

Pasadena City College

ACCREDITATION SITE VISIT



March 2–5, 2015



PASADENA
CITY COLLEGE®

TABLE OF CONTENTS

Site Visit Overview	1
Site Team Roster.....	2
Preparing for the Site Visit	3
Common Questions.....	4-5
The Mission	6
Institutional Core Values.....	7
Planning	8-9
Assessment	10-11
Program Review	12-13
Shared Governance.....	14
Actionable Improvement Plans.....	15

Accreditation Process & the Site Visit

What is the Site Visit?

The Site Visit is one of the phases in the process of reaffirming PCC's accreditation. A group of volunteer peer professionals (faculty, staff, managers, etc.) from other schools in the Western Region will spend three days on our campus to gather information that they will then use to assess how well PCC meets the Accreditation Standards.

What are the responsibilities of the visiting team?

The key responsibilities of the team include: 1) evaluating PCC's compliance with ACCJC Eligibility Requirements, Accreditation Standards, and Commission Policies; 2) finding and using evidence to confirm assertions made in the Self Evaluation; 3) identifying any areas of concern; 4) using the accreditation process to assist PCC in successfully serving our community.

What happens during the visit?

Before the team members visit our campus, they will have undergone ACCJC training and will have read our Self Evaluation. While they visit campus, the team will request to meet with key faculty, staff, managers, and student leaders. Team members may attend committee meetings and observe both face-to-face and online classes. In addition to exploring our website and reading the Self-Evaluation and other pertinent evidence, team members may request additional documentation. There will also be two open forums, one in the morning and one in the evening, for the team to meet and hear from the campus community. The team will also host an exit forum to communicate their broad observations of the college. Any employee, student, or member of the community may attend the forums. The times of these forums will be made available prior to the visit.

Site Team Roster

Team Chair: Ms. Kathryn Smith
Superintendent/President, College of the Redwoods

Team Assistant: Ms. Tracey Thomas
Instructional Dean, College of the Redwoods

Dr. Dulce Gray
Instructor, West Valley College

Ms. Kerry Mayer
Professor, College of the Redwoods

Dr. Saundra McGlothlin
Vice President of Student Services, West Hills College Lemoore

Dr. Andrew LaManque
Associate Vice President of Instruction, Foothill College

Dr. Cheryl Marshall
President, Crafton Hills College

Dr. Frank Kobayashi
Dean, Natomas Education Center, American River College

Mr. Duncan Graham
Vice President, Instruction, San Jose City College

Dr. Janet Fulks
Interim Dean of Student Success (Instruction), Bakersfield College

Ms. Rebecca Tillberg
Dean, Research & Planning, West Los Angeles College

Ms. Sue Loring
Counselor, Shasta College

Mr. Gary Whitfield
VP Administrative Services, Columbia College

Preparing for the Site Visit

Why is accreditation important?

Accreditation assures institutional quality to both internal and external audiences. It is required for state and federal funding, including student financial aid and guarantees the quality of degree and certificates.

Maintaining accreditation allows PCC units to be accepted for transfer credit at other colleges and universities.

How can I prepare for the Site Visit?

There are several ways that you can prepare for the Site Visit:

1. Be aware of key processes and practices. Several of these will be of interest to team members and are highlighted in this booklet. You may also visit the accreditation website to review this information.
2. Please respond quickly to any request to meet with the team. The team will identify key individuals that they wish to interview. In some cases, meetings may be requested on an ad hoc basis during the visit.
3. If you encounter a team member, please be as helpful as possible and provide any assistance needed. The team has a very large amount of work to do in a very short amount of time and we want to be as responsive as possible. If you do not know the answer to a question that may be posed to you, please direct the team member to a supervisor or manager who will then direct the question to someone with the necessary information.
4. Please accommodate team members who want to observe your classes, work, or committee.
5. Consider attending one of the college-wide open forums. The dates and times will be posted prior to the visit.

Common Questions

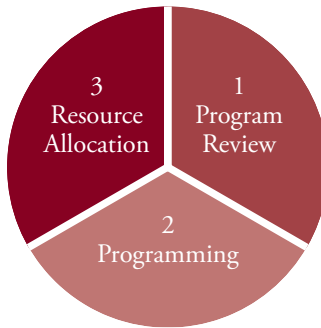
To help them assess how well PCC is meeting accreditation standards, team members may ask you about several common areas:

What is the EMP?

The EMP, or Educational Master Plan, is PCC's central planning document. Developed in an inclusive process from 2008-2011, the EMP sets goals to help the College uphold its mission. For more information on goal-setting and the EMP, see page 9.

How is the planning process organized?

PCC has a fully integrated planning model that is comprised of program/unit review, planning, and resource allocation.



What are the planning levels?

Levels	Example	Required; timeline
Area	Academic & Student Affairs	Required every 5 years
Unit	School of Science & Mathematics	Required every 3 years
Department	Mathematics Department	Optional on an annual basis

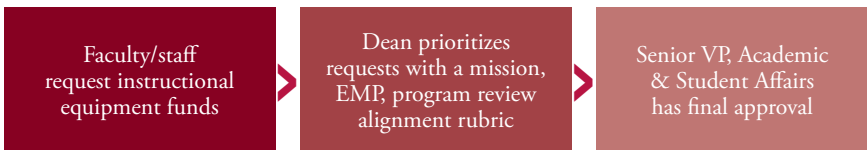
Common Questions

What is the process for requesting resources?

Resources are allocated in response to program/unit review-informed plans in several ways:

- Budget allocation decisions made at the institutional level
- Budget managers at the Area/Unit level
- Evaluation-based processes to request resources

An example of this process is the request for instructional equipment funding in 2014:



How does assessment occur in your area?

PCC regularly and systematically assesses its programs:

- Assessment of instructional programs occurs by assessing outcomes at the course, program and institutional level. The results and steps for improvement are documented in the **Annual Assessment Report** and **Program Review**. More information is found on pages 10-11.
- Students Affairs (SA) programs and Administrative Units (AU) measure themselves against mission-specific outcomes that align with the EMP. The results and steps for improvement are documented in **SA Program Review**, **Admin Unit Reviews**, and Area/Unit/Department Plans.

What is the role of the Board of Trustees?

The Board is a policy-making body whose powers and duties include approval of College policy, community service, communicating college needs to the public, adoption of an annual budget, approval of all expenditures, approval of instructional programs and curriculum, and approval of employment of academic and classified personnel.

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.
- 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.

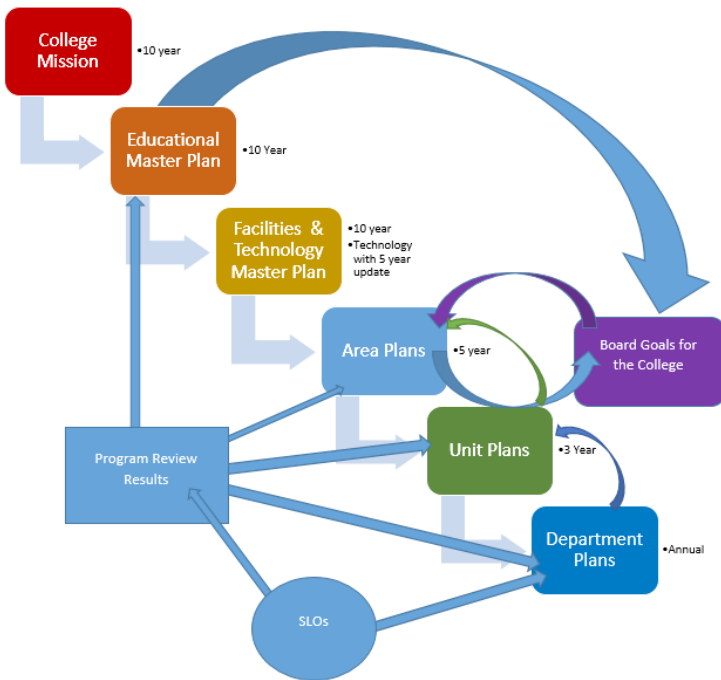
A Recognition of Our Heritage of Excellence

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.

Planning

Planning at PCC is an opportunity for constituents to come together and develop evidence informed plans to advance the College’s student success agenda. The Institutional Effectiveness, Planning and Priorities, and Budget and Resource Allocation Committees each play a key role in PCC’s integrated planning process.

Driven by the College Mission, the components of PCC’s planning process include the Master Plans (Educational, Facilities, and Technology), Board Goals, and the tri-tiered planning levels (Area, Unit, and Department).



Planning

Goal-setting is an important component to planning. Institutional Goals and Objectives are codified in the EMP:

Signature Goals	
<ul style="list-style-type: none"> Guaranteed Enrollment for In-District High School Students Premier Transfer California Community College Degree and Certificate Programs that Address Market-Place Needs Cutting-Edge Learning Environments (Pedagogy, Technology, and Facilities) Dedication to Lifelong Learning A Sustainable College Community 	
Mission Critical Priorities	
<ul style="list-style-type: none"> A. Student Success, Equity, and Access B. Professional Development C. Technology D. Pathways: K-12, 2-Year, 4-Year, and Community Connections E. Student Support Services F. Institutional Effectiveness 	<ul style="list-style-type: none"> G. Enrollment Management H. Sustainability I. Revenue Enhancement Strategies J. Life-Long Learning K. Curriculum Responsive to Market Needs L. Facilities and Resource Management

The institution-set standards are another example of college-wide goals:

Institution-Set Standard	Actuals
Successful Course Completion: 71%	72.3% (Fall 2013)
Fall to Fall Retention: 52.92%	55.44% (Fall 2011 to Fall 2012)
Student Completion of Degrees and Certificates: 2,200	2,263 (2012-13)
Student Transfers: 1,750	1,834 (2012-13)

Assessment

At PCC, teaching and learning is supported through assessment of student learning outcomes at the course, program, and general education level.

Course Student Learning Outcomes

- Defined and assessed by faculty
- Recorded on the Course Outlines of Record
- Identified in course syllabi
- Faculty record assessment data in eLumen
- Improvements made as a result of assessment data are documented in the Annual Assessment Report

Program Student Learning Outcomes

- A program is 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.
- Defined and assessed by faculty
- Recorded on the Program Outlines of Record
- Available for students in the College Catalog
- Faculty record assessment data and improvements made based on this data in Program Reviews

Suggested Cycle of Assessment

2013 AAR		2014 AAR		2015 AAR		2016 AAR	
Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
1 and 5*	2 and 6*	3 and 7*	4 and 8*	1 and 5*	2 and 6*	3 and 7*	4 and 8*
None		GEO 2		GEO 3		GEO 4	

*Only for courses with this many SLOs

Assessment

General Education Outcomes

After completing the general education requirements, the graduate should have the skills, knowledge, and insights to evaluate and appreciate the physical environment, culture, and society. To promote these skills and knowledge, Pasadena City College has developed General Education Outcomes:

1. **Communication:** Use creative expression to communicate acquired knowledge or skills effectively.
 2. **Cognition:** Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information.
 3. **Information Competency:** Use research and technical skills effectively and ethically to achieve an objective.
 4. **Social Responsibility:** Demonstrate sensitivity to and respect for others.
 5. **Personal Development:** Demonstrate an understanding of practices that promote physical, psychological, and emotional well-being.
- Defined by faculty and approved by the Academic Senate
 - Assessed by faculty
 - One General Education Outcome is assessed per year
 - Assessment Data and Improvements made are documented in the Annual Assessment Reports and Program Reviews

Program Review

What is program/unit review?

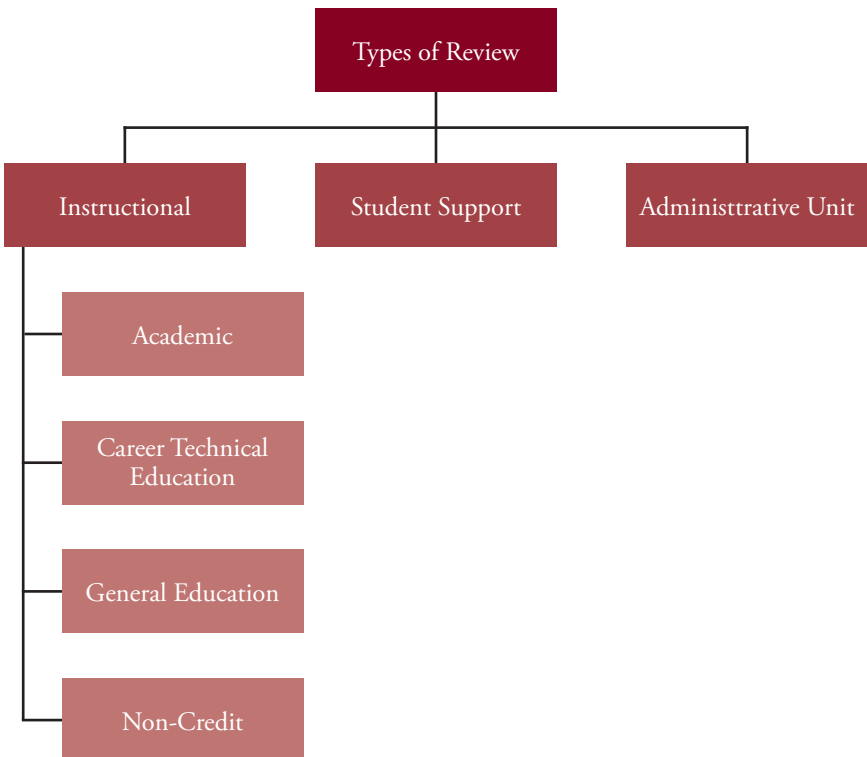
Program/unit review is a look back in time at how effective a program has been at achieving its mission and program outcomes and how it aligns with the College Mission and Educational Master Plan.

Instructional areas and Student Affairs complete a **program review**.

Administrative areas complete a **unit review**.

Who participates in program review?

All areas of the College participate in the review process. There are three major types of review:



Program Review

When and where do I complete my program review?

- Program Reviews are due on December 1
- Academic programs and GE departments complete reviews every 6 years
- CTE programs complete reviews every 2 years
- Student Services and Administrative Units complete reviews every 4 years
- Program reviews are completed in TaskStream

How do I assess my program?

- Program review authors use both student achievement and assessment data to assess how well programs are serving students.
- Consistent data sets are made available in TaskStream and updated annually by the Office of Institutional Effectiveness. For instructional programs, these include student demographics; success by demographic group; awards achieved; section offerings; success, retention, enrollment, and FTES data; success and enrollment by Method of Instruction

Who reads program reviews?

The **Institutional Effectiveness Committee (IEC)**, a shared governance committee, oversees the program review process, including providing specific feedback to programs and broad recommendations to the College.



Shared Governance

What is shared governance?

It is the policy of the Pasadena Area Community College District to encourage the participative role of faculty, staff, management, and students in District and College governance through an ongoing consultative process. Pasadena City College Policy 2000: Shared Governance outlines the governance groups and their responsibilities:

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

What is the College Coordinating Council?

The College Coordinating Council provides a forum where representatives from all segments of the college will bring issues of college-wide interest.

What are the College Coordinating Council Standing Committees?

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

AIPs

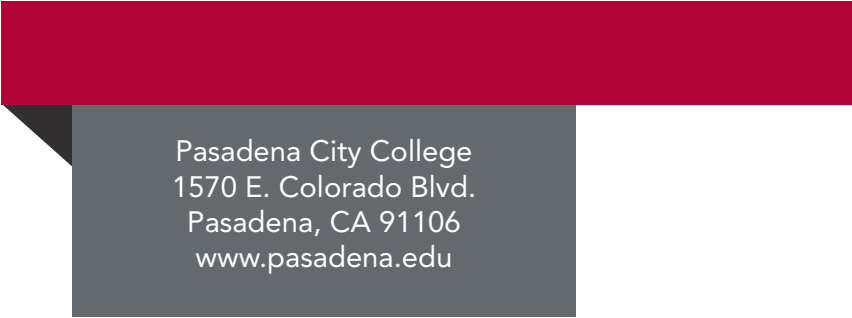
What is an AIP?

An Actionable Improvement Plan (AIP) is a self-identified action that PCC plans to take to improve. In our 2015 Self-Evaluation, PCC has identified over 40 AIPs that address the following areas:

- Review of PCC's Mission Statement
- Communication
- Goal-Setting and Institutional Set Standards
- Shared Governance and Committee Structure
- Governance and CA Brown Act Training
- Technology Master Plan
- Centennial Facilities Master Plan
- Integrated Planning Cycle
- Academic Dishonesty and Plagiarism
- Assessment
- Program/Unit Review
- Library and Learning Support Services Resources
- Distance Education
- Reassigned Time
- Organizational Realignment
- Professional Development
- Professional Ethics
- Hiring
- EEO Training
- Student and Staff Handbooks
- Physical Resource Assessment
- Emergency Response Training
- Technology Resources, Support, and Training
- Grant Development
- Normal Closing Numbers
- Board Development

Pasadena City College: FACT SHEET

- Founded in 1924 with a student enrollment of 267
- Academic programs: 60 program areas, with day, evening, and weekend classes
- Career and Technical programs: 76 program areas, with day, evening, and weekend classes
- Lifelong learning programs: 30 program areas with evening and weekend classes
- Credit/Non-credit course sections offered for Spring semester 2014:
 - 2,753 credit
 - 212 noncredit
- Spring 2014 enrollment statistics:
 - 22,735 credit students
 - 3179 noncredit students
- Student ethnicity:
 - 43.7% Hispanic
 - 3.9% Filipino
 - 25.3% Asian or Pacific Islander
 - 0.1% Native American
 - 12.3% White
 - 4.4% Black
 - 10.3% Decline to state/other
 - 54% Female
 - 46% Male
- Number of employees:
 - 399 faculty, librarians, counselors, and administrators
 - 903 adjunct faculty
 - 317 maintenance, trades, professional, clerical, and management
- Fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC)



Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
www.pasadena.edu