



**PASADENA CITY COLLEGE
FOLLOW-UP REPORT #1**

SUBMITTED BY
PASADENA AREA COMMUNITY COLLEGE DISTRICT
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SUBMITTED TO
ACCREDITING COMMISSION FOR COMMUNITY
AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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STATEMENT ON REPORT PREPARATION

Upon receiving the June 30, 2009 ACCJC/WASC letter placing the college on warning status, the college began immediate action to develop a timely and specific action plan. The president sought further clarification on the recommendations and contacted the visiting team chair and the president of ACCJC. Through this inquiry, the president learned that the focus of the primary recommendation is that the college identify and utilize consistent data sets for all program reviews that lead to recommendations for program and process improvements.

The first step the college took was to inform the campus community about the warning status and lay the ground work that the college intended to use this as an opportunity to instill a culture of evidence and continuous improvement. An open letter from the college president was emailed to every employee of the college and posted on the college website explaining the warning status.

Shortly thereafter, the Accreditation Liaison Officer (ALO) and Interim Dean of Institutional Planning and Research (IPRO) engaged in a telephone conference (August 7, 2009) with ACCJC vice presidents Jack Pond and Steve Maradian to clarify further the course of action the college needed to take to remediate the recommendations. Following that conversation, a proposal and timeline draft (Appendix 1) was prepared by the Interim Dean of IPRO to address the recommendations put forth in the letter from the ACCJC. This draft was presented to the college's executive committee (8/12/09), the Board of Trustees (8/19/09), and the coordinating council (8/26/09) in August and at the college's Management Team Retreat (9/9/09) and to the Academic Senate (9/14/09) in September (Appendix 2).

Following the presentation and discussion of the proposal, the Accreditation Steering Committee reconvened to accept the charge of implementing the proposed action plan and renamed itself the Accreditation Response Steering Committee (ARSC). In accordance with the proposal, the Accreditation Response Steering Committee oversaw the creation of a task force (RTF 1), composed of appropriate representative membership, to respond to recommendation 1. This task force is required to report to the Accreditation Response Steering Committee regularly on its progress. The Accreditation Response Steering Committee met regularly between October 2009 and February 2010 to synthesize and evaluate the work of the task force and prepare this report (Appendix 3).

A list of Accreditation Response Steering Committee members can be found in Appendix 4.



Dr. Lisa Sugimoto
Superintendent-President Pasadena City College

March 9, 2010

Date

RESPONSE TO COMMISSION ACTION LETTER

Recommendation 1—Follow-Up Report due by March 15, 2010

The team recommends that the college develop a systematic assessment of evaluation mechanisms, i.e., program review and planning processes, to determine their effectiveness in improving student learning programs and services and administrative functions. Specifically, the college needs to implement a consistent data set for program review and process improvement. (IB.6, IB.7)

Resolution of the Recommendation

Recommendation 1 served as the impetus not only to establish consistent data sets for program review, but also to improve the program review and planning processes, leading to better integration and ongoing institutional effectiveness in all areas of the college. The leadership of Pasadena City College recognized this recommendation as an opportunity to strengthen our program review and planning processes. Writing the accreditation self-study report led to the conclusion that while the program review structure in place is adequate, improving it will enable the college to identify and respond more quickly and effectively to the needs of our diverse student population.

At the Fall 2009 professional development (Flex) day (September 29, 2010), the campus community was informed again of the warning status and the steps the college was going to take to address the recommendations (Appendix 5).

Next a dialogue was started at five instructional cluster meetings that are held by the Vice President of Instruction at the beginning of each academic year (Appendix 6). At each cluster meeting, the Interim Dean of Institutional Planning and Research (IPRO) asked faculty, managers, and staff to provide feedback on four questions:

1. What is a program at PCC?
2. What data or information would inform our achievement in these programs?
3. What internal influences affect these programs?
4. What external influences affect these programs?

The IPRO dean summarized the information from the first two questions gathered at the cluster meetings and presented it to Recommendation Task Force 1 (RTF 1) at its opening meeting (Appendix 7). A list of RTF 1 members can be found in Appendix 8.

In a series of meetings between October 2009 and February 2010, RTF 1 reviewed and analyzed the cluster meeting information and various educational program definitions from ACCJC, Academic Senate for the California Community Colleges (ASCCC), and Title 5 (Appendix 9). RTF 1 concluded that the college needed to refine its program review and planning processes and developed the following guiding principles:

- Embed student development and social responsibility into every level of the college's programs
- Convert from a cost center-driven focused to an outcomes-driven program review process
- Determine consistent data sets (required)
- Develop software that will collect, analyze, and coalesce the data

- Streamline program review and planning processes
- Establish the Institutional Effectiveness Committee (IEC)

RTF 1 defined educational programs as the completion of a sequence of courses, following the definition ACCJC published in its Summer 2009 newsletter:

“Educational Programs refers to the sequence of courses leading to a degree or certificate . . . or the sequence of courses or learning activities leading to intellectual mastery, such as the Basic Skills course sequence leading to college readiness, the lifelong learning course sequence that enhance career and job skill set, etc.”

Five educational program review areas were determined for the college:

1. AA/AS Degrees
2. Certificates
3. Basic Skills
4. Transfer Sequence or Discipline
5. General Education Patterns

Once RTF 1 had key definitions and a more integrated educational program review design in place, the task force turned its attention to the issue of consistent data sets, responding to the evaluation report statement that “the degree to which all available data are used varies, as does the depth of analysis, among the various units. . .so the programs do not necessarily all use the same data” (Evaluation Report, p. 16). In addition to examining the data sets suggested from the cluster division meetings, RTF 1 evaluated data sets utilized at other California and out-of-state colleges and those suggested by the U.S. Department of Education (Appendix 7). Using this material, RTF 1 determined the list of consistent data sets that will be applied as a part of the college’s program review.

Table 1: Data Sets for Educational Programs

AA/AS	Certificates	Basic Skills	Transfer/Discipline	General Education Patterns
Number received annually over five-year period	Number received annually over five-year period	Placement - supply and demand of courses	Average number of years to transfer	Counts by type (AA, AS, IGETC, CSU breadth)
AA by major and /or area of emphasis	Number received annually by type over five-year period	Utilization of support services	Average number of units completed before transfer	Counts of GE certifications
AS by major	Attrition survey (Why do they leave?)	Attrition survey (Why do they leave?)	Number of available priority admissions programs	Curriculum alignment within GE areas
Course Completion rates	Course Completion rates	Course Completion and Retention rates - include comparisons to non Basic Skills students	Course Completion rates	Course Completion rates
Demographics	Demographics	Demographics	Demographics	Demographics
Job placement surveys	Job placement surveys	Progression through sequences	Counts of Transfers	Counts of Transfers
SLO Assessment Data	SLO Assessment Data	SLO Assessment Data	SLO Assessment Data	SLO Assessment Data
Geographics: in district versus out-of-district degrees conferred	Geographics	Geographics	Geographics	Geographics
Scores on Licensure exams where appropriate	Scores on Licensure exams where appropriate		Majors at four-year colleges	Curriculum review - course enrollments and course availability
	Number of internships, externships and apprenticeships.		Number of available capstone courses	

RTF 1 members were committed to applying this instruction-focused planning and review model to the other three areas of the college (student and learning services, administrative services, and governance and executive). RTF 1 requested that the Student and Learning Services (SLS) managers create the functional SLS program review areas that support the instructional review areas. In response, the SLS managers participated in stimulating discussions about their work and concluded that their functions would best be assessed in the context of service areas: enrollment services, student support services, learning assistance, engagement, and goal achievement (Appendix 10).

Table 2: Data Sets for Student and Learning Services Programs

Enrollment Services	Student Support Services	Learning Assistance	Engagement	Goal Achievement
Counts of individuals served by days and times	Annual number of service contacts	Annual number of service contacts	Number of engagement activities offered annually	Job placement data
Counts of transactions	Demographics	Demographics	Demographics	Demographics
Customer satisfaction surveys	Customer satisfaction surveys	Customer satisfaction surveys	Customer satisfaction surveys	Customer satisfaction surveys (to include goal attainment)
Counts of students able to enroll in basic skills courses	Success and retention rates of students served	Success and retention rates of students served	Success and retention rates	Number of transfers
Community College Survey of Student Engagement data	Community College Survey of Student Engagement data	Community College Survey of Student Engagement data	Community College Survey of Student Engagement data	Community College Survey of Student Engagement data
Geographics	Geographics	Geographics	Geographics	Geographics
	Persistence rates of student served	Faculty satisfaction surveys		Number of degrees and certificates received annually over five-year period

Program review for Administrative Services will follow a model similar to that of SLS, focusing on the functions of facilities services, business services, computing services, fiscal services, and police and safety services. These functions will be evaluated in the program review process relative to their own objectives, as well as how well they support the institution’s five instruction-driven program review areas.

The area identified as Governance and Executive will do the same, evaluating the functions that fall within it: shared governance, board of trustees, president’s office, external relations, human resources, and institutional effectiveness. This last function includes both the new Institutional Effectiveness Committee (IEC) and the Institutional Planning and Research Office.

Building on the work done by the Student Learning Outcomes coordinators in Spring 2009, RTF 1 drafted the policies and procedures to establish the aforementioned Institutional Effectiveness Committee (IEC) [Appendix 11]. This proposed collegewide shared governance committee will be charged with the analysis of institutional program review.

The specific charges of IEC:

- Monitor and evaluate program reviews with the authority to request that a review be redone or revisited.
- Review assessment results for degrees, programs, certificates, majors, and areas of emphasis.
- Review the results of General Education Outcomes (GEO) assessment and make recommendations to the college faculty and administration as a means to produce institutional improvement.
- Review the appropriateness of courses mapped to GEO competencies.
- Provide an assessment results summary to the Resources Advisory Committee (RAC) for consideration in the budgeting process and to the Strategic Planning Committee for consideration in college planning.
- Use existing institutional research data and use new data sources to inform the work of the committee.
- Provide a forum for discussion of outcomes, programs, and assessment.
- Prepare an annual report to the Board of Trustees on the program review results and recommendations.
- Provide guidance and analysis in the formal evaluation of governance and decision making structures.
- Forward recommendations on matters of curriculum to the Curriculum and Instruction Committee.
- Forward recommendations on accreditation issues to the Accreditation Liaison Officer.

IEC will be established by mutual agreement of the Academic Senate and the Board of Trustees through existing shared governance procedures. IEC will ensure that the program review process will lead to program improvement.

Analysis of the Results Achieved to Date

As a result of dialogue in a shared governance environment, the college has created significantly revised processes for program review and planning. What was once a cost center-driven program review process is now outcomes-driven. The addition of data sets for program review, tactical planning and operational planning will lead to a more thorough and consistent evaluation of college processes.

RTF 1 clarified what program planning and program review are and what they mean for the college. The task force recognized that the college mission statement, along with the strategic directions and collegewide goals, drives what *we say we do*, the institutional programs are *what we do*, program review is *how we evaluate whether we are achieving our outcomes*, and planning is the process by which *we implement improvement*, all culminating in institutional effectiveness. Simply stated, we seek to align our stated goals and increase effectiveness specifically as measured by student outcomes. Figure 1 illustrates the systemic relationship of institutional effectiveness to the college's mission, functions, outcomes, and planning.

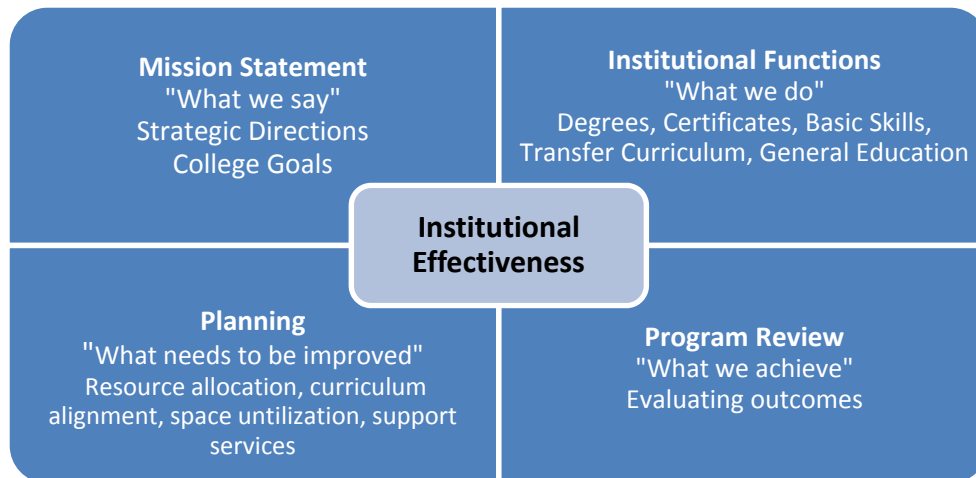


Figure 1: Systemic nature of institutional effectiveness

Program review will occur in six-year or less cycles, depending on other external requirements. Each instructional division of the college will develop two to four year tactical plans (at the discretion of the responsible manager) that will inform and be informed by the program reviews. The tactical plans in turn will inform, and be informed by, the annual operational plans. Each of these planning and review levels is tied to one another and will include its own consistent data sets for analysis and evaluation.

At the operational level, smaller units of the college (departments or offices) will analyze their operations (personnel, materials, facilities, curriculum, student development, and other) in conjunction with the broader division or area in which they exist. The tactical level will analyze and evaluate the overall effectiveness of a broader division or area. Through program review, all functions of the college will be evaluated relative to the five instructional programs: AA/AS degrees, certificates, basic skills, transfer sequence or discipline, and general education patterns. Figure 2 provides a conceptual design of the program review and planning process.



Figure 2: Conceptual design of program review and planning processes

This revised design has been presented to the Executive Committee, the instructional deans, and the Board of Trustees (Appendix 12).

Concurrent with our work on program review and planning, the college is developing a new, comprehensive Educational Master Plan (EMP). EMP development substantiated the college's need to revise the program review and planning processes to ensure the alignment of outcomes-driven institutional effectiveness with resource allocation. The new EMP represents the college's vision for what will be achieved over the next 10 years.

Summary of Actions Fall 2009

- ✓ Researched program review and planning process models
- ✓ Communicated to the campus community accreditation response proposal
- ✓ Revised collegewide program review and planning processes
- ✓ Determined consistent data sets for program review
- ✓ Drafted the Institutional Effectiveness Committee policy and procedures

In a few short months, the college has accomplished what has typically taken years to do. RTF 1 has revised the program review and planning processes in an effort to improve what we do and how we do it. RTF 1 members have shared the improved program review and planning processes with constituent groups and reaction has been both positive and supportive. Constituent groups appreciate the meaningful and essential way the revised processes will improve services provided to students.

Evidence of the Results

Please see Appendices 1 – 12 for supporting documents related to this recommendation, including meeting minutes and PowerPoint presentations made to the Board of Trustees and other constituency groups.

Additional Plans

During the Spring 2010 semester, the program review and planning software will be updated to reflect the approved design changes, including the addition of consistent data sets.

Next Steps Spring 2010

- Update program review and planning software
- Revise college policy and procedures on program review and planning (#2100)
- Design and implement program review and planning professional development
- Implement the revised program review and planning processes
- Implement the data extraction and availability data sets for all levels of program review and planning
- Revise college policy and procedures on accreditation (#2120)
- Convene the Institutional Effectiveness Committee (IEC)

Recommendation 3—Follow-Up Report due by October 15, 2010

The team recommends that the college establish and implement policies and procedures that define and ensure the quality and integrity of the distance education offerings and make these policies widely available to faculty. The institution must also submit a Substantive Change Proposal to the Commission. (IIA.1, IIA.1b)

Resolution of the Recommendation

The Accreditation Response Steering Committee requested that the Academic Senate and the Office of Academic Support continue to collaborate on distance education policies and procedures, building on the work they began during the 2008-09 academic year. Additional support in the form of faculty reassignment has been provided in 2009-10 to facilitate the resolution of this recommendation.

From September through December 2009, a thorough review of the most relevant resources and literature was undertaken by the Distance Education Policy and Procedure work group (a subcommittee of the Academic Senate Distance Education Committee) to ensure that the policies and procedures recommended for the college assured quality and integrity in the distance education program. The names of the participants on these committees can be found in Appendix 13.

The Distance Education Policy and Procedure work group, under the leadership of Professor Sandra Haynes, Chair of the Distance Education Committee, and Dr. Carole Robinson, Distance Education Specialist, used a distance education process development model established by Bryan Fendley, Director of Academic Computing, University of Arkansas at Monticello ([The Art of Developing Policies for Distance Learning](#), 2009). All draft recommendations for policy and procedure were first taken to the Distance Education Committee for study, discussion, modification, and approval. Approved recommendations were then presented to the Academic Senate for study, discussion, modification, and approval. When relevant, recommendations were forwarded for review to other stakeholders, such as the Curriculum and Instruction Committee and the Faculty Association (the faculty labor union).

Analysis of the Results Achieved to Date

The number of policy and procedures drafted and approved within a four-month time period is noteworthy. The Distance Education Policy and Procedure working group is committed to developing and implementing effective policies and procedures to direct all distant education modalities provided through the college. The following actions, see Table 3, were taken between September and December 2009 to advance Distance Education policy and procedure recommendations.

Table 3: Approved Actions by Distance Education Committee

Policy #	Policy and Procedure	Approvals
101	Distance Education in the Mission Statement of the College	Recommendation approved by the Distance Education Committee - October 13, 2009 Recommendation approved by the Academic Senate – November 23, 2009
102	Distance Education Committee Mission Statement (Revision)	Recommendation approved by the Distance Education Committee - October 13, 2009 Recommendation approved by the Academic Senate – November 23, 2009
103	Distance Education Delivery Modalities Proposal to Revise	Recommendation approved by the Distance Education Committee - October 13, 2009 Recommendation approved by the Academic Senate – November 23, 2009
104	Distance Education Technology Literacy and Readiness	Recommendation approved by the Distance Education Committee – November 10, 2009 Recommendation approved by the Academic Senate – December 7, 2009
105	Distance Education curriculum approval form.	Recommendation approved by the Distance Education Committee – November 24, 2009 Recommendation presented to Academic Senate for review – December 7, 2009 Recommendation sent to the Curriculum and Instruction Committee – December 2009
106	Distance Education Pedagogical Readiness	Recommendation sent to Distance Education Committee for study December 5, 2009
107	Distance Education Class Size (Course Cap)	Recommendation approved by the Distance Education Committee December 8, 2009
108	Distance Education Office Hours	Recommendation approved by the Distance Education Committee December 8, 2009

The in-process recommendation drafts (policy items 109-122) will be brought forward in a structured manner when the school year resumes with the Spring semester (beginning February 22, 2010).

Table 4: Pending Actions by Distance Education Committee

Policy #	Policy and Procedure	Pending Actions
109	Distance education instructional load	
110	Intellectual property rights	Campus designed course Instructor designed course
111	Regular effective contact	As indicated in the Chancellor's Office DE Guidelines Section 55210, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office (Walton, James-Hanz, P, et al, 2008)
112	Faculty peer evaluation	
113	Student evaluation of course	
114	Student conduct and academic integrity	
115	Faculty support services	To include a policy, procedure and training handbook that covers technological and pedagogical aspects of distance education
116	Student support services	
117	Course quality rubric	To include ADA compliant content
118	Faculty mentoring program	
119	Distance Education web site	
120	Course management system	
121	Strategic plan	
122	Facilitation rubric	

Evidence

Please see Appendix 14 for supporting documents related to this recommendation, including a comprehensive list of resources consulted related to distance education policy and practice.

Additional Plans

The Academic Senate's Distance Education Committee will continue to meet regularly to monitor the implementation and regulation of these new policies and procedures, recommending modifications as needed.

After all policies have been developed and approved by the Academic Senate and the Faculty Association, the Distance Education Committee will begin reviewing and modifying the draft substantive change proposal (Appendix 15) for submission to ACCJC.

Appendices

- Appendix 1 Proposal and timeline to address ACCJC recommendations
- Appendix 2 Meeting Minutes, Updates and PowerPoints
- Appendix 3 Accreditation Recommendation Steering Committee minutes
- Appendix 4 Accreditation Recommendation Steering Committee members
- Appendix 5 Flex Day PowerPoint presentation
- Appendix 6 Cluster meeting memo
- Appendix 7 Summary of results from cluster meetings and outside resources
- Appendix 8 Recommendation Task Force 1 members
- Appendix 9 Recommendation Task Force 1 meeting minutes and materials reviewed
- Appendix 10 Student and Learning Services program review design
- Appendix 11 Draft of Institutional Effectiveness Committee, Policy 2560
- Appendix 12 Revised program review and planning process presentations
- Appendix 13 Distance Education committee and work group participants
- Appendix 14 Distance Education resource list
- Appendix 15 Distance Education Substantive Change proposal