



Midterm Report

Submitted by

Pasadena Area Community College District
1570 E. Colorado Blvd., Pasadena, CA 91106

to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Jose A. Gomez

Jose A. Gomez (Jan 7, 2025 16:49 PST)

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

The Covid-19 pandemic necessitated significant changes in the delivery of courses and services to students. To adapt to remote educational conditions, the college introduced several key services to support students in the virtual environment. These included:

- **Virtual Support Centers:** Established to provide students with access to administrative and academic support services remotely.
- **Virtual Tutoring:** Offered to ensure students received the necessary academic assistance in an online format.
- **Open-Source Textbooks:** Implemented to reduce costs for students and increase accessibility to required course materials.

As the college transitioned back to face-to-face instruction, it recognized the value of these services and decided to maintain many of them, especially the ones listed above, to meet students where they are, ensuring continued support and flexibility.

Data Coaching Program

The college has launched a multi-year Data Coaching Program aimed at improving student outcomes, particularly for marginalized student populations. This program focuses on classroom-level pedagogy and involves a systematic approach across different academic divisions:

- **Math Division**
- **English Division**
- **Social Science Division**

The Natural Sciences Division is scheduled to participate next. This program involves training faculty to use data effectively to inform teaching practices and enhance student success.

Data Trek

Data Trek is designed as a high-level overview of data, providing participants with the skills and knowledge to locate, calculate, review, interpret, and advocate for good data. The goal of *Data Trek* is to help participants become confident and curious about data relevant to higher education and the world in general.

Data Trek is a yearlong program provided by the Office of Institutional Effectiveness and is open to faculty, students, and staff. The first cohort started in Fall 2023 and comprised a diverse group of participants, including 3 students, 3 faculty members, 6 classified staff, one manager, and one member of the Board of Trustees.

Monthly day-long sessions cover a wide range of topics, including:

- **Student Metrics:** Understanding success, retention, and Full-Time Equivalent Students (FTES) metrics.
- **Equity Data:** Analyzing data related to equity in education.
- **Statistical Concepts and Research Methodologies:** Learning the basics of statistics and research methods.
- **Data Visualization:** Creating and interpreting visual representations of data.
- **Surveys and Survey Development:** Designing and analyzing surveys.
- **Labor Market Data:** Examining data related to employment and industry trends.
- **Career Education Metrics:** Understanding metrics specific to career education.
- **Data and AI:** Exploring the role of artificial intelligence in the classroom and the work world.
- **Using and Understanding Data Dashboards:** Navigating and interpreting data dashboards.

The *Data Trek* program is an initiative of PCC's Office of Institutional Effectiveness to promote data literacy and empower participants to engage with data in meaningful ways. By providing comprehensive training and fostering a data-informed culture, *Data Trek* aims to enhance the overall effectiveness of data use within the college community.

Peer Online Course Review (POCR)

PCC's local POCR program began in June 2023. Since its inception, the college has had 26 faculty members undergo training to become POCR reviewers. To date, 11 courses have gone through the POCR process and earned a Quality Review badge. Eight more are currently in process. Two Distance Education coordinators run the program and offer the POCR reviewers professional development and POCR norming throughout the academic year.

Data show that "quality-reviewed" courses have increased student success rates of 4.9% above the statewide average, and a 2022 study by Chaffey College revealed a 14% increase in course success rates after POCR alignment. In the same way, POCR alignment has the potential to bridge the equity gaps we have at PCC. The success and retention rates of courses earning a Quality Review badge at PCC will be tracked and reported at the end of this academic year and every year. POCR "quality-reviewed" courses provide an equitable, positive learning experience for our diverse student body and help faculty to continuously improve their online courses for optimal student experiences.

Career and Technical Education (CTE)

To better support faculty and students, the division of Career and Technical Education (CTE) was established in 2022, to consolidate, where possible, CTE programs into a dedicated CTE Division with its own Dean. This reorganization aims to provide more focused and effective support for CTE initiatives, which were previously spread across multiple instructional divisions.

- **Focused Support:** The new CTE Division allows for more specialized attention to the needs of CTE programs, ensuring that faculty and students receive targeted support and resources.
- **Enhanced Coordination:** The college can better coordinate efforts, streamline processes, and eliminate redundancies.

- **Improved Program Development:** The dedicated Dean and division staff can focus on developing and enhancing CTE programs, aligning them with industry standards and workforce demands.
- **Strengthened Faculty and Student Support:** With a more centralized leadership structure, the division can provide consistent and comprehensive support to both faculty and students in our CTE programs by fostering an environment conducive to success.

Establishing an Instructional Division focused on Career and Technical Education is a strategic move by PCC to enhance the effectiveness and support of these critical programs. By focusing resources and leadership on CTE, the college intends to better prepare students for successful careers and meet the evolving needs of the workforce.

Retention Specialist Positions

To address the needs of current students and help them achieve their educational goals, the college developed and hired for the position of Retention Specialist. These specialists work closely with counselors to bridge the gap between instruction and student support services, providing targeted assistance and guidance to ensure student retention and success.

Division of Institutional Equity, Diversity, and Justice (IEDJ)

During the pandemic, the college created the Division of Institutional Equity, Diversity, and Justice. This division has since expanded its role and now oversees:

- **Student Empowerment Programs:** Initiatives aimed at supporting and empowering students from diverse backgrounds.
- **Title IX:** Ensuring compliance with Title IX regulations and promoting a safe and equitable college environment.
- **Professional Development:** IEDJ is collaborating with the Office of Professional and Organizational Development to develop and implement workshops and training opportunities that focus on diversity, equity, justice and inclusion.

Student Advisory Groups

The college has implemented student advisory groups to ensure the inclusion of diverse perspectives in its participatory governance processes. These groups are actively engaged in the planning and execution of college initiatives, advocating for a college culture that embraces the unique perspectives, narratives, and cultural experiences of our Latiné and African American/Black students.

- **EQUIPO:** This advisory group focuses on supporting Latiné students. EQUIPO provides a platform for Latiné students to voice their concerns, share their experiences, and contribute to the development of college policies and programs that affect their community.
- **BLACC:** The Black/African American Collegiate Coalition (BLACC) serves African American/Black students. BLACC works to ensure that the cultural and experiential knowledge of African-American/Black students is recognized and integrated into the college's initiatives and decision-making processes.

Both EQUIPO and BLACC are integral to the college's participatory governance framework. They participate in various committees and working groups, providing valuable insights that help shape the college's strategic directions and operational plans. By actively involving these advisory groups in governance, PCC ensures that the voices of Latiné and African-American/Black students are heard and respected.

EQUIPO and BLACC advocate for a campus culture that:

- **Embraces Diversity:** Promotes an inclusive environment where the cultural and experiential knowledge of Latiné and Black/African American students is valued.
- **Supports Equity:** Works towards equity in educational opportunities and outcomes for all students.
- **Encourages Engagement:** Fosters active participation from students in the governance and decision-making processes of the college.

The implementation of EQUIPO and BLACC advisory groups highlights PCC's commitment to inclusivity and equity. By engaging these groups in participatory governance, the college benefits from diverse perspectives that enrich the educational experience and ensure that all students feel valued and supported.

Mission, Vision, and Values

PCC updated its mission in 2019 to reflect its commitment to student success and community engagement. On February 17, 2021, the Board of Trustees formally adopted a new Vision and Values for the college, further solidifying its dedication to inclusivity, equity, and excellence in education.

Vision

Every student at Pasadena City College is welcomed into a safe and dynamic learning community that:

- *Affirms them and their experiences*
- *Creates conditions for empowerment, critical thinking, and informed civic engagement, and*
- *Provided the support needed to meet their personal, academic and career aspirations.*

Values

- *Academic Integrity and Excellence*
- *Commitment to Antiracism*
- *Student-first decision making*
- *Cultural Humility*
- *Social Justice*
- *Free and Informed Expression*
- *Introspection and reflection*
- *Culturally responsive teaching*
- *Centering the identities and lived experiences of our campus community*

- *Reimagining education*
- *Transformational Problem Solving*

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Recommendation 1: *In order to increase effectiveness, the team recommends the College fully implement its plan to disaggregate and analyze learning outcomes for subpopulations of students. (I.B.6)*

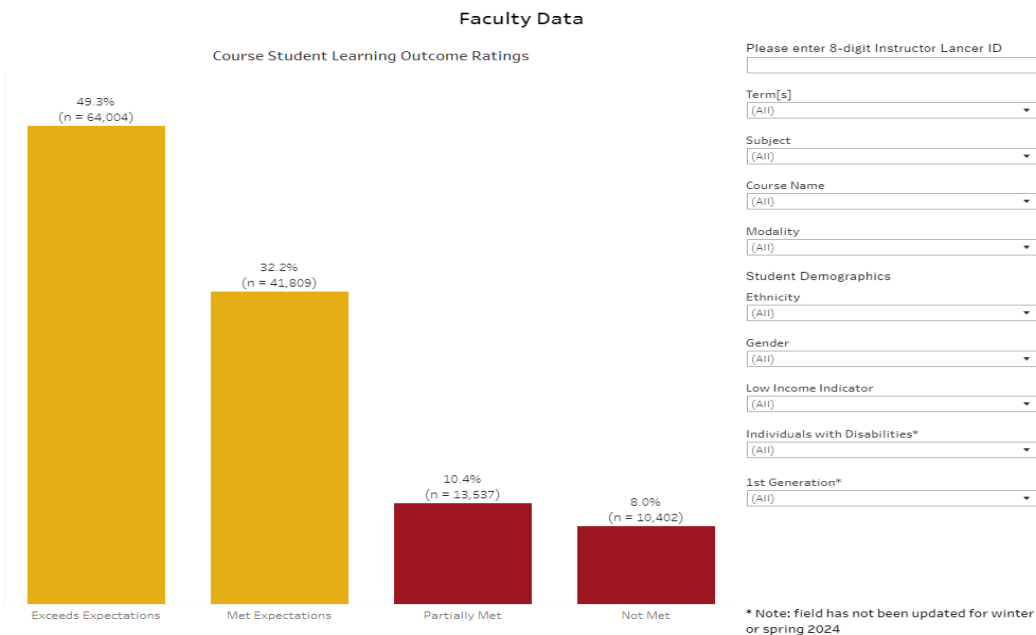
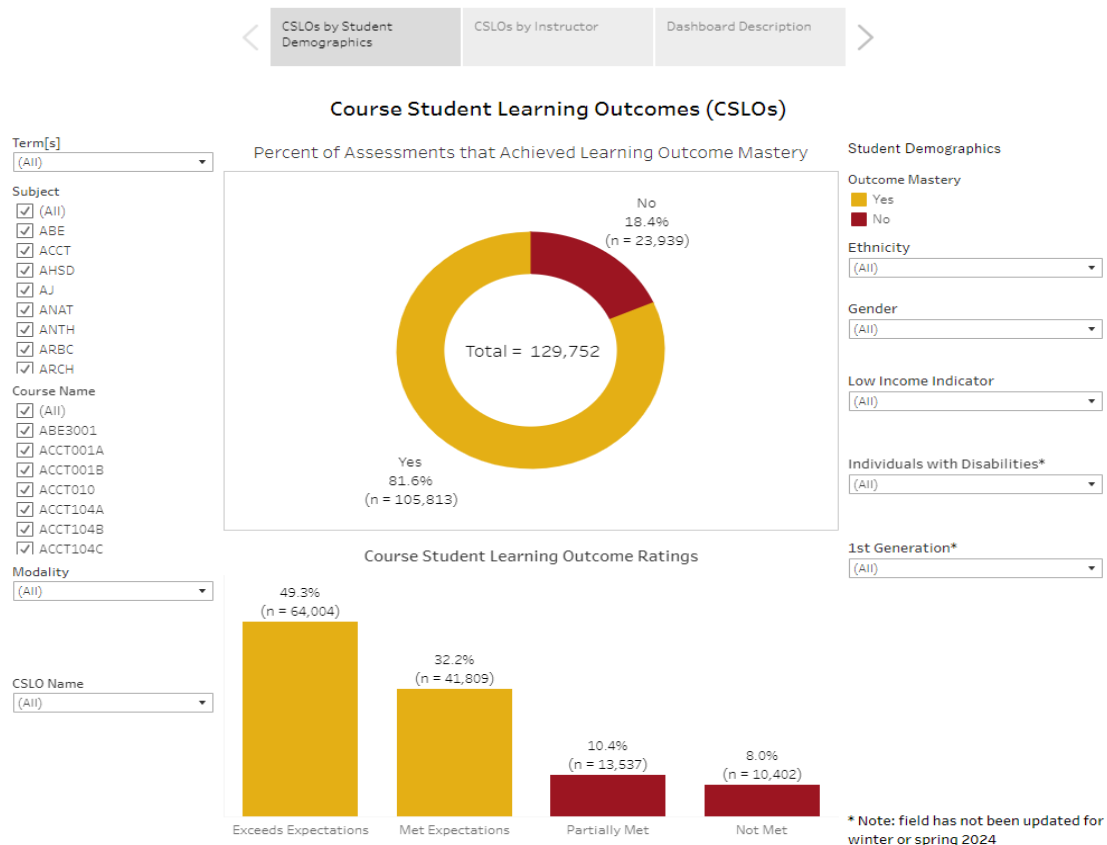
The college has successfully addressed the recommendation to increase effectiveness in assessing learning outcomes through the implementation of a Tableau dashboard (see snapshot below). This innovative approach involves the following steps:

1. **Data Entry in Canvas:** Faculty members enter learning outcomes assessment data into Canvas each semester. This ensures a consistent and centralized collection of assessment information.
2. **Data Export and Integration:** The assessment data is then exported from Canvas. Student demographic information is added to the exported data, enriching the dataset for more comprehensive analysis.
3. **Tableau Dashboard:** The enhanced dataset is uploaded to a Tableau dashboard. This interactive platform allows faculty to explore and analyze learning outcomes across different student demographics.

Benefits of the Tableau Dashboard

- **Informed Decision-Making:** Faculty can make data-informed decisions to improve teaching practices and course content by understanding how different student demographics perform.
- **Targeted Interventions:** The dashboard enables the identification of trends and disparities in student outcomes, allowing for targeted classroom interventions to support underperforming groups.
- **Transparency and Accountability:** This approach fosters transparency and accountability in assessing learning outcomes, promoting continuous improvement in educational effectiveness.

By leveraging the capabilities of the Tableau dashboard, the college has enhanced its ability to monitor and improve student learning outcomes, ensuring a more equitable and effective educational experience for all students. (See the CSLO dashboard [Here](#))



After each semester, the extract from Canvas is done by the Canvas administrators, the data is

sent to the Office of Institutional Effectiveness, which adds the student demographic variables and uploads the data to the Tableau dashboard. Faculty can access their course level outcomes assessment on the CSLOs by Instructor tab by entering their local Lancer ID. The dashboard is publicly available on the college's website.

Institutional Self-Evaluation Report (ISER) - Actionable Improvement Plans

1. *In order to improve the content and methods of instruction for all courses and programs, the College should add a position on the C&I committee for a part-time faculty member (A2).*

After careful consideration and in consultation with the Assistant Superintendent /Vice President of Instruction, the Academic Senate, and the Curriculum and Instruction Committee (C&I) Chairs, the college has decided not to pursue this proposed action improvement item. The decision is based on the following rationale:

1. **Current Committee Composition and Charge:**

- The existing composition and charge of the C&I Committee are deemed sufficient to review, evaluate, and approve curriculum proposals and educational programs.
- The committee ensures that the curriculum and educational programs of the college meet instructional standards and maintain the necessary quality and rigor, adhering to Title 5 of the California Code of Regulations and national curriculum standards.

2. **Committee Composition:**

- The C&I Committee is primarily composed of tenure or tenure-track faculty, ensuring experienced oversight.
- Four instructional deans are also members of the committee, providing administrative insight and support.

3. **Consultation with Part-Time Faculty:**

- If additional knowledge or insight from part-time faculty is needed, the C&I Committee will consult the Academic Senate, which includes four part-time faculty representatives on its Senate Board or they can bring in part-time faculty with the necessary curricular expertise.

4. **Involvement of Instructional Deans:**

- The C&I Committee can bring in instructional deans from any area of the college to assist with the review, evaluation, and approval of courses or programs as necessary. With the addition of the Division of Career Technical Education, the college now has a permanent Dean to focus specifically on our CTE programs.

This approach ensures that the C&I Committee remains effective in maintaining high instructional standards and quality while also being flexible enough to incorporate additional expertise when needed.

2. *In order to systematically review and improve student learning, the College should identify software to improve faculty's ability to integrate SLO assessment results into program and institutional level outcomes (A3).*

The college initially identified the Anthology Outcomes software module to provide appropriate data disaggregation and improve faculty's ability to integrate Student Learning Outcomes (SLO) assessment results into program and institutional level outcomes. However, this plan encountered several challenges and then solutions were identified.

1. **Initial Challenges with Anthology:**

- The college initially planned for data collection to be done entirely within Anthology. However, it was later informed that data collection needed to be conducted in Canvas and then imported into Anthology.
- This unexpected requirement created delays as faculty needed to be trained on learning outcomes assessment in Canvas.
- While using Canvas for assessments streamlined the process, it did not facilitate the desired data disaggregation due to import issues with Anthology.

2. **Transition to Tableau:**

- Faced with these challenges, the college decided to explore alternative solutions for SLO data disaggregation.
- In Spring 2023, the college, in consultation with the Academic Senate Learning Assessment Committee (LAC), decided to transition from Anthology and import learning outcomes assessment data into a Tableau dashboard.

3. **Development of the Tableau Learning Outcomes Dashboard:**

- The Tableau Learning Outcomes Dashboard was developed to provide faculty with the ability to see learning outcomes at the department or course level, disaggregated by various demographics such as race/ethnicity, gender, low-income status, first-generation status, and individuals with disabilities.
- Individual faculty members can also access their personal course-level learning outcomes data and perform disaggregation based on the above demographics.

4. **Impact and Effectiveness:**

- The Tableau Learning Outcomes Dashboard has proven to be very effective, enabling faculty to engage in in-depth discussions about learning outcomes assessment.
- Divisional training sessions have started introducing this new tool to faculty, to help facilitate a better understanding of how to use this tool in regard to understanding student performance across different demographics, helping to inform teaching practices and improve student outcomes.

By leveraging the capabilities of the Tableau dashboard, the college has enhanced its ability to monitor and improve student learning outcomes, ensuring a more equitable and effective educational experience for all students. (See the CSLO dashboard [Here](#))

3. The College will develop a Professional Development training for managers on budget development, managing budgets, and determining qualified budget expenses.

The College has implemented a multi-year series of budget training sessions and workshops for managers and other interested parties among the leadership team. These trainings are facilitated through the College's Fiscal Services Department, under the Business and Administrative Services Department. The training series began in 2021 and is ongoing.

Training Sessions and Workshops

The training series covers a wide range of topics, including:

- **General Overviews:**
 - Understanding budgets
 - Encumbrances
 - Purchase orders
 - Requisitions
- **Focused Sessions:**
 - Utilizing the College's Banner software system to monitor departmental and division budgets
 - Initiating budget transfers
 - Understanding various funds, including restricted funds within allocated budgets

Training Formats

- **Workshops:** Conducted for larger groups to provide comprehensive training on budget management.
- **One-on-One Training:** Offered to individual managers for personalized assistance and in-depth understanding of specific budgetary needs.

These training sessions and workshops aim to enhance the financial acumen of the college's leadership team, ensuring effective budget management and fiscal responsibility across all departments and divisions.

Date	Title of PD Activity	Description of PD Activity	Facilitators
AY2020-2021	What's in Your Budget?	This workshop provides managers with helpful information about their budget, expenses, encumbrances, requisitions, purchase orders, and other fun fiscal topics.	Chedva Weingart and Darlene Inda
AY2021-2022	Budget 101	This is a two-part series to bring transparency and accountability to the budgeting process. This first workshop will begin with an introduction to the fundamentals of budgeting and basic elements in a budget center. The workshop will	Jessie Wang and Fiscal Services managers

		also include a step-by-step walkthrough of Banner Self-Serve (i.e., how to monitor your budget and how to execute a fund transfer). The second workshop will occur in the lab and will provide an opportunity to practice the elements learned in the first workshop.	
AY2021-2022	One-on-One Budget Training (for Academic Deans)	In these sessions, participants receive one-on-one assistance to foster deeper understanding about allocated budgets, monitoring strategies, fiscal processes, alternative funding sources (e.g., lottery funds), and other topics as needed.	Jessie Wang
AY2021-2022	One-on-One Budget Training (for Student Services managers)	In these sessions, participants receive one-on-one assistance to foster deeper understanding about allocated budgets, monitoring strategies, fiscal processes, alternative funding sources (e.g., lottery funds), and other topics as needed.	Jessie Wang
AY2022-2023	Are You Lost?: Useful Information and Updates in the World of Budget, Fiscal, and Purchasing	From understanding the resources available to submitting the right type of purchasing request and getting the bills paid, this workshop will take participants through a best practices tour of the procurement process.	Jessie Wang and Darlene Inda
AY2022-2023	One-on-One Budget Training, by request (for Academic Deans and EWD managers)	In these sessions, participants receive one-on-one assistance to foster deeper understanding about allocated budgets, monitoring strategies, fiscal processes, alternative funding sources (e.g., lottery funds), and other topics as needed.	Jessie Wang
AY2022-2023	College Forum: The College Budget	This forum provides an overview of the state-level budgeting process	Candace Jones and Jessie Wang

		and timeline as well as PCC's current budget and fiscal standing. Time for Q&A will be included.	
AY2023-2024	Are You Lost?: Useful Information and Updates in the World of Budget, Fiscal, and Purchasing	From understanding the resources available to submitting the right type of purchasing request and getting the bills paid, this workshop will take participants through a best practices tour of the procurement process.	Jessie Wang and Darlene Inda
AY2023-2024	One-on-One Budget Training, by request (for managers)	In these sessions, participants receive one-on-one assistance to foster deeper understanding about allocated budgets, monitoring strategies, fiscal processes, alternative funding sources (e.g., lottery funds), and other topics as needed.	Jessie Wang

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Development of the Tableau SLO Dashboard

The development and implementation of the Tableau SLO dashboard has set the college on a path to having meaningful discussions on student learning, particularly in identifying and addressing gaps in student learning by demographic variables. The College's Learning Assessment Committee (LAC), a subcommittee of the Academic Senate, is using the Tableau SLO dashboard as an avenue for engaging faculty in deep conversations about student learning in the classroom.

Curriculum and Instruction Committee (C&I) Membership Re-evaluation

In re-evaluating the membership of the college's Curriculum and Instruction Committee (C&I), the C&I Faculty Chairs, in consultation with the Assistant Superintendent/Vice President of Instruction, agreed that having tenured and tenure-track faculty along with instructional and student services Deans provides the necessary depth of expertise to evaluate curriculum. If additional information is needed, relevant individuals, including part-time instructors, can be invited to C&I meetings to address specific curricular questions. It was determined that it is not necessary for part-time instructors to be permanent members of C&I, instead, inviting part-time instructors from various disciplines to address curricular updates in C&I meetings would provide more targeted and beneficial input.

Training and Onboarding Programs

Budget Training and Workshops

The college has implemented a multi-year series of budget training sessions and workshops for managers and other interested parties among the leadership team. These trainings, facilitated by the College's Fiscal Services Department began in 2021 and are ongoing. The sessions cover a wide range of topics, including understanding budgets, encumbrances, purchase orders, and requisitions, as well as using the College's Banner software system to monitor departmental and division budgets, initiate budget transfers, and understand various funds, including restricted funds within allocated budgets. Both workshops for larger groups and one-on-one training for individual managers are offered and the college has seen an improvement in administrators ability to use the fiscal and budgetary tools available. Fiscal Services has seen a decrease in budget overdrafts and an increase in the appropriate use of departmental/college funds.

LancerGuide Mentoring/Onboarding Program

The implementation of the training program listed above, along with the introduction of a mentoring/onboarding program for managers and classified staff called LancerGuide, has been invaluable in providing the knowledge and guidance necessary on fiscal and purchasing subjects and general information about the college to new employees.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

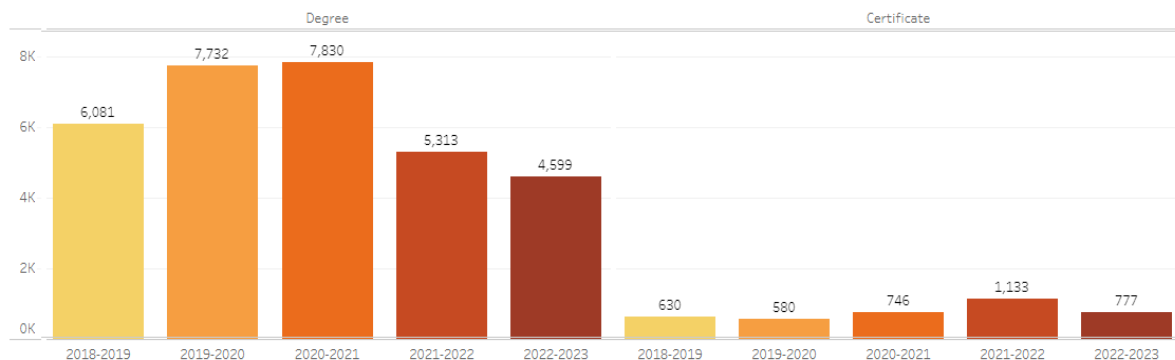
1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.



Course Completion

In four of the past five years, the college has exceeded or met the Institutional Set Standard of 71% for course success across the college. However, in the 2021-2022 academic year, course success rate dipped to 69.7% missing the institutional set standard. Based on a review of the data, PCC has decided to raise the institutional set standard for course success to 72%.

Degrees & Certificates Dashboard



Certificate Awards

The Institutional Set Standard for certificates of achievement is 650. The college achieved this standard in 2020-2021 with 746 certificates awarded and again 2021-2022 and 2022-2023. In 2020-2021 and 2021-2022 the college exceeded its stretch goal of 700. The stretch goal was reset to 800 for 2022-2023 and the college missed the stretch goal by 33 certificates of achievement.

PCC is advancing its efforts to help students recognize the importance of Certificates of Achievement. Through the auto-awarding of certificates, the college offers students valuable milestones that lead to associate degrees, sustainable employment, and transfer opportunities.

Associate Degrees Awarded

In three of the past five years, the college has exceeded the Institutional Set Standard for the number of associate degrees awarded (5500). In 2020-2021 and 2019-2020 the college exceeded our stretch goal of 6500. This was not the case in 2021-2022 and 2022-2023. During these two years, there were significantly fewer degrees awarded across almost every instructional division of the college. The decline in degrees awarded has caused concern for the college.

Course Modality and Student Demographics

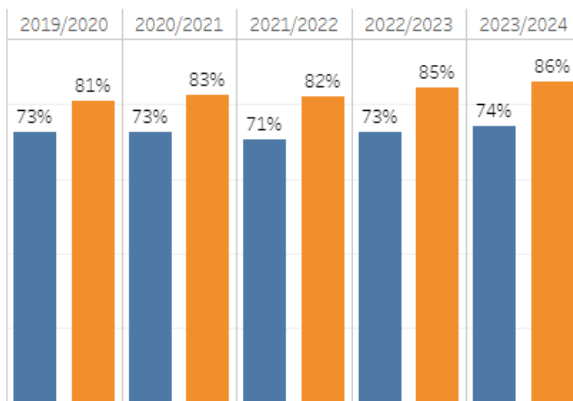
Modality of Course

(All)

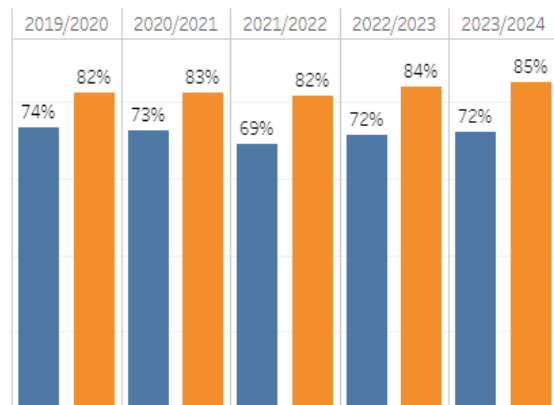
Modality of Course

Fully Online

Modality of Course



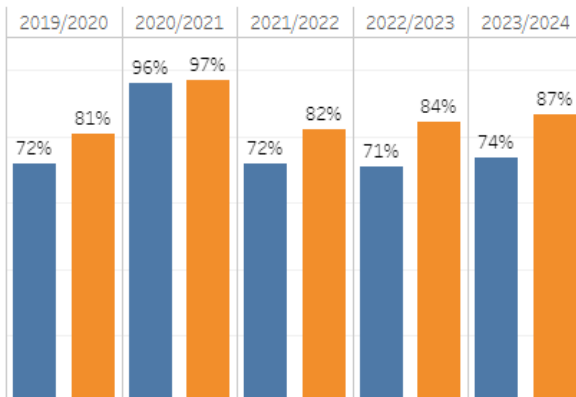
Modality of Course



Modality of Course

Lecture

Modality of Course



Measure Names

Success Rate

Retention Rate

Impact of Online and In-Person Enrollment

During the pandemic years, there was an increase in student enrollment in online classes. However, there were fewer students enrolled at the college and success and retention in online

courses was not as robust as the college would have liked. In contrast, the success rate for in-person lecture courses remained consistent year over year, but there were fewer students enrolled in these classes.

Success rates in fully online courses still lags slightly behind success in lecture courses and in comparison, to all modalities.

Success & Retention by Race/Ethnicity

	Academic Year				
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Asian	81%	84%	81%	83%	84%
	86%	89%	88%	90%	91%
Black	62%	64%	62%	60%	65%
	74%	76%	76%	79%	82%
Latine	65%	65%	65%	67%	70%
	76%	78%	79%	82%	84%
Native/Indigenous	55%	47%	53%	67%	73%
	67%	65%	80%	85%	82%
Pacific Islander	74%	77%	75%	69%	70%
	80%	84%	81%	84%	84%
Two or More	71%	73%	75%	76%	77%
	79%	82%	84%	86%	87%
Unknown	83%	84%	76%	84%	79%
	89%	90%	87%	91%	89%
White	78%	78%	70%	76%	74%
	83%	85%	82%	86%	87%

Success Rates are the Top
number in Maroon.

Retention Rates are the
Bottom number in Black.

Although we are meeting our institutional set standard of 71% overall in course success rate, from the table above it is evident that we are struggling with some racial/ethnic groups, particularly Black/African American, Latiné, Native/Indigenous and in recent years Pacific Islanders (although the numbers are very small in our overall student population, less than 100 for both groups). Our Asian and unknown race/ethnicity student populations have exceeded our stretch goal of 75%.

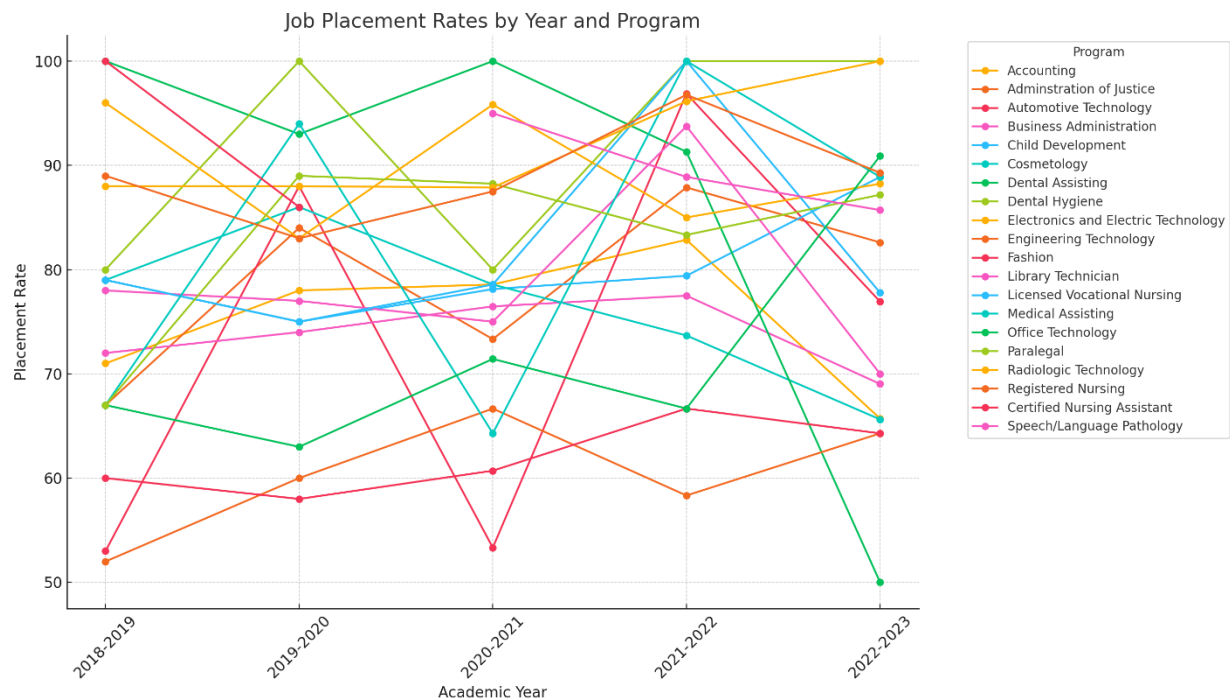
Transfer

	2020-2021	2021-2022	2022-2023
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2750	2750	2750
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	3500	3500	3500
17c. List actual number or percentage of students who transfer to a 4-year college/university:	3764	2631	2071

Transfer

PCC has experienced a decline in our transfer numbers over the past three years. Between 2020/2021 and 2022/2023 there was a 45% decline in the number of students who have recorded transfer to a 4-year institution. This can likely be attributed to a lag in reporting for the 2022/2023 year and this number may increase as the numbers are updated. PCC can attribute some of this decline to the Covid-19 pandemic, because overall enrollments and degrees awarded were down in these three years as well.

Job Placement



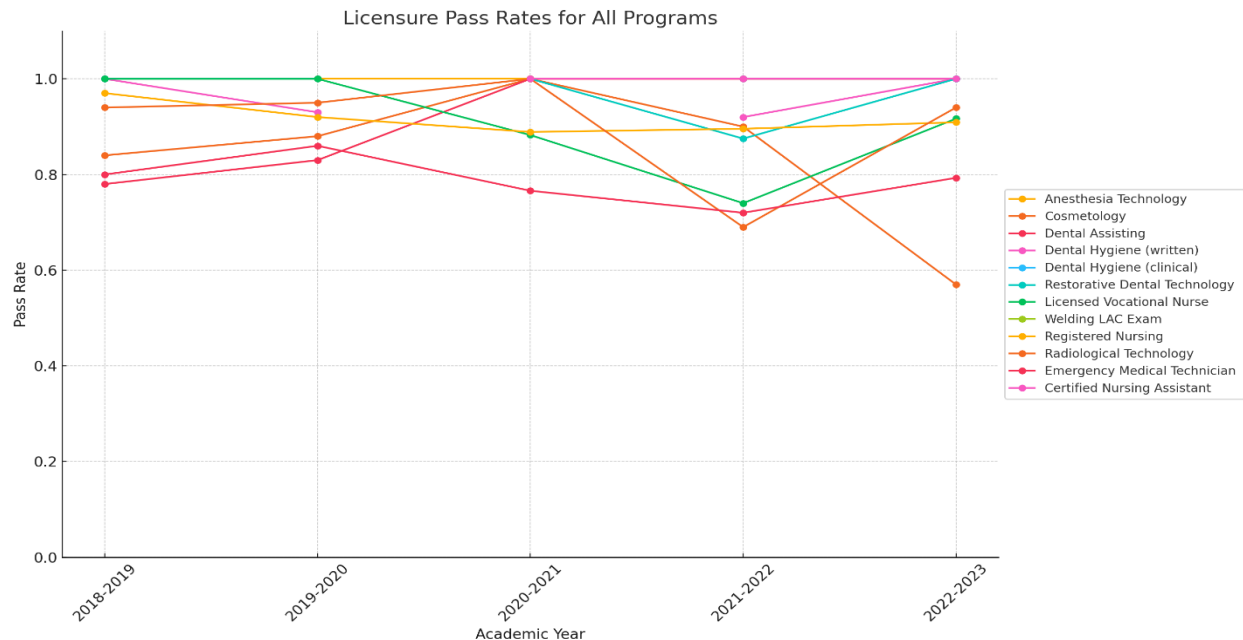
The trend analysis for job placement rates across different programs from 2018-2019 to 2022-2023 reveals overall, each category demonstrates distinct trends, indicating different factors influencing job placement rates over the years especially in 2021-2022 and 2022-2023 during Covid. Although there was a down trend in job placement/employment over the past two

years, we believe this will reverse itself and we will see PCC getting closer to Institutional Set Standards and the Stretch Goals consistently over the next several years.

Job Placement Trend Analysis

			2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Program Name	Institutional Set Standard (%)	Aspirational Goal (%)	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational
Accounting	80	85	Met	Not Met	Met	Not Met	Not met	Not Met	Met	Not met	Not met	Not met
Administration of Justice	85	90	Not met	Not met	Not met	Not met	Not met	Not met	Met	Not met	Met	Not met
Automotive Technology	85	90	Not met	Not met	Met	Not met	Met	Not met	Met	Not met	Not met	Not met
Business Administration	80	85	Not met	Not met	Not met	Not met	Met	Not met	Met	Not met	Not met	Not met
Child Development	85	90	Not met	Not met	Not met	Not met	Met	Not met	Met	Not met	Met	Not met
Cosmetology	75	100	Met	Not met	Met	Not met	Met	Not met	Met	Not met	Not met	Not met
Dental Assisting	92	100	Met	Met	Met	Not met	Met	Met	Met	Not met	Not met	Not met
Dental Hygiene	92	100	Not met	Not met	Met	Met	Not met	Not met	Met	Met	Met	Not met
Electronics & Electric Tech	75	90	Met	Met	Met	Not met	Met	Met	Met	Not met	Met	Not met
Engineering Technology	73	80	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met
Fashion	65	70	Not met	Not met	Not met	Not Met	Not met	Not met	Met	Met	Not met	Not met
Library Technician	85	90	Not met	Not met	Not met	Not Met	Not met	Not met	Met	Met	Not met	Not met
Licensed Vocational Nursing	95	100	Not met	Not met	Not met	Not Met	Not met	Not met	Met	Met	Not met	Not met
Medical Assisting	95	100	Not met	Not met	Met	Not Met	Not met	Not met	Met	Met	Not met	Not met
Office Technology	85	95	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Not met	Met	Met
Paralegal	90	95	Not met	Not met	Met	Not met	Met	Not met	Met	Not Met	Met	Not met
Radiologic Technology	90	100	Not met	Not met	Not met	Not Met	Not met	Not met	Met	Met	Met	Met
Registered Nursing	90	100	Met	Met	Met	Not met	Met	Not met	Met	Met	Met	Not met
Certified Nursing Assistant	90	100	Met	Met	Not met	Not met	No Data		No Data		No Data	
Speech/Language Pathology	80	90	No Data		No Data		Met	Met	Met	Not met	Met	Not met

Licensure Pass Rates



The analysis for licensure pass rates across different programs from 2018-2019 to 2022-2023 reveals that PCC has been particularly focused on achieving high licensure pass rates in our medical profession programs because these fields are in high demand. Thus far we are seeing very positive results. There has been some volatility in the pass rates for Licensed Vocational Nursing and Emergency Medical Technician programs that our Health Sciences Dean is currently addressing. Covid-19 presented problems in some programs including Cosmetology and Dental Hygiene as either testing was suspended, or student were unable to complete lab course work to prepare for licensure testing.

Licensure Pass Rate Analysis

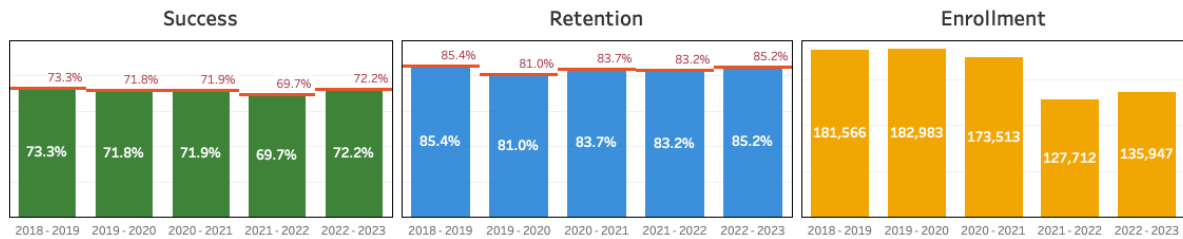
Program	Institutional Set Standard (%)	Aspirational Goal (%)	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
			Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational	Institutional Set Standard	Aspirational
Anesthesia Technology	100	100	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Cosmetology	93	100	Not met	Not met	Not met	Not met	Met	Met	Not met	Not met	Not met	Not met
Dental Assisting	90	95	Not met	Not met	Not met	Not met	Met	Met	Met	Met	Met	Met
Dental Hygiene (written)	100	100	Met	Met	Not met	Not met	No Data		Not met	Not met	Met	Met
Dental Hygiene (clinical)	100	100	Met	Met	Met	Met	No Data		Met	Met	Met	Met
Restorative Dental Technology	90	95	Met	Met	No Data		Met	Met	Not met	Not met	Met	Met
Emergency Medical Technician	85	90	Not met	Not met	Not met	Not met	Met	Met	Not met	Not met	Not met	Not met
Licensed Vocational Nursing (L)	90	95	Not met	Not met	Not met	Not met	Met	Met	Not met	Not met	Not met	Not met
Radiologic Technology	100	100	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Registered Nursing (RN)	90	95	Not met	Not met	Met	Not met	Met	Met	Met	Not met	Not met	Not met
Certified Nursing Assistant (CN)	90	95	Not met	Not met	Not met	Not met	Met	Met	Met	Not met	Met	Met

2. When you disaggregate the data for the institution-set standards and other meaningful

metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

College and Subject Level Equity Dashboard

Welcome to our college's Equity Dashboard. PCC has developed this tool as a way to further explore our students' experiences with academic success. We hope that it will generate inquiry, dialogue, and action that complements the continued efforts of our faculty, staff, and administrators as they support students in the completion of their goals at PCC.



Division: All Subject: All

		2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	Syr Average
TOTAL	Success	73.3%	71.8%	71.9%	69.7%	72.2%	71.7%
	Retention	85.4%	81.0%	83.7%	83.2%	85.2%	83.7%
	Enrollment	181,566	182,983	173,513	127,712	135,947	160,344

By Ethnicity		2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	Syr Average
African American	Success	63.1%	61.7%	61.7%	60.7%	59.0%	61.2%
	Retention	81.1%	75.8%	78.1%	78.7%	78.7%	78.5%
	Enrollment	6,644	6,596	6,384	4,459	4,948	5,806
Asian	Success	80.4%	81.0%	83.0%	81.0%	82.3%	81.6%
	Retention	88.4%	86.8%	89.3%	89.0%	89.9%	88.7%
	Enrollment	49,113	48,298	45,156	35,506	38,800	43,375
Hispanic	Success	67.0%	65.0%	64.2%	63.7%	65.7%	65.1%
	Retention	82.7%	76.9%	79.9%	80.5%	82.2%	80.4%
	Enrollment	86,200	87,995	81,869	56,908	62,971	75,189
Native American	Success	65.2%	55.5%	50.9%	51.4%	61.3%	56.9%
	Retention	82.6%	69.1%	69.6%	79.3%	83.4%	76.8%
	Enrollment	178	191	161	140	163	167
Pacific Islander	Success	75.0%	72.4%	76.4%	72.1%	67.9%	72.8%
	Retention	81.1%	81.6%	84.1%	83.1%	83.7%	82.7%
	Enrollment	164	228	314	136	209	210
Two or more	Success	73.9%	71.1%	71.8%	73.0%	75.5%	73.1%
	Retention	84.9%	79.8%	83.0%	84.2%	86.3%	83.6%
	Enrollment	6,703	6,979	6,811	5,017	5,682	6,238
Unknown	Success	86.2%	82.1%	83.1%	73.6%	82.7%	81.5%
	Retention	94.4%	88.6%	91.3%	86.5%	91.0%	90.4%
	Enrollment	7,804	8,571	7,185	4,425	3,192	6,235
White	Success	79.3%	77.4%	76.2%	66.9%	73.8%	74.7%
	Retention	87.5%	83.6%	85.3%	80.6%	85.7%	84.5%
	Enrollment	24,760	24,125	25,633	21,121	19,982	23,124

Black/African American Students

For Black/African American students, there is a consistent 9% gap or greater in success rates compared to all students for each academic year provided. This gap highlights the need for the college to address any challenges African American students may face in achieving their academic goals.

Asian Students

Asian students have consistently maintained high success rates in each academic year. In the 2021-2022 academic year, the success rate for Asian students was 81%, significantly higher than the campus average of 69.7%.

Latiné Students

The average success rates for Latiné students have remained consistently below the overall college average by 6+ percentage points. This indicates a need for continued support to ensure that Latiné students can achieve their academic goals.

White Students

White students' success rates decreased from 76.2% in the 2020-2021 academic year to 66.9% in the 2021-2022 academic year. This significant drop underscores the broader impact of the pandemic on student performance, particularly among white students which was unexpected.

Patterns and Concerns

Persistently lower success rates for minoritized students, particularly Black/African American and Latiné students, compared to white students is a concern and has been for years. The exception to this trend is Asian students, who have consistently achieved higher success rates than other racial/ethnic groups. This ongoing disparity indicates the need for targeted interventions to support minoritized students and close the success gap but to also value the high performance of our Asian students and ensure they are supported as well in their educational journey.

Addressing the success rate disparities among different student demographic groups remains a priority for the college. By implementing targeted support and monitoring progress, the college aims to ensure equitable academic outcomes for all students.

Future Expectations

We expect to see an improvement in overall success rates in the upcoming academic years as PCC transitions away from primarily remote instruction prevalent during the pandemic to in-person instruction. The return to in-person classes and enhanced support services are anticipated to positively impact student performance and success rates across all demographic groups. The District is hoping to provide enhanced and highly supported professional development for faculty teaching online courses to further improve success and retention rates in that instructional modality and close equity gaps.

Degrees and Certificates

Data Type	Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Grand Total
Degree	African American	158 2.6%	168 2.2%	157 2.0%	116 2.2%	106 2.3%	705 2.2%
	Asian	1,812 29.8%	2,661 34.4%	2,827 36.1%	1,804 34.0%	1,544 33.6%	10,648 33.7%
	Hispanic	2,703 44.4%	3,240 41.9%	3,268 41.7%	2,200 41.4%	2,030 44.1%	13,441 42.6%
	Native American	1 0.0%	13 0.2%	1 0.0%	2 0.0%	3 0.1%	20 0.1%
	Pacific Islander	9 0.1%		9 0.1%	2 0.0%	8 0.2%	28 0.1%
	Two or more	197 3.2%	248 3.2%	243 3.1%	187 3.5%	171 3.7%	1,046 3.3%
	Unknown	356 5.9%	427 5.5%	367 4.7%	300 5.6%	124 2.7%	1,574 5.0%
	White	845 13.9%	975 12.6%	958 12.2%	702 13.2%	613 13.3%	4,093 13.0%
	Total	6,081 100.0%	7,732 100.0%	7,830 100.0%	5,313 100.0%	4,599 100.0%	31,555 100.0%

Data Type	Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Grand Total
Certificate	African American	26 4.1%	23 4.0%	33 4.4%	53 4.7%	31 4.0%	166 4.3%
	Asian	176 27.9%	162 27.9%	178 23.9%	258 22.8%	197 25.4%	971 25.1%
	Hispanic	253 40.2%	263 45.3%	314 42.1%	520 45.9%	354 45.6%	1,704 44.1%
	Native American	1 0.2%			1 0.1%	2 0.3%	4 0.1%
	Pacific Islander	1 0.2%			1 0.1%	2 0.3%	4 0.1%
	Two or more	13 2.1%	17 2.9%	40 5.4%	45 4.0%	26 3.3%	141 3.6%
	Unknown	15 2.4%	29 5.0%	26 3.5%	39 3.4%	27 3.5%	136 3.5%
	White	145 23.0%	86 14.8%	155 20.8%	216 19.1%	138 17.8%	740 19.1%
	Total	630 100.0%	580 100.0%	746 100.0%	1,133 100.0%	777 100.0%	3,866 100.0%

Consistency Over Time

The number of degrees and certificates awarded has remained consistent over time. However, there have been notable trends and changes in recent years, especially during the pandemic years of 2021-2022 and 2022-2023, where there were noticeable drops in degrees awarded.

Increases for Asian and Latiné Students

For Asian and Latiné students, the number of degrees awarded during the academic years 2019-2020 and 2020-2021 increased. This increase may be attributed to curriculum changes that decreased the number of units required for certificates, as well as the implementation of auto-awarding degrees. These changes likely facilitated greater attainment of credentials among these student groups. Over the last two years we have seen a decline in degrees

awarded to these two subpopulations but PCC's believes that this will be remedied in the next few years.

Academic Year 2021-2022

In the 2021-2022 academic year, 1,133 certificates were awarded which was the first year the college introduced auto-awarding for certificate programs. However, there was a noticeable decrease in the number of degrees awarded, with a total of 5,313 degrees, compared to the higher numbers in the previous three academic years. This decline reflects broader challenges and disruptions, potentially linked to the ongoing impacts of the pandemic and the transition back to in-person instruction.

The college continues to monitor and analyze trends in the awarding of degrees and certificates to identify areas for improvement and support student success. By understanding these trends and their underlying causes, the college aspires to implement effective strategies to maintain and enhance student achievement in awarding credentials.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

Equity Data Coaching Program

PCC implemented an Equity Data Coaching Program starting in Fall 2022 with a cohort of Math and English faculty. This program focuses on examining quantitative data and conducting focus groups to identify areas for improvement. The faculty are specifically focusing on how they communicate with students:

- **Math Faculty:** Working on creating a communications guide to support student-friendly and student-supportive messages, including the incorporation of video introductions.
- **English Faculty:** Focusing on equitable grading practices.
- **Social Sciences Faculty:** Completing the Equity Data Coaching Program for the 2023-2024 academic year.

PCC will monitor the results of these actions by examining success and retention data as part of the annual planning process.

Success Teams and PCC Connect

PCC has made a concerted effort to integrate success teams into the student journey:

- **Success Teams:** Each student now has a Success Coach who directs them to resources and serves as a liaison between the students and other college personnel. The Success Teams include Success Coaches, Academic Counselors, Faculty Leads, and staff members.
- **PCC Connect:** Used by faculty to make referrals for students to support equitable student achievement.

- **Black Student Success Team:** Specifically focused on bridging the equity gap for Black students.

Specialized Success Coaches and Retention Specialists

PCC has developed a comprehensive network of success coaches with targeted specialties to support students at various stages of their educational journey. These coaches provide personalized guidance and assistance to help students achieve their academic and career goals.

- **First Year Experience (FYE) Coaches:** These coaches work with students who are beginning their educational pathway at PCC, helping them navigate the transition to college life and laying a strong foundation for their academic success.
- **Completion Coaches:** These coaches assist students who are progressing through their educational journey and need help planning their exit from the college. They provide support in areas such as graduation planning, transfer processes, and career readiness.
- **Empowerment Coaches:** Working with students in empowerment programs (ASCEND, Athletics, CalWORKs, Calculus Achievement for Success, Student Wellness, PASS, EOP&S, International Students, Puente, and Ujima), these coaches offer specialized support to help students overcome challenges and achieve their full potential.
- **Non-Credit Coaches:** These coaches assist non-credit students in finding career programs or bridging to credit education, ensuring they have the resources and guidance needed to pursue their career goals.

Retention Specialists

In addition to success coaches, PCC has hired three retention specialists who provide additional assistance to help students stay enrolled, stay on track, and access the resources they need to accomplish their educational goals. These specialists play a crucial role in identifying at-risk students and implementing strategies to improve retention and student success.

The development and implementation of specialized success coaches and retention specialists demonstrates PCC's commitment to providing comprehensive support to all students. By offering targeted guidance and resources, these professionals help students navigate their educational pathways, overcome challenges, and achieve their academic and career aspirations.

Tutoring and Success Centers

During the pandemic, PCC began offering extensive online tutoring, which has continued alongside more in-person course offerings. The centralization of the Success Centers around Career Communities has also helped focus wrap-around support services for PCC students. The Career Communities include:

- Arts, Communication, and Design
- Business and Industry
- Health Sciences and Wellness
- Liberal Arts
- Social and Behavioral Sciences
- STEM

Other campus success centers include:

- Black Student Success Center
- Academic Athletic Zone
- Music Lab
- Pathways FYE Center
- Veterans Resource Center
- Writing Success Center

Each area completes an annual review and comprehensive program review to assess their efficacy and inform future improvements and innovations in support of equitable student achievement.

Implementation of AB 705

As part of our efforts to implement AB 705, students were placed into college-level English and math courses. Support courses for entry-level English and math courses were created to provide students with additional support to succeed in those courses. The college also hired four non-instructional faculty in the Writing Success Center and the Math Success Center to create additional support materials and workshops for students. The college will continue to monitor students progress on successfully completing college level English and math in their first year through our publicly available AB 705 Tableau dashboard.

Summer JAM Program

Incoming new students have the option to complete the summer JAM program, which includes goal setting, career and major exploration, financial literacy, and meeting with their success teams. This program is designed to aid in the transition from high school to college and to familiarize PCC students with on-campus resources.

PCC's comprehensive equity initiatives and student support programs aim to ensure that all students have access to the resources they need to succeed. Through targeted interventions, continuous monitoring, and dedicated support teams, the college is committed to fostering an inclusive and equitable educational environment.

Overall, PCC aims to achieve higher success rates for our Black/African American and Latiné students through targeted initiatives. Specifically, by implementing data coaching and other classroom-level pedagogical strategies, PCC is focused on making a positive impact on students' experiences and outcomes in the classroom.

C. Reflections on Assessments of Student Learning

- 1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

PCC evaluates Student Learning Outcomes (SLOs) at both the course level and the institutional level (ISLOs). Program Student Learning Outcomes (PSLOs) are assessed by some programs with

specialized accreditations. In Spring 2024, the Academic Senate approved revised Institutional SLOs (ILOs), prompting immediate discussions on assessment strategies within the Outcomes Standing Committee and the Learning Assessment Committee. During Fall 2024, the Natural Sciences and Mathematics Divisions, with courses such as BIO 011, MATH 5A, and STAT 050, are piloting the assessment of the Quantitative Reasoning ISLO. Instructors are engaging in meaningful discussions as they collaboratively develop a common assessment for Quantitative Reasoning. This assessment will be administered to students, providing valuable data to foster discussions on improving student success based on the results. To ensure consistency and ease of use for faculty, Canvas will be used to record ISLO scores, similar to how CSLO scores are recorded. Moving forward, Institutional Learning Outcomes will be assessed each year on a term-by-term basis, with the Communication ILO scheduled for assessment in Spring 2025.

Analysis of Course Level SLOs

The table below illustrates division level data on the percentage of students over three terms that met or exceeded course level learning outcomes.

Division	Exceeded or met expectations (%)	Exceeded or met expectations (%)	Exceeded or met expectations (%)
	FALL 2023	WINTER 2024	SPRING 2024
Campus overall	79.6	85.6	82.9
Business	85.2	93.6	88.1
Career and Technical Education	83.9	76.2	81.4
Counseling	85.8	91.5	79.7
English	74.1	83	79
Health Sciences	92.7	90.1	93
Kinesiology	94.1	93.5	90.4
Library	78.9	No data	88.7
Mathematics	63.2	69.8	67.1
Natural Science	71.8	85.8	76.9
Non-Credit	77.1	78.8	78.1
Performing and Communication Arts	77.6	91	86.5
Social Science	79.4	84.4	83.3
Visual Arts and Media Studies	82.8	89.7	86.3

Campus-wide, the percentage of students meeting or exceeding expectations increased from 79.6% in Fall 2023 to 85.6% in Winter 2024, before slightly decreasing to 82.9% in Spring 2024. This pattern is not uncommon, as the Winter Intersession typically experiences higher success and retention rates

Division-Specific Trends:

1. **Business:** The Business division consistently performed well, with a peak of 93.6% in Winter 2024, and a slight decline to 88.1% in Spring 2024.
2. **Career and Technical Education:** Performance fluctuated, starting at 83.9% in Fall 2023, dropping to 76.2% in Winter 2024, and rising again to 81.4% in Spring 2024.

3. **Counseling:** Strong performance in Fall 2023 (85.8%) and Winter 2024 (91.5%), but a significant drop to 79.7% in Spring 2024.
4. **English:** Improvement from 74.1% in Fall 2023 to 83% in Winter 2024, followed by a slight decline to 79% in Spring 2024 but higher than Fall 2023.
5. **Health Sciences:** High and stable performance across all terms, with percentages ranging from 90.1% to 93%.
6. **Kinesiology:** Consistently strong, with minor fluctuations from 94.1% in Fall 2023 to 90.4% in Spring 2024.
7. **Library:** Data is missing for Winter 2024, but the Library saw a significant improvement from 78.9% in Fall 2023 to 88.7% in Spring 2024.
8. **Mathematics:** Lowest performing division, with slight improvements across terms from 63.2% in Fall 2023 to 67.1% in Spring 2024.
9. **Natural Science:** Significant improvement from 71.8% in Fall 2023 to 85.8% in Winter 2024, with a decrease to 76.9% in Spring 2024.
10. **Non-Credit:** Stable performance, with slight variations from 77.1% in Fall 2023 to 78.1% in Spring 2024.
11. **Performing and Communication Arts:** Improved significantly from 77.6% in Fall 2023 to 91% in Winter 2024, with a slight decline to 86.5% in Spring 2024.
12. **Social Science:** Gradual improvement across terms, from 79.4% in Fall 2023 to 83.3% in Spring 2024.
13. **Visual Arts and Media Studies:** Consistently high performance, peaking at 89.7% in Winter 2024 and slightly declining to 86.3% in Spring 2024.

Key Observations:

- **Mathematics** is the division with the lowest performance across all terms, never exceeding 70%.
- **Health Sciences** and **Kinesiology** consistently perform at a high level, with minimal fluctuations.
- **Counseling** and **Career and Technical Education** saw noticeable declines in Spring 2024 after strong performances in previous terms.
- **Library** and **Natural Science** divisions showed significant improvement between Fall 2023 and Spring 2024.

PCC's ongoing efforts to evaluate and improve SLOs at the course and program levels are essential for ensuring academic excellence and institutional effectiveness. By analyzing divisional performance and addressing areas where students are not meeting expectations, the college intends to foster a culture of continuous improvement and support for all students.

Demographic Trends

	Fall 2023	Winter 2024	Spring 2024
	%	%	%
Entire PCC Campus	79.6	85.6	82.9

Ethnicity			
American Indian or Alaska Native	66	91.7	76.5
Asian	85	88.3	87.4
Black or African American	73.4	79.6	75.2
Hispanic/Latino	75.9	83	78.9
Native Hawaiian or Other Pacific Islander	72.7	100	71.6
Two or More Races	81.4	87.8	86.7
Unknown/Not Reported	80.7	85.2	79.5
White	80.3	78.3	85.5
Gender			
Female	81.5	85	83.8
Male	77.1	86.2	81.8
Unknown/Not Reported	81.9	88	82.6
Low Income Indicator			
Unknown/Not Reported	82	86.1	84.7
Yes	76.4	84.9	80.1
Individuals with Disabilities			
No	79.6	85.6	83.1
Unknown/Not Reported	100.0 (N=1)	n/a (N=0)	100.0 (N=2)
Yes	80	83.3	44.9

Ethnicity-Specific Trends:

1. **American Indian or Alaska Native:** This group saw a significant increase in Winter 2024, rising from 66% in Fall 2023 to 91.7%, but then dropped to 76.5% in Spring 2024.
2. **Asian:** Consistent high performance, with percentages ranging from 85% in Fall 2023 to 88.3% in Winter 2024, and slightly declining to 87.4% in Spring 2024.
3. **Black or African American:** This group had a modest increase from 73.4% in Fall 2023 to 79.6% in Winter 2024, but then saw a decrease to 75.2% in Spring 2024.
4. **Hispanic/Latino:** There was a steady improvement from 75.9% in Fall 2023 to 83% in Winter 2024, with a slight decline to 78.9% in Spring 2024.
5. **Native Hawaiian or Other Pacific Islander:** This group had a significant increase to 100% in Winter 2024 from 72.7% in Fall 2023, but experienced a drop to 71.6% in Spring 2024.
6. **Two or More Races:** This group consistently performed well, ranging from 81.4% in Fall 2023 to 87.8% in Winter 2024, and slightly declining to 86.7% in Spring 2024.
7. **Unknown/Not Reported:** Performance remained relatively stable, with a slight increase from 80.7% in Fall 2023 to 85.2% in Winter 2024, followed by a decline to 79.5% in Spring 2024.

8. **White:** Performance decreased from 80.3% in Fall 2023 to 78.3% in Winter 2024, but then improved to 85.5% in Spring 2024.

Gender-Specific Trends:

1. **Female:** Consistent high performance, with a slight decrease from 85% in Winter 2024 to 83.8% in Spring 2024.
2. **Male:** This group saw an increase from 77.1% in Fall 2023 to 86.2% in Winter 2024, followed by a slight decrease to 81.8% in Spring 2024.
3. **Unknown/Not Reported:** This category saw an increase from 81.9% in Fall 2023 to 88% in Winter 2024, followed by a decline to 82.6% in Spring 2024.

Low Income Indicator:

1. **Unknown/Not Reported:** Performance improved from 82% in Fall 2023 to 86.1% in Winter 2024, with a slight decline to 84.7% in Spring 2024.
2. **Yes:** Performance increased from 76.4% in Fall 2023 to 84.9% in Winter 2024, with a decrease to 80.1% in Spring 2024.

Individuals with Disabilities:

1. **No:** Performance remained stable with slight improvement, from 79.6% in Fall 2023 to 85.6% in Winter 2024, and further improved to 83.1% in Spring 2024.
2. **Unknown/Not Reported:** Data shows 100% performance for the one student in Fall 2023, and two students in Spring 2024. There is no data available for Winter 2024.
3. **Yes:** Performance was stable at 80% in Fall 2023, slightly decreased to 83.3% in Winter 2024, and dropped significantly to 44.9% in Spring 2024.

Key Observations:

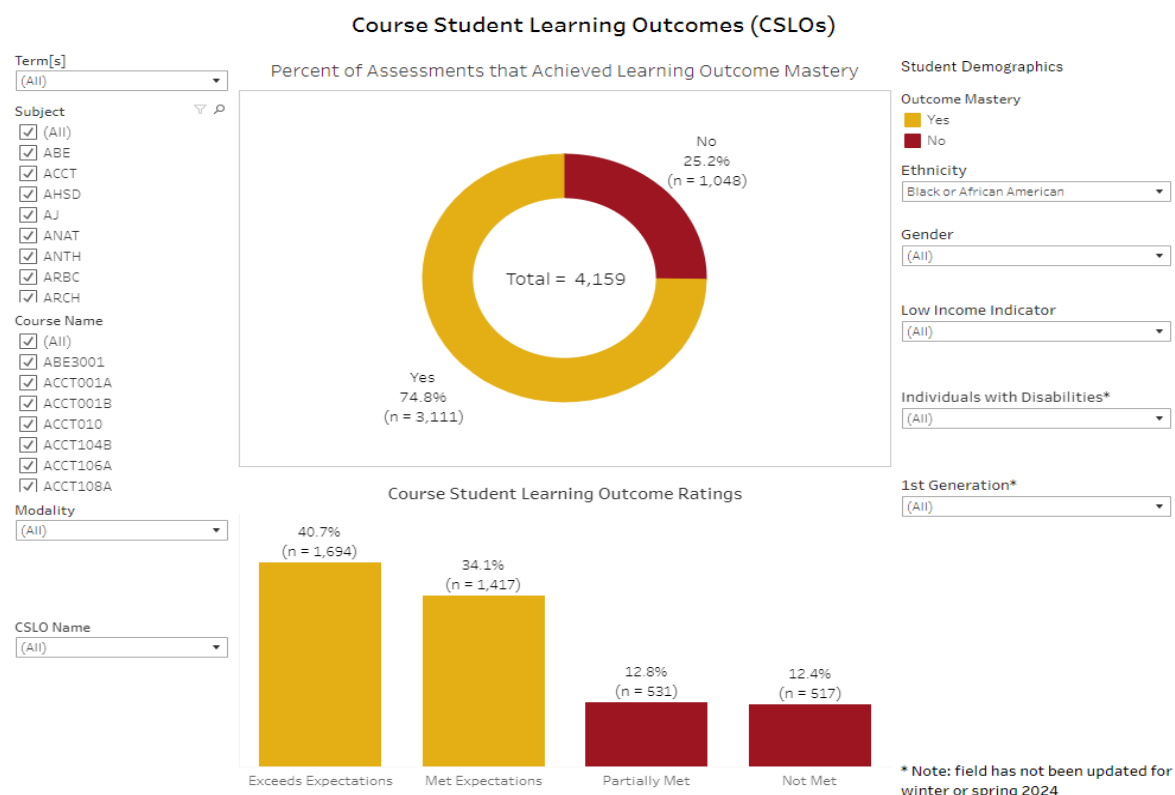
- **American Indian or Alaska Native** and **Native Hawaiian or Other Pacific Islander** groups experienced significant performance fluctuations across the terms but this is most likely due to their overall low student headcount.
 - **Individuals with Disabilities**, who reported their status, saw a significant drop in performance in Spring 2024.
 - **Asian** and **Two or More Races** consistently performed well across all terms.
 - **Low-income students** showed improvement over time but with a slight drop in Spring 2024.
2. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what**

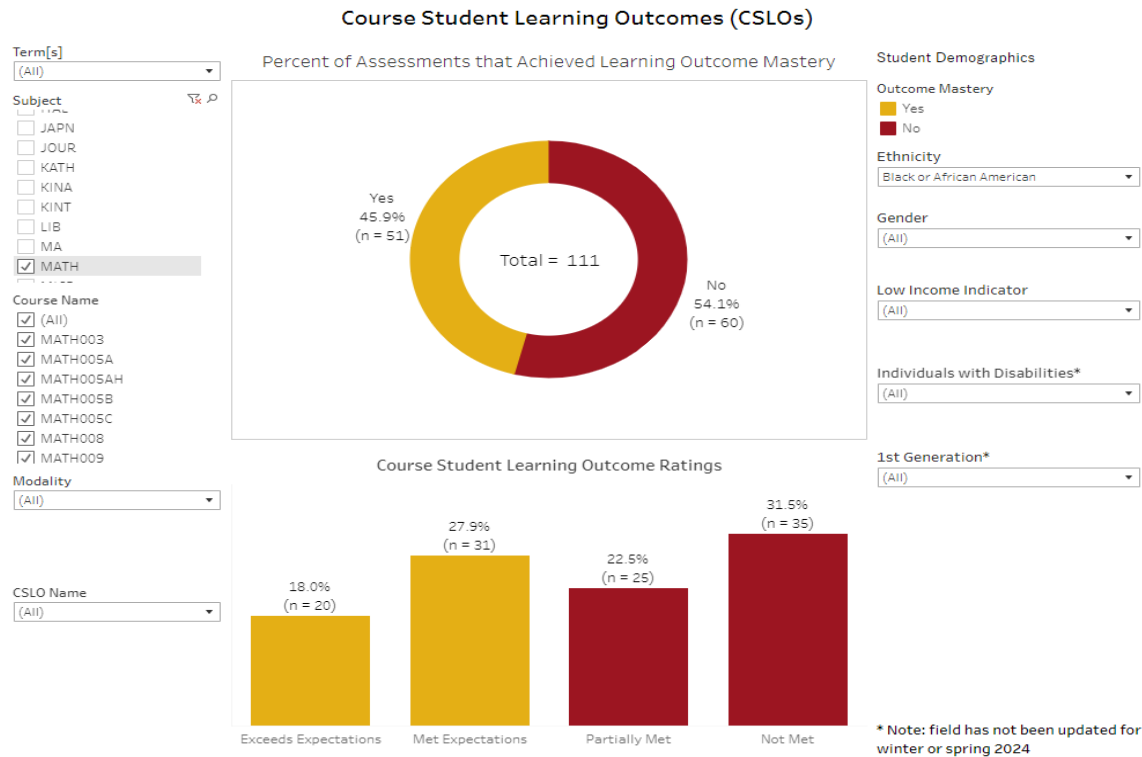
patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

At PCC, Course Student Learning Outcomes (CSLO) are analyzed across various demographics and factors, enabling a comprehensive and detailed examination. The data can be explored from both student CSLO outcomes and faculty perspectives, allowing for a deep analysis of intersectional data. For example, we can determine the percentage of Latiné female, low-income, first-generation students who met or exceeded expectations in fully online courses. The Academic Senate's Learning Assessment Committee (LAC) uses this detailed level of analysis to engage faculty in dialogue on how to target and improve learning outcomes for specific populations.

The graphics below illustrate how PCC is able to disaggregate institutional CSLO data to inform teaching and learning.

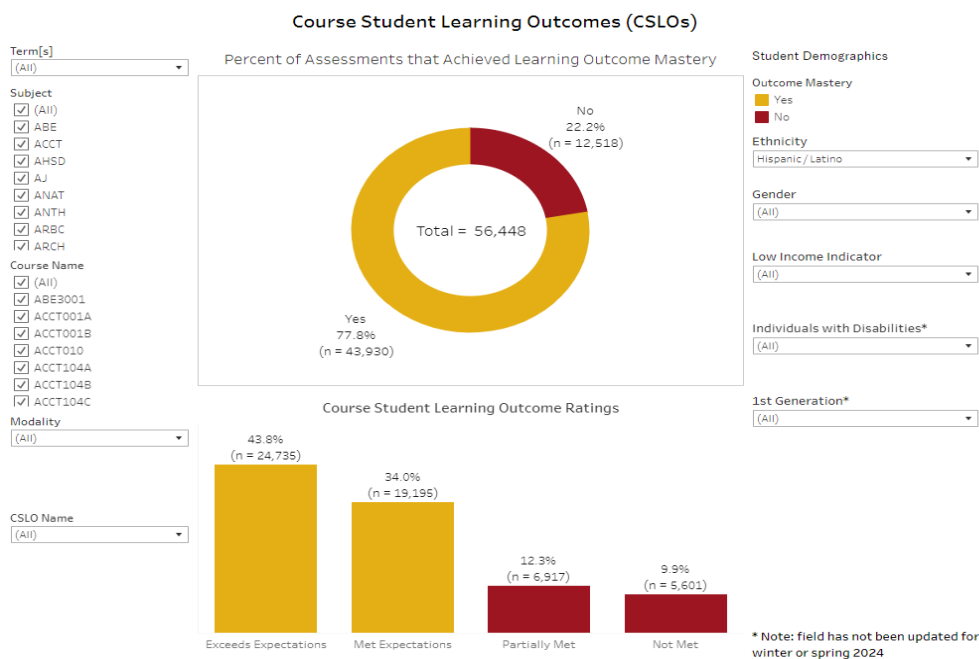
CSLOs African American/Black Students

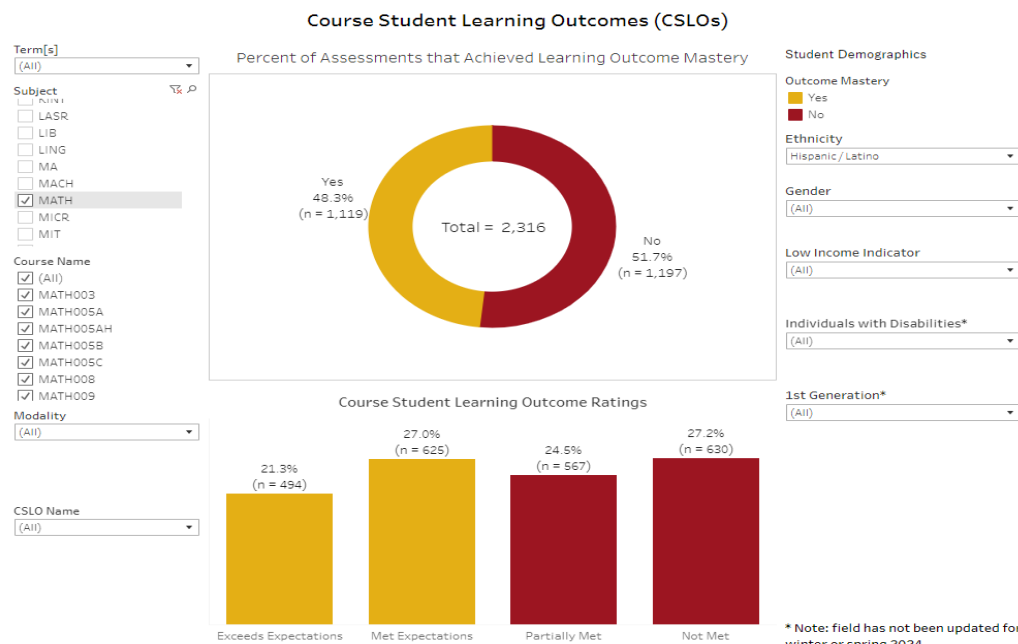




The two CSLO graphics for Black/African American students highlight a concerning disparity in learning outcomes. While 75% of African American/Black students meet or exceed expectations across all coursework, the second graph reveals that only 46% meet or exceed expectations in math courses.

CSLOs Latiné Students





These two CSLO graphics for Latiné students reveal a similar trend. While 78% of Latiné students meet or exceed expectations across all coursework, the second graph shows that only 48% meet or exceed expectations in math courses.

Utilizing Data for Continuous Improvement

The ability to analyze detailed intersectional data allows PCC to identify specific areas where targeted interventions can be applied to improve student outcomes. By understanding the nuances of student performance across different demographics and course modalities, the college can tailor support services and pedagogical strategies to better meet the needs of all students.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Changes and Opportunities

Accreditation

The college is undergoing a significant and positive shift in focus from process-oriented activities to outcomes and continuous improvement. This transition emphasizes achieving measurable results and fostering an environment of ongoing improvement in student learning and institutional effectiveness. While beneficial, this shift presents several challenges:

- **Understanding Evidence:** It will take time to help the college community understand the types of evidence needed to substantiate our institutional effectiveness. This includes

familiarizing faculty, staff, and administrators with new metrics, data collection methods, and evaluation processes.

- **Adapting to Change:** Adapting to this new focus requires a cultural change within the institution. All stakeholders must be engaged in understanding the value of outcome-based measures and continuous improvement practices.

To support this transition, PCC is taking the following steps:

- **Training and Development:** Provide training sessions and workshops to educate the college community on the importance of outcomes and how to gather and interpret relevant data.
- **Communication and Engagement:** Ensure ongoing communication and engagement with all stakeholders to keep them informed and involved in the process of continuous improvement and its importance to the accreditation process.
- **Utilizing Data Tools:** Leveraging tools like Tableau dashboards to provide accessible and actionable data that faculty and staff can use to monitor and improve student learning outcomes.

The shift in focus from process to outcomes and continuous improvement is a crucial step towards enhancing institutional effectiveness. While challenging, this transition promises significant positive changes in how the college measures and achieves success. By investing in training, communication, and data tools, PCC is committed to supporting the college community through this important transformation.

Enrollment

As with most institutions of higher education across the country, PCC experienced a significant loss in enrollment between 2020 and 2023, with an overall 20% decline. Although there have been improvements in enrollment this past academic year with a year over year 17% increase in student enrolling at the college, several challenges remain that need to be addressed.

To better understand these challenges and strategize for future growth, PCC conducted an Environmental Scan and Program Demand Gap Analysis. These studies revealed several key insights:

- **Changing Demographics:** The demographics within the district PCC serves are evolving. Understanding these changes is crucial for tailoring programs and services to meet the needs of current and future student population.
- **High School Graduates:** Trends in high school graduation rates and the post-secondary plans of graduates impact PCC's enrollment. The college must adapt its outreach and support strategies to attract and retain students.
- **Academic and Career Programs:** There is a need to align academic and career programs with workforce demands. Ensuring that PCC offers programs that prepare students for the current job market is essential for attracting and retaining students.

PCC is taking several steps to address the enrollment challenge:

- **Enhanced Outreach and Recruitment:** Developing targeted outreach and recruitment strategies to attract a diverse student population, including high school graduates and non-traditional students. This includes our sponsorship agreement with the Angel City Football Club and Outreach events such as PCC Black Family Reunion in October of 2022, Festiva LatinX: Futbol, Familia, and Fun in April 2022, and the APIDA Resource Fair in February 2023.
- **Program Alignment:** Aligning academic and career programs with the needs of the workforce, such as our noncredit Electric Vehicle Charging Station Technician program and our credit interdisciplinary nanotechnology STEM pathway, ensuring that students are prepared for in-demand jobs and careers.
- **Student Support Services:** Strengthening student support services to improve retention and success rates, thereby encouraging continued enrollment and completion. This includes our centralized Lancer Care Center which provides the following services: Lancer Pantry, Basic Needs Grant, Social Services Support, Health Care, Childcare and After School programs and assistance with housing and shelter.
- **Community Engagement:** Engaging with the community to better understand and meet the educational needs of the district, fostering stronger connections and support for PCC. Some of these engagements are a PCC presence at the 626 Night Market in Alhambra, Taste of Soul in South Los Angeles, and the Rose Bowl Family Music Festival in Pasadena.

While PCC has made strides in recovering from the significant enrollment decline experienced between 2020 and 2023, ongoing efforts are necessary. By adapting to changing demographics, aligning programs with workforce demands, and enhancing support services, PCC strives to attract and retain a diverse student population, which includes age, gender, and educational level. Our ultimate goal is to meet the educational needs of the community PCC serves.

Online Education

The continued growth in our online educational courses and programs during and since the pandemic has created unique opportunities and challenges.

- **Engagement:** Keeping students engaged in an online environment can be challenging. Unlike traditional classrooms, online courses lack face-to-face interaction, which can lead to feelings of isolation and disengagement among students.
- **Retention:** Higher dropout rates are often associated with online education due to factors such as a lack of motivation, inadequate support, and the flexibility that allows students to easily withdraw from courses.
- **Digital Literacy:** Students and faculty may have varying levels of digital literacy, impacting their ability to effectively participate in and facilitate online courses.
- **Flexibility:** The flexibility of online learning allows students to balance their studies with work, family, and other commitments, making higher education more attainable for a broader audience.

- **Accessibility:** Online education can provide increased access to education for students who might not be able to attend in-person classes due to geographic, financial, or personal constraints.

Faculty Training and Support

- **Training:** Faculty need ongoing training and support to develop and deliver effective online courses. Many instructors may lack experience with online teaching methodologies.
- **Workload:** The time and effort required to create and maintain high-quality online courses can be substantial, adding to faculty workload.
- **Quality Control:** Ensuring the quality and rigor of online courses can be difficult. Online courses must be designed to meet the same academic standards as their in-person counterparts.
- **Pedagogical Innovation:** The shift to online education encourages the adoption of innovative teaching methods and technologies, such as flipped classrooms, gamification, and virtual labs. Faculty will need to be encouraged and supported to engage in new pedagogical innovations
- **Continuous Improvement:** Online platforms provide rich data on student performance and engagement, enabling continuous improvement of course content and teaching strategies based on real-time feedback and analytics.

Online education presents both challenges and opportunities for the institution. By addressing issues such as student engagement, technology access, quality control, faculty support, and academic integrity, the institution can harness the potential of online learning to provide accessible, flexible, and innovative educational experiences. Embracing the opportunities offered by online education can enhance the institution's ability to serve a diverse and global student population, ultimately contributing to its mission, vision and values of promoting academic excellence, an equity-minded learning community, and customized student support.

Equity Gaps

Despite overall college success rates consistently between 71% and 75%, equity gaps in course success have remained stubborn for our Black/African American and Latiné students. Black/African American students have consistently remained between 62% and 65%, with this being particularly true for male Black/African American students. Latiné students have been inching closer to the college average but inconsistently across years.

PCC has implemented various programs to address the equity gap by providing support programs such as the Black Student Success Center, Young Men of Color (YMOC) program, Ujima, Blackademia, Puente, Equity Data coaching, Empowerment and Completion Coaches, and full-time Retention Specialists dedicated to Empowerment programs.

The challenges remain, but PCC is constantly looking for new ways to work with our students of color to improve their educational journey and ensure their success.