are utilized under 20% at peak loads. The College continuously updates its infrastructure based on equipment age and when bottlenecks in performance are identified. Using data from infrastructure, PCC can identify heavily used areas and direct replacement resources to those locations (IIIC1_3_Cisco_Meraki_Network_Report).

The College's Technology Master Plan (TMP) was developed by the District Technology Committee and recommends that computers and laptops be refreshed every five years (IIIC2_1_District Technology Committee). The recommendation for specialized areas such as computer-aided design labs is every three years. According to the TMP, smart classrooms and presentation systems should be refreshed every eight years. To ensure adequate delivery of services and keep up with continuous growth in network traffic, the TMP recommends that the College replace critical equipment in the central cores and datacenter every five years. The TMP also recommends that the components of the wired network be refreshed every ten years. The necessary budget for each refresh cycle is reviewed and adjusted as needed to ensure continually successful operation. ITS reviews and compares the equipment requests added during the annual planning retreat with the equipment scheduled for refresh to determine budget requirements.

The TMP recommends that the College replace wireless networks every seven years and upgrade one seventh of the infrastructure each year. The TMP's annual budget recommendation is $50,000 for this.

As an example of the way the institution updates its infrastructure and equipment, computer equipment and software that was ordered in March 2018 included Deep Freeze annual maintenance software, system monitoring software, and equipment to repair and maintain existing technology inventory for the Information Technology (IT) Department; replacement monitors; laptops for faculty refresh; laptops for employee use; and Chromebooks to serve as

Kronos kiosks (IIIC2_2 Employee_Comp_Updates_1, IIIC2_3 25_MBAir_refresh_1, IIIC2_4 Dell_Desktop_Update). In September 2018, the IT department ordered equipment for audio-video, screen, and forum speaker repair; 30 MacBook Air computers as part of an employee refresh cycle; and Logitech keyboard and mice, among other things (IIIC2_5_30_MBAir_refresh_2). For another round of employee computer updates in January 2019, the College ordered monitors for the CEC division office, OptiPlex desktop computers for the Student Equity Program, iMacs for the Career Center, MacBook Pro laptops for faculty, and iPad minis for work-based learning. The College also purchased 30 OptiPlex desktop computers, MacBook Air computers, Datacenter service upgrades for room LL-142, HP LaserJet PRO printers, back-up servers, and automatic transfer switches (IIIC2_6_Employee_Comp_Updates_2).

In September 2016, the Board of Trustees approved an authorization to accept bids for the institution's smart room technology updates in eight additional classrooms (IIIC2_7_Employee_Comp_Updates_3). At its regular business meeting in June 2017, the Board authorized the awarding of a $119,257 contract to Digital Networks Group, Inc. to carry out the updates (IIIC2_8 Smart_Room_Refresh_2017). At its February 2019 regular meeting, the Board approved an authorization to solicit bids to upgrade or install audio-visual technology in 13 instructional spaces for the Non-Credit Division, BET Division, Health Sciences Division, Library Division, PCA Theater Division, Counseling Division, and Educational Services. Twelve of the updates were for the Colorado campus and one was for Foothill. The projected cost of these updates was $223,711. In May 2019, the Board approved a contract for these updates, and in December 2019, the IT department identified the project as complete (IIIC2_9_Smart_Room_Refresh_2019).

Analysis and Evaluation

Pasadena City College meets the Standard. The College continuously plans for, updates, and replaces technology to ensure its technology infrastructure, quality, and capacity are adequate to support its mission. Technology update plans are built into the College's Technology Master Plan, Annual Updates, comprehensive unit reviews and annual technology replacement efforts.

> C3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Pasadena City College assures that technology resources at all locations where courses, programs, and services are implemented and maintained for reliable access, safety and security. The District has five locations where courses, programs and services are offered: the Colorado

Campus, Foothill, PCC at Rosemead, PCC Northwest, and the Child Development Center (CDC).

Pasadena City College Information Technology Services (ITS) maintains technology standards to ensure a consistent experience at all five sites with reliable access, safety, and network security. These standards include:

> 1. Standards for desktop and laptop systems are available in Appendix D of the current Technology Master Plan (IIIC1_1 Technology_Master_Plan).
> 2. Standards for smart classrooms/presentation systems are available in Appendix E of the current Technology Master Plan. Depending on space requirements, lecterns may be substituted with desks.
> 3. These five locations are connected to centralized network and identity management systems through the District's active directory systems. All five locations have the "PCC_Campus" and "PCC_Staff" wireless networks. AP 3720 covers Computer and Network use polices across the campuses (IIIC3_1_AP_3720).

ITS offers specialized support for departments on new software implementation, testing upgrades and working through defects/errors. Requests for support are submitted through the ITS Help Desk notification system.

ITS has standardized lab images to include the most assistive technology (NVDA, JAWS, Kurzweil, ZoomText, Fusion). ITS regularly communicates with Disabled Student Programs & Services (DSP&S or DSPS) to determine if updates are necessary. Site licenses for software suites are industry standard.

Additionally, DSPS maintains some loaner equipment, to provide disadvantaged students with disabilities access to technology. Currently DSPS has 20 iPads, about 10 digital voice recorders, and a variety of devices like braille displays, etc. DSPS, in consultation with the District Technology Committee, is advocating for an Accessibility specialist outside DSPS. ITS implemented a purchasing process which includes an accessibility review of software prior to purchase.

In addition to institutional funding, grant funding has been used to support the College's technology needs for specific programs outlined in the grant, with careful attention paid to long-term sustainability (IIIC3_2 GrantsStatus_2019-2020). The flexibility of this alternate funding model allows departments to obtain hardware sooner than the typical annual cycle and to order items not part of the standard list of vendors.

Analysis and Evaluation

Pasadena City College meets the Standard. Through institutional planning both short and long-range, financial resources have been allocated to implement and maintain the technology

resources necessary for its courses, programs, and services. PCC's ITS offers the same level of access, safety, and security across all sites through seamless network integration. All critical applications are centrally managed and then distributed.

> C4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

PCC provides appropriate instruction and support to students, faculty, staff, and administrators in the use of technology and technology systems as it relates to College programs, services, and institutional operations through the following activities:

1. Professional Development Day training workshops every semester (individual sessions as well as department-initiated training sessions)
2. In-person and online workshops and seminars offered by the Distance Education Department. Offerings include DE certification courses and instructional technology workshops. Faculty also participate in @One course offerings (IIIC4_1 2019–Training_Opportunities)
3. YouTube training videos (such as IIIC4_2_Smart_Podium_Training)
4. ITS Helpdesk-both online help and phone-based help
5. LinkedIn Learning (formerly Lynda.com) for online training for software applications
6. Tailored information literacy research sessions for courses in all disciplines, reaching over 10,000 students per year. The Library offers a broad range of electronic resources, instruction in using those resources, and offers one-on-one technology support for students in its computer labs (IIIC4_3 Library_Accreditation_Evidence)
7. College 1 course for new students; Entering students are provided an orientation to the College, including the use of technology (IIIC4_4 For_Students-PCC_Pathways-Pasadena_City_College)
8. A Pasadena City College Distance Education Handbook), with information on Instructional Technology for Distance Education faculty (Handbook live link, IT live link, IIIC4_5 Faculty_Handbook-PCC_Online_Faculty_Resources)
9. Training for faculty teaching online through @One courses or PCC's in-house Online Teaching Certification (@ONE live link, IIIC4_6 Course_Cards-Online_Network_of_Educators, OTC live link, IIIC4_7_OTC).

The Professional Development Day committee creates the agendas and organizes the Professional Development Day workshops each semester for all employees. Following the day's activities, evaluations are disseminated to all participants. From these evaluations, needs are assessed, and new trainings are developed for faculty and staff every year. Professional

Development Days are addressed in the EMP section B (IIIC4_8_PCC_EMP_executive_summary).

The Faculty Professional Learning Committee is a standing committee of the Academic Senate and its purpose is to review and approve faculty professional growth activities. They review and approve the flex contracts, co-curricular, and individual professional development plans. Technology trainings that include flex credit are initiated by the instructors and coordinated between the Vice President/Chief Instructional Officer and the Teaching and Learning Center (TLC). Professional Learning Day workshops are included in flex contracts and these trainings are frequently focused on technology (IIIC4_9 Committees-Professional_Development).

In December of 2019, PCC invested over $200,000 to launch a new Student Call Center that provides 24/7 (phone and email) support on a variety of questions that arise on Admissions, Financial Aid, Enrollment, LancerPoint, the Learning Management System (Canvas) and much more (IIIC4_10_Evidence_Contract_B200020). The Student Call Center also serves as a communication platform that disseminates important campus information.

The Information Technology Services (ITS) Helpdesk is a single point of contact for technology support for District employees. The Helpdesk provides a variety of IT support services, including phone support, dispatching technicians, directing employees to support resources and facilitating the purchase of technology. The Helpdesk operates each weekday with limited weekend hours during the first week of the semester as well as during finals.

Student can access technology support on the Distance Education (DE) Tech support webpage (IIIC4_11 DE_tech_support). Student can also request technology support through the College's central technology helpdesk and through an online service request dedicated to online education (helpdesk@pasadena.edu, pcconline@pasadena.edu). On campus, computer labs are staffed with personnel that can provide technical assistance.

PCC ITS has developed draft Service Level Agreements (SLAs) that will be implemented to ensure high levels of in-house helpdesk support and services. The purpose of the SLAs is to define acceptable service levels provided to the PCC faculty and staff by ITS. SLA's can be found in Appendix C in the TMP (IIIC1_1 Technology_Master_Plan).

The Distance Education Department provides the following programs:

- Professional Development/Training: The DE Department delivers online teaching/learning and instructional technology training that supports College DE outcomes and student success. DE has a partnership with @One to offer a range of online training (and DE certification) for faculty. The department covers the cost of registration for certain training courses for both full-time and adjunct PCC faculty (IIIC4_6 Course_Cards-Online_Network_of_Educators).
- Distance Education Technology: The Distance Education Department assesses, implements, and manages the instructional technology needs and requirements of Distance Education faculty and students. There is a continuous review of technology usage and feedback from faculty and students (during support/training

sessions) to assess cost-benefit and effectiveness in supporting teaching and learning. The Distance Education Department provides all technology support/helpdesk services for both faculty and students for Canvas and all associated to integrated technologies. Faculty and students also have 24/7 access to Instructure's Canvas support services.

- Distance Education Offerings: The Distance Education Department supports the development and assessment of learner-centered fully online and hybrid AA, Transfer, CTE and basic skills courses.
- Student Access & Equity (SEA): SEA focuses on tools, resources, services, and strategies to increase access, success, retention, and accessibility for all students using the Canvas system.
- Compliance: The Distance Education program is accountable to many external guidelines and regulations. These include ACCJC Accreditation requirements, Title 5 requirements, Chancellor's Office guidelines, Department of Education guidelines, and 508 Compliance requirements. The Department requires a Voluntary Product Accessibility Template (VPAT) for all technology acquisitions/integrations.
- Communication & Shared Governance: The Distance Education Department communicates with stakeholders through a variety of channels, including a general distance education website targeted to new and continuing DE students (DE live link, IIIC4_12_DE_Student_Screenshot). DE also maintains a faculty facing site that provides access to the DE Faculty handbook, information about instructional technology, the process to become a trained DE instructor, other professional development offerings, access to tech and course design support, and which courses are currently approved to teach in a fully online/hybrid format (DE Faculty live link, IIIC4_13_DE_Faculty_Screenshot).
- College 1, the seminar course required for Pathways students, teaches incoming students how to use software such as Canvas and the use of the Library for research and other classwork (College 1 live link, IIIC4_14_College1_Screenshot).

Analysis and Evaluation

PCC provides a variety of training opportunities to support students, faculty, staff and managers on the College hardware and software products. By providing a range of instructional formats, the PCC community can choose the best way to learn to use the necessary software and hardware. Content in training courses are regularly updated and reviewed based on surveys given out to users as well as student success metrics.

C5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The Pasadena Area Community College District (PACCD) has appropriate Board Policies and Administrative Procedures in place to guide the use of technology in the teaching and learning processes. Board Policy (BP) 3720 lays out the rationale for having policies related to the acceptable use of PACCD computers and networks (IIIC5_1 BP_3720). Administrative Procedure (AP) 3720 is PACCD's computer and network use policy. It outlines acceptable use of PACCD computer equipment and systems, and it has sections dedicated to ownership, security, enforcement, and privacy. This procedure clarifies that users of PACCD computers and networks are bound by applicable federal, state, and other laws (IIIC5_2_AP_3720).

Other District Administrative Procedures related to the use of technology include:

- AP 3721 Electronic Communications (IIIC5_3_AP_3721)
- AP 3722 Data Classification Standards (IIIC5_4_AP_3722)
- AP 3723 Remote Access (IIIC5_5_AP_3723)
- AP 6365 Accessibility of Information Technology (IIIC5_6_AP_6365).

PCC ITS is developing a Security Incident Response manual to provide guidance and procedural steps that will enable a quick and effective recovery from unplanned technological security incidents throughout the District.

The PCC website has a section devoted to regulations for the computer labs located in the Shatford Library (IIIC5_7_Computer_Policies). These guidelines include details on who can use the lab in addition to information on the use of cell phones. The regulations reference PCC's Computer and Network Use Policy.

Analysis and Evaluation

The College has in place Board Policies, Administrative Procedures, regulations and additional guidance on the appropriate use of technology in the teaching and learning processes. All are available on the College's website.

Conclusions on Standard III.C. Technology Resources

PCC evaluates the effectiveness of technology using various methods, such as survey results from students, staff, faculty, and input to the District Technology Committee (DTC). Technology accommodates the College's commitment to classroom-based and online modalities of student learning. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. Technology resources are identified through the shared governance decision-making process, and they are detailed in the 2016-2020 Technology Master Plan. The

TMP is integrated with the initiatives from the College's various documents such as: the mission, Strategic Plan, Educational Master Plan, and the Facilities Master Plan.

Faculty, staff, students and administrators are provided with sufficient technology training and support. The 2016-2020 Technology Master Plan (TMP) effectively documents decision-making policies and procedures for technology resources. The TMP is currently undergoing an update by the District Technology Committee. Several Board Policies and Administrative Procedures specifically address the appropriate use of technology resources in our teaching and learning processes. The institution further demonstrates the appropriate use of technology through its Hardware, Software, Web, and Network Management standards outlined in the Technology Master Plan.

Improvement Plan(s)

None.

Standard III.C. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
Technology master plan appendix D and E	IIIC1_1 Technology_Master_Plan.pdf
Screenshot of Microsoft Download Website	IIIC1_2_Microsoft_Screenshot.pdf
Cisco Meraki Network Report	IIIC1_3_Cisco_Meraki_Network_Report.pdf
Distance Education Department	IIIC1_4_DE_Accreditation_Evidence.pdf
TMP Satisfaction Survey Results	IIIC1_5 TMP_Survey_Results_Summary.pdf
Fall Student Survey Campus Technology Results	IIIC1_6_Fall_Student_Survey_Campus_Technology_Results.pdf
District Technology Committee Website	IIIC2_1_District Technology Committee.pdf
Employee Computer Updates 1	IIIC2_2 Employee_Comp_Updates_1.pdf
Apple MacBook Air Refresh 1	IIIC2_3 25_MBAir_refresh_1.pdf
Dell Desktop Refresh	IIIC2_4 Dell_Desktop_Update.pdf
Apple MacBook Air Refresh 2	IIIC2_5 30_MBAir_refresh_2.pdf
Employee Computer Updates 2	IIIC2_6 Employee_Comp_Updates_2.pdf
Employee Computer Updates 3	IIIC2_7 Employee_Comp_Updates_3.pdf

Smart Room Refresh Bid 2017	IIIC2_8 Smart_Room_Refresh_2017.pdf
Smart Room Refresh Completion 2019	IIIC2_9 Smart_Room_Refresh_2019.pdf
AP 3720 Computer and Network Use Policy	IIIC3_1 AP_3720.pdf
Grant Funding Status 2019-2020	IIIC3_2 GrantsStatus_2019-2020.pdf
Listing of online training opportunities	IIIC4_1 2019–Training_Opportunities.pdf
YouTube playlist of PCC training videos (first lesson shown)	IIIC4_2_Smart_Podium_Training.pdf
Library accreditation evidence	IIIC4_3 Library_Accreditation_Evidence.pdf
College 1 course overview	IIIC4_4 For_Students-PCC_Pathways-Pasadena_City_College.pdf
DE Faculty Handbook	IIIC4_5 Faculty_Handbook-PCC_Online_Faculty_Resources.pdf
Online Network of Educators	IIIC4_6 Course_Cards-Online_Network_of_Educators.pdf
PCC's Online Teaching Certificate	IIIC4_7_OTC.pdf
PD days mentioned in the EMP section B	IIIC4_8 PCC_EMP_executive_summary.pdf
PD committees and roles	IIIC4_9 Committees-Professional_Development.pdf
PCC Student Call Center Contract	IIIC4_10_Evidence_Contract_B200020.pdf
Distance Ed Tech support screenshot	IIIC4_11 DE_tech_support.pdf

Distance Education Website Screenshot	IIIC4_12_DE_Student_Screenshot.pdf
Distance Education Faculty Website Screenshot	IIIC4_13_DE_Faculty_Screenshot.pdf
College 1 Seminar for Incoming Students	IIIC4_14_College1_Screenshot.pdf
BP 3720 Computer and Network Use Policy	IIIC5_1_BP_3720.pdf
AP 3720 Computer and Network Use Policy	IIIC5_2_AP_3720.pdf
AP 3721 Electronic Communications	IIIC5_3_AP_3721.pdf
AP 3722 Data Classification Standards	IIIC5_4_AP_3722.pdf
AP 3723 Remote Access	IIIC5_5_AP_3723.pdf
AP 6365 Accessibility of Information Technology	IIIC5_6_AP_6365.pdf
Computer Lab Policies at PCC's Shatford Library	IIIC5_7_Computer_Policies.pdf

D. Financial Resources

Planning

> D1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Financial resources are sufficient to support and improve student learning programs and services at the College in support of the Educational Master Plan (EMP), and to improve institutional effectiveness (IIID1_1_EMP 2020 Booklet). The College has in place Board Policies that address budget preparation and fiscal management: Board Policy (BP) 6200 Budget Preparation, BP 6250 Budget Management, BP 6300 Fiscal Management, and BP 6320 Investments (IIID1_2 BP_6200, IIID1_3 BP_6250, IIID1_4_BP_6300, IIID1_5_BP_6320). (ER 18)

Each year the Pasadena Area Community College District presents a tentative budget for the fiscal year in June for the unrestricted general fund, which includes available resources (IIID1_6_Budget_Pres_Rev, page 13). The adopted budget is presented to the Board in September as required by law. PCC consistently has available resources well over the required reserve. The unrestricted general fund supports the core operations of the College, which includes instruction, facilities, student services, and administration. The largest expense of the District, representing 87.8% of the unrestricted general fund budget in 2019-2020, was salaries and benefits (IIID1_7_ADPTD_Budget, page 5).

The District, under BP 6250 Budget Management, is responsible for the stewardship of all available resources. The organizational structure incorporates a clear delineation of fiscal responsibilities and staff accountability (IIID1_3 BP_6250). The safeguarding of District assets is maintained by sustaining effective internal controls and providing detailed budget reports to the Board of Trustees and the College community for review. (IIID1_8 311 Annual Financial and Budget Report, IIID1_9 PACCD_Annual_Financial_Report_2017-2018, IIID1_10 PACCD_Annual_Financial_report_2016-2017). District funds are invested by Los Angeles County Treasurer in compliance with the county's investment policy as specified by AP 6320 Investments (IIID1_11_LA_County_Investment_Policies, IIID1_12_AP_6320).

Analysis and Evaluation

PCC's financial procedures are outlined in Board Policies and Administrative Procedures. Financial management is transparent and follows generally accepted accounting and internal control practices. The College plans for both short-term and long-term financial solvency. The College's resources are sufficient to support and maintain student learning programs and student services. (ER 18)

> D2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's mission and goals are the foundation for financial planning; financial planning is integrated with and supports all institutional planning (IIID2_1 Mission and Values). In addition, the Educational Master Plan (EMP), the Facilities Master Plan, and the Technology Master Plan are used for setting short and long-term goals (IIID1_1_EMP 2020 Booklet, IIIB1_4_FMP, IIID2_2 Technology_Master_Plan, IIID2_3 Strategic Plan). The integrated planning process, which includes a Fall Planning Retreat, Annual Update, Spring Budget Retreat, and Comprehensive Program Review, provides the basis for fiscal decision-making. The College's Budget and Resource Accountability Committee (BRAC) provides an opportunity for all constituents of the College to understand and participate in the fiscal oversight of the College (BRAC live link, IIID2_4_BRAC_Screenshot).

The budget development process uses general guidelines for prioritizing budget requests. The first priority is identification of ongoing expenditures necessary to sustain PCC's current operational services, and the second priority is funding improvements to support the College mission. The District utilizes an integrated planning model, where participation from the entire campus is encouraged (IIID2_5 Integrated Planning). Funding needs are documented in TaskStream, a software used by the College for integrated planning, through a process of departmental review, program planning, and budget requests. This process integrates financial planning with institutional planning, considers EMP and strategic goals, and Comprehensive Program Review and results in recommendations that provide essential input into the ongoing budgeting process.

The budget prioritization process begins with a Fall Planning Retreat, which involves members representing constituency groups across the District to prepare for the Annual Update cycle (IIID2_6 Integrated Planning -- Annual Update 2019-2020). The retreat includes a synopsis of the current budget outlook, an enrollment update, a preview of changes or adjustments to the Annual Update process, and a review of the previous years' integrated planning process.

Then, divisions, units, programs, and departments complete their Annual Update, which consists of a brief review and evaluation of the previous year's activities, and action plans, identifying areas that need additional resources. The requests are compiled in TaskStream. The Office of Instructional Effectiveness then aggregates the requests for prioritization.

First level prioritization is done by budget managers in consultation with Annual Update authors. From that prioritized list, items are submitted to the College's Executive Committee for further refinement. During the review by the College's Executive Committee, items are prioritized, but the Executive Committee also identifies other revenue streams that could fund requests, such as Lottery Funds, Instructional Equipment Fund, or Student Equity Funds.

The Spring Budget Retreat, with representation from all constituency groups drawn from the membership of BRAC- the Strategic Planning Committee, Institutional Effectiveness Committee, and Student Success Committee- marks the final prioritization process. Retreat participants review the prioritized list and develop a final prioritized resource request. The final ranked list from the Spring Budget Retreat is presented to the College Council for recommendation to the Superintendent/President. Upon the recommendation of College Council, the prioritized list receives a final review by the Superintendent/President and Vice Presidents. Budget augmentation requests and new resource requests are then incorporated into the final budget presented to the Board of Trustees.

To ensure that the budget process follows a set structure, policies and procedures were put in place by the Board of Trustees. Board Policies such as BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management were developed to safeguard sound financial practices and financial stability of PCC's short- and long-term resources ([IIID1_2 BP_6200](#), [IIID1_3 BP_6250](#), [IIID1_4_BP_6300](#)). Responsibility and accountability for fiscal management are clearly delineated and must support the College's mission and strategic plans.

Dissemination of financial information occurs throughout the year to the entire institution and the community in a timely manner. PCC's tentative budget goes to the Board for approval in June and the adoption of the final budget is in September at an open Board of Trustees meeting ([IIID2_7 2019-20 Adoption of Tentative Budget](#), page 4, item H.1.; [IIID2_8 2019-20 Adoption of Final Budget](#), page 3, items H.1, H.2, H.3). The Assistant Superintendent/Vice President, Business and Administrative Services, also provides budget presentations in June and September at the Board meeting. Additionally, the Assistant Superintendent/Vice President, Business and Administrative Services, serves as the Co-Chair of BRAC. BRAC is a shared governance committee with representatives from all the College's constituent groups and meets regularly throughout the academic year to provide updates and changes on the College's financial resources ([BRAC live link,](#) [IIID2_4_BRAC_Screenshot](#)).

The College annually releases and posts the independent audit report online and takes it to the Board of Trustees for approval. The audit and the State Chancellor's Office annual financial report (CCFS 311) are public documents and are filed with state, federal, and other organizations as required ([IIID2_9 2018-19 Audit Report](#) pg. 100). PCC also reports out quarterly the financial status of the College on the chancellor's quarterly report 311Q for Board approval ([IIID2_10](#)

[2019-20 311Q - 1st Quarter](#)). All budget and financial reports are posted on PCC's website ([IIID2_11_Budget_Screenshot](#), [IIID2_12_Accounting_Screenshot](#)).

PCC provides all budget managers with access to Banner that allows them to review and maintain budgets in real-time. They can see account balances, year to date expenditures, and unused encumbrances. This access allows managers and staff to manage their budgets appropriately.

Analysis and Evaluation

Financial planning at PCC is based on the District's mission, the Educational Master Plan (EMP), and strategic goals and is part of a formally established integrated planning process that involves administrators, faculty, staff, and the Board of Trustees. Board Policies and Administrative Procedures require such integration and outline sound financial practices that promote financial stability. Financial planning is open and transparent to the entire College and the local community. Information is disseminated via web postings on the PCC website, presentations, and is shared through participatory governance.

> D3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College's integrated planning process, as described in Standard III.D.2, is a participatory governance process and is charged with integrating the financial resources with the College's master plans, strategic goals, and mission. It clearly defines and follows guidelines and processes for financial planning and budget development.

In addition, the Budget and Resource Allocation Standing Committee (BRAC) is an established shared governance committee that provides recommendations to the Superintendent/President on matters relating to institutional-wide budget and resource allocation issues as guided by the Educational Master Plan. This committee follows the District's guidelines for shared governance committees that clearly establish the charge, role, and contribution to the shared governance process. The membership appointments come from all College constituencies, including faculty, classified staff, and administration. BRAC reviews the planning and the budget assumptions and revenue and expenditure projections developed by the Business and Administrative Services area ([IIID3_1 PCC-Guidelines-for-Share-Governance-budget-and-resource-allocation-standing-committee](#) pg. 11, [IIID3_2 2019-8-22-Agenda-budget-and-resource-allocation-standing-committee](#), [IIID3_3 2019-8-22-19-20-Adop-Budget-Sum-August-19-budget-and-resource-allocation-standing-committee](#)).

The combination of the integrated planning process as well as the regular BRAC meetings provide an opportunity for college wide participation in the development of institutional plans and budgets. Recommendations from the integrated planning process and BRAC provide important information which is incorporated into the annual budget development process. As described in Standard III.D.2, the tentative budget is approved at the June Board of Trustees meeting so the District can operate from the beginning of July until the final budget is adopted at the September Board of Trustees meeting (IIID2_7 2019-20 Adoption of Tentative Budget, page 4, item H.1.; IIID2_8 2019-20 Adoption of Final Budget, page 3, items H.1, H.2, H.3).

Analysis and Evaluation

The budget development process is consistent with the integrated planning process and the tentative and final budget is available to all constituencies. All constituency groups have the opportunity for active participation and feedback into budget development and financial planning. As needed, the budgeting process is updated to reflect the current budget development.

Fiscal Responsibility and Stability

> D4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

PCC uses an integrated planning process that reflects a realistic assessment of its financial resources, development of financial resources, partnerships, and expenditure requirements. The Fiscal Services department typically develops budget assumptions in coordination with the Assistant Superintendent/Vice President, Business and Administrative Services with input from the Superintendent/President's Executive Committee and the integrated planning process as described in Standard III.D.3. The adopted budget is updated throughout the year as new information becomes available. Updates affecting the current and future budgets are shared with the Board of Trustees Budget and Audit Committee on a continuous basis (IIID4_1_BOT.Budget and Audit Committee Agendas).

The tentative budget, final adopted budget, and periodic updates are developed based on the most recent budgetary and economic information provided by the California Community Colleges Chancellor's Office, the California Department of Finance, and the Los Angeles County Office of Education (IIID4_2 2019-5-23-May-Rev-2019-budget-and-resource-allocation-standing-committee). The Board of Trustees' policy on budget management, as well as revenue forecasts and fixed costs (such as permanent and part-time staff and faculty salaries, benefits, and utilities)

are integrated into the development of budget projections. Concurrently, the institutional planning priorities resource requests are ranked in order of priority with these assumptions, and items are funded based on the process described in Standard III.D.3 (IIID4_3 Priority List with Funded Items for FY 2018_2019). A combination of campus-wide processes formulates the budget for the fiscal year.

PCC continues to pursue the development of new financial resources to expand program offerings. The College has had great success in obtaining new and renewing existing Federal Title V and Title III grants. A few successful new federal grant awards include the Childcare Means Parents in School (CCAMPIS) and the STEM Education Consortium, both granted by the U.S. Department of Education (IIID4_4_BOT.Meeting.Min.10.2018.CCAMPIS.F.14, IIID4_5_CCAMPIS pg. 3, IIID4_6_STEM pg. 3). These grants provide expanded support to students and their educational endeavors. In addition, the District is actively collecting data in preparation to possibly issue a facilities bond measure to replace/renovate aging structures and to renovate outdated classrooms. The anticipated bond measure will provide resources for improving, building, and expanding educational facilities to meet the strategic plan and mission of the College.

Analysis and Evaluation

The budget development process builds an accurate representation of available resources that is based on the identification of significant budget assumptions, including fixed costs, forecasted expenditures, the Board-mandated reserve, and projected revenue. The annual planning and budget process has enhanced the College's ability to contemplate planning needs and integrate the results into the budget development process.

> D5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

PCC's internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Additionally, PCC regularly evaluates its financial management practices and uses the results to improve internal control systems. Board Policy (BP) 6300 Fiscal Management requires that the Superintendent/President establish procedures to ensure that the District's fiscal management is in accordance with the principles contained in Title 5, Section 58311 and that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the

College community and Board of Trustees ([IIID1_4_BP_6300,](#) [IIID5_1 Title 5, section 58311)](#) Responsibility and accountability for fiscal management are clearly delineated, and the books and records of the District are maintained pursuant to the California Community Colleges Budget and Accounting Manual (BAM). Quarterly financial statements are provided to the Board of Trustees ([IIID2_10 2019-20 311Q - 1st Quarter](#)). In addition, the District added the position of internal auditor at the recommendation of the Board of Trustees in 2017. This position, filled by an experienced community college auditor, is charged with promoting good governance by evaluating the internal controls and efficiency and effectiveness of PCC. This includes auditing the performance and financial integrity of District departments, evaluating internal controls over programs and processes, examining compliance with federal and state regulations, and promoting efficiency through a variety of special projects and initiatives, which include the development of a Grants Management Handbook ([IIID5_2_UGG_Policies_Procedures).](#) The internal auditor is also responsible for the District's Tip Hotline, which receives and tracks complaints related to fraud, wastes, and abuse within the District ([IIID5_3 The Office of Internal Audit).](#)

To widely disseminate dependable and timely information for sound financial decision making, all budget managers have online access to the College's financial management system called Banner. Budget managers have the ability to view their annual budgets and actual year-to-date spending. The fiscal services staff meets with budget managers, as requested, to review their expenditures and to assist in answering questions to help with their understanding of their budgets and the budget process.

There is a formal evaluation of the College's financial management through the annual audit conducted by an independent certified public accounting firm ([IIID2_9 2018-19 Audit Report](#)). The examination of financial records, statements, and audits for compliance is in accordance with generally accepted auditing standards and current Governmental Accounting Standards Board (GASB) requirements as specified in Statements on Auditing Standards published by the American Institute of Certified Public Accountants (AICPA); Office of Management and Budget (OMB) Circular A-128 and A-133; Government Auditing Standards (GAS) issued by the Comptroller General of the United States; Standards for Audit of Governmental Organizations Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted District Audit Manual (CDAM). The audit report includes an opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control systems and compliance with state and federal mandates. The annual audit presented to the Board of Trustees substantiates that processes and practices are thorough and comprehensive.

Analysis and Evaluation

Past financial management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using Generally Accepted Accounting Principles (GAAP). Financial information is disseminated to the Board of Trustees and campus constituents. Managers can access their budgets and expenditures at any time for review and can request assistance from the Business Services office to support their understanding when needed.

Audits are the formal means of evaluation, but internal evaluations are done on a continuous basis by the internal auditor to improve financial controls and fiscal stewardship.

> D6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

At PCC, financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. To ensure that financial reports reflect appropriate use of financial resources, the internal auditor is closely involved in providing independent oversight of the financial reporting process. The District's financial records are also audited by an external independent certified public accounting firm to perform an annual independent audit of the College's financial statements ([IIID2_9 2018-19 Audit Report](#), [IIID1_9 PACCD_Annual_Financial_Report_2017-2018](#), [IIID1_10 PACCD_Annual_Financial_report_2016-2017](#)). The final audit report and the Chancellor's Office CCFS-311 are reviewed and accepted by the Board of Trustees. The auditors have issued an unqualified/unmodified opinion to the District on its financial statements each year ([IIID6_1_Accounting_Business_and_Administrative_Services](#)).

The Board of Trustees also reviews and approves the District's tentative budget in June and adopts the final budget in September ([IIID2_7 2019-20 Adoption of Tentative Budget](#), [IIID2_8 2019-20 Adoption of Final Budget](#)). To ensure accuracy, budget drafts are closely aligned with revenue estimates provided by the California Community Colleges Chancellor's Office and Los Angeles County Office of Education. PCC routinely submits a departmental budget revision to align the changes in budget assumptions and/or update revenue or expenditure projections ([IIID6_2_Child Development Nutrition Program](#)).

The budget is developed using budget assumptions that evolve from the financial and institutional planning processes, and those assumptions are included in the budget document for transparency and credibility purposes ([IIID2_8 2019-20 Adoption of Final Budget](#)). All budgets and quarterly and annual financial reports submitted to the California Community Colleges Chancellor's Office, as well as audited financial statements, can be found on the District's website in the interest of transparency.

Supporting student learning programs and services is primary to achieving the District's mission, and it's this mission that drives institutional planning and resource allocation. The ongoing financial resources of the College are allocated to academic programs and student support services to implement strategic planning goals that enhance these programs and services.

Analysis and Evaluation

Financial documents are accurate and credible, as evidenced by annual audits, which have resulted in an unqualified or unmodified opinion for several years. Financial documents are made readily available on the College website to campus constituents, the Board of Trustees, and the public for transparency and credibility. All quarterly budgets, annual financial reports, and audited financial statements are submitted to the Chancellor's Office and can also be found on the District's website.

Resources are appropriately allocated to support student learning programs and services, as discussed in the College's BRAC meetings and in alignment with the College's mission and strategic plans.

D7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

PCC's responses to external audit findings are comprehensive, timely, and communicated appropriately. The College engages an independent certified public accounting firm to perform annual audits of the College's financial statements, which include all District funds and federal and state grants (IIID2_9 2018-19 Audit Report, IIID6_1_Accounting_Business_and_Administrative_Services). An external certified public accounting firm performs an independent audit of the District's financial records on an annual basis. As of the date of this report, the District does not have any audit findings, and the District has received unqualified/unmodified opinion for several years.

Analysis and Evaluation

The District is proactive in installing sound fiscal management. This is evident through successive annual unqualified/unmodified opinions in the independent CPA's audit report. Also, the District has not received any findings for financial statements or federal/state programs for several years.

D8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

PCC's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. As described in Standard III.D.5, the District added the position of internal auditor at the recommendation of the Board of Trustees in 2017. This position, filled by an experienced community college auditor, is charged with promoting good governance by evaluating the internal controls and efficiency and effectiveness of PCC. This includes auditing the performance and financial integrity of District departments, evaluating internal controls over programs and processes, examining compliance with federal and state regulations, and promoting efficiency through a variety of special projects and initiatives. The internal auditor conducts audits and evaluation of District internal control systems on a continuous basis for validity and effectiveness. The results of these assessments and recommendations for improvements are communicated to corresponding District administrators. The internal auditor also conducts follow up reviews to ensure recommended improvements are properly executed.

In addition, the internal audit function is also responsible for the District's Tip Hotline, which receives and tracks complaints related to fraud, waste, and abuse within the District (IIID5_3 The Office of Internal Audit). The community has the ability to submit tips anonymously either online or by phone. Information received is reviewed by the internal auditor as described on the Internal Audit webpage under "Confidentiality" (IIID5_3 The Office of Internal Audit).

The result of the internal audit function and the District's administrative function as a whole is validated by the opinion of the annual audit performed by an independent certified public accountant. The independent auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. The District has consistently received unqualified/ unmodified opinions on the District's financial statements, and the auditor also stated in their audit report that they did not identify any deficiencies in internal control (IIID2_9 2018-19 Audit Report, IIID6_1_Accounting_Business_and_Administrative_Services).

Analysis and Evaluation

The internal audit function of the District performs continuous review of the District's internal control design and implementation. Recommendations for improvements are communicated to the appropriate administrative teams on a timely basis. The internal auditor also conducts follow up reviews to ensure that recommended changes are properly executed.

> D9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

PCC has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. Through careful planning and fiscal management, the District has maintained a healthy fund balance and reserve. The Board of Trustees unanimously passed BP 6250 Budget Management to maintain the District's reserve at 18%, which is equal to two months of payroll expenses (IIID1_3 BP_6250). A strong reserve helped the District weather the last economic downturn, and by requiring a strong reserve level in Board Policy, that will better position the District to prepare for financial emergencies and unforeseen occurrences. BP 6250 Budget Management also requires that revenues accruing to the District in excess of amounts budgeted shall be added to the District's reserve for contingencies. These funds are available for appropriation only upon a resolution of the Board of Trustees. The College has been able to maintain a reserve above the state required 5% (IIID1_6_Budget_Pres_Rev).

PCC's main source of revenue comes from apportionment revenue and student success metrics of the Student-Centered Funding Formula, and local property taxes. The Fiscal Services Department monitors cash flow on a regular basis and prepares a Monthly Activity Report (IIID9_1 Monthly Activity Report November 30 2019). Information from the Monthly Activity Report then transfers to the Projected Operating Statement (IIID9_2 Monthly Operating Statements November 30 2019 Final). This report is also updated periodically and shows a comparison between the actual revenue received and expenses from the past fiscal year, the current fiscal year's adopted budget, actual revenue receipt, and expenses at the period evaluated. The information is used to update the projection for expenses and revenue at the end of the current fiscal year.

In addition, the Fiscal Services Department prepares a five-year projection to demonstrate the movement of revenue and expenses as they impact the District operation (IIID9_3 Five Year Projection 8.28.18) in future periods. It is an important planning tool that helps the District administration to focus on funding initiatives that maintain the stability of the District operation, support initiatives identified through strategic planning processes.

In addition to fiscal prudence, the District has appropriate policies for risk management. PCC is covered by a comprehensive insurance plan that includes property and liability coverage. The District uses a self-insurance approach. Claims are administered by Keenan & Associates (IIID9_4 Keenan P&L Self-Insured Claims Administration Agreement). This coverage includes all risk for the full replacement cost on buildings and contents. In addition, the District is a member of the Statewide Association of Community Colleges (SWACC). Membership to SWACC supplements property and liability coverage by an umbrella policy of $5 million.

Analysis and Evaluation

PCC has sufficient cash flow and reserves to maintain stability and support strategies for appropriate risk management. Contingencies are in place for cash flow, reserves, and risk management to ensure business continuity. Board Policy 6250 Budget Management ensures the reserve level is maintained at 18 percent, which equates to approximately two months of payroll.

The District monitors cash flow on a continuous basis and updates future period projections on actual results.

The District is sufficiently protected against risk through its participation in the pooled efforts of the Statewide Association of Community Colleges (SWACC). SWACC is well managed and is the largest California Community College Joint Powers Authority for property and liability insurance, and the College is represented on the SWACC Board of Directors.

> D10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District practices effective oversight and management of all financial resources, including financial aid resources, grants, externally-funded programs, and contractual relationships, investments, and other assets. Board Policies provide for responsible stewardship over available resources. The College is guided by Board Policies that require the development of Administrative Procedures that ensure compliance and sound fiscal management. Board Policy 6300 Fiscal Management requires effective internal controls to be implemented to ensure ongoing effective operations and a clear delineation of fiscal responsibility and staff accountability (IIID1_4_BP_6300).

A dedicated team of grant accountants serves departments or divisions that receive grants or categorical funds. The grant accounting team works closely with the departments to review grant and categorical requirements to ensure expenditures are made per the guidelines in each agreement. The team monitors the budget and actual expenditures for each grant to provide safeguards against the overspending grant funds, which may produce unanticipated liabilities or findings of noncompliance.

Independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. The College received an unqualified/unmodified opinion on its financial statements, as well as federal and state grants for the three proceeding years (IIID2_9 2018-19 Audit Report, IIID1_10 PACCD_Annual_Financial_report_2016-2017, IIID1_9 PACCD_Annual_Financial_Report_2017-2018).

The Financial Aid Department is audited every year by independent auditors regarding its practices and procedures, and there have been no findings or material weaknesses, including contractual agreements with outside vendors (IIID2_9 2018-19 Audit Report). Many of the processes are automated through the financial aid module that exists in Banner, the District's management information system. Calculation for financial aid award is done in Banner based on

information provided by the students. Financial Aid refunds are processed through a third-party provider, who disburses refunds electronically. The drawdown of Financial Aid funds is restricted to management positions in the Fiscal Services Department. Authorized personnel conduct the drawdown through the Department of Education's G5 system using logins that are unique to the individual.

The Los Angeles County Treasurer holds the majority of PCC's funds and invests on behalf of the District in compliance with the county's investment policy as specified by BP 6320 Investments (IIID1_8 311 Annual Financial and Budget Report, IIID1_5_BP_6230). The District established an irrevocable trust to fund OPEB and pension liabilities. Public Agency Retirement Services (PARS) is the contracted agency to perform the investment function for this purpose. PARS provides the District with a monthly statement summarizing account balances and investment returns (IIID10_1 PARS Sep. Statement).

The Pasadena City College Foundation is also audited by independent certified public accountants and has received unqualified/unmodified opinion on its financial statements for the three proceeding years (IIID10_2 Foundation Audit Report July 2017-June 2018, IIID10_3 Foundation Audit Report July 2015 - June 2016, IIID10_4 Foundation Audit Report July 2016 - June 2017).

Analysis and Evaluation

The District has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. Budget monitoring by a grant accounting team and departments/divisions that are responsible for the performance of the grants, protect the District from exceeding expenditure limits on grant funds and overspending on contracts with outside vendors.

The District has a very simple investment structure, where the majority of the funds are with the Los Angeles County Treasurer, and a small portion is invested with PARS for the purpose of funding Other Post-Employment Benefits (OPEB) and pension liability through an irrevocable trust.

The District and the Pasadena City College Foundation have consistently received unqualified/unmodified opinions on its financial statements, and federal and state grants (District audit report only).

Liabilities

> D11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District maintains a level of financial resources to provide a reasonable expectation of both short-term and long-term financial solvency. As described in Standard III.D.9, the Fiscal Services Department at PCC maintains a monthly cash flow report and a five-year budget projection model to assist in managing short-range and long-range financial priorities and commitments while still managing short-range financial plans. Cash flow projections and short-term monitoring tools ensure that the College has the resources ready for the payroll of staff and to meet contractual commitments (IIID9_2 Monthly Operating Statements November 30 2019 Final). The District uses the five-year projection worksheet to plan for payment of liabilities and future obligations. The District sets aside funds according to the bond repayment schedule to pay off Measure P bonded obligations. In addition, the District was proactive in safeguarding the best interest of taxpayers by seeking refinancing of its Measure P General Obligation Bond. The 2020 series Refunding Bonds saved taxpayers $11.4 million over the life of the bond, and shortened repayment period by 7 years, from 2034 to 2027 (IIID11_1_Bonds_Closing_Summary).

In addition to monitoring long-term bond obligations, the District was also proactive in funding Other Post-Employment Benefits (OPEB) and pension contributions. An irrevocable trust was established in 2018 to set aside funds in an investment pool managed by Public Agency Retirement Services (PARS) to seek a more favorable return of investment (IIID10_1 PARS Sep. Statement).

The District has consistently maintained an excess of the required reserve of five percent as required by the state of its expenditures. It is Board Policy to maintain at least an eighteen percent reserve (IIID1_3 BP_6250). In addition to this required reserve, the District exercises prudence in managing its finance to ensure that sufficient reserves are available to maintain a stable financial climate.

Analysis and Evaluation

The District plans for and has successfully discharged its past financial obligations and has plans to support future obligations. The District maintains reserves in excess of the amount required and has made tremendous progress in funding its OPEB liability. The District has the financial means necessary to meet future obligations as well as reserves for emergencies.

Consequently, reserves have steadily increased the over last several years, and other sources of revenue have been developed. The District is committed to developing a five-year budget projection model to manage situations that arise outside of its control and anticipate long-term commitments for financial planning.

> D12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB),

compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District plans and appropriately allocates resources for payment of liabilities and future obligations, inclusive of Other Post-Employment Benefits (OPEB). This planning is conducted annually during the preliminary and final budget development process. As required by GASB 45, the District provides (as part of its audited financial statements) a description of its OPEB benefits, eligibility requirements, and the number of individuals covered in the plan. Additionally, the District also routinely contracts with an actuarial firm to assess liabilities incurred as well as cumulative unfunded liability. This information is then reported on the District's audited statement of net position.

Prior to fiscal year 2017-18, the District set aside annual allocations for accrued future obligations towards its OPEB liability. These funds were placed in a self-designated fund. However, since the funds were not placed in an irrevocable trust, the balance in the self-designated fund could not be recognized towards the District's OPEB liability in the District's annual audited financial statements. On March 21, 2018, the Board of Trustees approved a resolution to establish a Post-Employment Benefits Trust with Public Agency Retirement Services (PARS), for the purpose of pre-funding OPEB obligations and/or pension obligations (IIID12_1 PARS Board Resolution). The trust became effective on April 1, 2018 and provides the District a tax-exempt platform under Section 115 of the Internal Revenue Code.

The Board of Trustees approved a one-time transfer on May 23, 2018, in the amounts of $10,000,000 and $4,000,000, respectively, to the irrevocable trust to fund OPEB and PERs and STRs contributions (IIID12_2 OPEB Transfer Action Item; IIID12_3 PERS & STRS Transfer Action Item; IIID12_4 Irrevocable Trust Transfers, items H-5 and H-6). The District continues to provide funding towards its OPEB liability by funding the "pay-as-you-go" method on a regular basis. After the establishment of the irrevocable trust, the funded portion of the liabilities has been reflected on the District's audited financial statements since fiscal year 2017-18.

Analysis and Evaluation

The District reviews long-term liabilities and obligations as part of its annual planning and resource allocation process. As of the 2018-19 fiscal year, the OPEB plan is 40.21% funded.

> D13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

PCC assesses and allocates adequate resources for the repayment of locally incurred debt as part of the District's annual budget development process. Additionally, the District also performs cash flow analysis on a monthly basis ([IIID9_2 Monthly Operating Statements November 30 2019 Final](#)). In the past, during times of significant state apportionment deferrals, the District relied on short term borrowing (Tax Revenue Anticipation Notes) to cover cash flow deficiencies. All prior short-term borrowing is paid in full. The District currently does not have any locally incurred debt balance.

Analysis and Evaluation

PCC relies on monthly cash flow analysis (Monthly Activity Report) to identify cash needs for the District, which in turn dictates the need for incurring debt. Additionally, the District relies on its established Board Policies to ensure prudent fiscal planning and management resources. Currently, the District does not carry any locally incurred debt.

> D14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All district financial resources, including short-and long-term debt instruments, auxiliary services, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. Through effective use of process and procedures, grounded by an internal control structure committed to full use of separation of duties, PCC relies on participatory governance committees and administration to ensure that all financial resources are used with integrity, consistent with the intended purpose of each funding source.

As described in III.D.2 and III.D.3, PCC's integrated planning process involves all constituency groups working together with the administration to provide oversight of the resource allocation process and to ensure alignment of the allocation process with the District's overall institutional and financial goals. The District's internal audit function is also an integral piece of the internal control mechanism, where the department provides continuous review and advisement to campus-wide departments to ensure integrity in decision making and appropriateness in allocating resources.

The District currently has one General Obligation bond issuance, the Measure P. The bond was issued under Proposition 39 for replacing and renovating District facilities. All capital

improvement projects funded by Measure P adhere to the voter-approved ballot language, approved by the voters in 2002. Active and planned projects are reviewed and accepted quarterly, as required by law, by the Citizens' Bond Oversight Committee (IIID14_1 Measure P Aug. 2019 Agenda, IIID14_2_Measure-P-70---Summary-Financial-Rep-July-2019). The activities and internal control over Measure P funds are also audited by an independent auditor. The District consistently received unmodified/unqualified results from both the financial and performance audits (IIID14_3_Measure P Final Audit Report 2018-19, IIID14_4 Measure_P_General_Obligation_Bonds_Final_Audit_Report_2018, IIID14_5 Measure_P_General_Obligation_Bonds_Financial_Audit_Report_2017).

Short- and long-term debt obligations are reviewed as part of the District's annual budget development process. All debt is accounted for, reported, and audited as part of the District's annual financial statements. Debt obligations include the Prop 39 bond, compensated absences, other post-employment benefits, and pension liabilities.

The District's auxiliary activities include a bookstore and food services. The bookstore lease and management of operations were outsourced to Follett Higher Education Group, Inc., on February 22, 2018, and i8 Foods is the current food services vendor.

The Pasadena City College Foundation is a separate 503c organization that is dedicated to raising funds to support the College's students and programs. The Foundation has its own set of internal controls. Donations are accounted for by the Foundation staff to ensure donated funds are expensed by donor designated purposes. The Foundation is also audited annually by an independent auditor. The Foundation consistently receives unqualified opinions. No deficiency was noted in its internal control (IIID10_2 Foundation Audit Report July 2017-June 2018, IIID10_3 Foundation Audit Report July 2015 - June 2016, IIID10_4 Foundation Audit Report July 2016 - June 2017).

Grant management is both centralized and decentralized in the District. Grant managers, as program area experts, are responsible for monitoring expenditures and ensuring that grant funds are expended as intended. The District's Fiscal Services department supports grant managers by co-monitoring expenditures with a dedicated grant accountant manager who generates reports and assists with state and federal audits. External auditors conduct annual audits of specially funded state programs as well as large federally funded programs from both a financial and compliance standpoint. The District has consistently received unmodified opinions in these areas (IIID2_9 2018-19 Audit Report, IIID1_9 PACCD_Annual_Financial_Report_2017-2018, IIID1_10 PACCD_Annual_Financial_report_2016-2017).

Analysis and Evaluation

The District's integrated planning process allows the District to work closely with all constituency groups. The District adopted a sound internal control process and separation of duties to ensure that all financial resources are used with integrity and in alignment with the

intended purpose. The District's internal audit function also provides continuous review and advisory responsibility in this area.

> D15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District follows federal standards in monitoring student default rates. The Financial Aid Office, under the direct supervision of the Director of Financial Aid and Scholarships and with guidance from the Assistant Superintendent/Vice President, Student Services, is tasked with the oversight and administration of all federal and state-funded aid as well as student loan programs. Compliance with all federal and state mandates and regulations is managed through established processes and procedures performed by staff. The Director of Financial Aid advises staff on advisor-level procedures and provides departmental oversight. The Director of Financial Aid regularly attends training sessions and shares best practices with staff.

Revenue streams and assets are routinely monitored by the Financial Aid, Fiscal Services, and Internal Audit Departments. Improvements to processes and procedures are made as needed (IIID15_1_PCC_Direct_Loan_Default).

Analysis and Evaluation

The Financial Aid Department monitors and manages student loan default rates in compliance with federal requirements.

Contractual Agreements

> D16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District's contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. Contractual agreements with external entities follow the established set of Board of Trustees' Policies and Administrative Procedures to ensure consistency with institutional mission and goals. BP 6340 asserts control over all District procurements and contracts for goods and services. AP 6330 outlines the District's adopted procedure over procurements and contracts (IIID16_1 BP 6340 Bids and Contracts, IIID16_2 AP 6330 Purchasing and Inventory). The District is also in the process of finalizing a detailed Purchasing Manual. This manual follows the direction of BP 6340 and AP 6330 and provides District users step-by-step directions on procurement and contracts. Internal controls have been put in place to ensure compliance with Board Policies, dictating criteria for approval by the Board of Trustees and by senior administrators.

To ensure that federal guidelines are met in managing external contracts, the District adheres to the general procurement standards of two Codes of Federal Regulations Part 200.318. The Board of Trustees approves and ratifies contracts entered into on behalf of the District by the Superintendent/President, Assistant Vice President, Business and Administrative Services, and the Director of Purchasing and Procurement.

Analysis and Evaluation

PCC follows established Board Policy and Administrative Procedure by assigning controls for District procurements and contracts for goods and services to the Board of Trustees, with internal controls to ensure compliance with related Board Policies and with applicable federal regulations.

Conclusions on Standard III.D. Financial Resources

PCC has a history of compliance and sound financial management and oversight practices, as evidenced by a stable and firm reserve as well as a sound internal control structure. PCC's financial procedures are outlined in Board Policies and Administrative Procedures. Financial management is transparent and follows generally accepted accounting and internal control practices. The College plans for both short-term and long-term financial solvency. Resources are allocated based on the needs of programs and student services, as outlined in the College's Educational Master Plan, Facilities Master Plan, and Technology Master Plan. The budget process is aligned with the annual planning process and the tentative budget is made available to all constituencies so that all have the opportunity for active participation and feedback into budget development and financial planning. The budget development process builds an accurate representation of available resources that is based on the identification of significant budget assumptions, including fixed costs, forecasted expenditures, a Board-mandated reserve, and

projected revenue. The College is sufficiently protected against risk through its participation in a well-managed self-insured program for property and liability insurance.

The District plans for and has successfully discharged its past financial obligations and has plans to support future obligations. The College maintains reserves in excess of the amount required and has made tremendous progress in funding its OPEB liability. The College has the financial means necessary to meet future obligations as well as reserves for emergencies. The District maintains a five-year budget projection model to manage situations that arise outside of its control and anticipates long-term commitments for financial planning.

Improvement Plan:

1. The College will develop a Professional Development training for managers on budget development, managing budgets, and determining qualified budget expenses.

Standard III.D. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
Educational Master Plan	IIID1_1_EMP 2020 Booklet.pdf
BP 6200 Budget Preparation	IIID1_2 BP_6200.pdf
BP 6250 Budget Management	IIID1_3 BP_6250.pdf
BP 6300 Fiscal Management	IIID1_4_BP_6300.pdf
BP 6320 Investments	IIID1_5_BP_6320.pdf
To show reserve level above requirement for Unrestricted General Fund	IIID1_6_Budget_Pres_Rev.pdf
To the largest expenses of the District	IIID1_7_ADPTD_Budget.pdf
Fiscal year 2018-19 Audit Report/Financial Statements	IIID1_8 311 Annual Financial and Budget Report.pdf
Fiscal year 2017-18 Audit Report/Financial Statements	IIID1_9 PACCD_Annual_Financial_Report_2017-2018.pdf
Fiscal year 2016-17 Audit Report/Financial Statements	IIID1_10 PACCD_Annual_Financial_report_2016-2017.pdf
To show LACOE's investment policy, where holds the District's money	IIID1_11_LA_County_Investment_Policies.pdf
AP 6320 Investments	IIID1_12_AP_6320.pdf
PCC's mission statement, which provides overall guidance to the District's strategic direction	IIID2_1 Mission and Values.pdf
Technology Master Plan	IIID2_2 Technology_Master_Plan.pdf
Strategic Plan	IIID2_3 Strategic Plan.pdf

BRAC Committee Website Screenshot	IIID2_4_BRAC_Screenshot.pdf
Integrated Planning	IIID2_5 Integrated Planning.pdf
To show instruction and timeline for budget prioritization and allocation	IIID2_6 Integrated Planning -- Annual Update 2019-2020.pdf
2019-20 Fiscal year tentative budget	IIID2_7 2019-20 Adoption of Tentative Budget.pdf
2019-20 Fiscal year adopted budget	IIID2_8 2019-20 Adoption of Final Budget.pdf
2018-19 Fiscal year audit report	IIID2_9 2018-19 Audit Report.pdf
2019-20 Fiscal year 311 1st quarter report	IIID2_10 2019-20 311Q - 1st Quarter.pdf
PCC's Budget Website	IIID2_11_Budget_Screenshot.pdf
PCC's Accounting Website	IIID2_12_Accounting_Screenshot.pdf
Guidelines for shared governance committees, which establishes the charge, role and contribution to the shared governance process.	IIID3_1 PCC-Guidelines-for-Share-Governance-budget-and-resource-allocation-standing-committee.pdf
Sample meeting agenda for BRAC	IIID3_2 2019-8-22-Agenda-budget-and-resource-allocation-standing-committee.pdf
Sample handout distributed in BRAC to inform the committee of budget to actual analysis	IIID3_3 2019-8-22-19-20-Adop-Budget-Sum-August-19-budget-and-resource-allocation-standing-committee.pdf
Board of Trustees Budget and Audit Committee Agendas	IIID4_1_BOT.Budget and Audit Committee Agendas.pdf
Example of an update to BRAC after the Governor's May Revise	IIID4_2 2019-5-23-May-Rev-2019-budget-and-resource-allocation-standing-committee.pdf
Example of the 2018-19 Priority list and funded items to show the result of the shared governance process for resource allocation	IIID4_3 Priority List with Funded Items for FY 2018_2019.pdf
BOT Meeting Minutes with CCAMPIS Grant Approval	IIID4_4_BOT.Meeting.Min.10.2018.CCAMPIS.F.14.pdf

CCAMPIS Grant Approval	IIID4_5_CCAMPIS.pdf
STEM Grant Approval	IIID4_6_STEM.pdf
Title 5, Section 58311. This is the code section where the District's fiscal management must comply with.	IIID5_1 Title 5, section 58311.pdf
Grants Management Handbook	IIID5_2_UGG_Policies_Procedures.pdf
Screen shot of the District's Internal Audit website, to show the information related to the Tip Hotline.	IIID5_3 The Office of Internal Audit.pdf
Financial Statements Screenshot	IIID6_1_Accounting_Business_and_Administrative_Services.pdf
Example of budget augmentation to show routine monitoring and revision of budget	IIID6_2_Child Development Nutrition Program.pdf
An example of the Monthly Activity Report used to monitor cash flow	IIID9_1 Monthly Activity Report November 30 2019.pdf
An example of the Project Operating Statement, which uses the information from the Monthly Activity Report to show comparison between revenue and expenses over multiple periods	IIID9_2 Monthly Operating Statements November 30 2019 Final.pdf
An example of the Five-Year Projection to demonstrate the movement of revenue and expenses	IIID9_3 Five Year Projection 8.28.18.pdf
The latest renewal agreement with Keenan and Associates, to administer the District's self-insured programs.	IIID9_4 Keenan P&L Self-Insured Claims Administration Agreement.pdf
An example of the PARS investment report for the month of Sep. 2019 to show the balance for the District's investment held to fund OPEB and Pension liabilities	IIID10_1 PARS Sep. Statement.pdf
PCC Foundation audit report for fiscal year 2017-2018	IIID10_2 Foundation Audit Report July 2017-June 2018.pdf

PCC Foundation audit report for fiscal year 2015-2016	IIID10_3 Foundation Audit Report July 2015 - June 2016.pdf
PCC Foundation audit report for fiscal year 2016-2017	IIID10_4 Foundation Audit Report July 2016 - June 2017.pdf
2020 series Refunding Bonds	IIID11_1_Bonds_Closing_Summary.pdf
Board of Trustees resolution to engage with PARS to establish the irrevocable trust to fund OPEB and pension liabilities	IIID12_1 PARS Board Resolution.pdf
Board of Trustees approval to make a one-time transfer of $10m into the irrevocable trust to fund OPEB liabilities	IIID12_2 OPEB Transfer Action Item.pdf
Board of Trustees approval to make a one-time transfer of $4m into the irrevocable trust to fund pension liabilities	IIID12_3 PERS & STRS Transfer Action Item.pdf
Board of Trustees meeting agenda to show the above two solutions to make one-time transfers have been approved	IIID12_4 Irrevocable Trust Transfers.pdf
An example of meeting agenda of the Measure P Citizens' Bond Oversight Committee	IIID14_1 Measure P Aug. 2019 Agenda.pdf
An example of the active projects discussed during the Measure P Citizens' Bond Oversight Committee meeting	IIID14_2_Measure-P-70---Summary-Financial-Rep-July-2019.pdf
Independent Auditor's report for Measure P for fiscal year 2018-19	IIID14_3_Measure P Final Audit Report 2018-19.pdf
Independent Auditor's report for Measure P for fiscal year 2017-18	IIID14_4 Measure_P_General_Obligation_Bonds_Final_Audit_Report_2018.pdf
Independent Auditor's report for Measure P for fiscal year 2016-17	IIID14_5 Measure_P_General_Obligation_Bonds_Financial_Audit_Report_2017.pdf
PCC Student Loan Default Rates	IIID15_1_PCC_Direct_Loan_Default.pdf

| BP 6340 Bids and Contracts | IIID16_1 BP 6340 Bids and Contracts.pdf |
| AP 6330 Purchasing and Inventory | IIID16_2 AP 6330 Purchasing and Inventory.pdf |

Standard III Acronyms

AICPA American Institute of Certified Public Accountants

AP Administrative Procedure

BAM Budget and Accounting Manual

BP Board Policy

BRAC Budget and Resource Accountability Committee

CalPERS California Public Employees' Retirement System

CalSTRS California State Teachers' Retirement System

CCAMPIS Childcare Means Parents in School

CDAM California Community Colleges Contracted District Audit Manual

CDC Child Development Center

CFT California Federation of Teachers

CSEA California School Employees Association

DE Distance Education

DSPS Disabled Student Programs and Services

DTC District Technology Committee

EEO Equal Employment Opportunity Plan

EMP Educational Master Plan

FHPC Faculty Hiring Priorities Committee

FMP Facilities Master Plan

FON Faculty Obligation Number

FTEF Full-time Equivalent Faculty

FTES Fulltime Equivalent Students

GAAP Generally Accepted Accounting Principles

GAS Government Auditing Standards

GASB Governmental Accounting Standards Board

IT Information Technology

ITS Information Technology Services

OMB Office of Management and Budget

OPEB Post-Employment Benefits

PACCD Pasadena Area Community College District

PARS Public Agency Retirement Services

PCC Pasadena City College

PCCFA Pasadena City College Faculty Association

PD Professional Development

POA Police Officers Association

SanFACC San Gabriel / Foothill Association of Community Colleges

SLAs Service Level Agreements

SWACC Statewide Association of Community Colleges

TLC Teaching and Learning Center

TMP Technology Master Plan

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

A1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Pasadena City College is a single-college district that takes great pride in its participatory governance structures and processes, which foster broad participation among all constituency groups. Institutional leaders create and encourage innovation leading to institutional excellence regardless of employees' official title. Institutional leaders create opportunities and encourage innovation and initiative in improving practices, programs, and services in which any staff member is involved.

The Board adopted Board Goals (2014-2017), driven by the College's Educational Master Plan, in areas related to student success, collegiality, social justice, community engagement, and institutional effectiveness (IVA1_1 College_Goals_2014-2017). With an emphasis on collaboration, the Board Goals were "created with an understanding of the current strengths of the College and its opportunities for improvement. The Board is committed to these improvement efforts, recognizing that they will require the collective work of the entire college community and a significant investment in professional learning." The Board's respect for participatory governance and diverse voices has led them to provide designated spaces for shared

governance representatives at the Board of Trustee meetings (IVA1_2_BB_2170_Representation by Shared Governance Groups).

Pasadena City College leadership is committed to including all constituencies in decisions that have institution-wide implications. The "College Council," whose membership includes executives, management, faculty, staff, collective bargaining representatives, and students, "serves as the central consultation committee and as a clearinghouse for all shared governance recommendations to the Superintendent/President" (IVA1_3 College_Council_Guidelines). As iterated in AP 3005, "The College Council will ensure that there is an inclusive and transparent dialogue on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the college" (IVA1_4_AP_3005_College_Council). The College Council has 12 standing committees, responsible for helping to fulfill the mission of the College. Each standing committee is co-chaired by a member of the faculty appointed by the Academic Senate or by a position within the Academic Senate, and a member of the administration or a classified employee, appointed by the Superintendent/President. The 12 standing committees cover matters related to accreditation, student success, budget and resource allocation, professional development, academic calendar, health and safety, facilities, institutional effectiveness, outcomes, strategic planning, and technology. These standing committees are the primary campus-wide venues for the exploration of innovative ideas brought forth by members of the college wide community. Representatives from each constituency group (faculty, administrators, classified staff, and students) are provided representative positions on each standing committee. To ensure that all members of the campus community are aware of standing committee discussions and actions, and are able to attend meetings and provide public comment, College Council guidelines require all standing committee meeting dates, times, and agendas be publicly posted prior to each meeting. To evaluate the effectiveness of each committee and to enable continuous improvement of each committee, committee members are asked to complete the Governance Committee Evaluation Survey annually. The College's Office of Institutional Effectiveness administers the survey and collects survey responses for analysis of shared governance processes and efficacy (IVA1_5_2016-2019_Committee_Evaluation_Reports).

The faculty senate executives and administrative executives also attempt to reach mutual agreement on initiatives and projects pertaining to academic and professional matters, via the Committee on Academic and Professional Matters (CAPM). This body is one of the primary venues through which ideas related to topics covered by the "10+1" (interpreted from AB 1725) generated in the Academic Senate are presented to the administration of the College. CAPM meeting agendas and minutes are posted to the College website so that any recommendations by the Academic Senate to the administration and subsequent recommendations made by the committee to the Board of Trustees are a matter of public record; additionally, public comment during meetings is available (IVA1_6 Council on Academic and Professional Matters).

Faculty, staff, and administrators are encouraged to propose, plan, and request resources for improvement initiatives through the normal Annual Update process

([IVA1_7_Annual_Update_Template](#)). Annual Updates, required of both instructional and non-instructional units, include Action Plan Narratives and Action Plan Resource Requests that are aligned with the College's Educational Master Plan.

The Strategic Planning Committee, a standing committee of the College Council that was formerly two committees (Planning and Priorities Committee and Enrollment Management), is charged with "providing recommendations to College Council regarding services, resources, and programs necessary to achieve optimal enrollment and services that support students in attaining their educational goals" ([IVA1_3 College_Council_Guidelines](#), pg. 18). The Strategic Planning Committee is the primary participatory governance body responsible for the initial creation of the local Vision for Success goals that were the basis for the College's Educational Master Plan (EMP). The Strategic Planning Committee organized campus-wide retreats for members of constituency groups to provide input into the strategies included in the EMP ([IVA1_8 2019-6-28-End-of-Year-Summary](#)).

Additionally, faculty and staff are encouraged participate in professional development activities and processes by proposing FLEX Day workshops. Campus wide emails invite faculty and staff to submit FLEX Day workshop ideas to the FLEX Advisory Committee. The FLEX Advisory Committee (comprised of faculty, classified staff, and administrators) then selects workshops from the submissions received ([IVA1_9 Call for proposal FLEX Breakout Sessions Fall 2019](#)).

Student Services leadership utilizes several methods to encourage faculty and staff to innovate and improve practices at the College: area retreats, faculty/staff leadership on major equity initiatives, and faculty/staff applications for Student Services funds.

- Student Services Retreats: The Assistant Superintendent/Vice President of Student Services hosts annual Student Services retreats designed to enable area faculty and staff to provide feedback about, and suggest improvements to, services for students ([IVA1_10 Student Services Retreat PCC November 2018](#)).
- Faculty and Staff Leadership on Equity Initiatives: Faculty and classified staff are encouraged to take leadership roles. For example, the Lancer Pantry assists students experiencing food insecurity, CORE assists formerly incarcerated students, and Men of Color initiatives were designed and coordinated by faculty and classified staff to address the needs of the College's historically under-served populations ([IV A1_11 Lancer Pantry](#), [IVA1_12 Email for Consolidating Efforts Helping Formerly Incarcerated Students](#); [IVA1_13 Lunch and Meeting Re_ Support for Men of Color](#)).
- Student Services funds are available for faculty and staff in the form of grants for co-curricular and extra-curricular projects that advance the goals and mission of the College. All requests must align with the Educational Master Plan of the College ([IVA1_14 SSF-SAF 2018-2019](#)).

Analysis and Evaluation

Pasadena City College meets the Standard. College leadership, including the Board of Trustees, administrative executives, and participatory governance group leaders, consistently demonstrate a deep respect for the role that all members of the campus community play in improving practices and processes at the College. Innovation from all areas is encouraged. The governance structure of the College ensures that all campus constituencies are represented in decision-making processes that affect the institution. Planning and resource allocation processes are transparent and focus on achieving the College's mission. Annual evaluation of governance groups fosters critical self-reflection and the impetus for continued improvement. The College community remains informed of opportunities for input and innovation, as well as the outcome of shared-governance decision making.

> A2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The District has established policies and procedures that ensure the broad participation of various constituent groups in decision-making processes. Board Policy (BP) 3000 - Shared Governance outlines the College's commitment to the participatory role of faculty, staff, students, and management in decision making at the College (IVA2_1 BP_3000_Shared_Governance). The College website explains how Board Policies and Administrative Procedures are created (via the appropriate constituency group), revised, and adopted (IVA2_2 Board Bylaws, Policies Administrative Procedures). The District has in place administrative procedures (APs) that provide guidance on each constituency group's role in the participatory governance process and the ability to consult collegially with the Governing Board and/or its designees.

AP 3001 and AP 3006 affirm the right of the faculty, via the Academic Senate and appointees of the Academic Senate, to develop recommendations on academic and professional matters; AP 3001 further establishes the Governing Board and Academic Senate shall attempt to reach mutual agreement on academic and professional matters establishes the "Council on Academic and Professional Matters" (CAPM) as a primary body to discuss "items designated as mutual agreement between the Academic Senate and the Board of Trustees, or its designee(s)" (IVA2_3 AP_3001_Faculty_Role_In_Shared_Governance_2016, IVA2_4_AP_3006_The_Role_of_the_Council). CAPM serves the following functions:

- review the College Council agenda to identify those matters that are of an academic and professional nature and to refer such matters to the Academic Senate Board;

- reach mutual agreement on recommendations from the Academic Senate Board on proposed policy relating to academic and professional matters to be brought before the Board of Trustees for approval;
- ratify agreement on academic and professional matters;
- transmit in writing to the Board of Trustees, those recommendations which are proposed to become District policy, having been mutually agreed to by the Academic Senate Board and the Board of Trustees or its designee(s).

AP 3002 outlines the rights of students in participatory governance via the Associated Students, which "shall make recommendations to the administration of the College and to the Governing Board of the District with respect to policies and procedures that have or will have significant effect on students" (IVA2_5 AP_3002_Student_Role_In_Shared_Governance). As outlined below, membership of the College Council and all College Council standing committees includes student representatives appointed by the Associated Students. Further, Board Bylaw 2010 on District Governing Board membership, establishes the inclusion of a "Student Trustee" who is elected by the student body of the College (IVA2_6 BB 2010 Board Membership). Board Bylaw 2015 further clarifies the rights of the Student Trustee, establishing that the "Student Member shall be seated with the members of the Board and shall be entitled to attend all non-closed session Board meetings, including receiving all materials presented to the Board members (except for closed session materials) and shall be entitled to participate in the questioning of witnesses and the discussion of issues. The student member shall be entitled to any mileage allowance necessary to attend Board meetings to the same extent as publicly elected trustees" (IVA2_7 BB 2015 Student Member).

AP 3003 ensures the right of the classified staff to be represented by their elected Classified Senate Board in making recommendations to the administration of the College and the Governing Board of the District with respect to policies and procedures that affect or will affect staff in areas of governance structures related to staff, policies for staff professional development activities, and institutional planning and budget development processes (IVA2_8 AP_3003_Classified_Role_In_Shared_Governance).

AP 3004 explains the role of management in participatory governance, represented by the Management Association of Pasadena City College, including the right to consult with the designee of the Governing Board in matters related to management professional development activities, evaluation procedures, hiring procedures, and management wages, hours, and conditions of employment (IVA2_9 AP_3004_Management_Role_In_Shared_Governance).

As discussed in Standard IV A.1, the College Council and its standing committees are the primary groups responsible for participatory-governance recommendations to the Superintendent/President. As stated on the College Council website, the "College Council provides a forum where representatives from all segments of the college will bring issues of collegewide interest" (IVA2_10 Guidelines_for_the_PCC_College_Council). AP 3005 establishes that the "College Council will ensure that there is an inclusive and transparent dialogue on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they

are involved that support the mission of the college" (IVA2_11_AP_3005_Role_of_the_College_Coordinating_Council). The College Council's voting membership includes representatives from all campus constituency groups, including collective bargaining representatives: Superintendent/President, four Academic Senate representatives, one Faculty Association (union) representative, three Associated Students representatives, three Classified Senate representatives, one California Federation of Teachers – classified (CFT) representative; one California School Employees Association (CSEA) representative, one Police Officers Association (POA) representative, one Confidentials representative, one Instructional Dean (appointed by Management Association in consultation with Superintendent/President), and two managers (appointed by Management Association in consultation with Superintendent/President). Non-voting resource members of the College Council include the Chief Student Affairs Officer, Chief Business Officer, Chief Instructional Officer, and a co-chair of each of the nine College Council Standing Committees. The "College Council Guidelines" outlines the functions of the College Council and its standing committees, their membership, and their decision-making processes. The guidelines ensure that "each standing committee will be composed of the membership necessary to inform the work of the committee. Representatives from each constituency group, faculty, administrators, classified staff, and students will be provided representative positions on each standing committee" (IVA2_10 Guidelines_for_the_PCC_College_Council).

Participation of representatives from all College constituency groups is also included in Superintendent/President and administrator hiring decisions. BP 7250 and AP 7250 (Administrator Hiring) outline the membership of administrator hiring committees, and stipulate that there shall be representatives from administration, faculty, classified staff, students, and affected collective bargaining units (IVA2_12_BP_7250_Administrator_Hiring_Procedure, IVA2_13_AP_7250_Administrator_Hiring_Procedure). BB 2431 (Superintendent/President Selection Process) requires representatives from administration, faculty, classified staff, and students on both the application screening committee and the interview committee in the Superintendent/President selection process (IVA2_14 BB 2431 Superintendent President Selection).

Additional input into College decision-making is obtained through the Superintendent/President's advisory committees and councils. The advisory committees and councils represent a broad range of interests and include membership from campus constituencies as well as community members from the Pasadena City College service area. Examples of the advisory committees include the African American Advisory Committee, the Asian and Pacific Islander Advisory Committee, the Latino Advisory Committee, the President's Advisory Council on Education and Facilities Master Planning, the Retirees' Association, and the Parent, Teacher, and Student Association (IVA2_15 President's Advisory Councils & Committees).

Analysis and Evaluation

242

Board Bylaws, Board Policies, Administrative Procedures, as well as College committees and practices, have clearly articulated membership requirements that include wide representation from all relevant constituency groups. Decision-making processes are outlined on the College website as well as in the various documents specific to each committee and council, such as the College Council Guidelines. The College supports the right, both philosophically and in practice, of all affected constituency groups to express their opinions, develop policies and procedures, and participate meaningfully in decision-making at the institution.

> A3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Through Board Policies, Administrative Procedures, and the participatory governance committee structure, the District guarantees substantive participation of administrators and faculty in institutional governance, and substantial voice in institutional policies, planning, and budget. Board Policy (BP) 3000, Shared Governance, clarifies the role of administrators and faculty in institutional governance "through an ongoing consultative process" (IVA3_1 BP 3000). Administrative Procedures (AP) 3001-3004 outline the process for each of the College's constituent groups—faculty (IVA3_2 AP 3001), students (IVA3_3 AP 3002), classified staff (IVA3_4 AP 3003), and management (IVA3_5 AP 3004)—to participate in the participatory governance process. AP 3005 establishes the role and composition of the central body where the individual participatory governance groups convene, College Council (IVA3_6 AP 3005). College Council is chaired by the Superintendent/President and includes members from the Academic Senate (4), the Faculty Association (1), the Associated Students (3), the Classified Senate (3), the respective classified unions (4), and the management (3). Additional regularly attending resource members include the Vice Presidents of Instruction, Student Services and Business, as well as the co-chairs of standing committees, as needed.

The primary responsibilities of College Council are the following:

a) To discuss issues brought from constituent groups

b) To formulate recommendations to the Superintendent/President on campus-wide issues

c) To guide the work of the standing committees

d) To advise the Superintendent/President on the development and review of Board policies and administrative procedures that are neither collective bargaining nor academic and professional matters

e) To advise the Superintendent/President on issues where no existing committee or group exists

f)   To set up ad-hoc committees or groups, when needed, to deal with issues not addressed by the standing committees.

Each of the 12 standing committees of the College Council has faculty and management co-chairs. These 12 standing committees ensure opportunities to gather information from all shared governance groups in areas such as student equity (Student Success Committee), planning (Strategic Planning Committee), budget (Budget and Resource Allocation Committee), program review (Institutional Effectiveness Committee), and technology (District Technology Committee).

The College's process for developing, revising, and adopting Board Policies and Administrative Procedures makes certain that policies are developed and vetted by the appropriate constituent group and that all constituent groups, including faculty and management, have an opportunity to provide input (IVA3_7 Bylaws Procedures Explanation). AP 3001 contains specific language that identifies the role of the Academic Senate to "develop policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board." The Academic Senate further delineates its role in policy development in its bylaws, which state that the Senate will "Represent the District's faculty, as required by state regulations, in negotiations with the Board of Trustees or its designee in order to reach mutual agreement on all policies and procedures involving academic and professional matters as outlined in the CA Education Code, Title 5" (Article 2.1, page 1) (IVA3_8 Academic Senate Bylaws). The Academic Senate membership guarantees substantial representation of the faculty voice by including representation from each of the 13 instructional divisions as well as non-credit faculty and five members of the adjunct faculty. The faculty voice in policy development is also included through subcommittees of the Academic Senate including the Educational Policies Committee, which develops recommendations to bring to the Senate on policies on academic standards, program review, grading, course enrollment management, classroom behavior management, educational program changes, record keeping and forms, and textbooks (IVA3_9 Educational Policies Committee Charge). Any differences of opinion between faculty and the administration regarding policy can be brought to the "Council on Academic and Professional Matters" (CAPM) as a primary body to discuss "items designated as mutual agreement between the Academic Senate and the Board of Trustees, or its designee(s)" (IVA3_10 AP 3006).

In September 2018, College Council approved a new committee, the Strategic Planning Committee, which replaced the former Planning and Priorities Committee. This committee, which is co-chaired by the Academic Senate President and a senior executive appointed by the Superintendent/President, is charged with providing "oversite of the college's integrated planning process that includes development, implementation, and evaluation of the College's annual, master and strategic plans." This committee also provides a forum for members of all constituent groups to provide input on all major planning documents include the Facilities

Master Plan, Technology Master Plan, and the Educational Master Plan (IVA3_11 Guidelines_for_the_PCC_College_Council).

Board Policy 6200 outlines the College's policy on budget preparation, and Board Policy 6250 states the process for budget management. In addition, the College's integrated planning model ensures that planning and budget resource allocation are complementary processes and that all constituents are provided opportunities to participate in the process (IVA3_12 Integrated Planning Model). Each fall, members of the key participatory governance committees involved in both processes including the Strategic Planning Committee, Budget and Resource Allocation Committee, and Institutional Effectiveness Committee (program review), along with representatives from the executive committees of the Academic Senate, Classified Senate, Associated Students, and Management Association participate in the Fall Planning Retreat. These members reconvene in spring for the Annual Budget Retreat. All constituents have additional opportunities to learn about the budget and contribute their opinions through participation on the Budget and Resource Allocation Committee, a subcommittee of College Council which is co-chaired by the Academic Senate President or designee, and the Assistant Superintendent/Vice President, Business and College Services, and whose membership includes three additional members of the faculty and the management, as well as students and classified staff members. Further, the Assistant Superintendent/Vice President, Business and College Services regularly reports on the state of the budget and solicits input from College constituents, including the Academic Senate and administration (IVA3_13_Business and College Service Reports at College Council).

Analysis and Evaluation

Board Policies and Administrative Procedures establish and define clear roles for each of the participatory governance groups, including the faculty and management, to actively participate in institutional governance. Furthermore, Board Policies, Administrative Procedures, College committees, and documented processes clearly establish multiple opportunities for both faculty and managers and other constituent groups to actively participate in the development and revision of school policies, planning, and the budget.

> A4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Pasadena City College places primary responsibility for curricula, student learning programs, and student learning services on faculty and academic administrators. With respect to curricula, this responsibility is codified in Board Policy 4020, Program, Curriculum, and Course Development: "The expertise for curriculum development and innovation resides, though not

exclusively, with the faculty within educational units" (IVA4_1 BP 4020 Program, Curriculum and Course Development).

Per AP 3001 on the faculty role in shared governance, the Academic Senate develops policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include curriculum (including establishing prerequisites and placing courses in disciplines), degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, and processes for program review (IVA4_2 AP 3001 Faculty Role in Shared Governance).

The Curriculum and Instruction Committee ("C&I"), a standing committee of the Academic Senate, is "the college wide group charged with the dispensation of curriculum proposals at Pasadena City College" (IVA4_3 AP 4020 Program, Curriculum, and Course Development). The specific charges of C&I include the following:

- review, evaluate, and approve curriculum proposals and educational programs
- review the requirements for the Associate in Arts Degree, the Associate in Science Degree, Associate in Science (CTE) Degree, the Associate Degree for Transfer, General Education Certification, Majors, Areas of Emphasis, Certificates of Achievement, Occupational Skills Certificates, and in noncredit, Certificates of Completion, Certificates of Competency, and the Adult High School Diploma
- change catalog course descriptions and/or inactivate courses based on the recommendation of faculty
- forward recommendations on curriculum proposals to the Chief Instructional Officer
- complete the C&I curriculum review process in sufficient time for the approval of the C&I actions by the Chief Instructional Officer and the Pasadena College Board of Trustees
- promote a college wide review and study of the literature on curriculum development, discipline placement, and to evaluate innovative proposals generated from any college with the objective of making recommendations to the administration or divisions for curriculum development.

C&I's leadership and membership include a combination of faculty, academic administrators, and campus resource experts.

The Academic Senate's other standing and operational committees also encompass areas of student learning and student services (IVA4_4 Committees - Academic Senate). These committees, via the committee's chair, make recommendations on policy, procedure, and practices directly to the Academic Senate Executive Board for consideration (IVA4_5 Bylaws Of The Academic Senate 10.2.C, page 10). If recommendations are approved by the Academic Senate Board, collegial consultation processes for the purpose of reaching mutual agreement are initiated via the Council on Academic and Professional Matters and/or the College Council.

Standing committees of the College Council also serve as the college wide forums for discussion of educational programs and services. In some cases, representatives from corresponding

Academic Senate subcommittees may serve as members and/or co-chairs of the College Council standing committee. In this way, continuous and collegial dialogue between different campus constituencies is maintained, and recommendations from committees can be vetted by all appropriate groups before final adoption.

Analysis and Evaluation

Through District policies, Administrative Procedures, Academic Senate bylaws, and well-defined committee structures with clear reporting channels, the College ensures that faculty and academic administrators maintain primary responsibility for making recommendations about curriculum, programs, and learning services at the institution. The committee leadership and composition foster meaningful and cooperative dialogue among faculty and academic administrators in curriculum and student learning decisions.

> A5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College has, through institutional Board Policies and Administrative Procedures, ensured appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility. The College has defined clear roles for each of the participatory governance groups, including faculty and management, to actively participate in institutional planning, policy development, curricular changes, and other key considerations for decision-making.

College Council, the primary participatory-governance body for the College, has 12 standing committees that are composed of membership from each constituent group and appropriately reflect the knowledge and expertise to fulfill the charge of each standing committee. As discussed extensively in Standard IV A.1, the College Council has 12 standing committees, each with representatives from faculty, classified, management, and student constituency groups. Each administrative co-chair of the College Council standing committees is appointed by the Superintendent/President of the College, and each faculty co-chair is either appointed by the Academic Senate or serves as the Academic Senate President's designee (IVA5_1 Shared Governance Guidelines, page 5). Administrative members of standing committees are appointed according to expertise, classified members are appointed by the Classified Senate, and faculty members are appointed by the Academic Senate (page 6). This process ensures that the College Council standing committees' members and leadership are selected according to the expertise and criteria each constituency group finds appropriate.

Faculty and classified constituencies both have Senates (Academic Senate, and Classified Senate, respectively) comprised of representatives from the diverse areas within each of those groups. Councils and subcommittees of the College Council and Senates establish more specific purview on college issues and projects so that individuals with particular interests and expertise can contribute more precisely and meaningfully (Standard IV A.4 discusses the purview of several of the subcommittees of Academic Senate and College Council). Further, each committee has formal governing documents which ensure that their representatives are again drawn from diverse and relevant areas of the College, including management, faculty, classified, and student positions. As discussed in Standard IV A.4, Academic Senate has a constitution and bylaws which guarantee representation of each instructional division in Senate, and a process by which members of subcommittees are approved by the Senate Board; as discussed in Standard IV A.1, College Council has a set of approved Guidelines by which members of the College Council standing committees are appointed (IVA5_2 Bylaws Of The Academic Senate).

The membership, responsibilities, and roles of each governing body are established in Board Bylaws for the Board of Trustees and Administrative Procedures for college participatory governance committees. For example, a series of Board Bylaws govern the Board of Trustees:

- BB 2010 (IVA5_3 BB2010 Board Membership),
- BB 2200 (IVA5_4 BB2200 Board Duties and Responsibilities),
- BB 2310 (IVA5_5 BB2310 Regular Meetings of the Board).

The Board ensures respectful consideration of all perspectives through several additional policies, including student membership on the board, representation at board meetings of participatory governance groups, and public participation at Board meetings (IVA5_6_BB2170 Representation by Shared Governance Groups, IVA5_7_BB2345 Public Participation at Board Meetings). Further, as stated on the PCC website, "Prior to taking action, the Board of Trustees consults and gives respectful consideration to the opinions expressed by each section of shared governance." The specific process for this consultation is contained in BP 3000 (IVA5_8_ BP 3000 Shared Governance).

The Academic Senate similarly values the voice and expertise of other governing bodies by including reports from each of the major constituent groups at every meeting (IVA5_9_Senate_Agenda).

As discussed in Standard IV A.2, and more extensively in Standard IV B.6, the Superintendent/President at PCC has institutionalized input from key community members through the establishment of various presidential advisory groups consisting of all constituents, including students and community members. In addition to the long-established President's Latino, African American, and Asian American Advisory groups, the current president recently created an LGBTQ advisory group (IVA5_10_President's Advisory Councils & Committees).

Although each of the governing bodies maintains their individual roles and responsibilities, as described on the Governance and Committees' webpage, the primary group where all policies, procedures, and institutional plans are vetted and recommended to the Superintendent/President before being forwarded to the Board of Trustees, is the College Council (IVA5_11_Governance

[& Committees](#)). The College Council includes student, faculty, classified, and management representatives and provides a space where each of these constituent groups can contribute their perspectives before any policy or plan is moved forward. One of the key responsibilities of the College Council is recommending Board Policies that have gone through the various governing bodies to be moved forward to the Board of Trustees for final approval. The process for the regular review and revision of Board Policies and Administrative Procedures is outlined in Board Bylaw 2410, Board Policies and Administrative Procedures, which specifies the following ([IVA5_12 BB 2410 Board Policies and Administrative Procedures](#)):

Each year the Superintendent/President will notify the appropriate parties of the chapters or specific BBs, BPs or APs to be reviewed.

Responsibility for the review process is as follows:

Chapter 1 – Superintendent/President

Chapter 2 – Superintendent/President and the Board of Trustees

Chapter 3 – Superintendent/President and the Executive Committee

Chapter 4 – Chief Instructional Officer

Chapter 5 – Chief Student Affairs Officer

Chapter 6 – Chief Business Officer

Chapter 7 – Vice President

To further ensure regular policy review, the College, as a subscriber to the Community College League of California (CCLC) Policy and Procedure Service, receives biannual updates with recommended policy and procedure language that help to facilitate the process.

Analysis and Evaluation

There is broad and diverse representation from all constituency groups on college wide participatory governance committees. Representatives are appointed by their respective constituency groups, Senates, or the Superintendent/President of the College, ensuring the expertise of membership and leadership of governance committees. Items vetted through governance bodies are brought before College Council when college wide consideration or action is required, and the College Council makes recommendations to the Superintendent/President for the Board of Trustees' consideration.

> A6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College documents and communicates decision-making processes and resulting decisions in multiple ways to ensure the information is widely communicated across the institution. An overview of the decision-making process for the College is posted to the College's website (IVA6_1 Explanation of Board Bylaws, Policies & Administrative Procedures). Additionally, the administrative procedures discussed previously in Standard IV A outline decision-making purview according to constituency group and the College Council.

Constituency groups are provided a page on the PCC website to post meeting agendas and minutes.

- Academic Senate Meeting Website:(IVA6_2 Senate Board Meeting Website 2019.2020)
- Classified Senate Meeting Website: (IVA6_3_Classified Senate Meeting Website 2019.2020 AY)
- Associated Students Executive Board Meeting Website: (IVA6_4 Associated Students Meetings 2019.2020 AY)
- Board of Trustees Meeting Website: (IVA6_5 Board of Trustees Meeting Website 2019.2020 AY).

Meetings are open to the public and provide the opportunity for public comment, as indicated on all meeting agendas. In addition to posting agendas and minutes, the Board of Trustees posts a link to meetings so that members of the public can watch Board meetings in real-time online, or view past meetings on YouTube (Board of Trustees live link).

Standing committees of the Academic Senate and Associated Students publicly post agendas prior to the meeting, post links to video of meetings, and post minutes from meetings on the respective committee websites. In the case of Academic Senate, these committees, via the committee's chair, make recommendations on policy, procedure, and practices directly to the Academic Senate Executive Board for consideration, in accordance with Academic Senate bylaws (IVA6_6 Academic Senate Bylaws, Bylaw 10.2.C, page 10; IVA6_7_Committees_Academic_Senate).

College Council, the college wide deliberative body responsible for making recommendations to the Superintendent/President of the College, also posts agendas and minutes on the College website per the shared governance guidelines (IVA6_8 Truncated College Council Guidelines Webpage). Minutes of College Council meetings include action taken on any voting item, and most meetings are also recorded, with the video posted to the committee's website (IVA6_9 College Council Meeting Website 2018.2019 AY, IVA6_10 College Council Meeting Website 2019.2020 AY). Standing committees of the College Council also have their own webpage (IVA6_11 College Council Standing Committees). The Office of Strategic Communications and Marketing provides regular email newsletters (Inside PCC) to inform the campus community of campus events, items of interest, and meeting dates and locations of all major shared governance deliberative bodies (IVA6_12 Inside PCC Newsletters). The Office of Strategic Communications and Marketing also issues a monthly email update about actions taken at the Board of Trustees meetings (IVA6_13_BOT_Emails).

Analysis and Evaluation

Through Administrative Procedures, Academic Senate bylaws, committee guidelines, and well-defined committee structures with clear reporting channels, the College ensures that all members of the campus community are able to understand decision-making processes at the College. Each deliberative body posts agendas and meeting minutes to the College website so that members of the public remain informed of any action taken during meetings. Meetings are open to the public and provide time for public comment. College Council meetings and the Board of Trustees' meetings are recorded and viewable online. The institution uses college wide email communication to regularly update the campus community of decisions and upcoming meetings.

> A7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Pasadena City College is committed to regular evaluation of the governance and decision-making structures and processes. The College widely communicates the results of these evaluations and uses them for improving institutional effectiveness. BB 2745 outlines the procedure for the self-evaluation of the Board of Trustees (IVA7_1 BB 2745 Board Self-Evaluation). An instrument to guide this annual process was adopted in 2016 and has been used for annual self-evaluation (IVA7_2_BoT Self Assessment Tool). The Board discusses the results of their self-evaluation in a public meeting (IVA7_3_Summary_Report_Board_Self_Assessment_2018-2019).

PCC's major participatory governance bodies take responsibility for regularly evaluating their performance and effectiveness. The Academic Senate creates annual goals at their fall retreats and evaluates their progress on those goals at Senate meetings. During the Spring Senate Retreat, the Academic Senate engages in a self-evaluation of its own values based on a "competing values" framework, and the extent to which the Senate wishes to change its "values emphasis" in the future (IVA7_4 Academic Senate Agenda 2.25.19, page 2; IVA7_5 Senate Spring Retreat Item C; IVA7_6 Senate Self-Assessment of Competing Values, IVA7_7 Future Goals Assessment Tool for Senate Competing Values Framework). The Academic Senate Executive Committee is evaluated by the Senate body half-way through the Executive Committee's term (each term is one year) at the Spring Senate Retreat, and the Executive Committee reports and uses the results to make changes to their procedures (IVA7_8 Mid-Year Evaluation Tool of Senate Executive Committee, IVA7_9 4.08.19 Academic Senate Agenda, Item F2 and IVA7_10 Share Out Senate Agenda 4.8.19 Item F2).

The College Council has created a system for annual evaluations of each of its 12 standing committees (IVA7_11 Standing Committee Self-Evaluation Tool). Each committee reviews the results of their assessment and uses it to guide processes and goals for the next academic year. (IVA7_12 2016-2017.Sample.Committee Evals, IVA7_13 2017-2018.Sample.Committee Evals, IVA7_14 2018-2019.Sample.Committee.Evals).

Board Bylaw 2410 provides guidelines for review of Board Policies and Administrative Procedures (IVA7_15 BB 2410). Furthermore, the Campus Climate Survey is administered regularly, and results are posted to the College's website (IVA7_16 HEDS Diversity and Equity Climate Survey Results 2018; IVA7_17 2016 Campus Climate Survey Summary:IVA7_18 2017 Campus Climate Survey Summary). The results are used to guide changes in governance structures and decision-making processes and communication practices. For example, responses from the 2015 Campus Climate Survey indicating a lack of understanding of the budgeting and resource allocation processes resulted in the institutionalization of the Spring Budget Retreat, which has been held since 2016. In 2017, seven questions were added to the Campus Climate Survey to study the relationship between employees and senior leadership.

In response to concerns expressed in the survey by faculty and staff regarding communication, College Council meetings are now recorded and can be viewed on the College website. Additionally, the Office of Strategic Communication and Marketing sends out updates via email to all campus constituency groups immediately following every Board of Trustees meeting on actions taken and general information conveyed during the meeting.

To address faculty and staff concerns over senior leadership showing genuine interest in the well-being of faculty, administration and staff, the previous Superintendent/President began holding monthly town hall meetings; the current Superintendent/President holds dedicated office hours for all constituency groups at all campus locations and has a clear "open door" policy. The College's self-evaluation processes, including self-assessment, surveys of constituencies, and regular review and update of policies and Administrative Procedures, are working to assist the College in continuously improving its governance practices.

Analysis and Evaluation

Board Policies and Administrative Procedures ensure regular evaluation of administrative leadership. The Campus Climate Survey ensures a comprehensive evaluation of all governance structures and processes, and individual governance constituents regularly conduct their own evaluations.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The PACCD institutional and district leadership support and contribute to the College's equity-minded learning environment for all members of the college community. The shared governance structures promote an environment of collaboration, empowerment, and institutional excellence. Pasadena City College is dedicated to meaningful participation of all constituencies to assist in

decision making for the college. The College adheres to policies and procedures to organize and clearly define each constituency group's role in institutional governance. The Academic Senate, Classified Senate, Associated Students, and Management Association each contribute independently to this collaborative process, and each group is represented on College Council, which serves as the primary body responsible for ensuring timely decision making and recommendations to the Superintendent/President of the College and the Board of Trustees. Decisions, plans, and actions are widely communicated to the college community through public posting of committee agendas, meeting minutes, and updates on each respective committee's portion of the PCC website. Leadership effectiveness, and the institutions' governance and decision-making policies, procedures, and processes are all subject to regular evaluation to serve as the basis for continuous improvement.

Improvement Plan(s)

None.

Standard IV.A. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
College Goals 2014-2017	IVA1_1 College_Goals_2014-2017.pdf
Representation by Shared Governance Groups	IVA1_2_BB_2170_Representation by Shared Governance Groups.pdf
College Council Guidelines	IVA1_3 College_Council_Guidelines.pdf
AP 3005 College Council	IVA1_4_AP_3005_College_Council.pdf
Committee Evaluation Reports	IVA1_5_2016-2019_Committee_Evaluation_Reports.pdf
Council on Academic and Professional Matters-Meetings	IVA1_6 Council on Academic and Professional Matters.pdf
Annual Update Template for Instructional Departments	IVA1_7_Annual_Update_Template.pdf
End of Year Summary-Strategic Planning Standing Committee	IVA1_8 2019-6-28-End-of-Year-Summary.pdf
Call for Proposal FLEX Breakout Sessions Fall 2019	IVA1_9 Call for proposal FLEX Breakout Sessions Fall 2019.pdf
Student Services Retreat PCC November 2018 Agenda Warm Up Instructions	IVA1_10 Student Services Retreat PCC November 2018.pdf
PCC's Lancer Pantry Food Resource	IV A1_11_Lancer_Pantry.pdf
Email for Consolidating Efforts Helping formerly Incarcerated Students	IVA1_12 Email for Consolidating Efforts Helping Formerly Incarcerated Students.pdf
Lunch and Meeting RE: Support for Men of Color	IVA1_13 Lunch and Meeting Re_ Support for Men of Color.pdf

SSF-SAF 2018-2019	IVA1_14 SSF-SAF 2018-2019.pdf
BP 3000	IVA2_1 BP_3000_Shared_Governance.pdf
Board Bylaws, Policies, Administrative Procedures	IVA2_2 Board Bylaws, Policies Administrative Procedures.pdf
AP 3001 Faculty Role in Shared Governance	IVA2_3 AP_3001_Faculty_Role_In_Shared_Governance_2016.pdf
AP 3006 The Role of the Council on Academic and Professional Matters	IVA2_4_AP_3006_The_Role_of_the_Council.pdf
AP 3002 Student Role in Shared Governance	IVA2_5 AP_3002_Student_Role_In_Shared_Governance.pdf
BB 2010 Board Membership	IVA2_6 BB 2010 Board Membership.pdf
BB 2015 Student Member	IVA2_7 BB 2015 Student Member.pdf
AP 3003 Classified Role in Shared Governance	IVA2_8 AP_3003_Classified_Role_In_Shared_Governance.pdf
AP 3004 Management Role in Shared Governance	IVA2_9 AP_3004_Management_Role_In_Shared_Governance.pdf
Guidelines for the PCC College Council	IVA2_10 Guidelines_for_the_PCC_College_Council.pdf
AP 3005 Role of the College Coordinating Council	IVA2_11_AP_3005_Role_of_the_College_Coordinating_Council.pdf
BP 7250 Administrator Hiring	IVA2_12_BP_7250_Administrator_Hiring_Procedure.pdf
AP 7250 Administrator Hiring	IVA2_13_AP_7250_Administrator_Hiring_Procedure.pdf
BB 2431 Superintendent President Selection	IVA2_14 BB 2431 Superintendent President Selection.pdf

President's Advisory Council & Committees	IVA2_15_President's Advisory Councils & Committees.pdf
BP 3000	IVA3_1 BP 3000.pdf
AP 3001	IVA3_2 AP 3001.pdf
AP 3002	IVA3_3 AP 3002.pdf
AP 3003	IVA3_4 AP 3003.pdf
AP 3004	IVA3_5 AP 3004.pdf
AP 3005	IVA3_6 AP 3005.pdf
Bylaws Procedure Explanation	IVA3_7 Bylaws Procedures Explanation.pdf
Academic Senate Bylaws	IVA3_8 Academic Senate Bylaws.pdf
Educational Policies Committee Charge	IVA3_9 Educational Policies Committee Charge.pdf
AP 3006	IVA3_10 AP 3006.pdf
Guidelines for the PCC College Council	IVA3_11 Guidelines_for_the_PCC_College_Council.pdf
Integrated Planning Model	IVA3_12 Integrated Planning Model.pdf
Sample of College Council Minutes	IVA3_13_Business and College Service Reports at College Council.pdf
BP 4020 Program, Curriculum and Course Development	IVA4_1 BP 4020 Program, Curriculum and Course Development.pdf
AP 3001 Faculty Role in Shared Governance	IVA4_2 AP 3001 Faculty Role in Shared Governance.pdf
AP 4020 Program, Curriculum, and Course Development	IVA4_3 AP 4020 Program, Curriculum, and Course Development.pdf

Committees - Academic Senate	IVA4_4 Committees - Academic Senate.pdf
Bylaws of the Academic Senate of the Pasadena Area Community College District	IVA4_5 Bylaws Of The Academic Senate.pdf
Shared Governance Guidelines	IVA5_1 Shared Governance Guidelines.pdf
Bylaws of the Academic Senate of the Pasadena Area Community College District	IVA5_2 Bylaws Of The Academic Senate.pdf
BB2010 Board Membership	IVA5_3 BB2010 Board Membership.pdf
BB2200 Board Duties and Responsibilities	IVA5_4 BB2200 Board Duties and Responsibilities.pdf
BB2310 Regular Meeting of the Board	IVA5_5 BB2310 Regular Meetings of the Board.pdf
BB2170 Representation by Shared Governance Groups	IVA5_6_BB2170 Representation by Shared Governance Groups.pdf
BB2345 Public Participation at Board Meetings	IVA5_7 BB2345 Public Participation at Board Meetings.pdf
BP 3000 Shared Governance	IVA5_8_ BP 3000 Shared Governance.pdf
Sample Academic Senate Agenda	IVA5_9_Senate_Agenda.pdf
President's Advisory Councils & Committees	IVA5_10 President's Advisory Councils & Committees.pdf
Governance & Committees	IVA5_11_Governance & Committees.pdf
BB 2410 Board Policies and Administrative Procedures.	IVA5_12_BB 2410 Board Policies and Administrative Procedures.pdf
Explanation of Board Bylaws, Policies & Administrative Procedures - Office of Institutional Effectiveness - Pasadena City College	IVA6_1 Explanation of Board Bylaws, Policies & Administrative Procedures.pdf
Senate Board Meeting Website 2019.2020	IVA6_2 Senate Board Meeting Website 2019.2020.pdf

Classified Senate Meeting Website 2019.2020 AY	IVA6_3_Classified Senate Meeting Website 2019.2020 AY.pdf
Associated Students Meetings 2019.2020 AY	IVA6_4 Associated Students Meetings 2019.2020 AY.pdf
Board of Trustees Meeting Website 2019.2020 AY	IVA6_5 Board of Trustees Meeting Website 2019.2020 AY.pdf
Academic Senate Bylaws	IVA6_6 Academic Senate Bylaws.pdf
Committees - Academic Senate	IVA6_7_Committees_Academic_Senate.pdf
Truncated College Council Guidelines Webpage	IVA6_8 Truncated College Council Guidelines Webpage.pdf
College Council Meeting Website 2018.2019 AY	IVA6_9 College Council Meeting Website 2018.2019 AY.pdf
College Council Meeting Website 2019.2020 AY	IVA6_10 College Council Meeting Website 2019.2020 AY.pdf
College Council Standing Committees	IVA6_11 College Council Standing Committees.pdf
Inside PCC Newsletters	IVA6_12 Inside PCC Newsletters.pdf
Emails from the Office of Strategic Communications and Marketing about actions taken at the Board of Trustees meetings	IVA6_13_BOT_Emails.pdf
Board Policy 2745 -Board self-evaluation	IVA7_1 BB 2745 Board Self-Evaluation.pdf
BoT Self-Assessment Tool	IVA7_2_BoT Self Assessment Tool.pdf
BoT Self-Assessment Results	IVA7_3_Summary_Report_Board_Self_Assessment_2018-2019.pdf
Academic Senate Agenda	IVA7_4 Academic Senate Agenda 2.25.19.pdf

Senate Spring Retreat	IVA7_5 Senate Spring Retreat Item C.pdf
Senate Self-Assessment of Competing Values Brief Explanation of Values Quadrants	IVA7_6 Senate Self-Assessment of Competing Values.pdf
Future Goals Assessment Tool for Senate Competing Values Framework	IVA7_7 Future Goals Assessment Tool for Senate Competing Values Framework.pdf
Mid-Year Evaluation Tool of Senate Executive Committee	IVA7_8 Mid-Year Evaluation Tool of Senate Executive Committee.pdf
Academic Senate Agenda 4.08.19	IVA7_9 4.08.19 Academic Senate Agenda.pdf
Share Out Senate Agenda 4.8.19: Item F2 Executive Committee Eval Results on Communication	IVA7_10 Share Out Senate Agenda 4.8.19 Item F2.pdf
Annual evaluation of standing committees	IVA7_11 Standing Committee Self-Evaluation Tool.pdf
CC and Standing Committee Evaluation Summaries	IVA7_12 2016-2017.Sample.Committee Evals.pdf
CC and Standing Committee Evaluation Summaries	IVA7_13 2017-2018.Sample.Committee Evals.pdf
CC and Standing Committee Evaluation Summaries	IVA7_14 2018-2019.Sample.Committee.Evals.pdf
Board Bylaw 2410 Board Policies and Administrative Procedures	IVA7_15_BB_2410.pdf

HEDS Diversity and Equity Climate Survey Results	IVA7_16 HEDS Diversity and Equity Climate Survey Results 2018.pdf
2016 Campus Climate Survey Summary	IVA7_17 2016 Campus Climate Survey Summary.pdf
2017 Campus Climate Survey Summary	IVA7_18 2017 Campus Climate Survey Summary.pdf

B. Chief Executive Officer

> B1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Superintendent/President is the Chief Executive Officer of the College and has primary responsibility for the quality of the College. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Bylaw 2430, Delegation of Authority to the Superintendent/President, delegates full responsibility and authority to the Superintendent/President to operate the College within relevant laws and regulations and to execute the duties and powers needed to achieve the College's goals and fulfill its mission (IVB1_1_BB_2430).

Board Bylaw 2410, Board Policies and Administrative procedures, identifies the responsibilities of the Superintendent/President to develop, recommend, and implement Board Policies that relate to the quality of the institution (IVB1_2_BB_2410).

The Superintendent/President position description outlines the qualifications, skills, and abilities required to lead the institution, including: "Leads with attention to continuous improvement of institutional effectiveness that is grounded in: clear vision, effective planning and budget prioritization, on-going assessment of student learning and other institutional outcomes, and motivation of people to perform at their best." Additionally, the position description for the Superintendent/President states that the Superintendent/President needs to demonstrate the ability to be "successful in establishing effective organizational structures, attracting qualified individuals to leadership positions, and supporting them in their work, without micromanagement and with opportunities for continuing professional development" (IVB1_3_Presidential_Search).

The Superintendent/President is responsible for developing and implementing the major planning documents for the College that will lead to institutional improvement. In 2017, under the direction of the Superintendent/President, the College began a campus-wide review of the mission statement in preparation for a new Educational Master Plan (EMP), the College's strategic planning document (IVB1_4_Mission_Statement_Formal_Review). In March 2019, the Board approved the Mission statement recommended by the Superintendent/President. (IVB1_5_3.20.2019_Board_Meeting_Minutes). The College then embarked on the development of a new Educational Master Plan (EMP) that was recommended to the Board of Trustees by the

Superintendent/President in March of 2020 for approval
([IVB1_6_BOT_Meeting_Minutes_3.18.20](#)).

As the EMP was being finalized, the Superintendent/President oversaw the development of the Facilities Master Plan (FMP) in Summer 2019. The College re-engaged the consultants who had begun the FMP in 2014 and began meetings with constituency groups in August 2019. The FMP was developed throughout Fall 2019, and then it was vetted through the College's participatory governance committees and with various community groups. A final version of the FMP was reviewed at a Town Hall and then formally approved by the Board of Trustees in May 2020. ([IVB1_7_BOT_Meeting_Minutes_5.20.20](#)).

With respect to budgeting, the Superintendent/President's job description states that "in light of the new funding formula for California Community Colleges, [the Superintendent-President shall] act effectively and creatively with the fiscal constraints and budget uncertainties associated with the evolving funding models" (page 3). This responsibility includes ensuring that the tentative budget is presented to the Board for approval each June, that a balanced budget is presented to the Board for approval each September, and that the College maintains a board-approved 18% Reserve. The Superintendent/President schedules the Board of Trustees Audit and Finance Committee meetings on a regular basis to ensure that the Board is prepared to review all financial reports, audits, and the tentative and final budgets in order to recommend approval to the full Board in accordance with required deadlines.

The Superintendent/President is charged with the responsibility for the selection and development of College personnel. The Superintendent/President job description makes clear that the CEO shall oversee efforts to "optimize the effectiveness of PCC's human capital, developing skills and talents to increase the effectiveness of administrators, faculty, and staff, through periodic assessment, professional development, adaptation of the organizational structure, and expansion of resources" (page 3). All proposed permanent full-time classified and management employees are reviewed by the Superintendent/President who recommends personnel selections to the Board of Trustees for final approval. This ensures that all staffing decisions are consistent with the College's organizational structure and are within the College's available unrestricted and restricted funds. All full-time faculty positions are prioritized through an Academic Senate hiring prioritization process and interviewed by the Superintendent/President before recommendations to the Board of Trustees for final approval.

Administrative Procedure 7250, Administrator Hiring Procedure, ([IVB1_8_AP_7250](#), page 1) stipulates that the Superintendent/President has purview over the following:

- approval of the job description for a vacant or newly created administration position and authorization of a search
- exercise discretion to move and appoint an incumbent permanent administrator to another lateral administrative position
- appoint the hiring committee chair and three administrative members to the hiring committee

- interview final candidates, and select the finalist for recommendation to the Board of Trustees.

Administrative Procedure 7210 Academic Employee Hiring gives the Superintendent/President authority over the final selection of all full-time faculty through interviewing the final candidate and making his/her/their final recommendation to the Board of Trustees (IVB1_9_AP_7210).

The Superintendent/President of the College chairs College Council, which is the primary participatory governance committee responsible for recommendations to the Superintendent/President to bring before the Board of Trustees in matters pertaining to strategic planning, use of facilities, the College budget, recommendations for improvement via program and institutional review, student success initiatives, and professional development initiatives (IVB1_10_College_Council_Guidelines).

The Superintendent/President ensures the professional development of College personnel by collaborating on the delivery of professional development activities throughout the academic year. The Superintendent/President participates in the College's professional development activities at each Fall and Spring Professional Development Day, in addition to participating in the Spring Professional Development Day for classified staff (IVB1_11_PD_Day_Flyer). The Superintendent/President relies upon the Director of Professional Development to assist in creating activities for faculty, staff and administration. The Superintendent/President models a commitment to Professional Development by participating in external professional development activities, and by holding monthly workshops on leadership development in the College's Freeman Center for Career and Completion (IVB1_12_MiLD Workshop Flyer).

Analysis and Evaluation

The Superintendent/President provides leadership and oversight in planning, organizing, and budgeting, and the selection and professional development of College personnel. The Superintendent/President, as stipulated in Board Bylaws, Superintendent/President job description, and administrative procedures, bears primary responsibility for institutional effectiveness.

> B2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purposes, size, and complexity. PCC's

Superintendent/ President delegates authority to administrators and others consistent with their responsibilities.

Through Board Bylaws the College Superintendent/President is given the authority to oversee the organization and structure of the College (IVB2_1_BB_2430_Delegation_of_Authority_to_the_Superintendent_President). The College's administrative organizational chart details administrative personnel and reporting lines that all lead to the Superintendent/President (IVB2_2_District_Administrative_Staffing_and_Functional_Chart).

Board Policies delegate authority over College administration to the Superintendent/President, who, in turn, is empowered to delegate authority to the appropriate designees. For example, the Board delegates authority over business and fiscal matters to the Superintendent/President and his/her/their designee and the Superintendent/President is responsible for approving the job descriptions of all administrators (IVB2_3_BP_6100, IVB2_4_AP_7250).

The Superintendent/President is responsible for the effectiveness of College administrators as measured through the annual administrator evaluation process, which focuses "primarily on the progress the College has made on the approved Educational Master Plan in effect at the time of the evaluation" (IVB2_5_BP_7150).

The Superintendent/President meets regularly with the Executive Committee of the College and meets monthly with the entire management team of the College. Furthermore, the Superintendent/President holds monthly open office hours for classified staff, faculty, and students at PCC Colorado campus, PCC Rosemead, and PCC Foothill.

Analysis and Evaluation

The Superintendent/President has authority over an administrative structure that is appropriate for the scale, mission, and complexity of the College. The Superintendent/President regularly works with campus constituencies to evaluate the administrative staffing needs and effectiveness of the institution. The Superintendent/President delegates authority to the appropriate administrators and evaluates those administrators based on the mission and goals of the College.

> B3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high-quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The Superintendent/President guides institutional improvement of the teaching and learning environment at Pasadena City College. Through a collegial process, the College Council discusses and approves all recommendations from standing committees and Senates. These recommendations include College ethics policies and procedures, institutional priorities, and goals. The College Council is chaired by the Superintendent/President, and per Administrative Procedure 3005, College Council membership includes representatives from all participatory governance groups (Academic Senate, Classified Senate, Associated Students, and Management Association), as well as collective bargaining units, such as the Faculty Association (IVB3_1_College_Council_Guidelines, page 3; IVB3_2_AP_3005). Under the leadership of the Superintendent/President and through the regular dialogue in meetings at College Council, the Superintendent/President ensures that there is an inclusive and transparent dialogue on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the college.

Two standing committees of the College Council are responsible for making recommendations to the College Council on institutional performance standards for student achievement: the Strategic Planning Committee and the Accreditation Standing Committee. The Superintendent/President appoints the administrative co-chair of both committees, ensuring the establishment of student-performance standards (IVB3_1_College_Council_Guidelines). Both committees rely on the expertise of their respective committee members, which includes significant input from the Academic Senate leadership (including the Academic Senate President, who serves as the faculty co-chair of both committees) and the Executive Director of Institutional Effectiveness (who serves as the administrative co-chair of both committees, as appointed by the Superintendent/President, page 5).

Additional input is sought from other standing committees of the College Council, such as the Institutional Effectiveness Committee and the Student Success Committee. Under the Superintendent/President's leadership, the College Council is the final body that approves performance standards for recommendation to the Superintendent/President, who then may elect to make those recommendations to the Board of Trustees when necessary (pages 3 and 4). The Superintendent/President bears primary responsibility for ensuring that the College sets institutional performance standards via a process of collegial consultation and analysis of reliable data.

The Superintendent/President assumes primary leadership by appointing the administrative co-chairs of all College Council standing committees. In all committees, internal data (retention, success, equity, resource allocation) and external data (environmental scans, external surveys, and labor market information) are used as the basis for decision making. For example, when creating the Local Vision for Success Goals, which serve as the basis of the College's Educational Master Plan at the direction of the Superintendent/President, both historical college success and equity data were used, as well as environmental scans of the demographics of the

District's service areas (IVB3_3_Strategic_Planning_Committee_Meeting_Minutes_11.26.18, IVB3_4_Strategic_Planning_Committee_Meeting_Minutes_3.18.19). Data are presented to the Superintendent/President when standing committees bring forward recommendations to the College Council so that the council understands the context and rationale for all recommendations by standing committees. These data are embedded in presentations on recommendations, as well as in the reports from the Vice President of Instruction, the Vice-President of Student Services, and the Vice-President of Administrative Services. These reports are normal standing items on every College Council agenda. Additionally, data sets provided by the Office of Institutional Effectiveness are used in Executive Committee meetings. Executive Committee is chaired by the Superintendent/President, and includes all executive administrators, including the Executive Director of Institutional Effectiveness (IVB3_5_Agendas_from_Exec).

The Superintendent/President ensures that the allocation of resources supports and improves learning and achievement by working within the process outlined in Board Policies and Administrative Procedures. Instructional programs and administrative units across the College submit Annual Updates, which include analysis of completion and equity data, plans for program improvement, and resource requests that include analysis of how resource augmentation would affect program equity, access, and success. The Annual Updates include specific requests for personnel, equipment, facilities, and professional development needs. The Annual Updates are the basis of requests submitted by administrative units to the Superintendent/President for inclusion in the annual Budget Retreat, where general fund resource request prioritization occurs. The Superintendent/President participates in the annual resource allocation process by prioritizing requests within the areas that report directly to her. Those prioritizations are submitted for review at the annual Budget Retreat. The integrated planning process is captured in AP 3250 (IVB3_6_AP_3250).

Analysis and Evaluation

The Superintendent/President ensures high-level oversight of all planning, resource allocation, and goal setting. The Superintendent/President leads the College in collaborative decision-making processes, which include representatives from all constituency groups on campus, based on internal and external data.

> B4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President has the primary leadership role for accreditation ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards and Commission polices at all times. Board Policy 3200 Accreditation maintains that the Superintendent/President has the primary leadership role for accreditation, stipulating the following (IVB4_1_BP_3200):

- The Superintendent/President shall establish procedures to ensure that the process for institutional accreditation is in compliance with the Accreditation Standards as set forth by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges and this Policy.
- The Superintendent/President shall ensure the District complies with the accreditation process and standards of the ACCJC and of other District programs that seek special accreditation.

BP 3200 further stresses the importance of collegial consultation in accreditation processes, stating that the College shall have "procedures to maximize the effectiveness of the accreditation process and promote the participation of the campus community in that process."

Administrative Procedure 3200 Accreditation, outlines the roles and responsibilities of the Accreditation Standing Committee (ASC) and its membership. The ASC is a participatory governance committee with representatives from all constituent groups at the College (IVB4_2_AP_3200). The ASC is a standing committee of College Council which is chaired by the Superintendent/President. The Superintendent/President appoints the Accreditation Liaison Officer (ALO), who co-chairs the ASC with the Faculty Accreditation Coordinator (FAC), and the Superintendent/President appoints two executive level administrators to serve on the ASC.

As part of the Professional Development Day in fall 2019, the Superintendent/President discussed accreditation as one of the four areas of focus for the upcoming academic year, and faculty and staff participated in a professional development session entitled "Accreditation is Everyone's Business," facilitated by the Accreditation Liaison Officer and former Faculty Accreditation Coordinator (IVB4_3_PCC_Professional_Development_Day_Fall_2019, page 4). The Superintendent/President maintains a high degree of accreditation expertise by continually agreeing to Chair comprehensive visits to other colleges accredited by the ACCJC and by making presentations at ACCJC and accreditation-related conferences.

Analysis and Evaluation

PCC Board Policy 3200 Accreditation outlines the Superintendent/President's primary leadership role and responsibility for accreditation. This leadership is codified in Administrative Procedures 3200 Accreditation in which the Superintendent/President appoints the Accreditation Liaison Officer and executive members to the Accreditation Standing Committee. College Council and several standing committees regularly connect their work to ensure the College meets accreditation standards. The leadership of the Academic Senate, Classified Senate, and the Management Association at the College are members of the Accreditation Standing Committee, and the College provides professional development on accreditation to the campus community.

B5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Superintendent/President assures the implementation of statues, regulations and governing board policies that assure institutional practices are consistent with the College's mission and polices, including effective control of the College's budget and expenditures. Board Bylaw 2430, Authority of the Board Delegated to the Superintendent/President, specifically delegates full responsibility and authority to the Superintendent/President to carry out the College's policies, to ensure compliance with all relevant laws and regulations, and to specify administrative rules and regulations essential to the implementation of policies, statues, laws and regulations (IVB5_1_BB_2430). The Superintendent/President remains diligently aware of governing board policies and goals by attending monthly Board of Trustees meetings, Board subcommittee meetings, and ad hoc committee meetings of the governing board. Additionally, the Superintendent/President serves as the secretary on the Board of Trustees

The Superintendent/President uses monthly meetings of the College Council and weekly meetings of the Executive Committee as the vetting ground for recommendations, and to ensure that institutional practices and expenditures align with policies and procedures (IVB5_2_Executive_Committee_Agendas, IVB5_3_CC_Agendas). As indicated in Administrative Procedure 3250, Integrated Planning, "Planning and decision-making processes are guided by the College mission and strategic plans" via the College Council, chaired by the Superintendent/President (IVB3_6_AP_3250). To ensure that College Council decisions are guided by the overall mission of the College, the mission statement of the College prominently appears at the top of every College Council meeting agenda (IVB5_3_CC_Agendas).

To ensure that expenditures align with the College's mission and priorities, all resource requests made through the Annual Update process must explain the way in which the request advances institutional priorities as derived from the College's mission statement: 1. Exceptional Academic Programs and Delivery, 2. Equity-Minded Learning Community, 3. Campus Engagement and Environment, 4. Customized Student Support.

The Superintendent/President ensures budget and College expenditures align with College goals and complies with regulations and laws by working with the Assistant Superintendent/Vice-President of Business and Administrative Services, who serves as the Superintendent/President's designated administrative co-chair of the Budget and Resource Allocation Committee (BRAC), a standing committee of College Council. Working within the College's participatory governance structures, BRAC meets monthly, includes membership from all constituency groups on campus, posts public agendas and minutes in conformity with College Council Guideline. Furthermore, BRAC discusses draft budgets, recommended Board policies, state regulations and initiatives

that may impact College funding ([IVB5_4_BRAC_Agenda_8.22.19,](#) [IVB5_5_BRAC_Agenda_9.26.19](#)).

The Superintendent/President ensures that regular updates regarding the budget are included in weekly Executive Committee meetings, monthly Management Team meetings and College Council meetings ([IVB5_6_SP_ Advisory_Committees_Screenshot](#)). The Superintendent/President ensures that the Board is informed about the budget on a regular basis and in advance of being asked to approve the tentative and final budgets ([IVB5_7_Board_Minutes_on_Budget](#)).

Analysis and Evaluation

The Superintendent/President assures adherence to statutes and regulations by delegating responsibilities and overseeing administrators that have expertise in their areas of oversight. The Superintendent/President attends a regular meeting of the Board of Trustees as well as all subcommittee meetings. The Superintendent/President chairs the College Council committee and reviews all budget requests prioritized through the Annual Update process.

> B6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/ President works and communicates effectively with the communities served by the College. The College serves communities in Los Angeles County, including Pasadena, Arcadia, Sierra Madre, Altadena, Rosemead, South Pasadena, La Canada/Flintridge, Temple City, and North El Monte ([IVB6_1_PCC_Service_Area_Map](#)). In addition to attending Rotary meetings and delivering speeches about Pasadena City College, education, and leadership, the Superintendent/President works closely with these communities through various partnerships, including advisory councils/committees, community events, and educational events. President's advisory committees, associations, and memberships include the following:

- The African American Advisory Committee strives to help increase enrollment of African American students at PCC as well as improve the academic performance, retention rate, and transfer rate of African American students at PCC ([IVB6_2_President's_African_American_Advisory_Committee](#)).
- The Asian and Pacific Islander (API) Advisory Committee's mission is to support PCC's commitment to the life-long learning goals of Asian and Pacific Islander students and community members ([IVB6_3_Asian_American_and_Pacific_Islander_Advisory_Committee](#)).
- President's Latino Advisory Committee strives to help enhance the educational success of Latino students at PCC. It is comprised of both community members and PCC faculty

and staff. It discusses success rates of Latinx students, diversity of faculty/staff hiring, campus events to enhance the educational experiences of Latinx students, and community events that strengthen the relationship between the College and the surrounding community (IVB6_4_President_Latino_Advisory_Committee).

- Veterans' Advisory Committee to the Superintendent/President. This a new advisory committee has membership from organizations that support veterans in the community, which has resulted in additional resources and services for PCC's student veterans.
- LGBTQ Advisory Committee to the Superintendent/President serves to identify the needs of LGBTQ+ students, staff, and faculty at PCC.
- PCC Parent, Teacher, and Student Association (PTSA) is one of only two PTSAs based on a community college campus. The PCC PTSA is dedicated to supporting the mission of the College, serving the needs of students, and advocating for the College in the community (IVB6_5_Parent_Teacher_and_Student_Association).
- Pasadena City College Retirees Association is a non-profit organization. Its purposes are to contribute to the mission of the College and to contribute to the fellowship and the intellectual interests of its members, as well as to provide scholarships to students, and contribute to each new Superintendent/President's knowledge of the institutional history of the College (IVB6_6_Retirees_Association_Home_Page, example: IVB6_7_Retirees_Newsletter_APR_2019).
- California Community College Athletic Association (CCCAA) board, strengthening the College's relationship to the larger athletics community in the California Community College system (IVB6_8_CCCAA_Board_Roster_and_Committee_Makeup).
- LGBTQ Presidents in Higher Education, a national organization whose mission includes "education and advocacy regarding LGBTQ+ issues within the global academy and for the public at large" (IVB6_9_LGBTQ_Presidents_in_Higher_Education_Homepage).
- Intelecom Board of Directors - the Superintendent/President serves as a member of the Board, an organization whose mission includes "a shared vision for success, we work to develop an understanding of common needs and opportunities, and to offer solutions that individual colleges might not be able to afford but which colleges working collectively can benefit from" (IVB6_10_Homepage_Who_We_Are_Intelecom_Learning).
- Board of Directors of Pasadena Bioscience. The Superintendent/President serves as a member of the Board which is, "a non-profit organization focused on economic development and job creation in Southern California that encourages the growth of an innovative biotechnology industry" (IVB6_11_Homepage_Pasadena_Bio).
- Civitas Club, an organization whose mission includes fostering civil discussion among a diverse and dynamic group of people who want to make a positive difference in the community. The Superintendent/President serves as a member of this organization. (IVB6_12_Civitas_Homescreen).
- Pasadena Rotary. The Superintendent/President is a member.
- San Gabriel Valley Economic and Workforce Development. The Superintendent/President is a member.

Through a variety of community service organizations, the Superintendent/ President works and communicates effectively with the communities served by the institution (IVB6_13_Community_Events).

Analysis and Evaluation

The Superintendent/President extensively engages the local, statewide, and national communities, all of which are connected to Pasadena City College through directly serving students and forging connections within the broader community. Her participation in these various organizations reinforces the College's prominence as a nationally recognized institution of higher learning.

Conclusions on Standard IV.B.

The Superintendent/President provides effective leadership for the College and ensures sound fiscal management and the delivery of appropriate instructional and student services through an effective organizational structure. In this structure, the Educational Master Plan drives the Facilities Master Plan, and College and community constituencies have ample opportunity to provide feedback throughout each plan development. The Superintendent/President ensures that resource allocation is driven by program review and institutional effectiveness and participates in the annual prioritization process. Board Policies and Administrative Procedures are developed and reviewed on a regular schedule. The Superintendent/President coordinates the Board of Trustees Subcommittee on Policies and Accreditation, providing the Board time to review proposed and revised Board Bylaws and Policies before recommending to the total Board for approval as part of the Board's policy-making role. The Superintendent/President embraces the responsibility for the College meeting accreditation standards and participates in external accreditation site visits to peer institutions to remain current. Finally, the Superintendent/President is actively engaged in college and external community committees and events.

Improvement Plan(s)

None.

IV.B. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
Board Bylaw delegating authority to the Superintendent President	IVB1_1_BB_2430.pdf
Board Policies and Procedures	IVB1_2_BB_2410.pdf
Presidential Job Search Description	IVB1_3_Presidential_Search.pdf
Mission Review Summary	IVB1_4_Mission_Statement_Formal_Review.pdf
Board approval of Mission Statement	IVB1_5_3.20.2019_Board_Meeting_Minutes.pdf
EMP Approval by BOT	IVB1_6_BOT_Meeting_Minutes_3.18.20.pdf
FMP Approval by BOT	IVB1_7_BOT_Meeting_Minutes_5.20.20.pdf
Administrator Hiring Procedure	IVB1_8_AP_7250.pdf
Academic Employee Hiring Procedure	IVB1_9_AP_7210.pdf
College Council Guidelines	IVB1_10_College_Council_Guidelines.pdf
Professional Development Day Flyer for Faculty	IVB1_11_PD_Day_Flyer.pdf
Leadership Workshops	IVB1_12_MiLD Workshop Flyer.pdf
Board Bylaw 2430 Delegation of Authority to the Superintendent/President	IVB2_1_BB_2430_Delegation_of_Authority_to_the_Superintendent_President.pdf

Administrator Staffing and Functions	IVB2_2_District_Administrative_Staffing_and_Functional_Chart.pdf
Board Policy on Delegation of Authority on Business and Fiscal Matters to the Superintendent President	IVB2_3_BP_6100.pdf
Administrator Hiring Policy	IVB2_4_AP_7250.pdf
Board Policy on Evaluation of Administrators	IVB2_5_BP_7150.pdf
Guidelines for PCC Shared Governance Committees	IVB3_1_College_Council_Guidelines.pdf
AP 3005 Role of the College Council	IVB3_2_AP_3005.pdf
Sample Minutes from Strategic Planning Committee	IVB3_3_Strategic_Planning_Committee_Meeting_Minutes_11.26.18.pdf
Sample Minutes from Strategic Planning Committee	IVB3_4_Strategic_Planning_Committee_Meeting_Minutes_3.18.19.pdf
Sample Agendas from Executive Committee	IVB3_5_Agendas_from_Exec.pdf
AP 3250 Integrated Planning Process	IVB3_6_AP_3250.pdf
Board Policy on Accreditation	IVB4_1_BP_3200.pdf
Administrative Procedure on Accreditation	IVB4_2_AP_3200.pdf
Agenda for Fall 2019 FLEX Day	IVB4_3_PCC_Professional_Development_Day_Fall_2019.pdf
BB 2430 Delegation of Authority to the Superintendent-President	IVB5_1_BB_2430.pdf
Sample Executive Committee Agendas	IVB5_2_Executive_Committee_Agendas.pdf

College Council Agendas	IVB5_3_CC_Agendas.pdf
BRAC Agenda 8.22.19	IVB5_4_BRAC_Agenda_8.22.19.pdf
BRAC Agenda 9.26.19	IVB5_5_BRAC_Agenda_9.26.19.pdf
President's Advisory Committees	IVB5_6_SP_ Advisory_Committees_Screenshot.pdf
BOT agendas with Budget Presentations	IVB5_7_Board_Minutes_on_Budget.pdf
Communities Served by PCC	IVB6_1_PCC_Service_Area_Map.pdf
African American Advisory Committee	IVB6_2_President's_African_American_Advisory_Committee.pdf
Asian and Pacific Islander (API) Advisory Committee	IVB6_3_Asian_American_and_Pacific_Islander_Advisory_Committee.pdf
Latino Advisory Committee	IVB6_4_President_Latino_Advisory_Committee.pdf
PCC Parent, Teacher, and Student Association (PTSA)	IVB6_5_Parent_Teacher_and_Student_Association.pdf
Pasadena City College Retirees Association Website	IVB6_6_Retirees_Association_Home_Page.pdf
Sample Pasadena City College Retirees Association Newsletter	IVB6_7_Retirees_Newsletter_APR_2019.pdf
California Community College Athletic Association (CCCAA) Board Roster	IVB6_8_CCCAA_Board_Roster_and_Committee_Makeup.pdf
LGBTQ Presidents in Higher Education	IVB6_9_LGBTQ_Presidents_in_Higher_Education_Homepage.pdf
Intelecom Homepage	IVB6_10_Homepage_Who_We_Are_Intelecom_Learning.pdf
Pasadena Bioscience	IVB6_11_Homepage_Pasadena_Bio.pdf
Civitas Club	IVB6_12_Civitas_Homescreen.pdf

Calendar of Superintendent/President's Community Events	IVB6_13_Community_Events.pdf

C. Governing Board

> C1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Pasadena City College has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The responsibilities of the Board of Trustees, which includes seven community-elected members and a student trustee, are outlined in Board Bylaw 2200, Board Duties and Responsibilities. The bylaw clarifies that it is the Board's responsibility to "[m]onitor institutional performance and educational quality, approve the community services of the College" as well as to "[a]dopt courses of study after considering the recommendations of the Curriculum and Instruction Committee and the administration" (IVC1_1_BB_2200). (ER 7)

A more detailed delineation of the Board's role in ensuring the quality of student learning programs is included in BP 4020 Program, Curriculum and Course Development, which states that "[t]he final responsibility and authority for educational programs in general and curriculum in particular rest with the Board of Trustees of the Pasadena Area Community College District". This policy describes the criteria that Board-approved programs and curricula must meet: "high quality, relevant to community and student needs, and are evaluated regularly to ensure quality and currency". BP 4020 further requires Superintendent/President oversight of the establishment of specific procedures to ensure new and existing programs are effective in terms of training for those responsible for the creation and modification of programs and courses, and appropriate to meet labor market needs for Career and Technical Education offerings (IVC1_2_BP_4020).

Chapter 5 of the PACCD Board Policy Manual is dedicated to Board Policies on student services. The Board has adopted many different policies guaranteeing the quality and effectiveness of student services, including the following:

- Board Policy 4040 Library and Other Instructional Services (IVC1_3_BP_4040),
- Board Policy 4025 Philosophy and Criteria for Associate Degrees and General Education (IVC1_4_BP_4025),
- Board Policy 4220 Standards of Scholarship (IVC1_5_BP_4220),
- Board Policy 5110 Counseling (IVC1_6_BP_5110),
- Board Policy 5051 Assessment Services (IVC1_7_BP_5051),
- Board Policy 5120 Transfer Center (IVC1_8_BP_5120),
- Board Policy 5130 Financial Aid (IVC1_9_BP_5130),

- Board Policy 5140 Disabled Student Programs and Services (IVC1_10_BP_5140).

The Board of Trustees has also adopted policies that promote the College's financial stability. BB 2200 lists among the Board's responsibilities the authority to "[a]ssure fiscal health and stability, adopt an annual budget for the District, consider reports of business transactions and of the financial condition of the District, approve and monitor the expenditure of all District funds" and "[p]rovide for the establishment of accepted accounting methods, including a system of property control and inventory" (IVC1_1_BB_2200).

To support the Board in its ability to provide this fiscal oversight, the College employs an internal auditor. The Office of the Internal Auditor is responsible for "auditing the performance and financial integrity of District departments, evaluating internal controls over programs and processes, examining compliance with federal and state regulations, and promoting efficiency through a variety of special projects and initiatives" (Office of Internal Audit live link, IVC1_11_Office_of_Internal_Audit_Homepage).

Furthermore, the Board has adopted the following Board Policies to address fiscal and budgetary management of the College:

- BP 6200 Budget Preparation (IVC1_12_BP_6200)
- BP 6250 Budget Management (IVC1_13_BP_6250)
- BP 6300 Fiscal Management (IVC1_14_BP_6300)
- BP 6307 Debt Issuance and Management (IVC1_15_BP_6307)
- BP 6320 Investments (IVC1_16_BP_6320)
- BP 6330 Purchasing and Inventory (IVC1_17_BP_6330)
- BP 6340 Bids and Contracts (IVC1_18_BP_6340)
- BP 6400 Audits (IVC1_19_BP_6400)
- BP 6500 Property Management (IVC1_20_BP_6500)

To ensure that the College and community remain informed of the fiscal stability of the College, the District publishes an annual financial report that provides a comprehensive overview of the financial health of the College (IVC1_21_PACCD_Annual_Financial_Report_2018.2019).

Analysis and Evaluation

Board Policies clearly identify the Board of Trustees as having ultimate authority over academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

> C2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Pasadena City College Board of Trustees is committed to acting collectively in the best interest of the College. Board Bylaw 2715, Code of Ethics/Standards of Practice, asserts that "understanding that the Board can legally function only as a group, each member should exercise appropriate care to speak as a member of the Board and accurately represent Board policy to the community" (IVC2_1_BB_2715). The Board is committed to its responsibility for all members to act in support of Board decisions. The Board of Trustees also conforms to the Ralph M. Brown Act, which ensures transparency in communicating all Board decisions to the community at large.

Board decisions are made through a voting process, the particulars of which are outlined in detail in Board Bylaw 2330 Quorum and Voting (IVC2_2_BB_2330). In compliance with Education Code Section 72000, in most cases, a majority vote of the Board, or four out of seven votes, is required to take action. However, actions including the selling or leasing of property, easements, deeds, exemption from planning commissions, appropriations from the reserve, condemnation of property or bond require a vote of five of the seven-member Board. Finally, a unanimous vote of the Board is required to undertake actions that involve the sale or lease of property to the state, county, city, or school or community college district, or "the lease of District property under lease for the production of gas."

Analysis and Evaluation

Board Policies provide a clear framework for collective action that guides board voting protocols and ensures that the Board speak with a unified voice once a decision has been made.

> C3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board of Trustees at Pasadena City College have codified their policies and procedures for both the selection and the evaluation of the Superintendent/President of the District (IVC3_1_BB_2431_Selection_of_Superintendent/President, IVC3_2_BB_2435_Evaluation_of_Superintendent/President).

The Board of Trustees have the ultimate responsibility for all aspects of selecting the Superintendent/President, including approving the job description for the position, contracting the services of a consultant to supervise the process, conducting background checks on the applicants, and selecting the final candidate. Furthermore, the policy for selection of the Superintendent/President ensures that the process is inclusive as indicated in the broad representation of campus constituent groups in the screening process. The policy establishes "a

screening committee to assist in evaluating the pool of candidates"
(IVC3_1_BB_2431_Selection_of_Superintendent/President).

The policy further ensures campus-wide participation through the creation of an interview committee that is a subset of the screening committee.

In the most recent Superintendent/President search, the Board of Trustees adhered to BB 2431. The Board updated Board Bylaw 2431 to be more inclusive of campus and community input into the selection of the Superintendent/President and provided a public update about the hiring process to be used for the selection of the next Superintendent/President at its August 2018 meeting (IVC3_3 Board_Meeting_Minutes_8.15.18). The Screening Committee established by BB 2431 provided input to the Board, which was adopted on the characteristics of the future Superintendent/President to be included in the job description and a subset of the screening committee was established to conduct first-level interviews with candidates (IVC3_4_Superintendent/President_Search_Screening_Committee_Composition_Fall_2018).

Board Bylaw 2435: Evaluation of Superintendent/President establishes procedures for the annual evaluation of the Superintendent/President through a comprehensive process comprised of self-evaluation by the chief executive, an evaluation by each trustee through a questionnaire developed by the Board, and by a summary evaluation that synthesizes the results of both processes. The criteria for this evaluation are "based on Board policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with BB 2430 Delegation of Authority to the Superintendent/President". This evaluation is completed for each of the first three years of service by June 30th.

Analysis and Evaluation

The Board has clearly defined policies for the selection and evaluation of the Superintendent/President. The selection policy details a fair, open, and inclusive process for selecting a new president. The policy for evaluating the Superintendent/President is comprehensive and balanced and guarantees annual reviews of performance for the first three years of service.

> C4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

Pasadena City College's Board of Trustees operates as an independent policy-making body responsible for reflecting the public interest in the educational quality of the institution. The Board's policies ensure its dedication to representing the public interest, allowing for communication and participation by the public while advocating for the institution and

safeguarding it from undue influences and political pressures (ER7)
(IVC4_1_BB_2200_Board_Duties_and_Responsibilities).

Board members shall recognize that the Board makes policy, ensures its implementation, and employs the Superintendent/President to administer those policies. Accordingly, the Board shall:

1. Represent the public interest.

2. After appropriate consultation, select, establish the rate of compensation for, provide regular evaluation of, and/or terminate the Superintendent/President.

3. Delegate power and authority to the Superintendent/President to effectively lead the District.

4. Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations.

5. Assure fiscal health and stability.

6. Monitor institutional performance and educational quality.

7. Advocate and protect the District.

8. Through an appropriate process, conduct, at least annually, a self-evaluation.

9. Adopt courses of study after considering the recommendations of the Curriculum and Instruction Committee and the administration. Authorize the publication of bulletins and schedules of classes (Government Code, Section 772830).

10. From time to time consider and evaluate reports from the administrative officers concerning the management progress, condition, and educational program of the College.

11. Approve the Faculty Handbook, Student Handbook, Handbook for Classified Employees, Management Handbook, and other handbooks as appropriate.

12. Approve the College Calendar.

13. Employ certificated and classified personnel, and establish their rates of compensation after considering recommendation(s) of the Superintendent/President.

14. Approve employment and compensation of all consultants, guest speakers, and artists.

15. Recognize employee and student organizations and strive for open lines of communication between Board, administration, faculty, staff, and students.

16. Approve health and safety policies for protection of students and employees.

17. Approve the community services of the College.

18. Consider communications and requests from citizens or organizations.

19. Interpret the College needs to the public.

20. Refer administrative problems, complaints, criticism, or requests directly to the Superintendent-President; hear such matters only after the Superintendent/President has had the opportunity to review the matter, unless such an emergency prevails that there is no time for a review by the Superintendent/President.

21. Adopt an annual budget for the District.

22. Consider reports of business transactions and of the financial condition of the District.

23. Approve and monitor the expenditure of all District funds.

24. Provide for the establishment of accepted accounting methods, including a system of property control and inventory.

25. With the administration, plan the construction of new buildings, hire architects and engineers, and approve plans with specifications submitted by the architects.

26. Provide housing, equipment, supplies, and services for the operation of the College.

27. Lease, buy, and rent property for the District.

28. Be ultimately responsible for legal matters.

29. Participate in and certify that there has been the opportunity for broad participation by the campus community for accreditation self-evaluations and mid-year reports.

The ability of the Board to reflect the public interest is supported by policies that guarantee regular opportunities for the public to have a voice in the Board's decision-making. The public is provided the opportunity to express opinions on non-agenda and agenda items at regular meetings, either in public comment or in writing (IVC4_2_BB_2345_Public_Participation_at_Board_Meetings, IVC4_3_BB_2350_Speakers). By adhering to the Brown Act, the Board ensures that the public have timely access to agendas and minutes for all meetings (IVC4_4_BB_2340_Agendas).

Regular meetings of the Board of Trustees are also held at least once a month, and the location date and time of these meetings are publicly posted ten days or more prior to the meeting. (IVC4_5_BB_2310_Regular_Meetings_of_the_Board).

The Board also commits to, "to the extent it seems feasible, utilize the advice and assistance of those represented by the trustees, as well as other interested individuals and groups in the analysis of its educational and financial issues and concerns although the Board alone shall determine the final action" (IVC4_6_BB_2770_Community Relations).

The Board defends the institution and protects it from undue influence or political pressure through Board Policy 2220 Board Duties and Responsibilities, which outlines the responsibilities of Board members (IVC4_1_BB_2200_Board_Duties_and_Responsibilities).

BB 2010 Board Membership ensures that Board members will not concurrently serve on a high school board, thereby eliminating the possibility of competing loyalties. Similarly, BB 2710 Conflicts of Interest codifies that "Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members" and further limits members' employment and activities that might conflict with their duties as a Board member (ER 7) (IVC4_7_BB_2710_Conflict_of_Interest).

Finally, the Board's Code of Ethics and Standards of Practice, BB 2715, reinforces many of these tenets including demonstrating responsibility to citizens of the District and "adhering to the law and spirit of the Brown Act and other open meeting regulations" (IVC4_8_BB_2715_Code_of_Ethics/Standards_of_Practice).

Analysis and Evaluation

The Board acts as a consistent advocate for the District, College and the community. The public voice is welcomed by the Board and the public interest is regularly considered in the Board's decision-making. Further, the Board has established and follows clear policies on conflicts of interest and standards of practice that ensure that the board remains free from undue influence or political pressure.

> C5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees, entrusted with providing for the educational quality, legal matters, and financial integrity and stability of the College, has established policies that guarantee the highest quality and continuous improvement of student learning programs and services and the resources necessary to support them.

Board Bylaw 2200 delineates the primary responsibilities of the Board and specifically outlines the Board's responsibility for ensuring "prudent, ethical and legal standards for college operations" as well as "fiscal health and stability" and "institutional performance and educational quality" (IVC5_1_BB_2200_Board_Duties_and_Responsibilities).

The Board of Trustees approves the mission of the College, is responsible for the final approval of courses and programs, adopted a Philosophy and Criteria for Associate Degrees and General Education (IVC5_2_BP_1200_Mission, IVC5_3_BP_4020_Curriculum_and_Instruction, IVC5_4_BP_4025_Philosophy_and_Criteria_for_Associate_Degrees_and_General_Education).

In order to fulfill these charges, the Board assumes responsibilities including the adoption of courses recommended by the Curriculum and Instruction Committee and administration, considering budget and other financial reports from the College, and assuming responsibility for all legal matters.

The Board has established policy ensuring that they are adequately informed to make decisions impacting educational quality, legal matters, and financial stability by requiring the Superintendent/President of the College to "ensure all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion" (IVC5_5_BB_2430_Delegation_of_Authority_to_the_Superintendent/President). This bylaw ensures that the Board receive regular reports from lead administrators overseeing the instructional, legal, and fiscal affairs of the College, allowing the Board to make informed decisions in each of these areas.

Analysis and Evaluation

Board Policies ensure that the Board of Trustees is responsible for and remain informed about all legal, financial, and educational issues. The Board exercises ultimate authority and oversight over all District and College operations, including educational quality, legal matters, and financial integrity and stability.

> C6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Board Bylaws specifying the Board of Trustees' size, duties, responsibilities, structure, and operating procedures are available on the PCC website for all members of the campus community and the public to access (BoardDocs live link, IVC6_1_BoardDoc_Screenshot). The institution uses Board Docs software to ensure accessibility to the public and to facilitate the location of specific bylaws and policies.

Board Bylaw 2010 outlines membership for the Board, establishing that one member will be elected from each of the trustee areas (IVC6_2_BB_2010_Membership_of_the_Board). These areas are defined in Board Bylaw 2100 (IVC6_3_BB_2100_Board_Elections). BB 2010 further stipulates that a "student member (the Student Trustee) shall be elected for a one-year term by the College student body." Further information about the selection and duties of the student member, including their ability to cast an advisory vote, is provided in Board Bylaw 2015 (IVC6_4_BB_2105_Election_of_Student_Member).

BB 2200 details the Board's duties and responsibilities, while BB 2210 identifies the role of the Board officers (IVC6_5_BB_2200_Board_Duties_and_Responsibilities). BB 2220 clarifies the

composition and regulations for Board-established standing committees, which must follow the Brown Act, advisory committees, and ad-hoc committees (IVC6_6_BB_2220_Committees_of_the_Board). A series of Board Bylaws also govern how the Board conducts meetings including the annual organizational meeting, regular meetings, special meetings, and closed meetings (IVC6_7_BB_2305_Annual_Organization_Meeting, IVC6_8_BB_2310_Regular_Meetings_of_the_Board, IVC6_9_BB_2315_Closed_Sessions, IVC6_10_BB_2320_Special_and_Emergency_Meetings). Board Bylaw 2410 clarifies the role of the Board in relation to other entities and describe the Board's role in the review of Board Policies and Administrative Procedures (IVC6_11_BB_2410_Board_Policies_and_Administrative_Procedures).

Analysis and Evaluation

The Board has established comprehensive bylaws that clearly define their size, duties, responsibilities, structure, and operating procedures, all of which are accessible to the public on the College's website.

> C7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The College's Board of Trustees acts consistently according to its policies and bylaws. Additionally, the Board regularly reviews and revises its policies and bylaws to ensure that they are effective in fulfilling the mission of the College. Board Bylaw 2410 describes the Board's role in the adoption and review of policies and procedures stating that "The Board is committed to periodically reviewing its policies. Board Policies may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote" (IVC6_11_BB_2410_Board_Policies_and_Administrative_Procedures).

In order to facilitate the regular review of Board Policies and Administrative Procedures, the Board subscribes to the Community College League of California Policy and Procedure service, which provides recommended revisions to policy language every six months (IVC7_1_CCLC_Legal_Updates). To further ensure attention to and timely revision of policies and procedures related to each area of the College, a designated administrator is assigned to each of the seven chapters, outlined in BB 2410 into which all Board Policies are categorized as follows:

Chapter 1: The District – Superintendent-President

Chapter 2: Board of Trustees– Superintendent-President and the Board of Trustees

Chapter 3: General Institution – Superintendent-President and the Executive Committee

Chapter 4: Academic Affairs – Chief Instructional Officer

Chapter 5: Student Affairs - Chief Student Affairs Officer

Chapter 6: Business and Fiscal Services– Chief Business Officer

Chapter 7: Human Resources - Vice President

Analysis and Evaluation

The Board of Trustees acts in accordance with its bylaws and policies and has clearly established procedures for reviewing and revising bylaws, policies, and procedures.

> C8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The College's Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In addition to annual reports on key indicators of student learning and achievement such as the PCC Scorecard, Institutional Effectiveness Partnership Initiative (IEPI) Goals, Vision for Success Local Goals, the Board also, over the years, has requested reports on institutional plans, programs and initiatives developed to improve academic quality (IVC8_1_10.19.16_Board_Minutes_Scorecard_Item_7.02, IVC8_2_10.17.18_Board_Minutes_Scorecard Item H.1, IVC8_3 10.17.18._Board_Minutes_Scorecard_Item_H.2, IV.C.8_4_Board_Minutes_3.20.19_Vision_for_Success_Item_I.2).

Additional presentations to the Board on student learning, achievement and institutional plans for achievement include the following:

- Career and Technical Education update (IVC8_5_Board_Minutes_3.18.20)
- Vision for Success Local Goals (IVC8_6_Vision_for_Success_Goals_Board_Minutes_5.15.19_Item.I.10)
- PCC Equity Plan (IVC8_7_Board_Minutes_Equity Plan_6.19.19_Item.H.4)
- Educational Master Plan (IVC8_8_Board_Minutes_EMP_3.18.20_Item.I.6)
- Technology Master Plan (IVC8_9_TMP_Board_Minutes_4.19.17_Item.I.1)
- Key Performance Indicators and Strong Workforce (IVC8_10_KPI_and_Strong_Workforce_Board_Minutes_5.23.18_Item.I.1)

- EOP&S 50 Years of Service
  (IVC8_11_EOP&S_50_Years_of_Service_Board_Minutes_9.11.19_Item.I.2)
- SE PUEDE State of Latinx Students at PCC
  (IVC8_12_Board_Minutes_10.15.19_Item.I.1)
- Facilities Master Plan ([IVC8_13_FMP](IVC8_13_FMP), IVC8_14_Board_Minutes_5.20.20).

Analysis and Evaluation

The Board of Trustees dedicates itself to remaining abreast of efforts to improve student learning and achievement and regularly reviews and approves plans for advancing academic quality.

> C9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board of Trustees has an ongoing training program for Board development, including new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office.

The Pasadena City College Board of Trustees are committed to continuous and comprehensive professional development to ensure the overall ability of the Board to function effectively and for individual members to maximize their contribution to the College. Board Bylaw 2740 Board Education describes measures for professional development for Board Members including a comprehensive onboarding process that ensures that all new board members are provided with the requisite knowledge of the College and the Board's processes to support their ability to ensure that the Board's policy objectives are achieved. BB 2740 provides for following supports for new Board members:

- The appointment of a mentor to every new Trustee for a period of 90 days to support the new member through the orientation process.
- An orientation of the new board member by the president of the College within two months of their elections that will "include a tour of the Colorado campus and of the Foothill Community Education Center and shall include sessions with the Superintendent/President and with representatives of the Board, the Academic Senate, the Classified Senate, the Management Association, and Associated Students.
- Provision of all materials necessary for the newly elected board member to fulfill their primary responsibilities including documents related to "planning, audits, accreditation, collective bargaining, the Brown Act, and parliamentary procedure" (IVC9_1_BB_2740_Board_Education).

In addition to the supports provided to new Board members, BB 2740 also ensures that continuing members of the Board are able to access professional development opportunities through conference attendance, which is provided for in an effort to ensure that Board members are able to fulfill their responsibilities with the most current information.

Board Bylaw 2100 Board Elections ensures membership continuity and overlapping member terms. According to this bylaw, trustees from four of the College's seven areas are elected in any given year and trustees from the three remaining areas are elected at a two-year interval (IVC9_2_BB_2100_Board_Elections). Furthermore, Board Bylaw 2110 Vacancies on the Board provides for a process that allows for any unexpectedly vacant positions to be filled in a timely fashion through a special election or provisional appointment (IVC9_3_BB_2110_Vacancies_on_the_Board).

Analysis and Evaluation

Pasadena City College provides comprehensive orientation and on-going professional learning opportunities for Board members. These include orientations and training for new trustees as well as conference attendance and additional opportunities for continuing trustees. The College has policies and procedures to ensure continuity of Board leadership by staggering Board elections. These policies guarantee that no more than four Board members stand for election during the same voting period.

> C10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The PACCD Board of Trustees has a well-developed Board Bylaw (BB 2745) establishing the responsibility of the Board to engage in meaningful self-evaluation (IVC10_1_BB_2745_Board_Self_Evaluation). The bylaw requires annual self-assessment, including review of ethics policies, evaluation of board effectiveness, and public reporting of a summary of evaluation results. The evaluation tool utilized by the Board asks detailed self-evaluation questions organized into two main categories: (1) performance as a Board on issues related to the mission of the College, ensuring academic quality of the College, promoting shared governance decision-making processes, participation in Board development/training and new-member orientation, budget issues, and other areas of performance; (2) progress made on annual

goals/strengths/weaknesses of the Board in the previous year (IVC10_2_Board_of_Trustees_Self_Evaluation_Tool). The Board reviews its evaluation procedures and plans for the upcoming evaluation cycle (IVC10_3_Board_of_Trustees_Meeting_Minutes_4.6.19). The Board presents a summary of self-evaluation results annually at a public meeting (IVC10_4_Summary_Results_Board_of_Trustees_Self_Assessment_2018-2019, IVC10_5_Board_of_Trustees_Meeting_Minutes_1.21.20).

Analysis and Evaluation

The Board has a clear bylaw requiring annual evaluation. The Board publicly reviews the evaluation instrument and evaluation procedures before the evaluation process begins. The evaluation instrument includes assessment of Board performance on maintaining the College's academic integrity, institutional effectiveness, training, and budget. The Board presents the results of the self-evaluation at a public meeting, and posts summaries of evaluation results in the Board packet online.

> C11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The PACCD Board of Trustees has a Board Bylaw that specifies its code of ethics and standards of practice (IVC11_1_BB_2715_Code_of_Ethics_Standards_of_Practice). The bylaw includes prescriptions on what should be done if Board members are concerned with potential, perceived, or actual violations of the ethics policy or conflict of interest. The bylaw also includes the process for addressing violations of the ethics or conflict of interest bylaws, which include informal resolution and formal resolution formation of an ad hoc committee to address the matter and potential sanctions. The Board also has a bylaw regarding conflict of interest. This bylaw includes disclosure requirements, the filing of economic interest disclosures, and prohibitions against Board members engaging in activities that are incompatible with the duties of the Board and is reviewed annually (IVC11_2_BB_2710_Conflict_of_Interest).

Board members who may be perceived or be in an actual instance of conflict of interest can recuse themselves or may be asked to recuse themselves by fellow Board members or legal counsel, as established by Board Bylaw 2710, "A Board member who has a remote interest in

any contract considered by the Board shall disclose his/her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract".

Analysis and Evaluation

The Board of Trustees has established bylaws that prescribe expected behavior and ethical conduct, as well as avoidance of conflict of interest and disclosing conflict of interest. The bylaws include procedures for handling both perceived and real violations of the code of ethics and the conflict of interest bylaw. There has been no violation of these bylaws evidenced during this accreditation cycle.

> C12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As established by Board Bylaw 2430, Delegation of Authority to the Superintendent/President, "The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (article 3, IVC12_1_BB_2430_Delegation_of_Authority_to_the_Superintendent/President). This bylaw includes the provision that the Superintendent/President may be required "to specify administrative rules and regulations essential to implementation of said policies".

Board Bylaw 2410 Board Policies and Administrative Procedures further stipulates "Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President". This bylaw makes clear that "the Superintendent/President, and not the Board, shall be responsible for the administration of policies and the operations of the District" (IVC12_2_BB2410_Board_Policies_and_Administrative_Procedures).

The Board holds the CEO accountable for operation of the District in various ways specifically delineated in Board Policies, including but not limited to the following:

- "The Superintendent/President shall implement an inclusive, comprehensive, and integrated planning process" (IVC12_3_BB_3250_Integrated_Planning_Process)

- "The Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance" (IVC12_4_BP_4020_Program_Curriculum_and_Course_Development)
- "Refer administrative problems, complaints, criticism, or requests directly to the Superintendent/President; hear such matters only after the Superintendent/President has had the opportunity to review the matter, unless such an emergency prevails that there is no time for a review by the Superintendent/President" (IVC12_5_BB_2200_Board_Duties_and_Responsibilities).

The Board holds the Superintendent/President responsible for the successful execution of these duties through the annual evaluation of the Superintendent/President, which assesses the Superintendent/President based on "the Superintendent/President job description, and performance goals and objectives developed in accordance with BB 2430 Delegation of Authority to the Superintendent/President" (IVC12_6_BB_2435_Evaluation_of_the_Performance_of_the_Superintendent/President).

Analysis and Evaluation

Through Board Policies and Administrative Procedures, the Board authorizes the Superintendent/President to implement and administer its policies without interference.

> C13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees remains current on all issues related to accreditation including Eligibility Requirements, Accreditation Standards, and Commission policies. Board Bylaw 2200, which details the responsibilities of the Board, assures that the Board both participates in accreditation efforts and certifies that there is broad participation by all campus constituents in both the writing of the institutional self-evaluation and midterm reports (ASC live link, IVC13_1_Minutes_Accreditation_Standing_Committee, IVC13_2_BB_2200_Board_Responsibilities_and_Duties, IVC13_3_ACCJC_MidTerm_Report_Board_Minutes_1.24.18_Item.H.2, IVC13_4_Rosemead_Sub_Change_Board Minutes_4.4.18._Item_I.2).

During each accreditation self-evaluation cycle, a member of the Board of Trustees serves on the College's Accreditation Standing Committee. This Board member actively participates in the development and review of the Institutional Self-Evalution Report (ISER). The final self-study

report is presented to the Board of Trustees for approval prior to submission to ACCJC (IVC13_5_Timeline_PPT).

Additionally, the Board has a subcommittee on Polices and Accreditation that receives quarterly updates on the progress of the Accreditation Standing Committee and the ISER (IVC13_6_BOT_Policy_Cmt_Agenda_10.11.19, IVC13_7_BOT_Policy_Cmt_Agenda_5.8.20). A Board member attended training, provided by ACCJC, in preparation of the writing of the Institutional Self Evaluation Report in November 2018.

Analysis and Evaluation

The Board of Trustees is informed and actively participates in the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates on the process. The Board thoroughly reviews the College's self-evaluation before submission to ACCJC.

Conclusions on Standard IV.C. Governing Board

Pasadena City College's Board of Trustees serves as the primary governing board and has authority over and is responsible for the quality of student learning programs and services and the College's financial stability. The Board aligns its goals with the mission of the College to be an "equity-minded learning community" and regularly reviews related plans, including the College's goals. The Board regularly exercises authority to provide oversight for all District operations, with a focus on educational quality, legal matters, and financial integrity and stability. A robust set of Board Bylaws and Board Policies codify the duties and responsibilities of the Board and are publicly accessible on the campus website. The bylaws and policies are regularly assessed and revised, as needed. To ensure stability on the Board, elections are staggered. New member mentoring and ongoing professional development allow the Board to remain current on all issues related to their duties. The Board acts collectively and independently, in line with their adopted code of ethics. The Board's procedures for selection and evaluation of the Superintendent/President of the District are clearly delineated in its bylaws as is the delegation of authority to the Superintendent/President to interpret and implement its policies without interference. Through active participation in accreditation training and review of the Institutional Self-Evaluation Report, the Board of Trustees remain informed and updated on issues surrounding the accreditation process.

Improvement Plan(s)

 None

Standard IV.C. Evidence

DESCRIPTION/SHORT SUMMARY	FILE / LINK
Board Bylaw 2200 - Board Duties and Responsibilities	IVC1_1_BB 2200.pdf
Board Policy 4020 - Program, Curriculum, and Course Development	IVC1_2_BP 4020.pdf
Board Policy 4040 - Library and Other Instructional Support Services	IVC1_3_BP 4040.pdf
Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education	IVC1_4_BP_4025.pdf
Board Policy 4220 - Standards of Scholarship	IVC1_5_BP 4220.pdf
Board Policy 5110 - Counseling	IVC1_6_BP 5110.pdf
Board Policy 5051 - Assessment Services	IVC1_7_BP 5051.pdf
Board Policy 5120 - Transfer Center	IVC1_8_BP 5120.pdf
Board Policy 5130 - Financial Aid	IVC1_9_BP 5130.pdf
Board Policy 5140 - Disabled Student Programs and Services	IVC1_10_BP 5140.pdf
Home Page - Office of Internal Audit	IIVC1_11_Office_of_Internal_Audit_Homepage.pdf
Board Policy 6200 - Budget Preparation	IVC1_12_BP_6200.pdf
Board Policy 6250 - Budget Management	IVC1_13_BP 6250.pdf
Board Policy 6300 - Fiscal Management	IVC1_14_BP 6300.pdf

Board Policy 6307 - Debt Issuance and Management	IVC1_15_BP 6307.pdf
Board Policy 6320 - Investments	IVC1_16_BP 6320.pdf
Board Policy 6330 - Purchasing and Inventory	IVC1_17 BP 6330.pdf
Board Policy 6340 - Bids and Contracts	IVC1_18 BP 6340.pdf
Board Policy 6400 - Audits	IVC1_19 BP 6400.pdf
Board Policy 6500 - Property Management	IVC1_20 BP 6500.pdf
Annual Financial Report 2018-19	IVC1_21 _PACCD_Annual_Financial_Report_2018.2019 .pdf
Board Bylaw 2715 - Code of Ethics/Standards of Practice	IVC2_1_BB 2715.pdf
Board Bylaw 2330 - Quorum and Voting	IVC2_2_BB 2330.pdf
Board Bylaw 2431 - Superintendent/President Selection	IVC3_1_BB 2431.pdf
Board Bylaw 2435 - Evaluation of the Performance of the Superintendent/President	IVC3_2_BB 2435.pdf
Board Meeting Minutes - Aug. 15, 2018	IVC3_3_Board Meeting Minutes 8.15.18.pdf
Superintendent/President Search Screening Committee Composition Fall 2018 (Request from HR)	IVC3_4_Superintendent_President_Search_Scr eening_Committee_Composition_Fall_2018.pdf
Board Bylaw 2200 -Board Duties and Responsibilities	IVC4_1_BB 2200.pdf
Board Bylaw 2345 - Public Participation at Board Meetings	IVC4_2_BB 2345.pdf
Board Bylaw 2350 - Speakers	IVC4_3_BB 2350.pdf

Board Bylaw 2340 - Agendas	IVC4_4_BB 2340.pdf
Board Bylaw 2310 - Regular Meetings of the Board	IVC4_5 BB 2310.pdf
Board Bylaw 2770 - Community Relations	IVC4_6 BB 2770.pdf
Board Bylaw 2710 - Conflict of Interest	IVC4_7 BB 2710.pdf
Board Bylaw 2715 - Code of Ethics/Standards of Practice	IVC4_8 BB 2715.pdf
Board Bylaw 2200 - Board Duties and Responsibilities	IVC5_1 BB 2200 Board Duties and Responsibilities.pdf
Board Policy 1200 - Mission	IVC5_2_BP 1200 Mission
Board Policy 4020 - Program, Curriculum, and Course Development	IVC5_3_BP 4020 Curriculum and Instruction.pdf
Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education	IVC5_4_BP 4025 Philosophy and Criteria for Associate Degrees and General Education.pdf
Board Bylaw 2430 - Delegation of Authority to the Superintendent-President	IVC5_5 BB 2430 Delegation of Authority to the Superintendent-President.pdf
Homepage of Board Docs Website	IVC6_1_BoardDoc_Screenshot.pdf
BB 2010 - Board Membership	IVC6_2_BB 2010.pdf
BB 2100 - Board Elections	IVC6_3_BB 2100 Board Elections.pdf
BB 2105 - Election of student member	IVC6_4_BB 2105.pdf
BB 2200 - Board Duties and Responsibilities	IVC6_5_BB 2200 Board Duties and Responsibilities.pdf
BB2220 - Committees of the Board	IVC6_6_BB 2220 Committees of the Board.pdf

BB 2305 - Annual Organizational Meeting	IVC6_7_BB 2305.pdf
BB 2310 - Regular Meetings of the Board	IVC6_8_BB 2310 Regular Meetings of the Board.pdf
BB 2315 - Closed sessions	IVC6_9_BB 2315 Closed Sessions.pdf
BB 2320 - Special and Emergency Meetings	IVC6_10_BB 2320 Special and Emergency Meetings.pdf
BB 2410 - Board Policies and Administrative Procedures	IVC6_11_BB 2410.pdf
CCLC Legal Updates	IVC_7_1_CCLC Legal Updates.pdf
Board Meeting Minutes for Scorecard	IVC8_1_10.19.16.Board Minutes Scorecard Item 7.02.pdf
Board Meeting Minutes for Scorecard Item H1	IVC8_2_10.17.18_Board Minutes Scorecard Item H.1.pdf
Board Meeting Minutes for Scorecard Item H2	IVC8_3_10.17.18.Board Minutes Scorecard Item H.2.pdf
Vision for Success	IVC8_4_Board Minutes.3.20.19 Vision For Success Item I.2.pdf
CTE Update	IVC8_5_Board Minutes.3.18.20 CTE Update.pdf
Vision for Success	IVC8_6_Vision for Success_Board Minutes.5.15.2019.Item I.10.pdf
Equity Plan	IVC8_7_Board Minutes_Equity Plan.6.19.19.Item.H.4.pdf

EMP	IVC8_8_Board Minutes.EMP.3.18.20.Item I.6.pdf
TMP	IVC8_9_ TMP_Board Minutes.4.19.17.Item.1.pdf
KPI and Strong Workforce	IVC8_10_KPI and Strong Workforce.Board Minutes.5.23.18 Item.I.1.pdf
EOP&S 50 Years of Service	IVC8_11_EOP&S 50 Years of Service. Board Minutes.9.11.19.Item.I.2.pdf
SE PUEDE State of Latinx Students at PCC	IVC8_12_Board_Minutes_10.15.19_Item.I.1
Facilities Master Plan	IVC8_13 PCC_Facilities_Master_Plan.pdf
Board Minutes 5.20.20	IVC8_14_Board_Minutes_5.20.20.pdf
BB 2740 -Board Education	IVC9_1_BB_2740.pdf
Board Bylaws on Elections	IVC9_2 BB 2100. Board Elections.pdf
BB 2110 - Vacancies on the Board	IVC9_3 BB 2110 Vacancies on the Board.pdf
BB 2745 - Board Self-Evaluation	IVC10_1_BB_2745_Board_Self_Evaluation.pdf
Board of Trustees Self Evaluation Tool	IVC10_2_Board_of_Trustees_Self_Evaluation_Tool.pdf
Board of Trustees Meeting Minutes 4.6.19	IVC10_3_Board_of_Trustees_Meeting_Minutes_4.6.19.pdf
Summary Results Board of Trustees Self-Assessment 2018-2019	IVC10_4_Summary_Results_Board_of_Trustees_Self_Assessment_2018-2019.pdf
Board of Trustees Meeting Minutes 1.21.20	IVC10_5_Board_of_Trustees_Meeting_Minutes_1.21.20.pdf
BB 2715 Code of Ethics/Standards of Practice	IVC11_1 BB 2715 Code of Ethics Standards of Practice.pdf
BB 2710 Conflict of Interest	IVC11_2 BB 2710 Conflict of Interest.pdf

BB 2430 - Delegation of Authority to the Superintendent-President	IVC12_1 BB 2430 Delegation of Authority.pdf
BB 2410 - Board Policies and Administrative Procedures	IVC12_2 BB2410.pdf
BP 3250 Integrated Planning Process	IVC12_3 BP 3250 Integrated Planning Process.pdf
BP 4020 Program Curriculum and Course Development	IVC12_4 BP 4020 Program Curriculum and Course Development.pdf
BB 2200 Board Duties and Responsibilities	IVC12_5 BB 2200 Board Duties.pdf
BB 2435 - Evaluation of the Performance of the Superintendent/President	IVC12_6 BB 2435 Evaluation of the Performance.pdf
Minutes Accreditation Standing Committee	IVC13_1 Minutes Accreditation Standing Committee
BB 2200 Board Duties and Responsibilities	IVC13_2_BB2200_Board Duties.pdf
BOT Mid Term Report	IVC13_3_ACCJC Mid-Term Report.1.24.18.Item.H.2.pdf
Rosemead Sub Change	IVC13_4_Rosemead Sub Change Report.Board Minutes.4.4.18.Item I.2.pdf
Timeline PPT	IVC13_5 Timeline PPT .pdf
Board of Trustees Subcommittee Agenda 10.11.19	IVC13_6_BOT_Policy_Cmt_Agenda_10.11.19 .pdf
Board of Trustees Subcommittee Agenda 5.8.20	IVC13_7_BOT_Policy_Cmt_Agenda_5.8.2020 .pdf

D. Multi-College Districts or Systems

This section is not applicable to Pasadena City College.

Standard IV Acronyms

ALO Accreditation Liaison Officer

AP Administrative Procedure

ASC Accreditation Standing Committee

BB Board Bylaw

BP Board Policy

BRAC Budget and Resource Allocation Committee

C&I Curriculum and Instruction Committee

CAPM Committee on Academic and Professional Matters

CCLC Community College League of California

CFT California Federation of Teachers

CORE Community Overcoming Recidivism through Education

CSEA California School Employees Association

EMP Educational Master Plan

FAC Faculty Accreditation Coordinator

LGBTQ Lesbian, Gay, Bisexual, Transgender and Queer

PACCD Pasadena Area Community College District

PCC Pasadena City College

POA Police Officers Association

PTSA Parent, Teacher and Student Association

H. Quality Focus Essays

QFE#1: Collegiality and Communication

Pasadena City College has had a difficult history of implementing and maintaining effective, collegial, and transparent communication strategies across the campus. This has been evident in a series of recommendations provided by accreditation visiting teams over the past 20 years. In particular, visiting teams have recommended that the college improve communication and collegiality and strengthen ethical standards and behavior in support of this outcome.

- The team recommends.....constituents must look beyond self-interest to develop trust and work cooperatively to stem declining employee morale cited by some campus constituents.
- The team recommends the college's governance processes empower constituents by ensuring that communication flows from and to all college entities.
- The team recommends that the college provide evidence that all campus constituents are working to restore collegiality and integrity in their relationships.
- The team recommends that the college develop codes of ethics for management and classified employees.
- The team recommends that the college constituents follow their approved codes of ethics and that all constituent groups embrace and demonstrate compliance with them.

The college's recently updated mission, to be an equity-minded learning community, brings with it the necessity to provide a collegial environment open to difficult conversations that can transform the institution. Our ability to improve student achievement and provide an environment where students can learn and achieve their educational goals requires that faculty, students, staff, and administrators collaborate and communicate collegially.

This is particularly true in the area of participatory governance. Despite improvements in many areas, engagement with governance at PCC remains cursory at best, and too many members of our community report feeling disconnected from the decisions that determine their future at the college. Individuals also feel that they operate in silos, having little awareness of, much less influence over, operations or activities outside of their immediate focus. In a shared governance system that is dependent upon transparency, trust, and collegial collaboration, disconnection and disinterest can lead to dysfunction, particularly at a historically challenging time such as this.

Additionally, participatory governance has a direct link with student success. In their book *Student Success in College*, Kuh, Kinzie, Shuh, and Whitt (2005) identify shared responsibility (collaboration) for educational quality and student success as being associated with campuses that have high levels of student engagement. Such schools were structured like effective business entities that capitalize on interpersonal and interdepartmental connections. Their work

demonstrates that bringing multiple perspectives together using this organizational connective tissue has a positive impact on student learning and success.

This QFE proposes a concerted effort to adopt a framework of collegial communication at PCC. It will survey the college landscape to identify areas of focus and highlight work to identify models to follow. A structure for further work will be proposed, building on institutional leadership already established in the Strategic Planning Standing Committee.

I. Landscape

Two indications of the shortcomings of the college's shared governance model can be found in the 2017 Campus Climate survey. The report heralds improvements made since a similar survey in 2015, indicating substantial growth in the number of employees who believe "the shared governance process at PCC is working effectively" (from 10 percent positive responses to 37 percent) and who think "employees participate meaningfully in the shared governance process" (from 18 percent positive to 41 percent). Yet despite these increases, these figures do not suggest a fully engaged campus working through a collegial governance structure. For example, the first question's focus on the effectiveness of the college's shared governance process inspires neutral and negative responses at twice the rate of positive feedback.

Further analysis of the 2017 survey shows that while shared governance is well established at the college, engagement with the system takes place primarily on the surface or at a very localized level. Administrators and managers responded substantially more positively to questions of college budgeting and planning processes than did staff and faculty, which suggests a "misalignment of the information structure from the top down." Substantial numbers of staff and faculty have only a passing familiarity with the work of the college's committees, and their lack of engagement is demonstrated in their sense of detachment with the strategic direction of the college.

A similar survey in Spring 2019 showed a decline from 2017 in positive perceptions of the ways "employees participate meaningfully in the shared governance process," with 27% responding positively to that statement. Only 24.5% had a positive impression of the effectiveness of the shared governance process. The data do suggest a willingness to engage; 57% of the respondents believed that "Faculty, administration, and staff work together to ensure the success of institutional programs and services for students" and 50% indicated that "Opportunities are available to suggest improvements at my department or unit level."

Of equal concern from the 2019 Campus Climate survey was employees' responses to the question of whether senior leadership communicates openly about important matters. Only 34% of employees responded positively to this prompt.

In September 2019, the college's management team addressed the joint questions of collegiality and communication through an exercise centered on the "four frames," or four postures through

which employees understand their role and responsibilities. Working from categories labeled "Structural," "Human Resource," "Political," and "Symbolic," the 55 managers in attendance analyzed the ways that groups share information and work together, using a perspective common to their self-identified framework. The group worked directly from the troubling statistics revealed by the Spring 2019 campus climate survey and aimed to turn data analysis into potential actions.

Some compelling observations and ideas grew out of this discussion. The group addressed the question of working across horizontal barriers as one of a need for a "collective identity" for PCC employees. Participants recognized the college's strong engagement with PCC's primary focus on "student success," but the broadness of that term leads to a lack of specificity when attempts are made to translate the sentiment into concrete action. As a result, the college lacks an organizing sense of community that could help to bring groups of people together, establish common ground, and tackle the problems of social change, educational quality, and equitable outcomes for students in a comprehensive way. To use the words of the 2015 accreditation report, still relevant four years later, "[A] true practice of shared or participatory governance is not effective and impedes continuous quality improvement of the College."

II. Present Work

The current state of collegiality and communication at PCC is much better than it was during the previous accreditation cycle, a fact attributed to important work done in ethics and organizational development since the 2015 report. College constituency groups worked on a general statement of ethics for the campus community. The statement was vetted and approved through our participatory governance process and posted in conference and meeting rooms across the campus. In September 2016, College Council approved a 23-page Shared Governance Guidelines that spells out the composition, purpose, and practices of the college's shared governance committees.

These documents have been well-received, but two problems present themselves. First, there are low levels of knowledge about the governance guidelines and the ethics statement. Despite their quality, the documents do not compel employees to step outside of their comfort zones and engage in shared governance. Secondly, while they provide a structure for collegial behavior, the documents do not discuss the human side of collegiality – the recognition that constituent groups have multiple layers of overlapping interests that take time to understand thoroughly; the necessary models for polite, productive dialogue when conflicting positions arise; the reminder that human coworkers have human interests and stories to tell, and true collegiality involves making space to engage on a human level with these stories.

The data and these experiences suggest that the college is ready to progress from its current underutilized system of shared *governance* into one of participatory *responsibility*. Through deeper connections between groups of employees and functional groups that are rooted in

exploration and understanding, individual campus stakeholders will have a greater sense of their roles and responsibilities in college governance, as well as those of others. More importantly, strengthened connections between functional areas lead to greater investment in the overall climate of the organization, not to mention the success of individual in areas across the college, leading to a greater and more diverse collection of employees becoming engaged in the work of college governance. A conscious focus on the fundamentals of collegiality will deepen connections, and in so doing, expand the number of voices and perspectives informing the life of the college.

The college has a healthy set of examples of this kind of connected, collegial work that it can emulate more widely. Highly engaged groups of instructional and non-instructional faculty, staff, and administrators have come together around a range of topics:

- The Guided Pathways initiative;
- The landmark Pathways First Year Experience program;
- The Student Success Committee, which serves as a clearinghouse for initiatives to enhance student achievement and close equity gaps;
- Faculty Inquiry groups (FIGs) on student equity, learning outcomes, and basic skills reconfiguration; and
- Professional development activities.

Many elements of this work have earned recognition in California and across the country for their service to students. If we can consciously study and replicate the organizational elements that make these workgroups successful, the college could realize the benefits in other areas, such as budgeting, planning, curriculum development, calendar creation, and others.

Groundwork has also been laid for enhanced connection and collegiality through the college's most recent Educational Master Plan. Under the institutional priority of "Campus Engagement and Environment," one of the key strategies reads "Enhance and strengthen the overall college climate and develop a culture of collaboration." The process that produced and approved this planning document solicited feedback from all constituency groups of the college and collected input in a range of different ways, giving PCC a working example of what collegiality can accomplish. Additionally, a new ongoing training program for division and committee chairs is being implemented with such topics as "facilitating effective meetings." The focus of the training will aim to support people's capacity for bringing an equity-minded lens to their work as chairs.

As part of this endeavor, PCC can and should look to other institutions that can inspire PCC in this effort to move beyond governance by consultation to governance by collegial communication, such as Cabrillo College, which approved a compelling governance manual in November 2017 titled "The Philosophy of Participatory Governance Decision Making at Cabrillo College." The incorporation of collegial communication in shared governance outlined

in this document is proof that the college prioritizes and expects this kind of engagement among its constituent groups as it pursues its strategic plan.

III. Proposed Actions

As our community navigates unprecedented challenges in a rapidly changing social and economic environment, Pasadena City College must take steps to ensure it has a robust, effective system of responsible governance that draws from an engaged set of constituency groups. Improved collegial communication and an engaged responsible governance process will have a positive impact on student success metrics. In pursuit of this goal, over the next year the following steps are recommended:

1. Members of College Council will be asked to reach out to their colleagues at other institutions and bring back ideas, structures, handbooks, or any other information on how participatory governance, codes of ethics, and collegial dialogues have been implemented. *Timeline: Fall 2020 through Spring 2021. Responsible party: Chair of College Council or designee.*

2. The Strategic Planning Standing Committee will host a college-wide Appreciative Inquiry (AI) into questions surrounding collegiality. AI is a positive, strengths-based, and scalable approach to organizational change. And, because it is inherently designed to engage all stakeholders in self-determining change, it is uniquely suited to exploring opportunities for growth in participation and collegiality. This AI process will culminate in the creation of multiple self-identified initiatives for improving collegiality and participation in shared governance across the college by a wide range of stakeholders. *Timeline: Fall 2020 through Spring 2022. Responsible parties: Co-chairs of Strategic Planning Standing Committee and officers of shared governance groups.*

3. The college will work directly with managers as they proactively support classified staff participation in shared governance. This will include personal discussions with managers about the critical role classified staff play in shared governance and the benefit their participation provides to the college. *Timeline: Fall 2020 through Spring 2022. Responsible Parties: Office of the Superintendent/President, Management Association, and Classified Senate.*

4. The Professional Development Committee will provide learning opportunities for all employees that will encourage humanity and empathy in interactions, which could include brown-bag lunches highlighting diverse functional areas, mentor/mentee relationships, cross-functional inquiry groups, reading circles, and job swap programs. Topics will include the following: giving effective feedback, influencing without authority, and having difficult conversations, among others. *Timeline: In conjunction with previous items, two months planning and 12 months execution. Responsible party: Professional Development Standing Committee.*

IV. Expected Outcomes

1. The college will see a majority of employee responses on the Campus Climate survey indicating active and effective participation in governance work.
2. End-of-year Committee Assessment surveys will see a positive increase in participation, goal setting and completion of goals, and constructive dialogue.
3. The development and implementation of a comprehensive guide to the responsibility and philosophy of shared governance at PCC.
4. Improved student success metrics (Vision for Success Goals).

V. Conclusion

From our equity work to our widespread willingness to step up for students' needs, the employee community at PCC is ready to pursue the ideal of an institution that ensures all students meet their goals. Current and past events have shone a bright light on the many obstacles in the way of that ideal. If the college hopes to transform itself into a truly equity-minded learning community, it will need to draw on every individual's best efforts to engage, evaluate, and choose the best path forward for the college as a whole.

QFE#2: Addressing the Needs of Our Part-Time Students

I. Introduction

Pasadena City College (PCC) defines equity as parity in educational outcomes for all students. This definition reflects our understanding of historical and contemporary policies, practices, and discourses that have created structural barriers for our students, particularly students of color. PCC operationalizes equity as an inquiry-based practice of identifying equity gaps and investing the necessary material and human resources into strategic interventions meant to close those gaps.

Since Spring 2017, campus leaders have been engaged in an inquiry process with our UCLA research partners to understand 1) how PCC students make decisions about careers, majors, and the courses that will lead them to academic goal completion and 2) how race, ethnicity, gender, and other factors influence students' aspirations, decisions, actions, and outcomes. The long-term goal of the inquiry is to address the equity gap that exists for Latino/a/x and Black/African American students in academic goal completion.

To date, inquiry participants have analyzed institutional data extensively including qualitative data drawn from interviews of over 200 PCC students. The process has helped the PCC community understand the challenges emerging adults face as they consider career options and

choose majors. Participants in the inquiry process have learned of the unique journeys of students of color and the systemic roadblocks that can impede or curtail informed career and major choice as well as persistence and completion. The sustained work has informed the creation of career-focused professional development activities, program and course-level interventions, and a well-defined career exploration "journey" for first year students.

During the 2019-20 academic year, after carefully reviewing diverse student profiles, inquiry participants chose to expand their research to include enrollment patterns and the impact part-time enrollment has on persistence and completion. Qualitative research activities focus on the impact that course availability, classroom climate and culture, employment, financial aid status, and family responsibilities have on students' ability to succeed in the classes and complete their academic goals in a timely manner.

II. Identification of the Action Project

Research supports the value of full-time enrollment. The National Student Clearinghouse Research Center followed a cohort of first-time, full-time and part-time degree-seeking students enrolled in a public two-year college in Fall 2012 to see how they performed over a six-year period, measuring rates of persistence, completion, and transfer.

"At the end of their second year, 11.3 percent of full-time students graduated from their starting institution, increasing to 27.8 percent at the fourth year and to 32.1 percent by the sixth year. Among part-time students, 4.0 percent graduated at the end of the second year, 15.1 percent at the end of the fourth year and 20.9 percent by the sixth year" (Community College Daily, AACC, 4/4/19).

Recommendations from the California Guided Pathways Project and national policy groups informed PCC's decision to require new, first-time college students seeking priority registration and access to a comprehensive first year experience program to enroll in a minimum of 12 units in their first year. However, approximately 51% of PCC students are enrolled in fewer than 12 units at census each fall, and many full-time students withdraw from one or more classes before the end of the term.

PCC decided to prioritize the needs of part-time students based on data from its Office of Institutional Effectiveness (OIE). Student enrollment patterns over 4 years (16 terms) for eight cohorts (Fall 2009-Fall 2016) were disaggregated by race/ethnicity and age. Analysis revealed that the most consistent pattern for all groups was part-time enrollment in the first term and drop out by the second term. In addition, the top twenty enrollment patterns revealed that the majority of students at the college, whether they began full or part time, moved quickly to part-time status and left school by year two without graduating, completing a certificate, and/or transferring. The pattern is more pronounced for Latino/a/x students and even more so for Black/African American students.

PCC's OIE tracked a cohort of new, first-time students for three years starting in Fall 2017. Findings revealed that first-time students who enrolled full time in their first year persisted into the second year and completed a degree within three years at significantly higher rates than students who enrolled part-time:

	Entering Cohort	**Fall-to-Fall Persistence**	**Completion Within 3 Years**
*Enrollment Status	**# & % of first-time students who entered PCC in** **Fall 2017**	**% who enrolled in Fall 2018**	**% who earned a degree by** **Spring 2020**
Full-Time, Fall 2017	3,507 – 62%	78%	11%
Full-Time, Spring 2018	2,310 – 41%	89%	15%
Part-Time, Spring 2018	809 – 14%	75%	3%
Not Enrolled, Spring 2018	388 – 7%	15%	1%
Part-Time, Fall 2017	2,159 – 38%	51%	2%
Full-Time, Spring 2018	417 – 7%	83%	6%
Part-Time, Spring 2018	984 – 17%	67%	2%
Not Enrolled, Spring 2018	758 – 13%	14%	1%
Total	5,666 – 100%	68%	7%

*Enrollment status defined by # of units enrolled in at census

It is evident that enrolling full-time, even if just for the first semester of college, positively impacts both persistence into second year and three-year degree completion rates:
Fall-to-fall persistence rates for all first-time students who were full or part time in Fall 2017:
    Full-time: 78%
    Part-time: 51%

Three-year degree completion rates for all first-time students who were full or part time in Fall 2017:

      Full-time: 11%

      Part-time: 2%

Black/African American and Latino/a/x students experience equity gaps in completion and persistence:

Fall-to-fall persistence rates disaggregated by race and full or part-time status in Fall 2017:
Full-time in Year 1: Black/African American: 63%. Latino/a/x: 75%. White: 72%, Asian: 87%
Part-time in Year 1: Black/African American: 44%, Latino/a/x: 52%, White: 46%, Asian: 57%
3-year completion rates disaggregated by race and full and part-time status in Fall 2017:
Full-time: Black/African American: 6%, Latino/a/x: 7%, White: 13%, Asian: 15%
Part-time: Black/African American: 1%, Latino/a/x: 1%, White: 4%, Asian: 3%

Findings also reveal that that the number of units a student attempts affects persistence and completion. Enrolling in a higher number of units in Fall 2017 greatly increased students' likelihood of persisting from fall to fall and taking more than 12 units significantly increased the 3-year completion rates for all groups, though Latinx and African American students completing 9-11 and 12 or more units continued to experience equity gaps in completion.

Units Attempted in Fall 2017	Latino/a/x Persistence & Completion	Black/African American Persistence & Completion	White Persistence & Completion	Asian Persistence & Completion
0-2	24% – 0% (n=33)	33% – 0% (n=6)	23% – 8% (n=13)	25% – 0% (n=13)
3-5	35% – 1% (n=264)	24% – 0% (n=29)	36% – 1% (n=147)	39% – 1% (n=148)
6-8	49% – 1% (n=376)	52% – 4% (n=27)	52% – 3% (n=115)	60% – 1% (n=131)
9-11	65% – 1% (n=444)	62% – 0% (n=26)	57% – 10% (n=103)	73% – 8% (n=159)
12+	75% – 7% (n=1603)	63% – 6% (n=127)	72% – 13% (n=424)	87% – 15% (n=977)

In response to the dashboard and tracking data, a group of 15 faculty, managers and classified staff members formed an inquiry group in October 2019 to learn more about part-time students, who they are and what resources and services they need to succeed in their classes and complete their goals. The discussions, informed by national and local data as well as best practices at other institutions, have led to Pasadena City College's action project, "Addressing the Needs of Our Part-Time Students".

III. Project Goals

The goals for PCC's action project align with those of the Chancellor's Office Vision for Success. By 2025, PCC will…

i.   increase by 20% the number of part-time students earning associate degrees, credentials, and certificates or specific skill sets that prepare them for in-demand jobs

ii. reduce to 79 total units the average number of units accumulated by part-time students earning associate degrees

iii. increase by 35% the number of part-time students transferring annually to a UC or CSU campus

iv. reduce by 40% equity gaps across all the measures above among traditionally underrepresented part-time students

IV. Implementation Plan

Desired Outcomes	Action Steps	Timeline	Responsible Parties	Resources
1. Increased understanding among campus stakeholders of the strengths and challenges faced by part-time students	a. PCC & UCLA Part-time Student Inquiry: Shared readings, discussion, and data collection focused on part-time students	10/2019 – Present	PCC participants from Instruction and Student Services, Academic Affairs, Admission & Records, Office of Institutional Effectiveness (OIE) UCLA inquiry team	No funds needed
	b. Analysis of PCC enrollment patterns, including milestone completion	4-8/2020	OIE and inquiry participants	No funds needed
	c. Enrollment status phone survey	Fall 2020	PCC's OIE and UCLA inquiry team	Abriendo Caminos Title V Grant for

				student compensation
	d. One-on-one interviews with part-time students	Fall 2020	PCC's OIE and UCLA inquiry team	Abriendo Caminos Title V Grant for student compensation
	e. Campus-wide dissemination of findings and actions (Title V Data Symposium, Professional Development Day, Guided Pathways Meetings/Forums)	Fall and Spring 2020	PCC's inquiry participants, Offices of Equity, Professional Development, and Strategic Communication & Marketing, UCLA research team	Abriendo Caminos Title V Grant
2. Academic and support programs, resources, and services that address the needs of part-time students	a. Implementation of program maps for part-time students	Fall 2020 (9 unit maps) Spring 2021 (6 unit maps)	PCC's Guided Pathways working group, faculty leads from all departments, counselors	Abriendo Caminos Title V Grant for additional adjunct counselors to create program maps
	b. Restructuring of success centers, aligned with guided pathways pillars and employing one-stop model design	Launch in Fall 2021	Office of Academic Affairs, Guided Pathways working group, existing success centers	Abriendo Caminos Title V Grant for renovations to library to accommodate success centers
	c. Continued development of online support resources	Spring 2020-Spring 2021	Student Services staff, Success Center staff, web team	No additional funds needed
	e. Creation of *PCC PM* to provide resources to evening students	Spring 2020-Spring 2021	Student Services staff, Success Center staff, Guided Pathways working group	Abriendo Caminos Title V Grant

	f. Increased programming at satellite campuses	2019-2022	Office of Academic Affairs	No additional funds needed

1. Improvement of Student Learning and Achievement

Pasadena City College is a highly diverse institution: 51% of its nearly 30,000 students identify as Latino/a/x; most students are low-income; and over 60% attend PCC with their tuition waived or reduced. PCC is recognized as a premier transfer institution; however, its policies and practices largely support daytime, full-time, transfer-bound students and ignore the needs of our many part-time students. Many of them are from historically under-represented groups and have limited time to access important resources and services.

PCC's focus on improving the success of part-time students is long overdue and crucial to our mission of being equity-minded and providing customized student support. A large number of students enter PCC part time – i.e., with fewer than 12 units – and remain so throughout their stay in college. Additionally, many more students are "fluid," moving from full-time to part-time and then back to full-time status. The success, persistence, and completion rates for these groups are unacceptably low. The rates for African American/Black and Latino/a/x part-time students are even lower.

PCC is committed to revising its policies and practices to serve the needs of part-time students more effectively than it does now. To achieve intended outcomes, the Office of Instruction must transform its academic programs, classroom practices, and tutoring services, and the Office of Student Services must retool its support services and resources to provide increased access to all students regardless of their academic goal.

Access to data disaggregated by race and full-time/part-time status will help instructional faculty, counselors, and staff identify and understand the challenges part-time students face in and out of the classroom. Professional development activities will guide the development of customized programs, resources, and services to support the learning and achievement of all students at PCC, and especially part-time students, who are at risk of dropping out of classes and leaving college without completing their goal(s).

2. Assessment Plan

Pasadena City College will annually evaluate advancement towards the goals of this QFE and action project, including its processes, timeline, and cycles. Assessment has already begun with the analysis of the Office of Institutional Effectiveness (OIE) dashboard data of enrollment patterns and progress toward completion of significant milestones, including completion of transfer-level math and English; unit accumulation; degree, credential, and certificate awards; transfers; and reduction of equity gaps.

Each year, PCC's OIE will generate and disseminate a report on the progress the College has made to meet project goals and objectives and will make recommendations for improvement of the various components. The evidence will guide the inquiry process and inform next steps.

3. **Findings from Self-Evaluation** (to date):

General Issues

1. PCC has spent little time understanding or addressing the needs of part-time students. It has generally taken a "one-size fits all" approach that prioritizes full-time, day-time students rather than customizing programs, resources, and services for specific part-time student groups such as single mothers, full-time workers, and evening students.
2. Latino/a/x and Black/African American students who attend school part time are disproportionately impacted. For PCC to close the equity gaps these students experience, it must apply an equity-minded framework to create specific programs and provide services to support racially minoritized students.
3. Many students are fluid (i.e., they move between full- and part-time enrollment), and many swirl (i.e., they enroll at multiple campuses to ensure they get the classes they need). These students are in great need of academic maps and guaranteed classes that will lead to completion.
4. Resources and services are scattered, confusing, and often inaccessible to part-time students, many of whom have off-campus responsibilities and are, therefore, "time poor." They would benefit greatly from quick and easy access to support.

Areas for Research

Continue to collect quantitative and qualitative data about part-time students to understand …

a. the many different reasons students are or become part time
b. the time to completion for various types of part-time students
c. the impact employment has on enrollment status and goal completion
d. the impact financial aid award has on goal completion.

Solutions to Explore

1. PCC PM – an evening one-stop environment with personnel from Admissions & Records, Financial Aid, Counseling, tutoring, and other core support services
2. Increased access to complete programs and additional course offerings at satellite sites (PCC Northwest, Rosemead, and Foothill)
3. Weekend College, online/hybrid programs, and other "fast track" programs that work well for busy part-time students