PASADENA CITY COLLEGE

Self-Evaluation Report of Educational Quality and Institutional Effectiveness

2014

PASADENA
CITY COLLEGE ®

SELF EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENES

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:
Pasadena City College
1570 E. Colorado Blvd., Pasadena, CA 91106

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

December 2014

CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

Date: December 2014

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

From: Dr. Robert B. Miller
Pasadena Area Community College District
1570 E. 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 broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Dr. Robert B. Miller
Interim Superintendent/President

Dr. Anthony Fellow
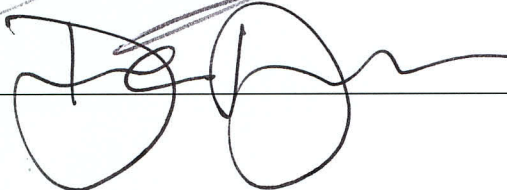President, Board of Trustees

Eduardo Cairo
President, Academic Senate

Jeffrey Wojcik
President, Classified Senate

Jordyn Orozco
President, Associated Students

Dr. David Douglass
President, Management Association

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Institutional Mission and Core Values

Institutional Mission:

The mission of Pasadena City College is to provide a high-quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The College provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.

At Pasadena City College we serve our students by:

- Providing courses and programs, in a variety of instructional modalities, which reflect academic excellence and professional integrity;

- Fostering a dynamic and creative learning environment that is technologically, intellectually and culturally stimulating;

- Challenging our students to participate fully in the learning process and encouraging them to be responsible for their own academic success;

- Respecting them as individuals who may require diverse and flexible learning opportunities;

- Supporting organizational practices that facilitate student progress towards their goals; and

- Encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff, managers, and administrators.

Institutional Core Values:

As an institution committed to successful student learning in an environment of intellectual freedom, Pasadena City College is guided by the following essential, enduring and shared values:

A Passion for Learning
We recognize that each one of us will always be a member of the community of learners.

A Commitment to Integrity
We recognize that ethical behavior is a personal, institutional and societal responsibility.

An Appreciation for Diversity
We recognize that a diverse community of learners enriches our educational environment.

A Respect for Collegiality
We recognize that it takes the talents, skills and efforts of the entire campus community, as well as the participation of the broader community, to support our students in their pursuit of learning.

A Recognition of Our Heritage of Excellence
We recognize that we draw upon the college's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and community.

History of the College

Pasadena City College (PCC) was founded in 1924 in the spirit of innovation to respond to the needs of our 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 90th year of service to the Southern California area, the district's population is 403,596 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
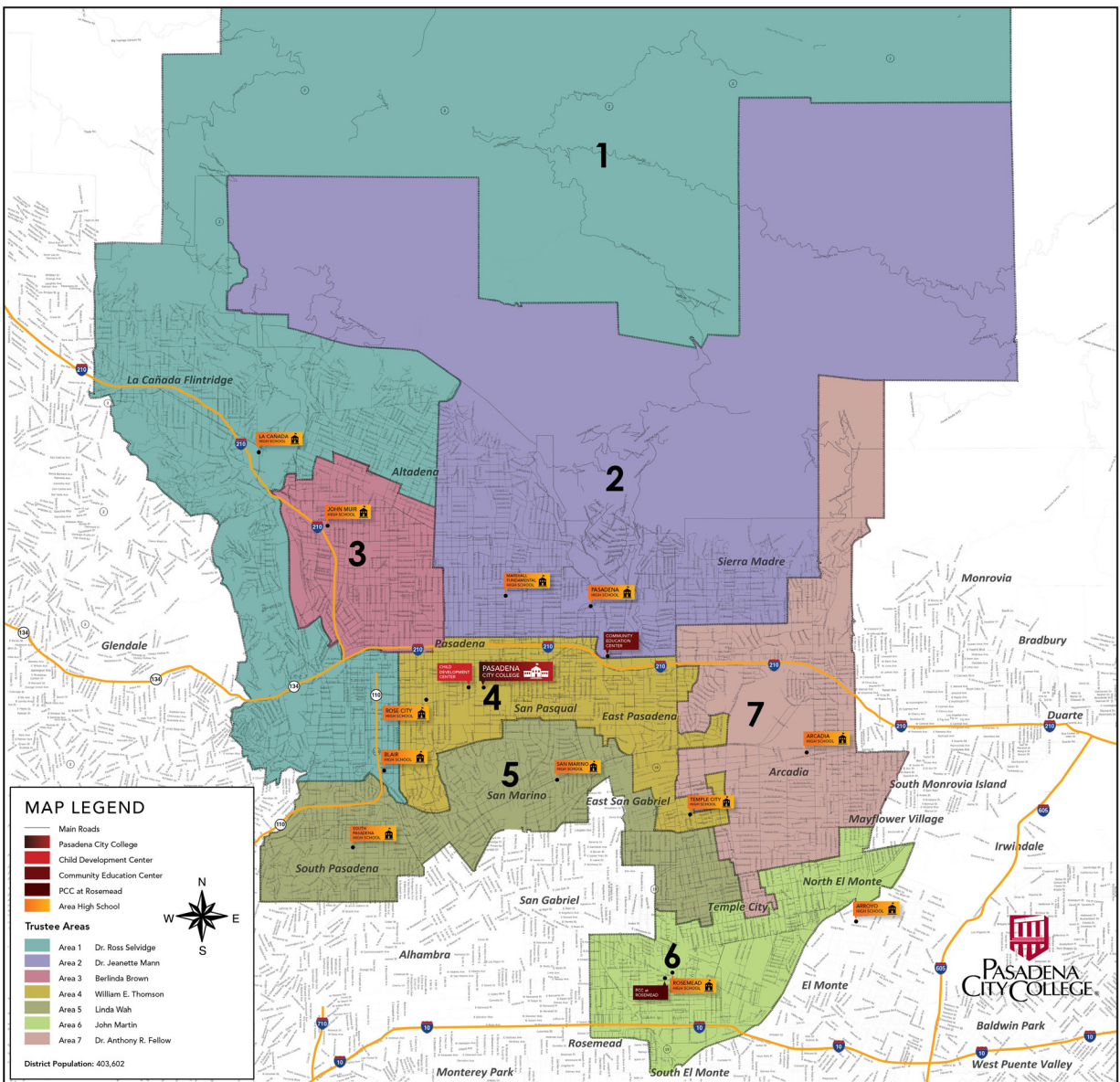
The College's main campus has 30 buildings on a 53 acre site located at 1570 East Colorado Boulevard in Pasadena. A satellite campus, the Community Education Center, located at 3025 East Foothill Boulevard in Pasadena, primarily houses the district's noncredit programs. The Rosemead Center, located at 4105 North Rosemead Boulevard in Rosemead, offers a variety of high demand courses and counseling services to students in the service area. The College also operates a Child Development Center, located two blocks to the west of the main campus at 1324 East Green Street. Pasadena City College offers a comprehensive selection of distance, hybrid and telecommunications courses.

COLORADO BLVD.

LOT 8 Handicap drop-off

STAFF PARKING LOT No. 1

HH

L

D

MIRROR POOLS

E

LL

SHATFORD LIBRARY

STAFF PARKING LOT No. 7

CIRCADIAN

CC

CREVELING LOUNGE

QUAD

SEXSON AUDITORIUM

GALLOWAY PLAZA

SHUTTLE STOP/ GATE

STUDENT PARKING LOT No. 10 *

GREEN ST. (one way, east)

G CONFERENCE CENTER

B

CATHERINE J. ROBBINS BUILDING

R

C

BOONE SCULPTURE GARDEN

U

UU

SARAFIAN HALL

VOSLOH FORUM

STAFF PARKING LOT No. 6

BONNIE AVE.

CDC

STUDENT & STAFF PARKING LOT No. 11 *

Z

LOT No. 9

HOLLISTON AVE.

HILL AVE.

TCOURT

IT

W

AQUATIC CENTER

LP

ALUMNI COMMONS

V

HOWARD E. MARVIN TECHNICAL BUILDING

JAMESON AMPHITHEATER

CA

CENTER FOR THE ARTS

STUDENT PARKING LOT No. 5 *

STAFF First Floor Only

Gate

COURT OF CHAMPIONS

P O

FS

FB

FC

GM

HUTTO-PATTERSON GYMNASIUM

BUNGALOWS A1 – A4

CORDOVA ST.

STUDENT PARKING LOT No. 3 *

STUDENT PARKING LOT No. 4 *

(handicap parking/ motorcycles - level 1)

S

ROBINSON STADIUM

SV

SCIENCE VILLAGE

N

* Semester permit OR $2.00 daily fee

DEL MAR BLVD.

10

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports, and facilitates student learning and success. PCC's faculty, graduates, and former students, now numbering in the hundreds of thousands, have contributed greatly to business, education, industry, and the professions. Access, Success, and Equity are the hallmarks of a PCC education. The College enrolls over 25,000 credit and about 5,000 noncredit students annually. Approximately 68 percent of the enrollment is drawn from outside the district's boundaries, including out-of-state and international students. PCC sustains a diverse student body with over 40% of the total student population of Latino heritage. PCC is proud of its high-quality faculty and dedicated staff. As of Fall 2014, the College employs 361 tenured and tenure-track full-time faculty, 26 classified managers, 17 classified supervisors, 25 academic managers, 362 classified support employees, and 1083 adjunct faculty.

In addition to academics, PCC has fostered the growth of its athletic programs. Its most notable alum is Jackie Robinson – the first African American to play in major league baseball, as well as 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 talented faculty molds a student body amazingly rich in experience and diversity. An experienced staff and administration promote an optimal educational environment, and the Trustees keep the college in tune with the demands of the present and future.

Major Developments since last Self Evaluation

In September 2009, the Pasadena Area Community College District Board of Trustees announced that Dr. Lisa A. Sugimoto, Pasadena City College Vice President of Student and Learning Services, would serve as interim president of PCC during the search for a permanent president. The Board of Trustees voted unanimously to appoint Dr. Mark Rocha as superintendent/president of Pasadena City College, effective July 1, 2010.

Dr. Rocha assumed this leadership role while the campus was working diligently to resolve a Warning sanction from the Accrediting Commission for Community and Junior Colleges (ACCJC) relating to program review and distance education. Campus members seized this opportunity to reflect and work together to improve practices in these areas. After two Follow-Up Visits, the Commission took action to remove Warning and reaffirm accreditation in June 2010.

Pasadena City College implemented an Educational Master Plan (EMP) to target student learning and success in 2010, a plan that set the educational course for the campus. The EMP was created through an 18-month developmental process that included the input of some 1,000 members of PCC's service areas and campus community. More than 25 campus and community town hall meetings occurred over this period to help develop the college's EMP. During PCC's annual Flex Day in September 2010, college staff participated in an all-campus activity in reviewing elements of the new plan. The PCC College Council unanimously endorsed the plan. The EMP went for final discussion and was approved by the Pasadena Area Community College District (PACCD) Board of Trustees on December 8, 2010.

The Educational Master Plan has served to further focus the campus on the student success agenda. Innovative curriculum redesign projects have occurred to close the achievement gap and improve achievement for all students. STACC, Stretch Acceleration Composition, aims to place reading, writing, thinking, and scholarship as the core content of English developmental courses. Math Path, another innovative program focusing on acceleration, allows Basic Skills math students to complete two semesters of math in one course. A distinct Stats and Liberal Arts Math (SLAM) course sequence was created for students who are not pursuing careers in Science, Technology, Engineering, or Math to complete their math requirements. These and other responsive projects are discussed in Standard IIA.

The School of Career Technical Education has mobilized to address general workforce readiness skills and academic standards in reading, writing and quantitative proficiency, while simultaneously preparing students for the rigorous technically oriented careers of the future. With the award of a California Community College Linked Learning Initiative (CCCLLI) grant in Fall 2012, the School of Career Technical Education expanded outreach to improve access, transition, success and persistence with in-district students. The project has evolved to the formation of a dual enrollment program, the Pasadena Academic and Career Trust (PACT). The PACT will assist students to gain early college credit while preparing for informed career choices

at the post-secondary level. At the time of the writing of this document, PCC CTE has just been awarded two separate grants through the California AB86 Career Pathway Trust. As fiscal agent, PCC is the lead college in a regional consortia of eight community colleges and numerous high schools which will develop career pathways to increase graduates for middle-skill occupations in the Information Communication Technology (ICT) industry sector. The total award of the grant is $16,000,000 with $6,000,000 payable directly to PCC. In total, PCC CTE has received approximately $10,000,000 in grant funds in the last three years to develop new career pathways with high school and 4-year institutions. Further details about developments in CTE are included in Standard IIA.5.

The Pasadena Area Community College District Board of Trustees approved the ballot initiative known as Measure P in November 2001 and the district's voters overwhelmingly supported the measure that helped to fund the construction of the Center for the Arts. Where many community colleges and public schools have cut back, PCC has maintained its commitment to the arts. The Center for the Arts is 87,000 square feet with 14 classrooms and 3 performance spaces: the Westerbeck Recital Hall, the Boone Family Art Gallery, and the Center for the Arts Theatre. The art spaces include several graphic design classrooms, photography and film studios.

First Year Pathways is a program that provides students guaranteed full schedules – including difficult-to-get English and math courses – in the fall and spring semesters of their first year at the college. Led by a team of dedicated counselors and coaches, Pathways also provides students with the critical support they need outside of the classroom so that they can complete their academic goals in a timely manner. In 2012, more than 800 students enrolled in the First Year Pathways program. In 2013, that number jumped to 1,400 students. This year, Pathways staff members are serving almost 1,900 students. PCC's First Year Pathways was selected from among 217 competitors from 26 states, the District of Columbia, and Puerto Rico as one of four Finalists in the Associate's Level for the 2014 Examples of Excelencia award. Conceived and run by Excelencia in Education, this is the only national initiative to systematically identify, recognize, and catalogue evidence-based programs that improve Latino college success. Pasadena City College's First Year Pathways (FYP) program was also the recipient of the 2012 California Chancellor's Student Success Award. Sponsored by the Foundation for California Community Colleges, this award recognizes colleges that have demonstrated significant progress toward achieving student equity goals and success for all students.

In September 2014 for the second consecutive year, Pasadena City College was named the top producer in the nation of associate degrees in multi/interdisciplinary studies, according to data released by Community College Week. PCC headed a list of 50 community colleges across the country in the periodical's report. According to preliminary data for the 2012-2013 academic year, PCC awarded 1,382 associate degrees in multi/interdisciplinary studies. That number was more than 500 degrees above the second ranked institution.

In 2009-2012, amidst the worst financial situation California schools have faced since the Great Depression, PCC shouldered annual unfunded FTES apportionments of between $3-6 million

because of workload reductions from the State. Section offerings were reduced in response to these drops in funding to the dismay of many faculty members and students, some of whom publicly protested these changes at Board of Trustees and shared governance meetings, among other venues.

The Board of Trustees removed the winter intersession from the 2012-13 academic calendar on August 29, 2012. Discussion about the elimination of the winter intersession dates back to at least 2009, however campus shared governance groups have consistently supported maintaining a winter intersession. This change led many to express the belief that shared governance was not being honored and campus relations suffered.

Throughout the 2011-12 academic year, shared governance groups discussed a college-wide organizational realignment and recommended that few changes be made to the organizational structure. The Superintendent/President brought forward a plan for reorganizing the College that consolidated the 12 former Divisions into 4 Schools. This plan was approved by the Board of Trustees on August 29, 2012. The realignment of the College led to further criticisms that the Superintendent/President was having a negative impact on shared governance. The realignment of the College and the removal of winter intersession are addressed in detail in Standard IVA.3.

On Thursday, August 7th, 2014, Superintendent/President Rocha announced his retirement from the district. Effective September 4, 2014, the PACCD Board of Trustees announced the appointment of Dr. Robert B. Miller as Interim Superintendent/President of Pasadena City College. Dr. Miller brings more than 30 years of experience to his new role having previously served as Assistant Superintendent/Senior Vice President, Business and College Services. With Dr. Miller's appointment, the campus is seeking to move forward together in a positive direction, and Dr. Miller has made it clear that he supports these efforts and will strive to re-engage the campus in effective communication and participatory governance. Positive actions taken to strengthen trust, communication, and governance are described in Standard IV.
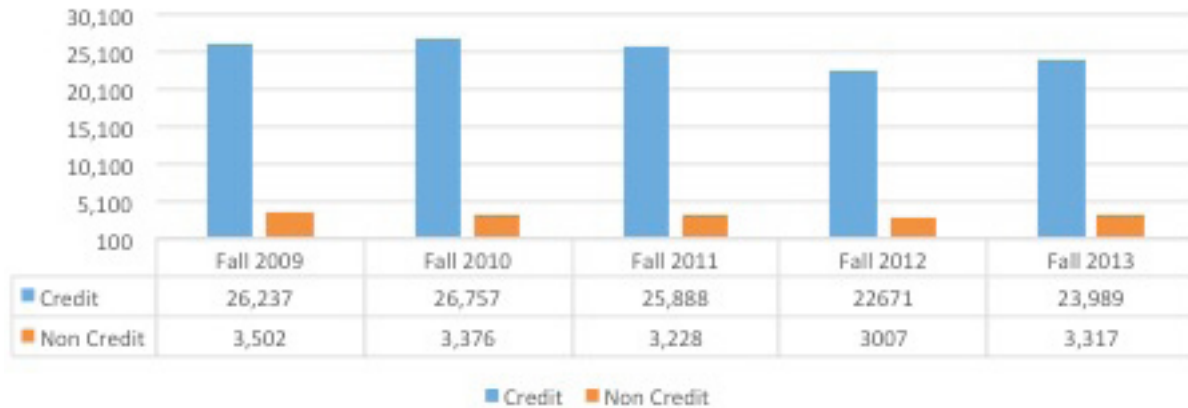
Demographic Data

Credit and noncredit aggregate headcount has fluctuated from a high of 29,739 in Fall 2009 to a low of 25,678 in Fall 2012. Headcount decreases from 2010 to 2012 align with system-wide trends that resulted from workload reductions from the California Community College Chancellor's Office in response to the economic downturn. In Fall 2013, increased state funding facilitated an increase in headcount to 27,306. Programmatic changes in the noncredit curriculum contributed to a headcount decrease of 5.3% from Fall 2009 to Fall 2013.

Headcount - Credit and Non Credit

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Credit	26,237	26,757	25,888	22671	23,989
Non Credit	3,502	3,376	3,228	3007	3,317

The majority of Pasadena City College students are between the ages of 19 to 24 (54% in Fall 2013). The percentage of students 22 to 24 has gradually increased from 2009 to 2013, while the percentage of students 18 and under has decreased. The decrease in students 18 and under is attributed to multiple reasons including the decline in section offerings from Fall 2011 to Fall 2013 and changes in priority registration.

Age

	18 & Under	19-21	22-24	25-29	30-34	35 & Over	Unknown
Fall 2009	17.7%	33.0%	14.3%	11.9%	6.6%	16.5%	0.0%
Fall 2010	16.5%	34.5%	14.9%	11.7%	6.5%	15.9%	0.0%
Fall 2011	15.0%	35.5%	15.6%	11.9%	6.3%	15.6%	0.0%
Fall 2012	14.5%	35.7%	16.8%	11.9%	6.4%	14.8%	0.0%
Fall 2013	9.6%	35.1%	19.5%	13.7%	7.0%	15.2%	0.0%
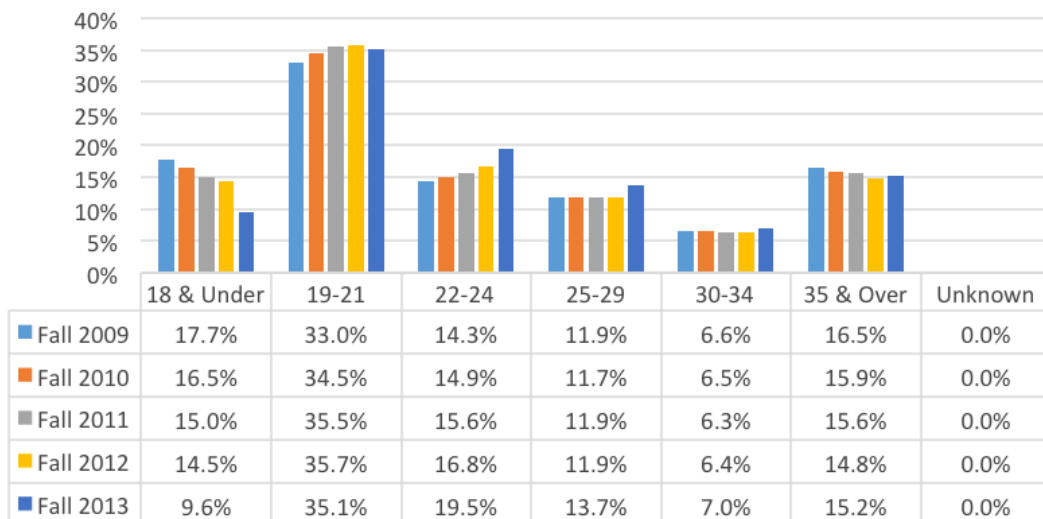
The percentage of female to male students remained relatively constant from Fall 2009 to Fall 2013 at around 53% to 46%, respectively.

Gender

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
■Male	45.8%	46.5%	46.30%	46.4%	46.0%
■Female	53.8%	53.0%	53.30%	53.1%	53.0%
■Unknown	0.5%	0.4%	0.40%	0.5%	1.0%
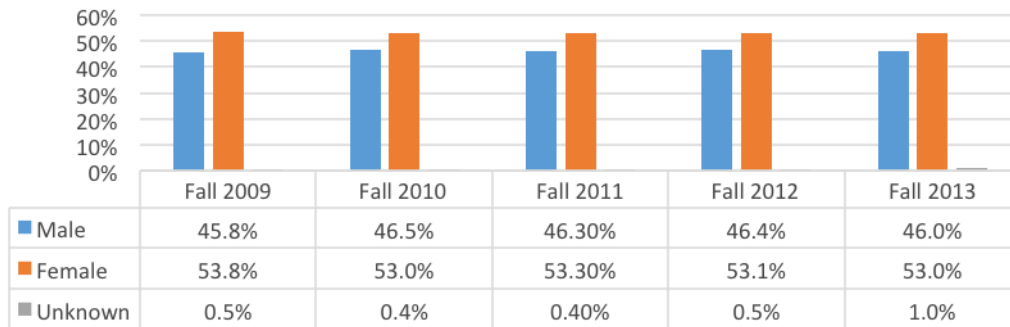
The dominant ethnic groups are Hispanic (45%), Asian/Pacific Islander (22%), and White (12%). There has been substantial growth in the Hispanic population of the college, from 34.1% of the total population in Fall 2009 to 45% in Fall 2013. There were declines in White and Asian/Pacific Islander students during this same time period. The increase in the "other" category, is due to the addition of the "two or more races" 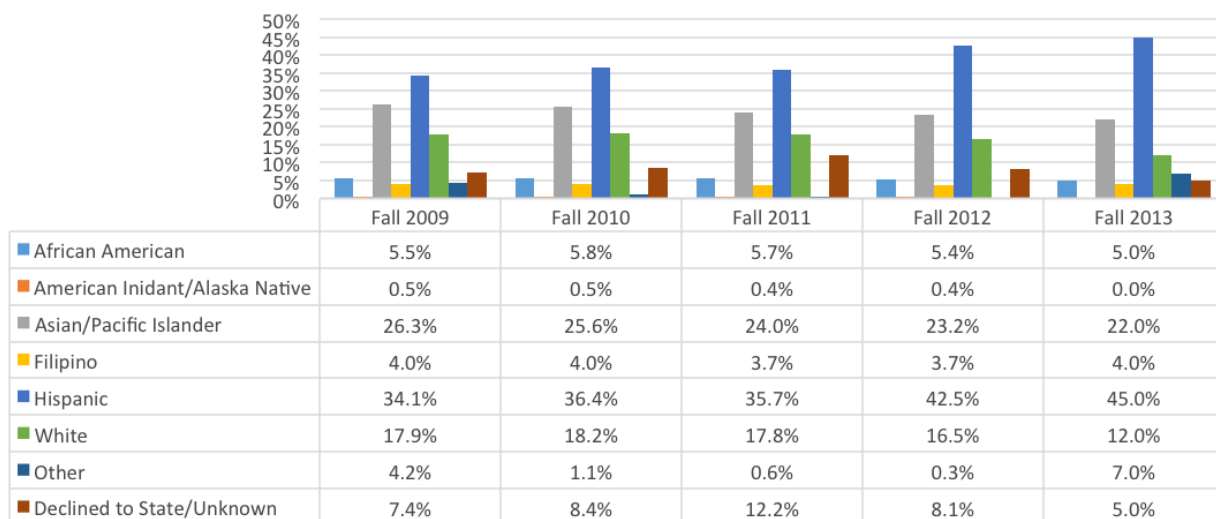category that was not available in the legacy student information system but is available in the new student information system, Banner. The dramatic increase in the Hispanic population from Fall 2011 to Fall 2012 can be attributed to system coding changes implemented by the state and then implemented at the college.

Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
■African American	5.5%	5.8%	5.7%	5.4%	5.0%
■American Inidant/Alaska Native	0.5%	0.5%	0.4%	0.4%	0.0%
■Asian/Pacific Islander	26.3%	25.6%	24.0%	23.2%	22.0%
■Filipino	4.0%	4.0%	3.7%	3.7%	4.0%
■Hispanic	34.1%	36.4%	35.7%	42.5%	45.0%
■White	17.9%	18.2%	17.8%	16.5%	12.0%
■Other	4.2%	1.1%	0.6%	0.3%	7.0%
■Declined to State/Unknown	7.4%	8.4%	12.2%	8.1%	5.0%

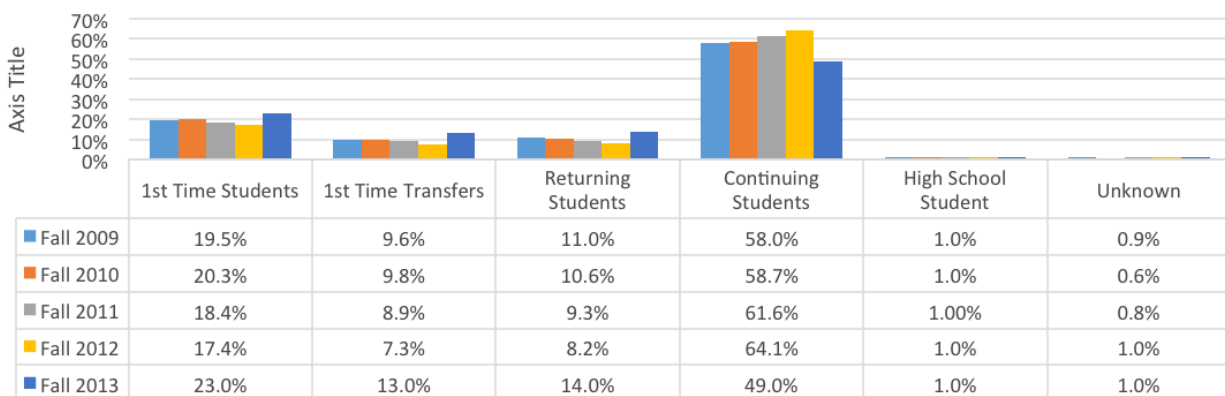As with most community colleges across the state, the number of students attending PCC part time is greater than the number of students who enroll fulltime. PCC has introduced the First Year Pathway program (FYP) to address this concern as well as standardized course scheduling to promote full time enrollment.

Full-Time/Part-Time Status

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full-Time	34.30%	35.50%	35.20%	35.8%	34.0%
Part-Time	65.70%	64.50%	64.80%	64.2%	66.0%
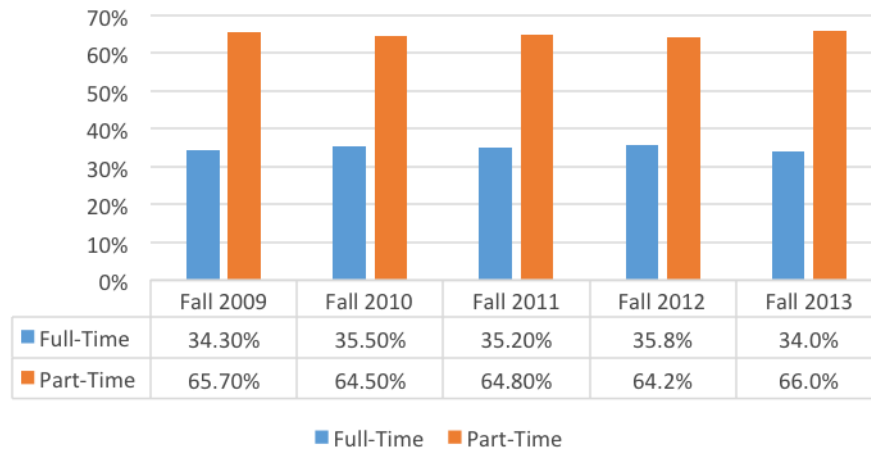
The percentage of Continuing Students decreased 9% from 2009 to 2013, which was offset by increases in 1st Time Students (3.5%), 1st Time Transfers (3.4%), and Returning Students (3%). The implementation of the Ellucian Banner system in Fall 2013 has provided the college the opportunity to better track students in our student information system. The expectation is that going forward this percentage will level out.

Student Status

|	1st Time Students	1st Time Transfers	Returning Students	Continuing Students	High School Student	Unknown
Fall 2009	19.5%	9.6%	11.0%	58.0%	1.0%	0.9%
Fall 2010	20.3%	9.8%	10.6%	58.7%	1.0%	0.6%
Fall 2011	18.4%	8.9%	9.3%	61.6%	1.00%	0.8%
Fall 2012	17.4%	7.3%	8.2%	64.1%	1.0%	1.0%
Fall 2013	23.0%	13.0%	14.0%	49.0%	1.0%	1.0%

Increases in the percentages of students declaring the following Educational Goals occurred from the 2010-11 to 2014-15 academic years:

- Obtain AA Degree/Transfer to 4-year, 4% increase

- Transfer to 4-year without AA Degree, 2% increase

- Undecided Goal, 1% increase

The increases were offset by 1% decreases in each of the following declared Educational Goals: Obtain 2-year AA Degree without Transfer, Educational Development, Prepare for a New Career, 4-Year Student working on 4-Year Requirements, Formulate Career Plans/Goals, Unreported, and Advance in Current Job. What the categories don't accurately reflect are students who intended to complete the AA-T and AS-T degrees the college started offering in 2011 and continued to increase the degree offerings in 2012 and 2013. Students on these degree tracks have continually increased, but this may not be reflected in the educational goals.
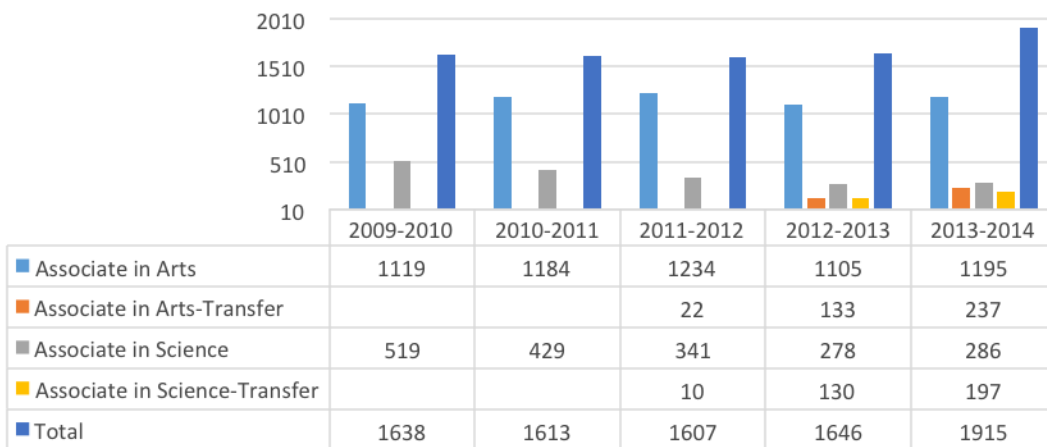
Student Educational Goals
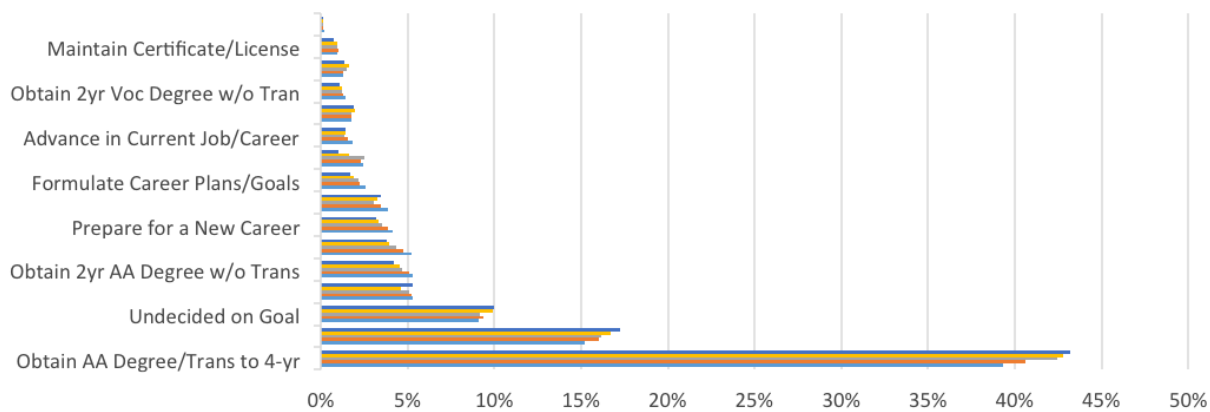
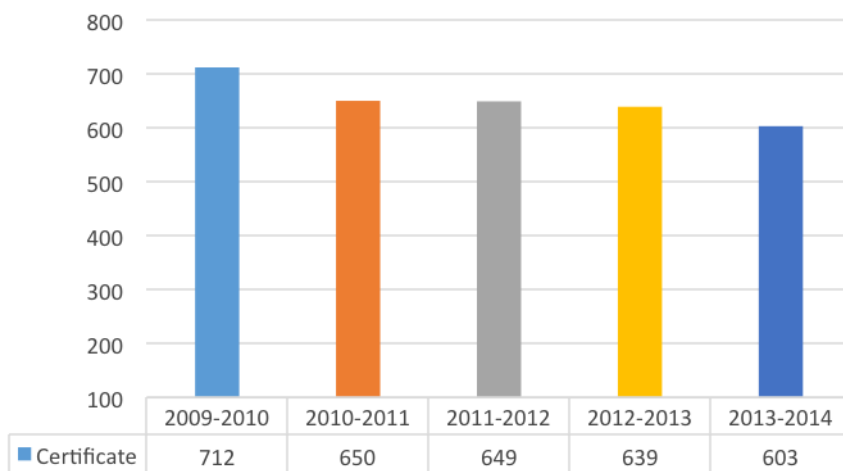|	Obtain AA Degree/ Trans to 4-yr	Trans to 4-yr w/out AA Degree	Undecided on Goal	Improve Basic Skills	Obtain 2yr AA Degree w/o Trans	Educational Development	Prepare for a New Career	4-yr stu work on 4-yr reqmts	Formulate Career Plans/ Goals	Uncollected/ Unreported	Advance in Current Job/ Career	Earn a Vocational Certificate	Obtain 2yr Voc Degree w/o Tran	Credits for HS Diploma/ GED	Maintain in Certificate/ License	Move from N/C to Credit Course
2014-2015	43%	17%	10%	5%	4%	4%	3%	3%	2%	1%	1%	2%	1%	1%	1%	0%
2013-2014	43%	17%	10%	5%	5%	4%	3%	3%	2%	2%	1%	2%	1%	2%	1%	0%
2012-2012	42%	16%	9%	5%	5%	4%	4%	3%	2%	2%	1%	2%	1%	1%	1%	0%
2011-2012	41%	16%	9%	5%	5%	5%	4%	3%	2%	2%	2%	2%	1%	1%	1%	0%
2010-2011	39%	15%	9%	5%	5%	5%	4%	4%	3%	2%	2%	2%	1%	1%	1%	0%

Student Achievement Data

The total number of degrees awarded has increased 277 from the 2009-2010 to the 2013-2014 academic years. The new Associate Degrees for Transfer are popular. The first of these degrees were awarded in 2011-12 and in 2013-14 the College awarded 434 of these degrees. The number of Associate in Science degrees has substantially decreased from 2009-2010 to 2013-2014 by 233. An Associate in Science degree is awarded at PCC for the completion of general education requirements and a CTE Certificate of Achievement. Certificate of Achievement awards have also decreased by 109 in this timeframe.

Degrees Awarded

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate in Arts	1119	1184	1234	1105	1195
Associate in Arts-Transfer			22	133	237
Associate in Science	519	429	341	278	286
Associate in Science-Transfer			10	130	197
Total	1638	1613	1607	1646	1915

Certificates Awarded

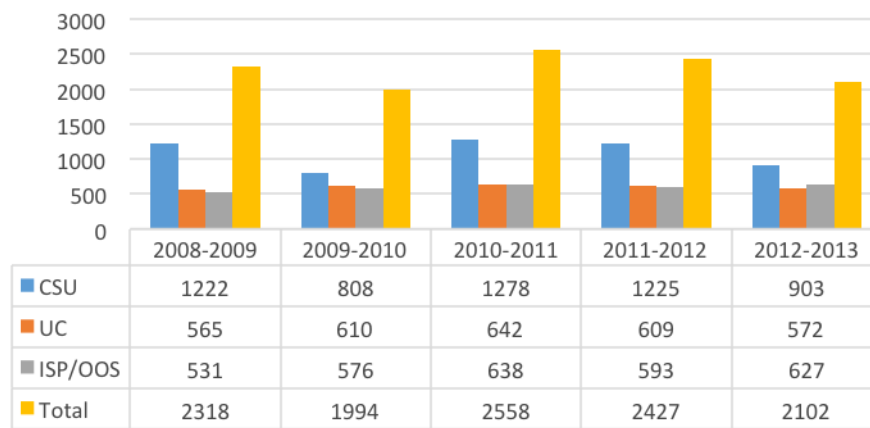|	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Certificate	712	650	649	639	603

The CTE Certificate of Achievement programs that granted more than 10 certificates in 2013-14 are shown below. These 16 Certificates produced 69.3% of the total Certificates granted in that year.

Certificate Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Registered Nursing	125	125	121	137	123
Paralegal Studies	46	55	33	49	64
Cosmetology	45	42	52	45	32
Speech/Lang Pathology Asst	30	20	15	16	20
Fashion Assistant	14	16	15	14	18
Accounting Clerk	20	16	10	14	17
Administration of Justice	12	14	9	10	17
Dental Assisting	17			17	8	17
BIT-Business Software Specialist	12	11	4	12	16
Radiologic Technology	20	23	20	15	16
Dental Hygiene	19	14	13	14	14
Library Technology	28	14	28	18	14
Anesthesia Technician	0	6	13	11	13
Dental Laboratory Technology	21	13	20	15	13
Vocational Nursing	20	24	16	18	13
Child Development	33	16	11	9	11

Total transfers have decreased 216 from 2008-2009 to 2012-2013. Transfers to University of California schools have fluctuated by 77 from a high of 642 in 2010-11 to a low of 565 in 2008-2009. Transfer to California State University schools dropped sharply in 2009-10 when the CSU system stopped accepting Spring transfers. CSU transfers were otherwise constant, around 1200 per year, until 2012-13, when they decreased to 903 as a result of the CSU system intentionally shrinking. This decrease in transfers to CSUs was offset by increases in Transfers to In-State Privates and Out-of-State Schools, an increase of nearly 100 in this 5-year span. Student transfers in all years substantially exceeded the institution-set standard of 1,750, necessitating a review of the appropriateness of this standard.

Transfer Counts to UCs, CSUs, and In-State Privates/Out-of-State

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
CSU	1222	808	1278	1225	903
UC	565	610	642	609	572
ISP/OOS	531	576	638	593	627
Total	2318	1994	2558	2427	2102

The transfer velocity cohort consists of first-time students in the entering academic year who are tracked for 6 years and display behavioral intent to transfer by completing 12 credit units and attempting transfer-level math and English. Analysis of the transfer velocity rates of Pasadena City College students disaggregated by ethnicity from the 2007-2008 cohort reveals significant achievement gaps. 58% of Asian students from this cohort transferred within 6 years. Only 29% of Hispanic students, the largest population at PCC, transferred within a 6-year time frame. African-American students also transferred at significantly lower rates than other students. 3-year transfer rates of all students is quite low and may partially be explained by the large number of part-time students attending PCC. The college is actively encouraging students to attend fulltime, through the FYP program and standardized scheduling, to improve the 3-year transfer rate.
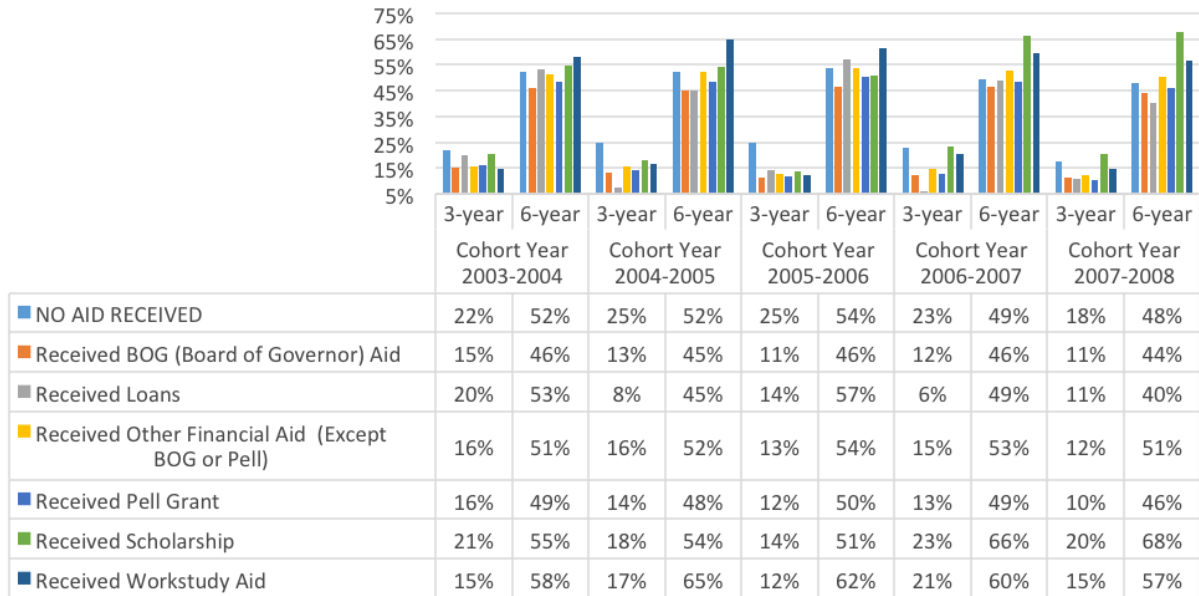
Transfer Velocity Rate by Cohort and Ethnicity
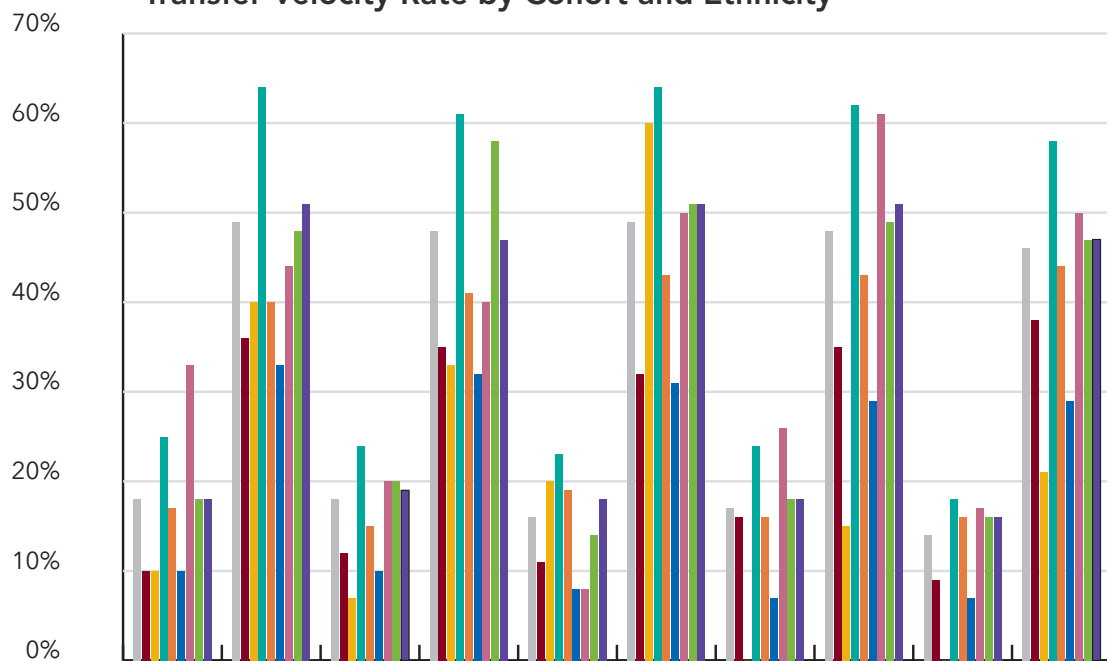
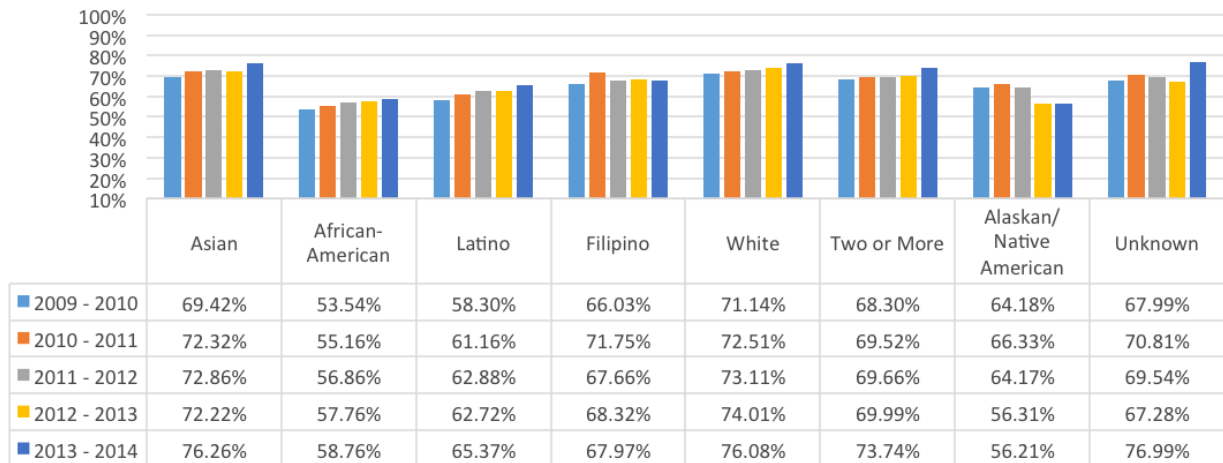|	3-year Rate	6-year Rate	3-year Rate	6-year Rate	3-year Rate	6-year Rate	3-year Rate	6-year Rate	3-year Rate	6-year Rate
	Cohort Year 2003-2004		Cohort Year 2004-2005		Cohort Year 2005-2006		Cohort Year 2006-2007		Cohort Year 2007-2008	
Total	18%	49%	18%	48%	16%	49%	17%	48%	14%	46%
African American	10%	36%	12%	35%	11%	32%	16%	35%	9%	38%
American Indian/ Alaskan Native	10%	40%	7%	33%	20%	60%	0%	15%	0%	21%
Asian	25%	64%	24%	61%	23%	64%	24%	62%	18%	58%
Filipino	17%	40%	15%	41%	19%	43%	16%	43%	16%	44%
Hispanic	10%	33%	10%	32%	8%	31%	7%	29%	7%	29%
Pacific Islander	33%	44%	20%	40%	8%	50%	26%	61%	17%	50%
Unknown	18%	48%	20%	58%	14%	51%	18%	49%	16%	47%
White Non-Hispanic	18%	51%	19%	47%	18%	51%	18%	51%	16%	47%

Students on scholarships transfer velocity has been steadily increasing in the 6-year time frame, whereas students receiving No Aid are exhibiting a decline in transfer velocity in the same 6-year time frame. This is not necessarily surprising because students receiving scholarships tend to be higher achieving in general.

Transfer Velocity by Aid Received

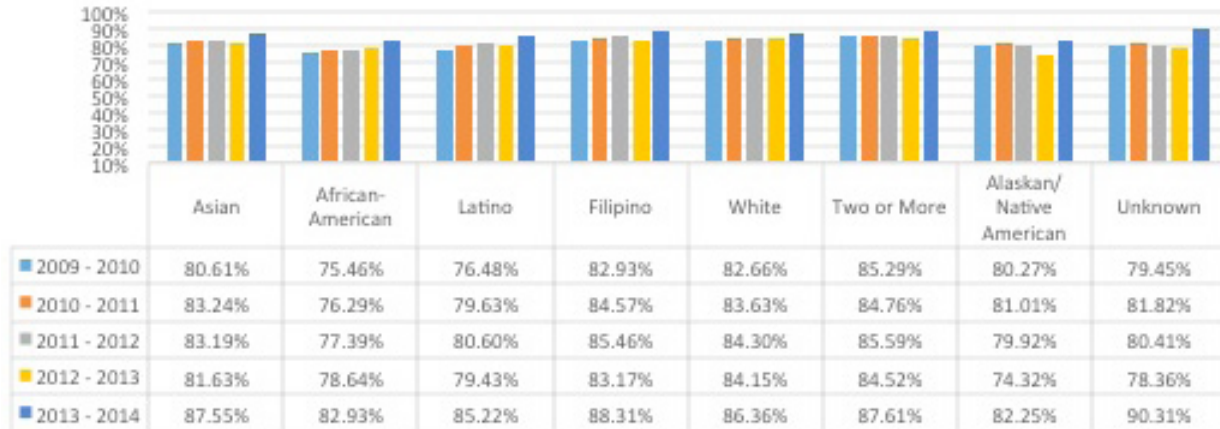|	3-year	6-year	3-year	6-year	3-year	6-year	3-year	6-year	3-year	6-year
	Cohort Year 2003-2004		Cohort Year 2004-2005		Cohort Year 2005-2006		Cohort Year 2006-2007		Cohort Year 2007-2008	
■ NO AID RECEIVED	22%	52%	25%	52%	25%	54%	23%	49%	18%	48%
■ Received BOG (Board of Governor) Aid	15%	46%	13%	45%	11%	46%	12%	46%	11%	44%
■ Received Loans	20%	53%	8%	45%	14%	57%	6%	49%	11%	40%
■ Received Other Financial Aid (Except BOG or Pell)	16%	51%	16%	52%	13%	54%	15%	53%	12%	51%
■ Received Pell Grant	16%	49%	14%	48%	12%	50%	13%	49%	10%	46%
■ Received Scholarship	21%	55%	18%	54%	14%	51%	23%	66%	20%	68%
■ Received Workstudy Aid	15%	58%	17%	65%	12%	62%	21%	60%	15%	57%

Success by ethnicity data again illustrate the achievement gaps for African-American and Latino students. Filipino and Alaskan/Native American students are also succeeding at lower percentages than other students. Success rates for most ethnicities are trending upwards, except for Alaskan/Native American students whose overall numbers in the student population are too low to produce reliable data.

Success by Ethnicity

	Asian	African-American	Latino	Filipino	White	Two or More	Alaskan/Native American	Unknown
■ 2009 - 2010	69.42%	53.54%	58.30%	66.03%	71.14%	68.30%	64.18%	67.99%
■ 2010 - 2011	72.32%	55.16%	61.16%	71.75%	72.51%	69.52%	66.33%	70.81%
■ 2011 - 2012	72.86%	56.86%	62.88%	67.66%	73.11%	69.66%	64.17%	69.54%
■ 2012 - 2013	72.22%	57.76%	62.72%	68.32%	74.01%	69.99%	56.31%	67.28%
■ 2013 - 2014	76.26%	58.76%	65.37%	67.97%	76.08%	73.74%	56.21%	76.99%

Course retention, the percentage of students who remain to the end of the course (regardless of passing), is strong among all ethnic groups. The increase in retention rates in the last two academic years could be attributed to the implementation of the new state course repeatability guidelines. Because the number of times a student can repeat a course has decreased, students are encouraged to drop a courses they may fail before census.
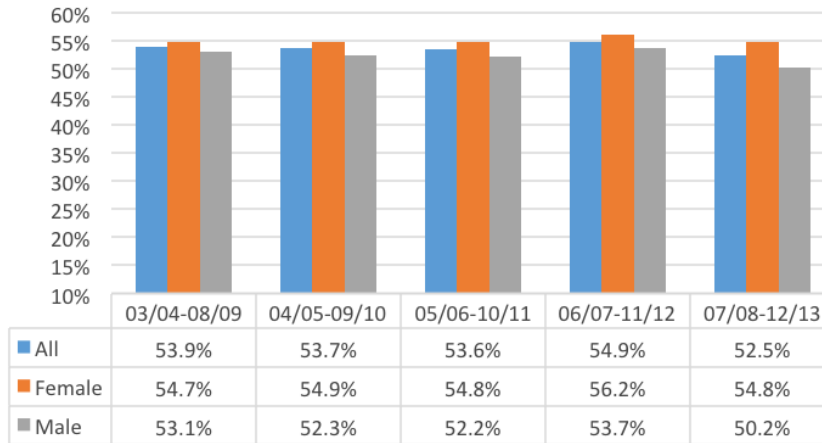
Retention

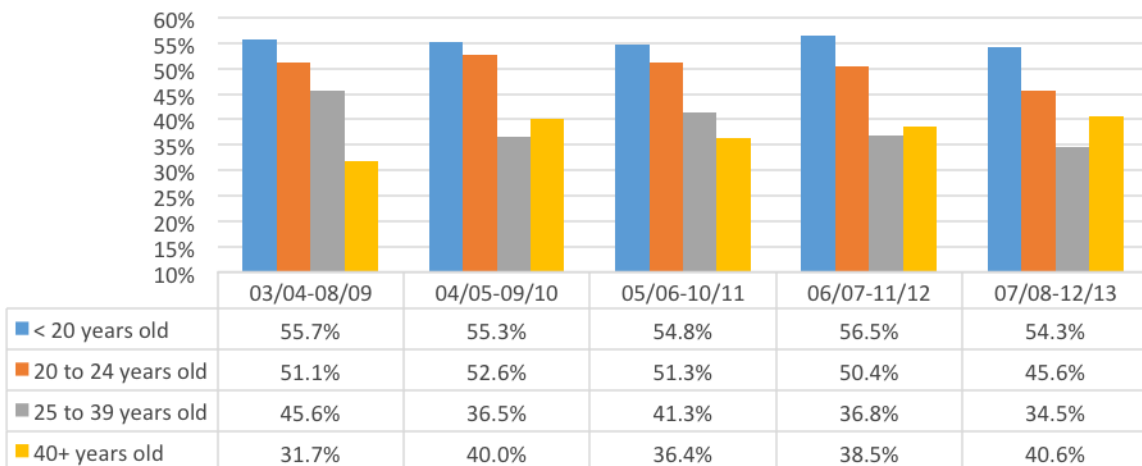|	Asian	African-American	Latino	Filipino	White	Two or More	Alaskan/ Native American	Unknown
2009 - 2010	80.61%	75.46%	76.48%	82.93%	82.66%	85.29%	80.27%	79.45%
2010 - 2011	83.24%	76.29%	79.63%	84.57%	83.63%	84.76%	81.01%	81.82%
2011 - 2012	83.19%	77.39%	80.60%	85.46%	84.30%	85.59%	79.92%	80.41%
2012 - 2013	81.63%	78.64%	79.43%	83.17%	84.15%	84.52%	74.32%	78.36%
2013 - 2014	87.55%	82.93%	85.22%	88.31%	86.36%	87.61%	82.25%	90.31%

CCCCO Scorecard Cohorts

Completion by gender (degree, certificate, transfer) is relatively stable and fluctuates little for each successive cohort.
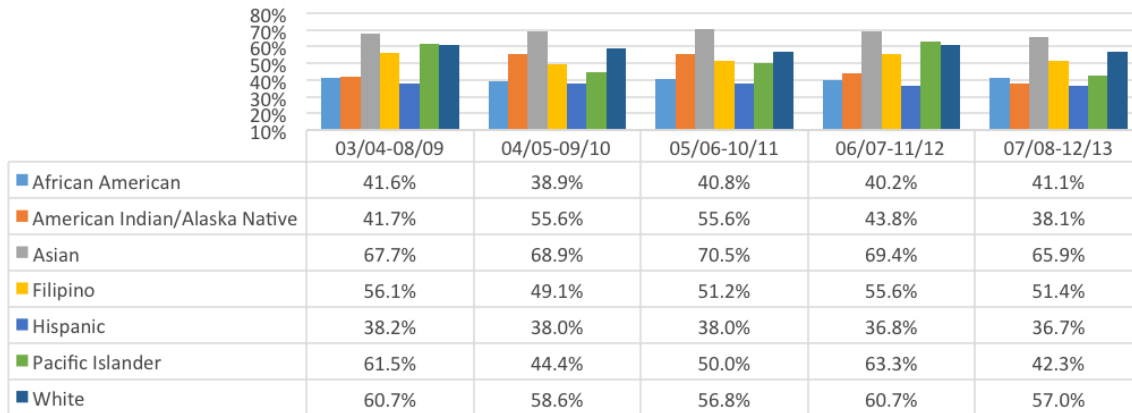
Completion by Gender

	03/04-08/09	04/05-09/10	05/06-10/11	06/07-11/12	07/08-12/13
■ All	53.9%	53.7%	53.6%	54.9%	52.5%
■ Female	54.7%	54.9%	54.8%	56.2%	54.8%
■ Male	53.1%	52.3%	52.2%	53.7%	50.2%

Students 24 years old and younger have the highest completion rates (and are the majority of our student population), while students 25-39 have the lowest completion rates. These rates may align with the educational goals of the varying age groups.

Completion by Age

	03/04-08/09	04/05-09/10	05/06-10/11	06/07-11/12	07/08-12/13
■ < 20 years old	55.7%	55.3%	54.8%	56.5%	54.3%
■ 20 to 24 years old	51.1%	52.6%	51.3%	50.4%	45.6%
■ 25 to 39 years old	45.6%	36.5%	41.3%	36.8%	34.5%
■ 40+ years old	31.7%	40.0%	36.4%	38.5%	40.6%

Competion by Ethnicity

	03/04-08/09	04/05-09/10	05/06-10/11	06/07-11/12	07/08-12/13
■ African American	41.6%	38.9%	40.8%	40.2%	41.1%
■ American Indian/Alaska Native	41.7%	55.6%	55.6%	43.8%	38.1%
■ Asian	67.7%	68.9%	70.5%	69.4%	65.9%
■ Filipino	56.1%	49.1%	51.2%	55.6%	51.4%
■ Hispanic	38.2%	38.0%	38.0%	36.8%	36.7%
■ Pacific Islander	61.5%	44.4%	50.0%	63.3%	42.3%
■ White	60.7%	58.6%	56.8%	60.7%	57.0%

The completion gap of most concern is the Hispanic students who continue to be the largest ethnic group of the entire student population but complete at the lowest rates. Asian students continue to have the highest completion rates of any ethnic groups. American Indian/Alaska Native and the Pacific Islander ethnic groups are each less than 1% of the total student population, thus fluctuations in their completion rates are attributable to their small numbers, not to systematic trends within the group. African American students in the general population have been declining and their completion numbers have remained constant, but low.

Completion by remediation data for five cohorts reveal a dramatic difference in student achievement for students arriving at PCC college-prepared versus those needing remedial courses. 71.3% of college-prepared students from the 2007-2008 cohort completed within a 6-year period. Only 43.6% of non-college-prepared students completed in this timeframe. This discrepancy in completions rates has remained consistent in all five cohorts. Also of concern is the decrease in completion in the five cohorts of students who are arriving at the college prepared for college level courses.

Completion by Remediation

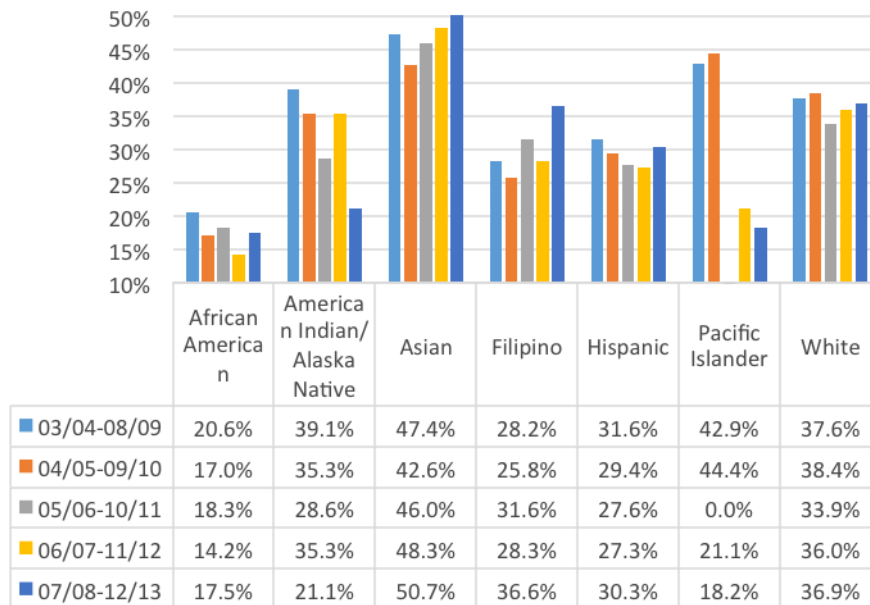|	Completion Prepared	Completion Remedial	Completion Prepared	Completion Remedial	Completion Prepared	Completion Remedial	Completion Prepared	Completion Remedial	Completion Prepared	Completion Remedial
	03/04-08/09		04/05-09/10		05/06-10/11		06/07-11/12		07/08-12/13	
■ All	74.2%	43.6%	73.8%	42.7%	73.0%	43.2%	73.9%	44.1%	71.3%	43.6%
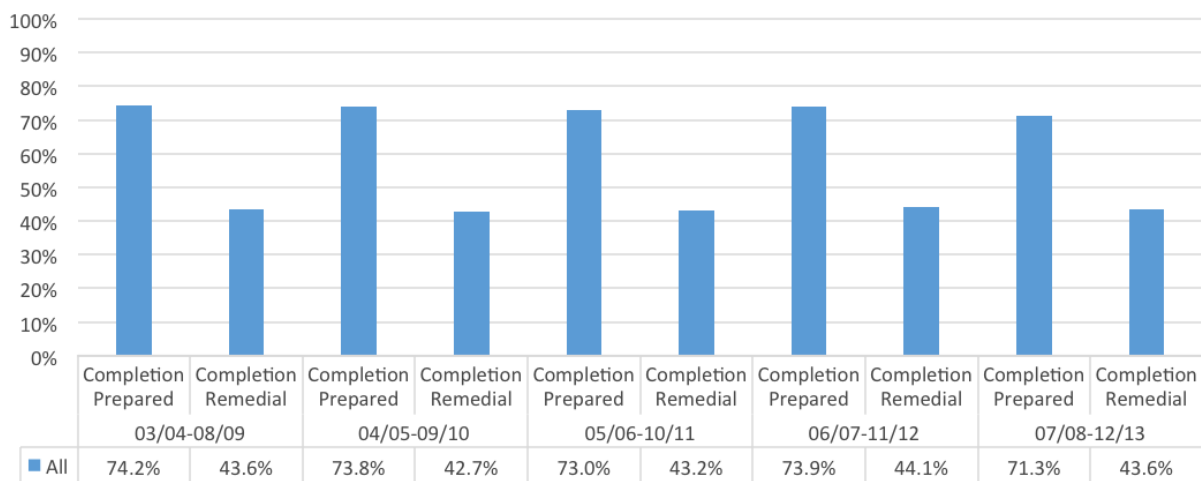
Low completion rates of those students not college-prepared highlight the importance of remedial course sequences. Examination of disaggregated completion rates of the PCC English and Math basic skills sequences reveals again that there are significant achievement gaps. Asian and White students have the highest completion rates, while African-American, Hispanic, and Pacific Islanders have the lowest. In the Math sequence, the completion rate is generally under 50% for all groups. The College has redesigned curriculum in these sequences to address low completion of remedial sequences and this is described in Standard IIA.

English Basic Skills Completion Rate by Ethnicity

	African American	American Indian/ Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
03/04-08/09	31.7%	47.1%	55.2%	55.5%	41.0%	40.0%	47.8%
04/05-09/10	29.4%	56.0%	68.3%	52.2%	40.7%	33.3%	54.2%
05/06-10/11	29.0%	18.2%	66.8%	51.8%	40.6%	31.3%	51.3%
06/07-11/12	35.6%	21.4%	67.2%	54.2%	41.8%	55.0%	50.4%
07/08-12/13	31.4%	50.0%	62.7%	48.6%	44.0%	47.6%	56.1%

Math Basic Skills Completion Rate by Ethnicity

	African American	American Indian/ Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
03/04-08/09	20.6%	39.1%	47.4%	28.2%	31.6%	42.9%	37.6%
04/05-09/10	17.0%	35.3%	42.6%	25.8%	29.4%	44.4%	38.4%
05/06-10/11	18.3%	28.6%	46.0%	31.6%	27.6%	0.0%	33.9%
06/07-11/12	14.2%	35.3%	48.3%	28.3%	27.3%	21.1%	36.0%
07/08-12/13	17.5%	21.1%	50.7%	36.6%	30.3%	18.2%	36.9%

ESL Basic Skills Completion Rate by Ethnicity

	African American	Asian	Filipino	Hispanic	Pacific Islander	White
03/04-08/09	83.3%	55.3%	66.7%	32.4%	66.7%	37.0%
04/05-09/10	62.5%	57.7%	63.6%	33.8%	50.0%	50.0%
05/06-10/11	33.3%	58.7%	41.2%	42.6%	25.0%	45.3%
06/07-11/12	16.7%	56.5%	85.7%	31.4%	100.0%	56.8%
07/08-12/13	42.9%	55.5%	58.3%	28.2%	50.0%	46.4%

It is important to note that the majority of students in our ESL basic skills sequence are Asian. The actual count of the other ethnicities is less than 50 students.

Cohort Persistence by Ethnicity

	African American	American Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
03/04-08/09	72.3%	87.5%	84.8%	84.4%	78.0%	76.9%	78.6%
04/05-09/10	64.5%	83.3%	82.6%	77.2%	76.5%	55.6%	75.3%
05/06-10/11	64.7%	66.7%	83.2%	76.2%	74.3%	50.0%	72.9%
06/07-11/12	66.3%	68.8%	82.4%	79.8%	71.9%	83.3%	74.1%
07/08-12/13	64.6%	66.7%	82.8%	79.8%	74.0%	76.9%	75.2%
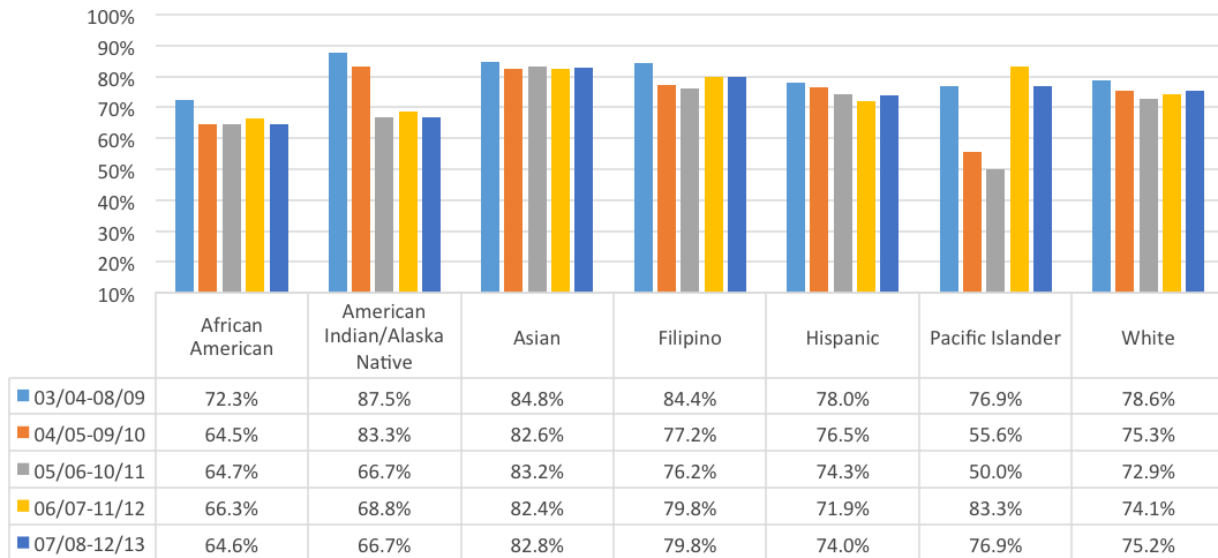
Persistence in the Scorecard is now tracked for 3 major terms, Fall to Spring to Fall primarily. Of concern is the decline in African American student persistence. Some of the inconsistency in persistence rates across the ethnicities, particularly in the later cohorts, could be attributable to the decline in course offerings the college experienced due to the economic downturn across the state.

CTE Completion Rate by Gender

	03/04-08/09	04/05-09/10	05/06-10/11	06/07-11/12	07/08-12/13
■ All	53.9%	53.7%	53.6%	54.9%	52.5%
■ Female	54.7%	54.9%	54.8%	56.2%	54.8%
■ Male	53.1%	52.3%	52.2%	53.7%	50.2%
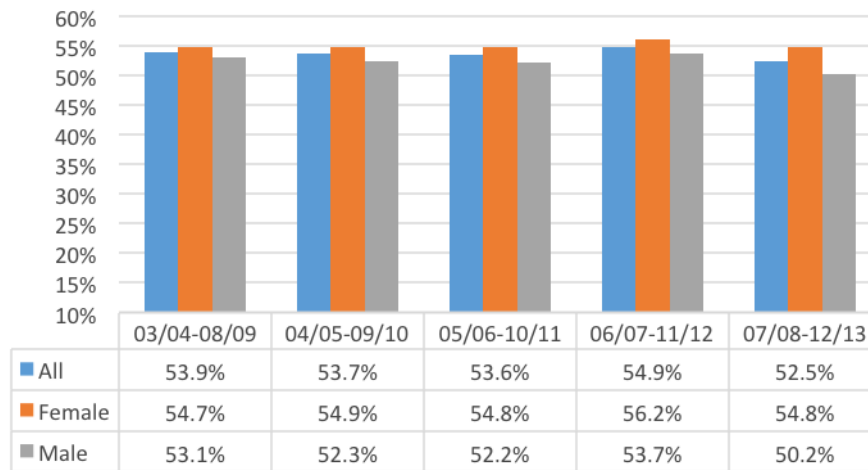
Female students are completing CTE certificates at a higher rate than male students but this is most likely due to females being the majority population in our Nursing and Dental programs. Nursing is currently the strongest CTE program, consistently producing 20% of CTE certificates annually.

CTE Completion Rate by Ethnicity

	African American	American Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
■ 03/04-08/09	51.6%	66.7%	70.9%	69.1%	53.3%	40.0%	54.9%
■ 04/05-09/10	44.0%	50.0%	70.9%	73.4%	53.4%	58.3%	55.0%
■ 05/06-10/11	60.0%	57.1%	71.3%	76.6%	53.1%	72.7%	61.5%
■ 06/07-11/12	56.8%	66.7%	75.6%	73.7%	54.6%	100.0%	60.0%
■ 07/08-12/13	50.0%	62.5%	72.9%	75.7%	50.0%	41.7%	59.1%
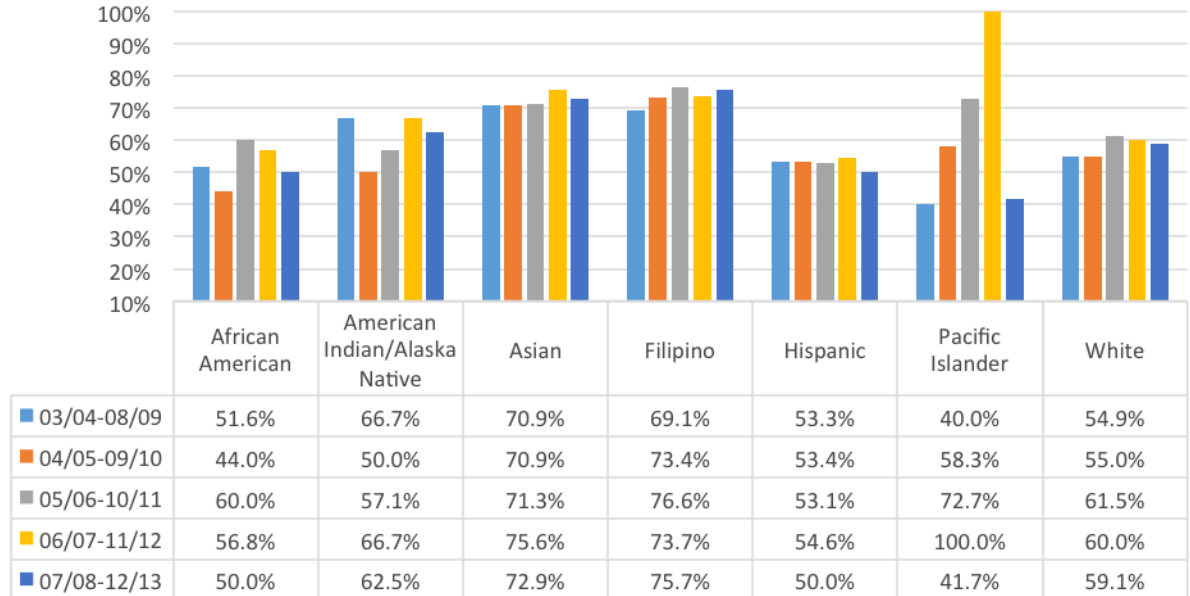
The CTE completion rate is a new metric introduced in the Scorecard in 2012-2013. Previously, the state only looked at successful course completion in courses with a CTE topcode. The Scorecard now tracks students who completed 8 units within a CTE topcode for six years and either completed a certificate of achievement, an AA/AS degree or transferred to a 4-year institution. The college has only recently begun to unpack this metric and implement programmatic changes in our CTE programs.

Labor Market Data

Labor market information demonstrates that economic vitality depends on an educated workforce. Below are the overall high-growth jobs by Educational Attainment and Economic Impact (Figures 1 & 2, respectively). The majority of the high demand annual jobs require 2-year associate degrees or variable-length certificates, not bachelors' degrees (Figure 1). These credentials produce a collective economic impact of almost 3 times as much as that produced by bachelor's degree recipients (Figure 2).

LA County High Demand
Annual Jobs 2013-2016
by Educational Attainment
n = 71,201

- Bachelor 14%
- Associates 8%
- Certificate of Achievement 11%
- Occupational Skills 67%
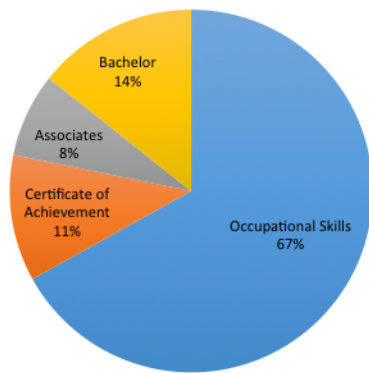
LA County Economic Impact of
High Demand Annual Jobs 2013-2016
by Educational Attainment
$945k/hr

- Bachelor 28%
- Associates 13%
- Certificate of Achievement 10%
- Occupational Skills 49%
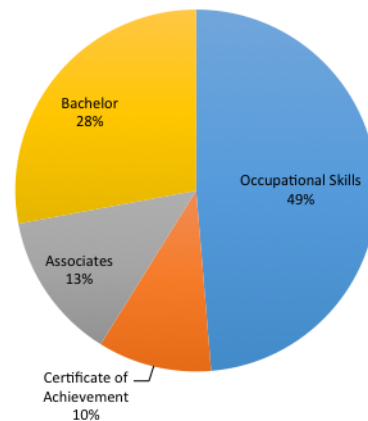
Figure 1   *Figure 2*

After reviewing 787 occupations and correlating the highest job growth within 2013-2016 with median wages, Figures 3, 4 and 6 identify the PCC programs which best align with high demand jobs. The highest demand jobs (3,000-10,000 jobs/year) will be within Business Management, Culinary Arts, and Business Information Technology. Occupations within the Business Management and Customer Service industries will number a combined 15,700 annual jobs (Figure 3). Along with Business Information Technology and Culinary Arts, these fields align with jobs in LA County that produce the largest economic impacts. There are training programs to prepare students for these careers within the School of Career Technical Education (Figure 3).

LA County Highest Annual Job Demand
by Major
2013-2016

Figure 3

LA County Higher Job Demand
by Major
2013-2016
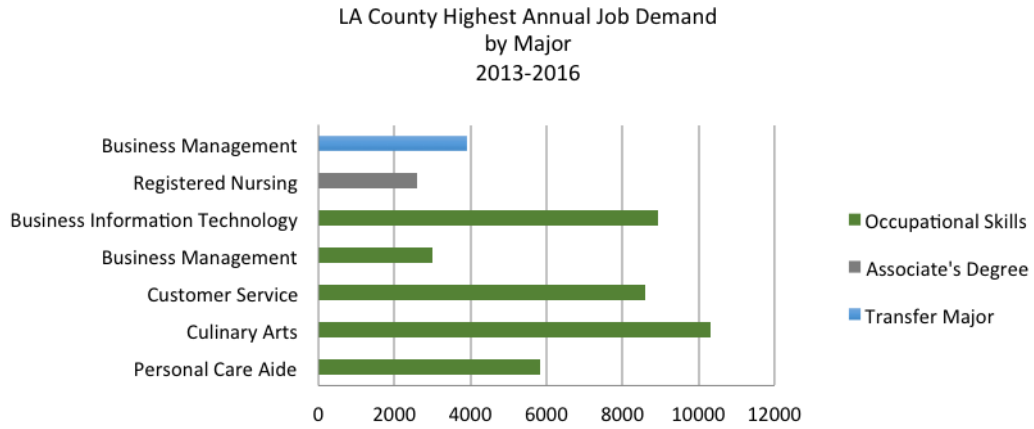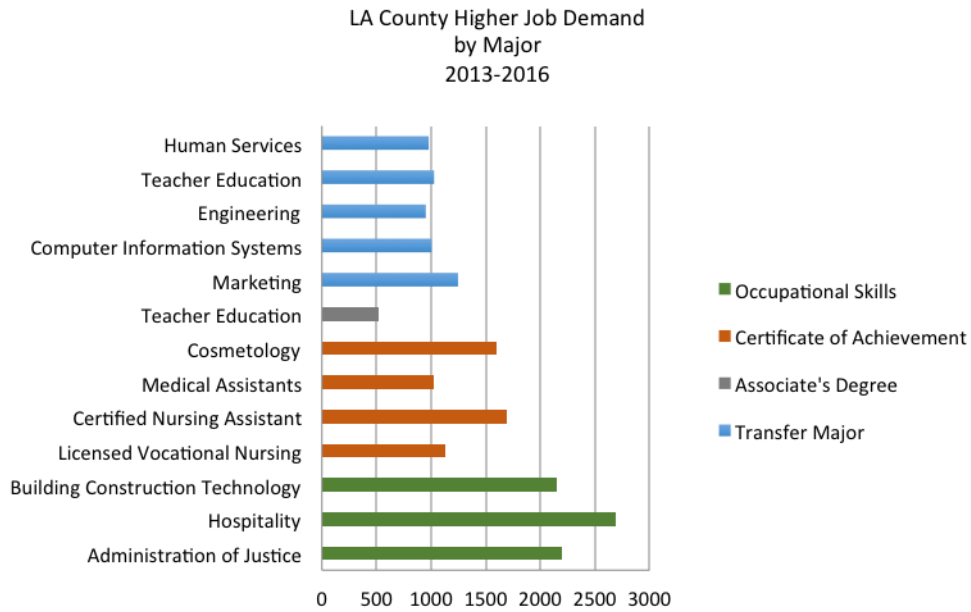
Figure 4

The next level of high job demand (500-2,000 jobs/year) aligns with a large group of occupations offered by the School of CTE, namely in Hospitality, Administration of Justice, Building Construction, Marketing and Cosmetology.

LA County Higher Hourly Economic Impact by Major
2013-2016
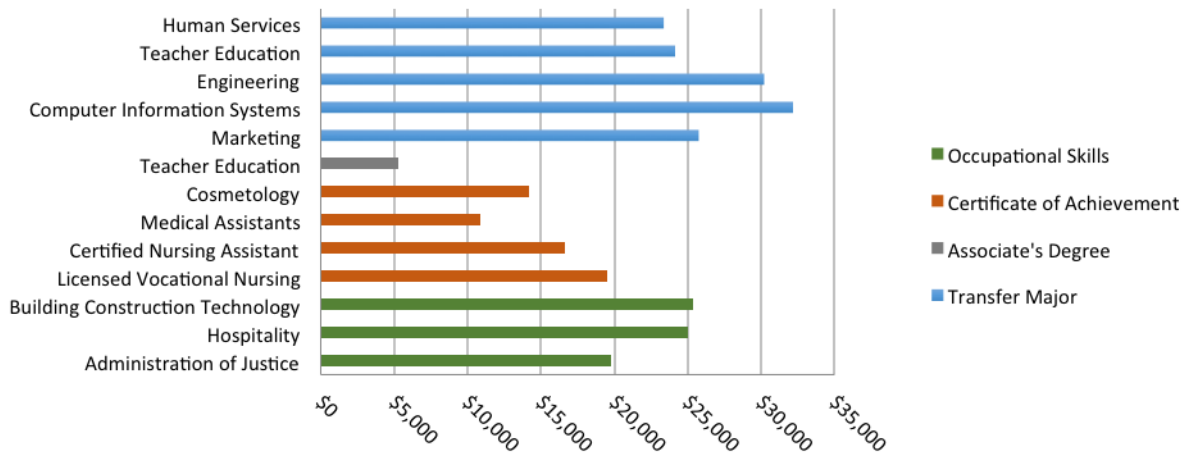
Figure 5

Figure 6 outlines more professions correlated to PCC programs and their annual job prospects.

LA County High Job Demand by Major
2013-2016
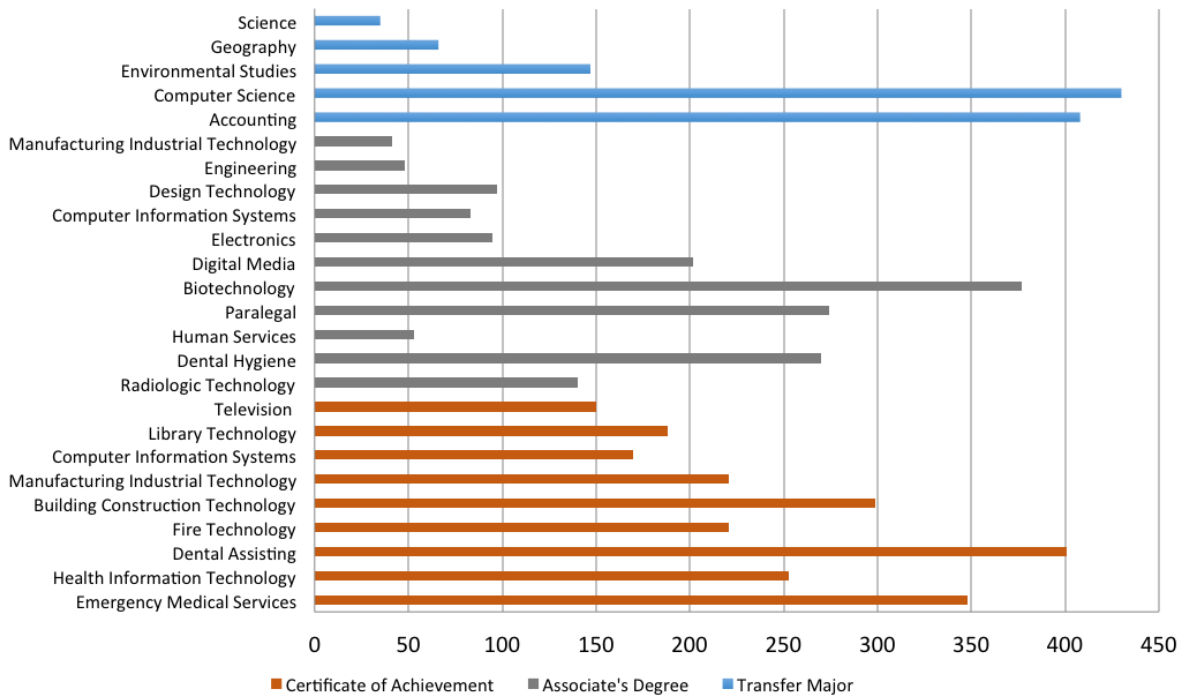
Figure 6

The most recently available licensure exam pass rates, 2011-12, demonstrate a high level of success. One program, Licensed Vocational Nursing, fell below the 80% institution-set standard for licensure pass rates. This program is on hiatus as a result of losing its clinical site. Job placement rates are shown below. Nearly half of the programs exceeded the institution-set standard of 79.52%. Those that fell below the standard are working to improve rates and documenting this process in program review.

Program	Examination	Institution-set Standard	Pass Rate
Cosmetology	State	80%	92%
Registered Nursing	State	80%	95%
Licensed Vocational Nursing	State	80%	67%
Dental Hygiene	State	80%	100%
Dental Hygiene	National	80%	100%
Dental Assisting	State	80%	94%
Medical Assisting	National	80%	100%
Radiologic Technology	National	80%	100%
Anesthesia Technology	National	80%	100%
Dental Lab Technician	National	80%	100%

Figure 7: 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study

Program	CIP Code (4 digits)	Institution-set standard	Job Placement Rate
Business Administration: Management	52.02	79.52%	76.92%
Cosmetology – Instructional Techniques	12.04	79.52%	61.90%
Library Technology	25.03	79.52%	100%
Automotive Tech. – Powertrain Tech	47.06	79.52%	76.47%
Automotive Tech – Air Conditioning Tech			
Automotive Tech – Engine Performance			
Child Development	13.10	79.52%	77.61%
Cosmetology	12.04	79.52%	61.90%
Dental Assisting	51.06	79.52%	88.24%
Dental Hygiene	51.06	79.52%	77.42%
Dental Laboratory Technology	51.06	79.52%	82.35%
Fashion Assistant	19.09	79.52%	68.29%
Fashion Coordinating			
Medical Assisting	51.08	79.52%	66.67%
Paralegal Studies	22.03	79.52%	82.95%
Registered Nursing	51.38	79.52%	89.60%
Speech/Language Pathology Assistant	51.02	79.52%	77.78%
Vocational Nursing	51.39	79.52%	80.95%
Accounting Clerk	52.03	79.52%	59.15%
Radiologic Technology	51.09	79.52%	96.88%

Figure 8: 2011-12
Job placement rates for students completing certificate programs and CTE degrees

Off Campus Sites and Centers

Pasadena City College Child Development Center
324 East Green Street
Pasadena, California 91101

Community Education Center
3025 East Foothill Boulevard
Pasadena, California 91107

Rosemead Center
4105 North Rosemead Boulevard
Rosemead, California 91770

PASADENA AREA COMMUNITY COLLEGE DISTRICT
2014/2015
ACADEMIC & STUDENT AFFAIRS AREA
ORGANIZATIONAL STRUCTURE

CHART 2

INTERIM SUPERINTENDENT/PRESIDENT
ROBERT MILLER

EXECUTIVE ASSISTANT
*MARINA JIMENEZ

ACADEMIC AND STUDENT AFFAIRS
ASS'T SUPERINTENDENT/SR. VICE PRESIDENT
ROBERT BELL

ATHLETICS
DIRECTOR
TONY BARBONE

STUDENT AFFAIRS
ASSOCIATE VICE PRESIDENT
CYNTHIA OLIVO

ACADEMIC AFFAIRS
(Noncredit)
DEAN
OFELIA ARELLANO

ACADEMIC AFFAIRS
ASSOCIATE VICE PRESIDENT
KATHLEEN SCOTT

PROGRAM FOR ACADEMIC SUPPORT SERVICES (PASS)
COORDINATOR
MARGARITA REGALADO RIVERA

RECRUITMENT, OUTREACH, TRANSFER
DIRECTOR
*TAMEKA ALEXANDER

SPECIAL SERVICES
(DSPS, Health Services, Psychological Services)
DEAN
VACANT

STUDENT LIFE
DEAN
VACANT

TALENT SEARCH
DIRECTOR
VACANT

FINANCIAL AID
DIRECTOR
VACANT

FINANCIAL AID
ASSISTANT DIRECTOR
*DAVID LE CLAIRE

INTERNATIONAL EDUCATION
ASSOCIATE DEAN
VACANT

INTERNATIONAL EDUCATION
ASSISTANT DIRECTOR
AMY YAN

MATH & SCIENCE UPWARD BOUND
COORDINATOR
JUAN PABLO CARREON

ASSESSMENT SERVICES
SUPERVISOR
DENISE CARTER

ADMISSIONS AND RECORDS
DIRECTOR
*LAITH SHAMMAS

CLASSIC UPWARD BOUND
DIRECTOR
VACANT

COUNSELING/CAREER SERVICES
ASSOCIATE DEAN
*ARMANDO DURAN

EOP&S/ CARE & FOSTER YOUTH
DIRECTOR
**NIKI DIXON

COMMUNITY EDUCATION CENTER OPERATIONS
SUPERVISOR
IBRAHIM NAEEM

OFF-SITE (ROSEMEAD/HIGH-SCHOOLS)
VACANT

NONCREDIT DIVISION (ADULT EDUCATION AB 86)
ASSOCIATE DEAN
ALICE MECOM

LIBRARY/ LRC
DEAN
*LESLIE TIRAPELLE

LEARNING ASSISTANCE CENTER
DIRECTOR
JOHN WOOD

PATHWAYS/ PROFESSIONAL LEARNING & TLC
ASSOCIATE DEAN
BROCK KLEIN

INSTRUCTIONAL SUPPORT
DEAN
*MATTHEW JORDAN

ACADEMIC SERVICES
MANAGER
JACLYN VAZQUEZ

DISTANCE EDUCATION/ WEEKEND COLLEGE
ASSOCIATE DEAN
*CATHERINE DATKO

SCHOOL OF CAREER AND TECHNICAL EDUCATION
DEAN
SALOMÓN DAVILA

SCHOOL OF HEALTH SCIENCES
DEAN
BARBARA FREUND

SCHOOL OF SCIENCE & MATHEMATICS
DEAN
DAVE DOUGLASS

SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEAN
AMY ULMER

SCHOOL OF VISUAL, MEDIA & PERFORMING ARTS
DEAN
JAMES ARNWINE

*INTERIM APPOINTMENT
**ACTING APPOINTMENT

UPDATED: 10/2/2014

38

CHART 3

PASADENA AREA COMMUNITY COLLEGE DISTRICT
2014/2015
BUSINESS AND COLLEGE SERVICES AREA
ORGANIZATIONAL STRUCTURE

INTERIM SUPERINTENDENT/PRESIDENT
ROBERT MILLER

BUSINESS AND COLLEGE SERVICES
ASS'T SUPERINTENDENT/SR. VICE PRESIDENT
VACANT

INSTITUTIONAL EFFECTIVENESS & PLANNING
DIRECTOR
CRYSTAL KOLLROSS

POLICE & COLLEGE SAFETY
DIRECTOR / CHIEF
**STEVE MATCHAN

HUMAN RESOURCES
EXECUTIVE DIRECTOR
TERRI HAMPTON

RECRUITING AND EMPLOYEE RELATIONS
SUPERVISOR
JULI MOSIER

HUMAN RESOURCES INFORMATION SERVICES (HRIS)
SUPERVISOR
YURI PEREZ

FACILITIES & CONSTRUCTION
EXECUTIVE DIRECTOR
RUEBEN SMITH

FACILITIES MANAGEMENT (MAINTENANCE & OPERATIONS)
SUPERVISORS
ECKMANN, FLORES, VAN PELT, WHITING

MEASURE P
PROJECT MANAGER
JACK SCHULMAN

BUSINESS SERVICES
EXECUTIVE DIRECTOR
JOE SIMONESCHI

ENTERPRISE SYSTEMS
DIRECTOR
MARK GUTIERREZ

TECHNICAL SERVICES
DIRECTOR
MATTHEW KIAMAN

INFO TECH SUPPORT SVCS
MANAGER
TODD HAMPTON

PURCHASING & CONTRACT ADMINISTRATION
DIRECTOR
GEORGE CHIDIAC

RISK MANAGEMENT
VACANT

FISCAL SERVICES
DIRECTOR
DIANE MANDRAFINA

ACCOUNTING
CONTROLLER
CHEDVA WEINGART

BUDGET AND FORECASTING
SUPERVISOR
LACONIA FENNESSY

PAYROLL
SUPERVISOR
MARGARET ORY

AUXILIARY SERVICES
VACANT

COMMUNITY & COLLEGE SERVICES
SUPERVISOR
TUNISIA BAILEY

BOOKSTORE
MANAGER
LESLIE THOMPSON

OFFICE SERVICES
SUPERVISOR
ELADIO FERNANDEZ

STAGING SERVICES
SUPERVISOR
TIMOTHY BERRETH

*INTERIM APPOINTMENT
**ACTING APPOINTMENT

UPDATED: 10/1/2014

CHART 1

PASADENA AREA COMMUNITY COLLEGE DISTRICT
2014/2015
DISTRICT/COLLEGE
ORGANIZATIONAL STRUCTURE

BOARD OF TRUSTEES

INTERIM SUPERINTENDENT/PRESIDENT
ROBERT MILLER

EXECUTIVE ASSISTANT
MARY THOMPSON

EXECUTIVE ASSISTANT
CINDY CHAMUSSY

PUBLIC RELATIONS
DIRECTOR
VACANT

GENERAL COUNSEL
GAIL COOPER

PCC FOUNDATION
EXECUTIVE DIRECTOR
BOBBI ABRAM

ACADEMIC AND STUDENT AFFAIRS
ASS'T SUPERINTENDENT/SR. VICE PRESIDENT
ROBERT BELL

EXECUTIVE ASSISTANT
*MARINA JIMENEZ

ATHLETICS
DIRECTOR
TONY BARBONE

ACADEMIC AFFAIRS
(Noncredit)
DEAN
OFELIA ARELLANO

COMMUNITY EDUCATION CENTER OPERATIONS

OFF-SITE (ROSEMEAD/HIGH-SCHOOLS)

NONCREDIT DIVISION (ADULT EDUCATION AB 86)

ACADEMIC AFFAIRS
ASSOCIATE VICE PRESIDENT
KATHLEEN SCOTT

PATHWAYS/PROFESSIONAL LEARNING AND TLC

INSTRUCTIONAL SUPPORT

LIBRARY/LEARNING RESOURCE CENTERS

SCHOOL OF CAREER AND TECHNICAL EDUCATION

SCHOOL OF HEALTH SCIENCES

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

SCHOOL OF SCIENCE & MATHEMATICS

SCHOOL OF VISUAL, MEDIA & PERFORMING ARTS

STUDENT AFFAIRS
ASSOCIATE VICE PRESIDENT
CYNTHIA OLIVO

ADMISSIONS AND RECORDS

ASSESSMENT SERVICES

COUNSELING/CAREER SERVICES

EOPS/ CARE/ FOSTER YOUTH

FINANCIAL AID

INTERNATIONAL EDUCATION

RECRUITMENT, OUTREACH, TRANSFER

SPECIAL SERVICES

STUDENT LIFE

STRATEGIC PLANNING AND INNOVATION
ASSOCIATE VICE PRESIDENT
RYAN CORNNER

BUSINESS AND COLLEGE SERVICES
ASS'T SUPERINTENDENT/SR. VICE PRESIDENT
VACANT

INSTITUTIONAL EFFECTIVENESS PLANNING
DIRECTOR
CRYSTAL KOLLROSS

POLICE & COLLEGE SAFETY
DIRECTOR / CHIEF
**STEVE MATCHAN

BUSINESS SERVICES
EXECUTIVE DIRECTOR
JOE SIMONESCHI

AUXILARY SERVICES

FISCAL SERVICES

INFORMATION TECHNOLOGY

PURCHASING & CONTRACTS ADMINISTRATION

RISK MANAGEMENT

FACILITIES & CONSTRUCTION
EXECUTIVE DIRECTOR
RUEBEN SMITH

CONSTRUCTION

FACILITIES MANAGEMENT (MAINTENANCE & OPERATIONS)

MEASURE P

HUMAN RESOURCES
EXECUTIVE DIRECTOR
TERRI HAMPTON

EEOC & STAFF DEVELOPMENT

HUMAN RESOURCES INFORMATION SERVICES (HRIS)

RECRUITING AND EMPLOYEE RELATIONS

EMPLOYEE BENEFITS

COMPLIANCE

*INTERIM APPOINTMENT
** ACTING APPOINTMENT

UPDATED: 10/2/2014

Organization of the Self Evaluation Process

Pasadena City College began its comprehensive self evaluation in Fall 2012. In August 2012, the Faculty Self Evaluation Coordinator (SEC) was appointed after a selection process. The SEC, Accreditation Liaison Officer (ALO) and Planning and Priorities Committee, which serves as the Accreditation Steering Committee, facilitated a process that focused on institutionalizing accreditation, garnering campus-wide involvement and facilitating wide-spread communication.

Institutionalizing Accreditation

In Fall 2012, the SEC and ALO worked with the Academic Senate Executive Committee and Office of Institutional Effectiveness to evaluate and update *Board Policy 2120: Process for Institutional Accreditation* (i-1: Board Policy 2120 Process for Institutional Accreditation). The revisions to the policy, which were discussed with all constituency groups, were approved by the Academic Senate on November 19, 2012 and the Board of Trustees on December 12, 2012, included several updates:

- Identification of a clear process for ACCJC-required reports and documents that had not been considered in the previous version of the policy

- Designation of the College Coordinating Council Planning and Priorities Standing Committee (P&P) to serve as the College's Accreditation Steering Committee, creating an institutionalized, rather than ad-hoc, committee to address accreditation requirements

- Articulation of a clear timeline for the writing of the Self Evaluation

- Clarification of a process to identify the SEC

- Update of the process to define participation in drafting the Self Evaluation

In Spring 2013, P&P began serving as the permanent accreditation steering committee. The charge of the committee is:

> The Planning and Priorities Committee will guide strategic planning as informed by implementing the Educational Master Plan. The committee will serve as the Accreditation Steering Committee, as defined in i-2: Policy 2120 - Process for Institutional Accreditation, and manage the accreditation process, including the development of the Accreditation Self Evaluation, Mid-term reports, and any other reporting documents required in support of the accreditation process.

Planning and Priorities Committee Membership:

Co-Chairs

Stephanie Fleming	Faculty Accreditation Self Evaluation Coordinator
Matthew Jordan	Accreditation Liaison Officer

Members:

Katie Rodriguez	Academic Senate
Rod Foster	Academic Senate
Kris Pilon	Academic Senate
Melissa Michelson	Academic Senate (since Fall 2014)
Janis Dwyer/Lyman Chaffee	Curriculum & Instruction Committee Chairperson
Jeff Wojcik	Classified Senate President
Yajaira De La Paz	Classified Senate
Dustin Tamashiro	Classified Senate
Deborah Cantarero	Classified Senate
Jordyn Orozco	Associated Students President
Ryan Liu	Associated Students
Hubert Tran	Associated Students
Bob Bell	Senior VP/Assistant Superintendent Academic and Student Affairs
Leslie Tirapelle	Management Association
John Wood	Management Association
Crystal Kollross	Director, Office of Institutional Effectiveness
Amy Ulmer	Management Association
Paul Jarrell	Management Association (since Fall 2014)

Campus-Wide Involvement

To encourage campus-wide involvement and utilize the expertise of its faculty, staff, students, and managers, P&P developed an application process for participation on Standards Committees. In February 2013, the Application to Serve on a Standards Committee was provided to all campus members (i-3: Application to Serve on a Standards Committee). P&P reviewed each of the nearly 80 applications and placed all applicants on a Standards Committee based on skill area, preference, and need. P&P identified four faculty members, three managers, and one classified staff to serve as the co-chairs for the Standards Committees. Each member of P&P also served on a Standards Committee.

In Fall 2013, P&P developed an application for individuals to serve on additional writing teams (i-4: Writing Group Application). The applicants' names were placed in a pool and called upon by the co-chairs of the Standards Committees when extra writers were needed.
In September 2013, the ALO and SEC led workshops for all individuals who would be working on the drafting of the self evaluation report. On September 18, a half-day orientation was

provided for the Standards Committee Co-Chairs and on September 20, a full-day orientation was held for the individuals serving on the Standards Committees and writing groups.

Accreditation Standards Committee Members:

Standard 1: Mission and Institutional Effectiveness

Co-Chairs:

Sonya Valentine	Faculty
Matt Jordan	Management

Members:

Tracy Sachtjen	Faculty
Dustin Tamashiro	Classified
Yajaira De La Paz	Classified
John Wood	Management
Karen Orozco	Student
Yasmira Batista	Student
Ghada Kaissi	Student
Ju'Von Arana	Student

Standard 2: Student Learning Programs and Services

Co-Chairs:

Tooktook Thongthiraj	Faculty
Cynthia Olivo	Management

Members:

Kaitzer Puglia	Faculty
Deborah Bird	Faculty
Edward Martinez	Faculty
Manny Perea	Faculty
Shellie Samtani	Faculty
Rita Gonzales	Faculty
Carrie Starbird	Faculty
Armando Duran	Faculty
Cecile Davis-Anderson	Faculty
Walter Butler	Faculty
Eileen Snyder	Classified
Elizabeth Wood	Classified
Chris Weisbart	Classified
Carlos Altamirano	Classified
Andre Lawrence	Classified

Pearl Ly	Management
Ofelia Arellano	Management
Amy Ulmer	Management
Cynthia Meiers	Student
Christine Carreon	Student
Ken Reidel	Student
Porchae Wade	Student

Standard 3: Resources

Co-Chairs

Katie Rodriguez	Faculty
Salomon Davila	Management

Members:

Carol Curtis	Faculty
Rod Foster	Faculty
Stephanie Fleming	Faculty Self Evaluation Coordinator
Anne Ostrander	Classified
Nancy Roberts	Classified
Gary Potts	Classified
Leslie Tirapelle	Management
Maria Descalzo	Management
Ada Lai	Student
Miranda Alvarado	Student

Standard 4: Leadership and Governance

Co-Chairs

A.C. Panella	Faculty
Denise Albright	Classified

Members:

Shelagh Rose	Faculty
Kris Pilon	Faculty
Dustin Hanvey	Faculty
Debra Cantarero	Classified
Crystal Kollross	Management
Bob Bell	Management
Darius Hines	Student
Joe Beatty	Student
Jordyn Orozco	Student

The drafting of the self evaluation was collaborative and had campus-wide involvement from all constituency groups. From October 2013 to July 2014, each group met multiple times and submitted evidence grids, outlines, and two drafts to the P&P Committee. The SEC, ALO, and other members of P&P reviewed each document and provided detailed feedback to the Standards Committees and Writing Groups. Important dates in the drafting of the self evaluation include:

Evidence Grids for Self Evaluation completed	October 18, 2013
Outlines for Self Evaluation completed	November 8, 2013
Self Evaluation Draft #1 Completed	January 17, 2014
Self Evaluation Draft #2 Completed	July 15, 2014
Comprehensive Edit by the SEC	July 15-September 15, 2014

On September 15, 2014, the drafts of the standards and an online form for feedback were posted to the College's website. Over 50 individuals provided feedback. The P&P Committee reviewed all comments to determine how they would be addressed.

On September 9, 2014, the SEC, ALO, and members of the Executive Committee met the leaders of the shared governance groups to discuss an effective process for garnering feedback from each constituency group. The Classified Senate discussed the self evaluation at one of their meetings. The Associated Students divided the Standards among its Board membership and provided feedback to the SEC and ALO at an Associated Students Board meeting on October 15, 2014. The Academic Senate held a two-day, off-campus retreat. Individuals selected by the Executive Committee reviewed the document and provided feedback. Over the course of twelve different meetings, the Academic Senate Vice-President met with the Associate Vice-President of Academic Affairs, the Associate Vice-President of Strategic Planning and Innovation, and/or the ALO. The group discussed each comment and agreed how and if the feedback would be incorporated into the document.

From October 27 to November 10, 2014, the P&P Committee reviewed and approved the revised Self Evaluation sections. The approved Self Evaluation was provided to the shared governance groups during the week of November 10th. At the time of the writing of this document, the leaders of the shared governance groups were scheduled to sign the document at the December 4, 2014 meeting of the College Coordinating Council. Once signed, the documents would be presented to the Board of Trustees for approval on December 10, 2014.

Wide-Spread Communication

The campus community was involved in extensive dialogue during the drafting of the self evaluation. The ALO and SEC send out periodic email communications and Accreditation Newsletters to update the campus community on the process of the self evaluation and related accreditation news (i-5: Accreditation Newsletter #1, i-6: Accreditation Newsletter #2, i-7: Accreditation Newsletter #3, i-8: Accreditation Newsletter #4). Additionally, multiple presentations were given to campus groups:

Presentation on ACCJC trends and requirements to Academic Senate	February 21, 2013
Presentation on accreditation requirements and trends to College Council	March 27, 2013
Presentation on accreditation requirements to Budget and Resource Allocation Committee	March 28, 2013
Four interactive workshops on accreditation offered to all faculty during Professional Learning Days	August 21-22, 2013
1-hour presentation on accreditation available to all faculty on FLEX Day	October 1, 2013
1-hour presentation on accreditation available to all staff on Classified Day	October 1, 2013
Presentation on accreditation to Associated Students	October 2, 2013
Presentation on accreditation requirements to College and Business Services	October 8, 2013
Update on Self Evaluation and discussion of Standard IV with Board of Trustees	September 13, 2014
Presentation on accreditation update to Academic Senate	September 21, 2013
Accreditation update presentation to College Council	November 21, 2013
Accreditation update presentation to Board of Trustees	January 15, 2014
Accreditation update presentation to Academic Senate	February 10, 2014
Accreditation update presented to Associated Students	April 23, 2014
Accreditation update presentation to Board of Trustees	July 16, 2014
Accreditation update presentation to Associated Students	September 17, 2014
Presentation and discussion on Standard I with Board of Trustees	October 1, 2014
Presentation and discussion on Standard II with Board of Trustees	October 15, 2014
Presentation and Discussion on Standard III with Board of Trustees	November 5, 2014

More than 70 individuals including the members of P&P, the Standards Committees, the writing groups, the Office of Institutional Effectiveness, and the Public Relation's Office worked collaboratively to produce a document that reflects the College's efforts over the last six years.

Certification of Continued Institutional Compliance with Eligibility Standards

In January 2011, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges reaffirmed Pasadena City College's accreditation. Pasadena City College continues to meet the following eligibility requirements:

1. Authority

As a member institution of the California Community College system, Pasadena City College's authority to operate as a degree granting institution is based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016). A letter of Reaffirmation of Accreditation is on file in the President's office and is posted on the College's website. A notation of this status is printed in the college catalog.

2. Mission

The College's current mission statement was adopted in 2002. The last review of the mission statement occurred in 2010-2011 during the development of the College's Educational Master Plan. The next comprehensive review will occur during the 2014-2015 academic year.

The mission statement, which illustrates a strong commitment to student learning and the Institutional Core Values, serves as the guiding principles for all aspects of the college.

The mission statement is available on the College's website and is available in the College catalog.

3. Governing Board

The seven-member Board of Trustees governs Pasadena City College, a single college district, and is responsible for maintaining the quality and stability of the institution.

The Board of Trustees operates under the authority of California State Education Code section 70902. Its members are popularly elected from within the seven areas of the district as described in Board bylaw 2010. Bylaw 2010 also forbids a Board member from being an employee of the college. The Board adheres to a conflict of interest bylaw, 2710, and a code of ethics bylaw, 2715. Board members annually file a California Fair Political Practices Commission Form 700, "Statement of Economic Interests," to document any potential conflicts of interest.

The Board of Trustees includes one non-voting student member. The student trustee, elected annually by the student body, is entitled to attend all non-closed session Board meetings. The requirements and privileges afforded to the student trustee are detailed in Board bylaw 2015.

The Board of Trustees follows the Brown Act to ensure that the interests of all constituency groups are voiced by representatives. The public's interest may be voiced during public comment.

4. Chief Executive Officer

The Board of Trustees hires the Superintendent/President as a full-time employee of the College. Board policy 1100 establishes that the President serves as the Secretary to the Board. The Board delegates the requisite authority to the President to administer Board policies as described in Board Bylaw 2430. Dr. Robert Miller was designated to be the Interim Superintendent/President by the Board of Trustees on September 4, 2014.

5. Administrative Capacity

The administrative capacity of the College is documented in the organizational charts contained in this Self Evaluation. The persons filling administrative positions are full time and all academic and classified managers possess the minimum required qualifications established as part of the hiring process. Once hired, all college administrators are evaluated annually in accordance with *Board Policy 6320*.

6. Operational Status

Pasadena City College has been in continuous operation since its inception and is celebrating its 90th year of providing quality services to the surrounding communities. The operational status of the College is documented by the College fact book, *Observations*, which contains enrollment history, counts of students who have transferred to four-year universities, and counts of degrees and certificates awarded. This information can be verified through records available at the California Community Colleges Chancellor's Office.

7. Degrees

Pasadena City College offers 35 academic and 75 career and technical program areas that lead to degree and certificate completion. The College also offers lifelong learning programs.

The College catalog and website list the degrees that are available at the College and identifies the courses for which degree credit is granted. The number of degrees and certificates awarded is documented in the College fact book, *Observations*. Data available through the California Community Colleges Chancellor's Office Data Mart document that Pasadena City College is one of the top performers among single campus colleges in terms of the number of degrees issued. The College has been recognized as one of the nation's top degree producers in multi and interdisciplinary degrees.

In accordance with California Title 5 and recommendations made by the California Community Colleges Student Success Task Force, a student at Pasadena City College must identify a program

of study (certificate, degree, or transfer objective) in the term after which the student completes 15 semester units.

8. Educational Programs

The educational programs offered at Pasadena City College are congruent with the College's mission and are based on recognized fields of study. The College's degree programs and requirements are listed and described in the College catalog. The course and programs offered at Pasadena City College have been reviewed by the California Community Colleges Chancellor's Office and deemed of sufficient content, length, quality, rigor, and applicability for a community college. Distance Education offerings are evaluated and approved in accordance with Title 5 requirements and Board Policy.

The general education curriculum offered at Pasadena City College is comprehensive and the institutional General Education Outcomes are available in the College catalog and on the College website.

9. Academic Credit

Based on California Administrative Code, Title 5, § 55002.5, Pasadena City College awards academic credit based upon generally accepted practices among degree-granting institutions. The standards by which unit credit is awarded for classroom work is described in the College catalog and updated as necessary. The College's process for accepting transfer credit is also available in the College catalog and the College website.

10. Student Learning Achievement

Pasadena City College has developed and assessed student learning outcomes at the course, program, and institutional/general education levels. Course level outcomes are components of the Official Course Outline of Record and are published in course syllabi. Program and General Education outcomes are available on the College website and in the College catalog. The same learning outcomes are in place regardless of the mode of delivery.

Pasadena City College conducts regular and systematic assessments of its programs. Course level assessment is ongoing and instructional departments submit annual assessment reports documenting student learning and identifying the necessary steps for improvement. This information, as well as assessment of program and general education outcomes, are addressed during the program review process.

11. General Education

The general education requirements at Pasadena City College encourage students to explore different areas of human inquiry not only to gain a basic understanding of these areas, but

also to comprehend and use the principles, methods, values and thought processes of these disciplines. Through completion of the general education requirements graduates obtain the skills, knowledge, and insights to evaluate and appreciate the physical environment, culture, and society. Students graduating with Associate's degrees will be able to achieve the following outcomes:

- **Communication:** Use creative expression to communicate acquired knowledge or skills effectively.

- **Cognition:** Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information.

- **Information Competency:** Use research and technical skills effectively and ethically to achieve an objective.

- **Social Responsibility:** Demonstrate sensitivity to and respect for others.

- **Personal Development:** Demonstrate an understanding of practices that promote physical, psychological, and emotional well-being.

12. Academic Freedom

Board Policy 3100: Academic Freedom, guarantees an atmosphere of free inquiry and expression for faculty, students, classified, administrators, and trustees.

13. Faculty

Pasadena City College has experienced full-time and part-time faculty that meet or exceed the minimum qualifications or its equivalent as set by the Office of the Chancellor of California Community Colleges. The number of faculty is sufficient to support the college's programs, and as of Fall 2014, Pasadena City College employs 361 full-time and 1,083 part-time faculty. The faculty and their credentials are listed in the College catalog.

The responsibilities of a faculty member are detailed in the collective bargaining contract between the District and the Faculty Association and in related board policies.

14. Student Services

In alignment with its mission, the College offers a full range of services to all students attending Pasadena City College. These services, detailed in the College catalog and on the College website, include support for academics and student life.

Student Academic Services assist students in all aspects of their academic careers and include support for admissions, assessment, counseling, matriculation, and transfer. Pasadena City College also offers several student support programs including CalWORKs, the Disabled

Students Program and Services, Extended Opportunity Programs, Trio Programs, and support for Distance Education.

Pasadena City College also offers services to support student life. These services include Health and Psychological Services to support wellness, Student Affairs Programs to support participatory governance, and social, inter, and co-curricular support to further academic excellence. These services are available to all students.

15. Admissions

Pasadena City College's admission policies are consistent with the College's mission and appropriate for an open-access, public community college. *Board Policy 4000: Admissions and Concurrent Enrollment* clearly identifies the requirements for admission and adheres to all state regulations. This information is available in the College catalog and on the College website.

16. Information and Learning Resources

Students at Pasadena City College have access to extensive learning resources including the award-winning Shatford Library, an ESL Center, the Foreign Language Lab, the Learning Assistance Center, and the Writing Center. The College offers a wide array of tutoring, and supplemental instruction and learning resource centers are available for specific disciplines including Math, Speech Communication, Natural Sciences, Engineering, and Social Sciences. The College also offers wireless internet, electronic databases, library orientation, and research assistance to all students.

17. Financial Resources

Pasadena City College is funded by state general fund apportionment, and it continuously maintains a minimum 5% reserve fund. The College's annual ending balance is sufficient to exceed state recommendations and support its mission and programs. Copies of the annual budget are published on the College website.

The Pasadena City College Foundation supports students with scholarships, funds art installations, and engages in many other fundraising and social activities for the College.

18. Financial Accountability

The College's financial resources are examined annually by external auditors. All funds of the College are audited, including the Foundation, the bookstore, and the Associated Students. All audit results are posted on the College website to ensure full transparency to internal and external stakeholders. Copies of the audit reports are annually submitted to the Accrediting Commission for Community and Junior Colleges. The student loan default rates and relevant United Stated Department of Education reports are on file in the Office of Scholarships and Financial Aid.

19. Institutional Planning and Evaluation

Pasadena City College employs an integrated planning model to ensure continuous improvement of all college functions for student success. Comprised of the program review, planning, and resource allocation processes, this model involves all campus constituencies and ensures an effective use of resources. The College's integrated planning model begins with analysis of quantitative and qualitative data and facilitates the improvement of student learning, instructional programs, services, and administrative units.

Pasadena City College utilizes a program review process to systematically evaluate how well programs are serving students and upholding the mission of the College. This form of evaluation directly informs the planning process. All program reviews are made available to the public on the College website. Information about the College's performance, including degree and certificate completion, success, and retention, are provided to all programs and made available to the public in College publications and on the College website. Additionally, any external accrediting requirements must be maintained and fulfilled by each program and is monitored by the College.

20. Integrity in Communication with the Public

Pasadena City College's 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 vision are included in the general information section.

Detailed information regarding admissions, financial aid, fees, and major policies regarding students are located 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.

21. Integrity in Relations with the Accrediting Commission

The College adheres to the eligibility requirements, accreditation standards, and policies of the Commission and discloses any information to the Accrediting Commission that is necessary to maintain its accredited status. This information includes any necessary midterm, follow-up, comprehensive self evaluation, and substantive change reports. Pasadena City College describes itself in identical terms to all accrediting agencies, including the Accrediting Commission, and complies with all Commission requests and reporting requirements with full and honest disclosure and in a timely manner.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Pasadena City College offers three modes of distance education: online courses (fully online using the College's CANVAS Learning Management System [LMS], hybrid courses (partly online using CANVAS and partly face-to-face on campus), and telecourses (combines lectures, videos, and six face-to-face meetings on campus).

The purpose of the Distance Learning program at PCC is to:

- Expand educational opportunities that address alternative methods of course delivery for students who are seeking achievement of their educational goals

- Maintain learner-centered distance education programs that address student success by providing support in curriculum and instruction, evaluation and assessment, technology, accessibility, infrastructure, and academic support services

- Communicate effectively with campus stakeholders regarding Distance Education policies and procedures

- Provide support for faculty development in the areas of pedagogy and technology to ensure that faculty who teach distance education courses meet standards of good practice and accreditation guidelines

Distance education courses are required to meet learning outcomes of the course and undergo a separate form of C&I approval as per California's Title 5 requirements. This is done through a review of the entire course as well as an addendum known as supplemental Form D (i-9: Form D). Both the course and Form D must be approved through the full C&I Committee process. 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 an annual basis in the Annual Assessment Report. Success and retention data for distance education courses are compared to the face-to-face courses in the program review process. More information on these processes is available in Standard IIA of this document.

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 development of high-impact courses in the Model Course Program. A Faculty Handbook with resources, policies, and best practices for distance

learning is available for instructors (i-10: DE Faculty Handbook). The Academic Senate's Distance Education Committee focuses on policies for online instruction (i-11: Academic Senate DE Committee Mission Statement).

The College utilizes the substantive change process to inform the Commission when 50% or more of a program, degree, or certificate will be offered via distance education. PCC's Substantive Change Proposal to Offer at Least 50% of Course Units for Programs through Distance Education was submitted to the Commission in February 2012 (i-12: 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. PCC has clear add and drop policies requiring first day participation and communicates these procedures clearly to students in the Schedule of Classes. The College informs online instructors of best practices related to interaction in an online environment that assist instructors in recognizing the individual work of students (i-13: Student Authentication Tip Sheet). *Board Policy 3230 Distance Education* states that all course communication, assignments, and interactions must be conducted through the CANVAS LMS (i-14: Board Policy 3230 Distance Education).

Policy on Institutional Compliance with Title IV

Pasadena City College is in compliance with federal regulations set forth in Title IV of the Higher Education Act (HEA). *Board Policy 4410: Financial Aid and Scholarships* mandates that "all financial aid programs adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state and other applicable regulatory requirements" (i-15: Board Policy 4410 Financial Aid and Scholarships).

The College is diligent in 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 2010, the most recent year published by the National Center for Education Statistics, PCC's default rate was 16.5% (i-16: NCES Website Snapshot).

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 distributes a flow chart to start students on a successful path when borrowing money for education (i-17: Financial Aid Student Flow Chart). 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.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

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 are located 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. 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 vision 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.

Policy on Institutional Degrees and Credits

The College conforms to commonly accepted standards and practices for awarding credits and degrees with a minimum of 60 semester credit hours required for an associate degree. The educational programs offered are congruent with the College's mission and are based on recognized fields of study. The Academic Senate Curriculum & Instruction Committee's policies and practices for review and approval ensure an appropriate level of rigor and statements of relevant expected learning outcomes. Assessment results are addressed in the Annual Assessment Report and Program Review processes.

The College has written policies and procedures for determining a credit hour that meets commonly accepted academic expectations. *Board Policy 3200: Curriculum and Instruction Committee* identifies that the College follows section §55002(a) of Title 5 of the California Code of Regulations ([i-18: Board Policy 3200 Curriculum and Instruction Committee](#)). The procedures detailed in *Board Policy 3200* ensure that this procedure is consistently applied to all courses and programs.

Policy on Institutional Integrity and Ethics

The College upholds and protects the integrity of its practices by supporting its mission and core values, adopting and following college policies and procedures, and by meeting all requirements of the California Education Code and Title 5 of the California Code of Regulations. PCC complies with all reporting requirements from the Commission and provides accurate

information in a timely manner. PCC maintains a positive relationship with the Commission and fully cooperates with the Commission when preparing for site visits and other types of interactions with the regional accrediting body. As noted in documentation from the ACCJC, PCC complies with the Eligibility Requirements, Accreditation Standards, and Commission policies. All Commission requests are handled in a collegial and timely manner. The College's accreditation status and all related documentation are made available to the public on the College's website. A statement on PCC's accreditation status is included in the College catalog.

The College's catalog and website contain clear and accurate information regarding PCC's mission statement, admission requirements, tuition and fees, transfer of credit, transcript policies, financial aid, and student services. Regular updating ensures that this information is clear, complete, current, and accurate. Students are informed if successful course completion qualifies the student for program admissions, licensure examinations, and/or certification. This information is communicated with honesty to all current and prospective students.

PCC employs various strategies to ensure academic honesty. *Board Policy 4520: Student Conduct and Academic Honesty* defines a student code of conduct, identifies the types of conduct subject to discipline, and details the student discipline process (i-19: Board policy 4520 Student Conduct and Academic Honesty). In addition to being available on the College's website, the student code of conduct is found in the Student Handbook (i-20: Student Handbook) which contains a grade appeals process and statements regarding sexual harassment and discrimination. This information is provided in the online student orientation (i-21: Online Orientation Website). A version of the Student Handbook is available for students that take continuing education classes at the PCC Community Education Center (i-22: CEC Student Handbook). Additional support, identification of resources, and an explanation of student rights for undocumented students can be found in the AB540/Undocumented Student Handbook (i-23: AB540 Undocumented Student Handbook).

Board Policies 6100, 6150, 6200, and 6300 ensure integrity in the hiring process (i-24: Board Policy 6100 Faculty Hiring, i-25: Board Policy 6150: Part-time Faculty Hiring, i-26: Board Policy 6200 Classified Hiring Policy, i-27: Board Policy 6300 Administrator Hiring Policy). Additionally, when addressing education and experience, the College adheres to the minimum qualification for faculty and administrators set by the Board of Governors of the California Community Colleges (i-28: Minimum Qualifications Handbook). Once hired, all employees are expected to maintain a code of professional ethics. All personnel and the Board of Trustees have a written code of ethics that details expected behavior as well as the process for how violations can be resolved (i-29: Board Policy 2715 Board of Trustees Code of Ethics Standards of Practice, i-30: Board Policy 3110 Professional Ethics of Faculty, i-31: Board Policy 2500 Professional Ethics of Management, i-32: Board Policy 2520 Professional Ethics of Classified Staff). Individuals who report violations or serve as a witness to a violation are protected from retaliation or reprisal by *Board Policy 3430: Prohibition of Harassment* (i-33: Board Policy 3430 Prohibition of Harassment). This policy applies to all aspects of the academic environment and to all terms and conditions of employment.

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

Recommendation #1

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, 1B.7)

Where We Are Today

- Program review process revised to align with the Colleges main functions: Degrees, Certificates, Transfer, Basic Skills, and General Education

- Institutional Effectiveness Committee (IEC) established and functioning as the main systematic evaluation mechanism for program review to improve student learning and process improvement

- Stronger linkage between program review, planning, and resource allocation has been established

- Consistent data sets have been developed, implemented, and are used for program review and planning

- Data sets are updated annually

- New data sets are created and implemented as planners and reviewers identify the need

After an evaluation of the current program review structure by a shared governance group, it was recommended that a revision to the structure was necessary to ensure that the planning and program review processes were used to improve student learning and institutional effectiveness. The Institutional Effectiveness Committee (IEC) was formed to oversee the program review process, including providing feedback in the form of recommendations to programs as well as to the College.

All areas of the College participate in the review process and consequently perform a systematic review of how effectively each area is serving students. There are three major types of review: Instructional, Student Support, and Administrative Unit (Figure 1). Academic, General Education, and Noncredit programs complete program reviews every six years, Career and Technical Education Programs every two years, and Administrative Unit and Student Support Programs complete their reviews on a four-year cycle (i-34: 2013-18 Program Review Calendar).

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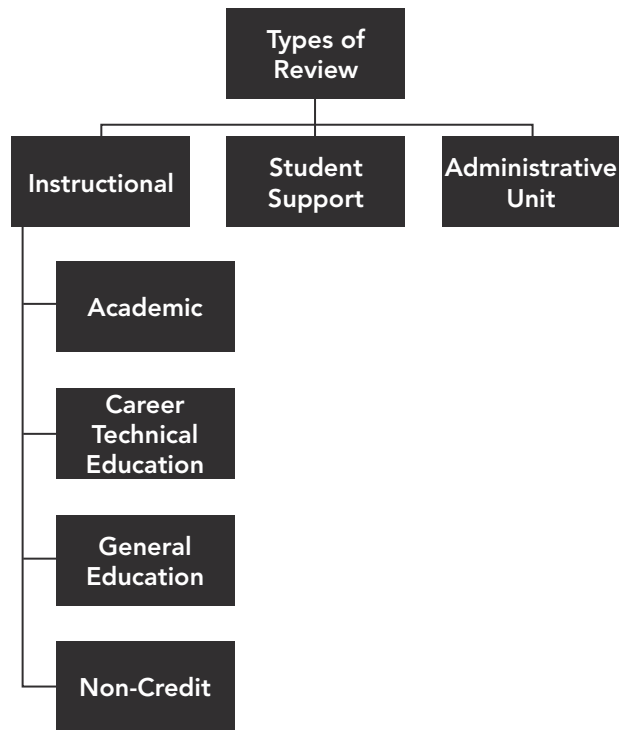
Figure 1: Program Review Types

The College chose to implement the revised planning and program review process using the TaskStream Accountability Management System (AMS) software. The software was acquired in June 2010, customized in July 2010, and implemented in August 2010. Rigorous group and one-on-one instruction occurred at start-up and continues today in support of faculty, staff, managers, and administrators. All areas of the College are using the AMS planning structure and program review framework. The adaptability of the TaskStream software allows the College to continually make revisions to the planning, annual assessment report, and program review structure as the College systematically assesses each of these evaluation mechanisms.

Program review authors use both student achievement and assessment data to assess how well programs are serving students. Consistent data sets were identified through a consultative process during the 2009-2010 academic year. The data sets were developed using Chancellor's Office referential files, internal data sources, and the analysis of surveys administered by the College over the last five years. As each data set was finalized it was uploaded into the appropriate program review or planning areas within the AMS. The data sets are updated annually by the Office of Institutional Effectiveness. As part of the AMS training, faculty, staff, managers, and administrators were familiarized with the data sets and their usage for program review and for planning. Additionally, as reviewers and planners identify additional data requirements, the data is uploaded into the AMS.

The consistent data sets include:

- Student Demographics (i-35: Demographic Data Example)

- Success by demographic group (i-36: Success by Demographics Example)

- Awards achieved (i-37: Awards Total Example)

- Section offerings (i-38: Sections Data Example)

- Success, retention, enrollment, and FTES data (i-39: Success, Enrollment, Retention, and FTES Data Example)

- Success, retention, and enrollment by Method of Instruction (i-40: Success by Delivery Mode)

In addition to these detailed data spreadsheets, graphs and charts are selected and uploaded into TaskStream to support review authors who are more comfortable with a visual representation of data (i-41: Demographics Graph; i-42: Success & Retention Graph).

As mentioned, the instructional program review process was revised to support the main functions of the College: Basic Skills, AA/AS degrees, Certificates, Transfer/Disciplines, and General Education. Because these categories are not exclusive, the revision allowed for greater dialogue and participation across the campus. This aligned with the College's recently adopted Educational Master Plan as the College focuses on student learning and achievement (i-43: Educational Master Plan Executive Summary). Figure 2 below displays the College's EMP: Project 90 commitment to student learning and achievement. By setting specific targets to be reached by the College's 90th anniversary, the campus has reallocated resources to support institutional improvement and student success. Each year the Project 90 Student Success Achievement Areas and Targets are reviewed by the Institutional Effectiveness Committee (IEC) to ensure that program reviews are always using the EMP to guide program improvement.

Student Success	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
Achievement Areas	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
Transfer to 4 year	2332	2701	2558	2918	2427	2981	2,102	3045	1257**	3112
Associate Degrees	1687	1687	1489	2483	1347	2648	1335*	2814	1915***	2979
STEM Degrees	362	362	166	400	261	440	315	490	357	550
Certificates*	694	764	644	832	723	902	613	941	603	1041
Basic Skills Completion Rate										
Math	13%	13%	13%	16%	17%	18%	19%	21%	21%	23%
English	36%	36%	36%	43%	40%	50%	36%	58%	37%	65%
ESL	21%	21%	21%	25%	20%	29%	23%	34%	23%	38%

*264 AA-T/AS-T degrees
**CSU only
***434 AA-T/AS-T degrees

Project 90 – Achievement Scorecard
Figure 2: EMP: Project 90 - Student Success Achievement Areas and Targets

Within each of the five Student Affairs programs, multiple offices, departments, and people interact with students (Figure 3). The Student Affairs staff aspired to structure their program reviews in a holistic manner that would ensure students were the central focus of the review process. Both Student Affairs (SA) programs and Administrative Units (AU) are required to measure themselves against specific outcomes defined by the IEC with input from Student Affairs and AU staff (i-44: Student Support Program Review Required Outcomes; i-45: Admin Unit Program Review Required Outcomes). Additionally, SA programs and AUs develop their own outcomes that are specific to their respective missions and functions.

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│      Student Support Services     │
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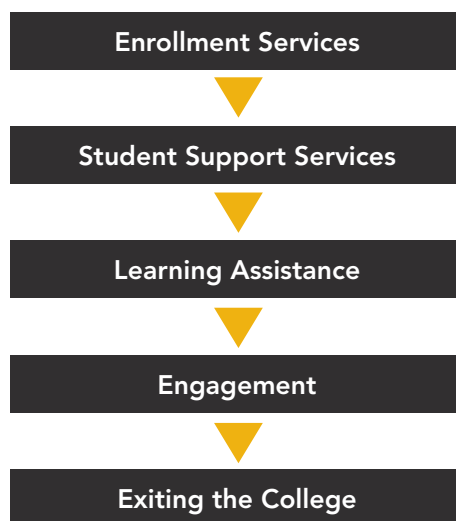
Figure 3: Student Affairs Programs

Beginning in Summer 2013, Student Affairs and Administrative Unit members engaged in facilitated training on program review that included the following topics:

- Developing a mission statement in alignment with the College mission and EMP

- Developing service outcomes/administrative unit outcomes

- Assessment methods

- Survey design

Most Student Affairs departments have completed their reviews and the departmental reviews are currently being compiled into the five holistic, larger program reviews. Numerous examples of Student Affairs department reviews are included in Standard IIB. Administrative Unit reviews will be received in fall 2014. Figure 4 identifies key milestones in the development of PCC's enhanced program review process.

2010-11

- IEC formed to oversee Program Review
- IEC develops process
- Basic Skills performs Program Review

2011-12

- CTE Programs perform Program Review
- Process evaluated and feedback to authors enhanced

2012-13

- IEC issues Broad Recommendations to the College
- AA Majors begin Program Review
- Process evaluated and required outcomes are developed

2013-14

- Student Services and Admin Units begin Program Review
- AA Majors continue Program Review
- Multi-year Program Review Calendar created
- Process evaluated and GE and Non-Credit incorported

2014-15

- Student Services adn Admin Units complete Program Review
- First Program Reviews
- First Program Reviews with required outcomes will be received
- Process evaluated

Figure 4: Program Review Process Evolution Chronology

In 2010, the planning process was assessed using a TaskStream AMS internal survey mechanism (i-46: 2010 Planning Survey). When a plan was completed and submitted, the author automatically received a survey that assessed the planning process in regards to understanding, functionality, and needed changes. The OIE analyzed the survey. Necessary changes to the planning process (including software adjustments, technology, and training) were discussed with the Academic Senate, College Administration, and College Coordinating Council and then implemented by the OIE. Additionally, six questions were included in the College's 2010 Campus Climate survey that evaluated the efficacy of the College's planning and program review processes and the link to resource allocation (i-47: Fall 2010 Campus Climate Planning Questions). The OIE provided analysis for the Campus Climate survey to the College's Executive committee and the IEC.

The Institutional Effectiveness, Planning and Priorities, and Budget and Resource Allocation Committees each play a key role in PCC's integrated planning process. To evaluate all aspects of integrated planning, the first Integrated Planning Study Session was convened on April 26, 2013 to discuss and evaluate the College's program review, planning, and resource allocation processes (i-48: Integrated Planning Study Session Notes April 2013). This initial event included presentations on the current planning process and directed small group discussions. The small group discussions revealed a clear lack of awareness among members regarding how their individual group's operations led into and followed from the operations of the other two. It was resolved to institute the Integrated Planning Study Session as a periodic event. A second study session was held on November 15, 2013 and picked up on the previous dialogue (i-49: Integrated Planning Study Session Notes November 2013). Participants reviewed the current integrated planning model and recommended areas for improvement. They also expressed

interest in improved tracking of recommendations coming out of the three groups and broader conversations with the campus community. Finally, a draft revised integrated planning model was presented for discussion.

Each study session yielded clear, actionable recommendations for improvement and raised further questions for investigation. Summary presentations of the two study sessions were made at regularly scheduled meetings of the three committees in March 2014 (i-50: Integrated Planning BRAC Presentation 03/06/14; i-51: Integrated Planning IEC Presentation 03/21/14; i-52: Integrated Planning P&P Presentation 03/24/14). The Integrated Planning Study Sessions brought to light potential improvements in planning processes. To lead these improvements, the College allocated needed resources and created a position to address this need, Associate Vice President, Strategic Planning and Innovation (i-53: Associate VP, Strategic Planning). This position was recruited and filled in summer 2014 and the AVP, Strategic Planning & Innovation, is currently working with shared governance leaders to examine and improve PCC's integrated planning model. One of the most striking findings of the Integrated Planning Study Sessions was that many campus constituents were not aware of or did not understand PCC's existing integrated planning model. The AVP, Strategic Planning and Innovation, will work with constituent groups to communicate and facilitate understanding of existing processes campus-wide.

The College established the Institutional Effectiveness Committee (IEC), under the auspices of the Academic Senate and College President, to provide a systematic assessment of evaluation mechanisms, particularly program review, to determine effectiveness in improving student learning programs, services, and administrative functions (i-54: Policy 2560: Institutional Effectiveness). The IEC provides a forum for College representatives to participate in the coordination and evaluation of evidence-based institutional program review. The IEC evaluates program reviews in the context of the College's mission and Educational Master Plan and makes recommendations that support student learning and success (i-55: IEC Broad Recommendations 2012-2013). Additionally, the IEC has the authority to direct that a program review be revised or revisited if members decide that the review did not meet College requirements. IEC members can make recommendations for program improvement to the College's Curriculum and Instruction Committee, and address resource allocation considerations to the College Council Budget and Resource Advisory Committee (BRAC), as well as the College's Superintendent/President.

Through the establishment of the IEC, the College created a campus body that has developed a robust program review process. Instructional and student support programs, as well as administrative units, evaluate their effectiveness in improving student learning. The Office of Institutional Effectiveness makes available consistent data sets for the program review process. The College has fully addressed the recommendation.

Recommendation #2

The team recommends that the College expand its assessment of student learning outcomes to include all programs, degrees, and certificates, and, if applicable, learning and support service areas. The team further recommends that the student learning outcomes assessment be incorporated into the program review; program planning, and resource allocation processes. (IB, IIA.2.e, and IIA.2.f, IIB, IIC)

Where We Are Today

- An Annual Assessment Report documents course-level assessment for every discipline/department at the College

- Program-level assessment occurs in Program Review

- General Education Outcome performance is monitored through aggregating course-level data and independently assessed through stand-alone evaluations

- Planning and Resource allocations prioritize needs identified through outcomes assessment recommendation made during the program review process

Course-level assessment in the Annual Assessment Report

In 2012-2013, 1,676 courses were offered, and 100% of these courses have published SLOs that are a part of the Course Outlines of Record. The Course Outline of Record for Economics 001A illustrates this (i-56: Economics 1A Course Outline of Record). An Annual Assessment Report was instituted this same year to provide faculty the opportunity to document the good practices they have developed in course-level student learning outcomes assessment and the improvements that they have implemented as a result of these assessments (i-57: Reading 2012-2013 AAR). The Learning Assessment Committee (LAC) is the campus body that oversees SLO assessment processes:

> The Mission of the Learning Assessment Committee is to improve student outcomes by supporting teaching and learning through a review of learning outcome assessment activities at the course, program, and general education level. The Committee will serve as a resource to all stakeholders (faculty, staff, managers, and students) and communicate the relevance and results of assessment activities.

The LAC regularly communicates a suggested two year cycle of SLO assessment via e-mail, a website, and the Assessment Reference Guide (i-58: Assessment Reference Guide).

Suggested Cycle of SLO Assessment	Annual Assessment Report Year	2012 AAR		2013 AAR		2014 AAR		2015 AAR	
	Which semesters are included?	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
	Which SLOs should I assess?	1 and 5*	2 and 6*	3 and 7*	4 and 8*	1 and 5*	2 and 6*	3 and 7*	4 and 8*
	Which GEO should be included?	None		None		None		GEO 2	

Only for courses with this many SLOs
Figure 5: Learning Assessment Committee's Recommended Cycle of Assessment

Many faculty collect data on SLO achievement with the software program eLumen. Faculty score student achievement of SLOs in eLumen with rubrics that they have developed. Then, once a year, they document their analysis of this data and the resulting improvements in the narrative Annual Assessment Report in the TaskStream software. Some faculty members prefer to use Microsoft Excel or other mechanisms to collect their assessment data. The Academic Affairs Department supports this process by creating departmental SLO data reports in eLumen and uploading them into the TaskStream Annual Assessment Report workspaces (i-59: Theater Arts Department eLumen Data).

The LAC reviews each of the reports using a rubric to evaluate the effectiveness of the assessment activities (i-60: Learning Assessment Committee Rubric). Additionally, the LAC provides feedback to the departments to improve their assessment processes (i-61: Annual Assessment Report Feedback-Architecture; i-62: Annual Assessment Report: Library). Past Annual Assessment Reports are archived on the College website (i-63: Archived Annual Assessment Report Webpage).

Program-level assessment in Program Review

107 College programs exist and 100% of these programs have defined learning outcomes and are engaging in ongoing assessment of these outcomes. The College has defined a program as a sequence of courses leading to either a Certificate of Achievement, Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer degree, or Associate in Science for Transfer degree. SLOs for these programs are defined by faculty and are documented in Program Outlines of Record in WebCMS, Program Reviews in TaskStream, and the College Catalog. Faculty document their assessment of program SLOs in program reviews. The Institutional Effectiveness Committee evaluates program reviews, applying a rubric that is used to assess program outcomes (i-64: Rubric for Program Review).

Beginning in 2012, faculty members aligned their course-level outcomes to program-level outcomes in alignment matrices (i-64: Paralegal Studies Program SLO Alignment). These alignment matrices were then programmed into eLumen by the Academic Affairs Department allowing for program-level SLO data to be aggregated up from course level assessments (i-66: Kinesiology and Wellness AA PSLO eLumen Data). The Academic Affairs Department furnishes program SLO data reports to faculty through uploading them into TaskStream program review workspaces. This data provides an indicator of student achievement of program SLOs that faculty use to guide further assessment and improvements to learning.

Student learning outcomes assessment is interwoven into the program review process. The following program review outcomes are required for instructional programs:

Program Review Required Outcome	Evidence
Course SLOs are assessed and the results are used for improvement	• Annual Assessment Reports • eLumen Data • Microsoft Excel SLO Data
Program SLOs are assessed and the results are used for improvement	• Annual Assessment Reports • eLumen Program SLO data • SLO Alignment Matrix from course SLO to Program SLOs
GEOs are assessed and the results are used for improvement	• Annual Assessment Reports • eLumen GEO data • SLO Alignment Matrix from course SLO to GEOs

Figure 6: SLO-Related Instructional Program Review Required Outcomes and Data

The Natural Sciences Program Review illustrates how a program has used assessment data from eLumen and the Annual Assessment Report to address the program's effectiveness (i-67: Natural Science Program Review).

Student support assessment in Program Review

Student Affairs Programs conduct program review on a four-year cycle. These program reviews document the outcomes assessment performed by student support departments. Five programs are defined in the Student Affairs Area, each consisting of multiple departments. The programs were conceived with students' paths through the College in mind: Enrollment Services, Student Support Services, Learning Assistance, Engagement, and Exiting the College. All staff went through a training process and developed mission statements and outcomes that align from Department to Program to Area and to the College Mission.

Below are examples of Student Affairs department reviews that contain outcomes assessment. These department reviews will be incorporated into aggregatee program reviews:

- Assessment (i-68: Assessment Services Review)

- Counseling (i-69: Counseling Services Review)

- Disabled Students Programs & Services (i-70: DSPS Review)

- California Work Opportunity and Responsibility to Kids (i-71: CalWORKs Review)

- International Student Center (i-72: International Review)

- TRIO Programs (i-73: TRIO Review)

- Psychological Services (i-74: Psychological Services Review)

- Student Health Services (i-75: Student Health Services Review)

- Learning Community Programs (i-76: Athletic Zone Review)

- Veterans Services (i-77: Veterans Resource Center Review)

General Education Outcomes assessment

General Education Outcomes are assessed two ways at Pasadena City College: by aggregating course-level assessment data to the GEOs and by performing direct assessment of student work. The College has five GEOs:

- Communication
- Cognition
- Information Competency
- Social Responsibility
- Personal Development

Each GEO consists of multiple competencies. When faculty members aligned course-level SLOs to program-level SLOs in 2012, they also aligned course-level SLOs to the College's General Education Outcomes. These alignment matrices were programmed into eLumen and are used to aggregate data on an annual basis. The charts below summarize how students performed in meeting the GEOs in general education courses in 2012-13. 97,624 student performance scores were entered for all GEOs in that year.

2012 - 2013 GEO #1 Communication
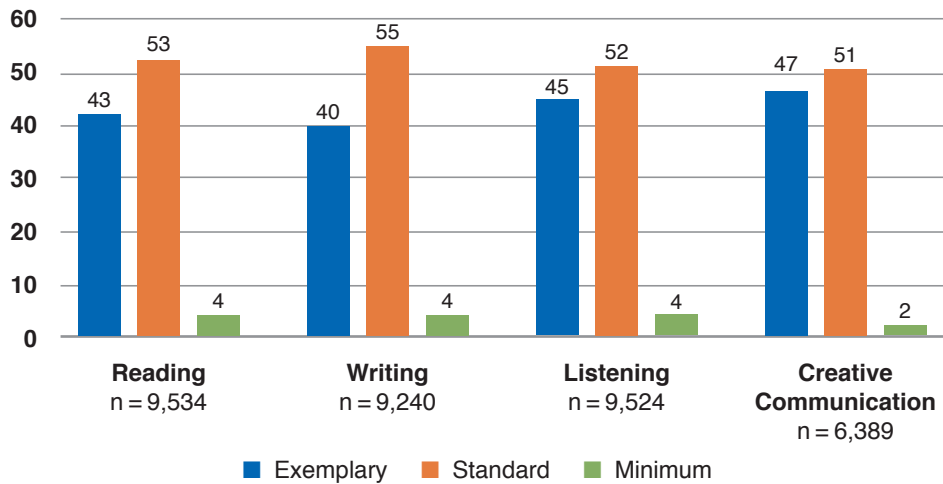
Figure 7: 2012-13 GEO #1 Data

2012 - 2013 GEO #2 Cognition
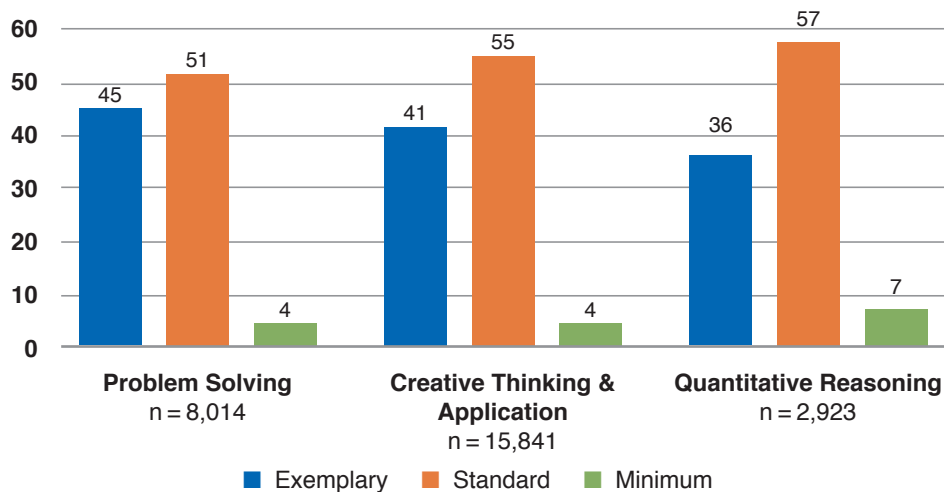
Figure 8: 2012-13 GEO #2 Data

2012 - 2013 GEO #3
Information Competency
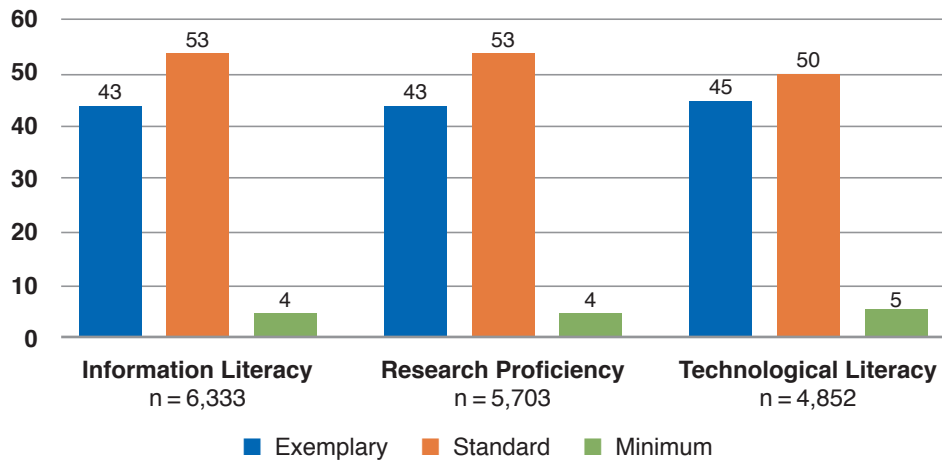
Figure 9: 2012-13 GEO #3 Data

2012 - 2013 GEO #4 Social Responsibility
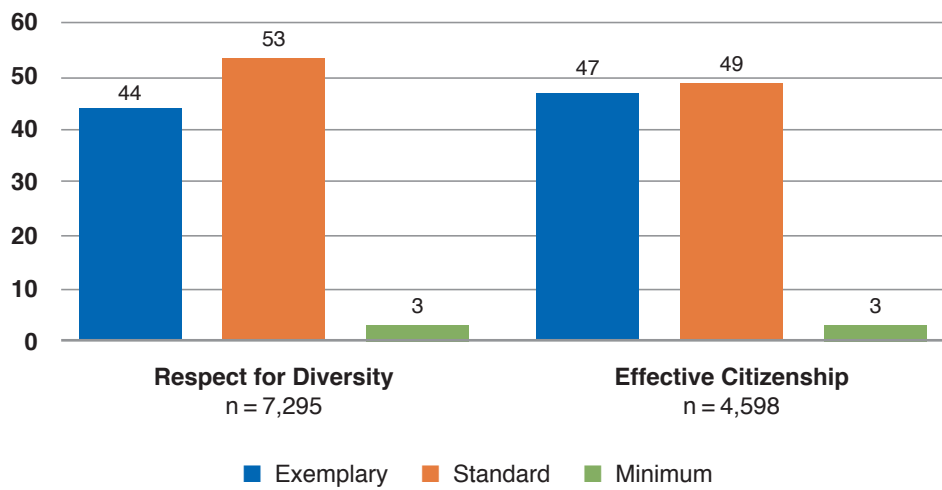
Figure 10: 2012-13 GEO #4 Data

2012 - 2013 GEO #5 Personal Development
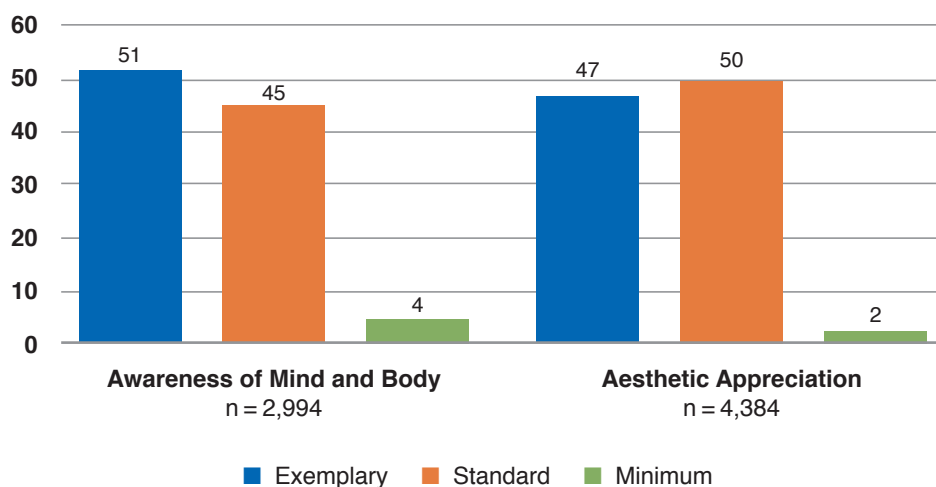
Figure 11: 2012-13 GEO #5 Data

At least 90% of students achieved exemplary or standard performance in all GEO competencies. Data reports for GEO performance are made available to the public on the College website (i-78: GEO eLumen Data 2012-13; i-79: GEO Data Webpage).

In addition to assessing GEOs through aggregating course-level SLO data, the College conducts direct assessment of student work to assess GEOs. In Fall 2011, a faculty inquiry group formed to investigate best practices in general education outcomes assessment. After a semester of literature review, conference attendance, and much discussion, the group led the College in its first stand-alone assessment of General Education Outcome #1: Communication. Assessments were conducted in Spring and Fall of 2012 and Spring 2013. Assessment results were evaluated and improvements were implemented in Spring 2013.

The GEO #1 assessment process and improvements that were made are thoroughly documented in a written report (i-80: General Education Outcomes Assessment Communication). This archived General Education Outcomes Assessment indicates that results are used for improvement. For example, the Chemistry program assessed GEO #1 among its Chemistry 1A students, and found that the majority of the students were on the cusp of basic competency in written communication. As a result, the program developed a new student learning outcome "Demonstrate competency in scientific writing," and revised assignments that allow for more practice of writing, ranging from focused journal entries to revision of longer reports that incorporate professors' feedback. The Learning Assessment Committee evaluated the process of assessing GEO #1 (i-81: LAC GEO #1 Analysis).

Planning and Resource Allocation

As mentioned, outcomes assessment is a key component of program review. Program/unit review informed plans drive resource allocation at the Area, Unit, and Department levels. All College funds are allocated into Cost Centers. Each Cost Center has a manager with oversight responsibility. The Cost Center Manager frequently also has oversight responsibility of the units/ departments affiliated with the Cost Center. These managers work with all unit/department members in both the program review and planning processes; therefore, they are exceedingly familiar with the relevant outcomes assessment data, and unit/program reviews and plans that are funded by their Cost Center. Cost Center managers allocate the resources they administer in response to program review findings, student learning outcomes assessment results, and to fulfill planning goals.

Through development of a comprehensive reporting structure for student learning outcomes assessment at the course, program, and general education levels, Pasadena City College ensures instructional quality. The results of SLO assessment are included in program reviews and plans and are prioritized for funding by Cost Center Managers. Pasadena City College has fully addressed the recommendation.

Recommendation #3

> *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)*

Where We Are Today

- Policies and procedures for Distance Education developed and approved by the College's Academic Senate and Board of Trustees

- Substantive Change Proposal accepted by the Commission for courses and programs taught 50% or more in a distance education format.

The Academic Senate Distance Education Committee completed all policy and procedure recommendations, which were developed into a formal Distance Education Policy approved by the Academic Senate, and thereafter by the Board of Trustees on Nov. 11, 2011 (i-14: Board Policy 3230 Distance Education). The Academic Senate, Distance Education Committee, Curriculum & Instruction Committee, and Deans received policy training, and continue to receive updates on the distance education programs, best practices, policies and procedures.

The Distance Education Policy is widely available to the PCC community on the website. The Policy outlines specific procedures that ensure the quality and integrity of distance education offerings:

- Distance Education Definitions

- Faculty Technology Literacy and Online Pedagogical Readiness

- C&I Course Approval and Review Process for Distance Education

- Distance Education Faculty Working Conditions

- Course Quality and Regular Effective Contact

- Distance Education Student Surveys

- Institutional Support for Distance Education

- Copyright and Intellectual Property Rights

The Pasadena City College Distance Education Faculty Handbook is designed to provide additional information to faculty and managers about the Distance Education Policy (i-10: DE Faculty Handbook). The manual is organized as an online document, so as to furnish information in a navigable format that can easily allow for supplementation and revision as policies and procedures develop and change. The handbook has been developed based on the recommendations of the PCC Academic Senate.

The goals of the Handbook are to:

- Articulate the mission and goals of the Distance Education Department, especially as they pertain to the Pasadena City College Educational Master Plan.

- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.

- Furnish information about training and mentoring for online and hybrid course delivery methods.

- Inform faculty about the mandatory policies and procedures that relate to distance education courses.

- Define best practices in distance education and how those should be incorporated into course design and delivery.

- Offer comprehensive resources for ongoing faculty development.

The handbook is available on the Distance Education faculty resources website, which offers technical, pedagogical and procedural guidance for faculty and administrators (i-82: DE Faculty Website).

In light of significant growth and planned expansion of distance education offerings, the College prepared and submitted a Substantive Change Proposal to Offer at Least 50% of Course Units for Programs through Distance Education on Feb. 8, 2012. The proposal outlined the purpose of the change, the College's planning and evaluation processes, needs and resource assessment processes, and the anticipated effects and intended benefits of the distance education program. The proposal articulated the College's expanding and continuing commitment to distance education in the areas of student support services, staffing, professional development, equipment, facilities and fiscal resources. The proposal was accepted by the Commission.

Pasadena City College has fully addressed the recommendation.

Recommendation #4

The team recommends that the College develop codes of ethics for management and classified employees. (IIIA.1.d)

Where We Are Today

- Code of Ethics policies and procedures developed and approved by Management Association, Classified Senate and Board of Trustees

- College Council monthly meetings have an alternating "ethics" check-in from each shared governance group: Faculty, Management, Classified, and Associated Students

The Pasadena City College Management Association developed a Code of Ethics, Policy 2500, Management Code of Ethics, which was approved by the majority of the Management Association's members at a meeting on June 28, 2010. Policy 2500 was approved by the Board of Trustees on September 15, 2010 (i-31: Board Policy 2500: Managers' Ethical Responsibilities).

The Pasadena City College Classified Senate and the following College bargaining units: ISSU, CSEA, POA, and Confidentials agreed to a Classified Code of Ethics on August 18, 2010. Policy 2520 was approved by the Board of Trustees on September 15, 2010 (i-32: Board Policy 2520: Professional Ethics of Classified Staff).

Pasadena City College has fully addressed the recommendation.

Recommendation #5

The team recommends the College develop and implement formal processes for the regular evaluation of each component of its governance and decision-making structures and use the results for improvement as needed. (IVA.5)

Where We Are Today

- Revised Campus Climate survey that includes specific questions on governance and decision-making has been developed and implemented

- College Council streamlined committee structure

- Great Colleges to Work for Survey administered to evaluate governance and decision-making structures

- Shared governance groups are using the results of self-assessments, the Campus Climate Survey, and the Fall Student Survey to make process improvements

- The Board of Trustees engages in an annual self-assessment

Pasadena City College Policy 2000 Shared Governance outlines the governance groups that require a formal process of evaluation (i-83: Policy 2000: Shared Governance).

Those groups are:

- Academic Senate
- Associated Students
- Classified Senate
- Management Association
- Board of Trustees

A task team convened in Fall 2009 to map out strategies to address the recommendation. The team concluded that a revised Campus Climate Survey would provide enhanced feedback on the role and effectiveness of shared governance. Specific questions were added to the survey that allowed members of the three main participatory governance groups, Academic Senate, Classified Senate, and the Management Association to evaluate themselves through the campus climate survey. Each group participated in the development of the questions that were added. After completion of the survey administration, each group was provided the results from the constituencies they represent. Examples of such questions are: "There is transparency in the Classified Senate process of shared governance committee appointments"; "The Management Association is meeting my expectations in the area of shared governance" and "PCC fosters shared governance by supporting faculty development of governance skills."

The College Council concluded a self-assessment process which reviewed the manner in which it's consultative and recommendation process occurred. Led by the President of the Academic Senate, the President of the Associated Students, the President of the Classified Senate, the Chair of the Management Association, and the Vice President, Educational Services, an exhaustive assessment of College Council activities occurred. This resulted in the formation of a College policy development process diagram, known as the College's version of "how a bill becomes a law" (Figure 12) which clearly and succinctly describes the College's consultative and College policy development process.

Chart 3: College Council Participatory Governance Model

College Council
Strengthening Participatory Governance
Approved April 27, 2011

SHARED GOVERNANCE GROUPS, COLLEGE PRESIDENT, OR EXECUTIVE COMMITTEE

Sponsors new policy, change in policy or other issue.

PRESENTATION

New Policy, modified policy, or other Issue is presented and explained to CCC by sponsor.

PRELIMINARY HEARING

- Nature of the proposal is outlined.
- Council directs as appropriate: e.g. CAPM, Classified Staff, Management, standing committee, etc.
- An action timeline is set, including a date for a full hearing or....
- Council agrees not to move issue forward

Consultative Process

Council representatives seek input from constituents.

Input requested from **standing committees:**

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

FULL HEARING

Reports from constituent groups

Discussion

Recommendation to:

- Direct to CAPM
- Recommend to President
- Dismiss the issue

No

CAPM

Council on Academic and Professional Matters

Yes

COLLEGE PRESIDENT

No   Yes   Fix

BOARD OF TRUSTEES

No   Yes

Measure Fails

COLLEGE POLICY

Figure 12: College Council Participatory Governance Model

The leadership team consolidated 35 to 40 College-wide committees, subcommittees, task forces, advisory boards, and ad-hoc groups into nine College Council Standing Committees that report to the full College Council. Those nine standing committees are:

- Budget and Resource Allocation (BRAC)

- Calendar

- Enrollment Management

- Facilities

- Health and Safety

- Planning and Priorities

- Professional Development

- Sustainability

- Technology and Academic Computing

The leadership team drafted a charge, proposed membership, and suggested terms for each Standing Committee. These recommendations were presented to the College Council whereupon each proposed Standing Committee was discussed, modified as needed, voted on, and approved.

The Academic Senate developed a campus climate survey and administered it to faculty. In addition, the senate held various town halls in November 2013 and March 2014 to address College concerns. Additionally the College contracted with ModernThink in partnership with the *Chronicle for Higher Education* in Spring 2011 and Spring 2014 to administer the Great Colleges to Work for Survey (GCTWF; i-84: GCTWF Website). GCTWF provides a broader spectrum of questions than the internal PCC Campus Climate, and it is nationally normed and benchmarked. The Great Colleges to Work for Survey is analyzed and an independent third party, ModernThink, prepares reports. This survey takes a comprehensive look at the quality of the work environment and employee satisfaction with respect to Shared Governance, Teaching Environment, Professional Development, Compensation, Benefits and Work/Life Balance, Facilities, Policies, Resources and Efficiency, Job Satisfaction and Support and Institutional Pride. The College chose to go to an outside agency to evaluate campus climate to ensure objectivity and transparency in the process.

The Annual Fall Student Survey represents another in-house means of collecting information on the effectiveness of our decision-making structures. In addition to collecting information on student engagement and satisfaction, it also asks questions on student's awareness and perceptions of the Associated Students (ASPCC), the primary representative body for students (i-85: 2012 Annual Fall Student Survey).

The Board of Trustees engages in an annual self-assessment as outlined in *Board Policy 1490 Board Self-Assessment*. Each Board member completes the self-assessment individually; then the Board discusses the self-assessment at their spring retreat under California Brown Act guidelines. The Board is currently working with a consultant to review the results of the 2014 self-assessment and the ModernThink data to determine the best ways to improve as a Board and as a District.

Through the College's Campus Climate Survey, the Great Colleges to Work For Survey, Fall Student Survey, and Board self-assessment, the College has implemented a formal process for the regular evaluation of all of our governance and decision-making processes leading to continuous improvement. The College has fully addressed the recommendation.

Evidence List for Introductory Sections