INSTITUTIONAL SELF STUDY

FOR

PASADENA CITY COLLEGE

INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF
REAFFIRMATION OF ACCREDITATION

SUBMITTED BY

PASADENA AREA COMMUNITY COLLEGE DISTRICT
1570 EAST COLORADO BOULEVARD
PASADENA, CA 91106-2003

SUBMITTED TO

ACCREDITING COMMISSION FOR COMMUNITY
AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JANUARY 2009

Certification of the Institutional
# Self Study Report

Date: December 10, 2008

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

From: Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106-2003

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.
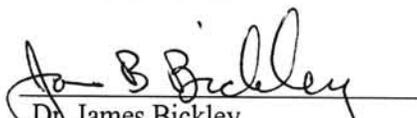
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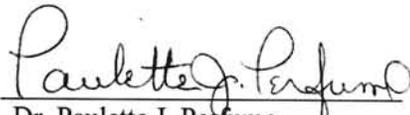
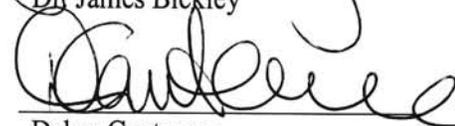_Dr. Paulette J. Perfumo_   Superintendent/President
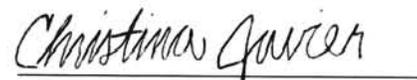
Dr. Jeanette Mann   President, Board of Trustees
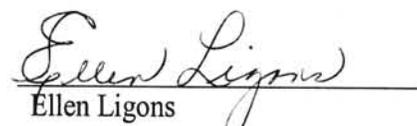
Dr. James Bickley   President, Academic Senate

Debra Cantarero   President, Classified Senate

Christina Javier   President, Associated Students

_Ellen Ligons_   President, Management Association

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History of the College

Pasadena City College (PCC) was founded in 1924 and established as the Pasadena Community College Area District (PACCD) in 1966. It is a single college district geographically located in the western San Gabriel Valley of Los Angeles County and composed of several school districts including Arcadia, La Cañada, Pasadena, Rosemead, San Marino, South Pasadena, Temple City, and a portion of El Monte. As of the 2000 US Census, the population in the college's geographic area totaled 391,305. PACCD is governed by an elected seven-member Board of Trustees. The map below shows the communities of the college district along with the seven trustee areas.

The college's main campus is a 53 acre site on Colorado Boulevard in Pasadena. A satellite campus, the Community Education Center, located three miles east of the college and also in Pasadena, primarily houses the district's noncredit programs. The college also operates a Child Development Center, located two blocks to the west of the main campus. The college enrolls over 25,000 credit and about 5,000 noncredit students. Approximately 68 percent of the enrollment is drawn from outside the district's boundaries, including out-of-state and international students. The college employs 384 tenured/tenure track faculty, 44 administrators, 370 classified support employees, and 723 adjunct faculty.

PASADENA AREA COMMUNITY COLLEGE DISTRICT
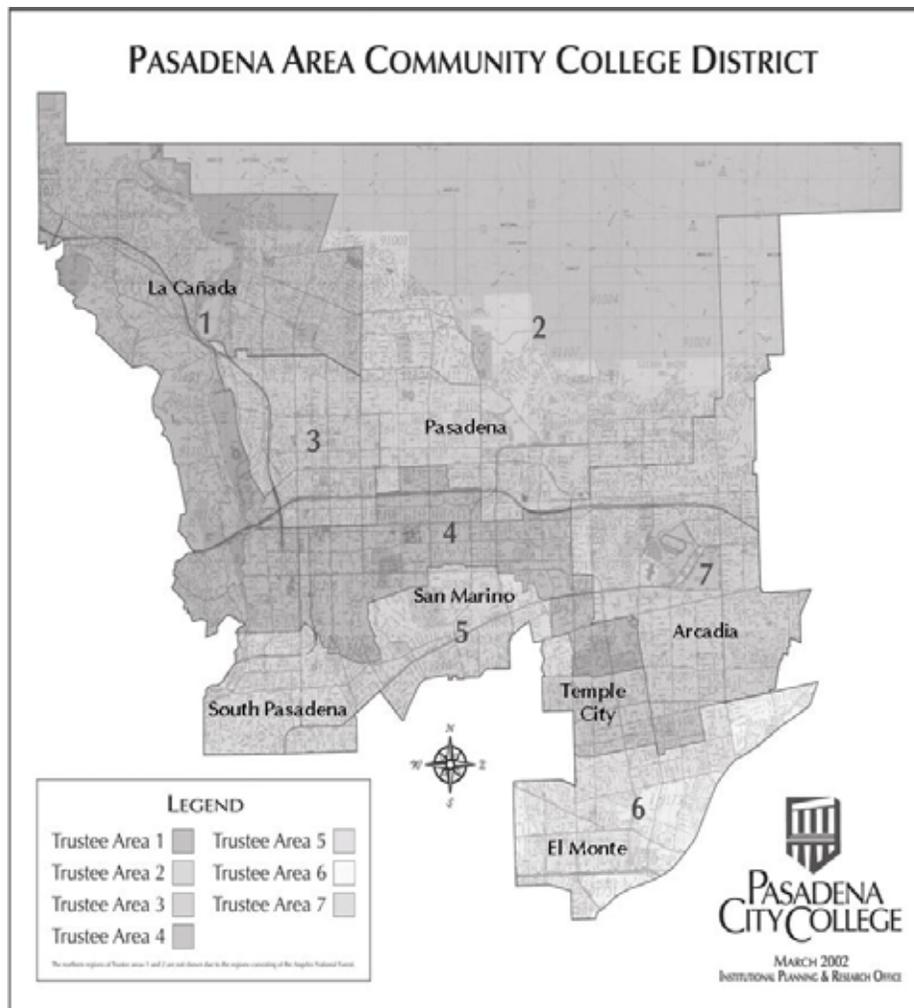
Demographics

This section generally shows five year patterns for fall terms 2003 through 2007. Fall 2008 is not currently available; the most current full academic year is 2007-08, which is reflected in this section. The majority of the college's credit students reside in other California community college districts. In fall 2007, the greatest percentage of credit students resided in the city of Los Angeles (18 percent), followed closely by the city of Pasadena (15 percent). The percentage of students within the college's district has steadily decreased from 34 percent in fall 2003 to 32 percent in fall 2007. The number of credit students decreased slightly between fall 2003 and fall 2005, with the largest decrease in fall 2004. The statewide student population for California community colleges has followed a similar pattern. The number of the college's noncredit students has increased since fall 2006.

For the past five years, females have outnumbered males at the college. This pattern is typical statewide and nationally. In fall 2007, the ethnic breakdown of the college's credit student body was 34 percent Hispanic, followed by 31 percent Asian/Pacific Islander, 19 percent White, 6 percent African American, 5 percent Filipino, and 0.5 percent Native American. As for the noncredit student population, the largest ethnic group was Hispanic (42 percent), followed by Asian/Pacific Islander (30 percent), White (19 percent), African American (5 percent), Filipino, (0.4 percent), and Native American (0.4 percent). The percentages of credit female and male students have remained relatively constant. Hispanic and Asian/Pacific Islander students made up the majority of the credit and noncredit student body populations in fall 2007. The percentages of Hispanic credit students and Asian/Pacific Islander noncredit students have increased steadily since fall 2003.

In fall 2007, about 70 percent of the credit students were under the age of 25, compared with 52 percent of community college credit students in the state overall, according to the California Community Colleges Chancellor's Office Data Mart. The percentage of noncredit students over the age of 35 has decreased between fall 2003 and fall 2007.

About two-thirds of the credit student body population was part-time (fewer than 11.5 units), and between fall 2003 and fall 2007, a quarter of the students were first-time college students. In fall 2007, most students enrolled in classes during the day, and about a third of the credit students enrolled in both day and evening classes.

Student Demographics

Tables 1 and 2 display the student characteristics of credit and noncredit students for the 2007-08 academic year.

Table 1 - Credit Student Characteristics at Census

	Summer 2007		Fall 2007		Winter 2008		Spring 2008	
	Count	%	Count	%	Count	%	Count	%
Total Students								
	11897		25357		11524		24751	
Gender								
Female	6601	55.7	13558	53.7	6183	53.8	13288	53.9
Male	5244	44.3	11695	46.3	5300	46.2	11367	46.1
Unknown	52		104		41		96	
Ethnicity								
African American	563	5.0	1328	5.6	579	5.4	1348	5.9
Asian/Pacific Islander	4714	42.2	7208	30.6	3896	36.2	6965	30.5
Filipino	579	5.2	1150	4.9	544	5.1	1111	4.9
Hispanic	3018	27.0	8059	34.2	3338	31.0	7803	34.2
Native American	41	0.4	124	0.5	67	0.6	131	0.6
White	1738	15.6	4512	19.2	1820	16.9	4407	19.3
Other	517	4.6	1175	5.0	514	4.8	1035	4.5
Unknown	727		1801		766		1951	
Age								
18 & Under	2472	20.8	5164	20.4	2178	18.9	4082	16.5
19-21	4770	40.1	8619	34.0	4709	40.9	8845	35.7
22-24	1809	15.2	3889	15.3	1786	15.5	3967	16.0
25-29	1206	10.1	2941	11.6	1224	10.6	3095	12.5
30-34	554	4.7	1464	5.8	543	4.7	1525	6.2
35 & Over	1083	9.1	3280	12.9	1084	9.4	3235	13.1
Unknown	3		0		0		2	
Citizenship								
US Citizen	8580	73.5	18959	76.3	8314	73.8	18390	75.8
Immigrant	2111	18.1	3991	16.1	2041	18.1	3947	16.3
Refugee/Asylee/Parolee	293	2.5	470	1.9	272	2.4	466	1.9
International Student (F-1)	408	3.5	969	3.9	397	3.5	1012	4.2
Other	280	2.4	448	1.8	236	2.1	436	1.8
Unknown	225		520		264		500	
Residence								
PACCD Residents	3923	33.0	8087	31.9	3433	29.8	7591	30.7
State Residents (not PACCD)	7387	62.1	15897	62.7	7324	63.6	15429	62.3
Out-of-State	156	1.3	346	1.4	346	3.0	664	2.7
Foreign Students	431	3.6	1027	4.1	421	3.7	1067	4.3
Enrollment Status								
1st Time Students	1591	13.4	5801	23.0	728	6.3	3901	15.8
1st Time Transfers	1871	15.8	2730	10.8	742	6.5	2992	12.2
Returning Students	1563	13.2	3218	12.8	1007	8.8	3239	13.2
Continuing Students	6838	57.6	13463	53.4	9007	78.4	14481	58.8
Unknown	34		145		40		138	
Unit Load								
Full-Time	11	0.1	8311	32.8	8	0.1	8031	32.4
Part-Time	11886	99.9	17046	67.2	11516	99.9	16720	67.6
Time of Day								
Day	8853	74.4	11693	46.1	8589	74.5	11926	48.2
Both Day & Evening	833	7.0	8388	33.1	1021	8.9	7777	31.4
Evening Only	2211	18.6	5276	20.8	1914	16.6	5048	20.4

Table 2 - Noncredit Student Characteristics at Census

	Summer 2007		Fall 2007		Winter 2008		Spring 2008	
	Count	%	Count	%	Count	%	Count	%
Total Students								
	2885		4576		2998		3822	
Gender								
Female	1663	57.7	2971	65.0	2053	68.6	2436	63.8
Male	1219	42.3	1600	35.0	941	31.4	1382	36.2
Unknown	3		5		4		4	
Ethnicity								
African American	159	5.9	200	4.8	91	3.3	194	5.4
Asian/Pacific Islander	729	27.0	1240	29.5	628	22.9	765	21.3
Filipino	9	0.3	18	0.4	9	0.3	18	0.5
Hispanic	1379	51.1	1763	41.9	1140	41.5	1812	50.4
Native American	12	0.4	17	0.4	5	0.2	12	0.3
White	308	11.4	817	19.4	775	28.2	671	18.7
Other	100	3.7	148	3.5	98	3.6	125	3.5
Unknown	189		373		252		225	
Age								
18 & Under	344	11.9	352	7.7	81	2.7	321	8.4
19-21	413	14.3	529	11.6	188	6.3	336	8.8
22-24	328	11.4	397	8.7	190	6.3	277	7.3
25-29	324	11.2	453	9.9	288	9.6	411	10.8
30-34	292	10.1	575	12.6	412	13.8	522	13.7
35 & Over	1182	41.0	2266	49.6	1836	61.3	1953	51.1
Unknown	2		4		3		2	
Citizenship								
US Citizen	1033	51.5	1897	54.7	1391	63.2	1669	60.4
Immigrant	610	30.4	1032	29.8	538	24.4	743	26.9
Refugee/Asylee/Parolee	164	8.2	123	3.5	39	1.8	33	1.2
International Student (F-1)	54	2.7	122	3.5	25	1.1	34	1.2
Other	145	7.2	294	8.5	209	9.5	284	10.3
Unknown	879		1108		796		1059	
Enrollment Status								
1st Time Students	669	24.7	1215	27.9	256	8.9	798	22.3
1st Time Transfers	113	4.2	340	7.8	153	5.3	263	7.4
Returning Students	147	5.4	307	7.0	62	2.2	120	3.4
Continuing Students	1782	65.7	2500	57.3	2398	83.6	2395	67.0
Unknown	174		214		129		246	
Time of Day								
Day	1821	63.1	3187	69.6	2263	75.5	2410	63.1
Both Day & Evening	90	3.1	223	4.9	49	1.6	206	5.4
Evening Only	974	33.8	1166	25.5	686	22.9	1206	31.6

Enrollment Trends

Overall, the number of credit students decreased in fall 2005 and increased in fall 2006 and 2007 (Figure 1 and Table 3). The number of noncredit students increased from 3,930 in fall 2003 to 4,576 in fall 2007 (Figure 2).
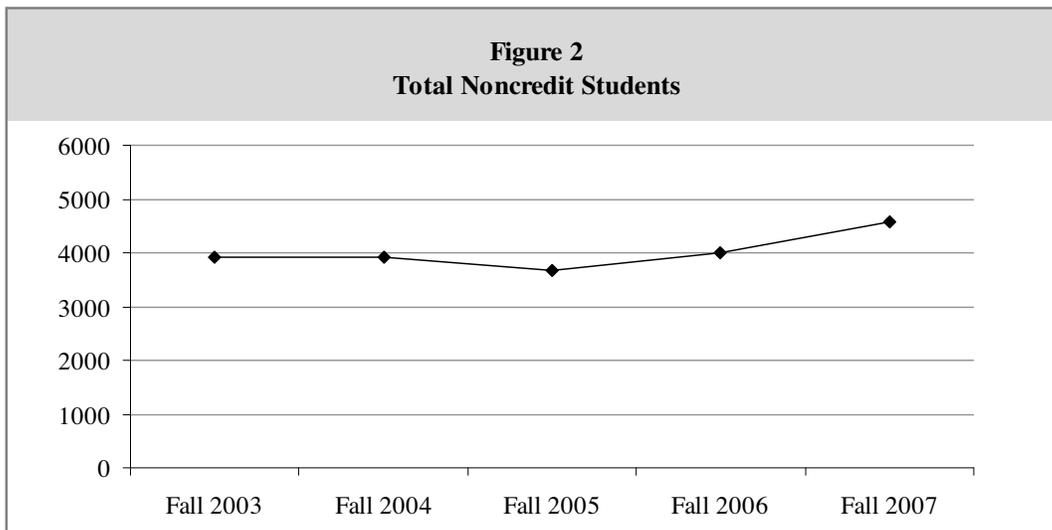
Figure 1
Total Credit Students

Figure 2
Total Noncredit Students
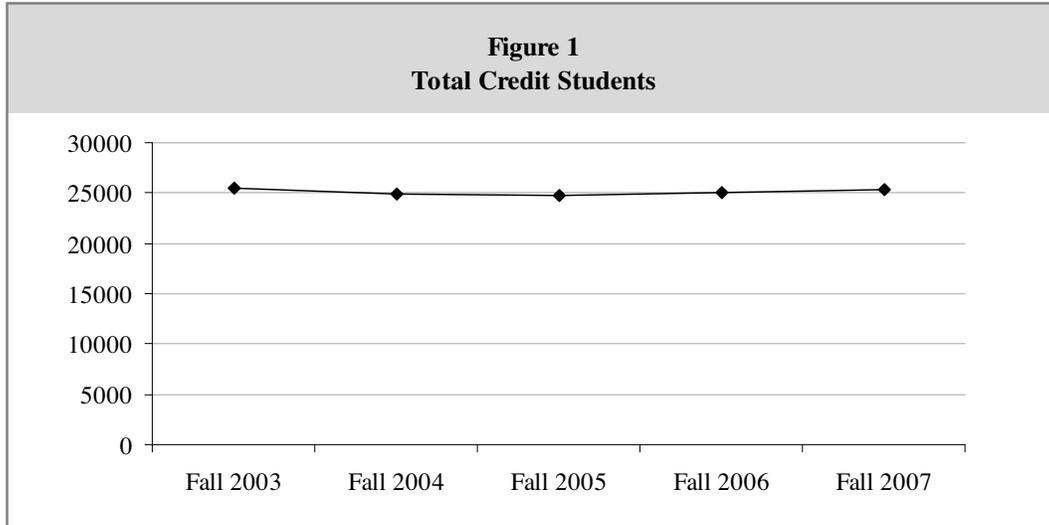
Table 3
Total Credit and Noncredit Students

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number					
Credit	25416	24932	24693	24982	25357
Noncredit	3930	3931	3662	3990	4576
Total	29346	28863	28355	28972	29933

Gender

Females have been the majority of the college's student body population since fall 2003. Figures 3 and 4 show a larger disparity between the proportions of noncredit female and male students compared to the proportions of credit female and male students. Changes in the relative proportion of males and females have been minimal (Table 4).

Figure 3
Credit Students by
Gender

Figure 4
Noncredit Students by
Gender
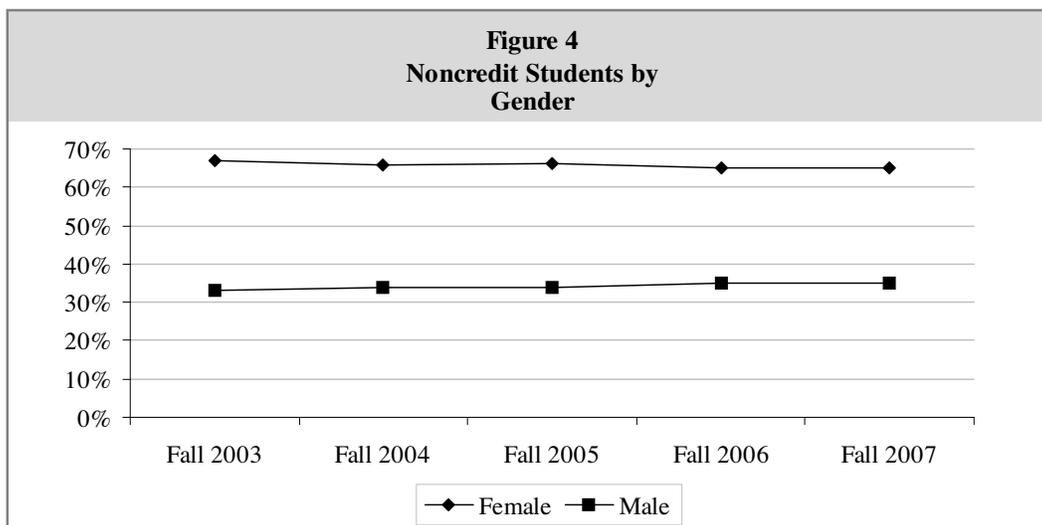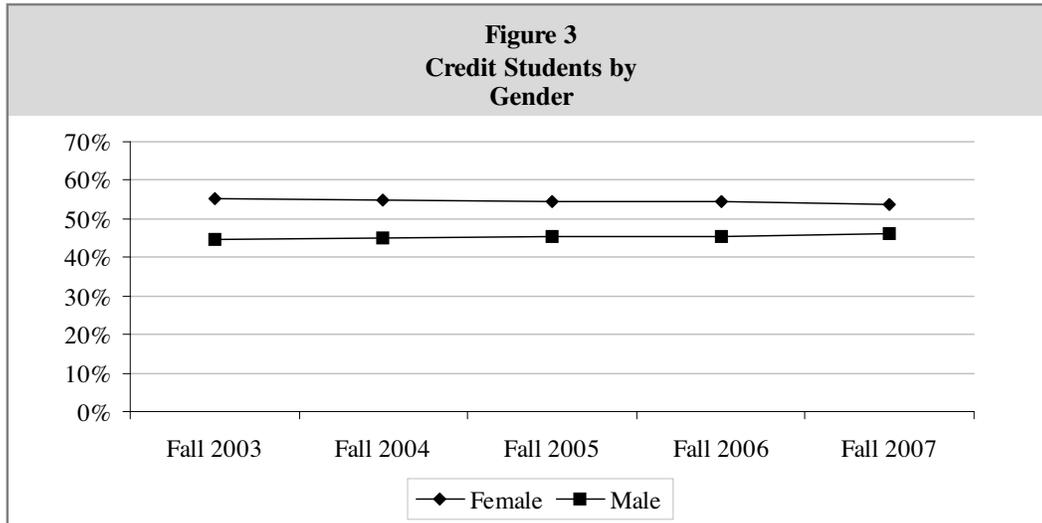
Table 4
Credit and Noncredit Students by Gender

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent						
Credit	Female	55.3	55.0	54.6	54.5	53.7
	Male	44.7	45.0	45.4	45.5	46.3
Noncredit	Female	66.9	66.0	66.2	64.9	65.0
	Male	33.1	34.0	33.8	35.1	35.0

Ethnicity

Hispanic and Asian/Pacific Islander (group does not include Filipinos) were the largest ethnic groups since fall 2003 (Figure 5). The proportions of all the major ethnic groups have remained relatively stable for credit students, with only minor variations between fall 2003 and fall 2007. On the other hand, the proportion of noncredit Asian/Pacific Islander students has increased by nine percent, and the proportion of noncredit Hispanic students has decreased by four percent for the same period (Figure 6; see also Table 5 on next page).
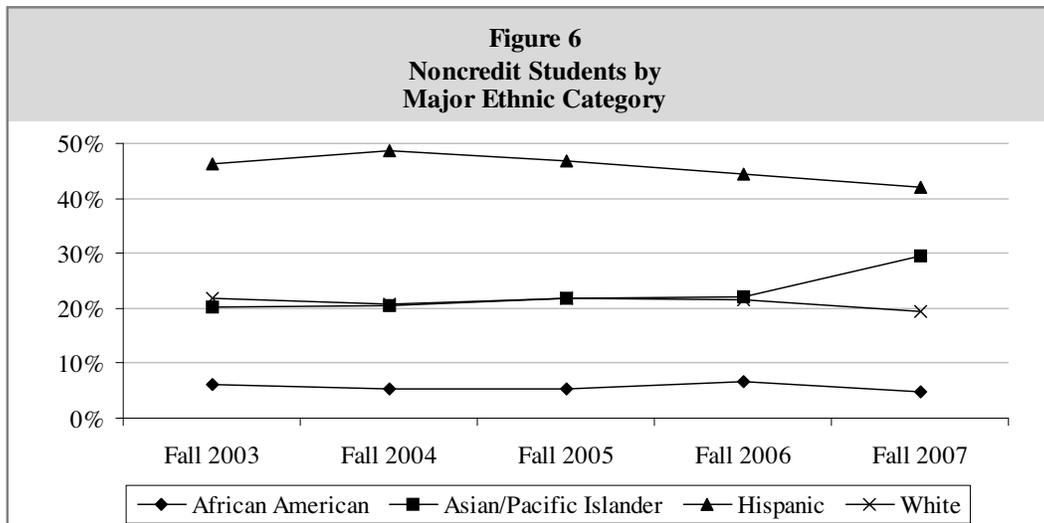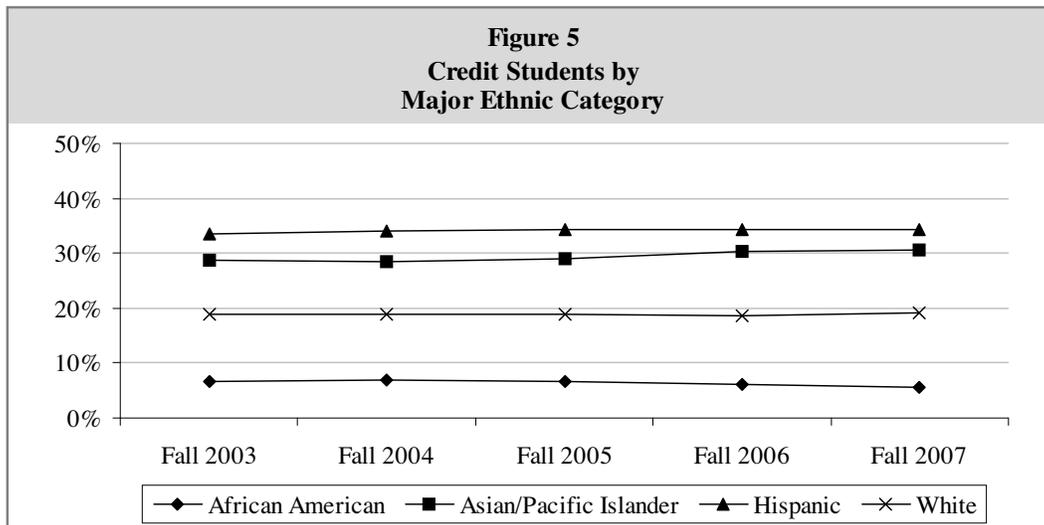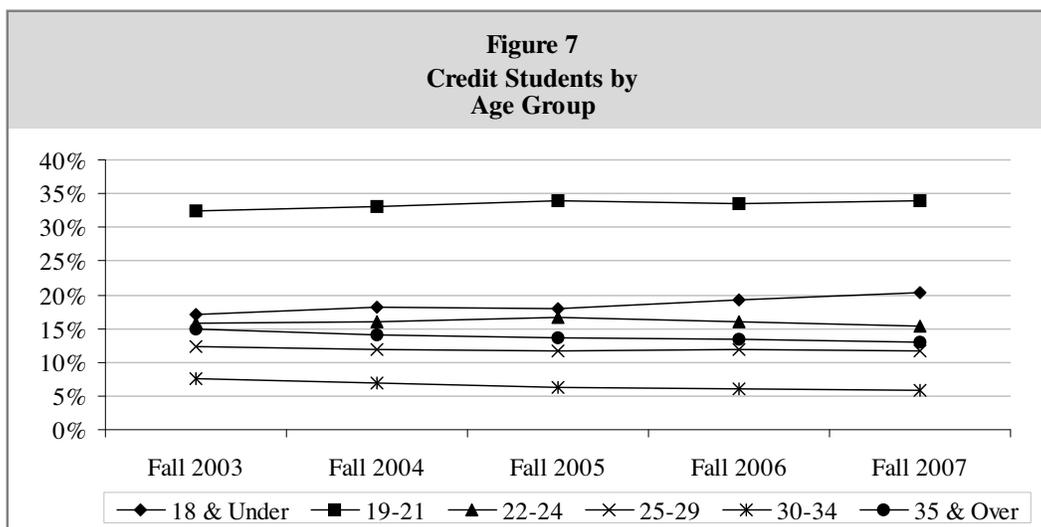

Figure 5
Credit Students by
Major Ethnic Category

Figure 6
Noncredit Students by
Major Ethnic Category

Table 5
Credit and Noncredit Students by Ethnicity

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent						
Credit	African American	6.6	7.0	6.7	6.1	5.6
	Asian/Pacific Islander	29.8	28.5	28.9	30.2	30.6
	Filipino	5.0	5.2	5.5	5.2	4.9
	Hispanic	33.5	34.0	34.3	34.4	34.2
	Native American	0.7	0.8	0.7	0.6	0.5
	White	18.8	19.0	18.8	18.7	19.2
	Other	5.6	5.4	5.1	4.7	5.0
Noncredit	African American	6.2	5.2	5.2	6.7	4.8
	Asian/Pacific Islander	20.1	20.4	21.7	22.2	29.5
	Filipino	0.8	0.7	1.1	0.9	0.4
	Hispanic	46.3	48.8	46.7	44.5	41.9
	Native American	0.2	0.3	0.3	0.3	0.4
	White	21.8	20.8	21.9	21.5	19.4
	Other	4.6	3.8	3.1	3.9	3.5

Age

In fall 2007, about 70 percent of the college's credit students were under the age of 25, which is a 5 percent increase compared to fall 2003 (Figure 7). This growth is solely attributable to students under 22 years of age.

Figure 7
Credit Students by
Age Group

As for the noncredit students, 50 percent were over the age of 35 in fall 2007, which is a 7 percent decrease compared to fall 2003 (Figure 8 and Table 6).
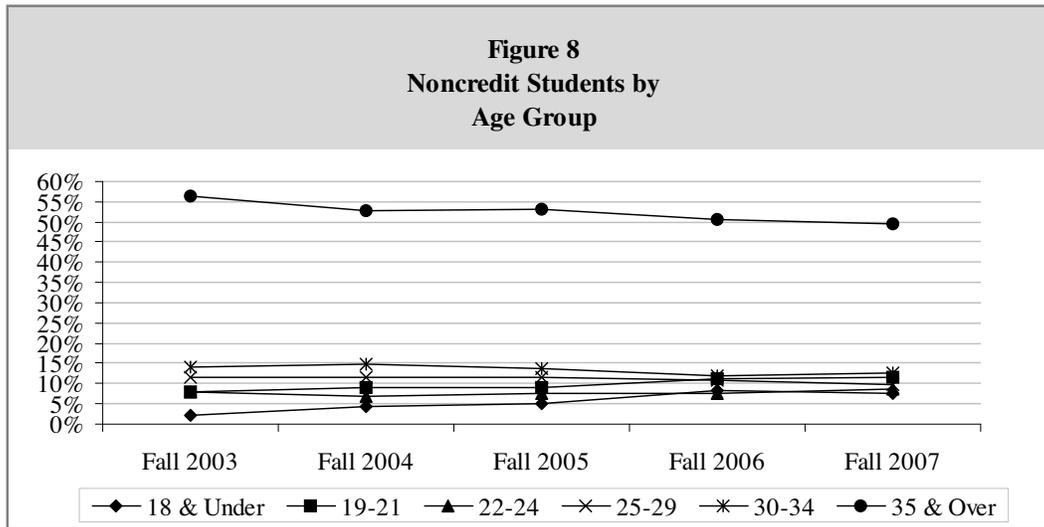
Figure 8
Noncredit Students by
Age Group

Legend: 18 & Under, 19-21, 22-24, 25-29, 30-34, 35 & Over

Table 6
Credit and Noncredit Students by Age Group

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent						
Credit	18 & Under	17.0	18.1	17.9	19.2	20.4
	19-21	32.5	33.0	33.9	33.4	34.0
	22-24	15.7	16.1	16.5	16.0	15.3
	25-29	12.4	11.8	11.7	11.9	11.6
	30-34	7.5	6.8	6.4	6.1	5.8
	35 & Over	14.9	14.1	13.6	13.5	12.9
Noncredit	18 & Under	2.2	4.5	5.1	8.4	7.7
	19-21	7.8	9.2	8.9	11.1	11.6
	22-24	7.9	7.0	7.7	7.6	8.7
	25-29	11.7	11.5	11.5	10.7	9.9
	30-34	14.1	14.9	13.8	11.8	12.6
	35 & Over	56.3	52.8	53.0	50.4	49.6

Credit Students by Residency Status

The proportion of credit students who were residents of the college's district area decreased from 34 percent in fall 2003 to 32 percent in fall 2007, a 2 percent decline (Figure 9 and Table 7). Sixty-three percent of the students were residents from other California community college districts, an increase of two percent for the same period.

Figure 9
Credit Students by
Residency Status
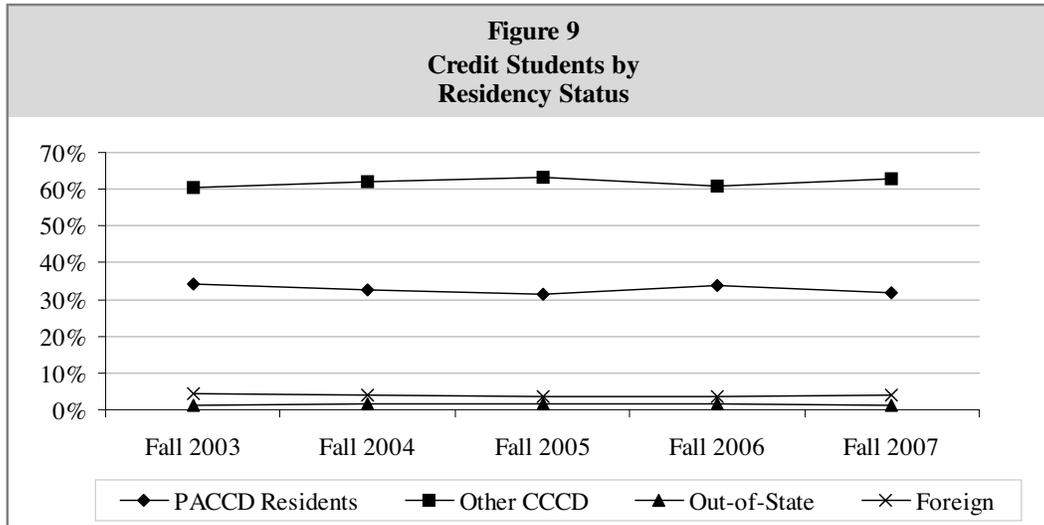
Table 7
Credit Students by Residency Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
PACCD Residents	34.0	32.7	31.3	33.7	31.9
Other CCCD	60.3	62.0	63.4	61.0	62.7
Out of State	1.3	1.5	1.7	1.6	1.4
Foreign	4.4	3.8	3.6	3.8	4.1

Credit Students by Education Level
Figure 10 shows that an average of 80 percent of the credit students have obtained a high school diploma or equivalent before enrolling at the college during the period between 2003 and 2007.

Figure 10
Credit Students by
Education Level
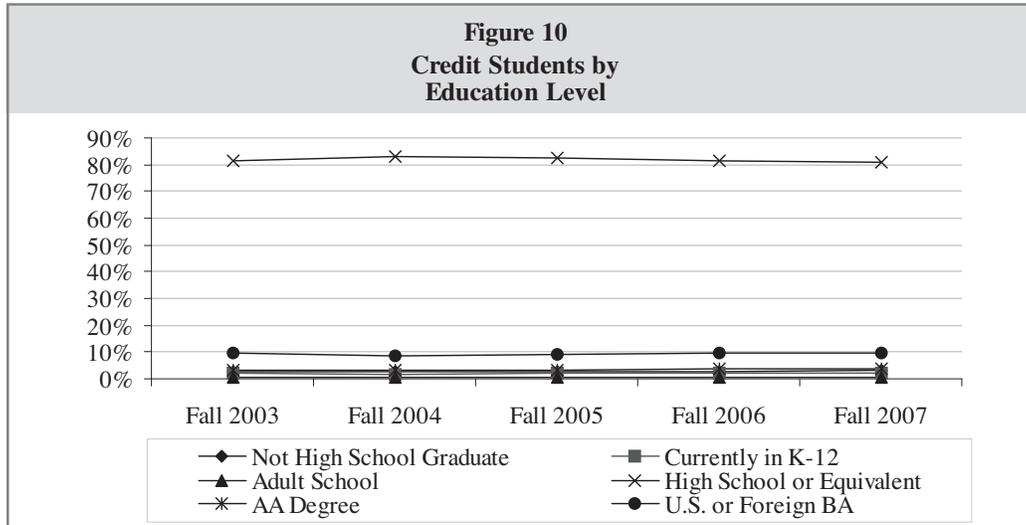
In fall 2007, nearly eight percent of the students had a diploma from a foreign high school and close to two percent had a bachelor's degree from a foreign university, a combined decrease of three percent compared to fall 2003 (Table 8). A possible reason for this decline might be the more restrictive process for obtaining a visa in the aftermath of the terrorist attacks on September 11, 2001.

Table 8
Credit Students by Education Level

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
Not High School Graduate	2.7	2.7	2.7	2.7	3.0
Currently in K-12	2.2	1.7	1.9	2.2	2.1
Adult School	0.7	0.7	0.6	0.6	0.6
U.S. High School Graduate	67.2	69.3	68.8	68.1	68.1
GED	3.0	2.8	3.1	3.2	3.2
High School Proficiency	2.1	2.2	2.0	1.9	1.7
Foreign High School	9.4	8.8	8.5	8.3	7.9
AA Degree	3.1	3.2	3.3	3.5	3.6
BA Degree	6.7	6.2	6.8	7.5	7.9
Foreign University (BA)	3.0	2.3	2.2	1.9	1.8
Unknown	0.1	0.1	0.1	0.1	0.0

Credit Students by Unit Load
About a third (33 percent) of the credit students attempted a full-time course load (12 or more units) in fall 2007 (Figure 11 and Table 9). Changes in the relative proportion of part-time students (fewer than 11.5 units) have been minor between fall 2003 and fall 2007.

Figure 11
Credit Students by
Unit Load
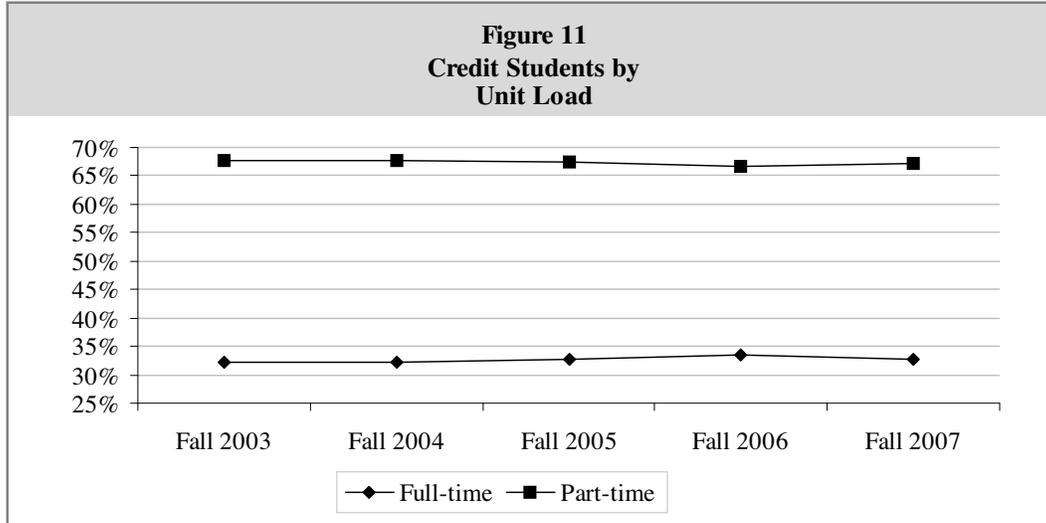
Table 9
Credit Students by Unit Load

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
Full-time	32.3	32.3	32.6	33.4	32.8
Part-time	67.7	67.7	67.4	66.6	67.2

Credit Students by Educational Goal

The proportion of students who indicated on their admissions application that they intend to transfer with an associate's degree has increased from 36 percent in fall 2003 to 42 percent in fall 2007, a 6 percent increase (Figure 12). The proportion of students seeking a terminal associate's degree has decreased by 6 percent for the same period (Table 10).
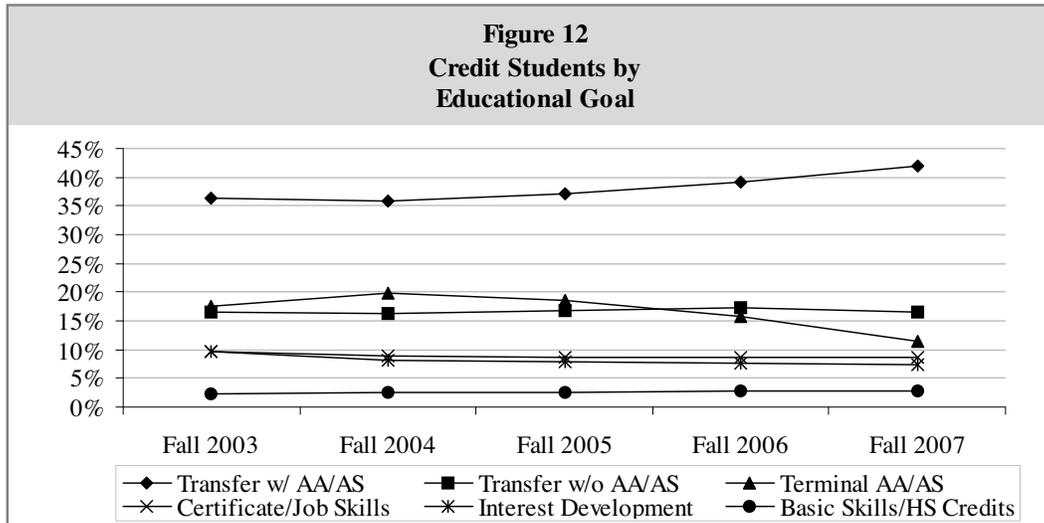
Figure 12
Credit Students by
Educational Goal

Table 10
Credit Students by Educational Goal

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
Transfer w/ AA/AS	36.3	35.9	37.0	39.0	41.9
Transfer w/o AA/AS	16.5	16.3	16.7	17.2	16.4
Terminal AA Degree	14.3	17.0	15.7	12.8	8.9
Terminal AS Degree	3.2	2.9	2.8	2.8	2.4
1-Yr. Voc. Certificate	0.7	0.8	1.0	1.3	1.6
Acquire Job Skills	5.5	5.1	4.7	4.2	4.1
Update Current Job Skills	2.4	2.2	2.1	2.2	2.1
Maintain Cert./License	1.0	0.8	0.8	0.9	0.9
Formulate Career Plans	4.5	3.9	3.5	3.3	3.1
Personal Development	5.1	4.3	4.4	4.3	4.2
Basic Skills	1.4	1.6	1.5	1.8	2.0
Complete HS Credits	0.9	1.0	0.9	0.9	0.9
Other/Unknown	8.2	8.2	8.7	9.2	11.5

Special Populations

The numbers of athletes and veterans have remained relatively stable between fall 2003 and fall 2007 (Figure 13 and Table 11). The numbers of students in the Extended Opportunity Programs and Services (EOP&S), Disabled Student Programs and Services (DSP&S), and international student program have fluctuated during the same period.
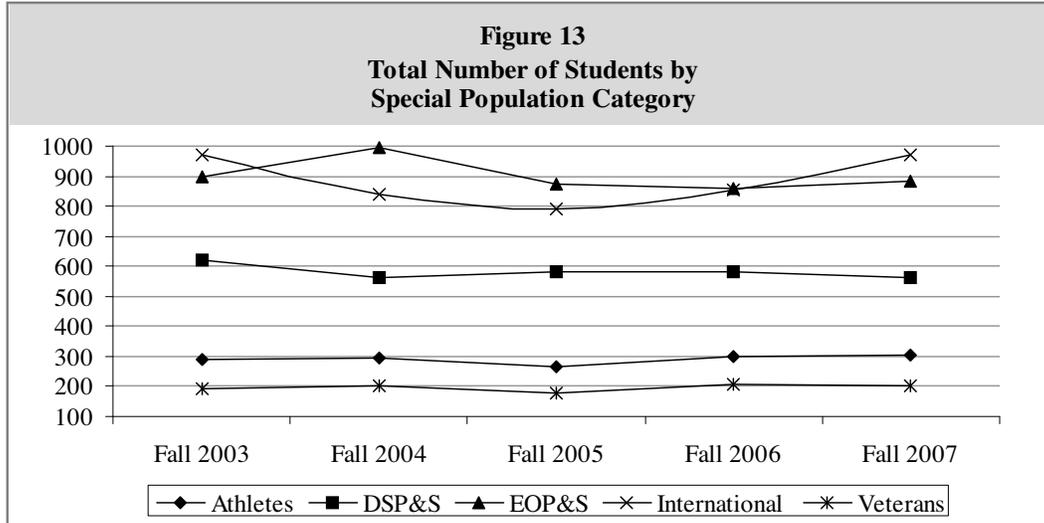
Figure 13
Total Number of Students by
Special Population Category

Table 11
Total Students by Special Population Category

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number					
Athletes	291	293	263	300	306
DSP&S	620	563	583	583	562
EOP&S	899	993	875	857	884
International Student Program	969	841	790	854	969
Veterans	192	200	180	208	200

Graduation Rates and Academic Performance Index Scores

Most students enrolled at the college come from high schools with a wide range of performance levels. Table 12 presents the 2007 graduation rates and 2008 Academic Performance Index (API) scores by high school. In 2007, Arcadia High School had the highest graduation rate at 99.9 percent and El Monte High School had the lowest graduation rate at 52.0 percent. San Marino High School had the highest API score at 921, and Roosevelt High School had the lowest API score at 551 in 2008.

Table 12
Graduation Rates and API Scores by High School

High School	School District	2007 Number of Graduates	2007 Graduation Rates	2008 API Score
Alhambra HS	Alhambra Unified	685	97.2	730
Arcadia HS	Arcadia Unified	916	99.9	849
Arroyo HS	El Monte Union	400	57.7	709
Blair HS	Pasadena Unified	106	71.1	650
Burbank HS	Burbank Unified	539	96.2	758
Burroughs HS	Burbank Unified	542	95.3	786
Crescenta Valley HS	Glendale Unified	673	99.6	870
Duarte HS	Duarte Unified	238	98.3	699
Eagle Rock HS	Los Angeles Unified	409	83.1	720
El Monte HS	El Monte Union	293	52.0	672
Franklin HS	Los Angeles Unified	423	76.2	603
Gabrielino HS	San Gabriel Unified	375	97.9	787
Garfield HS	Los Angeles Unified	659	81.2	597
Glendale HS	Glendale Unified	594	90.4	739
Hoover HS	Glendale Unified	458	95.4	755
John Muir HS	Pasadena Unified	205	73.5	601
La Cañada HS	La Cañada Unified	397	99.7	899
Lincoln HS	Los Angeles Unified	372	72.9	608
Mark Keppel HS	Alhambra Unified	518	95.7	806
Marshall Fundamental HS	Pasadena Unified	217	95.6	731
Marshall HS	Los Angeles Unified	755	76.2	647
Monrovia HS	Monrovia Unified	340	98.8	720
Montebello HS	Montebello Unified	550	94.3	645
Mountain View HS	El Monte Union	305	56.6	639
Pasadena HS	Pasadena Unified	510	85.1	713
Roosevelt HS	Los Angeles Unified	562	69.3	551
Rosemead HS	El Monte Union	377	61.3	708
San Gabriel HS	Alhambra Unified	555	92.0	722
San Marino HS	San Marino Unified	315	99.7	921
Schurr HS	Montebello Unified	566	96.1	696
South Pasadena HS	South Pasadena Unified	362	97.6	857
Temple City HS	Temple City Unified	503	98.1	822
Verdugo Hills HS	Los Angeles Unified	427	82.8	669
Woodrow Wilson HS	Los Angeles Unified	398	73.0	584

Source: Data Quest, California Department of Education

Placement Rates

Students come to the college with varied levels of academic preparation. Table 13 displays the placement rates for first-time college and continuing students who took the English, mathematics, or English as a Second Language (ESL) assessment test for fall 2008. Assessment test results provide a recommended course placement. Placements are grouped into categories of similarly-leveled courses. These categories are 1) transferable and/or AA degree applicable-level [courses that are generally transferable for credit at a four-year institution], 2) AS degree applicable-level [courses that immediately precede transfer-level courses], and 3) basic skills level [courses defined by the college as developmental].

Table 13 shows that just under 30 percent of students were prepared for transfer-level and/or AA degree applicable English courses, and only about 24 percent were prepared for mathematics courses at that level. Most students were prepared for AS degree applicable mathematics and English courses in fall 2008. In contrast, 16 percent of the students tested into basic skills mathematics courses, and 20 percent of the students tested into basic skills English courses. Of the students who took the ESL assessment test, 47 percent of the students tested into basic skills, and 23 percent of the students tested into transferable and AA degree applicable-level ESL courses.

Table 13 Fall 2008 Placement Rates by Discipline		
Discipline	**Level**	**Percent**
English		
	Basic Skills	20.4
	AS Degree Applicable	50.0
	Transferable and/or AA Degree Applicable	29.5
Mathematics		
	Basic Skills	16.3
	AS Degree Applicable	59.9
	Transferable and/or AA Degree Applicable	23.8
ESL		
	Basic Skills	46.7
	AS Degree Applicable	30.2
	Transferable and/or AA Degree Applicable	23.1

Employee Demographics

Figure 14 and Table 14 show the changes in the number of employees during the fall semesters for the period 2003 through 2007. Overall, the number of employees increased slightly in fall 2007 compared to fall 2003.
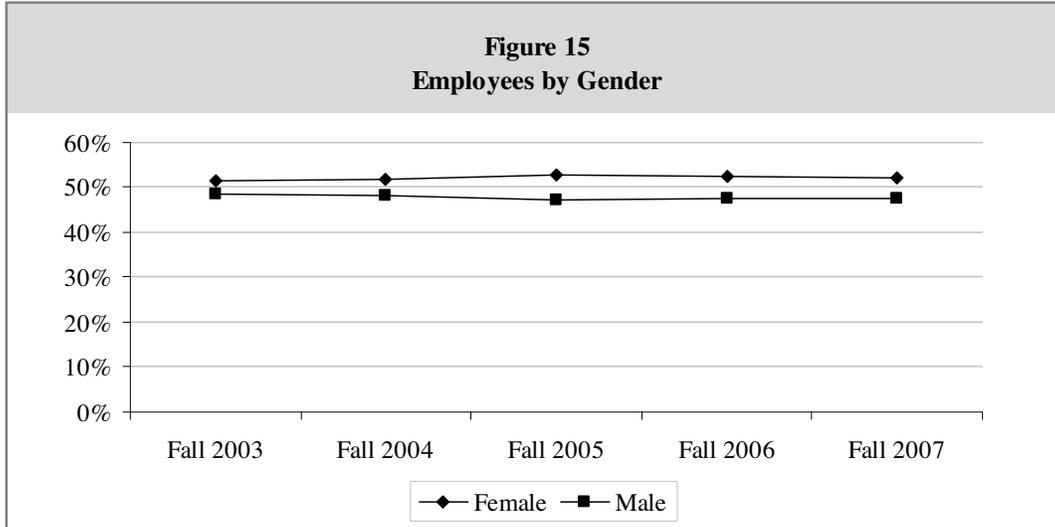
Figure 14
Total Employees
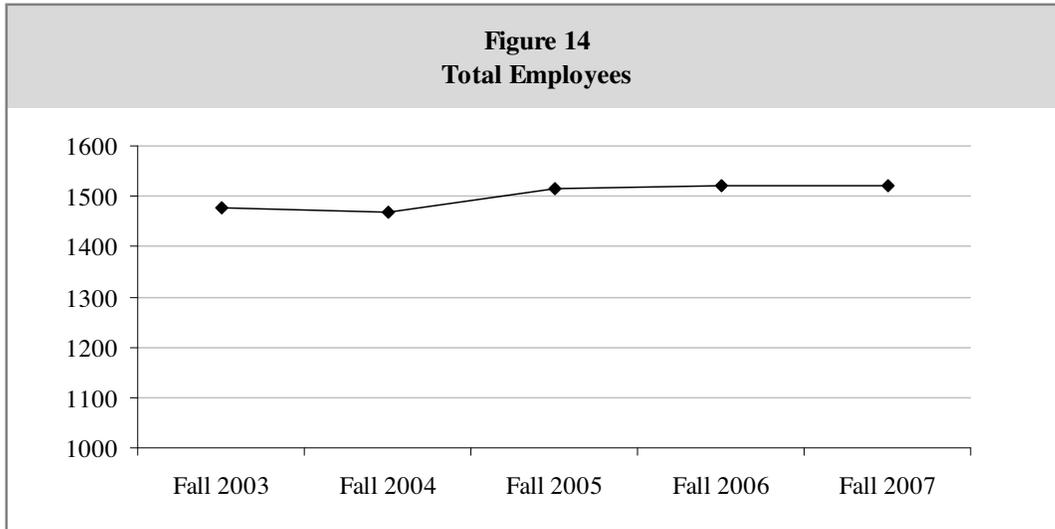
Source: Data Mart, California Community Colleges Report on Staffing

Table 14
Total Employees

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number					
Total	1478	1468	1516	1522	1521

Gender

Figure 15 and Table 15 display the changes in the proportion of female and male employees for the period of 2003 through 2007. There was a larger disparity between the percentage of female employees and male employees in fall 2007 compared to fall 2003 (five percent versus three percent, respectively).
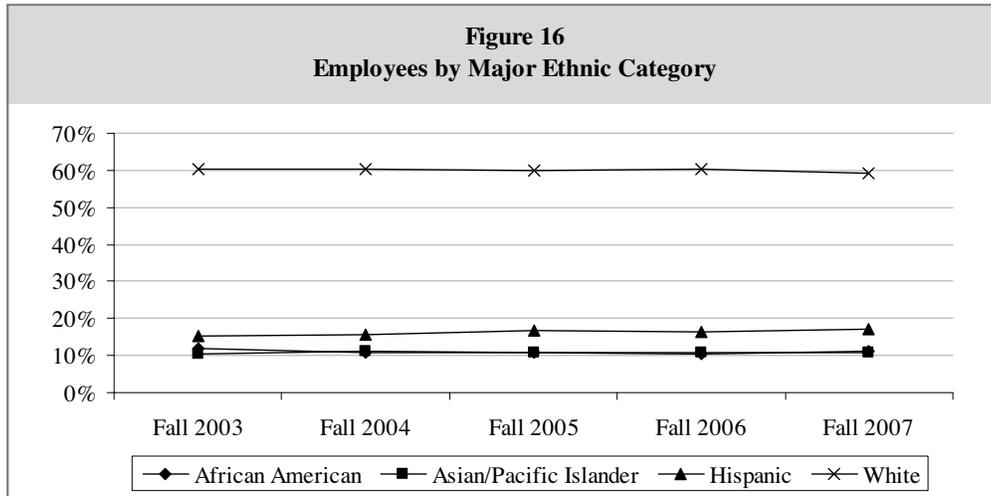
Figure 15
Employees by Gender

Source: Data Mart, California Community Colleges Report on Staffing

Table 15
Total Employees by Gender

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
Female	51.6	51.8	52.7	52.5	52.2
Male	48.4	48.2	47.3	47.5	47.6

Ethnicity

In fall 2007, the majority of the employees was White (Figure 16 and Table 16). The proportion of Hispanics increased by two percent, and the proportion of Whites decreased by one percent in fall 2007 compared to fall 2003. Compared to the ethnic composition of student enrollments, staff is underrepresented in the Hispanic and Asian/Pacific Islander ethnic categories.
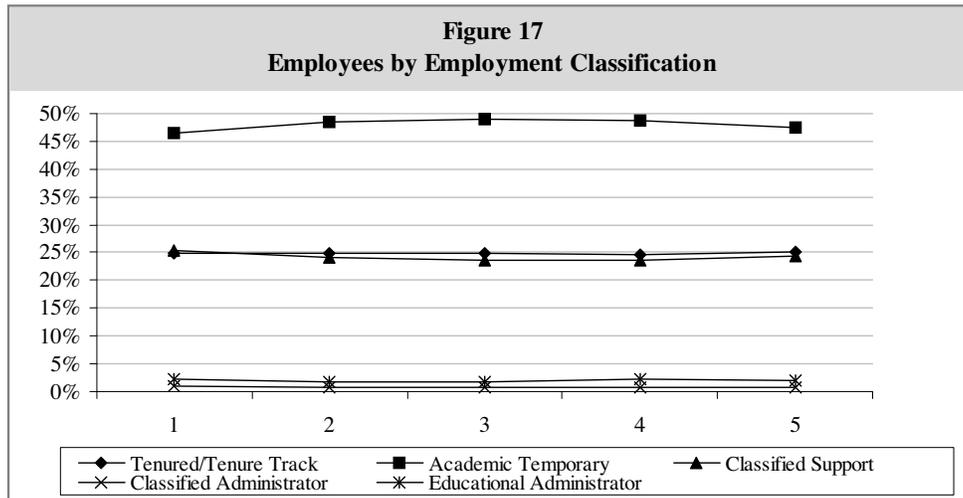

Source: Data Mart, California Community Colleges Report on Staffing

Table 16
Employees by Ethnicity

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
African American	12.0	10.7	10.6	10.5	11.1
Asian/Pacific Islander	10.4	11.3	11.0	10.8	10.7
Filipino	1.2	0.8	0.9	0.9	1.0
Hispanic	15.2	15.5	16.6	16.4	17.0
Native American	1.2	1.2	1.0	1.1	1.1
White	60.2	60.4	60.0	60.2	59.2

Employment Classification

Figure 17 displays the changes in the proportion of employees by employment classification during the period of 2003 through 2007. The college had more academic temporary (adjunct) employees than employees from any other employment classification between 2003 and 2007 (Table 17). The proportion of academic temporary employees and tenured/tenure track employees increased slightly in fall 2007 compared to fall 2003.
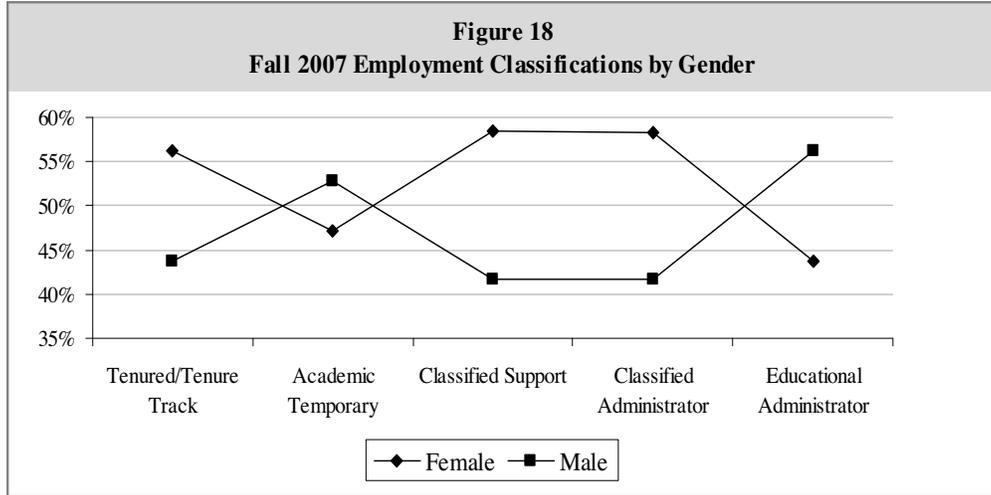
Figure 17
Employees by Employment Classification

Source: Data Mart, California Community Colleges Report on Staffing

Table 17
Employees by Employment Classification

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number					
Tenured/Tenure Track	368	366	378	374	384
Academic Temporary	689	710	743	741	723
Classified Support	374	355	356	361	370
Classified Administrator	14	10	11	12	12
Educational Administrator	33	27	28	34	32
Percent					
Tenured/Tenure Track	24.9	24.9	24.9	24.6	25.2
Academic Temporary	46.6	48.4	49.0	48.7	47.5
Classified Support	25.3	24.2	23.5	23.7	24.3
Classified Administrator	0.9	0.7	0.7	0.8	0.8
Educational Administrator	2.2	1.8	1.8	2.2	2.1

Employment Classifications by Gender

In fall 2007, there were higher percentages of females in the classified support and classified administrator categories than females in any other classification (Figure 18 and Table 18).
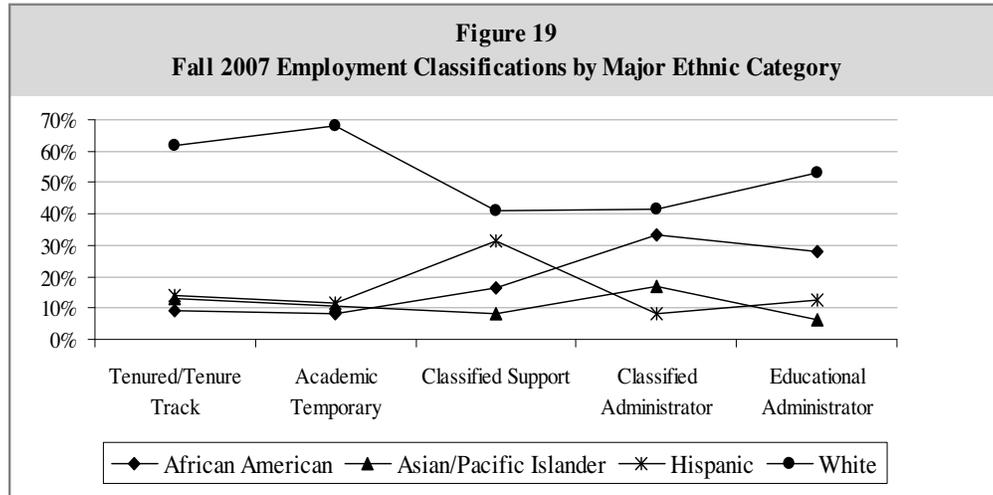
Figure 18
Fall 2007 Employment Classifications by Gender

Source: Data Mart, California Community Colleges Report on Staffing

Table 18
Fall 2007 Employment Classifications by Gender

	Tenured/ Tenure Track	Academic Temporary	Classified Support	Classified Administrator	Educational Administrator
Number					
Female	216	341	216	7	14
Male	168	382	154	5	18
Percent					
Female	56.3	47.2	58.4	58.3	43.8
Male	43.8	52.8	41.6	41.7	56.3

Employment Classifications by Ethnicity
In fall 2007, there were more White employees in the educational administrator, tenured/tenure track, and academic temporary categories than employees from any other ethnic group (Figure 19). Thirty-three percent of the classified administrators were African American, and 31 percent of the classified support employees were Hispanic (Table 19).

Figure 19
Fall 2007 Employment Classifications by Major Ethnic Category

Source: Data Mart, California Community Colleges Report on Staffing

Table 19
Fall 2007 Employment Classifications by Ethnicity

	Tenured/ Tenure Track	Academic Temporary	Classified Support	Classified Administrator	Educational Administrator
Number					
African American	36	59	60	4	9
Asian/Pacific Islander	50	77	31	2	2
Filipino	3	5	7	0	0
Hispanic	53	85	115	1	4
Native American	5	6	5	0	0
White	237	491	150	5	17
Percent					
African American	9.4	8.2	16.3	33.3	28.1
Asian/Pacific Islander	13.0	10.7	8.4	16.7	6.3
Filipino	0.8	0.7	1.9	0.0	0.0
Hispanic	13.8	11.8	31.3	8.3	12.5
Native American	1.3	0.8	1.4	0.0	0.0
White	61.7	67.9	40.8	41.7	53.1

Responses to the Self-Identified Planning Agendas from the College's Last Accreditation in 2002

Each of the planning agendas in the 2002 accreditation self study was assigned to one of the seven members of the college's Executive Committee. In some cases, the same planning agenda was assigned to two or more committee members. The Executive Committee members monitored and reported on the progress made on each planning agenda.

The following lists each planning agenda and the status (completed, partially completed, or in progress) of each. A brief comment explains the action taken on each planning agenda. Each planning agenda has an identification number that corresponds to the specific accreditation standard that generated the planning agenda. Of the 30 planning agendas, 28 have been completed, 1 is partially completed, and 1 is in progress.

Planning Agenda 1.1: The Dean of Institutional Planning and Research will coordinate a review and revision of the mission statement in spring 2002.
Progress Status: Completed
Comments: The college mission statement was reviewed and changed. The new mission statement was adopted by the Board of Trustees on June 19, 2002.

Planning Agenda 1.3: The Institutional Planning and Research Office will coordinate regular reviews of the mission statement to coincide with the Integrated Planning Process.
Progress Status: Completed
Comments: In summer 2008, the 2002 mission statement was reviewed, and minor word changes were recommended. This 2008 revised mission statement is currently working its way through the college's shared governance process.

Planning Agenda 2.2: The Academic Senate in consultation with the Office of Instruction will complete and publish a new Faculty Handbook.
Progress Status: Completed
Comments: In September 2002 a new Faculty Handbook was published. Since its development, the handbook has been routinely given to new faculty.

Planning Agenda 2.3: The Academic Senate will ask the District and the faculty bargaining unit to review the "Student Evaluation of Teachers" form to determine whether it sufficiently addresses the issue of presenting material fairly and objectively.
Progress Status: Completed
Comments: Negotiations on a new faculty evaluation process began with the faculty bargaining unit, the California Teachers Association (CTA), during the 2004-05 negotiations. A new evaluation process was developed and is now being used.

Planning Agenda 2.3: The Academic Senate will ask the District and the appropriate employee representation groups to consider developing a statement on the obligation of administrators and classified staff to present material fairly and objectively to students and others.
Progress Status: Withdrawn
Comments: The Academic Senate withdrew this item.

Planning Agenda 2.4: The President's Office in consultation with constituent groups will develop an expanded policy on nepotism and conflict of interest.
Progress Status: Partially Completed
Comments: The Academic Senate developed a new policy on Conflicts of Interest Resulting from Consensual Relationships. Policy 6022 was adopted by the Board of Trustees on February 2, 2005. A separate policy on nepotism is under development; however, parts of other policies deal with nepotism in the hiring process, such as the Classified Hiring Policy (6200.1, section 4b).

Planning Agenda 3A.4: The Institutional Planning and Research Office will communicate to the campus community the results of program evaluations. The results will be easily accessible to all interested faculty and staff. The evaluation process will provide feedback to ensure accountability and change.
Progress Status: Completed
Comments: The planning and program review process is the primary vehicle by which the college evaluates itself. Plans and reviews are available to all employees online. The college uses Accountability Reporting for the Community Colleges (ARCC) funds for innovative projects designed to improve the college's performance on the ARCC measures. The projects are evaluated annually, and the results are distributed in a document entitled, *PFE/ARCC Evaluation Ratings.*

Planning Agenda 3A.4: The Vice Presidents of Administrative Services and Student and Learning Services will create and implement a program review process for noninstructional programs.
Progress Status: Completed
Comments: A calendar was created in which a program review is to be completed at least once every six years. A handbook and forms for program review were created and are available online. The program review process has been institutionalized and integrated into the college's annual planning process. All Student and Learning Services and 83 percent of Administrative Services programs have completed a program review.

Planning Agenda 3B.1: The Institutional Planning and Research Office will continue to implement the planning process it has developed, will review its recommendation for the creation of the Integrated Master Plan, and will communicate to the college community discussions and decisions at all levels of the planning process.
Progress Status: Completed
Comments: The planning process is now fully implemented with program reviews and annual plans produced by the college's programs, units, and areas. After discussing the necessity of an Integrated Master Plan document, it was determined that the college's long range strategic directions and college budget functioned as an integrated plan. The Educational Strategic,

Facilities, and Technology plans provide more specific guidance in implementing the college's goals, making an Integrated Master Plan document unnecessary.

To foster the communication of plans to all levels of the planning process, specific directions about how to share the results of the planning process were written in the planning handbook and on the planning forms. The planning process was moved into an online environment and made available to all employees.

Planning Agenda 3B.2: The Institutional Planning and Research Office will review the details of the Planning Handbook and either follow the process described or revise the process to reflect current practices.
Progress Status: Completed
Comments: The college's Planning and Budgeting Process Development Consultative Committee (PBPDCC) met weekly for four months in 2003 to evaluate the planning process. The PBPDCC recommended that a new, more user-friendly planning handbook be written. The first edition came out in September 2003. Following an evaluation of the effectiveness of the handbook, a second edition was released in September 2004. In 2005, the PBPDCC met again to further refine the planning process. The planning process has continued to evolve.

In December 2007, the Resource Advisory Committee reviewed how it functions and made recommendations on how to bring it more in line with the planning process as described in the Planning Handbook.

Planning Agenda 4A.1: The Institutional Planning and Research Office will study the causes of declining African American student enrollment and matriculation rates.
Progress Status: Completed
Comments: The Institutional Planning and Research Office reviewed African American enrollment from 1995 to 2002 and found it was not declining. Indeed, numbers had been stable while the Hispanic and Asian/Pacific Islander enrollments grew, causing African Americans to become a smaller percentage of the total enrollment at the college. The data showed that, based upon the proportion in the population, African Americans are overrepresented at the college. The results were reported in *Research Findings* in December 2002.

Planning Agenda 4A.2: The Office of Instruction will seek and evaluate additional methods to help underprepared students and English language learners to master essential skills.
Progress Status: Completed
Comments: Additional methods to help underprepared students have been identified. Special scheduling of classes is being reviewed. Additional changes in course offerings for English language learners, specifically, Writing Center lab classes (English 1000X, now English 900, 901, and 902) have been attached to sections of English classes to provide additional English practice. In addition, Writing Center equipment and software have been updated. Evaluations of the Writing Center have shown higher success and retention rates for students who use the center regularly. The college is currently focusing on underprepared students through the California Basic Skills Initiative.

Planning Agenda 4A.4: The Office of Instruction will seek additional ways to provide for technological upgrades to support the educational programs.
Progress Status: Completed
Comments: In 2002-03, labs in Visual Arts and Media Studies and Business and Computer Technology were upgraded using Partnership for Excellence (PFE) funds. In 2003-04, the Writing Center lab and additional Business Program labs were updated. In July 2004, the college adopted a Desktop Computer Replacement Plan that commits $900,000 annually to the purchase of new desktop computers so that no student will use a computer more than three years old and no employee will use a computer more than five years old.

Planning Agenda 4D.3: The Office of Instruction and the Program/Unit/Area Planning Teams will address consistency between faculty-written syllabi and the Course Outline of Record.
Progress Status: Completed
Comments: The review of all course syllabi and outlines of record was completed in fall 2002.

Planning Agenda 4D.3: The Office of Instruction in consultation with the Curriculum and Instruction Committee will review credit/no credit grading. If a course cannot be taken with this option, this will be communicated to students.
Progress Status: Completed
Comments: The review of all courses graded credit/no credit was completed in spring 2004. The grading options available for each course are communicated to students in the class schedule, the college web pages, and class syllabi.

Planning Agenda 4D.3: The Office of Instruction and the Program Planning Teams will evaluate the variety of laboratory requirements to ensure consistency with the Carnegie Unit.
Progress Status: Completed
Comments: The review of existing courses was completed during the fall 2003 term. New courses are checked as they are reviewed through the Curriculum and Instruction approval process.

Planning Agenda 4D.6: The Office of Instruction will fully implement the new Web-based course approval process and ensure that all faculty, division deans, and appropriate staff are fully trained to use the system.
Progress Status: Completed
Comments: A web-based curriculum management system (WebCMS) was installed and has been in use since fall 2002. Training is provided for new faculty and others as needed.

Planning Agenda 5.5: The Community Education Center and college Assessment Center will select approved tests and complete the validation of their assessment instruments for the noncredit program.
Progress Status: Completed
Comments: The Community Education Center is now using assessment instruments that are on the California Community Colleges Chancellor's Office approved list. Specifically, the Combined English Language Skills Assessment is used for ESL assessment, and ACCUPLACER is used for mathematics and English.

Planning Agenda 6.1: The Library and Learning Resources divisions will work collaboratively with the Campus Technology Committee to study technology needs.
Progress Status: Completed
Comments: The assistant dean for the Library represented the Instruction area in developing the Technology Plan and played a major role in drafting it. A survey about the status and use of technology was administered in spring 2006.

Planning Agenda 6.1: Disabled Student Programs and Services (DSP&S) will be invited to advise the Technology Committee regarding the specific needs of disabled students.
Progress Status: Completed
Comments: The college's specialist in media for the disabled was added to the Campus Technology Committee as a resource representative.

Planning Agenda 6.2A: The Library and Learning Resources divisions will work collaboratively within the planning process and the Campus Technology Committee to ensure an effective replacement cycle not only for college microcomputers and servers, but also for college network infrastructure and other campus systems.
Progress Status: Completed
Comments: In July 2004, the college adopted a Desktop Computer Replacement Plan that commits $900,000 annually to the purchase of new desktop computers so that no student will use a computer more than three years old and no employee will use a computer more than five years old.
    As part of the voter-approved Measure P bond, the college telephone and network infrastructures were being upgraded in 2008.

Planning Agenda 6.2B: Computing Services, Media Services, and Management Information Services will hold interdepartmental staff meetings on a regular basis to foster better communication among areas.
Progress Status: Completed
Comments: The managers of the three offices met with the three vice presidents over a period of four years (2003-07) on alternate Mondays to coordinate the work of the offices and to improve communication. They continue to meet on an as-needed basis. Highlights from these meetings are shared during staff meetings. All three offices that support technology are represented on the Campus Technology Committee, thus fostering better communication.

Planning Agenda 6.3: The Media Center and Music Library and Lab will expand access to their collections through the web-based catalog system.
Progress Status: Completed
Comments: The Music Library and Lab is fully integrated with the web-based catalog system of the college's library. Music Library holdings can be looked up online. The Music Library functions as a branch of the main college library. The Media Center is also fully integrated with the web-based library catalog system.

Planning Agenda 6.4: The Media Center will enhance and expand the Technology Training Center program and increase the number and support of smart classrooms.
Progress Status: Completed
Comments: The Media Center has expanded its training offerings by adding workshops during the winter and summer intercessions in addition to those in the fall and spring terms. During 2004-05, the number of workshops was increased by more than 30 sessions and has subsequently remained relatively stable. In August 2004, a new media services technician, with primary responsibility for supporting smart classrooms, was hired. In 2007, standards for future smart classrooms were established.

Planning Agenda 6.7: The Music Library and Lab will conduct a student survey each semester. Issues raised by students will be integrated into the program planning process.
Progress Status: Completed
Comments: A survey was administered in fall 2002. The results were incorporated into the 2003-04 program plans. It was subsequently determined that to survey each semester was unnecessary. Instead it was decided to repeat the survey as part of the Music Department's program review.

Planning Agenda 6.7: Computing Services, Media Services, and Management Information Services (MIS) departments will use the Campus Technology Committee as a conduit for information and will meet periodically with divisions and areas to discuss their technological needs and the impact on the college in general.
Progress Status: Completed
Comments: Personnel from Computing Services (CS), Media Services, and Management Information Services (MIS) departments are members of the Campus Technology Committee and regularly report on activities in their areas. Technology requested in unit plans is reviewed and analyzed by the CS and MIS offices. The managers of the offices meet with the unit manager for clarification and to assure that the technology requested integrates with the college in general.

Planning Agenda 7A.1: The Human Resources office in consultation with area managers will develop a process for determining adequate administrative and classified staffing levels, paying particular attention to areas which have indicated a need.
Progress Status: In Progress
Comments: As yet a specific process for determining adequate administrative and classified staffing levels has not been developed. The state budget problems of 2003-04 led to open staff positions not being immediately filled. During 2003-04 and 2004-05, a reassignment memorandum of understanding was used to address staffing issues in areas where there were vacant positions because of a hiring freeze. From 2005-06 to 2007-08, positions were filled to the extent feasible based upon state funding and/or college conditions. In 2008-09, the Human Resources office intends to convene a meeting with deans and managers for the purpose of (1) identifying current staffing models for projecting staffing needs, (2) analyzing the effectiveness of current staffing models, (3) analyzing current task assignments versus actual task assignment needs, and (4) developing new staffing models which are aligned with actual job needs. The staffing model will be integrated with the college budget process, and funds will be allocated within budgetary constraints.

Planning Agenda 7A.2: The Office of Human Resources will finalize the management hiring policy and procedures.
Progress Status: Completed
Comments: On March 25, 2003, the Board of Trustees adopted a policy on management hiring (6300).

Planning Agenda 9A.2: The members of the Budget Committee (renamed the Resource Advisory Committee) will share results of the budget allocation process with their constituents.
Progress Status: Completed
Comments: The Resource Advisory Committee monthly meetings provide information on the state and PCC budget to be shared by members with their constituents.

Planning Agenda 9A.3: The Office of Instruction will complete revisions of the Academic Master Plan.
Progress Status: Completed
Comments: The Academic Master Plan was revised and renamed the Educational Strategic Plan 2007-2017 and was published in August 2007.

Planning Agenda 9A.4: The planning process will be reviewed as called for in Planning Agenda 3B.2.
Progress Status: Completed
Comments: The college's Planning and Budgeting Process Development Consultative Committee (PBPDCC) met weekly for four months in 2003 to evaluate the planning process. It was recommended that a new, more user-friendly planning handbook be written. The first edition came out in September 2003. Following an evaluation of the effectiveness of the handbook, a second edition was released in September 2004. The PBPDCC again held a series of meetings in 2005 to further review and refine the planning process.

The campus climate survey asks employees questions about how well the planning process is understood, whether the results of the planning process are communicated to them, and whether planning guides decision making. The collegewide mean score for each of the above questions has improved with each successive administration of the survey in 2005, 2007, and 2008.

Planning Agenda 9A.6: The Integrated College System Committee will formulate a recommendation regarding a possible integrated financial system.
Progress Status: Completed
Comments: In 2002, the ad hoc Integrated College System Committee met for five months. It made visits to three other college sites in its investigations. The final recommendation was not to purchase an integrated system at that time, but rather wait a few years until the web-based systems were more developed and then revisit the issue. In 2008, the college contracted with the Strata Information Group (SIG) to analyze the state of technology at the college and to develop recommendations for future directions.

Planning Agenda 10B.4: Human Resources will establish and arrange a more effective process for completing evaluations in a timely manner.

Progress Status: Completed

Comments: The Human Resources office is working actively with the Executive Committee to assure the timely completion of evaluations. Human Resources has been reviewing management evaluations and creating lists of missing and in process evaluations. The college's Executive Committee has been monitoring the completion of manager evaluations. In 2008, a process of sending a follow-up reminder notice to managers and the manager's vice president was added to the existing practice of notifying managers of pending employee evaluations.

Faculty evaluations are completed in a timely manner. The evaluation process was a subject of negotiations between the union and district in 2004-05 and 2005-06. As a result of the negotiations, a new faculty evaluation process was developed and is now being used.

Planning Agenda 10B.10: The Associated Students Board in consultation with the Office of Student Affairs will create a single document combining all governing rules and regulations.

Progress Status: Completed

Comments: The Associated Students Board has accomplished the task of bringing together its governing rules and regulations. The Supreme Council is updating bylaws as needed.

Student Achievement Data

Course Sections

The number of course sections offered is relevant to student achievement data. Ninety-three percent of the sections the college offered between 2003 and 2007 were for credit courses. The college offered 2,419 credit sections in fall 2007, an increase of 10 percent compared to fall 2003 (Figure 20 and Table 20). The number of noncredit sections has increased slightly since fall 2005 (Figure 21).
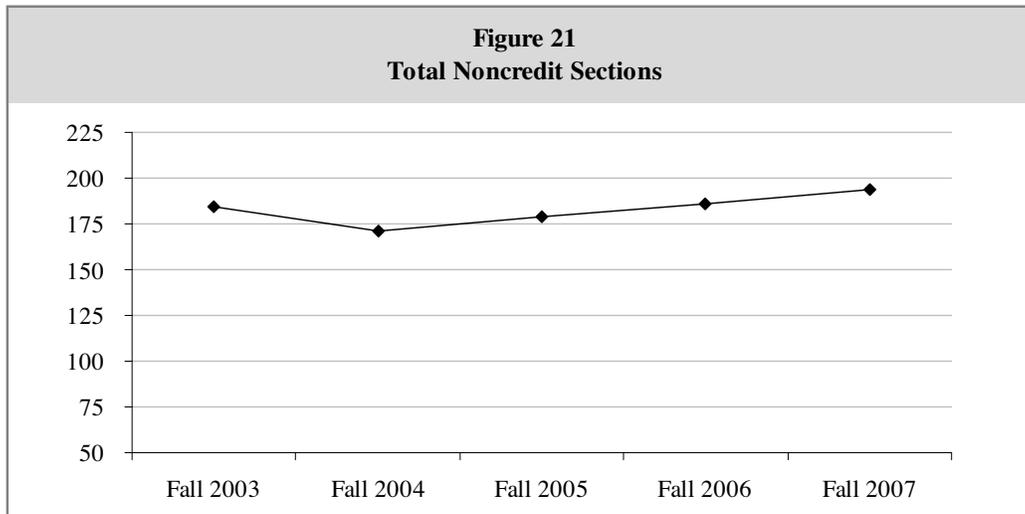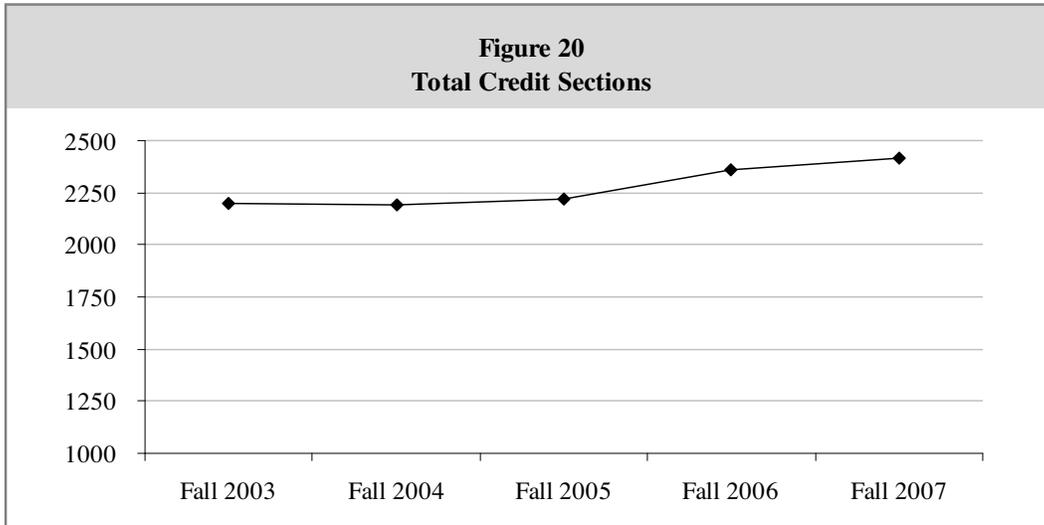

Figure 20
Total Credit Sections

Figure 21
Total Noncredit Sections

Table 20
Total Credit and Noncredit Sections

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number					
Credit Sections	2197	2194	2217	2357	2419
Noncredit Sections	184	171	179	186	194
Total Sections	2381	2365	2396	2543	2613

Success, Retention, and Persistence Rates

Figure 22 and Table 21 display the changes in success and retention rates during the fall semesters between 2003 and 2007. The success rate is the percentage of students who received an A, B, C, or CR (credit) out of the total number of students enrolled at census. The retention rate is the percentage of students who received any course grade other than withdrawal out of the total number of students enrolled at census. The college had a 66 percent success rate in fall 2007, a 2 percent decrease compared to fall 2003. The retention rate has remained fairly stable at 83 percent, with only minor variations during the same period.
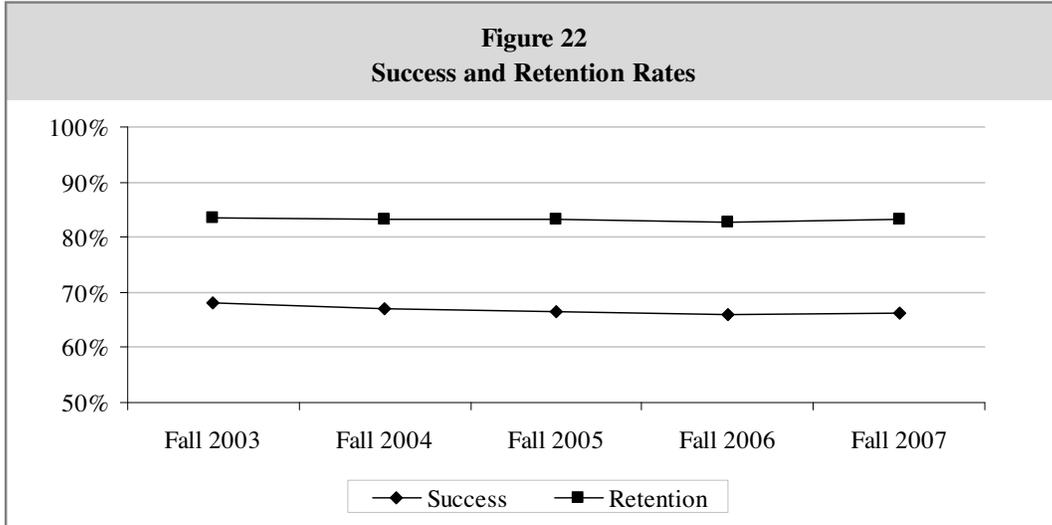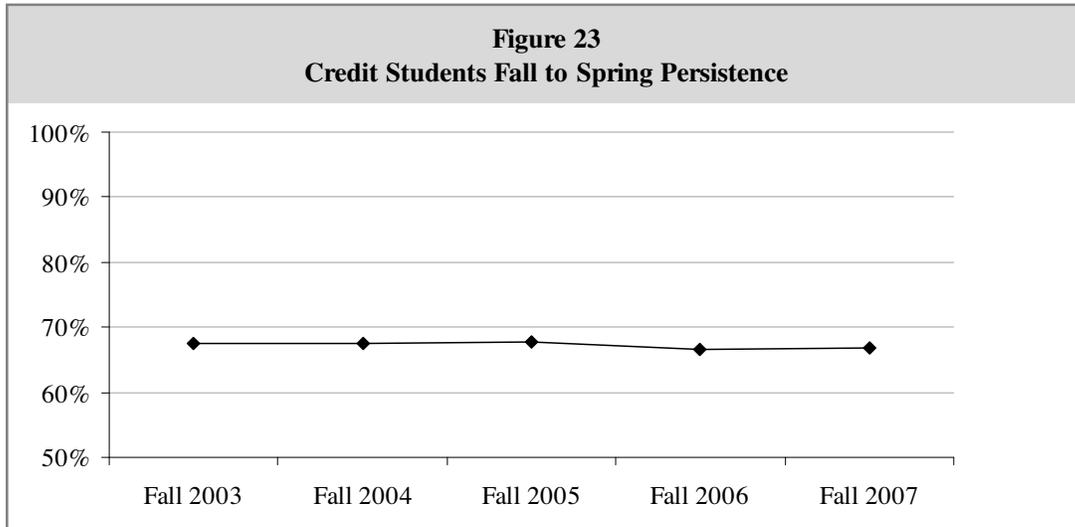
Figure 22
Success and Retention Rates

Table 21
Success, Retention, and Persistence Rates

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent					
Success	68.1	67.0	66.5	65.9	66.1
Retention	83.5	83.3	83.2	82.7	83.3
Persistence	67.5	67.4	67.6	66.7	66.8

The persistence rate is defined as the percentage of students enrolled at census in the fall semester who subsequently returned and enrolled at census the next spring semester. The college had a 67 percent persistence rate in fall 2007, a slight decrease compared to fall 2003 (Figure 23 and Table 21).

Figure 23
Credit Students Fall to Spring Persistence

Success and Retention Rates by Course Type

The college had the highest success rates for transferable and AA degree applicable courses and the lowest for basic skills courses in fall 2007 (Figure 24 and Table 22). Success rates for all courses, regardless of course type, were lower in fall 2007 compared to fall 2003. The most dramatic change was the five percent decrease in success rates for the AS degree applicable courses during the same period.
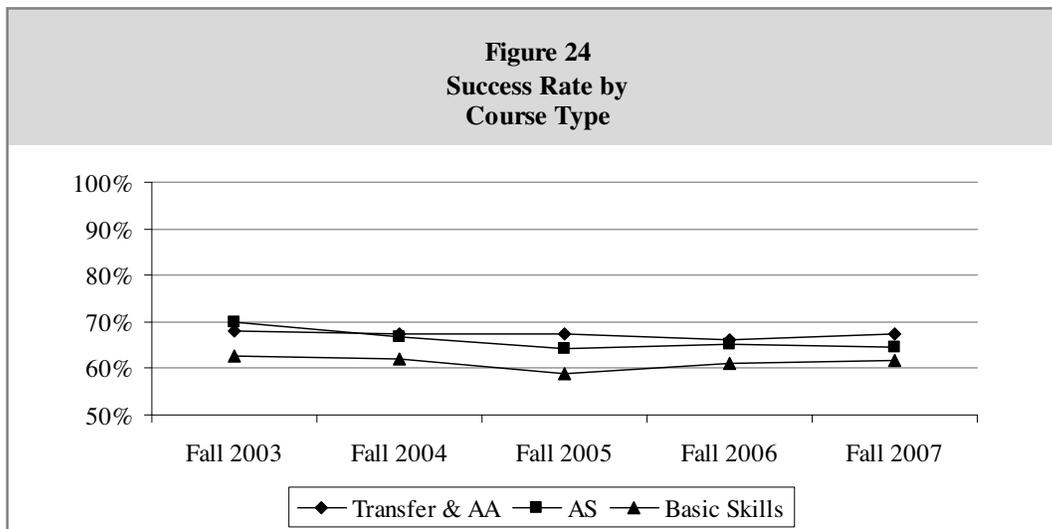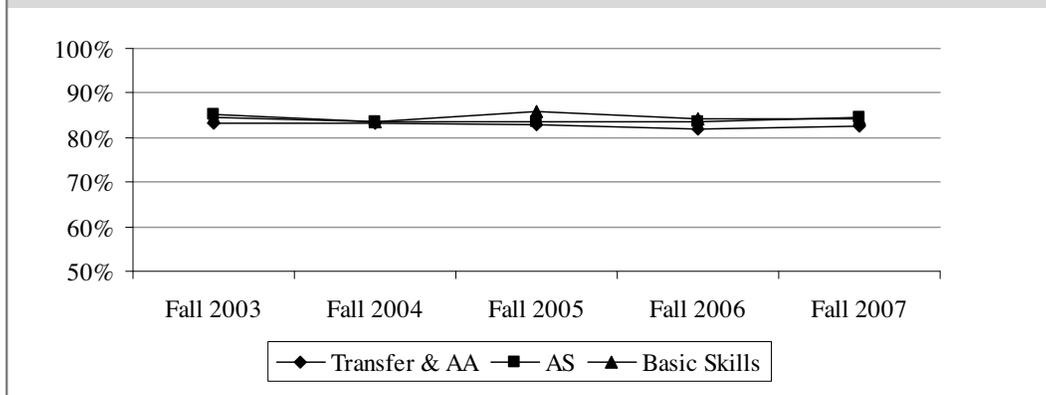
Figure 24
Success Rate by
Course Type

Table 22
Success and Retention Rates by Course Type

		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Percent						
Success	Transfer & AA	68.0	67.3	67.4	66.2	67.4
	AS	69.9	66.7	64.3	65.2	64.5
	Basic Skills	62.6	62.1	58.7	61.1	61.6
Retention	Transfer & AA	83.1	83.2	83.0	82.0	82.7
	AS	85.1	83.7	83.6	83.7	84.5
	Basic Skills	84.5	83.5	86.0	84.1	84.3

The retention rate for all courses, regardless of course type, slightly decreased in fall 2007 compared to fall 2003 (Figure 25).

Figure 25
Retention Rate by
Course Type

Degrees, Certificates, and Transfers

Degrees and Certificates Awarded

The college awarded fewer degrees and certificates in 2007-08 compared to 2003-04 (Figure 26 and Table 23).
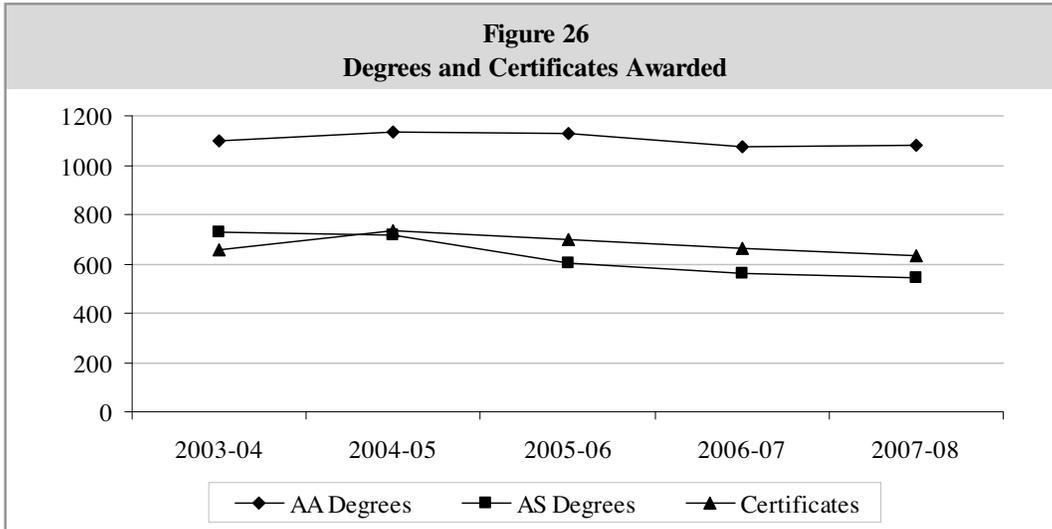
Figure 26
Degrees and Certificates Awarded

Table 23
Degrees and Certificates Awarded

	2003-04	2004-05	2005-06	2006-07	2007-08
Number					
AA Degrees	1100	1137	1129	1074	1078
AS Degrees	728	715	603	560	544
Certificates	657	735	699	665	635

Transfers

Figure 27 and Table 24 show the changes in the number of students who transferred to University of California (UC) and California State University (CSU) institutions during the period of 2002-03 through 2006-07. A total of 1,824 students transferred to UC and CSU institutions in 2006-07, a 12 percent increase compared to 2002-03. The number of UC transfers has gradually increased since 2003-04, and the number of CSU transfers has fluctuated based on CSU admissions practices.

Figure 27
Transfers to UCs and CSUs
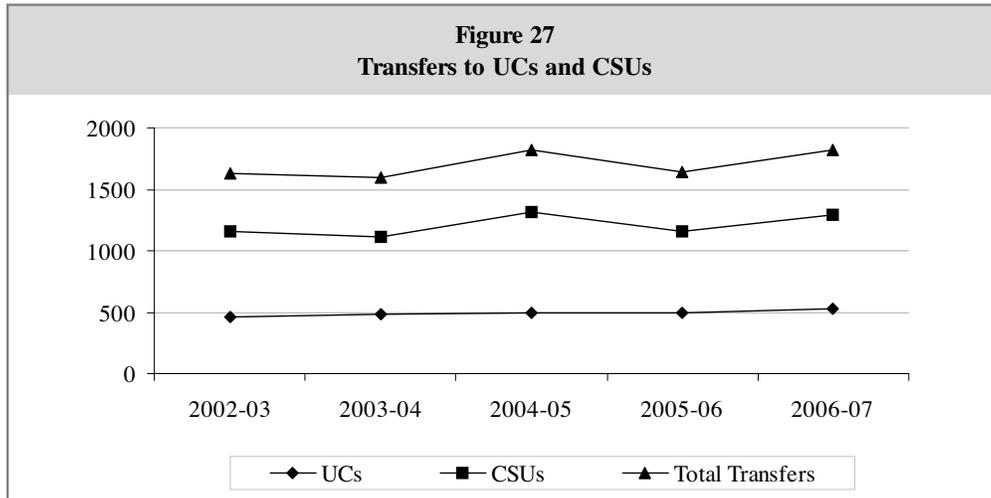
Source: California Post-Secondary Education Commission (CPEC)

Table 24
Transfers to UCs and CSUs

	2002-03	2003-04	2004-05	2005-06	2006-07
Number					
UCs	465	480	496	491	532
CSUs	1159	1116	1320	1154	1292
Total Transfers	1624	1596	1816	1645	1824

Accountability Reporting for the Community Colleges

The college is dedicated to improving the Accountability Reporting for the Community Colleges (ARCC) student performance indicators developed by the California Community Colleges System Office. Tables 25 through 34 show the progress the college has made on seven performance indicators. The indicators are presented under three major categories: degree/certificate/transfer, vocational/occupational/workforce, and pre-collegiate improvement.

Student Progress and Achievement: Degree/Certificate/Transfer

Table 25 shows that the college has made progress on the percentage of students who showed intent to complete and who transferred to a four-year college, earned an AA/AS degree, earned a certificate, or achieved transfer-prepared status. From 2001-02 to 2006-07, the college had a student progress and achievement rate of 59 percent, a 2 percent increase compared to the period from 1999-00 to 2004-05. The percent of students who earned at least 30 units remained unchanged during the same period.

Table 25 **Transferred, Earned 30 Units, or Earned a Certificate/Degree**			
	1999-00 to 2004-05	**2000-01 to 2005-06**	**2001-02 to 2006-07**
Percent			
Student Progress and Achievement Rate	56.8	59.0	58.7
Percent of Students Who Earned at Least 30 Units	78.6	80.8	78.4

Source: Focus on Results: Accountability Reporting for Community Colleges, March 2008

Persistence rate is defined as the percentage of first-time students with a minimum of six units earned in a fall term and who returned in the subsequent fall term anywhere in the system. Table 26 shows that students at the college persisted at a rate of 76 percent from fall 2005 to fall 2006, a 2 percent decrease compared to fall 2003 to fall 2004.

Table 26 **Persistence Rate**			
	Fall 2003 to Fall 2004	**Fall 2004 to Fall 2005**	**Fall 2005 to Fall 2006**
Percent			
Persistence Rate	77.8	76.5	75.9

Source: Focus on Results: Accountability Reporting for Community Colleges, March 2008

Student Progress and Achievement: Vocational/Occupational/Workforce

Table 27 shows that the college's annual successful course completion rate for vocational courses decreased by one percent in 2006-07 compared to 2004-05.

Table 27 Successful Course Completion Rate for Credit Vocational Courses			
	2004-05	**2005-06**	**2006-07**
Percent			
Annual Successful Course Completion Rate for Vocational Courses	72.5	70.7	71.4

Source: Focus on Results: Accountability Reporting for Community Colleges, March 2008

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 28 shows that the college had a 61 percent annual successful course completion rate for basic skills courses in 2006-07, a 4 percent decrease compared to 2004-05.

Table 28 Successful Course Completion Rate for Basic Skills Courses			
	2004-05	**2005-06**	**2006-07**
Percent			
Annual Successful Course Completion Rate for Basic Skills Courses	64.9	63.0	61.0

Source: Focus on Results: Accountability Reporting for Community Colleges, March 2008

The college's ESL improvement rate increased by five percent, and the basic skills improvement rate increased by one percent in 2004-05 through 2006-07 compared to 2002-03 through 2004-05. On the other hand, the college's enhanced noncredit progress and achievement rate decreased slightly for the same period.

Table 29 Basic Skills, ESL, and Enhanced Noncredit Progress Rates			
	2002-03 to 2004-05	**2003-04 to 2005-06**	**2004-05 to 2006-07**
Percent			
ESL Improvement Rate	61.8	66.0	66.4
Basic Skills Improvement Rate	53.6	55.9	54.7
Enhanced Noncredit Progress and Achievement Rate	9.4	7.1	8.5

Source: Focus on Results: Accountability Reporting for Community Colleges, March 2008

College Peer Grouping by ARCC Indicator

Table 30 shows that the college's student performance was well above its peer group averages for six of the seven ARCC indicators in the 2008 ARCC report. However, the college had a 71 percent annual successful course completion rate for vocational courses, which is 4 percent lower than its peer group average.

Table 30 College Peer Grouping by ARCC Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High
Percent				
Student Progress and Achievement Rate	58.7	53.4	42.3	64.3
Percent of Students Who Earned at Least 30 Units	78.4	74.0	67.6	79.8
Persistence Rate	75.9	70.6	62.3	77.0
Annual Successful Course Completion Rate for Credit Vocational Courses	71.4	74.9	66.4	85.5
Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	57.8	37.3	68.8
Improvement Rate for Credit Basic Skills Courses	54.7	53.4	47.7	60.2
Improvement Rate for Credit ESL Courses	66.4	49.0	14.7	74.0

Source: Focus on Results: Accountability Reporting for Community Colleges, March 2008

Student Learning Outcomes

The college is committed to producing and supporting learning by defining student learning outcomes (SLOs), measuring and assessing learning, and using assessment results to plan and implement changes to improve student learning. Overall, the college has defined expected outcomes for most of its courses and programs (Table 31). The Instructional Support and Student Services areas have made the most progress in defining expected outcomes and assessment techniques, analyzing results, and using results to plan and implement changes to improve learning.

Table 31 College Status on Student Learning Outcomes	Defined Outcomes	Mapped Outcomes	Defined Assessment	Assessed Outcomes	Analyzed Results	Implemented Changes
Percent						
Courses in General Education	94.3	39.1	4.4	1.7	1.7	1.7
All Courses	82.6	35.3	18.7	8.8	7.5	7.5
Programs Leading to Degrees	92.6	45.6	13.2	10.3	10.3	10.3
Programs Leading to Certificates	12.7	13.9	13.9	12.7	12.7	12.7
Instructional Support and Student Support Services	100.0	63.0	96.3	37.0	37.0	29.6

Status of Program Reviews and their Connections to Planning and Resource Allocation

The college should describe how ongoing instructional and noninstructional program reviews are tied to the systematic institutional planning and resource allocation processes in support of institutional effectiveness.

The college has created a program review schedule that calls for all instructional and non-instructional programs of the college to conduct a program review at least once every six years, with the exception that vocational programs must do a review every other year. Program review is tightly integrated into the college's annual planning process. Program review begins with the program stating its mission, followed by the program's student learning outcomes (SLOs) if the program is instructional in nature or support service outcomes (SSOs) if the program provides support for the learning process. A description of the program and data on its performance are then presented. The internal strengths and weaknesses of the program are analyzed, followed by an examination of the external opportunities and challenges for the program. From this, the program develops a list of strategic directions that guides its improvement. These strategic directions become the starting point for the program's annual plans in which goals and objectives are developed to move the program in the identified strategic directions. This integration of program reviews with the annual planning process enables programs to update their reviews more frequently than the minimum six-year cycle.

Every objective in a plan can identify the resources needed to accomplish it. The resources can be identified in four categories: personnel, facilities, technology, or funds. For the most part, resource allocation integrates with planning through the decisions program managers make as they expend the program's resources. For example, the decision to assign staff to work on a goal identified in the plan or the decision to purchase a piece of equipment needed to complete an objective are direct resource allocations resulting from the planning process. The college's online planning process has built into it reports that extract from the plans lists of the resources requested by category: personnel, facilities, technology, or funds. These lists facilitate the allocation of resources to a program by a higher planning level (unit or area). The higher planning levels generally have access to more resources, which can be allocated to the programs. Although the higher planning levels of the college have more resources, the resources requested in all of the plans exceed the ability of the college to meet them.

The *Planning Process at Pasadena City College* handbook describes the dynamic connection between planning and resource allocation. As described in the document, the Resource Advisory Committee (RAC) has evolved from the original "Budget" Committee to more clearly reflect the shared governance role in the resource allocation process, allowing input as well as communication to and from all the constituent groups. As budgeting resources have ebbed and flowed, the committee's role has evolved to an advisory role, and the college developed a more decentralized approach in which the four planning areas of the college (Instruction, Student and Learning Services, Administrative Services, and the President's) redistribute funds within the area to the extent feasible. In addition, resource allocation processes, such as the prioritization of new faculty hires, is shared with RAC for clarity, understanding, input, and concurrence.

A few years ago the planning process was moved into an online environment to make it more accessible and easier for all employees to participate. Ten other California community colleges have reviewed the software developed by Pasadena City College and have requested copies of it and permission to adapt it to their colleges. At least three of these colleges have installed and are using the software. Thus there is external validation of the process the college uses to integrate program review for all instructional and noninstructional programs tightly with the institution's annual planning and resource allocation process.

Development and Assessment of Student Learning Outcomes

The Commission recognizes institutions are in varying stages of developing and assessing student learning outcomes at the course, program, and degree level. The college should describe evidence gathered to date, how it is being used, and what plans exist for continued expansion of this effort.

The college simultaneously began its development of SLOs at the course and institutional level. Five institutional learning outcomes (ILOs) were created by the Educational Policies Committee of the Academic Senate. The ILOs were reviewed by the SLO Steering Committee and approved by the Board of Trustees in July 2006. Through subsequent discussions, these broad ILOs were further defined by 19 competencies in fall 2007. The ILOs and competencies are published in the college catalog. An SLO subcommittee of the Academic Senate has been charged with developing institutional rubrics to address each of the 19 competencies. This subcommittee is also in the process of reviewing the ILOs and competencies for curriculum alignment and achievability. In spring 2008, the ILO competency of writing was assessed utilizing a common rubric in three levels of the English composition curriculum. The results of the assessment were presented to the English faculty at a fall 2008 division meeting. The results of this first ILO assessment documented that students with more college experience, as measured by accumulated college units, scored higher on the writing competency rubric, indicating that writing improves with college experience. The results also led to discussions on ways to improve the wording of the rubric.

The development of course SLOs was planned to occur over a three-year period. However, the task to develop SLOs for the college's 1,900 plus courses needed an additional year. A college goal to complete SLO development within the four-year time frame was created to keep the college focused on completing this process on time. As of fall 2008, three-and-a-half years into the timeline, 81 percent of the courses have defined SLOs. The college expects to meet its goal of having 100 percent of its courses having developed SLOs by the end of the 2008-09 year. Starting in fall 2007, course SLOs have been housed in the online curriculum software used by the college, WebCMS. During the summer of 2008, faculty were asked by the vice president of Instruction to carry out course level assessment of SLOs. Prior to this, course level SLO assessment had been taking place in scattered courses but had not been officially requested by the Instructional area. The college purchased and installed a software package (eLumen) to help with the storage of SLO assessment results. Faculty have been asked to record their course level SLO assessment results, analysis, and how the information was used, either in eLumen (the use of which is voluntary) or by completing a paper assessment form that is stored in division

offices. As of fall 2008, 10 percent of full-time faculty have established eLumen accounts and have begun to identify course level SLO assessment in eLumen. An eLumen data steward position was established in the fall of 2008 to assist faculty in using the software, identifying course level SLO assessments, gathering assessment data, and using the assessment information.

Program outcomes were required to be developed and recorded in the college online planning system beginning in the fall of 2006 for the 2007-08 planning cycle. At that time, a description of how to develop program outcomes was added to the online planning instructional guide. The college has distinguished between student learning outcomes (SLOs) for the programs that directly interact with students and support service outcomes (SSOs) for those programs that do not directly involve student learning but are in supportive roles to student learning. The program outcomes were generally developed as a result of dialogue between faculty and/or staff in the program and the persons responsible for programs. In some cases, the program outcomes came from discipline specific accreditation agencies such as in nursing and engineering. Ten of the college's instructional divisions have defined program outcomes for all of their programs. One of nine instructional divisions offering certificates has defined expected outcomes for all the courses required to compete its certificates. At the course level, the college has defined expected learning outcomes for all courses and other experiences for all nine of its Instructional Support and Student Support Service areas.

A great deal of progress has been made to map and assess expected outcomes. Program outcome assessment data has been gathered on several programs (International Students, Articulation, and Dental Hygiene) using online surveys. The results from these assessments were used to adjust the content of workshops (International Students) and the website (Transfer Tool). In addition, assessment results are being used to plan and implement changes to improve student learning for all other programs, with the Health Sciences and the Outreach, Degree, and Transfer Services departments having completed all phases for all their programs.

Most recently, the college, through the SLO Division Council, the Student Learning Outcomes Assessment Resource Center (SLOARC), and the Institutional Planning and Research Office (IPRO), has undertaken a mapping process to align course, program, and institutional outcomes to ensure that the curricular and co-curricular programs are providing students with the opportunity to achieve the ILOs. This mapping project has stimulated SLOARC and the SLO Division Council to take a more proactive role in developing assessment strategies and advancing a campuswide dialogue on student learning and student achievement. As a result of the mapping project, the SLO Division Council and the Academic Senate SLO subcommittee will be able to make recommendations on curriculum alignment.

The college is presently in a transition phase from being focused on the development of SLOs at the course, program, and institutional levels to assessing and using the results to improve learning and support services. Over the next year, the college plans to expand its assessment activities at all three learning outcome levels. Information literacy is the next ILO competency that will be assessed, planned for spring 2009. SLO and SSO assessment will be expanded into those courses and programs that have not already started. The implementation of assessment has led to the realization that some outcomes need to be rewritten to be more measurable and that rubrics need to be adjusted. It is very likely that this period of adjusting the rubric and/or SLO

wording as a result of assessment efforts will take some time before the outcomes, rubrics, and assessment methodologies stabilize and become fully institutionalized.

Off-Campus Sites and Distance Learning

Information regarding off-campus sites and centers as well as distance learning efforts is provided below.

The college provides instruction at two off-campus sites. The largest is the Community Education Center (CEC), which is located approximately three miles east of the college. It houses the college's noncredit programs: Americanization, Business, Civics, ESL, High School Diploma, Parent Education, and Career and Technical Education (which includes the college's credit Cosmetology Program). The facility enrolls between 4,000 and 5,000 students each semester and is one of the instructional divisions, making it fully integrated into the functions of the college. The CEC's curriculum is reviewed as part of the routine operation of the college curriculum and instruction process. The second off-campus center is the Child Development Center (CDC), located two blocks to the west of the main campus. This facility houses the college's Child Development Program, which is part of the Social Sciences Division.

The college's Distance Education Program has utilized instructional television (ITV) for over forty years with about eight to ten sections offered each semester. In the last five years, the college's online course offerings have grown significantly. In 2003-04, the college had 7,460 enrollments in its online and web-enhanced sections. In 2007-08, the college generated 25,648 enrollments in its online and web-enhanced sections, which represented nearly 15 percent of the 174,444 credit enrollments that year. Growth in the number of online sections and enrollments is expected to continue in the 2008-09 academic year.

The college works closely with faculty in the development of its distance education program. Specifically, the Academic Senate's Distance Education Committee provides recommendations as to the implementation of distance education, staff development issues, and regulation compliance. The development of the college's online and on-campus web-enhanced courses, led by the Academic Senate with significant involvement by faculty and academic administrators, has been thoughtful, reasoned, and focused on quality. The Curriculum and Instruction Committee carefully considers each online course request as do the deans of the divisions from which these courses emanate. To date, only one program, Business Information Technology, is fully available online. There is a growing emphasis on the importance of professional development for faculty teaching online, for the evaluation of online faculty, and for staff support. To enhance support for online enrollment, the college provides a variety of online services to students, such as an online application, orientation, and library services.

External Independent Audits and Federal Grant Integrity

Information regarding external independent audits as well as information demonstrating integrity in the use of federal grant monies is provided below.

Pasadena City College enjoys a long and stable history of fiscal competence and financial strength. The prudence with which the college conducts its fiscal affairs is well documented. For example, the 2007-08 independent audit gave the district an unqualified audit opinion in each of the three major areas of scrutiny: financial statements, federal awards, and state awards. The last six years of audit reports provided unqualified opinions in the areas of financial statements and federal awards. Since the passage of Measure P, the district's local capital outlay bond, each year the college has received unqualified opinions on both the financial and performance audits. At the request of the California Community Colleges System Office, the Pasadena Area Community College District acts as the statewide fiscal agent on a number of grants, specifically, the Student Services Automation and Program Review grant, the statewide Matriculation program, and the Extended Opportunity Programs and Services (EOP&S) grant. In regard to federal grant monies, the college has been the recipient of a Title V grant that is now successfully concluded and is the recipient of a Science, Technology, Engineering, and Mathematics (STEM) grant from the National Science Foundation. The independent audits of each of these programs have demonstrated and underscored the integrity the district exhibits in regard to its fiscal operations and responsibility.

Abstract

This is a summative assessment of how well the college meets the accreditation standards as a whole, based on the themes that are integrated throughout the standards: Institutional Commitments; Evaluation, Planning, and Improvement; Student Learning Outcomes; Organization; Dialogue; and Institutional Integrity.

Institutional Commitments

Pasadena City College's (PCC) commitment to student learning is clearly stated in its mission statement: "the mission of Pasadena City College is successful student learning." This commitment is reflected in the high-quality education and support services the college provides. The college distributes the mission statement annually to drive the planning process. This results in all levels of the college (programs, units, and areas) being ever aware of and focused on the college mission. This planning process ultimately produces annual collegewide goals, which are in turn a reflection of the college mission.

The college's commitment to student learning and providing high-quality, academically rigorous instruction is reflected in many of the college's processes:

- Program, unit, and area planning (annually)
- Program review (staggered six-year cycle)
- Employee development/training
- Employee evaluation
- Shared governance, including the College Coordinating Council and the Curriculum and Instruction Committee
- Budgeting and other resource allocation planning.

The college's commitment to serving the needs of its diverse community also is evident in many of the services it provides:

- Extended student programs, services, and hours of operation
- An array of online services in academic, student services, and learning support areas
- Outreach through the Office of Community and School Relations
- Technology-enhanced communications systems
- Offices dedicated to evaluation and planning (e.g., the Institutional Research and Planning Office and the Student Learning Outcomes and Assessment Resource Center) and external resource development (External Relations Office).

Evaluation, Planning, and Improvement

Formal planning and evaluation processes are well established and integrated at PCC. Each year faculty, staff, and managers throughout the college participate in the annual planning process, which occurs at three levels (program, unit, and area) as delineated in *The Planning Process at Pasadena City College* handbook. Information gleaned from these plans is used in resource allocation decision making. Goals developed at the largest planning level (areas) guide the creation of collegewide goals. Goal completion is tracked at all planning levels. The college has

developed comprehensive educational, facilities, and technology plans. It evaluates its facilities and equipment, taking utilization and other relevant data into account. Replacement, improvement, and maintenance plans for both facilities and technology are in place.

Program reviews and annual program plans are at the heart of the planning and budget allocation processes. Each of the college's approximately 150 programs conducts a detailed self analysis every six years, with the exception of vocational programs, which must do a review every other year. Program review is tightly integrated with the annual planning process, enabling program reviews to be updated annually if it is deemed appropriate. Data, such as success rates, retention rates, and enrollment, are produced annually to facilitate program review analyses. In addition, the Institutional Planning and Research Office (IPRO) provides support for program reviews with individualized surveys, data extractions from computerized records, and analyses comparing program participants to comparison groups. Program-level student learning outcomes (SLOs) and support service outcomes (SSOs) are documented and assessed in program reviews.

IPRO annually produces *Observations: A Compendium of Information for and about Pasadena City College*, the college data book. This document serves as a comprehensive and convenient reference to help the college better identify the populations it serves, their specific needs, and the practices and services that best meet those needs. In addition, IPRO conducts several surveys, such as the annual fall student survey, the campus climate survey, and the technology survey. Many other research projects occur each year, as requested by individuals, program managers, grant directors, or the college's Executive Committee. Collectively, these surveys, individual research projects, and data requests help to inform college decision makers about where improvement is needed as well as documenting accomplishments resulting from previous improvement efforts.

Student Learning Outcomes
Since fall 2004, the college has been working to create SLOs for all of its courses, programs, and the institution. The process of developing SLOs has produced dialogue about student learning and institutional improvement among faculty, staff, students, and managers. The process is on schedule to meet its self-imposed deadline of having all SLOs completed by the end of spring 2009. With the majority (approximately 82 percent of courses) currently having SLOs, the college has begun assessing some of them and will continue to do so. The college actively supports SLO assessment and created the Student Learning Outcomes Assessment Resource Center (SLOARC), which is staffed with faculty on released time. Other SLO assessment support comes in the form of a research analyst in IPRO and the acquisition of the eLumen SLO data management software. The college also is engaged in a project of mapping course SLOs to program outcomes to institutional outcomes. Numerous training sessions have been conducted for faculty, managers, and staff, including entire flex days devoted to general sessions and workshops to further understand the implementation process. With these many activities and support structures, there is growing momentum with regard to SLO assessment. Faculty and staff who have participated in the entire SLO assessment and improvement cycle seem pleased with the process and the results.

The college's embrace of learning outcomes also extends to noninstructional areas. The college has required all programs in Student and Learning Services and Administrative Services to

identify program support service outcomes (SSOs) and to report on the assessment of these SSOs as part of the program review process.

Organization
The full-time faculty, the primary group through which SLOs are achieved and assessed, is very stable and conducts approximately 75 percent of the instruction at the college. Therefore, PCC has the basic organizational structure to successfully achieve and evaluate the effectiveness of courses and programs in producing learning outcomes. Much of the dialogue around the processes to develop and assess learning outcomes has occurred within the shared governance structure of the college. The use of shared governance committees has enabled all four constituent groups (faculty, staff, students, and managers) collectively to discuss and develop processes surrounding SLOs; the nature of participatory governance encourages all members of the institution to be engaged in the dialogue on student learning and institutional improvement.

Dialogue
Dialogue about institutional quality and improvement occurs throughout the college. The online planning and program review processes encourage all employees to be involved in the evaluation of performance and reflection on future directions of each program and unit. The accreditation self study offered yet another opportunity for rich dialogue on institutional quality to occur throughout the campus. All constituent groups participated in the self study process. Collegewide flex days have provided opportunities for the entire college to come together to discuss student learning and its assessment.

The participatory governance structure of the college reinforces the value of dialogue, both formal and informal, at all levels. Numerous committees consisting of students, classified staff, faculty, and managers exist as a part of the shared governance structure, with many focusing on improving student achievement and learning. Other committees, such as the Academic Senate's Curriculum and Instruction Committee (C&I), are devoted to discussing and assessing the effectiveness of processes, policies, and organization. Departments and divisions hold regular meetings in which all are encouraged to participate. The college's online bulletin includes announcements on a variety of topics and is available to all college employees. Newsletters are distributed by various groups and associations on a regular basis. The college website is another rich source for information and method of communication.

Institutional Integrity
The college's core values attest to its commitment to integrity. Specifically, one of the values is "A Commitment to Integrity: We recognize that ethical behavior is a personal, institutional and societal responsibility." The college strives to present itself accurately, internally and externally. The college catalog and schedules of classes are annually reviewed and revised, and the website is updated regularly. The Public Relations director ensures that important information is made available through all forms of media in a timely manner. Many of the college's policies support its integrity, e.g., codes of conduct, nondiscrimination, and sexual harassment policies. In addition to the college policies, the Board of Trustees has established its own bylaws to ensure that it remains an independent policy-making body that responsibly reflects the public interest. Board members conduct a self evaluation each year to further ensure the integrity of individual members as well as the Board as a whole.

In summary, the six self study accreditation themes are embedded in the college. From its mission statement and official policies to its daily activities, each of the six themes—institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; and institutional integrity—is an essential part of Pasadena City College. All the themes have been integrated into the various sections of the self study through the description and evaluation of each aspect of the self-reflective process.

Organization for the Self Study

Organization

The college created an Accreditation Steering Committee co-chaired by the Self Study Coordinator (a faculty member on released time) and the Accreditation Liaison Officer (the dean of IPRO). The membership of the steering committee is listed below.
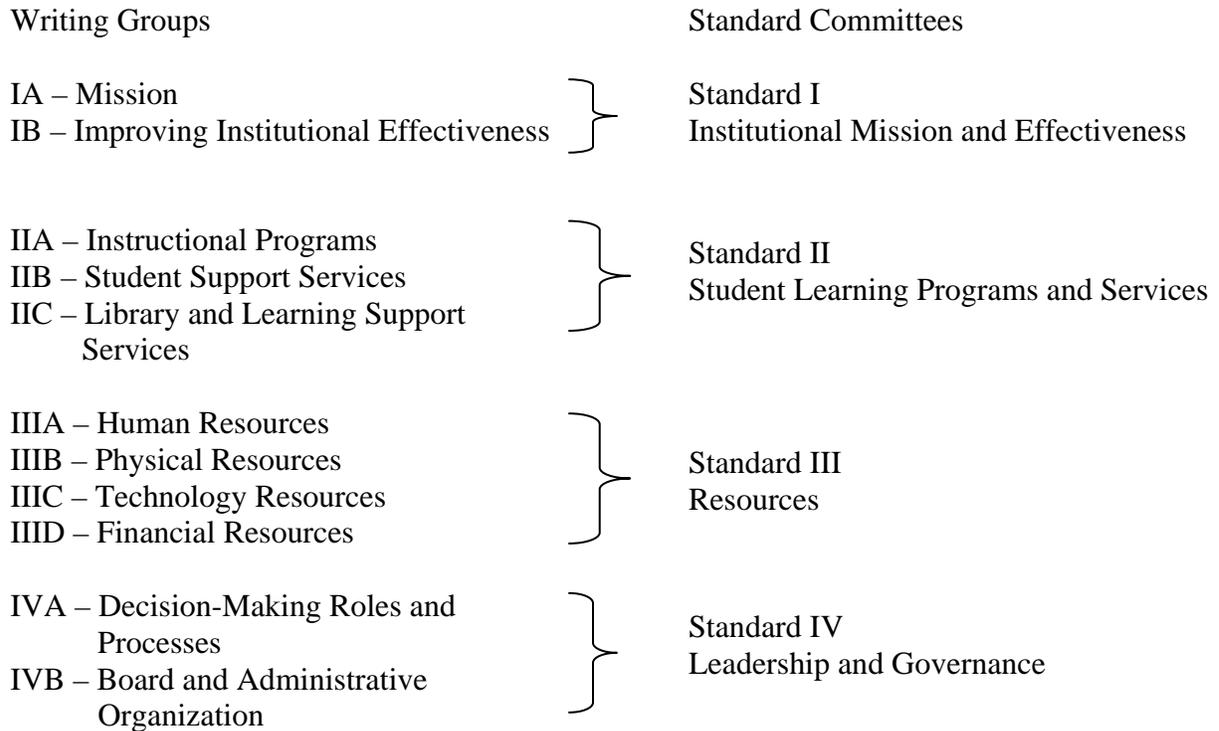
Steering Committee Membership for the Accreditation Self Study

Jim Bickley	Faculty (Academic Senate President 2008-09)
John Campo	Student (Student Trustee 2008-09)
Natalie Courtney	Student (Associated Students President 2007-08)
Carol Curtis	Faculty
Kay Dabelow	Faculty (Academic Senate President 2007-08)
Maureen Davidson	Classified
Allen Dooley	Faculty
Christina Javier	Student (Associated Students President 2008-09)
Crystal Kollross	Classified
Ellen Ligons	Management
Kim Miles	Management
Barbara Salmon	Classified
Rick van Pelt	Management
Beth Wells-Miller	Trustee
Stuart Wilcox	Management (Accreditation Liaison Officer)
Lynn Wright	Faculty (Self Study Coordinator)

Eleven writing groups that correspond to the major sections of the standards were created. The college's four shared governance groups (classified, faculty, managers, and students) appointed individuals to the writing groups. Announcements were also made to solicit volunteers. The task of each writing group was to draft a report addressing its portion of the standard. After each writing group completed its report, two to four members from the writing groups working on different portions of the same standard merged to form a single standard committee. Four standard committees were created, one for each accreditation standard. The task of the standard committees was to combine the reports from the writing groups into one cohesive report that addressed each standard. In addition, focus groups made up primarily of individuals who were not members of a writing group were created to serve as objective reviewers of the writing group reports to verify that the reports accurately and fairly represented the college and that all parts of the standards were addressed.

The chart below displays the structure used to develop the self study.

Accreditation Steering Committee

Writing Groups   Standard Committees

IA – Mission   Standard I
IB – Improving Institutional Effectiveness   Institutional Mission and Effectiveness

IIA – Instructional Programs   Standard II
IIB – Student Support Services   Student Learning Programs and Services
IIC – Library and Learning Support
         Services

IIIA – Human Resources
IIIB – Physical Resources   Standard III
IIIC – Technology Resources   Resources
IIID – Financial Resources

IVA – Decision-Making Roles and
         Processes   Standard IV
IVB – Board and Administrative   Leadership and Governance
         Organization

Participation
There were 110 individuals involved in the writing groups: 39 faculty, 33 managers, 27 classified, 10 students, and 1 trustee. The membership of the standard committees was composed of the participants in the constituent writing groups (see chart above). Fifty individuals were involved in the focus groups that reviewed the writing groups' reports. The specific individuals who participated in each writing group are listed on the tabular and divider pages at the front of each accreditation standard response.
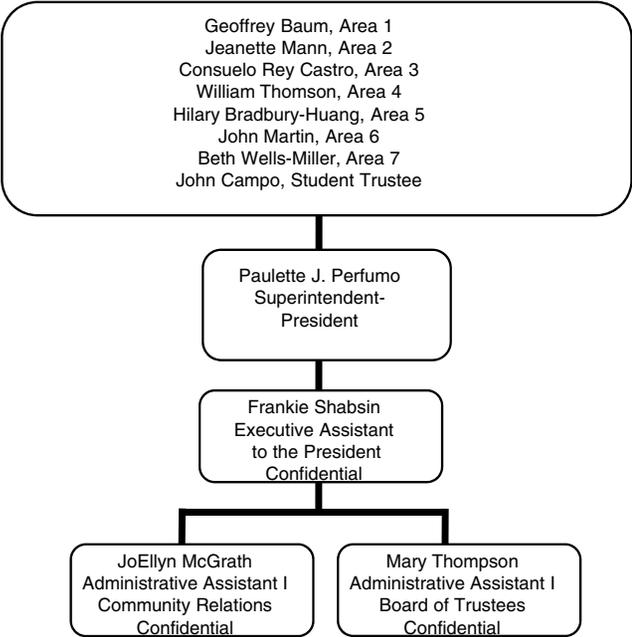
Communication
Employees were informed about the progress of the self study through a series of periodic newsletters called *Accreditation Dialogues* that were distributed campuswide. The college's Board of Trustees was kept informed about the progress of the self study through monthly status reports and periodic presentations that began in October 2007.
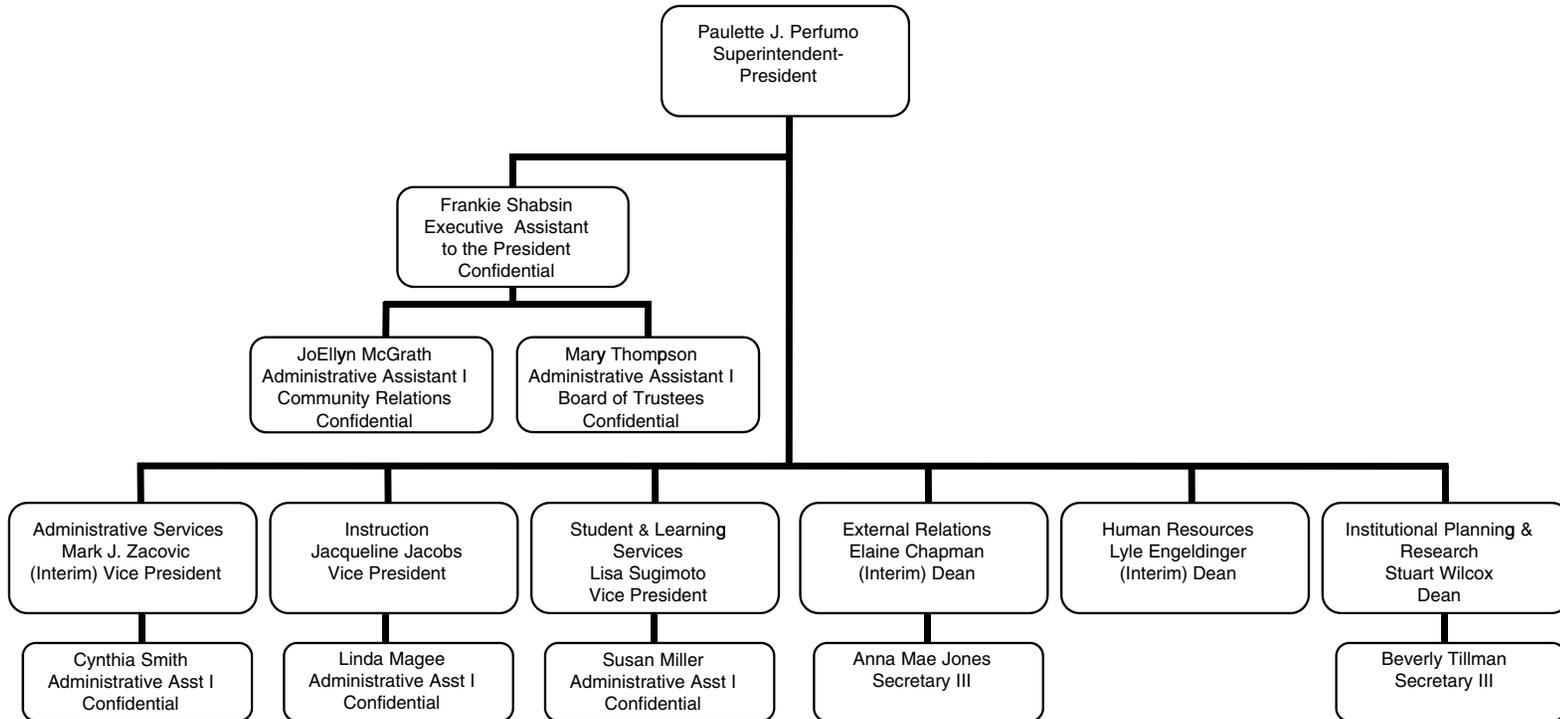
Timeline of the Self Study

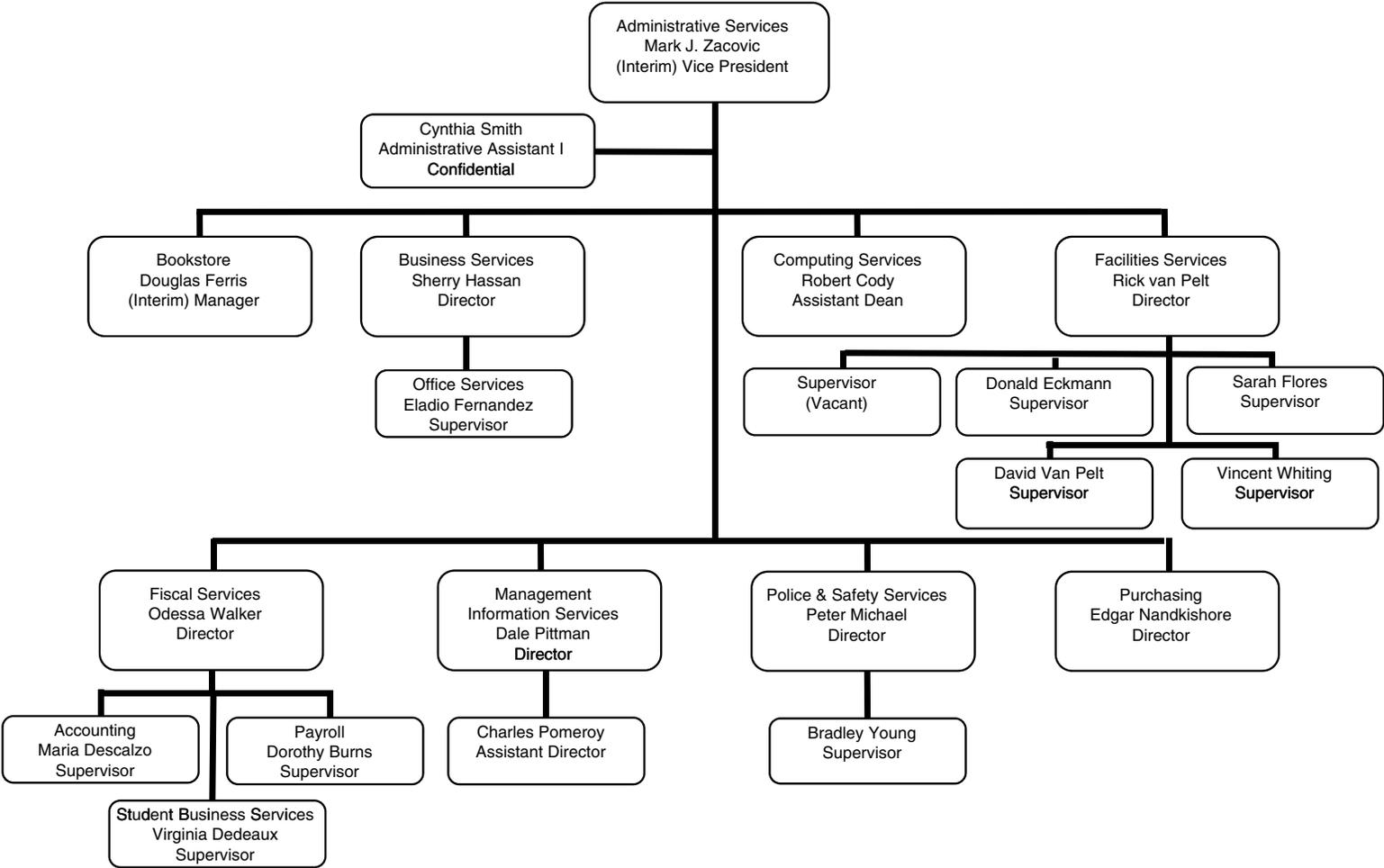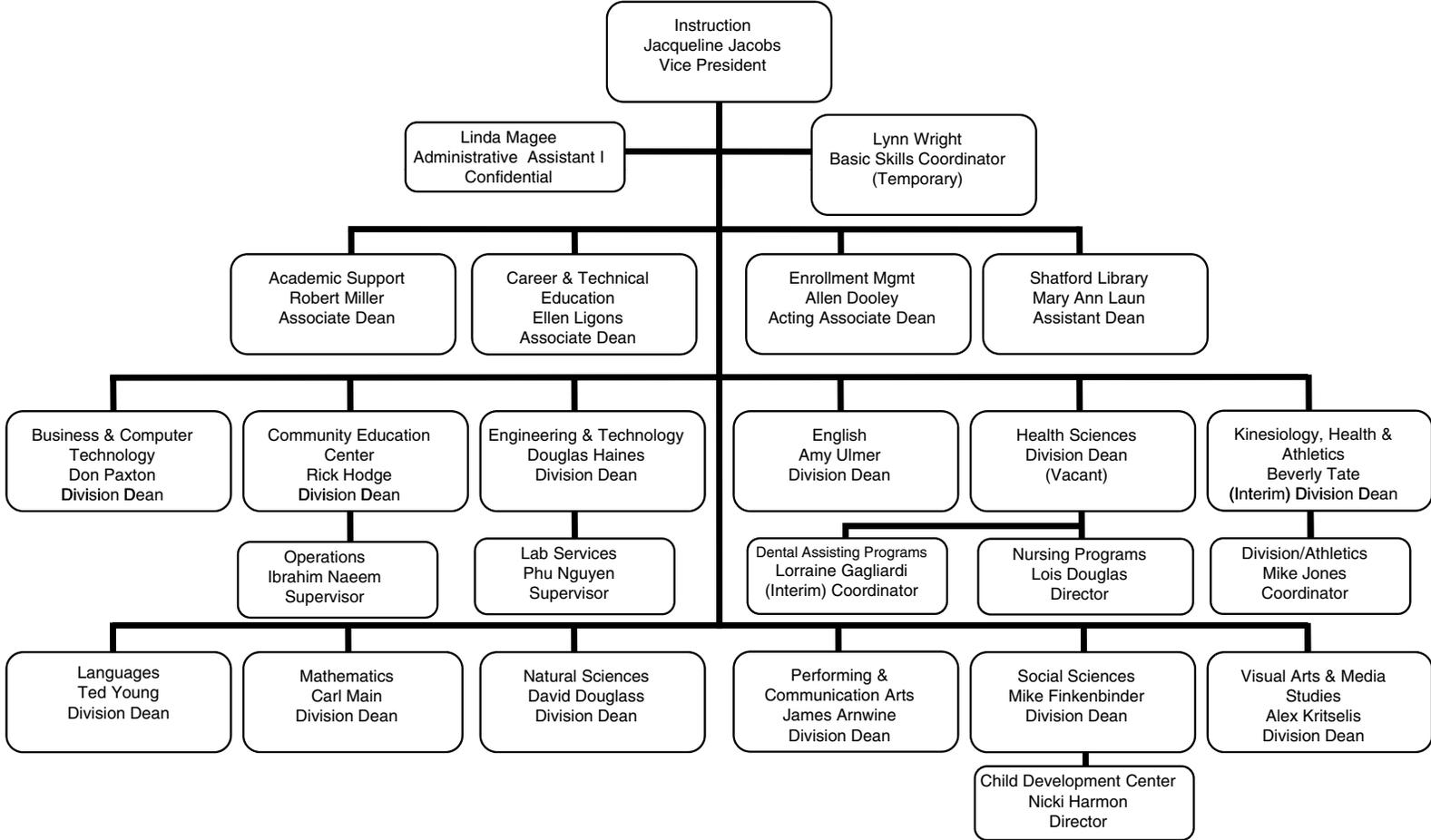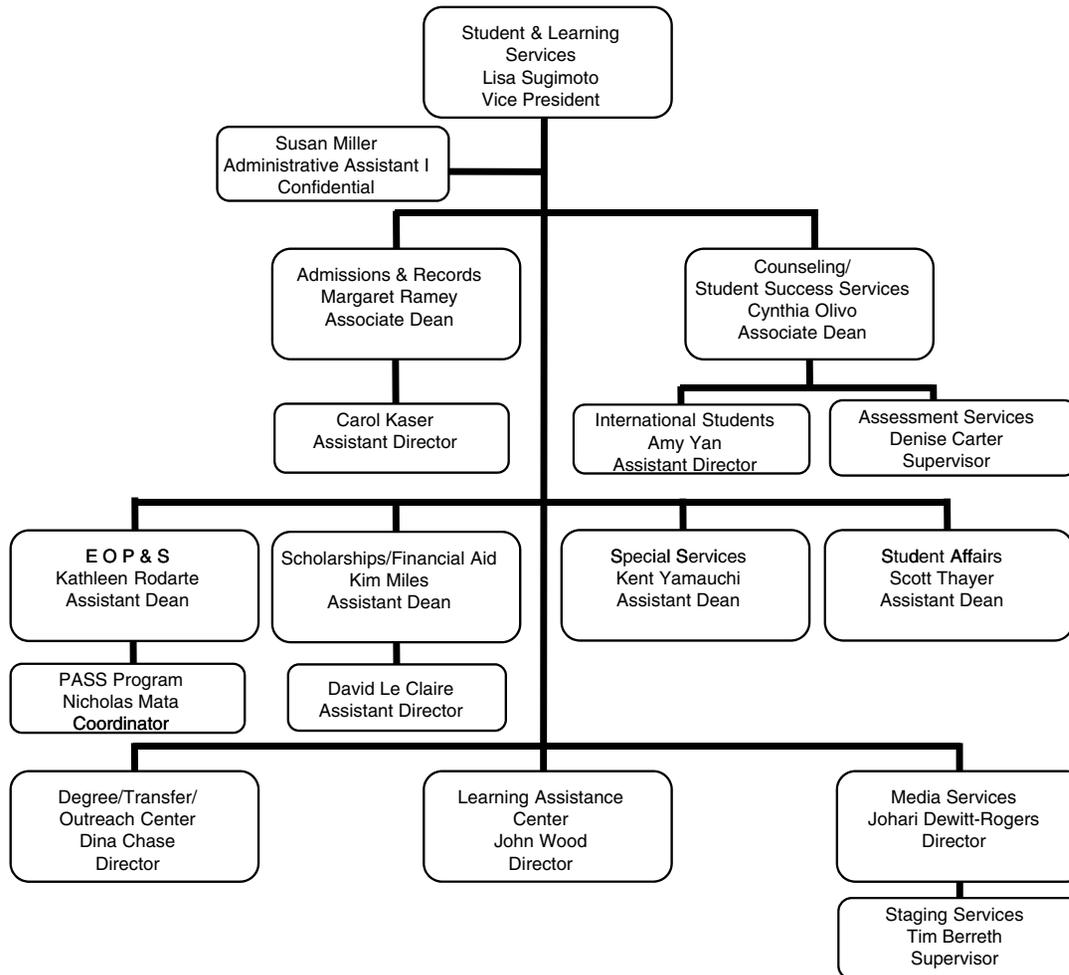|	
February 2007	Accreditation Self Study Coordinator was selected. Accreditation Steering Committee underwent training.
April 2007	Eleven writing groups were formed and began working on the self study.
October 2007	Writing groups submitted first drafts of their reports, which were reviewed and critiqued by the Accreditation Steering Committee members.
November 2007	The Accreditation Steering Committee held a series of three two-hour meetings to discuss review comments with each writing group.
March 2008	Writing groups finished their task and submitted the second draft of their reports.
April 2008	Focus groups, primarily composed of individuals not involved in the writing groups, reviewed and made recommendations for changes to the draft reports. The reports and focus group comments were submitted to the respective standard committees to work on a final draft.
June 2008	Standard committees submitted final drafts of their reports.
July-October 2008	The college's Executive Committee and Self Study Coordinator reviewed and edited the reports of each accreditation standard. The focus groups were reconvened to review the final drafts of the reports for each standard.
November 2008	A draft of the 2009 self study report, the responses to recommendations from the last reaffirmation of the college's accreditation, and responses to the planning agendas from the college's 2002 self study report were presented to the Board of Trustees as an information item.
December 2008	The Board of Trustees approved the self study report for transmittal to the Accrediting Commission for Community and Junior Colleges (ACCJC).
January 2009	The self study report was sent to ACCJC and the site visit team.
March 2009	The ACCJC site visit will occur.

Board of Trustees

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Jeanette Mann, Area 2
Consuelo Rey Castro, Area 3
William Thomson, Area 4
Hilary Bradbury-Huang, Area 5
John Martin, Area 6
Beth Wells-Miller, Area 7
John Campo, Student Trustee

Paulette J. Perfumo
Superintendent-
President

Frankie Shabsin
Executive Assistant
to the President
Confidential

JoEllyn McGrath
Administrative Assistant I
Community Relations
Confidential

Mary Thompson
Administrative Assistant I
Board of Trustees
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President

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(Interim) Vice President

Instruction
Jacqueline Jacobs
Vice President

Student & Learning
Services
Lisa Sugimoto
Vice President

External Relations
Elaine Chapman
(Interim) Dean

Human Resources
Lyle Engeldinger
(Interim) Dean

Institutional Planning &
Research
Stuart Wilcox
Dean

Cynthia Smith
Administrative Asst I
Confidential

Linda Magee
Administrative Asst I
Confidential

Susan Miller
Administrative Asst I
Confidential

Anna Mae Jones
Secretary III

Beverly Tillman
Secretary III

Administrative Services

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                          Administrative Services
                              Mark J. Zacovic
                          (Interim) Vice President

        Cynthia Smith
   Administrative Assistant I
         Confidential
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Bookstore
Douglas Ferris
(Interim) Manager

Business Services
Sherry Hassan
Director

Computing Services
Robert Cody
Assistant Dean

Facilities Services
Rick van Pelt
Director

Office Services
Eladio Fernandez
Supervisor

Supervisor
(Vacant)

Donald Eckmann
Supervisor

Sarah Flores
Supervisor

David Van Pelt
Supervisor

Vincent Whiting
Supervisor

Fiscal Services
Odessa Walker
Director

**Management
Information Services**
Dale Pittman
Director

Police & Safety Services
Peter Michael
Director

Purchasing
Edgar Nandkishore
Director

Accounting
Maria Descalzo
Supervisor

Payroll
Dorothy Burns
Supervisor

Charles Pomeroy
Assistant Director

Bradley Young
Supervisor

Student Business Services
Virginia Dedeaux
Supervisor

Instruction

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Instruction
Jacqueline Jacobs
Vice President
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Linda Magee
Administrative Assistant I
Confidential
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Lynn Wright
Basic Skills Coordinator
(Temporary)
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Academic Support
Robert Miller
Associate Dean
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Career & Technical
Education
Ellen Ligons
Associate Dean
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Enrollment Mgmt
Allen Dooley
Acting Associate Dean
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Shatford Library
Mary Ann Laun
Assistant Dean
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Business & Computer
Technology
Don Paxton
Division Dean
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Community Education
Center
Rick Hodge
Division Dean
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Engineering & Technology
Douglas Haines
Division Dean
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```
English
Amy Ulmer
Division Dean
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Health Sciences
Division Dean
(Vacant)
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Kinesiology, Health &
Athletics
Beverly Tate
(Interim) Division Dean
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Operations
Ibrahim Naeem
Supervisor
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Lab Services
Phu Nguyen
Supervisor
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Dental Assisting Programs
Lorraine Gagliardi
(Interim) Coordinator
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Nursing Programs
Lois Douglas
Director
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Division/Athletics
Mike Jones
Coordinator
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Languages
Ted Young
Division Dean
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Mathematics
Carl Main
Division Dean
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Natural Sciences
David Douglass
Division Dean
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Performing &
Communication Arts
James Arnwine
Division Dean
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Social Sciences
Mike Finkenbinder
Division Dean
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Visual Arts & Media
Studies
Alex Kritselis
Division Dean
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Child Development Center
Nicki Harmon
Director
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Student & Learning Services

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Student & Learning
Services
Lisa Sugimoto
Vice President
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Susan Miller
Administrative Assistant I
Confidential
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```
Admissions & Records
Margaret Ramey
Associate Dean
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Counseling/
Student Success Services
Cynthia Olivo
Associate Dean
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Carol Kaser
Assistant Director
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International Students
Amy Yan
Assistant Director
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Assessment Services
Denise Carter
Supervisor
```

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E O P & S
Kathleen Rodarte
Assistant Dean
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Scholarships/Financial Aid
Kim Miles
Assistant Dean
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Special Services
Kent Yamauchi
Assistant Dean
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Student Affairs
Scott Thayer
Assistant Dean
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PASS Program
Nicholas Mata
Coordinator
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David Le Claire
Assistant Director
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Degree/Transfer/
Outreach Center
Dina Chase
Director
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Learning Assistance
Center
John Wood
Director
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Media Services
Johari Dewitt-Rogers
Director
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Staging Services
Tim Berreth
Supervisor
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External Relations

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                        ┌─────────────────────┐
                        │  External Relations  │
                        │   Elaine Chapman     │
                        │   (Interim) Dean     │
                        └─────────────────────┘
        ┌──────────────────┐
        │  Anna Mae Jones   │
        │   Secretary III   │
        └──────────────────┘
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Extended Learning
Elaine Chapman
Director

Haroldine Gardner
Secretary I

Public Relations
Juan Gutierrez
Director

PCC Foundation Office
Elaine Chapman
(Interim) Executive Director

Gilbert Rivera
Supervisor
Publications

SherineAdeli
Video Producer

Valerie Avant
Intermediate Clerk I

Richshell Allen
Digital Media Technician

Chris Rose
Graphic Artist

Irene Aguilera
Resource Development
Specialist

Pat Rees
Web Producer

Richard Torres
Intermediate Account
Clerk

Robert Lewis
Public Information
Assistant

Jesus Ruiz
Artist/Typesetter

Harsha Desai
Accountant

Nancy Roberts
Grants Specialist

Robert Torres
Scheduling Technician

Shirley Schmid
Publications Assistant

Human Resources

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                    ┌─────────────────────┐
                    │  Human Resources    │
                    │  Lyle Engeldinger   │
                    │   (Interim) Dean     │
                    └─────────────────────┘
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Melinda Polo Supervisor	**Staff Development** Coordinator (Vacant)

Lori Cortez HR Technician II Confidential	Yasmin Juico HR Technician II Confidential	Yuri Perez-Frias HR Technician II Confidential	Patsy Perry HR Technician II Confidential

Cha Mancini HR Technician I	Karen El Ayass Intermediate Clerk II	Esther Pineda Intermediate Clerk II Translator	(Vacant) Benefits Technician

Institutional Planning & Research

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┌─────────────────────────────────┐
│ Institutional Planning & Research│
│          Stuart Wilcox          │
│              Dean               │
│               &                 │
│ Accreditation Liaison Officer   │
└─────────────────────────────────┘
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┌──────────────────────┐   ┌──────────────────────┐
│   Beverly Tillman   │   │   Lynn Wright   │
│   Secretary III   │   │   Accreditation   │
└──────────────────────┘   │ Self Study Coordinator│
                                            │   (Temporary)   │
                                            └──────────────────────┘

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│ John Barkman   │ │ Crystal Kollross │ │ Frances Wu-Barone│ │ Cynthia Lopez   │ │   John Prince   │
│ Research & Planning│ │ Research & Planning│ │ Senior Research &│ │ Research & Planning│ │Information Technician│
│   Analyst   │ │   Analyst   │ │ Planning Analyst │ │   Analyst   │ │   │
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Certification of Continued Compliance with Accreditation Eligibility Requirements

The Accreditation Self Study Steering Committee reviewed the eligibility requirements for accreditation and validated each as being met. The institution continues to comply with the eligibility requirements set by the Western Association of Schools and Colleges.

Statement of Assurance

We certify that Pasadena City College continues to meet the eligibility requirements for accreditation.
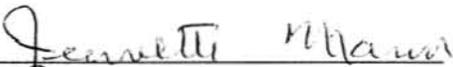
_____   President, Board of Trustees
Dr. Jeanette Mann
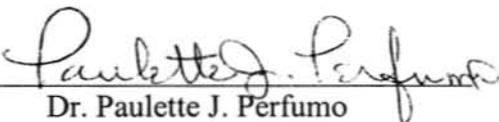
_____   Superintendent/President
Dr. Paulette J. Perfumo

Discussion of Eligibility Requirements

1. Authority
The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges Letter of Reaffirmation of Accreditation is on file in the president's office. A notation of this status is printed in the college catalog.

2. Mission
The college's mission statement was adopted in 2002. It is published on page 1 of the 2008-09 college catalog and on the college website (htpp:/www.pasadena.edu/levels2/about/president/philosophy.cfm). The mission statement defines the college's commitment to student learning in its first line, "The mission of Pasadena City College is successful student learning."

3. Governing Board
The Board of Trustees operates under the authority of California State Education Code section 70902. Its members are popularly elected from within the seven areas of the district as described in bylaw 1020. Bylaw 1010 forbids a Board member from being an employee of the college. The Board adheres to a conflict of interest bylaw, 1480, and a code of ethics bylaw, 1450. Board members annually file a California Fair Political Practices Commission Form 700, "Statement of Economic Interests," to document any potential conflicts of interest.

4. Chief Executive Officer

The Board of Trustees hires the president as a full-time employee of the college. Bylaw 1100 establishes that the president serves as the secretary to the Board. The Board delegates the requisite authority to the president to administer Board policies as described in bylaw 1620.

5. Administrative Capacity

The administrative capacity of the college is documented in the organizational charts contained in this self study. The persons filling administrative positions are full time. The preparation and experience to provide administrative services are assessed as part of the hiring process.

6. Operational Status

The operational status of the college is documented by the college fact book, *Observations,* which contains enrollment history, counts of students who have transferred to four-year universities, and counts of degrees and certificates awarded. This information can be verified through records available at the California Community Colleges Chancellor's Office.

7. Degrees

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

8. Educational Programs

The college's degree programs and requirements are listed and described in the college catalog. The Course Outlines of Record have been reviewed by the California Community Colleges Chancellor's Office and judged to be of sufficient content, length, quality, and rigor to be appropriate for a community college. The institutional learning outcomes that are the culmination of a degree are listed on pages 2-4 of the 2008-09 college catalog.

9. Academic Credit

The college awards academic credit based upon generally accepted practices among degree granting institutions. The standards by which unit credit is awarded for classroom work is described on pages 491-495 of the 2008-09 college catalog. The college's process for accepting transfer credit from other institutions is described on pages 500-501 of the college catalog.

10. Student Learning Achievement

Programs have identified the expected student learning and achievement outcomes in the annual program plans. The plans are available online to all college employees. Program outcomes are printed in the 2008-09 college catalog, pages 9-29. Some of the outcomes for career and technical programs (e.g., administration of justice, automotive technology, culinary arts, etc.) are printed in the "occupational curricula" section of the catalog. The college is in the process of developing a systematic assessment of student achievement of the learning outcomes. Some areas are further ahead than others.

11. General Education
The college's general education breadth and competency (reading, written communication, mathematics, and diversity) requirements are listed in the "AA/AS Requirements" section of the catalog. The college's philosophy of general education is also in this section. The institutional learning outcomes for students who complete degrees are listed on pages 2-4 of the catalog.

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

13. Faculty
A table in standard IIIA.2 of this self study documents the college's 384 contract faculty and 723 adjunct faculty. The table also shows that the number of faculty the college has is appropriate for the size of its student body. Board policy 3200 specifies that the expertise for curriculum development and innovation resides with the faculty. The faculty and the degrees each hold are listed in the college catalog.

14. Student Services
The college offers a full range of student services, which are described in the college catalog. As part of the college application (questions 16, 17, and 18), prospective students can request to receive information about various services available.

15. Admissions
The college catalog describes the institution's admissions policies and procedures, all of which are in compliance with state regulations. Board policy 4000 specifically addresses the requirements for admission to the college.

16. Information and Learning Resources
The listings of its resources and holdings are on file in the library and are described in the self study in standard IIC. The adequacy of the library's resources and services has been externally validated by its receipt of the 2008 Association of College and Research Libraries Excellence in Academic Libraries Award. This award is given annually to only one community college library in the nation. The college also has many learning assistance resources (Learning Assistance Center, Writing Center, Math Resource Center, etc.), which are also documented in standard IIC.

17. Financial Resources
The state funded college has an annual ending balance in the budget sufficient to exceed state recommendations. A $150,000,000 bond measure (Measure P) was passed to enable the college to rebuild aging facilities and improve the infrastructure. The college has a foundation that provides students with scholarships, art for the Boone Sculpture Garden, and many other activities in support of the students and college.

18. Financial Accountability
The college's financial resources are examined annually by external auditors. All funds of the college are audited, including the foundation, the bookstore, and the Associated Students. The financial statements and audit reports are available in the Office of the Vice President of

Administrative Services. Copies of the audit reports are annually submitted to the Accrediting Commission for Community and Junior Colleges. The student loan default rates and relevant United States Department of Education reports are on file in the Office of Scholarships and Financial Aid.

19. Institutional Planning and Evaluation

The college uses its program review process to systematically evaluate the extent to which it is accomplishing its purpose. It publicly makes available information about the college's performance, such as graduation and transfer data and success and retention rates, through the publication of the college fact book, *Observations*. The fact book and many other reports, such as the year-end reports on the accomplishment of the college's goals, are available on the college website. Details about these processes and reports are provided in this self study, standard IB. The college has created a Student Learning Outcomes Assessment Resource Center to facilitate and support the assessment of student achievement of intended learning outcomes.

20. Public Information

The catalog serves as the primary document for public information about the college. The catalog is available both in print and on the college website. The college website contains a great deal more public information about the college than that contained in the catalog.

21. Relations with the Accrediting Commission

The college adheres to the eligibility requirements, accreditation standards, and policies of the Commission. The college complies with all Commission requests and reporting requirements with full and honest disclosure and in a timely manner.

Response to the Recommendations from the Most Recent Comprehensive Evaluation

Recommendations

The following are the five recommendations identified in the Accreditation Commission's action letter of January 17, 2003.

Recommendation #1: The team recommends that the college expand its efforts to promote widespread understanding of its mission statement and develop planning processes that ensure that institutional planning and decision making are guided by the mission statement.

Recommendation #2: The team recommends that the college link its planning and budgeting process and ensure that the results of this process are clearly communicated to all constituents.

Recommendation #3: The team recommends that the college complete and implement a comprehensive program review for all areas and that the results are incorporated into the planning and budgeting process.

Recommendation #4: The team recommends that the college's governance process empower constituents by ensuring that communication flows from and to all college entities.

Recommendation #5: The team recommends that the college provide evidence that all campus constituents are working to restore collegiality and integrity in their relationships.

The college has fully complied with all of the recommendations from its 2002 comprehensive evaluation.

Response to the Recommendations (Notes appear at the end of this section.)

Recommendation #1: The team recommends that the college expand its efforts to promote widespread understanding of its mission statement and develop planning processes that ensure that institutional planning and decision making are guided by the mission statement.

Progress Made on the Recommendation
The college employed several strategies to promote a widespread understanding of the college mission statement. In spring 2002, the mission statement was reviewed and revised by a shared governance committee that included community members. A revised mission statement that focuses on successful student learning was adopted by the Board of Trustees on June 19, 2002. Wide distribution of the revised mission statement has been accomplished by sending it to all college offices, giving it to all new employees (including hourly), distributing it as part of the planning process, presenting it to all new faculty at their new employee orientation, posting it on the college website, and printing it on page 1 of the college catalog.

To help ensure that institutional planning and decision making are guided by the college mission statement, the planning instructions were rewritten and the processes modified. Specifically, in fall of 2003, the college mission statement was added to the materials distributed to all managers at the beginning of each annual planning cycle. The planning instructions were modified to direct the planning teams at all three levels of planning used at the college (program, unit, and area) to begin their process by reviewing the mission statement. Each planning team is then instructed to create its own program/unit/area mission statement that is in support of the college mission statement ([Note 1](#) and [Note 2](#)). The college mission statement is now routinely included in the packet of materials sent to the Strategic Planning Team prior to its annual spring planning retreat to develop college strategic directions and annual goals. The college mission statement now has a central role in guiding the planning process.

The college mission statement also has guided the development of the mission statements of specialized areas of the college. Specifically, the college has been developing comprehensive Educational Strategic and Technology plans. Both of these specialized plans have their own mission statements that are derived from and support the college mission statement ([Note 3](#)). Lastly, the mission of the PCC Foundation has been rewritten to support the college mission statement.

Analysis of Results Achieved to Date
The college is in full compliance with this recommendation, which focuses on the college mission statement guiding the planning process and decision making. As a result of the changes made, the college mission statement has become much more prominent on campus. It has been distributed to all college offices and all new employees and now plays a central role in the planning process. The college mission statement also guides the development of supporting mission statements for each of the college's programs, units, and areas as well as those of specialized plans and the PCC Foundation; these individual mission statements in turn guide the decisions made at each planning level of the college.

Many of the procedures that have been put in place to communicate the mission statement utilize existing processes, such as its distribution as part of the annual planning process or giving it to new employees as part of their hiring process. Integrating the mission statement into these routine processes reinforces the central role of the college mission statement.

The college evaluates the effectiveness of its efforts to communicate the mission statement and to integrate it into the planning process by asking questions about the mission statement on the college campus climate survey. The survey was distributed in spring 2005, 2007, and 2008. In response to the question, "Do you understand the college's mission statement?" 56 percent of the responding employees in 2005 indicated they understood it "a lot" or "very much." In 2007, this grew to 62 percent, and in 2008, 66 percent indicated they understood the mission statement "a lot" or "very much." In 2005, 19 percent indicated they understood it "a little" or "not at all." More detailed analyses found that those who did not understand the mission statement were primarily hourly faculty and hourly classified employees. The college made efforts to communicate more effectively an understanding of its mission statement to hourly employees in order to reduce this percentage. By 2008, the percentage of employees who did not understand the mission statement had dropped from 19 percent to 13 percent. The survey data indicate that

the college has been improving employee understanding of the college mission statement and reducing the percentage of hourly employees who do not understand it. However, the college needs to continue its efforts to improve understanding of the mission statement. A related question on the campus climate survey asked employees to indicate to what extent they agreed or disagreed with the statement, "I am committed to meeting the college's mission." In 2005 and 2007, 88 percent responded "strongly agree" or "agree." This inched up to 90 percent in 2008.

The college recognizes that there will be a continual need to communicate the content of the mission statement to the campus community. However, with the many steps taken to date, the college has made significant progress in communicating the college mission statement and integrating it into the planning process.

Recommendation #2: The team recommends that the college link its planning and budgeting process and ensure that the results of this process are clearly communicated to all constituents.

Progress Made on the Recommendation

The first part of this recommendation, to link planning and budgeting, has been addressed in the following manner. The college's Planning and Budgeting Process Development Consultative Committee (PBPDCC) met weekly for four months during spring 2003 to evaluate the planning process. As the PBPDCC evaluated the process, it found that campus constituents had many misconceptions about the college budget and its connection to the planning process. The PBPDCC decided a new, more user-friendly planning handbook needed to be written to correct the misconceptions and to clearly explain the connection between the planning and budgeting processes. In September 2003, the first edition of a new planning handbook, entitled *The Planning Process at Pasadena City College,* was distributed. The new handbook contained sections entitled:

- How does planning relate to budgeting?
- How much of the budget is available to fund planning?
- How do individuals connect resources so plans are implemented?
- How do emergencies relate to planning and budgeting?
- How do PFE, VTEA, matriculation, and other categorical funds relate to planning?

To evaluate the new handbook's effectiveness, a survey was sent to all unit and area managers in December 2003. The results of the survey were distributed to unit managers and the PBPDCC (Note 4). Based upon the feedback on the first edition and the survey results, a second edition of the planning handbook was written (Note 5). This second edition consists of three chapters. Chapter one explains the planning process used at the college and addresses the questions individuals most frequently ask. Chapter two provides step-by-step instructions on how to complete the planning forms for annual program, unit, and area plans. Chapter three explains how to conduct a program review and how to complete the program review forms.

The second edition of the handbook was distributed at the beginning of fall 2004. In December 2004, a survey was distributed to evaluate this second edition of the handbook. The results indicated the document was helpful and explained issues previously not well understood.

However, it was found that not all managers read the document (Note 6). To make the handbook as accessible as possible, and thus increase the likelihood of managers reading it, the handbook has been made available online.

Steps have also been taken to link the college's Technology Plan and Educational Strategic Plan to the annual planning process. Procedures were developed to update annually the Technology Plan based on the area plans. The purpose of these new procedures was to integrate the specialized Technology Plan with the general college planning process. This updating process was done for a few years and then stopped in 2007 because the online planning process added the capability for anyone to extract reports of resources requested in the plans. Thus the connection among plans, resources needed for the plans, and budgets are more closely linked, and the information is now available online to all employees.

Although the planning handbook describes in general terms the planning and budgeting connections, a specific example of how planning and budgeting are linked is the computer replacement portion of the college Technology Plan. The replacement plan commits $900,000 annually to purchase new desktop computers so that no student will use a computer more than three years old and no employee will use a computer more than five years old (Note 7). Institutionalization of the funding for the Desktop Replacement Plan was approved by the Board of Trustees on July 21, 2004.

The second part of Recommendation #2 focuses on ensuring that the results of the planning and budgeting processes are clearly communicated to all constituents. As a result of the evaluation of the planning process by the PBPDCC in spring 2003, a change was made to help communicate the results of the planning process to all constituents. Specifically, a section entitled, "How Should I Communicate the Program, Unit and Area Plan Results to Others?" was added to the new handbook. In this section, directions are given to connect the program goals to the unit plan and unit goals to the area plan. These connections were to be shared with lower planning levels. The intention was to communicate information about each goal and whether or not it was included in the next higher level plan. This process was discontinued in fall 2005 when the planning forms moved into an online environment, and plans became available to all employees. Subsequent changes to the online planning process in fall 2007 further enhanced the communication of the results of planning and resource allocation by requiring that the status of each goal and objective be reviewed and marked as "completed," "in progress," "on hold," or "abandon." The resources requested for each completed goal can be identified, and documenting reports can be generated.

Presentations were made at many meetings to clarify the planning procedures. Presidential forums on the planning process occurred in fall 2007. At multiple Management Team meetings, attendees were reminded to communicate their own plans and the plans of higher planning levels to their staffs. Managers have been reminded of how the general planning process and the college budget are linked. The dean of Institutional Planning and Research (IPRO) also met with Instructional division deans and the Faculty Technology Committee to discuss aspects of the planning process. The dean of IPRO conducted two open forums for the college to review and discuss the college planning process and its links to resource allocation.

Analysis of Results Achieved to Date

This recommendation and the related accreditation standards have been addressed. Specifically, the college's planning handbook was rewritten to explain how planning and budget processes are linked. An evaluation of the first draft of the planning handbook found that the planning process and budgeting were explained in detail. Although favorable, the evaluation survey provided recommendations that led to a second edition of the planning handbook. Therefore, one specific result achieved to date is a rewritten planning handbook that clarifies the linkages between the planning and budgeting processes. The movement of the planning process to an online environment has enabled the development of reports that document the resources needed by each objective and goal.

To improve the communication of the results of the planning process, instructions were added to the planning documents. Specifically, managers are directed to communicate the results of the planning process to their staffs. Even though managers have reported that they communicated their plans to their unit and program members, employees informally reported that they did not know what resulted from the plans their program developed. These comments led to the online planning forms being modified to document the status of each goal and objective and the resources needed.

In order to evaluate the extent to which the college has addressed this recommendation, employees were asked several questions about the planning process on the college campus climate survey, administered in 2005, 2007, and 2008. The table below summarizes the results of the relevant questions. For each question, the answer choices were 1=not at all, 2=a little, 3=some, 4=a lot, and 5=very much.

		Year	
Average Response	**2005**	**2007**	**2008**
Is the college's planning process linked to the budgeting process?	3.02	3.24	3.24
Do you understand the college's planning process?	2.57	2.64	2.96
Are the results of the college's planning process available to you?	2.60	2.69	3.10

These results indicate that the college's efforts are having an impact and there is improvement in the understanding employees have of the planning process, the linkage between planning and budgeting, and the availability of planning results. However, considering that the average response for each question was generally about a 3 ("some"), efforts will continue to move the average response up to a 4 ("a lot") or better. Detailed analysis of faculty and classified responses identified that twice as many full-time employees understand the planning process as compared to part-time employees. Thus while more effort needs to be made to explain the planning process, particular focus must be directed at hourly employees.

The college understands that ongoing communication about the linkage between planning and budgeting needs to occur. However, based upon the variety of actions that have been taken to

date, and the processes established to evaluate how well the planning and budgeting processes are communicated and understood, the college has met the recommendation and standards.

Recommendation #3: The team recommends that the college complete and implement a comprehensive program review for all areas and that the results are incorporated into the planning and budgeting process.

Progress made on the Recommendation

The college developed a program review process that includes all areas of the college. The full implementation was phased in over a three-year period. The Instructional area began doing program reviews in fall 2002, then Student and Learning Services and the President's areas in fall 2003, and lastly the Administrative Services area in fall 2004 (Note 5 and Note 8). Each of the college's programs is assigned to a year to conduct the reviews. Nonvocational programs must do a review at least once every six years, and vocational programs must complete a review every other year. Program reviews can be updated annually if the program chooses to do so (Note 9). The college's Executive Committee has placed an emphasis on doing program reviews and is monitoring their completion.

Phasing in the implementation of program review was done so IPRO could work with each segment to develop reports and/or surveys needed by the programs for their reviews. Reports focusing on enrollments, section counts, success and retention rates, etc. were developed to help instructional programs do their reviews (Note 10). Student and Learning Services developed a customer service questionnaire to assess the effectiveness of its programs. In fall 2003, Student and Learning Services programs began using this survey, and by the end of the term 1,666 questionnaires had been completed and analyzed (Note 11).

Program reviews are fully integrated into the planning and budgeting process. In fact, they form the foundation of the planning process. Specifically, the college divides itself into four levels of planning, ranging from the smallest functional group (program) through units (groups of programs) to areas (groups of units) to the college as a whole. It is worth pointing out that the college's annual program planning cycle provides an opportunity to update the program review. The reporting of SLO/SSO assessment results was incorporated into program review forms in fall 2006.

Training on how to do program review also has been provided. The April 2003 edition of the WASC publication, *Accreditation Notes,* which focused on how to conduct a program review, has been distributed to all managers. During the 2003-04 year, the dean of IPRO met with several programs to give individualized training on how to do program reviews. In fall 2004, two training sessions on the program review process were conducted. All managers with a review scheduled during the year were instructed to attend a session. At the sessions, the program review process was discussed, questions were answered, and examples of good reviews were distributed. Manuals have been developed that explain the program review process and how to complete the online forms. The manuals are available online. To raise general enthusiasm for program review and to communicate the results of the initial reviews, a publication entitled *Planning Ahead* was created and distributed collegewide in February 2005 (Note 12). This publication summarized the findings of the submitted program reviews.

Analysis of Results Achieved to Date

All areas of the college are engaged in program review. As of fall 2008, 96 percent of the scheduled program reviews were completed (141 out of 147 programs). The program review process is supported with manuals, forms, questionnaires, and data reports. Program reviews are tightly integrated into the planning and budgeting process; they form the foundation of the planning process. The planning and budgeting process is reviewed and can be updated annually through the planning process.

IPRO examined some of the submitted program reviews and noted considerable variation in the use of data and depth of analysis. To improve the overall quality of the reviews, the best program reviews were identified and provided as models for what a quality review should be like.

For five years, the emphasis was on developing the planning process and involving the entire college in the program review process. During the coming years, emphasis will shift to improving the overall quality of the program reviews.

Recommendation #4: The team recommends that the college's governance process empower constituents by ensuring that communication flows from and to all college entities.

Progress Made on the Recommendation

To address this recommendation, the shared governance bodies (Academic Senate, Classified Senate, Associated Student Body, and Management Association) and the college's Executive Committee have enacted new strategies aimed at strengthening communication and thereby empowering their constituents. The importance of effective communication was recognized and actions were initiated by the college even before this accreditation recommendation was made. Evidence of this is that a strategic direction to improve communication among the college communities was added in spring 2002 for the 2002-03 planning cycle (Note 13). In the 2003-04 planning cycle, a specific collegewide goal to improve communication was added. It states, "All members of the campus community will strengthen connections and communication within the college." A year-end report that documents what the college has done on each of its planning goals is annually presented to the Board of Trustees. The 2003-04 report documents what was done to improve communication during that year (Note 14).

The college president led the efforts to improve the communication process by posting the topics discussed each week at the Executive Committee meetings on an electronic notice board that is part of the college email system. The president also coordinated the posting of other committee minutes to various notice boards and then issued a memo in March 2004 to inform the entire college where to obtain meeting minutes. Fourteen committees and organizations were listed along with the location of their posted information (Note 15).

To enhance communication further and simultaneously strengthen collegiality, the president has initiated the practice of having a team of college leaders visit each instructional division during the fall term. The team discusses campus issues and answers questions. Communication has also been increased between the Executive Committee and the Board of Trustees. For example,

during 2003 and 2004, monthly reports were given to the Board on the progress that has been made on each of the five accreditation recommendations (Note 16).

On June 5, 2005, the former college president held a town hall meeting with faculty to discuss various topics of concern. The free-form format was chosen because it facilitates two-way communication and because town hall meetings with the president were one of the recommendations that came out of the committee studying issues of collegiality and integrity at the college (see recommendation #5). In 2007 and 2008, the current president continued to work on improving communication by holding Presidential Forums on topics such as the college budget and the planning process. She also holds monthly "coffees" for faculty and classified staff to informally chat with her.

In fall 2003, the Academic Senate adopted a goal to improve communication with the faculty and has employed a variety of initiatives to achieve it. To accomplish this goal, the Academic Senate leadership met with many divisions across campus to inform their constituents of who they are and what they do. The Senate held several roundtable discussions with the Academic Senate president, the college president, and groups of randomly selected faculty as a vehicle to encourage communication and the free exchange of ideas. The Senate's Council on Academic and Professional Matters (CAPM) meets monthly with the college president. In addition, a new faculty handbook was developed and sent to all faculty (Note 17). The Academic Senate also distributes written summaries of its meetings. These *Senate Summaries* are sent to the faculty, Board of Trustees, division deans, and Executive Committee members and are posted on the Academic Senate website. In 2007, the Senate compressed their meeting notes, renamed them the "Senate Seconds," and began distributing them at each Board of Trustees meeting. "Senate Seconds" are now known as "Nanoseconds."

The Academic Senate has made significant strides in improving the communication between itself and other campus organizations. For example, a standing report from the Curriculum and Instruction Committee has been added to the Senate's meeting agendas. The Academic Senate annually has a fall retreat to which they have begun inviting the Classified Senate Executive Board and a representative from the Associated Students. Perhaps most significant is the improvement in its working relationship with the Classified Senate. The two senates now have representatives at each other's regular meetings. The two senates were so enthusiastic about the improvement in communication that they did a presentation about their process at the November 2004 Community College League of California Conference.

The Classified Senate has implemented a number of steps to foster and to improve communication with its constituency and with the various shared governance groups. In 2004, to improve communication between the senators and their constituents, each senator received a list of classified staff with whom to personally communicate. A list of the Classified Senate members and their contact information has been made available on the Classified Senate web page. The minutes and agendas for Classified Senate meetings are posted on the college electronic notice board. The Classified Senate meetings provide an opportunity for the staff to ask questions. Additionally, the Classified Senate has adopted a process of inviting in-house guest speakers to its monthly meetings and encourages questions during the audience participation section of its open meeting. This helps answer questions employees have and/or

directs individuals to the appropriate source to have their questions answered. During department meetings, senators are encouraged to discuss various relevant issues and disseminate information to their membership.

The Management Association promotes communication through monthly management team meetings. These meetings typically have both informative presentations and question and answer sessions.

To strengthen communication between students and the Associated Students (AS), the AS has run advertisements in the school newspaper, *The Courier,* and the college announcement flier, *The Crier,* about AS elections and other upcoming events. The AS representative to the College Coordinating Council (CCC) has reported on student activities, and the information received from the Council has been taken back to the AS Board. Additionally, AS has administered several classroom and "in the quad" student surveys concerning student services. For the 2004-05 school year, the AS went through a structural reorganization to add more vice presidents who have responsibilities to attend specific college meetings and to communicate the results of the meetings to the AS Board. The AS president has a seat at the college Board of Trustees meetings. The students also have a student trustee to communicate the student perspective to the Board.

In the Progress Report submitted to WASC in October 2004, three items were listed under "Additional Plans the Institution has Developed":

(1) The college's Public Information Office regularly posts summaries of the Board of Trustees meetings to the Campus Bulletin, a daily electronic announcement board. This practice was discontinued as unnecessary when audio recordings of the Board meetings were made available online.
(2) The college president has again sent a memo informing the college about where to locate the minutes of various committees.
(3) A campus climate survey has been used to collect baseline data for the evaluation of the effectiveness of various communication techniques used.

All three were completed by mid-2005.

Analysis of Results Achieved to Date

The college has significantly improved communication on campus. A multi-modality approach is used; specifically, multiple groups use a variety of different activities to improve communication to all college entities. The following are some examples:

- The college used the planning process by developing a strategic direction focused on communication.
- Minutes from committee meetings are posted electronically for all to review.
- Management Team meetings are used to communicate consistent information to all managers who are, in turn, asked to share the information with faculty and staff.
- The Academic Senate has started a new publication.

- Presentations have been made at meetings.
- Open discussions have been held.
- Representatives from the Academic and Classified Senates now attend each other's regular meetings.

A former president of the Classified Senate stated that the distribution of the Academic Senate summaries enabled the Classified Senate to communicate immediately any concerns it had on items in the summary to the Academic Senate representative who attends the Classified Senate meetings. In addition, the joint presentation by the two senates at the November 2004 Community College League of California Conference showcased their improved communication as well as a spirit of collegiality. Collectively, this variety of approaches by all shared governance groups has improved communication.

Despite the many efforts to improve communication, the goal of employees feeling that sufficient communication occurs is elusive. In campus climate surveys conducted in 2005, 2007, and 2008, employees were asked to indicate two things in need of improvement at PCC; communication consistently ranks among the highest. The same surveys also asked employees to indicate how often *they personally* went out of their way to communicate information to other employees. The mean response was consistently over 4, where a 4 was "often." However, when asked to indicate how often *other employees* went out of their way to communicate information to other employees, the mean response consistently dropped to barely over 3, where a 3 was "sometimes." These results were true for all three surveyed years. Generally, individuals consistently perceived themselves as communicating or treating others better than others communicated or treated them. This "perception gap" may explain employee perceptions of inadequate communication at the college. Thus the reported lack of communication at the college may be more an issue of perception than of fact.

The college recognizes there will always be room for improvement in communication and will continue to strive to improve it among campus entities. However, results of the campus climate surveys suggest that employees may always feel more communication is needed regardless of how much communication actually occurs.

Recommendation #5: The team recommends that the college provide evidence that all campus constituents are working to restore collegiality and integrity in their relationships.

Progress Made on the Recommendation

Before the college could begin to restore collegiality and integrity, it first had to learn about and understand the issues surrounding collegiality and integrity and what these terms meant to the college community. A series of focus groups and one-to-one interviews were selected as the methods to acquire this understanding because they allowed for the exploration of the topic and a greater understanding of the related issues.

Seventeen campus constituent groups were identified based upon 1) shared governance structure, 2) unions, and 3) employee/student classifications. There were six shared governance-based constituent groups: the leaderships of the Academic Senate, Classified Senate, Management Association, and Associated Student Board, all members of the Executive Committee, and the

Board of Trustees. Four union-based constituent groups were included: the leadership of the Instructional Support Services Unit (ISSU), California School Employees Association (CSEA), California School Employees Association-Police Officers Association (CSEA-POA, now known as PCC-POA), and California Teachers Association (CTA, now known as PCC Faculty Association). From the employee/student classifications, two randomly selected faculty groups, two randomly selected classified groups, two randomly selected student groups, and one randomly selected management group comprised the constituent groups.

Three constituent groups (CSEA-POA, Executive Committee, and the Board of Trustees) provided input to the study through one-to-one interviews instead of focus groups. The CSEA-POA leadership worked on different shifts, so it was not feasible to bring the leadership together for a focus group. The Executive Committee consists of top administrators and their supervisor, the president. Since interviewing employees with their supervisor present could inhibit employees from freely expressing their opinions, each committee member was interviewed individually. The entire Board of Trustees could not convene as a focus group because the Brown Act prohibits more than three Board members from meeting together outside a public forum, and a public forum would not have been conducive to Board members freely expressing their opinions about college collegiality and integrity.

The focus groups were conducted from April 2003 through July 2003. The fact that they were conducted over several months was beneficial because issues of the moment, i.e., issues that were on people's minds in one month and which were not issues months later, tended to get dropped, and only those issues stable over time were retained. The focus groups were composed of two to fifteen individuals. Two notetakers and the IPRO senior research analyst, who functioned as the facilitator, attended each focus group. The one-to-one interviews were conducted by the senior research analyst. No sessions or interviews were tape-recorded; no names were recorded by the notetakers; and no individuals were identified in the notes. One-hundred and twenty individuals were involved in the focus groups or interviews.

Comments regarding collegiality and integrity were collected from the focus groups and interview participants, and comments were compiled into a report for each constituent group. The reports summarized each group's perceptions and opinions regarding collegiality and integrity at PCC. The purpose of the individual reports was to reflect the participants' sentiments; thus the comments contained in the report were not verbatim but were distillations of comments.

Each focus group reconvened between October 2003 and April 2004 to review, edit, and validate the accuracy of its summary report. For the groups that were interviewed, each participant individually reviewed, edited, and validated his/her own individual statements. IPRO then edited the reports based upon the validated statements. The validated reports were used by the dean and staff of IPRO to produce a *Collegiality and Integrity College-Wide Summary Report* that summarized the issues common across the college's constituent groups (Note 18). The report identifies seven specific themes through which collegiality and integrity are manifested and also identifies five approaches to improving collegiality and integrity. The report was distributed to all of the constituent groups' leaders.

A half-day retreat was held in June 2004 to validate the collegewide report, to discuss what "collegiality and integrity" means to PCC, and to develop a process to start addressing the issues. The retreat attendees comprised representatives of the shared governance groups, the Board of Trustees, the Executive Committee, and the unions. Consultants were hired to facilitate the retreat. At the retreat, there was general consensus that the themes identified in the college summary report were accurate. The attendees also agreed that they were the appropriate group to address the issue of collegiality and integrity. A steering committee was formed to develop specific recommendations on how to restore collegiality and integrity at the college. The attendees decided that a one-page summary of the collegewide summary report should be created and distributed collegewide (Note 19). The one-page summary was distributed collegewide two times, first in summer 2004 and again in fall 2004.

In October 2004, the steering committee created at the June retreat met weekly for five months to discuss the findings of the focus groups. The result was the development of 12 specific recommendations intended to improve collegiality and integrity at the college. The steering committee's report was released in March 2005 (Note 20) and distributed to all attendees of the original June 2004 retreat with permission to disseminate it as they chose.

In September 2005, the original committee that attended the June 2004 retreat on collegiality and integrity reconvened. At the meeting, individuals or groups were identified to take responsibility for enacting the recommendations of the steering committee. The College Coordinating Committee was given the task of periodically requesting reports on progress made on the collegiality and integrity recommendations.

While the focus groups were the primary method to address the issues of collegiality and integrity, they were not the only actions taken by the college. For example, to build collegiality, a college strategic direction to identify the college's core values was adopted for the 2005-06 planning cycle. The college also hired a consultant to work with the Financial Aid and the Fiscal Services offices to bring more harmonious functioning between them in their shared responsibility of distributing funds to students. Other examples are the memorandums of understanding (MOUs) that were negotiated with each collective bargaining unit. These MOUs guaranteed no lay-offs during the state budget crises of 2003-04, 2004-05, and 2008-09 in exchange for the college being able to move employees temporarily into vacant positions. Employees have reported that these MOUs have increased their feelings of job security and belief in the integrity of the college.

Analysis of Results Achieved to Date

The college recognizes the importance of creating the best work environment possible; consequently, it invested a significant amount of time and energy working on this recommendation. Over 120 individuals representing hundreds of staff hours and including 17 different campus constituent groups were involved in clarifying what collegiality and integrity mean to Pasadena City College and the manner in which the concepts manifest themselves at the college. It is very interesting to note that only one of the identified themes from the collegiality and integrity focus groups and interviews was unanimous across students, faculty, classified staff, managers, and the Board of Trustees and that was that "PCC is a great place to work or

study." The consultants who facilitated the half-day retreat on collegiality and integrity in June 2004 said this was a very encouraging finding.

In addition, the no-lay-off MOUs are tangible evidence that constituents are working together collegially and with integrity. The MOUs were reaffirmed in 2008.

Anecdotally, employees reported that they feel the college has already made progress in restoring collegiality and integrity. The very acts of conducting the focus groups, printing a report, and distributing a summary that acknowledges employees' concerns was beneficial at raising the awareness and sensitivity to these issues and improved the collegiality and integrity of college relationships.

The college took steps to carry out the recommendations of the *Collegiality and Integrity Steering Committee's Report.* The following are examples of some of the actions taken on the recommendations.

- **Recommendation 1:** Create opportunities for face-to-face communication.
  Action: The President held a town hall meeting in spring 2005, college flex days were initiated in spring 2007, "coffees" with the president began in fall 2007, and presidential forums began in fall 2007.
- **Recommendation 2:** Written communications from the president on campuswide issues.
  Action: Memos from the president have been sent on the following topics: the status of Measure P building construction projects, an announcement when the college adopted its core values (10/4/06), and the college changing from Partnership for Excellence performance measures to Accountability Reporting for Community Colleges measures (3/5/07).
- **Recommendations 3, 4, and 5:** These deal with managers holding department meetings, using an "open door" policy, and involving people in decisions that affect them.
  Action: Managers report they are holding department meetings and do use an "open door" policy. The departments that will be housed in new buildings under construction at the college are involved in the planning and design of the buildings.
- **Recommendation 6:** Offices that may be impacted by changes in another office are to be informed of the potential impact.
  Action: Offices that are secondarily impacted by construction projects are informed well in advance of the impact's occurrence. For example, as the college's MIS office prepares to install a new version of the student records system, the offices that use the system are informed of the impact of the coming change.
- **Recommendation 7:** Both sides of the labor negotiations table need to explain to each other what authority they have and do not have.
  Action: This was done June 2004.
- **Recommendation 8:** New employees should receive training/orientation.
  Action: Flex days have been started to provide training to all employees on a variety of topics, and new faculty orientation has been expanded to include hourly faculty.

- **Recommendation 9:** A primer on shared governance is needed.
  Action: This was created and distributed in March 2007.
- **Recommendation 10:** Make policies and procedures available to all.
  Action: Policies and procedures have been made available online.
- **Recommendation 11:** Employees need to follow established procedures.
  Action: Managers state that when employees or students do not follow procedures, they inform the individuals about the correct procedures.
- **Recommendation 12:** The Board of Trustees is to focus on policies and not become involved in procedural issues.
  Action: Board members have on multiple occasions reminded themselves that they deal with policy and that procedural issues are the responsibility of the college president.

The campus climate surveys of 2005, 2007, and 2008 asked questions to assess employee perceptions of integrity at the college. When asked how often they treated others in an honest and truthful manner, the mean response was above 4.5 on all three surveys, where 4 was "often" and 5 was "very often." However, when asked if employees in general treat others in an honest and truthful manner, the mean response dropped to about 3.5, where 3 was "sometimes" and 4 was "often." As was found in other areas of the survey, there is a perception gap between how individuals perceive their own behavior as compared to that of others. Thus statements that there is a lack of collegiality and integrity may be as much an issue of perception as it is of fact.

List of Notes

1. Instructions from the planning manual that link planning to the college mission statement
   http://pasadena.edu/resource/accred_667.pdf

2. The college mission statement and examples of program, unit, and area mission statements
   http://pasadena.edu/resource/accred_668.pdf

3. Mission statements of the Technology Plan and Educational Strategic Plan
   http://pasadena.edu/resource/accred_670.pdf

4. Planning handbook first evaluation questionnaire and results
   http://pasadena.edu/resource/accred_671.pdf

5. Second edition of the planning handbook
   http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf

6. Results of the second planning handbook evaluation questionnaire
   http://pasadena.edu/resource/accred_674.pdf

7. Desktop Replacement portion of the Technology Plan
   http://pasadena.edu/resource/accred_675.pdf

8. Paper version of the program review form http://pasadena.edu/resource/accred_676.pdf

9. The schedule for program reviews http://pasadena.edu/resource/accred_677.pdf

10. A list of reports created to assist instructional programs to conduct program review
    http://pasadena.edu/resource/accred_678.pdf

11. Customer service questionnaires and results http://pasadena.edu/resource/accred_679.pdf

12. A copy of the *Planning Ahead* publication http://pasadena.edu/resource/accred_681.pdf

13. 2002-03 college strategic direction on improving communication
    http://pasadena.edu/resource/accred_682.pdf

14. Year-End Report on College Goals, specifically goal 3-17 under Strategic Direction VII
    http://pasadena.edu/resource/accred_682.pdf

List of Notes (continued)

15. Dr. Kossler's March 2004 memo to the college identifying where committee minutes are posted http://pasadena.edu/resource/accred_683.pdf

16. A monthly report to the Board of Trustees on the progress made on the 2002 accreditation recommendations http://pasadena.edu/resource/accred_684.pdf

17. Faculty handbook http://www.pasadena.edu/HR/facultyhandbook.pdf

18. Collegiality and Integrity Collegewide Summary Report http://pasadena.edu/resource/accred_686.pdf

19. One page summary of the Collegiality and Integrity Collegewide Summary Report http://pasadena.edu/resource/accred_687.pdf

20. Collegiality and Integrity Steering Committee Report http://pasadena.edu/resource/accred_688.pdf

Standard I
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA — Mission

> **The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

Descriptive Summary

The mission statement for Pasadena City College (PCC) is as follows:

> The mission of Pasadena City College is successful student learning. The college provides high-quality, academically rigorous instruction in a comprehensive transfer and vocational curriculum, as well as learning activities designed to improve the economic condition and quality of life of the diverse communities within the college service area.

At Pasadena City College we serve our students by

- Offering courses and programs which reflect academic excellence and professional integrity,
- Challenging them to participate fully in the learning process by encouraging them to be responsible for their own academic success,
- Fostering a creative learning environment that is technologically challenging and intellectually and culturally stimulating,
- Recognizing them as individuals who may require diverse and flexible learning opportunities, and
- Encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff, and managers. (1A.1; 1A.2)

Immediately following the mission statement in the college catalog are the college's core values that further elaborate the college's commitment to learning. The institutional core values statement reads as follows:

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 for 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. (1A.1; 1A.2)

Self Evaluation

The college meets the standard.

The college's broad educational purposes of high-quality, academically rigorous instruction in the comprehensive transfer and vocational curriculum are clearly stated in its mission. The student population is diverse, representing the college's diverse service area. The college serves transfer, vocational, and other students seeking to improve their economic conditions or quality of life.

Planning Agenda

None

IA.1   The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The college offers 64 programs in arts, sciences, mathematics, humanities, business, career and technical training, and personal enrichment to the diverse communities within the college service area. These programs are aligned with the college's mission and stated institutional core values (1A.2). Evidence of the college's rigorous instruction is its national recognition in the fields of mathematics (1A.3), music (1A.4), and forensics (1A.5), as well as the library, which recently won the 2008 Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award (1A.6).

The Community Education Center (CEC) facility, located at 3035 East Foothill Boulevard in Pasadena, was built in 1996. It serves a unique population, including those in the High School Diploma Program (HSDP), specialized vocational programs, and adult noncredit programs (1A.7).

To support student learning at both locations, the college provides complementary student support services. These include multiple counseling services, mentoring programs, assessment programs, transfer programs, psychological services, learning assistance services, and financial aid (1A.1; 1A.8). Additionally, study abroad programs (1A.9), student government programs (1A.10), and internships at local government and businesses (1A.11) allow PCC students to succeed in disciplines as diverse as the student body.

The college offers programs such as Puente (1A.12), a one-year transfer program that is open to all students and focuses on Mexican American/Latino authors and issues; Ujima (1A.13), a one-year transfer program that is open to all students and focuses on African-American cultural issues; Scholars Program (1A.14), which prepares highly motivated students for a successful transition from community college to four-year colleges and universities; and the Teaching and Learning Communities Program (TLC) [1A.15], which addresses the needs of basic skills mathematics, English, and ESL students, as well as the faculty who serve them. TLC includes summer bridges and first-year experiences, career pathways, ESL blocks, study skills and financial aid workshops, faculty development projects, and campuswide initiatives.

Self Evaluation
The college meets the standard.

The college has many and various programs and services that facilitate the accomplishment of its mission. PCC strives to meet the needs of its diverse student body.

Planning Agenda
None

IA.2   The mission statement is approved by the governing board and published.

Descriptive Summary
The mission statement was approved by the Board of Trustees on June 19, 2002 (1A.16) and is published in the college catalog (1A.1), on the PCC website (1A.2), and in various other college publications.

Self Evaluation
The college meets the standard.

Planning Agenda

None

IA.3   Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

According to the midterm accreditation report (1A.17), the college planned to review its mission statement during the 2006-07 year. However, the review was postponed until the summer of 2008. During fall 2008, the revised mission statement underwent the college's shared governance process necessary for approval (1A.18).

Self Evaluation

The college meets the standard.

The college is developing a timeline for the systematic review of the college mission statement.

Planning Agenda

None

IA.4   The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The college mission, philosophy (core values), and strategic directions and annual goals drive the planning process (1A.19). The mission statement is routinely distributed each September as part of the materials to start the annual planning process and is included as the preamble to each year's college goals that are developed from the planning process. Planning teams are instructed to consider and use the mission statement as they develop goals for their program and unit plans. Many of the college's programs and units have their own mission statements that support the institutional mission (1A.20). One prime example of how the institution's mission is central to institutional planning comes from the Physical Sciences 2007-08 Annual Program Plan:

> The Physical Sciences Program of the Natural Sciences Division supports the college's mission of successful student learning by delivering a first-class science education focused on the dual mission of producing an adequate number of well-trained and competent professional physical scientists as well as citizens that are scientifically literate. (1A.20)

In this plan, the division specifically credits the college mission for successful student learning and ties it to the specific subject matter being taught in Physical Sciences classrooms. The division's faculty members realize that they are not just teaching concepts, but also creating citizens.

Another example of the institutional mission being central to divisional planning comes from the award-winning Shatford Library, which in its unit plan writes, "Shatford Library at Pasadena City College has a rich tradition of meeting the needs of students. The Shatford Library supports the college mission of successful student learning by providing quality services for Pasadena City College's diverse community and the residents of the Pasadena Area Community College District" (1A.20). Again, the role of the library to help students with research and study skills is tied to the larger campus mission of achieving student learning.

The Student and Learning Services area also incorporates the college mission statement into its area mission statement:

> The area supports the college's mission of successful student learning by contributing to the creation of a learning environment where all students have access to collegiate life and by providing opportunities to succeed in their educational endeavors as measured through the College's Institutional ("Degree Level") SLOs (SSOs) in promoting personal development, social responsibility, and information competency. (1A.21)

Self Evaluation

The college meets the standard.

Many units and programs of the college reflect the college mission statement of successful student learning as the guiding principle for their own mission statements.

Planning Agenda

None

Evidence for Standard IA

1A.1   College Catalog
http://www.paccd.cc.ca.us/instadmn/compsvcs/kiosk/CATALOG/Section1.htm

1A.2   Mission Statement and Core Values
http://www.pasadena.edu/about/president/philosophy.cfm

1A.3   American Mathematical Association of Two-Year Colleges (AMATYC) National
Champions http://www.amatyc.org/SML/past-champions.htm

1A.4   PCC Tournament of Roses Honor Band http://www.pasadena.edu/tofrband/

1A.5   2008 Forensics Awards http://www.pasadena.edu/news/newsItem.cfm?ID=2192

1A.6   Shatford Library Award http://www.pasadena.edu/library/award.htm

1A.7   Community Education Center http://www.pasadena.edu/cec/

1A.8   Student Support Programs http://www.pasadena.edu/studentservices/

1A.9   Study Abroad http://www.pasadena.edu/travel

1A.10 Student Government http://www.pasadena.edu/as/yourgovernment.cfm

1A.11 Student Internships
http://www.pasadena.edu/studentservices/careercenter/internship.cfm

1A.12 Puente Project http://www.pasadena.edu/transfer/specialprograms/puente.cfm

1A.13 Ujima Program http://www.pasadena.edu/studentservices/ujima/

1A.14 Scholars Program http://www.pasadena.edu/transfer/specialprograms/scholar.cfm

1A.15 Teaching and Learning Center
http://www.pasadena.edu/externalrelations/TLC/tlc_facility.cfm

1A.16 Board of Trustees Meeting, June 19, 2002
http://www.pasadena.edu/resource/accred_503.pdf

1A.17 *Midterm Report Prepared for the Accrediting Commission for Community and
Junior Colleges*, October 15, 2005 (page 4)
http://www.pasadena.edu/IPRO/accreditation/documents/Mid-
termReportforAccrditationversion6submittedtoWASC.pdf

1A.18 Coordinating Council Minutes
http://www.pasadena.edu/Departments/meetings.cfm?Dept=coordcouncil

1A.19 *The Planning Process at Pasadena City College*
http://www.pasadena.edu/IPRO/Accreditation/progress/Apend%201.pdf

1A.20 Unit Plan Mission Statement Examples
http://www.pasadena.edu/resource/accred_215.pdf

1A.21 Student and Learning Services Units and Area Plan, 2008-2009
http://www.pasadena.edu/resource/accred_314.pdf

Standard 1B — Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB.1   The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Pasadena City College employees have an ongoing dialogue about improving institutional processes. Between 2002 and 2006, Partnership for Excellence (PFE) funding focused college dialogue on ways to improve the institutional outcome measures identified by the state of California. The college chose to keep the PFE funds separate and competitively funded innovative project proposals in support of the PFE outcome measures. An evaluation component was required. When the PFE program ended and was replaced by the Accountability Reporting for Community Colleges (ARCC), the practice of disbursing the funds as if they were grants and as a way to stimulate innovation and institutional improvement was continued. During the same period, dialogue among division deans, faculty, and the Academic Senate also focused on the Student Benefit Index (SBI), which was a measure developed by the college to identify courses needed by students to achieve educational goals. The SBI was used to improve the mix of courses offered. These early efforts provided a foundation for the current dialogue focusing on student learning outcomes (SLOs), support service outcomes (SSOs), and institutional learning outcomes (ILOs). This exchange of ideas takes place during division meetings, workshops, retreats, institutional flex days, and Executive Committee meetings. Table 1-1 chronicles some of the institutional and student learning improvement topics that have appeared on the agendas of the indicated committees (1B.1; 1B.2; 1B.3; 1B.4; 1B.5; 1B.6; 1B.7).

Table 1-1
Institutional and Student Learning Improvement Topic by Group

Group	Institutional or Student Learning Improvement Topic	Meeting Dates
Academic Senate		
	SLOs	9/25/06, 10/9/06, 3/12/07
	Student Benefit Index (SBI)	12/4/06
Board of Trustees		
	Status of Distance Education	10/1/08
	Status of SLOs and SSOs	8/20/08
	KPCC Expansion of Services	8/6/08
	Status of the Transfer Center	1/16/08
Campus Technology Committee		
	Planning	1/13/06, 2/10/06, 5/12/06, 10/13/06, 12/8/06, 3/9/07, 4/27/07, 6/1/07
	Technology Surveys	2/10/06, 10/13/06, 12/10/06, 11/9/07, 1/11/08, 2/22/08
Classified Senate		
	PFE/ARCC	3/21/07, 4/4/07, 4/18/07, 5/2/07, 7/11/07
Executive Committee		
	Planning	4/20/04, 5/18/04, 5/25/04, 2/1/05, 2/7/06, 2/14/06, 2/13/07
	Accreditation	5/18/04, 5/25/04, 12/26/04, 9/19/06, 9/29/06, 4/8/08
	ARCC	11/7/06, 2/13/07, 5/29/07
	Measures of College Performance	5/4/04, 10/26/04, 11/2/04, 11/1/05, 11/8/05, 4/3/07, 2/24/07
Instructional Deans Meetings		
	Planning	2/7/07, 3/7/07, 3/21/07, 4/4/07, 5/16/07, 9/5/07, 9/19/07, 10/17/07, 2/8/08
	SLOs and Assessment	1/16/08
Student and Learning Services		
	SLOs	8/25/08

The advent of student learning outcomes (SLOs) and support service outcomes (SSOs) served as a catalyst for faculty to discuss teaching and learning and classified employees and managers to discuss the desired outcomes of noninstructional areas of the college. In addition, in spring 2008, a meeting was held for all managers regarding assessment in all areas of the college. Following a general session orientation on what constitutes good assessment, breakout groups identified promising practices in Instruction, Student and Learning Services, and Administrative Services. The assessment dialogue that was initiated at this spring 2008 meeting has been continued by all three vice presidents in their respective areas (1B.8).

Significant dialogue on the improvement of student learning and institutional processes also occurs each spring at a strategic planning retreat held to develop the college's goals for the coming year. In addition, the college's program review and planning processes foster dialogue about institutional improvement because they are built around teams of people coming together to talk about the internal strengths, weaknesses, external opportunities, and challenges to achieving the mission and to improving the area at issue in the plan. At each planning level (program, unit, and area), team members discuss future

strategic directions, goals, and objectives to improve the attainment of the mission and intended outcomes (1B.9).

Evidence that these collegial self-reflective dialogues are leading to improvement in institutional processes is apparent in the results of campus climate surveys conducted in spring 2005, 2007, and 2008. For example, in response to the question, "I participate meaningfully in a shared governance process at PCC," the mean increased from 2.97 in 2005 to 3.17 in 2007 and to 3.26 in 2008 (1B.10; 1B.11; 1B.12).

The president initiated a series of presidential forums on such topics as planning and the budget process. In addition, she arranged a series of faculty and classified coffees at which employees exchange information and ask her questions, thus improving communication and fostering collegial campuswide self-reflective dialogue.

Self Evaluation

The college meets the standard.

Ongoing dialogue about improving student learning and institutional processes has occurred for several years and in many venues. Structures and processes are in place to ensure ongoing self-reflective dialogue about the college. Campus climate surveys indicate a generally improving collegial and productive environment (1B.10; 1B.11; 1B.12).

Planning Agenda
None

> **IB.2   The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Descriptive Summary

Each spring, a strategic planning retreat is held to create the institution's annual goals for the upcoming year and the strategic directions to guide the planning for the following year. At the retreat, all shared governance groups, the Board of Trustees, and the college's Executive Committee review the status of the current year's goals. This begins the process of developing the strategic directions and collegewide goals for the following year (1B.13). In June of each year, the Board of Trustees receives for acceptance and approval the the strategic directions and collegewide goals developed at the spring planning retreat. Each September as the planning process begins, the strategic directions and collegewide goals developed at the spring retreat are sent to managers and their planning teams who are directed to develop program, unit, and area plans containing goals that are in support of the college's goals and strategic directions (1B.14). The college's strategic directions, goals,

and mission statement are widely distributed to the college community (1B.15). Campus climate survey results reveal that full-time employees understand the college mission statement and the planning process; however, hourly employees (both faculty and classified) are less aware of the planning process (1B.10; 1B.11; 1B.12).

In July of each year, the Board of Trustees receives a year-end report that details what was accomplished on each college goal during the year that ended in June, including the degree to which each goal has been achieved. These year-end reports, as well as the mid-year reports, are posted on the college website, so they are available to both employees and the public (1B.15; 1B.16).

Approximately 150 programs exist at the college, all of which are required to conduct a program review every six years, with the exception of career and technical education (CTE) programs, which must do a program review every other year (1B.18). Program reviews can be updated annually as part of the annual planning process. The review analyzes how well the program is achieving its mission and identifies strategic directions in which the program should evolve to attain its mission. Each program develops annual plans with goals and objectives to move the program toward its strategic directions. Planning teams are now required to review the status of the prior year's goals to determine if the goal is still valid, in progress, or has been completed. This change was instituted to increase goal awareness and achievement. The Board of Trustees receives mid-year and end-of year progress reports on goal accomplishments (1B.15; 1B.16).

Self Evaluation
The college meets the standard.

The college measures its performance to improve effectiveness. Through the planning process, measurable goals and objectives that are intended to improve the effectiveness of the institution are established for programs, units, areas, and the college. Goal setting is guided by the mission of the specific planning group. The status of goal attainment is tracked at the program, unit, and area levels. Reports on college goal attainment are presented at Board of Trustees meetings and posted on the college website (1B.20).

Presidential forums and professional development opportunities on effective goal setting will be offered to share best practices in writing measurable goals.

Planning Agenda
None

IB.3   The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Standard IB.2 describes how the institution's goals are developed and how the achievement of the goals is tracked, documented to the Board of Trustees, and published on the college website. Flowing out of the process outlined in the prior section are college goals and strategic directions that in turn provide guidance for the development of goals in program, unit, and area plans. The college's program review and planning process is the primary method by which the college assesses it progress and makes decisions regarding improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The structure of the college planning process is a bottom-up model starting with program reviews and annual program plans.

Evaluation of the overall performance of a program is the purpose of program review. The program review produces a list of strategic directions that guide the development of the goals and objectives in a program's annual plan. Annual program plans feed into unit plans that lead to area plans. Thus evaluation is at the heart of the planning process. Evaluation is also tied to every goal in the planning process. Each goal describes how the goal will be measured and the method through which goal attainment will be realized.

The planning process encourages dialogue among planning teams and fellow members of the programs and units through which a program, unit, or area produces a prioritized list of goals and objectives. These goals and objectives guide the day-to-day work and resource allocation decisions at each of these levels. Thus much of how planning integrates with resource allocation is based on the day-to-day decisions made through the expenditures of the existing resources of the program, unit, or area (1B.21; 1B.22).

Planning also has a role in the allocation of new resources for a program, unit, or area. The categories for resource requests are personnel, technology, facilities, and/or funds (1B.22). Appropriate decision makers use planning database extracts to allocate resources. For example, each year, technology requests are extracted from the unit plans prior to the development of the area plans. The technology requests are analyzed for feasibility, compatibility with existing systems, supportability, and cost (1B.23). The technology unit plans may be modified in response to other units' requests for technology.

The institution actively evaluates and adjusts its programs to improve outcome measures. The most intensive outcomes evaluation and subsequent adjustments derive from the state of California's Accountability Reporting for Community Colleges (ARCC), formerly Partnership for Excellence (PFE). The ARCC Committee evaluates outcome measures annually, comparing current year to prior year program outcomes. The college has used

ARCC data to identify areas in need of improvement and to set campuswide goals to address the deficiencies. For example, this data led to the development of a college goal in 2007-08 (#07-5) that focused on vocational education and a goal that focused on basic skills education (#07-6) (1B.17). In addition to ARCC measures, the college conducts SLO and SSO assessment to measure the degree to which they are achieved. Analysis of the assessment data is shared through department meetings, publications, and at the Student Learning Outcomes Assessment Resource Center (SLOARC) website (1B.19). The SLO Division Council and SLO Steering Committee meet monthly to facilitate campuswide discussions of outcomes assessment and achievement.

The Institutional Planning and Research Office (IPRO) annually produces a variety of quantitative data that is available at multiple levels of detail for use in planning. Examples of the data are reflected in student demographics, counts of sections offered, enrollments, enrollment per section, FTES (full time equivalent students), and retention and success rates. The data are accessible to the college community through IPRO's web page (1B.24).

The college also collects qualitative data to help improve institutional effectiveness. For example, each fall randomly selected students are asked to give their opinions and rate the various services the college provides. The student ratings are published in the college's data book, *Observations*, which can also be found online (1B.25), and are disseminated to all offices on campus.

The college makes decisions that are based upon analyses of quantitative and qualitative data. IPRO requires users of the office's services to complete an Action Implication form (1B.26) to determine how the data have been or will be used to improve institutional effectiveness. Table 1-2 provides a sample of some of the projects that utilized data for evaluation and decision making and are documented in the action implication forms on file in IPRO.

Table 1-2
Types of Projects that Used Data to Improve Institutional Effectiveness

Date	Requestor	Project
3/18/08	Brock Klein	Teaching and Learning Center's (TLC) Summer Bridge Program improvement
3/19/08	Danny Hammon	High School Diploma Program Independent Study evaluation for curriculum improvement
3/12/08	Brock Klein	TLC Math Jam Program
3/6/08	Amy Ulmer	Data to develop a basic skills improvement plan
1/7/08	Ann Davis	Mathematics Division curriculum development evaluation of whether a lower level basic skills class is needed
12/4/07	Xiaodan Leng	Evaluation of student success rates through alternative mathematics sequences
10/9/07	Leavon Spires	Radiologic Technology data for a specialized accreditation of the program
10/2/07	Bob Miller	Evaluation of FTES generated by Instructional Television versus online courses

The college also administered a technology survey in which students and employees evaluated various aspects of the technology available at the college (1B.27). The results of the survey were distributed in a series of *Research Findings* (1B.27; 1B.28; 1B.29; 1B.30). The results have been discussed at the Campus Technology Committee (1B.7) and have been made available to a consulting company, Strata Information Group (SIG). SIG is conducting an analysis of the college's available technology and future needs. In addition to the above collegewide surveys, various offices in the Student and Learning Services (SLS) area (e.g., Career Center, Admissions and Records, Financial Aid) conduct their point-of-service surveys to learn about student satisfaction and attainment of their support service outcomes (1B.33).

Self Evaluation

The college meets the standard.

The college collects and utilizes data to systematically assess its progress toward achieving its stated goals and makes informed decisions that lead to improving institutional effectiveness.

In the campus climate survey, employees are asked the extent to which they understand the college's planning process. Comparisons of employee responses among the 2005, 2007, and 2008 campus climate surveys show a continuous improvement, with employees reporting a greater understanding of the planning process in 2008 (2.96) than in 2007 (2.64) and in 2005 (2.57) [1B.34]. Although the data document a growing understanding, there is still room for more improvement because a score of "3" only reflects "some" understanding. A mean score of "4," reflecting "a lot" of understanding, would be preferred. The college will continue its efforts to increase employee understanding of the planning process, and over time, the mean score should increase.

Planning Agenda

None

IB.4   The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The planning process is broad-based and recursive. All four levels of the planning process use a team approach. Specifically, the planning handbook states, "Planning is a collaborative process; therefore, this plan should not be developed solely by the manager" (1B.9, page 17). At the college level, planning occurs at a collegewide spring strategic planning retreat. Program, unit, and area teams create their respective plans. The college's online planning system documents the broad-based participation in this process. All individuals involved in the planning team are to sign-off electronically on the plans

acknowledging their participation. Individuals who did not participate in the creation of the plan but who reviewed the plan can also sign-off and be separately acknowledged as a reviewer.

The annual spring Strategic Planning Retreat is attended by the college's Strategic Planning Team, made up of shared governance constituents, Board of Trustees representatives, and the college's Executive Committee (1B.13). The college's strategic directions and annual goals that are developed at this spring retreat are later adopted at a public Board of Trustees meeting (1B.15). The goals are distributed to managers at a Management Team meeting and are presented to the college's shared governance committee, the College Coordinating Council (CCC).

Resource allocation occurs at the program, unit, and area levels. At each level consideration is given to the various constituent groups' budgetary needs. At the college level, the Resource Advisory Committee (RAC) was originally intended to develop a prioritized list of projects to be considered for discretionary funding. However, during the last several years, when resources were scarce, a prioritized list was not created, and the committee has functioned as a budget information-sharing committee. During 2007, as more resources became available, the RAC re-examined its role. It has been recommended that the committee assume its original role as described in the planning process.

Data extraction reports that provide information about resource requests from the various plans are reviewed, and decisions about the allocation of new resources are determined. Such extract features have been most extensively used by the offices that provide technology-related services to the college. For example, these offices extract the technology requests from unit plans and then analyze the requests for compatibility and integration with existing technology and infrastructure. A specific example of the link between the planning and resource allocation processes is the Desk Top Computer Replacement Plan that is part of the larger Technology Plan (1B.35). The replacement plan commits $900,000 annually to purchase new desktop computers for student labs so that no student will use an on-campus computer that is more than three years old and no employee will use a computer more than five years old. This computer replacement plan was approved by the Board of Trustees on July 21, 2004 (1B.36; 1B.36a).

Beginning in the fall of 2007, the online planning system was modified, requiring planning teams to provide the status or outcomes of previous year's goals. When a goal's status is set to "completed," the online planning system requires information on the benefit or improvement that resulted from the goal's attainment, documenting institutional effectiveness (1B.9). As this is a new step in the process, limited data have been collected. An examination of the 2007-08 plans found 14 goals that had the status set to "completed" and a description of the benefits/improvements provided.

In the spring of 2005, 2007, and 2008, employees were surveyed about the planning processes through the campus climate survey. The surveys generated the following results to two specific questions:

1. Does the college's planning process guide decision-making?

    In spring 2005, the mean response was 2.57; in spring 2007, 2.87; and in spring 2008, it increased to 2.96 (2= "a little" and 3= "some").

2. Is the college's planning process linked to the budgeting process?

    In spring 2005, the mean response was 3.02; in spring 2007, 3.24; and in spring 2008, it remained at 3.24 (3= "some" and 4= "a lot") [1B.10; 1B.11; 1B.12].

For both questions, the mean responses were more positive in 2007 than in 2005, and an increasing pattern of improvement is reflected in the 2008 survey, suggesting that college employees are increasingly perceiving that the planning process guides decision making.

Self Evaluation

The college meets the standard.

The college's planning process calls for broad-based input and documents the participation of individual planning team members. The planning process guides the allocation of resources. In fall 2007, data began to be collected that documents that the planning processes lead to institutional change and improved effectiveness.

The planning process is broad based as evidenced by the planning signature pages; there has been widespread participation in most areas. However, a few areas have a shortage of signatures (1B.9, see pages 17, 20, and 22). Also, even though the planning process says all employees are eligible to be on a planning team, adjunct faculty are often unavailable to participate.

Employees understand that there is a link between planning and allocation of resources, as a recent report of resources requested in the 2007-08 unit plans reveals. Although the amount requested in unit plans exceeded $34 million (1B.23; 1B.37; 1B.37a; 1B.37b), the various prioritization steps that occur during the planning and decision-making processes ultimately result in determining what is funded.

The planning process is being strengthened by realigning RAC with its functions as described in the planning handbook (1B.9).

Planning Agenda

None

IB.5   The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The college collects and publishes assessment results and communicates them to appropriate constituencies. These documents include a data book, *Observations, A Compendium of Information for and about Pasadena City College*, which is published annually, distributed to all offices at the college, and posted on the college website, as well as the Core Course Index (CCI), formerly the Student Benefit Index (SBI), which is distributed annually to the vice president of Instruction and the division deans. CCI guides division deans as they build the schedule of classes. *Observations* includes student success rates, graduation rates, transfer rates, student demographics, and number of degrees awarded (1B.25).

The college tracks student success rates and retention rates for the college, for each instructional division and department, and for courses with a cumulative annual enrollment of 100 or more. Success rate data are distributed to all interested parties, including division managers, the college president, and the vice presidents, as well as being available on the college website (1B.18).

The college also tracks measures created by the state of California. The Accountability Reporting for Community Colleges (ARCC), formerly the Partnership for Excellence (PFE), requires the college to report achievement on state-set measures. The college's performance on ARCC measures is presented annually collegewide and to the Board of Trustees. Student success rates for each division are also presented collegewide and to the Board of Trustees.

In addition to collecting data, the college analyzes and publishes its results in *Research Findings* to communicate the college's performance on various measures to internal audiences (1B.38). For example, data on transfer are included in this publication. PCC tracks the number of students who transfer and to which colleges they transfer using data from the National Student Clearinghouse.

Numerous surveys are conducted and published to communicate matters of quality assurance. For example, the college surveys student satisfaction each fall and publishes the summarized results in *Observations* (1B.25). In addition, the results of a spring 2006 technology survey were published in *Research Findings* (1B.27; 1B.30) and discussed in technology committee meetings in February and March 2008. In spring 2005, 2007, and 2008, employees were surveyed about the campus climate. Campus climate survey results are communicated in *Research Findings* (1B.34; 1B.39), which are distributed collegewide. Departments such as Admissions and Records, Financial Aid, Fiscal Services, International Students, Planning and Research, Purchasing, Registration, Veterans, and Learning Assistance conduct surveys and use research findings to gain insights from their clientele about the quality of the services they provide and how they can improve (1B.33). This information is used as part of the program review process.

Much of the information and many of the reports that address quality and performance are available to the public on the college website, including the accreditation self study; accreditation progress and mid-term reports; the college fact book, *Observations;* the year-end report on strategic directions and annual goals (1B.17); and college success rates at the course, department, division, and college levels. Publications distributed regularly to external constituents include reports on the enrollment and performance of high school students, provided to high schools in the district, and *Campus Report*, distributed to the 160,000 households in the district about the college's performance (1B.44).

Self Evaluation

The college meets the standard.

Data are collected, and information is readily available to internal and external audiences. The college makes available and actively distributes considerable information about the college's performance.

Planning Agenda

None

IB.6   The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The Planning and Budgeting Process Development Consultative Committee (PBPDCC) that developed the college's planning process in the late 1990s was reconvened in spring 2003 and met weekly for four months to evaluate the planning process. It found that campus constituents had many misconceptions about the college budget and its linkage to the planning process. The PBPDCC recommended that a user-friendly planning handbook be written to correct misconceptions and to explain clearly the linkage between the planning and budgeting processes. In September 2003, the first edition of a new planning handbook, entitled *The Planning Process at Pasadena City College*, was distributed and addressed topics such as

How does planning relate to budgeting?
How much of the budget is available to fund planning?
How do individuals connect resources so plans are implemented?
How do emergencies relate to planning and budgeting?
How do matriculation and other categorical funds relate to planning?

To evaluate the new handbook's effectiveness, a survey was sent to all unit and area managers in December 2003 (1B.45). Based upon the feedback about the first edition and

the survey results, a second edition of the planning handbook was written (1B.9). The PBPDCC's evaluation of the planning process led to written directions to better communicate the results of the planning process to all constituents. Specifically, a section in the new handbook was created entitled, "Step 4: Communicate the Results of the Plan." The second edition of the handbook was distributed at the beginning of fall 2004. Evaluation of the second edition indicated that the document was helpful and explained issues previously not well understood. However, according to the survey, not all managers read the document (1B.46). To make the handbook as accessible as possible, and thus increase the likelihood of it being read, the handbook has been made available online.

The PBPDCC reconvened in spring 2006 to further evaluate the planning process and make recommendations for its improvement. The committee met six times over a two month period to evaluate how the planning process was functioning, discuss ways to improve the overall quality of the program plans, and clarify the relationship between program review and the annual program plan. As a result of these meetings, a new set of adjustments and procedure changes were developed for the planning process. One of the adjustments was to integrate the planning and accreditation processes by using a unified list of programs and their corresponding SLO/SSOs. Program plans now require that SLO/SSOs are identified, assessment results are presented, and goals for improvement are detailed in the program review process.

Even though the PBPDCC has not reconvened since 2006, the practice of reviewing and modifying the planning and resource allocation processes to improve effectiveness continues. For example, the timing of access to the online program review forms changed; reviews now begin in the spring rather than the fall term when the program reviews are due. Another change was the addition of the capability of tracking the status (i.e. completed, in progress, on hold, or abandon) and the resources needed for each goal/objective. In regard to reviewing the resource allocation processes, RAC, which had generally functioned as a budgetary information sharing committee, reviewed its role in the planning and resource allocation process. A proposal clarifying RAC's function in the resource allocation process (correlating with the description provided in the planning handbook) and changing its name to the Resource Advisory Committee was approved by RAC in June 2008 and adopted by the Executive Committee in July 2008.

To improve the communication of the results of the planning process, instructions were added to the planning documents. Managers have been directed to communicate the results of the planning process to their staffs. Even though managers report that they have communicated their plans to their unit and program members, employees often informally report they do not know what resulted from the plans their program developed. In order to evaluate the extent to which employees now understand the planning process and its results, questions were asked on the college's campus climate survey (1B.10; 1B.11; 1B.12).

Table 1-3
Survey Questions about the Planning Process

	2005	2007	2008
Average Response			
Do you understand the planning process?	2.57	2.64	2.96
Are the results of the college's planning process available to you?	2.60	2.69	3.10

These campus climate survey results in Table 1-3 above indicate a continuous improved understanding of the planning process as well as awareness of the results being available.

Self Evaluation

The college meets the standard.

Further analysis of the campus climate survey identified twice as many full-time employees understand the planning process compared to part-time employees. Although more effort needs to be made to explain the planning process to all employees, particular emphasis needs to be focused on part-time employees. Since the new faculty orientation includes hourly faculty, this would be an appropriate opportunity to educate them about the planning process.

Planning Agenda

The Office of Human Resources will include the planning process as a topic in future training and new employee orientations.

IB.7   The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The college's system of program reviews is its primary evaluation mechanism. The college generates a great deal of longitudinal data for program review. Data are generated at the course, discipline, division, and college levels and include success rates, FTES production, and enrollment characteristics (1B.18). Through program review the college evaluates its performance and in the annual plans sets goals to improve programs and services. The systematic review of program effectiveness often utilizes the tracking of change over time. The approach uses the evaluate-analyze-plan-improve cycle. Program review regularly occurs in a six year cycle with opportunities to update annually. For career and technical education (CTE) programs, the review cycle is every two years. In addition, specially accredited programs, such as Allied Health, have additional external review processes to assess effectiveness. State categorical programs, such as Extended Opportunity Programs

and Services (EOP&S), are reviewed every six years, in advance of the accreditation self-study process.

A strong testimony to the quality of the online planning process developed at PCC is evidenced by ten other community colleges' (American River, Butte, Bakersfield, Cerritos, Cero Coso, El Camino, Los Angeles City, Porterville, Redwoods, and Rio Hondo) request for the online planning software and permission to adapt its use to their college's needs. Two of the colleges (El Camino and Rio Hondo) have installed and currently are using the system.

The college has other examples of systematic evaluation mechanisms. For example, in 2001-02 the college identified a goal (#01-1) to improve student success in the five Partnership for Excellence (PFE) goal categories. The college then began tracking its performance on each of the PFE goals. The president, with the college's managers and the Board of Trustees, annually reviewed these tracking reports, leading to adjustments in college processes. Over the years the student success measures have all improved, as evidenced by the "Learning Outcome Data" reports given to the Board of Trustees at their spring planning retreats (1B.47). This practice of tracking college performance on state defined outcomes measures has continued as PFE was replaced by ARCC.

The college continuously strives to improve student support services. To evaluate the effectiveness of the college's efforts, students are asked to rate their satisfaction with various college services. Survey results are the basis for discussions when the Board of Trustees and Associated Students' governing board have their annual joint meeting each spring. The five-year trend data show that students rate college services more favorably now than they did five years previously (1B.25, chapter 10). Therefore, survey results indicate the college's efforts to evaluate and improve the quality of support services to students have been successful. In addition, several offices in Student and Learning Services (Financial Aid, Admissions and Records, and Learning Assistance) independently survey students for feedback on the quality of service they receive. The information is used to improve services (1B.33).

In response to a recommendation from the college's last accreditation review, the college began processes to improve collegiality on campus, and a campus climate survey was developed to assess the extent to which the improvement efforts were effective. The results of the surveys administered in spring 2005 and spring 2007 were analyzed and communicated to the college community through a series of *Research Findings* publications (1B.34; 1B.39). The survey was administered again in spring 2008, but the results have not been published to date.

A technology survey to evaluate employee and student perceptions about the technology available at the college was distributed in spring 2006. The results of the survey were communicated to the college in a series of *Research Findings* (1B.27; 1B.28; 1B.29; 1B.30). In addition, in spring 2008, a private consulting firm, Strata Information Group (SIG), did a complete business process analysis to improve technology and college operations. Findings will be reported during the 2008-09 academic year.

The college often does systematic evaluations of its processes and services and then makes adjustments to improve effectiveness. The following are some examples of this practice.

In June 2007, the public relations office hired a market research firm, Interact Communications, to conduct surveys of the public to learn about their knowledge and opinions about PCC. One survey found that the public believed that PCC graduates "do not make good money" (1B.48 confidential report in Team Room). As a consequence of this information and in an effort to dispel the inaccurate view, the Public Relations staff increased publicity about CTE and did features on PCC students who have excelled in high paying, high skilled career and technical fields. A second survey by Interact Communications was conducted in which students were asked how they learned about the college. The data guided the college to place more advertisements on cable television and online sources and fewer advertisements in newspapers (1B.49). Following the shift in advertising, the number of applications to the college increased by nearly 3,200 for fall 2007.

The college library uses surveys to learn about student needs and then modifies its services accordingly; for example, the library extended its hours of service (1B.50). As a result of the library's data driven decision-making methodology to achieve its mission, the library received the 2008 Excellence in Academic Libraries Award from the Association of College and Research Libraries (1B.51). This national award is presented to only one community college library per year. In making the award presentation to the library, it was stated that the library's use of data to improve its services was a deciding factor in it being selected for this award. Receipt of this award is external validation that programs use assessment and evaluation mechanisms for improvement and that the evaluation mechanisms are effective.

The Human Resources (HR) office surveyed faculty applicants and learned that websites and the California Community Colleges Job Registry were two primary vehicles by which applicants learned about job openings (1B.52). HR also learned that the *Los Angeles Times* newspaper, which is very expensive to advertise in, was not an effective vehicle to reach faculty applicants. As a consequence, the office reduced its newspaper advertisements and increased its use of websites. This has resulted in a cost savings without any change in the number applications received.

A last example of effective evaluation mechanisms is the assessment rubric for the college's "writing competency" institutional learning outcome. The pilot was done in three levels of English composition courses: 1) basic skills, 2) associate in science degree, and 3) university transfer. The pilot project to evaluate the rubric assessment mechanism led to a change in how the institutional learning outcome was written and minor modification to the rubric (1B.53).

Self Evaluation

The college meets the standard.

PCC systematically reviews its effectiveness as part of its integrated program review/annual planning process. External validation of the quality of the process is provided by the ten other community colleges that have requested permission to adopt it at their own schools. Performance data are systematically and longitudinally tracked, distributed to appropriate decision makers, and published on the college website for the broader community. Programs regularly perform self studies, but use of data varies. Improving the quality of the program reviews is a goal of the college's planning program.

Planning Agenda

None

Evidence for Standard IB

1B.1　Board of Trustees Agendas/Minutes on Learning Improvement
　　　http://www.pasadena.edu/Departments/meetings.cfm?Dept=board
1B.2　Executive Committee Agendas and Highlights (representative sample)
　　　http://www.pasadena.edu/resource/accred_356.doc
1B.3　Instructional Deans Meeting Agendas on Planning and SLO/Assessment
　　　http://www.pasadena.edu/resource/accred_457.doc
1B.4　Student and Learning Services Agendas on SLOs
　　　http://www.pasadena.edu/resource/accred_455.doc
1B.5　Classified Senate Agendas on ARCC and PFE
　　　http://www.pasadena.edu/Departments/meetings.cfm?Dept=csen
1B.6　Academic Senate Agendas on SLOs and the Student Benefit Index
　　　http://www.pasadena.edu/academicsenate/meetings.cfm
1B.7　Campus Technology Committee Agendas on Planning and Technology Surveys
　　　http://ctcpcc.pbwiki.com/
1B.8　Management Team Spring Retreat Agenda, May 14, 2008
　　　http://www.pasadena.edu/resource/accred_460.pdf
1B.9　*The Planning Process at Pasadena City College*
　　　http://pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf
1B.10　Overall Campus Climate at PCC [2005 and 2007 Data] (*Research Findings,* 21):
　　　November 2007
　　　http://www.pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf
1B.11　Employees' Perceptions about Working at PCC, College's Mission, Advancement
　　　Opportunities, Staff Development Activities, and the Shared Governance Process
　　　(*Research Findings*, 23): February 2008
　　　http://pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf
1B.12　Employees' Perceptions about the Planning Process, College's Mission,
　　　Accreditation Standards, and Areas Needing Improvement (*Research Findings*, 24):
　　　March 2008
　　　http://pasadena.edu/IPRO/research/Documents/Issue24PlanningProcess.pdf
1B.13　Strategic Planning Retreat Agenda, Spring 2008
　　　http://pasadena.edu/resource/accred_407.doc
1B.14　Cover Memo to Start the Planning Process
　　　http://www.pasadena.edu/resource/accred_635.pdf
1B.15　Strategic Directions and Annual Collegewide Goals Year-End Report.
　　　http://www.pasadena.edu/IPRO/Planning/GoalStratdiryrendreport.cfm
1B.16　Strategic Directions and Annual Collegewide Goals Mid-Year Reports
　　　http://www.pasadena.edu/IPRO/Planning/GoalStratdiryrendreport.cfm
1B.17　Strategic Directions and Collegewide Goals
　　　http://www.pasadena.edu/IPRO/Planning/goalsanddirections.cfm
1B.18　Program Review Data
　　　http://www.pasadena.edu/IPRO/Planning/programreview.cfm
1B.19　Student Learning Outcomes and Assessment Resource Center website
　　　http://www.pasadena.edu/slo/
1B.20　Pasadena City College website
　　　http://www.pasadena.edu

Evidence for Standard IB (continued)

1B.21 Program, Unit, and Area Plans http://csweb.Pasadena.edu/pb/

1B.22 Goal Extract Reports http://csweb.Pasadena.edu/pb/

1B.23 Unit Plan Technology Extracts and Comments, 2006-07
http://pasadena.edu/resource/accred_515.xls

1B.24 Institutional Planning and Research Office website
http://www.pasadena.edu/IPRO/

1B.25 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

1B.26 IPRO Action Implication Form http://pasadena.edu/resource/accred_406.doc

1B.27 Student and Employee Campus Technology Surveys—Computer Skills and Access (*Research Findings*, 16): October 2007
http://pasadena.edu/IPRO/research/Documents/Issue16ComputerAccess.pdf

1B.28 Use of Technology in the Classrooms and Computer Labs (*Research Findings*, 18): April 2007
http://pasadena.edu/IPRO/research/Documents/Issue18UseofTechnology.pdf

1B.29 Technology Training, Support, and Equipment (*Research Findings*, 19): April 2007
http://pasadena.edu/IPRO/research/Documents/Issue19TechnologyResources.pdf

1B.30 Usage and Satisfaction with Online Services and Computer Systems (*Research Findings*, 20): October 2007
http://pasadena.edu/IPRO/research/Documents/Issue20PCCSystems.pdf

1B.31 vacant

1B.32 vacant

1B.33 Financial Aid Surveys and Results
http://pasadena.edu/resource/accred_256.doc

1B.34 Employees' Perceptions about the Planning Process, College's Mission, Accreditation Standards, and Areas Needing Improvement (*Research Findings*, 24): March 2008
http://pasadena.edu/IPRO/research/Documents/Issue24PlanningProcess.pdf

1B.35 Technology Master Plan, 2006
http://www.pasadena.edu/IPRO/accreditation/progress/Apend%203.pdf

1B.36 Computer Lab Replacement Plan, adopted by the Board of Trustees, July 21, 2004
http://www.pasadena.edu/computingservices/includes/documents/LabUpgradeSchedule.pdf

1B.36a Desktop Replacement Plan
http://www.pasadena.edu/computingservices/includes/documents/StatusReport.pdf

1B.37 Unit Plan Personnel Resources Requested in 2007-08
http://www.pasadena.edu/resource/accred_514.xls

1B.37a Unit Plan Facility Resources Requested in 2007-08
http://www.pasadena.edu/resource/accred_462.xls

1B.37b Unit Plan Financial Resources Requested in 2007-08
http://www.pasadena.edu/resource/accred_513.xls

1B.38 Arrivals at Other Colleges, 2004-2005 (*Research Findings*, 14): September 2005
http://pasadena.edu/IPRO/research/Documents/ResearchFindings14.pdf

1B.39 Overall Campus Climate at PCC (*Research Findings*, 21): November 2007
http://pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf

1B.40 vacant

Evidence for Standard IB (continued)

1B.41 vacant
1B.42 vacant
1B.43 vacant
1B.44 *Campus Report* http://www.pasadena.edu/publicRelations/campusreport.cfm
1B.45 PBPDCC Survey and Results, December 2003
       http://www.pasadena.edu/resource/accred_484.pdf
1B.46 PBPDCC Survey and Results, December 2004
       http://www.pasadena.edu/resource/accred_485.pdf
1B.47 Learning Outcomes Data Report
       http://www.pasadena.edu/resource/accred_486.pdf
1B.48 Interact Communications, "Community Awareness Benchmark" [Confidential
       Report-portal access only] 2007
       http://www.pasadena.edu/resource/accred_411.pdf
1B.49 Interact Communications, "Failure to Appear" Report
       http://www.pasadena.edu/resource/accred_456.pdf
1B.50 Library Statistical Report http://pasadena.edu/resource/accred_188.pdf
1B.51 ACRL Excellence in Academic Libraries Award, 2008
       http://www.pasadena.edu/library/award.htm
1B.52 Human Resources Faculty Applicant Survey Results
       http://www.pasadena.edu/resource/accred_487.pdf
1B.53 Writing Competency Assessment Rubric Data Report
       http://www.pasadena.edu/resource/accred_488.pdf

Standard II
Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

IIA—Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

IIA.1   The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
Pasadena City College's (PCC) mission emphasizes successful student learning. The college "provides high-quality, academically rigorous instruction in a comprehensive transfer and vocational curriculum, as well as learning activities designed to improve the economic condition and quality of life of the diverse communities within the college service area" (2A.1). The college serves its students by

- Offering courses and programs which reflect academic excellence and professional integrity,
- Challenging them to participate fully in the learning process by encouraging them to be responsible for their own academic success,
- Fostering a creative learning environment that is technologically challenging and intellectually and culturally stimulating,
- Recognizing them as individuals who may require diverse and flexible learning opportunities, and
- Encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff, and managers.

The integrity of the college's comprehensive transfer and vocational curriculum is epitomized by a well-defined, faculty-driven curriculum and instruction process, data-driven and systematic program planning and review, extensive faculty evaluation, and faculty development.

The Curriculum and Instruction Committee (C&I), a committee of the Academic Senate, is empowered to "operate in the curriculum process, coordinating, maintaining quality control in, and motivating the process of curriculum review and development as defined in Title 5 and other state administrative codes and as directed by the Board of Trustees" (2A.2, policy 3200). C&I is composed of representatives from each of the instructional divisions (faculty and deans), student representatives, ex-officio members, and resource experts. The *Program and Course Approval Handbook*, published by the California Community Colleges Chancellor's Office (CCCCO), guides the committee as it reviews course or program outcomes, content, and objectives for course or program modification, addition, or deletion (2A.3). All actions of C&I are documented in minutes that are distributed to all committee members and kept on file in the C&I office (2A.4).

Individual college programs are guided by program planning, which occurs on an annual basis during the fall semester. The mission statement is distributed as part of the materials provided at the start of the annual planning cycle (2A.5). Instructional program plans are developed by faculty, staff, division coordinators, and the division dean in each instructional area. The following sections of the planning process are opportunities for the college to ensure that its programs and services are high quality and appropriate:

- Program mission statement
- Program outcomes
- Program characteristics, performance, and trends
- Program strengths and weaknesses
- Program opportunities and challenges
- Evaluation of program performance
- Program 3-5 year strategic directions
- A detailed list of goals and objectives for the program including funding for instructional equipment, facilities changes, technology, personnel, and other department needs tied directly to program plan goals.

In addition to annual program planning, every six years a majority of college programs conduct in-depth reviews that analyze overall performance. The vocational programs are reviewed every two years. All levels of planning are supported by data collected and analyzed by the college's Institutional Planning and Research Office (IPRO), and data are used to verify the integrity of the institution.

The Career and Technical Education (CTE) program provides students with occupational skills and prepares them for entry-level employment. To ensure quality instruction and successful student learning, the curricula is developed in coordination with industry advisory committees. CTE also includes articulation among the college's occupational programs, Regional Occupational Programs (ROPs), and area high schools.

Credit and noncredit courses offered in class, online, or through other distance education modes, regardless of location, all address and meet the mission of the institution and are held to the same academic standards.

Successful student learning in a comprehensive transfer and vocational curriculum is further demonstrated by the students who transfer to four-year institutions and the degrees and certificates the college awards. Two degrees are offered by the college: an Associate in Arts (AA) and an Associate in Science (AS). The two paths for achieving an AA degree are the transfer path, which utilizes transfer general education criteria (IGETC/CSU Breadth), and a traditional path, which utilizes locally developed general educational criteria (2A.6, AA/AS Requirements). In addition to the AA degrees, there are two options for an AS degree. Option I requires completion of a Certificate of Achievement in an occupational area in addition to other degree requirements (2A.6, Occupational Curricula). Option II is a liberal studies degree that requires 18 units in a major course in one of four divisions (Applied Arts, Humanities, Fine Arts, Natural Sciences) [2A.6, AA/AS Requirements]. PCC is successful in granting degrees and certificates (2A.7).

In addition to degrees and certificates, the college continues to be successful in transfers to the University of California (UC) and the California State University (CSU) systems, ranking third among all California community colleges in combined UC/CSU transfers in 2006-07 (2A.8).

Figure 2-1
PCC Transfers to CSU and UC Combined

Year	Transfers
01-02	1613
02-03	1625
03-04	1597
04-05	1816
05-06	1645
06-07	1822
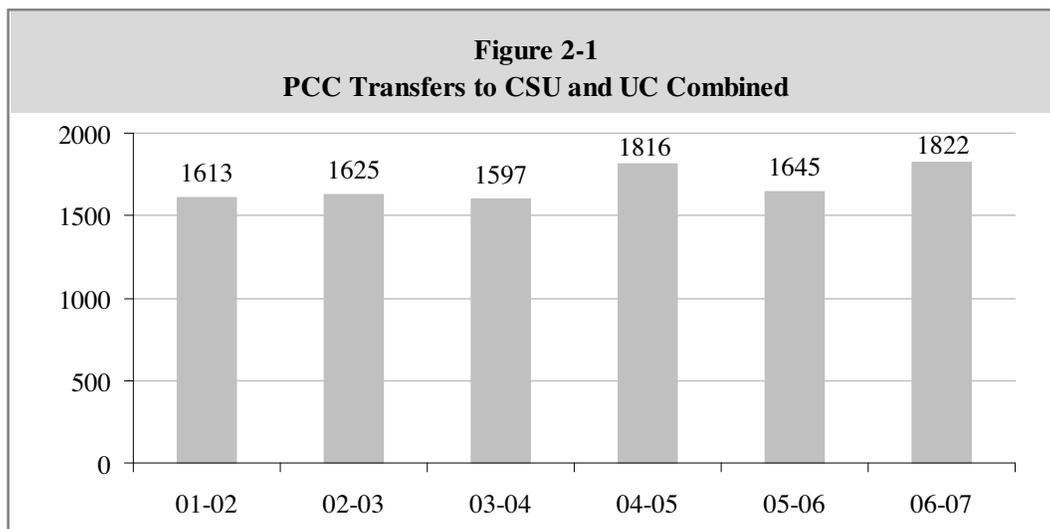
To ensure quality and currency in academic areas and contribution to the college mission of successful student learning, faculty members are evaluated yearly prior to tenure and then every three years thereafter. This performance evaluation consists of five parts: self evaluation, student surveys, collaborative peer observations, review of professional qualities and contributions, and a summative evaluation (2A.9).

Finally, Academic Senate committees develop and conduct workshops on pedagogical techniques and issues such as student learning outcomes (2A.10). New faculty members participate in a semester-long orientation that includes information on college programs,

procedures, and curriculum (2A.11). Academic divisions hold retreats on instruction and assessment, and the college reinstated flex days (day-long professional development programs) in order to focus on student learning outcomes and assessment (2A.12).

Self Evaluation
The college meets the standard.

PCC has been successful in its efforts to meet the mission of the college through its faculty-driven curriculum and instruction process as evidenced by the large number of degrees and certificates awarded annually and exemplary transfer rates. Annual program planning and systematic program review, following well-defined and broadly understood protocol, ensure the systematic and reflective review of program mission, scope, content, and outcomes. Rigorous and extensive faculty evaluation assures that the faculty, who bear the primary responsibility for the development and evaluation of college programs, are of the highest caliber.

Planning Agenda
None

IIA.1a   The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of their communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
The college identifies and publishes information about its students in the college fact book, *Observations: A Compendium of Information for and about Pasadena City College* (2A.7). This publication includes information about student preparation (highest level of education), ethnicity, demographics, and the community served by the college.

Academic readiness of incoming students is evaluated through Assessment Services. Students are encouraged to take the ACCUPLACER placement test in English and mathematics. Test results are reviewed by counselors and/or educational advisors to determine initial class placement. In addition to the placement test results, counselors utilize multiple measures, including prior academic transcripts, to determine appropriate placement in mathematics and English (both writing and reading) and courses that require a mathematics or English prerequisite. The Levels of English Proficiency (LOEP) test is designed to measure English skills for students whose first language is not English. Students who self identify as English as a Second Language (ESL) learners are encouraged to take the LOEP test. From the results, students are placed into appropriate levels of writing and reading courses within the ESL program (2A.13).

Assessment results reveal that many of the college's students are at the basic skills level (2A.14). To inform the college about the learning needs of these students, the college recently completed the CCCCO's Basic Skills Initiative (BSI) self study (April 2008), analyzing how its current

practices fit with and reflect the findings from outside references regarding effective practices for basic skills students. Through the BSI self study the college discovered that a large number of basic skills students are not being served by a holistic and comprehensive developmental program. Based on these findings, the college BSI task force wrote one-year and five-year action plans and has implemented recommended effective practices for basic skills students (2A.15).

The varied educational needs of PCC students are met with a wide range and large quantity of programs. The college's programs include not only the aforementioned basic skills preparation but also career and technical education, transfer preparation, and opportunities for lifelong learning.

Below is a sample of the college's specialized academic support programs designed to meet the unique needs of its student demographics.

- The Scholars program provides highly motivated students with an intellectually stimulating educational experience designed to prepare them for a successful transition from community college to university (2A.16). A comparison of Scholars program students versus non-scholar program students has shown that Scholars program students had a 97.87 percent rate for both success and retention, whereas the non-scholars had rates of 70.19 and 83.49, respectively. Scholars' persistence rate was 80.60 percent as opposed to a 68.88 percent rate for non-scholars. The cumulative grade point average for Scholars program students through spring 2007 was 3.50 versus 2.81 among the non-scholars (2A.17).

- The Puente project, a one-year transfer program open to all students, focuses on Mexican American/Latino authors and issues and includes writing instruction in developmental and transfer-level English composition, complemented by both an in-class counselor and a community mentor (2A.18). Puente students highly rate the program. On a Likert scale of 1 to 4 with 1 being not helpful and 4 being very helpful, students evaluated the helpfulness of the Puente cohort's Counseling 10, 11, and English 100 courses. Eighty-three percent of the students rated the Counseling 10 and 11 classes a 3 (mostly helpful) or 4 (very helpful). The same held true for the English 100 course, with 92 percent rating the class a 3 (mostly helpful) or 4 (very helpful) [2A.19].

- Ujima, a one-year transfer program that focuses on African-American/Black cultural issues, provides an environment that seeks to nurture development and connection to the greater academic community by serving as a conduit for social and academic adjustment during the first year of college (2A.20).

- Writing Across the Curriculum (WAC), a faculty development program based on theories that support the relationship between thinking, learning, and writing, teaches strategies for incorporating writing as a tool for learning. Faculty members across the campus engage in development of their pedagogy to incorporate writing and exchange student learning outcomes (SLOs) ideas and techniques across instructional divisions (2A.21). Evaluation results suggest that students of WAC instructors who implement write-to-learn assignments and activities that encourage critical thinking have higher student

engagement. These data also show that student engagement in WAC classes has increased in the past three years of WAC development (2A.22).

- The Teaching and Learning Center (TLC) focuses on the needs of first-generation college students entering at the basic skills level. The center offers various summer bridges and study jams tied in to first-year experience programs designed to provide a holistic approach to student success. In spring 2008, the TLC was identified as one of eight exemplary programs by the US Department of Education (2A.23).

The college uses various means to research and analyze student needs and to assess progress on SLOs, including

•Program Planning and Review (2A.24)
•Student Learning Outcomes Assessment Cycle (2A.25)
•Basic Skills Initiative Self Study (2A.15)
•Core Course Index (formerly Student Benefit Index) [2A.26]
•Community Colleges Survey of Student Engagement (CCSSE) [2A.27]
•Environmental Scan Report (2A.28)
•Certificates Completed by Career and Technical Education Student (2A.29).

Two of the primary measures used by the college to assess student progress are success and retention rates, shown in Table 2-1 below (2A.7).

Table 2-1
Fall Success and Retention Rates by Division

	Fall									
	Success					Retention				
	'03	'04	'05	'06	'07	'03	'04	'05	'06	'07
Division										
Business & Computer Tech.	67.8	65.8	64.1	66.7	67.2	82.5	82.0	81.2	82.2	82.4
Counseling	78.5	77.3	81.1	81.6	79.1	89.7	87.7	91.4	90.7	92.3
Credit Classes at CEC	81.8	80.5	82.0	81.1	77.4	86.8	82.2	92.8	89.2	86.1
English	67.6	67.6	67.5	67.6	63.7	83.5	83.7	83.8	85.1	85.3
Engineering & Technology	71.2	70.9	66.7	69.7	70.4	85.9	85.9	84.4	83.8	85.1
Health Sciences	87.6	85.8	83.7	82.1	82.2	93.1	92.3	90.6	90.7	89.0
Kinesiology, Health & Athletics	74.3	76.0	74.9	72.7	75.2	84.7	84.1	85.9	82.4	84.2
Languages	69.3	68.1	68.1	65.5	68.0	83.4	82.9	84.1	81.3	83.5
Library	72.6	73.3	74.7	72.0	68.3	83.6	88.8	85.5	82.3	85.1
Mathematics	60.1	55.4	54.4	55.5	53.9	80.9	78.1	79.0	79.3	80.0
Natural Sciences	69.1	69.4	66.8	67.2	68.7	82.0	83.9	82.1	82.1	83.0
Performing/Communication Arts	69.8	70.1	71.0	68.4	70.9	83.7	85.1	84.0	82.7	83.3
Social Sciences	66.4	64.8	64.9	62.8	62.9	83.3	83.1	82.4	81.8	81.8
Special Services	66.7	61.5	57.4	51.2	28.6	83.6	80.5	88.7	78.1	71.4
Visual Arts & Media Studies	66.1	64.6	67.1	66.2	67.3	83.5	83.5	85.1	83.6	83.9
College Total	68.4	67.3	66.7	66.1	66.2	83.6	83.4	83.2	82.7	83.3

In 2007, PCC participated in the national Community College Survey of Student Engagement (CCSSE). The survey included various questions that related to some of the accreditation standards. Survey results compared PCC students who responded (N=1,223) to responses from students at other large size community colleges (N=47,867).

The results of the eight survey questions that addressed accreditation standard IIA.1a document that the varied educational needs of students are being met. Specifically, the questions asked students to indicate if they have or plan to participate in some of the options available to them to meet their various educational needs. Table 2-2 below summarizes the results (2A.27).

<table>
<tr><td colspan="5">Table 2-2
Types of Instructional Options Students Used or Plan to Use</td></tr>
<tr><td>Type of Instructional Option</td><td colspan="2">PCC</td><td colspan="2">Other Colleges</td></tr>
<tr><td></td><td>Used</td><td>Plan to Use</td><td>Used</td><td>Plan to Use</td></tr>
<tr><td><i>Percent of Students</i></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Internships, field experience, clinical assignments</td><td>14.4</td><td>42.8</td><td>13.9</td><td>40.6</td></tr>
<tr><td>English as a second language</td><td>23.1</td><td>7.3</td><td>11.9</td><td>5.3</td></tr>
<tr><td>Development/remedial reading course</td><td>17.8</td><td>22</td><td>18.8</td><td>10.3</td></tr>
<tr><td>Development/remedial writing course</td><td>20.8</td><td>25.7</td><td>21.2</td><td>12.9</td></tr>
<tr><td>Development/remedial math course</td><td>25.8</td><td>25.3</td><td>29.5</td><td>16.5</td></tr>
<tr><td>Study skills course</td><td>15.1</td><td>27.5</td><td>15.5</td><td>19.7</td></tr>
<tr><td>College orientation program or course</td><td>22.2</td><td>20.7</td><td>26.3</td><td>14.2</td></tr>
<tr><td>Organized learning communities</td><td>9.0</td><td>24.3</td><td>8.3</td><td>19.4</td></tr>
</table>

Self Evaluation
The college meets the standard.

Based on the data from various research sources, it is apparent that the SLO and program review cycles rely on research and assessment to continually adapt and respond to student needs.

Planning Agenda
None

IIA.1b   The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
PCC offers curriculum in a variety of instructional modes, delivery systems, schedules, and class lengths to meet the needs of its students. On campus, instructional modes include traditional lecture, laboratory, and web-enhanced. These courses are offered during the daytime, on Saturdays, in the evenings, in short-term format (less than semester length), and during intersessions (see Table 2-3; 2A.7). In addition, the college offers hybrid classes that are partially on campus and partially online. Instruction also is delivered via fully online courses that use the Blackboard/WebCT platform (the college's online course management system) and telecourses

that are viewed on cable television, videotapes, or DVDs. Between 2005-06 and 2006-07, there was a 39 percent growth in online sections and 53 percent growth in web-enhanced sections (2A.30).

The college has 65 media enhanced "smart" classrooms (2A.30a). These rooms have internet and audiovisual connections to allow faculty to incorporate these instructional modes into the curriculum. The campus has some wireless access that is in the process of being expanded through the computer network upgrade. Hands-on laboratory courses enhance material presented and provide practical experience to complement the lectures in science, music, health sciences, and many CTE courses.

The college offers many modes of instruction to meet the diverse needs of students. Table 2-3 summarizes the number of sections and enrollments in various modes of delivery offered during fall 2007.

Table 2-3
Fall 2007 Sections and Enrollments by Method of Instruction or Delivery

	Number of Sections	Enrollments
Method of Instruction or Delivery		
Independent Study	25	88
Instructional Television	9	1,161
Laboratory	560	8,742
Lecture	1,813	47,394
Online	109	2,555
Short term (less than 16 weeks duration)	325	4,859
Time of Day		
Day	1,191	54,816
Evening	817	20,505
Weekend	181	3,184

Faculty members in each instructional division are responsible for developing the course curriculum and evaluating whether instructional mode and delivery systems meet the course content objectives and learning outcomes. C&I regularly examines course content and SLOs, as well as proposed changes to instructional mode and/or delivery system for existing courses through program review and for new courses through the course proposal process. All new and existing courses being considered for online instruction are proposed by faculty and then reviewed by C&I (2A.31). In addition, the Distance Education (DE) and Technology committees meet regularly to identify and consider student instructional technology needs.

In a spring 2006 technology survey, students were asked to rate their preference for use of technology in their classes. As shown in Figure 2-2, seven out of ten students prefer taking classes with a moderate to an extensive amount of technology (2A.32).

Figure 2-2
Amount of Technology Students Prefer in Class

Category	Percentage
None	7.4%
Limited	22.6%
Moderate	40.0%
Extensive	25.3%
Entirely	4.7%
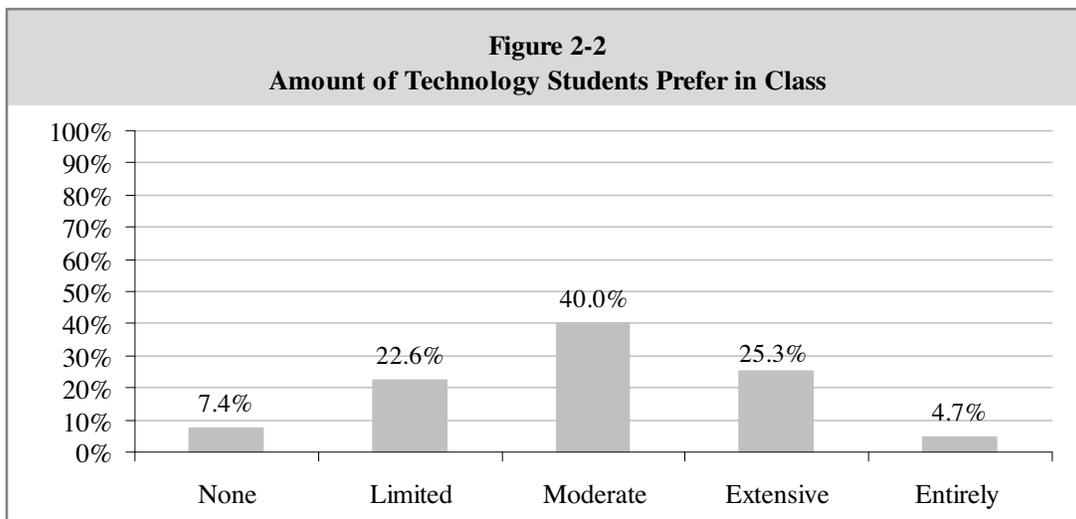
Source: *Research Findings*, September 2007, "Use of Technology in the Classrooms and Computer Labs"

In addition, faculty development workshops related to curriculum, pedagogy, Blackboard/WebCT, and learning assessment are offered regularly by the Academic Senate (2A.10). Recent workshops covered "Using TurnItIn.com," "Accreditation Update," and "Active Learning Workshop: Designing Learner-Centered Education" (2A.10). SLO workshop descriptions and presentations are on the SLO website (2A.33), and recordings of the workshops are available to faculty through the New Media Center. For faculty interested in distance learning, introductory workshops are offered through the Office of Academic Support. The faculty DE committee meets monthly and provides a forum for faculty teaching online to share experiences and discuss pedagogical and policy issues and concerns. The DE committee also is developing a plan for more in-depth and ongoing faculty development and support for online instructors (2A.34).

Another resource to assist instructors in evaluating delivery methods and instructional modes is the Disabled Student Programs and Services (DSP&S); DSP&S staff help faculty to meet the needs of students who have learning, physical, developmental, visual, hearing, speech/language, and/or psychological disabilities (2A.35).

Program/discipline faculty in each division meet to discuss curriculum, outcomes, and modes of instruction for their courses (e.g., art history, biology, ESL, English composition, nursing). In addition, curriculum is developed and evaluated through faculty discussion and in consultation with division deans during program review. Effectiveness of course modes and delivery methods on student learning is currently documented with course completion rates (2A.7) and student satisfaction surveys.

Self Evaluation
The college meets the standard.

PCC offers courses in many delivery modes, assesses student delivery method preferences, evaluates student performance in various instructional modes, and provides training and support for faculty in all delivery modalities. Blackboard/WebCT has been generally effective in

supporting the online and on-campus web-enhanced section needs of students and faculty. In a research report requested by the Academic Support office, the retention and success rates of distance education sections are generally five to seven percent below on-campus sections (2A.36). Improvement of success and retention rates, as well as support for online classes, will require the development of an action plan through discussions with faculty, the DE committee, and the academic support staff.

Planning Agenda
The Office of Instruction will develop an action plan to improve the success and retention rates of online and distance education classes.

IIA.1c   The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
To begin the dialogue at PCC about SLOs and the assessment cycle, several retreats were held, approximately 150 copies of the book *Learner-Centered Assessment on College Campuses* were distributed to foster on-campus dialogue (2A.38), and the SLO Steering Committee put together a booklet called *Guidelines for Writing Student Learning Outcomes* (2A.39). This informational booklet, which explains the SLO process, defines terminology, and provides multiple examples, was given to all who attended the first SLO flex day in the spring of 2007 and is available on the SLO website, which was created to advise faculty on SLO development and assessment (2A.33).

The college chose to address the identification of SLOs by starting simultaneously at the course and institutional levels. Three faculty coordinators and one researcher assist faculty with writing SLOs and assessing outcomes. Starting in fall 2007, all course-level outcomes are housed in the online curriculum software used by the college, WebCMS. To create a link between outcomes and curriculum, whenever a course goes before the C&I committee for any reason, it is required to have outcomes included (2A.4, September 14, 2006). When a course is going through the C&I process, the outcomes are reviewed by one of the SLO faculty coordinators and comments are sent to the faculty member submitting the proposal before the proposal is forwarded on to the dean. The SLOs are then looked at by a technical subcommittee, comprising the C&I chair, the SLO coordinator, and several administrators and faculty, prior to being reviewed by the full C&I committee. This is the formal review process for SLOs on campus. SLOs for pre-existing courses are entered directly into WebCMS by faculty.

As of fall 2008, faculty members have developed learning outcomes for 1,489 out of 1,914 courses, representing 77.8 percent and meeting the college goal for the 2007-08 academic year to have developed SLOs for 75 percent of its courses (2A.40); the remaining outcomes will be developed in 2008-09.

At the program level, all programs, including those that offer certificates, are required to have outcomes when annual program plans and program reviews are submitted (2A.5; 2A.24). At present, 96 percent of programs in Instruction and Student and Learning Services (SLS) have

outcomes (2A.42), and they are listed in the 2008-09 college catalog (2A.6). Much dialogue among faculty and staff occurred during the process of identifying these outcomes (2A.43).

Most SLS programs have created SLOs and assessment is taking place; however, there are some areas, like the New Media Center, that do not directly work with students but provide a support role for faculty. These programs have developed support service outcomes (SSOs). The SLS area has an assigned faculty coordinator who specifically focuses on helping this group of individuals with outcomes and assessment.

Institutional learning outcomes (ILOs) were created and approved by the Educational Policies Committee, the Academic Senate, the SLO Steering Committee, and the Board of Trustees by July of 2006 (2A.44). To help faculty make the connection between the ILOs and course SLOs, each institutional learning outcome was subdivided into specific competences. The ILOs and competencies are presented in Table 2-4 (see next page).

Table 2-4
Institutional Learning Outcomes and Competencies

1. Communication: Use language and nonverbal modes of expression appropriate to the audience and purpose.

Reading: Read and comprehend written material critically and effectively at the appropriate program level.

Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.

Speaking: Speak in an understandable and organized fashion to explain ideas, to express feelings, and to support conclusions, claims, or theses.

Listening: Listen actively, respectfully, and critically to the substance of others' comments.

Observing (Visual Literacy): Decode and interpret visual messages, construct meaning from visual images, and produce meaningful visual communication.

2. Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information.

Problem Solving: Identify and analyze real or potential problems and develop, test, and evaluate possible solutions, using the scientific method where appropriate.

Creative Thinking: Formulate ideas and concepts in addition to using those of others.

Quantitative Reasoning: Use appropriate program level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Application: Apply knowledge and skills to appropriate contexts and transfer knowledge and skills to new and varied situations.

Resource Management: Identify, organize, and allocate resources effectively.

3. Information Competency: Utilize research skills necessary to achieve educational, professional, and personal objectives.

Information Literacy: Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information. Understand the ethical, social, and legal issues surrounding the use of information.

Technological Competency: Apply technology effectively to locate, interpret, organize, and present information.

Research Proficiency: Conduct research and present findings effectively.

4. Social Responsibility: Demonstrate sensitivity to and respect for others and participate actively in group decision making.

Teamwork: Use skills needed for participation in group efforts to seek effective results.

Respect for Diversity: Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures.

Effective Citizenship: Demonstrate responsibility for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

5. Personal Development: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

Ethics and Values: Demonstrate an understanding of ethical issues and values required to make sound judgments and decisions.

Aesthetic Appreciation: Create or show appreciation for artistic and individual expression.

Self-Understanding/Development: Demonstrate increased self-awareness, self-insight, and personal growth. Perform learned skills competently.

To ensure that students are instructed in these competencies, courses are being mapped to the ILO competencies by each division (2A.45). In this manner, the college is keeping account of how and where the ILOs are being addressed. Rubrics to assess these competencies are being created by an ad hoc committee of the Academic Senate. This committee relies on the expertise of faculty to ensure that the rubric is accurate and applicable to a variety of disciplines across campus. In addition to ILOs, faculty are currently working on developing learning outcomes for degree-applicable majors in accordance with recent Title 5 changes.

Assessment for SLOs at the course level has been taking a variety of forms. This includes pre/post tests (Community Education Center), student journals (Health Sciences and Social Sciences), portfolios (Visual Arts and Media Studies), juried performances (Performing and Communication Arts), final projects (Engineering and Technology), research papers (English and Library), and embedded test questions (Mathematics). Some divisions are working to assess classes that have a large number of sections and/or students such as Biology 11, which is assessing 32 sections in the fall of 2008. Many courses and programs are required to assess outcomes to meet the standards of their outside accrediting bodies. Examples of these courses can be found in the divisions of Health Sciences, Business and Computer Technology, and Engineering and Technology.

In the spring and/or summer of 2008, the assessment process for course-level SLOs began in 9 of the 12 instructional divisions: Visual Arts and Media Studies, Performing and Communication Arts, Health Sciences, Natural Sciences, Library, English, Languages, Engineering and Technology, and Kinesiology, Health, and Athletics. In fall of 2008, all divisions are assessing at least one course-level SLO. Of the nine divisions that conducted SLO assessment in spring 2008, seven divisions report completing the assessment cycle for at least one course. For example, faculty in Engineering and Technology assessed course SLOs in the Drafting 8 series (A, B, and C) and used the analysis to change textbooks, reword test questions, develop additional teamwork and presentation activities, and redesign assignments to address weak performing SLOs (2A.46). In Music 10, two course SLOs were assessed using one writing assignment. Based on the results of the writing assignment, faculty concluded that the new concert report form that included a rubric provided students with a clearer understanding of the expectations of the assignment, and thus students were able to provide more evidence of their progress on that SLO (2A.46). Faculty in the Mathematics and the Visual Arts and Media Studies divisions also assessed course SLOs and have used the assessment results to consider revising course activities to address deficiencies in the SLO achievement (2A.46).

To maintain the data, eLumen, a database software, was purchased in 2007 (2A.49). A retreat comprising faculty and managers from many divisions was held in the spring of 2008 to introduce the software to a pilot group that worked with the software over the semester. Use of eLumen enables faculty and IPRO to easily aggregate data from multiple sections to see if students are achieving the stated outcomes. At the March 11, 2008, institutional flex day, rubrics for course outcomes were created so that they could be input into eLumen in the fall when the software became available to a wider group of faculty. Faculty can use either eLumen or the SLO Course Assessment Plan form, approved by the Academic Senate, to keep track of how students perform on outcomes (2A.50). By using the tracking forms and eLumen, faculty can

document their assessment results, analyze the results, and use the information to further the dialogue on student learning (2A.46).

Program outcome assessments have been defined for the Library and Health Sciences curriculum (2A.47; 2A.48), and most of the SLS programs that have direct contact with students (2A.51). The Shatford Library, Health Sciences, Learning Assistance Center, International Students Office, and Teaching and Learning Center have completed their program-level outcomes assessment and have used the information to inform their program planning (2A.51).

ILOs are in the process of being assessed based on a value-added methodology (2A.52). In spring 2008, the English division used the writing competency rubric developed by the ad hoc committee to assess the ILO writing competency in three levels of English composition, basic skills through transfer level. The results from the assessment reveal that as students complete more units, they score higher on the writing rubric scale (2A.53). IPRO presented the results to the English faculty for discussion, and it was determined that the rubric will need to be revised before it can be used campuswide to assess writing (2A.54).

Self Evaluation
The college meets the standard.

PCC has been fully engaged in the dialogue on outcomes and assessment for the past several years. Some faculty have been at the forefront of this movement and have embraced the concept and responsibility connected to SLOs. Many of these faculty serve on the SLO Steering Committee and the SLO Division Council. The Academic Senate has been very proactive in encouraging the faculty by sponsoring workshops and the institutional flex days. The administration has also been supportive in several ways. The first has been fiscal. The administration has provided reassigned time for the coordinators, as well as office space and supplies for the Student Learning Outcomes and Assessment Resource Center (SLOARC). Another researcher was added to IPRO to support the assessment component of SLOs. The administration also has provided support by giving leadership and directives to the managers of departments and divisions. The former college president set a timetable to have outcomes for all courses written over a three-year span. That was extended to four years, and the college is close to making this a reality. The current president continues to place an emphasis on SLOs and their assessment.

Although some resistance and/or confusion exists regarding SLOs and their assessment (2A.55; 2A.56), most faculty members now understand the SLO process and its value. A growing number of faculty are fully engaged in the process and enjoying the dialogue that results from having the time to work with their colleagues (2A.57). The spring 2008 flex day was well received by faculty, and the presenter, Linda Suskie, who also served as a consultant, provided a detailed list of suggestions for the college. This report has been shared will all of the campus, and the college is implementing as many of her recommendations as possible (2A.58).

The college is now focusing on developing certificate outcomes and assessing instructional program outcomes. PCC is committed to the entire SLO/SSO cycle: SLO/SSO development, assessment, analysis, and implementation of results.

Planning Agenda
The offices of Administrative Services, Instruction, and Student and Learning Services will expand the use of SLO/SSO assessment results for institutional improvement.

IIA.2   The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary
The college offers a wide variety of collegiate, developmental, and precollegiate courses and programs as well as continuing and community education, study abroad, and short-term training courses and programs on both the main campus and the Community Education Center (CEC). The college also has an international student program and is creating a contract education program. The college's vocational and collegiate (transfer-level) courses and programs are described in the catalog (2A.6) and on the college website. The college offers basic skills (developmental) courses that comprise essential components of the curricula. As part of the state Basic Skills Initiative (BSI), the college has completed a self study, and a campuswide task force, under the direction of the vice president of Instruction, developed an action plan to be implemented in 2008-09 (2A.15). The BSI task force consists of the instructional deans from the Community Education Center (CEC), English, Languages, and Mathematics, along with selected constituent faculty members.

Each year, the college offers several study abroad opportunities (2A.59). All courses taught through the Study Abroad program are approved through the C&I process (described below). Students in these courses evaluate all aspects of the program, including instruction, administration, housing, and travel. The Study Abroad Committee—comprising the associate dean of Academic Support, the Study Abroad coordinator, two academic deans, and several faculty members—reviews the student evaluations together with reports from the on-site faculty and the provider/local institute to assure the overall quality of all aspects of each program and to implement any necessary changes.

Through the CEC, the college offers precollegiate, noncredit, and CTE courses (2A.6). The CEC has 12 major program areas with an enrollment of approximately 5,000 students each semester (2A.60). The division includes classes and programs in the following areas: general studies for the high school diploma, general education degree (GED), business, classes for adults/older adults, ESL, foster care, parent education, technology, and support services for credit and noncredit students (2A.6). The CEC also offers classes for seniors and convalescents and functional living for developmentally disabled adults. The majority of CEC students are working adults, from 18 to 65 years old and older. The largest enrollment is in ESL, followed by Parent Education, the High School Diploma Program, CTE (vocational) programs, Civics courses, and Adult Basic Education (ABE) courses, respectively (2A.7). The college's Cosmetology Certificate (credit) program is also located at CEC.

Extended Learning (noncredit, continuing education) courses are offered in addition to the college's instructional program. Extended Learning has a commitment to the community to provide new avenues for personal development, skill development, cultural enrichment, and recreational enjoyment as a self-supporting program. Classes are held on and off campus to broaden the college's offerings and to reach out to neighboring communities (2A.61).

The quality of the courses and programs offered by the college is assured in many ways, with C&I process playing a significant role. C&I reviews all new and continuing credit and noncredit courses and programs with the exception of Extended Learning courses and workshops. C&I also reviews courses and programs to be discontinued or eliminated. Among the specific charges of the C&I committee are to review, evaluate, and approve additions, changes, and deletions to courses and programs proposed by faculty. In addition, the committee reviews requirements for the Associate in Arts (AA) degree, the Associate in Science (AS) degree, General Education Certification, Certificates of Achievement, Occupational Skill Certificates, and short-term noncredit training certificates (2A.3; 2A.4).

After the C&I process establishes the initial quality of the college's courses and programs, the institution ensures the continued quality and excellence through the program review process. Program review is the college's opportunity to examine the extent to which the program is meeting its mission; to assess how well the program is functioning; to develop an understanding of the program's challenges and successes; to use evaluation findings to develop strategic directions for the program; to provide valuable and important input for the annual college planning process; to help the college satisfy, in part, accountability mandates for its programs; and to provide information for decisions on program revisions, program deletions, and resource allocations. Program review is conducted on a regular, cyclical basis. All instructional programs conduct program review every six years for academic programs and every two years for CTE programs (2A.24). Program reviews form the basic foundation for the planning process (2A.5). The annual program planning cycle creates goals and objectives and permits annual assessments of progress made on the strategic directions identified by the program review. Individualized training sessions for program review are available from IPRO, and supplemental forms, directions, and manuals are available on the Staff Services section of the college website (2A.62).

To provide input on the quality, content, and currency of the CTE programs and courses offered, college policy requires that each CTE program maintains an advisory committee made up of faculty teaching in the program and representatives from relevant business, industry, labor, or government. Input from advisory committees is essential to maintain quality programs that produce graduates with skills and abilities for entry-level jobs. The advisory committees also make recommendations to the faculty and administration related to changes in directions, including suggestions for improvement, expansion, and/or innovation for CTE programs. Each CTE program holds at least one advisory committee meeting each year between September and March. Official minutes of the meeting of each advisory committee and record of any actions taken are kept in the CTE office as stipulated in *Guidelines for Vocational Education Advisory Committees*, policy 3600 (2A.2).

Self Evaluation
The college meets the standard.

The institution ensures that all of its instructional courses and programs are of high quality through a well-defined and well-understood C&I process, program review process, and vocational advisory committees. Data on success and retention in all courses and programs are provided through IPRO (e.g., *Observations*, 2A.7). Data on certificate completion are provided by the CTE office.

External validity of the quality of the college's programs is provided by the state's Accountability Reporting for Community Colleges (ARCC) report. In the 2007 ARCC report, PCC had the highest performance in four of the six areas studied in the report, as shown in Table 2-5 (2A.63).

Table 2-5
College Performance by ARCC Indicator

ARCC Accountability Area	PCC's Relative Peer Group Performance
Student progress and achievement rate	Highest
Percent of students who earned at least 30 Units	Highest
Persistence rate	Highest
Annual successful course completion rate for credit vocational courses	Below the average
Annual successful course completion rate for credit basic skills courses	Above the average
Improvement rate for credit basic skills courses	Highest

In the 2008 ARCC report, after the state altered the peer groups, the college was still above the group average on six of the seven peer groups. One area in which the college has not performed as well as it might is in the student success rate in credit vocational courses. In response to this, the dean of CTE worked with all deans in CTE areas to develop a strategic plan to increase student success in credit vocational courses (2A.64). In addition, the college's BSI task force has developed an action plan to improve course completion rates for credit basic skills courses (2A.15).

Planning Agenda
None

IIA.2a **The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Descriptive Summary

The college has well-defined procedures to develop SLOs for courses and programs. Under the guidance of the SLO Steering Committee, the college created processes for developing course and program SLOs (see chart below), with faculty being responsible for identifying and writing them (2A.33). The college's Academic Senate also has four committees working on SLOs: Educational Policies, Faculty Development, Vocational Education (CTE), and the Ad Hoc SLOs/Assessment Committee (2A.33). As previously mentioned, the Student Learning Outcomes and Assessment Resource Center (SLOARC) was created in 2006 to assist faculty with the writing and assessment of student outcomes. A research analyst was added to the IPRO staff to further assist in the writing and assessment of course and program outcomes. Courses going through the C&I cycle have their outcomes reviewed by one of the SLOARC coordinators, who makes suggestions for improvement (2A.31). When changes to the course outline of record or the program are needed, these changes are implemented by the faculty through the C&I process (2A.4). Faculty members have the central role for establishing quality and improving instructional courses and programs as depicted in the charts that follow.

FLOW CHART FOR COURSE LEVEL SLOs

Source: http://www.pasadena.edu/SLO/documents/flowchartprogramlevelslosV3.pdf
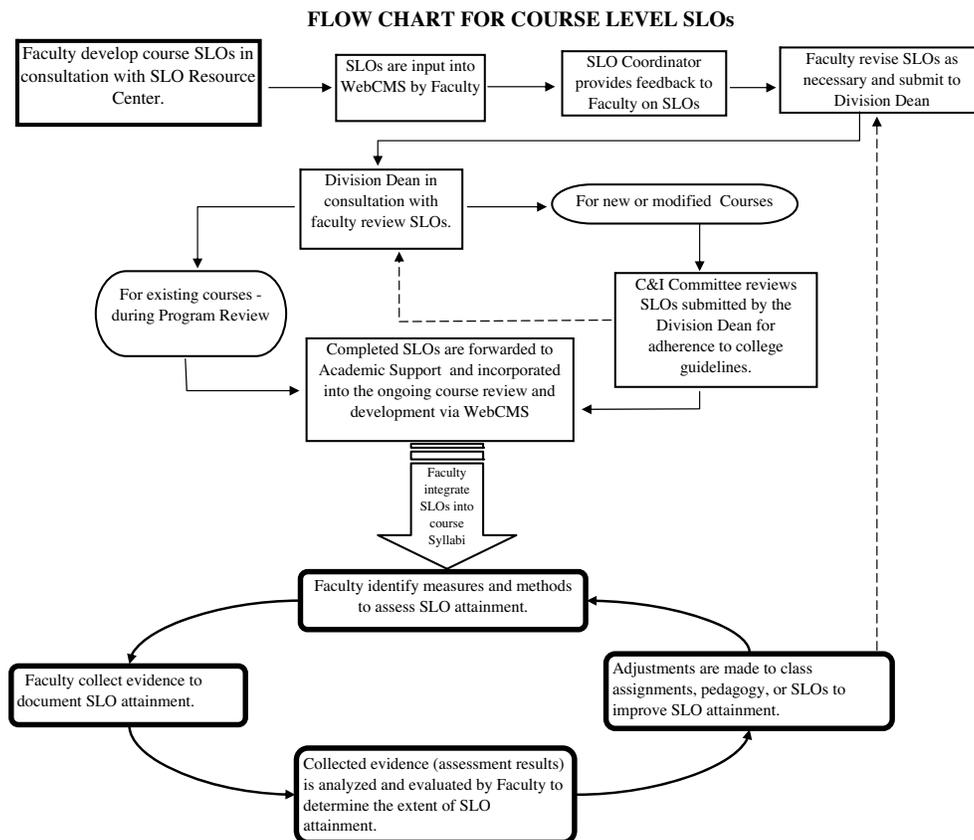
FLOW CHART FOR PROGRAM LEVEL SLO/SSOs

Source: http://www.pasadena.edu/SLO/documents/flowchartcourselevelslos.pdf
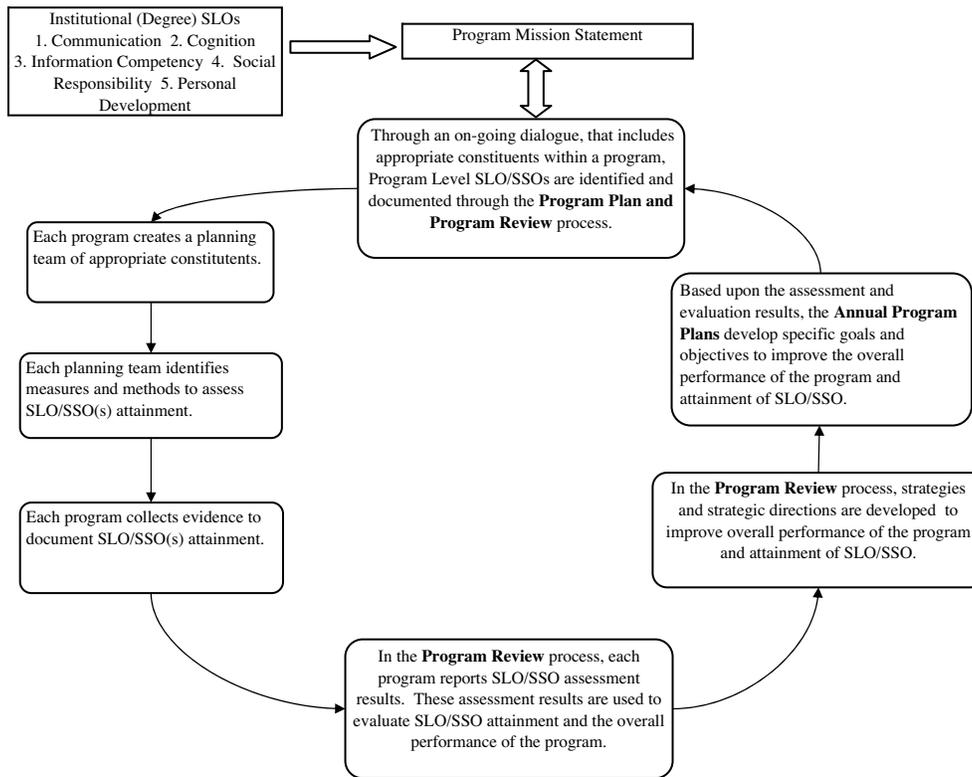
SLOs and assessment are addressed at numerous levels throughout the college. The campuswide SLO Steering Committee, a shared governance committee, reviews policies, solicits input, and advises the SLOARC and SLO Division Council on how to proceed with implementing SLO/SSOs across the campus. The committee develops SLO/SSO policies and implementation procedures in accordance with the college's shared governance process. The committee also assures the SLO/SSO assessment process is consistent with Accrediting Commission for Community and Junior Colleges (ACCJC) standards and addresses and resolves issues that arise in support of the college's SLO process (2A.33; 2A.50).

Self Evaluation
The college meets the standard.

PCC has established procedures to design and identify learning outcomes and to approve, administer, and evaluate courses and programs. Since 2005, the college has focused on developing SLOs and assessment practices, starting with courses and the institution, and now for programs. However, not all courses and programs have completed the process because the established four-year cycle will not conclude until fall 2009. As assessment of program SLOs becomes more of an integral part of the program review process, the results of the assessment will lead to more informed teaching and learning.

Currently the college has SLOs for nearly 78 percent of courses and 96 percent of programs in the Instruction and SLS areas, with more in development (2A.40; 2A.42). The existence of program reviews and the implementation of program-level outcomes have led to an examination of what defines a program. Improvement to courses and programs has occurred as a result of evaluation on an individual course level (2A.46; 2A.47; 2A.48).

Finally, SLOARC and its activities to assist faculty in the SLO process are hampered by reliance on ARCC funds distributed via an annual, competitive internal application process. A consistent budget from year-to-year would allow for more strategic planning of activities and staffing and would remove the necessity to apply for ARCC funding each year.

Planning Agenda
The offices of Administrative Services, Instruction, and Student and Learning Services should explore the possibility of institutionalizing funding of SLOARC.

IIA.2b   The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary
The *Curriculum and Instruction Handbook* provides the guidelines for establishing competency levels and learning outcomes for courses, programs, degrees, and certificates (2A.65). Faculty members within disciplines form their own advisory committees. These faculty committees have primary responsibility for the creation of SLOs and their assessment (including rubric development). All programs and their requirements for completion are clearly defined in the college catalog with suggested preparation and optimal sequencing of courses (2A.6).

Periodic evaluation of departmental course offerings and SLOs is carried out through a detailed and comprehensive program review process on a six year staggered cycle (2A.5; 2A.24). In addition, for the last ten years, outcomes related to Partnership for Excellence (PFE) programs—now ARCC programs—have been regularly assessed (see standard section IB for more) [2A.63].

In the CTE programs, many faculty members are also practitioners in their fields, bringing real world expertise to students. All CTE programs have advisory committees that work closely with faculty to recommend program quality improvement, including standards for graduates, and to ensure successful entry-level employment in the subject area (2A.2 policy 3600). This gives faculty information on the effectiveness of the program and how well stated outcomes are met.

Many CTE programs and certificates utilize benchmark competency levels identified by outside accrediting agencies to ensure student progress towards achieving both program and course outcomes. Faculty members prepare students for written and practical state and/or national examinations that occur during or at the conclusion of specific course work. The results of these examinations are utilized for program improvement, modifications, and revision of curriculum to

better achieve student learning outcomes. The Dental Assisting program faculty, for example, revised their curriculum in response to only 65 percent of their students passing the state dental assisting examination in 2007. As a result of the faculty discussions and curricular modifications, 92 percent of their students passed the examination in 2008 (2A.66).

Self Evaluation
The college meets the standard.

The college has sufficient policies and guidelines to ensure that faculty and advisory committees have primary responsibility for the identification of competency levels and their measurable outcomes as well as the assessment of those outcomes. In both general education and CTE programs, outcomes are determined by faculty in each discipline. Some disciplines such as Nursing, Dental Hygiene, and Engineering rely on outside accrediting agencies to determine the competency levels and outcomes. In addition, advisory committees have been very effective in helping CTE faculty determine appropriate course and program SLOs. With this input, faculty members in each CTE program prepare curriculum and link outcomes among the course, program, and institutional levels. Curriculum is presented and reviewed regionally (2A.67).

Planning Agenda
 None

IIA.2c   High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
The breadth and depth of the instruction offered at the college is reflected in its 1,914 courses and 147 programs. The rigor and sequencing of courses within programs are the responsibility of the faculty, deans, and the vice president of Instruction working through the C&I process. Faculty participate in development activities such as workshops, faculty inquiry groups (FIGs), and flex days that provide opportunities for dialogue, enhancing the understanding and agreement about the quality and level of courses and programs. Their decisions related to curriculum result in institutional program quality that has been recognized regionally, statewide, and nationally for its content and its graduates (2A.68). The variety of specialized programs, such as the interdisciplinary Scholars Program, which offers paired, block, and study abroad options that provide students with an intellectually enriched learning experience comparable to an honors curriculum (2A.16), and the Teaching and Learning Communities Program (TLC), which provides an enriched learning atmosphere to assist first generation college students, illustrates the college's commitment to offering high-quality programs (2A.23). These block and paired programs synthesize learning and facilitate time to completion. In addition, external validation exists to demonstrate the college's instructional excellence. The large number of articulation agreements with universities shows that these four-year institutions acknowledge PCC's instructional quality (2A.69).

The quality of the instructional programs also is recognized by the four-year universities by the number of transfer students they accept. In a review of data from the past five years, PCC has

been in the top five California community colleges transferring students to the CSU and UC campuses. In 2006-07, the college ranked number one in transfers to CSU and number two in transfers to UC in comparison to similar (demographically and/or geographically) California community colleges. Of those students transferring to the UC system, the college transfers the highest number to UCLA, with UC Irvine and UC San Diego second and third, respectively. From 1998 to 2007, the college consistently increased the number of students transferring to the UC system and ranked fifth statewide in transfers to the UC system in 2006-07. The college ranked third statewide in 2006-07 in number of transfers to the CSU (2A.8).

Self Evaluation
The college meets the standard.

External validation of the college's high quality instruction and appropriate depth, breadth, and sequencing is reflected in the high acceptance rate of PCC students by four-year universities (2A.8). The high pass rate of students on state licensure exams documents a synthesis of learning (2A.70).

Planning Agenda
None

IIA.2d   The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
The college accommodates an increasing variety of student needs and expectations, including factors such as diverse learning styles, disabilities, levels of preparation, and work schedules. For many classes, students have a choice of mode of instruction, including face-to-face, distance education (online), telecourse, short-term, day, evening, weekend, off-site, independent studies, work experience, study abroad, and a limited number of open entry/open exit classes (2A.71). The effectiveness of instructional methods in promoting student learning is shared in faculty meetings and faculty development workshops (2A.10; 2A.11; 2A.12; 2A.21; 2A.23; 2A.32; 2A.34; 2A.72; 2A.73). Faculty use many methodologies to accommodate student learning styles, including lectures, group projects, clinical practice, presentations, journaling, portfolios, active learning techniques, peer review, online assignments, learning communities, internships, and laboratories. Technology-enhanced teaching, faculty development, and other services offer the opportunity for teachers to respond to these diverse student needs by creatively rethinking traditional delivery systems (2A.32; 2A.36). Increasingly, instruction and other educational services that students receive are enhanced by removing some of the constraints on educational time and place.

Examples of the institution's commitment to meeting the diverse needs and learning styles of its students include

- *On Course* training for 134 faculty to incorporate active learning techniques into their classes and to address varied learning styles (2A.72)
- New faculty seminars that include discussion of pedagogy, SLOs, and learning styles (2A.11)
- Smart classrooms to facilitate the use of technology to enhance learning (2A.30a)
- Learning support labs and programs (detailed in standard IIC) that supplement classroom instruction are made available to students in 17 locations on campus (2A.74)
- Online instruction (Blackboard/WebCT, WebBoard, and faculty web pages) for online, hybrid, and web-enhanced classes (2A.30)
- Writing Across the Curriculum (WAC) faculty development program that teaches strategies for incorporating writing as a tool to increase student success across all disciplines (2A.21)
- Teaching and Learning Communities (TLC) paired and block classes to serve the needs of students in basic skills in mathematics, English, and ESL (2A.23)
- Interdisciplinary programs and field trips, e.g., Steinbeck Country: Biology 14 paired with English 1B (2A.6; 2A.71)
- Classroom response systems or devices (i.e., "clickers") to provide immediate formative assessment of student learning (2A.75)
- Pod-cast lectures to extend the reach and opportunities for learning and accommodate different learning styles (2A.76)
- Full range of ESL courses for English language learners and special services courses for the disabled (2A.6)
- Diversity competency requirement (added in 2004) for graduation with an AA or AS degree (2A.6).

All courses meet the standards for diverse student needs set forth in the California Code of Regulations, Title 5, and the California Education Code. The college provides online access to course outlines, student learning outcomes, and student performance objectives to all faculty, staff, and students, as well as the public, through the WebCMS system (2A.31).

Faculty use a variety of teaching methodologies in an effort to actively engage students in the learning process. Research has shown, and this has been confirmed by research at PCC, that students who are more actively engaged in the learning process receive higher grades and are assumed to learn more in the course. Evidence for this connection between student engagement and performance is provided in Table 2-6 from the 2006-2007 *Observations*. The table shows the average grade received by students with varying levels of engagement in the learning process. The data came from the fall 2006 student survey in which students were asked to indicate how often they engaged in various in-class and out-of-class learning activities with a level of engagement of 1=never, 2=rarely, 3=sometimes, 4=often, and 5=very often.

Table 2-6
Fall 2006 Average Grade by Level of Engagement

	Level of Engagement				
	1	**2**	**3**	**4**	**5**
Average Grade					
Express opinion	1.91	2.31	2.35	2.41	2.47
Participate in class	2.12	2.39	2.31	2.41	2.49
Instructor comment	2.36	2.27	2.36	2.32	2.58
Ask questions in class	2.24	2.37	2.36	2.33	2.49
Work in a group in class	2.47	2.26	2.30	2.40	2.46
Interact with instructor	2.27	2.33	2.32	2.50	2.46
Explain to other students	2.28	2.32	2.31	2.57	2.44

Level of engagement scale is defined as 1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = very often.
Average grade is defined as A = 4.00, B = 3.00, C = 2.00, D = 1.00, and F = 0.00.

Faculty members have been encouraged to increase the frequency with which they use these teaching methodologies that engage students. Table 2-7 shows that generally over the last five years the frequencies with which students report these engagement activities occurring has increased (2A.7).

Table 2-7
Engagement In/Outside of Class

	Fall 2002	**Fall 2003**	**Fall 2004**	**Fall 2005**	**Fall 2006**
Average Response					
Express opinion	3.26	3.37	3.38	3.46	3.41
Participate in class	3.12	3.18	3.23	3.26	3.29
Instructor comment	3.16	3.26	3.18	3.30	3.19
Ask questions in class	3.09	3.19	3.13	3.18	3.13
Work in a group in class	2.85	2.68	2.88	2.89	3.00
Interact with instructor	2.79	2.85	2.83	2.92	2.90
Explain to other students	2.75	2.74	2.84	2.84	2.89

Level of engagement scale is defined as 1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = very often.

Self Evaluation
The college meets the standard.

Table 2-8 Student Engagement		
In your experiences at this college during the current school year, about how often have you done each of the following?	**PCC**	**Other Colleges**
Average Response		
Asked questions in class or contributed to class discussions	2.65	2.84
Made a class presentation	2.10	2.05
Worked with other students on projects during class	2.50	2.43
Worked with classmates outside of class to prepare class assignments	1.92	1.83
Participated in a community-based project as a part of a regular course	1.35	1.28
Discussed ideas from your readings or classes with instructors outside of class	1.68	1.68
Received prompt feedback (written or oral) from instructors on your performance	2.55	2.61

Scale is defined as 1 = never, 2 = sometimes, 3 = often, and 4 = very often.

Table 2-8 above shows that generally PCC makes greater use of diverse teaching methodologies than do other colleges, with the exception of students asking questions in class or receiving prompt feedback from instructors on performance (2A.27).

The college has done extensive examination of the success and retention rates in various modes of instructional delivery, specifically online versus telecourse versus traditional lecture (2A.77). As is typically seen nationwide, the online and telecourse modalities have lower success and retention rates. It may be necessary to develop specific support services or provide specific faculty training to eliminate the performance differences between these instructional delivery modalities. To date, there have not been any PCC studies of differences between delivery modes and the attainment of SLOs.

A healthy conversation exists among faculty about learning styles and teaching methodology, but more formalized professional development on innovative pedagogical approaches would expand the use of diverse techniques in the classroom.

Planning Agenda
The office of Human Resources in conjunction with the Office of Instruction will provide more professional development opportunities on innovative and diverse pedagogical approaches to use in the classroom.

IIA.2e   The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
The institution evaluates courses and programs on a systematic basis through program review and through the C&I process when there are proposed additions and changes. All instructional programs participate in the program review process every six years, or every two years for CTE programs, although both have the option of updating their review annually. Programs obtain data from IPRO on course success, retention, achievement, etc., by instructor, by course, or by student demographic. The current online program review process has been supported with the development of manuals, forms, questionnaires, and data reports (2A.5). The relevancy of programs is determined by student demand, articulation agreements, and CTE advisory committees, as discussed in standard IIA.1.

Reporting on the achievement of SLOs has been incorporated into the online program review forms. Program reviews are tightly integrated into the planning and budgeting processes (2A.24). The reviews form the foundation of the planning process, and the process allows for them to be reviewed and updated annually (see standard IIA.1 for more).

Faculty in each instructional division recommend additions, changes, and/or deletions to the curriculum through the C&I process (2A.65). C&I as a shared governance entity collegially reviews and evaluates all courses and programs for relevance, appropriateness, learning outcomes, and currency. The college's recently revised policy 3200 provides for an inclusive process that relies on faculty recommendations, stated learning outcomes, and modifications to the college's curriculum needs (2A.2). Compliance with California Title 5 regulations revision is handled by the C&I committee. Revisions to policies and procedures on courses in the general education requirements are being considered through this process (2A.78).

Self Evaluation
The college meets the standard.

As mentioned in the response to standard IIA.1a, PCC participated in the national Community College Student Survey of Engagement (CCSSE) in 2007. Some of the survey questions provide documentation of the quality and rigor of the instructional programs at the college. Tables 2-9 and 2-10 (see next page) compare PCC student results to those of students at comparable large community colleges (2A.27).

Table 2-9
Student Feedback on Course Assignments, Reading, and Writing

In your experiences at this college during the current school year, about how often have you done each of the following?	PCC	Other Colleges
Average Response		
Prepared two or more drafts of a paper or assignment before turning it in	2.50	2.45
Worked on a paper or project that required integrating ideas or information from various sources	2.67	2.69
Worked harder than you thought you could to meet an instructor's standards or expectations	2.48	2.48
During the current school year, about how much reading and writing have you done at this college?	**PCC**	**Other Colleges**
Number of assigned textbooks, manuals, book, or book-length packs of course readings	2.89	2.84
Number of written papers or reports of any length	3.01	2.80

Level of engagement scale is defined as 1 = never, 2 = sometimes, 3 = often, and 4 = very often.

Table 2-10
Student Feedback on Exams and Amount of Studying

	PCC	Other Colleges
Average Response		
Rate the extent to which your examinations during the current school year have challenged you to do your best work at this college. (scale is 1 = extremely easy to 7 = extremely challenging)	4.88	4.92
How much does this college encourage you to spend significant amounts of time studying? (scale is 1 = very little to 4 = very much)	3.00	2.93

The tables above show that PCC is as rigorous as comparable colleges, and in regard to having students write papers and reports, the college is noticeably more rigorous than others (2A.27).

The college has a well established, well designed, cyclical program review process that assures ongoing systematic review of course and program relevance, appropriateness, currency, and future needs. The college is in the process of fully integrating achievement of SLOs into the program review process.

Planning Agenda
The offices of Administrative Services, Instruction, and Student and Learning Services will incorporate the reporting of SLO and SSO assessment and achievement as part of the program review process.

IIA.2f   The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
As discussed in standard IB, planning is well integrated into all aspects of the institution and is the mechanism the college uses to allocate resources. Program plans identify goals, their objectives, and the resources needed to attain them. IPRO provides data needed to evaluate and analyze current trends within programs. Faculty can request ad hoc data by filling out a research request form that can be accessed from the IPRO website (2A.79). This research information is used in both the yearly program plan and program reviews. The program reviews and annual program plans are available online to all employees, making the results accessible to all (2A.24).

The college has incorporated program learning outcomes into the planning process, and faculty are focused on developing goals to enhance attainment and assessment of outcomes. Assessment is taking place campuswide as discussed in section IIA.1c. The college has purchased eLumen, a database software program, to track SLO assessment at the course level and aggregate it across all sections (2A.49). The software will also track assessment data at the program and institutional levels. Because faculty are not required to use eLumen, the Student Learning Outcomes Assessment Resource Center (SLOARC) has created a course assessment planning form and distributed it to the division deans to assist faculty in closing the loop when evaluating their course outcomes (2A.13; 2A.50). These forms are housed in the division office and SLOARC. The information from these forms can be used by departments when they do their annual plans.

Self Evaluation
The college meets the standard.

Faculty members meet annually to discuss their program plans, which are then submitted to the dean of the division. Previously, planning has been viewed as a means for procuring resources. As faculty meet to discuss outcomes, planning now is being seen in a broader context. Faculty awareness of how planning can impact teaching and learning beyond simply attaining resources is growing.

The college is developing systematic processes for measuring the attainment of SLOs at all levels and trying to actively engage the campus community in dialogues to use assessment results. Progress in these two areas over the past year has been substantial, and the college continues to explore ways to improve processes and procedures.

Planning Agenda
SLOARC will take a leadership role in helping the college transition from SLO/SSO creation to institutionalizing SLO/SSO assessment and using the results to improve the institution.

IIA.2g   If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
Most of the college does not use departmental or program examinations. A few departments or programs use validated licensure or other well-established exams. Chemistry instructors have administered common examinations for several core courses.

Self Evaluation
The college meets the standard.

Planning Agenda
None

IIA.2h   The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credits awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Instructors align course objectives, modes of instruction and delivery, and methods of assessment in order to help students achieve course learning outcomes and earn a passing grade, thereby earning course credit.

The grading policies are described in the catalog (2A.6) and in each class schedule (2A.71), including information on grading procedures, course repetition, and incomplete grades. Additionally, all instructors are required to distribute syllabi that include both the learning outcomes and a description of the basis for evaluation (2A.80). Syllabi for every class taught are housed in the division offices.

Credit is awarded based on the conventional Carnegie unit: three hours each week, one hour in class and two hours in outside preparation for lecture-hour units, and three hours in class for lab-hour units.

Self Evaluation
The college meets the standard.

PCC awards credit consistent with generally accepted norms in higher education. The faculty handbook, which was last revised six years ago, should be updated to include a more detailed description of the grading system that includes the role of SLOs (2A.73).

Planning Agenda
None

IIA.2i   The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
The college awards degrees and certificates based on successful course completion. When a student passes all of the required courses within an academic or CTE program, the degree or certificate is earned. Faculty members have identified program-level SLOs but are not yet using them as the basis for awarding degrees or certificates.

Self Evaluation
The college does not yet meet the standard.

Faculty and division deans currently are discussing using outcomes as a basis of awarding certificates and degrees. This important dialogue has raised awareness of and concerns about how to incorporate outcomes into the grading process, and it will continue as faculty assess and evaluate their program outcomes.

Planning Agenda
The Office of Instruction in conjunction with the Academic Senate will develop mechanisms for awarding degrees and certificates based on programmatic learning outcomes.

IIA.3   The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA.3a   An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
PCC requires that all academic and CTE degree programs include a component of general education. The philosophy for general education, published in the catalog, includes requirements that guide students "toward an intelligent understanding of the whole self and of the physical and social world. These requirements encourage the student to explore areas of human inquiry not only to gain a basic understanding of these areas, but also to comprehend and use the principles, methods, values and thought processes of these disciplines" (2A.6, 2008-09, page 31).

The general education requirements for an Associate in Arts (AA) [28-31 units] or an Associate in Science (AS) [25-31 units] degree include the following: Area A: Natural Sciences (3 units),

Area B: Social Sciences (3 units), Area C: Humanities (3 units), Area D: Language and Rationality (9 units in English Composition, Oral Communication, and Critical Thinking), Area E: American Institutions (6 units for an AA; 3 units for an AS), Area H: Health Education (2 units), and Area G: Physical Education (2 units). In addition to these areas, there are competency requirements for reading and written expression (passing grade in English 1A or its equivalent for an AA; English 100 for an AS), mathematics (passing grade in Math 125, Elementary Algebra, or higher for both the AA and AS), and diversity (a course from "Ethnic and Gender Studies" or "Global Studies" for both the AA and AS). Beginning fall 2009, both degrees will require passing transfer-level English (English 1A) and Intermediate Algebra (Math 131) with a grade of C or higher (2A.6).

To complete the AA degree, students are required to complete 18 units in a divisional major (Applied Arts, Humanities, Fine Arts, or Natural Sciences). For the AS degree, the student must complete one of two options. Option I includes a Certificate of Achievement that is 18 units or more. Option II includes 18 units in a divisional major (courses numbered 1 to 399) and results in an AS in Applied and Liberal Arts Studies (2A.6).

Faculty members in the various disciplines create and modify curriculum for the college's programs and certificates. Under the leadership of the Academic Senate, the Curriculum and Instruction Committee (C&I) rigorously evaluates and reviews the college's courses. All courses that go through C&I must have stated SLOs that are mapped to the institutional SLOs. Faculty are in the process of assessing course SLOs. As a result of this assessment, course SLOs may be revised to ensure they reflect the basic content and methodology for the course (2A.24; 2A.42; 2A.45).

Self Evaluation
The college meets the standard.

The courses included in the general education requirements for a degree expose students to basic knowledge in humanities and fine arts, the natural sciences, and the social sciences. The effectiveness of these general education courses is a result of a rigorous curriculum process that incorporates SLOs.

Planning Agenda
None

IIA.3b   A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
To ensure that PCC graduates are productive individuals who are lifelong learners, the college has institutional learning outcomes (ILOs) that were created by a shared governance committee led by the Academic Senate and approved by the faculty and the Board of Trustees. The five

ILOs address the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking, as well as social responsibility and personal development (2A.6; 2A.33).

In addition, section 55002 of California's Title 5, Administrative Regulations, relates to this standard, stating specifically that

> The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity which prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

Part of the responsibility of the C&I committee is to ensure that the courses offered at the college meet this Title 5 requirement.

The college's general education requirements specifically include skills in oral and written communication, scientific and quantitative reasoning, and critical reasoning/logical thinking. Students have a wide variety of courses to choose from that teach these skills. Information competency and technological competency are part of the college ILOs. Students practice their technology skills and information literacy in various courses, and the college supports this by providing library resources and services, as well as many computer laboratories, on campus. Students who wish to specifically enhance their computer literacy can take courses in Business Information Technology, Computer Information Systems, and Library Technology (2A.6). More information about information competency at the college can be found in standard IIC.

The writing competency was recently assessed through the English division in conjunction with IPRO. English composition faculty were asked to select a student assignment and assess it with a rubric designed by a SLO subcommittee of the Academic Senate (2A.53). The data will inform teaching and learning in the future. As the ILOs are assessed on a broader scale in the future, they will assist the college in documenting that it is achieving its mission of student success.

Self Evaluation
The college meets the standard.

The CCSSE survey administered at the college in 2007 asked some questions that address what a college does to help students become productive individuals and lifelong learners. Tables 2-11 and 2-12 (see next page) compare the mean response by PCC students to student responses at other large community colleges.

Table 2-11
Student Feedback on Course Work and Internet

In your experiences at this college during the current school year, about how often have you done each of the following?	PCC	Other Colleges
Average Response		
Used the internet or instant messaging to work on an assignment	2.70	2.79
Had course work that emphasized:		
Analyzing the basic elements of an idea, experience or theory	2.90	2.85
Synthesizing and organizing ideas, information or experiences in new ways	2.69	2.70
Making judgments about the value or soundness of information, arguments or methods	2.60	2.54
Applying theories or concepts to practical problems or in new situations	2.57	2.61
Using information you have read or hear to perform a new skill	2.63	2.70

Level of engagement scale is defined as 1 = never, 2 = sometimes, 3 = often, and 4 = very often.

Table 2-12
Student Feedback on the Impact of College Experiences

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas:	PCC	Other Colleges
Average Response		
Writing clearly and effectively	2.77	2.67
Speaking clearly and effectively	2.68	2.59
Thinking critically and analytically	2.93	2.82
Solving numerical problems	2.58	2.54
Using computing and information technology	2.56	2.63
How much does this college emphasize using computers in academic work?	3.04	3.03

Scale is defined as 1 = very little, 2 = some, 3 = quite a bit, and 4 = very much.

The tables above reveal that PCC is very comparable to a national sampling of colleges in terms of the extent to which PCC is helping students become productive individuals and lifelong learners.

Although information competency and computer literacy are not specifically part of the California general education requirements, they are included in the competency requirements and are required for the degree. The college mission statement also includes a commitment to providing this education (2A.1).

Planning Agenda
None

IIA.3c   A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
Throughout its general education program, the college strives to educate its students in areas of social responsibility and personal development. Two of the college's five ILOs address these areas, and their specific competencies reflect sensitivity to and respect for others in the areas of diversity, citizenship, ethics, and aesthetic appreciation (ILO #4, Social Responsibility, and ILO #5, Personal Development). Courses in Area B: Social and Behavioral Sciences, Area C: Humanities, and Area E: American Institutions, strive to teach an appreciation for one's social responsibility (2A.6).

In 2004, a diversity requirement was added to the competency requirements for graduation. Students are able to select courses from a list of global studies or ethnic and gender studies to fulfill this requirement (2A.6). A variety of eligible courses are offered in areas such as art, music, history, anthropology, Spanish, and nursing.

Students have the opportunity to learn effective leadership, ethics, and governance through the college's Office of Associated Students. From self governance to membership on collegewide governance committees, this organization provides students with many opportunities to participate in a variety of leadership experiences (2A.82). In the fall of 2007, the college president began the President's Ambassadors leadership program. Through this program, student ambassadors "promote the academic experience that PCC offers to audiences at college events, as well as give campus tours and presentations to K-12 students. . . [A]mbassadors embark in a unique learning experience that will enhance their curriculum" (2A.83).

In addition to the President's Ambassadors program, a new leadership course, Counseling 30, is in development. This course will provide students with the fundamental elements of leadership and examine leadership theories and models. Students also consider individual values and beliefs to develop a personal philosophy of leadership, including an understanding of self, others, and community. Finally, the Associated Students' Lobby Committee makes trips to both Sacramento and Washington, DC, to gain legislative leadership experience on a state and national scale (2A.84).

Self Evaluation
The college meets the standard.

As mentioned previously in this report, the CCSSE survey administered at PCC in 2007 asked some questions relevant to this accreditation standard. Table 2-13 (see next page) compares the mean response by PCC students on the questions that addressed becoming an ethical human being to the responses at other large community colleges.

Table 2-13
Impact on Student Knowledge, Skills, and Personal Development

How much has your experience at the college contributed to your knowledge, skills, and personal development in the following area?	PCC	Other Colleges
Average Response		
Working effectively with others	2.66	2.64
Developing a personal code of values and ethics	2.37	2.31
Contributing to the welfare of your community	1.98	1.94

Scale is defined as 1 = very little, 2 = some, 3 = quite a bit, and 4 = very much.

The results above show that PCC is very comparable to other large colleges in terms of the extent to which PCC is helping students become ethical human beings.

The college is committed to educating students in the areas of diversity and leadership. Many opportunities for students to engage in civic-minded activities and courses exist. The incorporation of the diversity competency as a part of the graduation requirement was a big step in ensuring that students' education is broad and incorporates many differing viewpoints.

Planning Agenda
None

IIA.4   All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
The college offers AA and AS degrees, both of which require a minimum of 60 units, with a minimum of 18 units in at least one area of inquiry or in an established interdisciplinary core (2A.6).

Self Evaluation
The college meets the standard.

The Academic Senate has established an ad hoc committee to address the changes to Title 5 relating to the interdisciplinary core (area of emphasis or major) for the AA degree. In a spirit of collegiality, faculty from all divisions have been invited to participate in a committee to evaluate the college's current degree offerings and to recommend changes to general education, majors, and/or "areas of emphasis" for both the AS and AA degrees. The AA degree based solely on IGETC and the AA degree based solely on CSU General Education Requirements will be discontinued. Transfer majors appropriate for the AA degree have been developed and presented to C&I and approved on October 30, 2008 (2A.4).

Planning Agenda
None

IIA.5   Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
The college supports the mission of the California Community College System by offering Career and Technical Education (CTE) certificate programs that meet the labor needs of business and industry. These CTE programs are developed by the faculty in partnership with advisory committees made up of representatives from respective industries. The business and industry advisors provide first-hand knowledge of the skill sets needed for successful employment. CTE programs are also approved by the Los Angeles/Orange County Workforce Development Leaders (LOWDL), comprising the deans and directors of CTE and economic development programs in the college's region. LOWDL is responsible for reviewing and recommending for approval CTE programs based on labor market data as well as availability of other similar CTE programs in the region (2A.67).

All CTE courses and programs go through a rigorous review by the college's C&I committee. In addition, to meet all state-mandated requirements, as well as industry and business demands, each CTE program must go through a review process every two years that includes a comprehensive description, measurable objectives, and analysis of appropriateness in length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Since the last accreditation, the number of Certificates of Achievement offered has remained consistent. Currently, the college offers more than 70 programs in 37 occupational areas. Upon successful completion of these programs, students are eligible for a Certificate of Achievement and/or an Associate in Science degree. The college also has increased the number of short-term Occupational Skills Certificates, formerly Certificates of Completion, from 10 to 50. The courses leading to certificates allow students to develop job skills in special areas of occupational education in a short period of time. All certificate programs are outlined in the college catalog and on the college website (2A.6).

According to data provided by IPRO, since 2002, 3,428 students have earned Certificates of Achievement, and 3,340 students have earned Associate in Science degrees (2A.7). In addition, the CTE office reports that Occupational Skills Certificates have been awarded to approximately 2,000 students in 50 different occupational areas during that same period (2A.7).

The Community Education Center (CEC) provides noncredit education, training, and services designed to continuously improve California's workforce. It offers the following vocational and technical curricula that lead to a noncredit Certificate of Completion and prepare students for entry-level employment: Apparel and Drapery Construction, Business Office Systems, Career Planning and Student Development, Electronic Assembly and Wiring, Fashion Retail Academy, and Printing and Photocopy Technology. Coursework at the CEC enables students to make a seamless transition into a credit course or program (2A.6).

Self Evaluation
The college meets the standard.

The college's success in awarding certificates and degrees is illustrated by the 1,300 students who earned Certificates of Achievement in the 2006-07 and 2007-08 academic years (2A.85).

The college's CTE programs also do a good job of preparing students for external licensure examinations, as evidenced by the 2006-07 examination pass rates shown in Table 2-14 below (2A.70).

Table 2-14 Pass Rates by Licensure Examination	
Licensure Examination	**Most Recent Pass Rate**
Registered Nursing	94%
Licensed Vocational Nursing	96%
Dental Hygiene	100%
Dental Assisting	65% (92% in 07-08)
Radiologic Technician	100%
Cosmetology	
- Practical	90%
- Written	70%

Planning Agenda
None

> **IIA.6** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary
The institution communicates clear and accurate information to current and prospective students in the college catalog (2A.6), schedule of classes (2A.71), online schedule, college website (2A.87), and through Counseling, Career Services, and the Transfer Center. In the catalog, the following information is available to prospective students (2A.6):

- AA/AS requirements and transfer general education requirements (IGETC/CSU)
- Transfer curriculum and majors
- Career and Technical Education – Certificates of Achievement and Occupational Skills Certificates

- Description of all courses
- Student and Learning Services
- Program Learning Outcomes.

Many programs also produce and distribute brochures describing their courses and requirements (2A.88).

Each instructor prepares a syllabus based on the official outline of record for his or her course each semester that includes the course SLOs. Faculty are required to give students a syllabus on the first day of class that states the class's policies, procedures, and learning outcomes. These syllabi are kept on file in the division office. The college verifies that individual sections of courses adhere to the course objectives/learning outcomes through the faculty evaluation process (2A.9).

Self Evaluation
The college meets the standard.

The institution assures that students and prospective students receive clear and accurate information about educational courses, programs, and transfer policies in the published (print and online) information made available to students and through new student orientations, counseling sessions, faculty-student interactions, and the Transfer Center. In addition, information about outcomes is included on course syllabi and available on the college website (2A.87).

Planning Agenda
None

> **IIA.6a   The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Descriptive Summary
The primary sources for transfer and articulation information are the college catalog (2A.6), the schedule of classes (2A.71), and the college website (2A.87). In addition, these sources direct students toward resources available through the Counseling Division, Extended Opportunity Programs and Services (EOP&S), Disabled Student Programs and Services (DSP&S), and the Office of Outreach, Degree, and Transfer Services (Transfer Center). College personnel are knowledgeable in the use of the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) web-based articulation and transfer planning system (2A.89).

The institution conveys transfer-of-credit information to its students primarily through the college catalog and in the schedule of classes. Completion of the CSU general education requirements allows students eligibility for certification of general education prior to transfer.

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) allows the student eligibility for certification of general education prior to transfer to either the UC or CSU system (2A.6; 2A.71). Hardcopy forms of both IGETC and CSU general education patterns are available in the Counseling Division and the Transfer Center and are updated regularly by the articulation officer. Counselors and students have access to information on the unique general education requirements for the University of Southern California and the Art Center College of Design, two independent schools frequently sought by PCC students. Furthermore, information on requirements for other private schools is available in paper format through the Counseling Division. The college website also provides transfer information about UCs and CSUs to students through the ASSIST Transfer Tool, which provides articulation information about lower division preparatory classes by major (2A.89).

The college actively pursues articulation agreements with the major universities in the greater Los Angeles area, including UC Los Angeles, UC Riverside, and UC Irvine; CSU Los Angeles, Cal Poly Pomona, CSU Northridge, CSU Long Beach, and CSU Fullerton; the University of Southern California; Loyola-Marymount University; Azusa-Pacific University; Mount Saint Mary's College; and Loma Linda University, as well as with the other UC and CSU campuses.

For the purpose of granting transfer credit, the college follows policy that is commonly accepted by all community colleges in California. Under this policy, all courses and units earned at CSU, UC, and other WASC-accredited state and independent schools are accepted. Also, transfer courses that clearly articulate with a PCC course are given the same credit as a PCC course. Transfer courses that do not clearly articulate may be given general education credit based on the general education status of the course on its home campus. Courses that do not fall into either category will receive at least elective credit. Determination as to whether or not a transfer course may fulfill a requirement for a Certificate of Achievement or a Certificate of Completion is made by the dean of the appropriate division (2A.90). A planned common (statewide) course numbering system is in the works.

The college maintains current articulation agreements for the purpose of ensuring transferability. The final decision of which course(s) will be articulated is determined by the four-year senior institution after reviewing PCC course outlines. Changes in articulation agreements are communicated regularly to the articulation officer, who disseminates these changes to counseling faculty, who then communicate these changes to students. The articulation officer meets with each of the instructional divisions annually to improve communication of articulation issues as they relate to transferability of courses and communicates changes in transfer credit (especially as it relates to IGETC) through email to the division deans and instructional faculty.

Once a year, the articulation officer will distribute to every university and community college in the state a "Summary of Curriculum Changes," a listing of all course additions, modifications, and deletions approved through C&I. This list is distributed via a web-based listing of the California Intersegmental Articulation Council (CIAC) [2A.91]. All articulation offices throughout the state are thus provided with the opportunity to review changes to courses at PCC and modify articulation agreements or request more information about specific course modification for further review. The articulation officer also maintains ongoing communication with universities to advocate for course-to-course and major preparation articulation.

Self Evaluation
The college meets the standard.

The college actively pursues articulation agreements appropriate to its mission. The college catalog, schedule, and website provide up-to-date information on general education transfer requirements for the UC and CSU systems based on the IGETC and the CSU general education requirements.

Planning Agenda
None

IIA.6b   When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
Since the last accreditation review, the college has implemented policy 3210, a formal, step-by-step policy for program discontinuance that includes a procedure to notify students in the program (2A.2). The process starts with a written notification from the vice president for Instruction. The college president and the Academic Senate president then discuss the recommendation with the other members of the Council on Academic and Professional Matters (CAPM) and form a Special Program Review task force to collect data on the impact on current students, the college, and the labor market. The policy ensures that all students in the program have the opportunity to complete the program or to transfer to a comparable program at another college of their choice. It also provides notice to the appropriate collective bargaining representative(s) in order to resolve any contractual issues affecting the faculty and classified members in the discontinued program. After reviewing the pertinent data, the task force makes a written recommendation to CAPM as to the discontinuation of the course(s). Students are notified of a discontinued program or a significant program requirement change through teacher and counselor contact, the division, and written handouts. Necessary courses are offered until current students can complete them.

Self Evaluation
The college meets the standard.

The program discontinuance policy ensures that careful planning by faculty and their dean takes place prior to programs being eliminated. The policy provides a timeline that ensures that all students in the program have the opportunity to complete the program or to transfer.

Planning Agenda
None

IIA.6c **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Descriptive Summary
The catalog (2A.6), the schedule of classes (2A.71), and the college website (2A.87) are the primary sources students, college personnel, and the public use for information about college policies and procedures, including admission policies and the code of student conduct, as well as all educational programs and courses. The information in the catalog is completed, reviewed, and updated annually through the Office of Academic Support, which contacts the college web specialist to update the website.

Information on student achievement, such as success, retention, transfers, and degrees and certificates awarded, is available through the college website: http://www.pasadena.edu. The Office of Public Relations disseminates information on student achievement to the public through a variety of widely distributed publications, including online announcements and *Campus Report* (2A.92; 2A.93).

Self Evaluation
The college meets the standard.

The information in the catalog is accurate and current. To make it more user friendly, a committee is working with student focus groups to identify ways to improve the catalog's design.

Planning Agenda
None

IIA.7 **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Descriptive Summary
The college has a board-adopted policy protecting academic freedom. Originally adopted in 1972, the policy was revised in 2003 and reviewed in 2008. The academic freedom policy (3100) and related procedures (3100.10 and 3100.20) are available on the college website (2A.2) and are referenced in the catalog (2A.6, 2008-09, page 6).

Further, all full-time faculty members are provided a hard copy of the academic freedom policy and procedures in the *Faculty Handbook* (2A.73). The handbook is provided to new faculty as

part of their new faculty orientation and is available to all faculty members through their divisions or through the Academic Senate. The policy states that "academic freedom is a right enjoyed by all members of the PCC community: faculty (tenured, non-tenured, and adjunct), students, classified and administrative staff, and Trustees. Academic freedom is defined as the freedom to teach and learn in an atmosphere of free inquiry and expression" (2A.2; 2A.6). The procedure further delineates the academic freedoms enjoyed by faculty, including the freedom and responsibility "to develop curriculum and determine methods of classroom instruction and student evaluation," "to participate in college and divisional governance and in interdisciplinary academic matters," and "to express themselves, to foster critical thinking, and to support the expression of alternative points of view" (2A.6; 2A.2, policy 3100.10). The policy and related procedures were developed during collegial consultations through the shared governance process and were mutually agreed upon by the Academic Senate and the Board of Trustees (2A.94; 2A.95). The philosophical foundation used by the faculty in developing the Board-approved academic freedom policy can be found in the Academic Senate document entitled "Academic Freedom and Professional Ethics of PCC Faculty" (2A.96), which is also found in the *Faculty Handbook* (2A.73).

In 2003, the Board of Trustees also adopted a revised policy on student conduct and academic honesty (policy 4520) [2A.2]. This policy (and related procedures) is published on the college website and in the college catalog (2A.6, 2008-09, page 513) and hard copies are available upon request in the Office of the Vice President for Student and Learning Services (L112). The student conduct and academic honesty policy states that students at PCC "are expected to be responsible, honest, and non-violent in exercising their rights to free inquiry and free speech" (2A.2; 2A.6). The student conduct code (4520.10) specifically identifies the following forms of academic dishonesty as being subject to discipline: "cheating, plagiarism, fabrication, or knowingly furnishing false information to the college or its officials; intentionally or knowingly helping or attempting to help another commit an act of dishonesty" (2A.2). The student conduct and academic honesty policy and related procedures were developed through a consultative committee process that included the participation of all constituency groups (management, faculty, classified, and students) before it was approved by the Board of Trustees (2A.2).

On a broader scale, the Educational Policies Committee of the Academic Senate is working on a collegewide policy and procedures on academic integrity at the college. This policy will address how all the different constituency groups on campus may enhance the college's academic integrity. A rough draft of this policy, entitled "Academic Integrity at Pasadena City College," is available (2A.95).

All Board-approved policies are available to the public on the college website (2A.2). Also available on the website is the college mission statement and core values (2A.1).

Self Evaluation
The college meets the standard.

The recent update and review of the academic freedom policy demonstrates the college's clear commitment to the free pursuit and dissemination of knowledge.

The Academic Senate has instructed its educational policies committee to continue to take the lead and to work closely with all campus groups, particularly students and the Office of Student and Learning Services, in developing a collegewide policy on academic integrity. The committee will address the best strategies for communicating the policy and procedures, as well as ways in which each constituency group can enhance academic integrity at the college.

Planning Agenda
None

IIA.7a   Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
The code of ethics of PCC faculty (Professional Ethics of Faculty, policy 3110) requires that faculty (1) distinguish between personal conviction and professionally accepted views in their discipline and (2) present data and information fairly and objectively (2A.2). The procedures related to the professional ethics policy state that faculty members have the responsibility to their discipline to "practice intellectual honesty. When faculty members recognize that their own personal convictions differ from other well-supported conclusions on the same matter, they have a responsibility to present relevant data as fairly and objectively as possible" (2A.2). Although faculty are assured the right to academic freedom in the free pursuit and transmission of knowledge, the ethics code recognizes that faculty have the additional responsibility to "exercise critical self-discipline and judgment in using, extending, and transmitting knowledge" (2A.2, policy 3100).

The American Association of University Professors' (AAUP) "Statement of Professional Ethics" was adopted by the college's faculty in 1992 and was reviewed, critiqued, and individualized for PCC to a modest degree in 2003. The revised ethics policy was first published in the Academic Senate document entitled "Academic Freedom and Professional Ethics of PCC Faculty," a document that can be found in the *Faculty Handbook* (2A.73).

In November 2004 the Board of Trustees passed the professional ethics of faculty policy (3110) and related procedures (3110.10 and 3110.20). The Academic Senate board kept the faculty apprised of the committee process used to develop the ethics policy. Faculty members were provided drafts of the policy on several occasions and were given the opportunity to ask questions and provide feedback. All full-time faculty, including newly hired faculty, are provided a copy of the "Professional Ethics of Faculty" policy and procedures in the *Faculty Handbook* (2A.73), and the policy and related procedures are available on the college website (2A.2). New faculty members are advised of the policy and the significance of it during a new faculty orientation that includes a brief introduction to the faculty handbook. In addition, leadership of the Academic Senate conducts a workshop for new faculty during which issues of faculty governance and responsibility are addressed.

Self Evaluation
The college meets the standard.

The Academic Senate did a thorough job in developing and attaining approval of the college's professional ethics policy. Although all new faculty members are introduced to the policy during new faculty orientation sessions, faculty members hired prior to the creation of the policy may not be aware of the policy. The current faculty evaluation process, however, does make reference to fairness and openness of information provided by faculty (2A.9), but further clarity is needed. The Academic Senate is working to ensure that all faculty members are aware of the college's professional ethics policy.

Planning Agenda
None

IIA.7b   The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
The college is committed to informing students of their rights and responsibilities as integral partners in the educational process. In 2003, the Board of Trustees adopted a revised policy on student conduct and academic honesty (2A.2, policy 4520). This policy and its related procedures prohibit many unsafe and disruptive behaviors and spell out various levels of possible disciplinary actions. The policy also specifically prohibits "dishonesty, such as cheating, plagiarism, fabrication, or knowingly furnishing false information to the College or its officials; [or] intentionally or knowingly helping or attempting to help another commit an act of dishonesty" (2A.2). Violations of the student conduct code that constitute academic dishonesty are subject to a variety of possible misconduct penalties that range from a warning to expulsion from the college. The policy provides students with a very elaborate set of due process procedures designed to protect the rights of students.

PCC has several mechanisms in place to ensure that faculty and students are aware of the policy and procedures pertaining to academic honesty; they are published in the college catalog and on the website, and copies are available in the Office of the Vice President of Student and Learning Services (2A.6; 2A.2).

In addition, definitions and examples of academic dishonesty can be found in the document entitled, "Types and Definitions of Academic Dishonesty" (2A.96), approved by the Academic Senate board in May 2007.

Self Evaluation
The college meets the standard.

PCC has a comprehensive policy on academic honesty that defines academic dishonesty, delineates appropriate misconduct penalties, and establishes due process procedures for students who wish to appeal the accusations made against them. Work is in progress for standardizing a

report form for accusations of academic dishonesty and for developing a central file for alerting the college to the occurrence of repeat offenders. On a broader scale, the college will benefit further from a collegewide policy on academic integrity currently being developed through the Academic Senate as a fulfillment of one of the college's core values, "commitment to integrity" (2A.1). Ultimately, this policy will address how all the different constituency groups on campus (students, faculty, classified, and administrative staff, as well as the Board of Trustees) may enhance the academic integrity of the college (2A.95).

Planning Agenda
None

IIA.7c   Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Since PCC is a public, open-access community college, there are no codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge.

Self Evaluation
The college meets the standard.

Planning Agenda
None

IIA.8   Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

The standard does not apply because the college does not currently offer curricula in foreign locations to non-US students.

Evidence for Standard IIA

2A.1 Mission Statement and Institutional Core Values
http://www.pasadena.edu/about/president/philosophy.cfm

2A.2 College Policies http://www.pasadena.edu/ipro/policies/

2A.3 *Program and Course Approval Handbook and Supplement*
http://pasadena.edu/resource/accred_557.pdf

2A.4 Curriculum and Instruction Committee Agendas and Minutes (including 9/14/06 and 10/30/08) http://pasadena.edu/resource/accred_558.pdf

2A.5 Cover Letter to Start the Annual Planning Process
http://www.pasadena.edu/resource/accred_635.pdf

2A.6 College Catalog http://pasadena.edu/academicsupport/catalog/CAT08-09.pdf

2A.7 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm

2A.8 Transfer Center Update, January 16, 2008 http://pasadena.edu/resource/accred_562.pdf

2A.9 Faculty Evaluation Forms/Requirements http://pasadena.edu/resource/accred_566.pdf

2A.10 Academic Senate SLO Activities and Workshops
http://pasadena.edu/resource/accred_567.pdf

2A.11 Agendas for New Faculty Orientations
http://pasadena.edu/resource/accred_568.pdf

2A.12 Flex Day Agendas
http://pasadena.edu/resource/accred_570.pdf

2A.13 Assessment Information and Activity Reports
http://www.pasadena.edu/resource/accred_569.pdf

2A.14 *Research Findings*, 25 (October 2008)
http://pasadena.edu/resource/accred_501.pdf

2A.15 Basic Skills Initiative Self Study Report and Action Plan
http://pasadena.edu/resource/accred_571.pdf

2A.16 Scholars Program
http://www.pasadena.edu/transfer/specialprograms/scholar.cfm

2A.17 2007 IPRO Data on Scholars Program Students versus Non-Scholars Program Students
http://www.pasadena.edu/resource/accred_572.xls

2A.18 Puente Project
http://www.pasadena.edu/transfer/specialprograms/puente.cfm

2A.19 Fall 2007 Puente Survey and Results
http://pasadena.edu/resource/accred_573.pdf

2A.20 Ujima Program
http://www.pasadena.edu/studentservices/ujima/

2A.21 Writing Across the Curriculum
http://www.pasadena.edu/WAC/

2A.22 Writing Across the Curriculum PFE Survey and Results
http://pasadena.edu/resource/accred_574.pdf

2A.23 Teaching and Learning Center
http://www.pasadena.edu/externalrelations/TLC/tlc_facility.cfm

Evidence for Standard IIA (continued)

2A.24 Instructional Program Plans and Reviews
http://pasadena.edu/resource/accred_575.pdf
2A.25 SLO/Assessment Cycle
http://pasadena.edu/resource/accred_576.pdf
2A.26 Core Course Index (formerly Student Benefit Index)
http://pasadena.edu/resource/accred_577.pdf
2A.27 Community Colleges Survey of Student Engagement (CCSSE) Results
http://pasadena.edu/resource/accred_578.pdf
2A.28 IPRO Environmental Scan Report
http://www.pasadena.edu/IPRO/research/environscan.cfm
2A.29 Certificates Completed By CTE Students http://pasadena.edu/resource/accred_579.pdf
2A.30 Program Plan for Distance Education (Academic Support) 2008-09
http://csweb.pasadena.edu/pb/
2A.30a Data on the Number of Smart Classrooms
http://www.pasadena.edu/resource/accred_581.pdf
2A.31 WebCMS System and Forms, including Form D
http://webcms.pasadena.edu/
2A.32 Use of Technology in the Classrooms and Computer Labs (*Research Findings,* 18)
http://www.pasadena.edu/IPRO/research/researchfindings.cfm
2A.33 SLO website http://pasadena.edu/slo/
2A.34 Distance Education Committee Minutes
http://www.pasadena.edu/Departments/meetings.cfm?Dept=de
2A.35 DSP&S website
http://www.pasadena.edu/studentservices/dsps/
2A.36 IPRO Distance Education Report on Success and Retention, 2002-03 to 2005-06
http://pasadena.edu/resource/accred_582.pdf
2A.37 vacant
2A.38 Huba and Freed, *Learner-Centered Assessment on College Campuses*
http://pasadena.edu/resource/accred_584.pdf
2A.39 *Guidelines for SLOs*
http://pasadena.edu/resource/accred_585.pdf
2A.40 Division Council Report from October 10, 2008
http://www.pasadena.edu/resource/accred_586.pdf
2A.41 vacant
2A.42 ACCJC SLO Breakout Report
http://pasadena.edu/resource/accred_588.pdf
2A.43 SLO Resource Pages
http://www.pasadena.edu/slo/
2A.44 Board of Trustees Agenda and Minutes, July 2006
http://pasadena.edu/resource/accred_590.pdf
2A.45 Course to Competency Mapping http://pasadena.edu/resource/accred_592.pdf
2A.46 Course Assessment Report http://pasadena.edu/resource/accred_593.pdf
2A.47 Library Program Assessment Results http://www.pasadena.edu/resource/accred_595.pdf

Evidence for Standard IIA (continued)

2A.48 Dental Hygiene Program Assessment Results
http://www.pasadena.edu/resource/accred_596.pdf

2A.49 eLumen http://www.elumen.info/

2A.50 SLO Assessment Plan Form http://pasadena.edu/resource/accred_597.pdf

2A.51 Program Plans Showing Use of Assessment Results
http://www.pasadena.edu/resource/accred_598.pdf

2A.52 Value-added Methodology Presented to Academic Senate by IPRO
http://pasadena.edu/resource/accred_599.pdf

2A.53 Writing Competency Results
http://pasadena.edu/resource/accred_600.pdf

2A.54 English Division Meeting Agenda/Minutes from October 7, 2008
http://pasadena.edu/resource/accred_601.pdf

2A.55 Academic Senate Minutes, Fall 2007
http://pasadena.edu/resource/accred_602.pdf

2A.56 Hugo Schwyzer, "The Educrats' Attack on Higher Teaching," *Inside Higher Education*
online (October 8, 2007)
http://www.insidehighered.com/layout/set/print/views/2007/10/08/schwyzer

2A.57 Flex Day Evaluation Results
http://pasadena.edu/resource/accred_604.pdf

2A.58 Linda Suskie's Report
http://pasadena.edu/resource/accred_605.pdf

2A.59 Study Abroad website
http://www.pasadena.edu/travel/

2A.60 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm

2A.61 Extended Learning Catalogs
http://pasadena.augusoft.net

2A.62 Staff Services website
http://www.pasadena.edu/staffservices/

2A.63 ARCC 2007 Reports
http://pasadena.edu/resource/accred_607.pdf

2A.64 Career and Technical Education Strategic Plan to Increase Student Success
http://pasadena.edu/resource/accred_609.pdf

2A.65 *Curriculum and Instruction Handbook*
http://pasadena.edu/resource/accred_610.pdf

2A.66 Dental Assisting Examination Pass Rates for 2007 and 2008
http://pasadena.edu/resource/accred_611.pdf

2A.67 Los Angeles/Orange County Workforce Development Leaders (LOWDL)
http://pasadena.edu/resource/accred_612.pdf

2A.68 Instructional Area Awards
http://www.pasadena.edu/resource/accred_613.pdf

2A.69 Data on Number of Articulation Agreements Held
http://pasadena.edu/resource/accred_614.pdf

Evidence for Standard IIA (continued)

2A.70 Licensure Passage Rates
http://www.pasadena.edu/resource/accred_615.pdf
2A.71 Schedule of Classes http://pasadena.edu/schedule/
2A.72 *On Course* Training Information
http://pasadena.edu/resource/accred_616.pdf
2A.73 Faculty Handbook http://www.pasadena.edu/HR/facultyhandbook.pdf
2A.74 Student Learning Support Services Chart http://pasadena.edu/resource/accred_618.pdf
2A.75 ARCC Clicker Project and Evaluation http://pasadena.edu/resource/accred_619.pdf
2A.76 Podcast Lectures—ESL Podcasts and Music of Latin America Podcasts
http://pasadena.edu/resource/accred_620.pdf
2A.77 Online versus ITV versus Traditional Instruction Delivery Data
http://pasadena.edu/resource/accred_621.pdf
2A.78 Majors/Area Emphasis Proposals Related to Title 5 Changes
http://pasadena.edu/resource/accred_622.pdf
2A.79 Institutional Planning and Research Office website http://www.pasadena.edu/IPRO/
2A.80 Sample Syllabi http://www.pasadena.edu/resource/accred_623.pdf
2A.81 vacant
2A.82 Associated Students' Opportunities for Student Internships and Community Service
http://pasadena.edu/resource/accred_625.pdf
2A.83 *Mercury*, April 2008. http://www.pasadena.edu/publicRelations/staffnewsletter.cfm
2A.84 Associated Students Lobby Committee http://pasadena.edu/resource/accred_626.pdf
2A.85 *Observations*, Chapter 8 http://www.pasadena.edu/IPRO/research/observations.cfm
2A.86 vacant
2A.87 Pasadena City College website http://pasadena.edu/
2A.88 Brochures for Library Technology, ESL, Paralegal Studies, and Dental Hygiene
http://www.pasadena.edu/resource/accred_627.pdf
2A.89 ASSIST Transfer Tool http://www.assist.org/web-assist/welcome.html
2A.90 California Articulation Policies and Procedures Handbook
http://www.pasadena.edu/resource/accred_629.pdf
2A.91 Summary of Curriculum Changes for Articulation
http://www.pasadena.edu/resource/accred_630.pdf
2A.92 Public Relations Publications on Student Achievement
http://www.pasadena.edu/resource/accred_632.pdf
2A.93 *Campus Report*
http://www.pasadena.edu/publicRelations/campusreport.cfm
2A.94 Academic Senate Minutes from October 13, 2003
http://www.pasadena.edu/resource/accred_633.pdf
2A.95 "Academic Integrity at Pasadena City College"—draft of Academic Senate document
http://pasadena.edu/resource/accred_631.pdf
2A.96 Definitions of Academic Dishonesty http://pasadena.edu/resource/accred_517.pdf

Standard IIB—Student Support Services

> **The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

Descriptive Summary

Consistent with Pasadena City College's mission, Student and Learning Services (SLS) recruits and admits students of diverse backgrounds and provides "learning activities (SLOs and SSOs) designed to improve the economic condition and quality of life of the diverse communities within the college service area" (2B.1). PCC has an open-door/open-access policy that supports access and success (2B.2). Graduates of accredited high schools are eligible for admission to the college and enrollment in any course for which they are qualified. Nongraduates of high school who are 18 years of age or older may be admitted to the college (2B.2).

The college engages in outreach efforts throughout its community and in particular focuses on specific recruitment of populations that reflect the diversity of the surrounding area. Although the Office of Community and School Relations is the primary department responsible for outreach services (2B.3), outreach efforts are also supported by many college departments. Outreach is conducted to middle schools, high schools, the community, and to students enrolled in noncredit courses at the Community Education Center (CEC) in a variety of languages (e.g., Vietnamese, Chinese, and Spanish). The Office of Community and School Relations provides a calendar of outreach activities on its website (2B.3) in an effort to inform, reduce duplication of outreach efforts, and increase collaboration among departments and programs.

Submission of an admission application starts the enrollment process. Questions on the admissions application query applicants on the type of support services they believe they need to be successful (2B.4). Students who mark services receive a permit to register identifying the relevant services and office locations. Those who apply online receive the same information through an email. The online application (CCCApply) is Section 508 compliant and is therefore made accessible to persons with disabilities, for example individuals with visual impairments (2B.4). Many departments also use the application information to identify student needs in order to better inform them of the available services and resources to help students reach their educational goals (2B.5). Students applying for noncredit courses are required to submit an application that requests supplemental information specific to noncredit student needs (2B.6).

Admitted students are assessed for recommended placement in courses that have prerequisites if the student has not met the prerequisite through the successful completion of previous coursework (2B.2). Following the math and English assessments, students are advised to attend a group counseling session that includes an overview of the campus and the available resources to support student learning (2B.7). All new students are encouraged to complete the online orientation available through the college website (2B.4) prior to scheduling a counseling

appointment. A face-to-face small group counseling orientation session is provided for new students. One-on-one counseling sessions also are available to address specific circumstances.

SLS established student learning outcomes (SLOs) and support service outcomes (SSOs) for its programs and has begun the assessment of them as a means of determining their effectiveness. Dialogue regarding the implementation of SLOs and SSOs, in addition to utilizing other measures of accountability, have been and continue to be lively. Outcomes are defined for every SLS program (2B.2), and several outcomes have been assessed and analyzed (2B.8).

The 31 programs (the number of programs are fluid and change from time-to-time) and 9 units in the SLS area complete an annual plan, and each has completed the first cycle of program review that identifies areas of student need (2B.9; 2B.10). In addition, the college's online program planning process requires all programs to identify their SLO/SSOs, or the plan cannot be submitted. SLS programs use program reviews, an ongoing, systematic process that occurs every six years, as one method for measuring and improving the effectiveness of services.

In spring 2007, the California Community Colleges Chancellor's Office (CCCCO) required the categorical programs to submit a Collaborative Categorical Program Review (previously referred to as the Operational Program Review) [2B.11]. One example of the use of assessment to improve services occurred as a result of the data furnished by the CCCCO for the review. According to this data, the college's Extended Opportunity Programs and Services (EOP&S) experienced a decline in the number of students served in 2005-06. In response, staff identified strategies to increase the numbers and strengthen retention. This resulted in a 6.8 percent increase in students participating in EOP&S in 2007-08 (2B.12).

Besides the ongoing college and CCCCO program review cycles and SLO/SSO assessment studies, all programs in SLS have regular staff meetings, and some have annual advisory committee meetings (2B.13). At staff meetings, issues concerning student service and program operations are discussed. EOP&S/CARE and DSP&S advisory committees, consisting of on-campus and community members, provide input on additional resources available to students and inform PCC staff on current trends in their respective areas of expertise.

One way in which student services enhances a supportive learning environment is through a collaborative project with instructional services called Welcome Day. The event held prior to the opening of the fall semester helps introduce and orient new students and their families to college. Students are able to take tours of the campus, ask questions, and attend workshops, and parents can learn about strategies to support their student while attending college. Information on financial aid, transfer services, student affairs, student health, counseling, and other support programs is made available at the event (2B.14).

The college further maintains a supportive environment for students by providing comprehensive services to address the needs of a diverse student population. DSP&S provides interpreters fluent in American Sign Language when needed. Materials are also available in alternate formats (e.g., large print, Braille) by request. Staff members at the college speak various languages that are reflected in the community and student population. The college employs bilingual staff, located in SLS, to assist students in different languages: Arabic, Armenian, Cantonese, Farsi, French,

German, Italian, Japanese, Khmer, Korean, Mandarin, Russian, Spanish, Tagalog, and Vietnamese. Transfer and financial aid presentations are conducted in various languages.

The offices of Scholarships and Financial Aid, EOP&S, and Outreach, Degree, and Transfer Services also provide materials in various languages (2B.15; 2B.15a; 2B.15b; 2B.16). As a result of a 2008 CCCCO Section 508 training, the EOP&S brochure was converted to large print format. Through this process, the department staff discovered that further editing of the brochure was required. Staff members were able to revise the information in the original as well as the new Section 508 compliant brochure (2B.15 ; 2B.15a; 2B.15b). Additionally, the Transfer Center has a transfer orientation videotape that is closed-captioned (2B.15b). Each semester, the center sponsors a workshop on transfer, "Educational Success: A Family Affair," presented in English and Spanish, to assist students and their families in understanding the benefits of higher education. Attendance has risen steadily over the years (2B.17).

Students from around the world attend the college, adding to PCC's diversity (2B.18). The International Student office provides services to international students by sponsoring clubs, promoting intercultural exchanges through special events, and organizing special orientations. From 2005 to 2008, international student attendance increased 41 percent (2B.19).

Adding to the diversity of students, high school students have the opportunity to enroll in college-level courses through concurrent enrollment (2B.20). The Outreach, Degree, and Transfer Services department offers two concurrent enrollment programs to introduce students to collegiate life and promote early access: Fast Track, in which students are counseled to follow a format of courses that, upon successful completion, accelerates transfer from PCC to a four-year college or university in advanced class standing by one or more semesters; and the College Advantage Program (CAP), intended to give students the opportunity to experience college by enrolling in college-level courses before graduating from high school (2B.22).

The Office of Student Affairs coordinates activities enabling local high school students to visit the campus and attend various workshops focusing on attending college, such as the African American High School and the MEChA High School conferences. In addition, Adelante Mujer Latina, a program encouraging higher education and career awareness for Latina middle and high school students, is cosponsored by the Pasadena Youth Center and PCC. PCC's Student Services Fund (competitively allocated dollars available through the student affairs office) provides additional support for the annual event.

SLS participates in campuswide dialogue through membership on committees in order to coordinate efforts to streamline processes for students matriculating to the college (2B.23).

Self Evaluation
The college meets the standard.

PCC recruits and admits students from various backgrounds and skill levels who are able to benefit from the college's programs as cited in the mission statement (2B.1). Student needs are identified by SLS programs and are met through a supportive learning environment. Quality support services are available throughout students' college experience, from the first contact to completion of their educational goal. Programs assess student support services through program

review, periodic student and faculty surveys, and ongoing staff meetings. SLO/SSOs are beginning to provide SLS programs with systematic evaluative data to continuously improve the effectiveness of these services.

Planning Agenda
None

IIB.1   The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary
SLS ensures the quality of its services primarily through program review and the annual planning process (2B.10). Each of the SLS programs is reviewed on a rotating six-year cycle. The program review process assesses program quality, and the data generated are used to implement programmatic modifications for improvement. SLS programs are located throughout the campus, and faculty and staff work to provide services to students through regular department meetings.

Through the planning process, SLS programs, units, and the area examine and assess services and create a plan to achieve goals and improve services (2B.10; 2B.24). These planning and evaluation documents are the basis for improved services and resource allocation (2B.25).

DSP&S, EOP&S, Matriculation, CalWORKs, and other similar programs adhere to additional program reviews by regulatory oversight organizations (e.g., state and federal). State categorical program reviews are self-reflective and provide opportunities to examine service quality (2B.26).

Specialized studies are conducted by SLS and the Institutional Planning and Research Office (IPRO). For example, a *Research Findings* reported the benefit students received taking Counseling 10, a 1-unit course, *Introduction to College*, in which students develop an educational plan and learn about the structures of higher education (2B.27). Students' tendencies to continue study at the college (retention and persistence), as well as grades received, were analyzed. The analysis revealed that students who take Counseling 10 are more likely to be retained, succeed, and persist in their classes. This is true for both the term the student takes Counseling 10 (89 percent retention) as well as for the following term (88 percent retention). The comparison group of first time students showed a lower retention rate (83 percent), which was unchanged between these students' first and second terms at the college. In addition, students who take Counseling 10 are much more likely to continue their education by returning and enrolling in subsequent semesters (2B.27).

IPRO also administers satisfaction surveys for programs and services at the college through a fall student survey. Students are randomly selected to participate in the survey, and survey results are published in the college fact book, *Observations* (2B.19). IPRO's fall survey asks students to rate their satisfaction with support services. As Table 2-15 shows, in general, students rated the college's support services quite well, with an overall upward trend in satisfaction since the last self-study report (2B.28).

Table 2-15
IPRO Fall Student Annual Survey Results
Satisfaction with Support Services

SERVICES	Fall 2002	Fall 2006
Average Response		
Online Registration Services	N/A	2.67
Online Admissions Application Process	N/A	2.61
Registration Office	2.21	2.58
Records Office (Transcripts)	2.18	2.56
Admissions Office	2.36	2.54
Student Health Center	2.42	2.54
Telephone Access to Grades	2.41	2.53
Telephone Registration System	2.35	2.50
EOP&S	2.25	2.48
Scholarships & Financial Aid Office	2.17	2.47
Psychological Services	2.15	2.46
DSP&S	2.35	2.44
Testing Services/Assessment	2.24	2.44
Transfer Center	2.28	2.42
Career/Job Placements Center	2.23	2.40
Orientation	2.17	2.40
Student Affairs Office	2.27	2.40
Counseling Services	2.10	2.36

Scale is defined as 1 = dissatisfied, 2 = neutral, and 3= satisfied.

Data provided in *Observations* and *Research Findings* are used in the development of annual plans and program reviews (2B.19; 2B.27).

Assessment, advisement, and course placement are available to support students' academic success. Assessment Services conducts consequential validity studies to gauge whether students are being placed appropriately in classes. In fall 2007, Assessment Services completed a mathematics validation study that indicated students are satisfied with their course placement in all mathematics courses; however, instructors were only satisfied with course placement in one course, Math 3 (2B.29). The Assessment Services supervisor, the associate dean of Counseling and Student Success Services, and the Mathematics division dean will discuss the differing opinions between students and faculty on the mathematics validation studies.

The college has many online student support services. In addition to departments having online web pages, the college offers online services for admissions, assessment (online practice tests), counseling, orientation, registration, transcript requests, and transfer advisement (2B.30). The online admissions application (CCCApply) and registration services were evaluated for the first time in a fall 2006 student satisfaction survey (2B.28) and will continue to be evaluated in future surveys for comparative information. Other online services are in the process of being evaluated.

The $150 million general obligation bond approved by voters in March 2002 (Measure P) has enabled the college to remodel the Campus [student] Center that will house student activities and student government (2B.31). Student Affairs staff ensure that student activities remain operational during the construction project. In fact, in fall 2008, an intramural sports program was introduced with partial funding from the Pasadena Tournament of Roses (2B.32).

Self Evaluation
The college meets the standard.

PCC assures the quality of services provided to students and demonstrates that these services lead to achievement of the college mission, regardless of location or means of delivery. The college has made great strides in providing online support services to students. Research findings contribute to meaningful dialogue about ways to improve and enhance services for students. SLO/SSO assessment will provide additional data by which services will be improved.

The findings in the mathematics validation study warrant further investigation in regard to student success rates in mathematics courses (2B.29).

Planning Agenda
None

IIB.2   The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary
The college catalog is updated and published annually and may be purchased in the college bookstore or accessed online (2B.2). The External Relations office uploads both the html and the PDF versions and provides DSP&S with an electronic text file for further conversion to Braille for students who require this alternate format. The eight sections of the current catalog are I) General Information; II) Instruction; III) Associate Degree Requirements; IV) Suggested Curricula; V) Description of Courses; VI) Student and Learning Services; VII) Community Education Center; and VIII) Pasadena City College Faculty.

a.   General Information

- Official Name, Address(es), Telephone Number(s), and Web Site
- Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Prefacing section I of the catalog is the official name, address, telephone number, and website address (http://www.pasadena.edu) of the college. The educational mission may be found in section I. Course, program, and degree offerings are listed in sections II and V. The academic calendar and program length are found in the preface. The academic freedom statement is located in section I. Information on available financial aid and learning resources is described in

section VI. Names and degrees of administrators and faculty are listed in section VIII. Governing board members are included in the preface (2B.2).

b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation, and Transfer

Information on admissions is located in section VI of the college catalog. Student fees and other financial obligations are explained in section I. Degrees, certificates, graduation, and transfer information is found in sections III and IV (2B.2).

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Academic regulations, including academic honesty, can be found in section VI. The nondiscrimination policy is explained in English and Spanish in the preface and is referred to in section VI. Section VI also describes acceptance of transfer credits and grievance and complaint procedures. The sexual harassment policy is articulated in the preface and noted in section VI. Section I delineates the refund of fees policy (2B.2).

d. Locations or Publications Where Other Policies May be Found

Major policies affecting students are listed in various issues of the *Student Handbook* (2B.33). Refund of fees policies can also be found online and in the schedule of classes (2B.34). A "Manual for Student Conduct, Due Process, and Dispute Resolution" is additionally available to students online and in hard copy form in the offices of the vice presidents of SLS and Instruction and the assistant dean of Student Affairs (2B.35). All college policies can be found on the website.

The college provides a catalog that is precise, accurate, and current. It is available in print, online, and in alternate formats for students, faculty, staff, and the community.

Self Evaluation
The college meets the standard.

Although the catalog is comprehensive and systematically reviewed for content each year, its thoroughness makes the document somewhat unwieldy to navigate. In the fall 2008, a catalog review committee was formed to address the usability and flow of the catalog.

Planning Agenda
None

IIB.3   The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Student service programs and IPRO utilize program reviews (2B.10), program plans, student surveys, accreditation self studies, SLO/SSOs, department meetings, student evaluations, and specialized research studies in a continuous effort to understand and address the student population. Also, the college application is designed to collect information about student needs (2B.4). The Student Educational Equity Plan, the fall student survey, the faculty and staff campus climate survey, and annual reports all provide information from which the college determines and responds to student needs (2B.28; 2B.36; 2B.37; 2B.37a; 2B.37b; 2B.37c). The annual *Observations* fact book, published by IPRO, provides statistical and demographic information regarding students, as well as program utilization and student satisfaction (2B.19). In addition to the college's research to identify the learning support needs of its students, individual programs also conduct specialized research and point-of-service departmental surveys to assess student utilization and satisfaction with programs, services, and resources, and student attainment of SLO/SSOs (2B.38).

In addition to the above, national surveys are also administered to evaluate the needs of students. For example, in fall 2007, Student Health Services (SHS) administered the *National College Health Assessment*, published by the American College Health Association, to determine the health needs of students (2B.39). After identifying two areas of concern, sexual behaviors and smoking behaviors, health education efforts targeting these concerns were designed and delivered to students beginning in spring 2008. Presentations on these two topics are regularly made to health education and counseling classes as well as special programs and services.

Information also is made available at public events, such as Welcome Day 2008. In spring 2008, to further address the identified at-risk behaviors, the Associated Students, SHS, and the College Health and Safety Committee collaborated on a campaign to increase awareness (2B.40). In addition, SHS has launched a free smoking cessation program (2B.41).

Along with health awareness, there has been a growth in the number of students with autism (2B.42). The CCCCO does not separately categorize students with autism as a distinguishable disability for reporting purposes, yet the college DSP&S staff recognized the increase in the number of students accessing the services who where autistic. CCCCO asks that autism spectrum disorders be counted in a category called "other," which also includes students with health impairments, environmental sensitivities, attentional problems, and/or a history of special education in secondary schools of students who are not assessed at the college level. From 2004-05 to 2005-06, there was a 69 percent increase in the "other" category. From 2005-06 to 2006-07, it increased an additional 11.5 percent. Because there is no separate category for autism spectrum disorders, DSP&S conducted a case review and identified 39 students in 2007-08. This number grew to 47 as of October 2008 (2B.43). Acknowledging the presence of these students

and a need to better understand them, DSP&S conducted two training workshops in spring 2008 that featured an expert in assisting students with autism.

To provide student access to online information and services, Lancerlink and the statewide admission application, CCCApply, became available in 2003 (2B.4). Lancerlink enables students to apply for admission, register for classes, add and drop classes, pay enrollment fees, view class schedules, and access the enrollment fee refund form. The spring 2006 student technology survey identified 92.5 percent of students as having off-campus access to the Internet, which supports the movement toward online services (2B.44). In addition, the 2006 fall student survey results indicated a high level of satisfaction with both online registration services and online admission application processes (2B.19; 2B.28).

Lancerlink also supports the Board of Governors fee waiver (BOGFW) application and provides an array of other online services (2B.4). In addition to the locally developed online services, students can also apply for federal financial aid online via the Free Application for Federal Student Aid (FAFSA) website (2B.45). The use of the online process has reduced the processing for aid from 14 days to 3 days, enabling students to receive their funds in a timely fashion (2B.46). Although most students utilize the online services, the college maintains a telephone registration system for students who do not have Internet access. The telephone system offers students another method to register, add and drop classes, and pay fees by credit card.

Surveys and/or interviews are used to gauge student satisfaction with the Outreach, Degree, and Transfer Services' (ODTS) activities and services, and improvements are made accordingly (2B.10; 2B.47). ODTS has developed an interactive Transfer Requirements Tool that lists requirements for articulated California State University (CSU) and University of California (UC) campuses by specific major or a general education plan. To further help students learn the education program planning process, the tool is being modified to enable students to create their own preliminary education plan. The center also developed a transcript prescreening process to notify students of their degree and transfer status. Since ODTS began the prescreening project in fall 2005, 23 percent of the student transcripts pre-screened were identified as potentially degree and transfer eligible (2B.47).

Data indicate that the number of students who declare an educational goal of "Other/Unknown" is increasing (2B.19). Research has shown that students who do not have a goal are more likely to leave college; therefore, the Career Center is available to provide resources and assistance for students exploring career goals. In addition, the center assists students who are looking for employment or internships. Students are offered career interest assessments using the following interactive computer software programs: PinPoint, EUREKA, and SIGI 3. The career/job search library contains a range of the most current career, technical, and educational resources. Career Center services also include resume and cover letter writing, job search assistance, and career preparedness workshops. An annual job fair is held each spring, and former and current PCC students have access to job placement services at the center. Fall satisfaction surveys indicate that about one third of all students surveyed used career/job placement services, and satisfaction with the services has steadily increased over the same period of time (2.23 in fall 2002 to 2.40 in fall 2006 on a scale of 1=dissatisfied; 2=neutral; 3=satisfied) [2B.28].

The Student Affairs office uses the Council for Advancement of Standards (CAS) in Higher Education as a guide to assist in assessing and enhancing the program's services (2B.49). Student workshops and the annual leadership and cross-cultural retreats are evaluated annually. The results from the annual leadership retreat have been steady since 2005. The Social Change Model of Leadership Development is used by Student Affairs to enhance the development of leadership qualities in all students—those who hold formal leadership positions as well as those who do not—and to promote a process that is inclusive and actively engages all who wish to contribute (2B.50). Leadership is viewed as a process rather than as a position. The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service. Using a Likert scale, 1 being the lowest and 5 being the highest, the student participants' understanding of the social change model has increased from 4.04 in 2005-06 to 4.50 in 2007-08 (2B.50). Data from these questionnaires are evaluated to modify or improve program content for the following year. A student leadership course is being designed as a direct result of the leadership retreat survey. The increased involvement in student clubs and organizations (e.g., the Associated Students' lobby committee increased from 10 to 25 members during the 2007-08 year, applications to the annual student leadership retreats increased, and the club website implementation during the 2008-09 school year) also led to the introduction of the course.

Self Evaluation
The college meets the standard.

The college is dedicated to evaluating and identifying student needs and providing the appropriate student learning support to meet them.

Planning Agenda
None

IIB.3a   The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
There are a variety of ways to apply for admission and to register for classes. Students may apply online or through a paper application (2B.4), which can be submitted to the admissions office at the main campus. Special registration periods are available for DSP&S, EOP&S, and veterans. Students who indicate on the application that they require particular services receive a hardcopy permit to register or an email response identifying the relevant services (some of which are mentioned in standard sections IIB.1 and IIC) and their locations. Many departments also use the application information to better inform students of the available services and resources to help them reach their educational goals (2B.51). For students enrolling in noncredit courses, applications are available and processed at the Community Education Center (CEC).

In addition to a traditional service delivery format, the college offers access through its website: http://www.pasadena.edu. Through the online services, students have access to current class

schedules and academic information from previous semesters. Other services that are available online include applying to the college, adding and/or dropping courses, requesting transcripts, and counseling. A new student orientation is available online in Spanish, English, and Chinese (2B.7).

Access to counseling is available in half-hour counseling appointments and on a walk-in basis at both the main campus (located at Colorado Boulevard) and at the CEC. During peak registration times, supplemental walk-in counseling times are added. Online counseling is also available (2B.52), as is occasional "telephone" counseling for students who may have difficulty coming to campus. To serve students with more immediate needs for information, educational advisers are stationed near the counseling office to respond to questions that can typically be answered in five to ten minutes. In fall 2008, an outdoor information table, located in the quad, was established for easy access to counseling services. To assist international (F-1 Visa) students, designated counselors provide counseling in addition to the services that the international student office provides. The presence of a returning veteran population (2B.19) has prompted specific counseling services. Also, a new "Boots to Books" Counseling 12 course was offered in fall 2008 to support the needs of veterans (2B.34). Priority registration services are offered for returning veterans in compliance with state regulations.

DSP&S enables eligible students to participate in the college's regular programs and activities for which they qualify. DSP&S provides psycho-educational assessment to determine the learning needs for which services may be offered. The program serves students who have learning, physical, visual, speech/language, hearing, psychological, and/or other disabilities. An assistive technology lab is available for students to use speech recognition software to create documents, scan and listen to textbooks on the computer, use magnification software, and use a talking dictionary and calculators. Also available to students are sign language interpreters, real-time captioning, alternative print media, and test accommodations. Further, to provide students who are deaf or hearing impaired with access, a video phone (VP) is available in the library that permits a sign language user to use the VP without an interpreter. In a survey of deaf students in fall 2008, all eight students reported that they used and liked the VP (2B.53). Other services available to eligible students with verified disabilities include consultation with students' instructors, staff, educational advisement, and registration assistance. DSP&S collaborates with Computing Services and Facilities Services to establish Section 508 compliant work stations in computer labs. DSP&S offers support for students at both campuses.

The Office of Scholarships and Financial Aid provides financial support to students and their families who, because of their economic circumstances, would otherwise not be able to gain access to a college education (2B.3). Institutional scholarships and short-term student loans are also available to support student needs. The Financial Aid office administers student surveys to evaluate student access to its services. For example, when 2006 survey results showed that students were making repeated visits to the office and that more than half (54 percent) were not receiving sufficient advice to have their concerns addressed (2B.54), the department modified office procedures to give students an opportunity to meet with trained professionals who are more equipped to resolve complex matters, thereby reducing unnecessary visits. These improved procedures increased student satisfaction, as reported in the fall 2007 survey (2B.54). Financial

aid assistance is available three days per week at the CEC to help students in the high school diploma program and credit courses at that campus.

EOP&S provides educational and financial support services to eligible students who have historically experienced economic and educational disadvantages (2B.55). EOP&S proactively encourages the enrollment and retention of students who are affected by language, social, and economic disadvantage who otherwise may not have access to higher education. EOP&S further provides access to higher education and support to facilitate student success in achieving educational goals. EOP&S continues to serve underrepresented students in greater percentages than the district. English language learners represented an increase from 24.2 percent in 2003-04 to 27.6 percent in 2005-06 (2B.56).

Based on a recommendation from the operational program review, EOP&S developed a user-friendly website that provides for higher visibility and direct access to EOP&S/CARE information and services. Students can now complete their EOP&S/CARE applications online or print, sign, and submit their application to EOP&S in person or by mail (2B.55). During a 12-month period in 2007-08, 127 students completed the online application for services, compared to the first 6 months of the 2008-09 academic year in which 121 students have applied online, suggesting that the number of applications submitted online in 2008-09 may double (2B.56). EOP&S counseling services are provided at CEC for cosmetology students whose schedules preclude them from accessing services at the EOP&S central office located on Colorado Boulevard.

The college's partnership with California Work Opportunity and Responsibility to Kids (CalWORKs) offers support to students who participate in Los Angeles County Greater Access to Independence (GAIN). CalWORKs assists in meeting the education/training and the federal "work activities" requirements under the welfare reform rules. CalWORKs students rely heavily on financial assistance, with 97 percent of them compared to 35 percent of the general student population receiving a BOG fee waiver. Likewise, 54 percent of the CalWORKs population received PELL grants whereas only 12 percent of the general student population received them. Five percent of CalWORKs students have a disability, compared to two percent of the general student population. Given what is known about this population of students, the DSP&S counselor participated in a CalWORKs training to become more familiar with CalWORKs and the students it serves (2B.57).

Self Evaluation
The college meets the standard.

Abundant evidence shows that the college assures equitable access to students by providing comprehensive support services. The college will continue to explore ways to increase appropriate services for students through the web because it has proven to be a powerful tool for access, communication, and education.

Planning Agenda
None

IIB.3b   The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
The college's mission statement, core values, and institutional learning outcomes are the foundation for the development of the individual.

The mission of PCC is successful student learning, offering courses and programs that reflect academic excellence and professional integrity, challenging students to participate fully in the learning process by encouraging them to be responsible for their own academic success, fostering a creative learning environment that is technologically challenging and intellectually and culturally stimulating, recognizing students as individuals who may require diverse and flexible learning opportunities, and encouraging and supporting continuous learning and professional development (2B.1).

One of the college's five institutional core values is

- **A Commitment to Integrity:** We recognize that ethical behavior is a personal, institutional and societal responsibility (2B.1).

The commitment to integrity embraces personal and societal responsibility in students. Two of the college's five institutional learning outcomes (ILO #4 and #5) specifically address this standard (2B.1).

- Social Responsibility: Demonstrate sensitivity to and respect for others and participate actively in group decision making.

  Competencies:

    - *Teamwork*: Use skills needed for participation in group efforts to seek effective results.
    - *Respect for Diversity*: Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures.
    - *Effective Citizenship*: Demonstrate responsibility for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

- Personal Development: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

  Competencies:

    - *Ethics and Values*: Demonstrate an understanding of ethical issues and values required to make sound judgments and decisions.

- *Aesthetic Appreciation*: Create or show appreciation for artistic and individual expression.
- *Self-Understanding/Development*: Demonstrate increased self-awareness, self-insight, and personal growth. Perform learned skills competently. (2B.2, section 1)

All SLS programs have developed SLO/SSOs and are mapping them to the ILOs. Several have assessed and are analyzing data to be used for changes in programs and delivery methods. For example, in the Student Health Services (SHS) program, one of the SLO/SSOs, "Students will develop and implement strategies for positive self-care," is mapped to the ILO for personal development (ILO #5). During SHS presentations in classes and workshops, students are asked to identify their own "at risk" health behaviors and learn to apply strategies to reduce these unhealthy behaviors. In fall 2008, presentations on at-risk behaviors, particularly sexual behavior (identified in the *National College Health Assessment* as mentioned earlier in standard IIB), were made to Counseling, Social Science, and Health Education classes. To assess the students' learning and the effectiveness of the presentation, pre- and post-test student responses were gathered on several questions, such as "The most common sexually transmitted infection is…." Only 7 percent of the participants answered the question correctly prior to the presentation, and 41 percent answered correctly after the presentation (the answer is the human papilloma virus). Another question asked, "Which ethnic group shows the highest rate of Chlamydia in the San Gabriel Valley?" It was answered correctly by 33 percent prior to the presentation, compared to 93 percent after the presentation (2B.58). Through this process of pre- and post-test assessment, SHS is gathering data to further develop activities and services that lend themselves to learning and will address this SLO/SSO.

Furthermore, the Student Affairs office provides a wide variety of services to enhance student personal, civic, intellectual, and aesthetic growth. Involvement and leadership opportunities include

- Student government (Associated Students)
- Student member, Board of Trustees
- Cross Cultural Center and Planning Board
- Cultural awareness and leadership retreats
- Clubs and organizations
- Appointments to collegewide committees
- Center for the Study of the Presidency.

The Associated Students Board (ASB) and the Inter Club Council (ICC) support special and cultural events, student clubs, forensics, student publications, noon-time musical programs, speakers, films, social events, and athletics. Intercollegiate athletics strive to build teamwork and leadership opportunities for students. In fall 2008, an intramural sports program, supported by a Pasadena Tournament of Roses grant, was implemented to promote physical exercise and collegial sportsmanship among students (2B.32). Personal and civic responsibility is fostered by voter registration activities that are organized by students in collaboration with off-campus organizations. Students also organize events to recruit students to work at voter polling stations.

Further supporting civic responsibility, students are encouraged to participate in local and state level student government through the Student Senate for California Community Colleges (SSCCC). The ASB provides opportunities for students to demonstrate civic responsibility through student government and participation on collegewide shared governance committees. In addition, the Student Lobby Committee, funded through a dollar student representation fee, provides learning opportunities for students to participate in the legislative process. Students develop an annual legislative agenda and meet with local, state, and national legislators to voice their thoughts on issues facing students.

The Cross Cultural Center (2B.59) encourages personal, intellectual, and aesthetic growth through a speaker series, volunteer fair, workshops, retreats, and collaborative ventures such as the Borders of Diversity Conference, in which students have the opportunity to present and exchange ideas. The Cross Cultural Center collaborates with English instructors to determine the theme for this conference during the fall of each year (2B.60; 2B.60a). Students are required to write a paper addressing the annual theme in order to participate as a presenter. Speakers at this conference share their personal experiences relating to thematic topics such as the Afghan women's movement and the Kenyan language movement. Currently, the Cross Cultural Center is implementing evaluations for the conference as well as other Cross Cultural events to formally assess program outcomes.

In courses offered through the Counseling Division, exploration of individual needs and interests are examined (e.g., learning strategies, college skills development, career exploration, and personal growth and development). In Counseling 12, Personal Growth and Development, students track their development and growth in areas such as accepting personal responsibility and self motivation through a pre- and post-assessment.

Additional support for the college's commitment for effective citizenship is evidenced in the Transfer Center's presentations and workshops to the community about higher education (2B.16). Such attempts were acknowledged in 2004 when the center received a Certificate of Special Congressional Recognition for outstanding and invaluable service to the community (2B.61).

Self Evaluation
The college meets the standard.

Research shows that the SLS area provides an environment serving the needs of the whole student through a variety of programs and events offered that encourage civic responsibility as well as intellectual, aesthetic, and personal development.

Planning Agenda
None

IIB.3c   The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
The college provides counseling and/or academic advising to support student development and success through a variety of programs (e.g., Counseling; Career Center; Advisement; EOP&S; DSP&S; Psychological Services; Outreach, Degree, and Transfer; Teaching and Learning Center; Mathematics, Engineering, and Science Achievement; and Nursing). Counseling and advisement services are offered to a diverse student population through many venues: in person, online, individually, and in groups. Counseling services are also available at the CEC.

First time college students who declare a degree objective (nonexempt) are required to participate in online orientation, or, if they wish to see a counselor, participate in group or one-on-one sessions. Orientation and advisement sessions are designed to help students reach their educational goals by providing information about college policies, procedures, and students' role and responsibilities in college. Students are strongly encouraged to take a placement test in English and mathematics and are required to take the test if they intend to enroll in a class with an English or mathematics prerequisite.

Career, academic, and personal counseling is made available to all students. Counselors assist students in identifying academic and career goals. Beyond one-on-one counseling, students have an opportunity to enroll in a counseling course for more in-depth, semester-long support and assistance (2B.2; 2B.34).

Academic counseling services are evaluated through formalized instruments and point-of-service surveys. For example, a 2004-05 study showed students who received academic counseling in their first term had significantly higher success and retention rates than students who did not, suggesting that counseling faculty directly contribute to student success (2B.62). In addition, student persistence rates, GPAs, and units completed during the 2003-04 school year were also significantly higher for those students receiving counseling compared to students who did not (2B.62). Another example of how Counseling evaluates services occurred in June 2006, when the department held a two-day retreat to evaluate its processes and establish priorities. Based upon the outcomes of the retreat, the following actions were taken:

- training sessions were developed for adjunct counselors
- materials and procedures were revised for new student groups
- the probation workshop contract was revised
- a new method to identify probation students for the workshops was developed
- a counseling intake form was developed, and
- a new educational planning program was purchased. (2B.63)

Each semester, Counseling faculty conduct workshops for students on academic or progress probation. Since fall 2007, students on probation are prevented from registering for the subsequent semester until they attend one of these workshops (2B.64). Nearly two thirds of the students who attended the probation workshop reported they would not have attended if a hold

had not been placed on their registration. Almost 75 percent of the students indicated that they increased their study time after attending the workshop. In response to the question, "I have better information about strategies I can use to succeed in college," 80 percent of the students agreed or strongly agreed (2B.64). In addition, dismissed students must individually meet with a counselor and negotiate a contract that outlines strategies for improvement before petitioning to be readmitted.

Given the low number of basic skills mathematics students successfully completing and transitioning to the next level, a collaborative between the Counseling and Mathematics divisions to improve student success was initiated in 2007-08. The collaborative sought to improve student success, persistence, and retention in prealgebra courses by involving intrusive approaches with the coordination between counselors assigned to the project and the faculty who teach mathematics. The project includes a pre-term orientation and two in-class workshops involving time management, test taking, and study skills. An evaluation to determine whether the project accomplished its stated outcomes is being conducted. Student satisfaction surveys indicate increased knowledge of counseling services and mathematics tutoring resources, as well as knowledge of mathematics courses required for specific goals. The pre-term orientation was viewed positively, with 91 percent of the students rating it as "excellent" (2B.65).

Counseling faculty often work in special programs and with targeted populations. For example, Ujima targets specific populations and provides specialized interventions aimed at their identified needs. In fall 2007, compared to a matched group of students based on ethnicity, age, gender, GPA, and enrollment status, Ujima students' retention was 98.6 percent to the matched group's 82.8 percent. Persistence was 85.7 percent for Ujima students and 63.0 percent for the matched group. For fall 2006, retention was 90.8 percent compared to the matched group of 88.5 percent. Ujima students' fall 2006 persistence rate was 79.4 percent compared to 67.9 percent for the matched group (2B.66). In addition to the Ujima program interventions, DSP&S, Athletic Zone (a support program designed for athletes), and the Teaching and Learning Center (TLC) request progress reports on students who are participating in their respective programs. Students who are identified as having academic difficulties are contacted to schedule an appointment to meet and confer on strategies to improve.

Counselors hired at PCC meet minimum qualifications as adopted by the California Community Colleges' Board of Governors. A master's degree in one of the following is required: counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or equivalent. To ensure ongoing support and continued improvement of services, counseling faculty and educational advisors are evaluated through a formalized process delineated in employment contracts.

Counselors and advisors maintain currency through counseling staff meetings and forums. Counselors serve as liaisons to the instructional divisions and participate in their assigned division's meetings. In addition, many of the college's faculty, staff, and administrators in counseling-related areas attend local and regional conferences (e.g., University of California and California State University statewide conferences and the Ensuring Transfer Success conference), workshops, and presentations hosted by private institutions and associations in their

discipline. Counselors also attend workshops related to career and student development, such as the use of the Myers-Briggs Type Indicator and Strong Interest Inventory.

The academic counseling faculty belong to a number of state and national organizations that provide them with current information regarding their profession. Examples of state and national organizations include the American Psychological Association (APA), American Counseling Association, Community College Counselors Association in Academic Advising for Athletes (3C4A), National Association of Advisors for the Health Professions (NAAHP), National Association of Social Workers, and the National Career Development Association.

Also, through the efforts of the Counseling Division, an ongoing collegewide initiative to bring the nationally recognized *On Course* training program to PCC began in 2002. To date, 172 counseling and instructional faculty have attended, along with many administrators (2B.67). The *On Course* principles provide participants with the tools to facilitate learner-centered experiences in the classroom. Through this process, collateral learning can occur and therefore deepen the students' learning and prospects for success.

The Psychological Services program uses weekly case presentations as one method for identifying not only student needs, but also the training needs of the professional staff. In fall 2008, through case reviews, sexual violence against women became a presenting issue for students. In response, a speaker from the Los Angeles Commission on Assault Against Women (recently renamed Peace Over Violence) was invited to provide training. Using a pre- and post-presentation survey, the level of understanding on issues related to rape and sexual assault against college women increased by 25 percent (2B.68).

Self Evaluation
The college meets the standard.

Although periodic evaluation results demonstrate that counseling and advising services support student development and success, the evaluation of counseling programs is not always ongoing, consistent, or systematic. Specialized programs such as Ujima and Puente indicate cohort learning communities support retention and persistence. Collaborative efforts such as cohort learning communities appear to have merit and, considering funding constraints, need further attention.

Planning Agenda
The Office of Student and Learning Services in conjunction with the Office of Institutional Planning and Research will develop a plan to ensure consistent and systematic evaluations are conducted of counseling and academic advising programs to improve services to students.

| IIB.3d | The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. |

Descriptive Summary
The college is a diverse community, with nearly 70 percent of the student population representing multicultural backgrounds (2B.19). The college's commitment to diversity is acknowledged in its mission statement's reference to "the diverse communities within the college service area" and one of its core values, "[a]n appreciation for diversity" (2B.1). One of the ILOs (#4) further recognizes the importance of diversity:

- Social Responsibility: Demonstrate sensitivity to and respect for others and participate actively in group decision making.

A competency for this ILO is a

- *Respect for Diversity*: Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures. (2B.2, section 1)

College policies on affirmative action (policy 6100) and nondiscrimination (policy 6000) ensure that its programs and activities are available to all persons without regard to ethnic group identification, religion, age, sex, sexual orientation, color, or physical or mental disability (2B.2, section 1).

The college diversity competency requirement for the associate degrees designates three units of course completion in either "Ethnic and Gender Studies" or "Global Studies." The inclusion of these competencies in its requirements for graduation reflects the college's commitment to the respect for, and understanding and appreciation of, diversity.

To enhance student understanding and appreciation of diversity, students have opportunities to attend and participate in regular (and often free) lectures and performances sponsored by the Associated Students. The Cross Cultural Center, advocating the understanding and appreciation of the diverse campus community, offers four program components: Cross Cultural Retreats, Theater and Museum Trips, Speakers Series, and Workshops (2B.59). An annual event is a three-day off-campus residential retreat that focuses on issues of diversity and social justice. Taking advantage of Los Angeles' rich and diverse cultural communities, theater and museum trips provide opportunities for the PCC community to attend various plays and exhibits which further the understanding of diverse perspectives in the world (e.g., *The Color Purple* and a pilgrimage to Manzanar). The annual speaker series is intended to highlight different points of view (e.g., Dr. Cornell West, Dolores Huerta, Jonah Goldberg, Sanali Kolhatkar, Talib Kweli, Michael Dyson, and Sandra Tsing-Loh). The center also has a lending library for student use (2B.59). Finally, the vice president for Cultural Diversity, a designated position on the Associated Student Board, develops activities for students that broaden sensitivity to ethnic and cultural diversity and equity.

A multimedia interactive movie, *Hate Comes Home*, provided an opportunity for students to reflect on their own perspectives and beliefs about their personal and cultural biases. After the

film, an evaluation was administered to measure the impact the film had on the participants' understanding of the nine dimensions of bias (e.g., prejudice, stereotypes, and classism). On a 5-point scale (1=strongly disagree and 5=strongly agree), 34 respondents averaged a 4.2 (2B.70).

The college also fosters the appreciation of diversity through many other activities supported by student clubs and campus organizations. Events such as *A Night of Cultural Diversity* (an evening of student performances and a dinner that showcases cuisines from around the globe) and the Borders of Diversity student conference (a discussion led by students and supported by keynote speakers) promote a nurturing campus climate through the awareness and appreciation of diversity.

Student organizations that support an environment of diversity include the Black Student Alliance (BSA), MEChA, and the United Rainbow Alliance. Staff organizations that further support an environment of diversity include The Association of Black Employees (TABE), La Raza Faculty and Staff Association, the Asian Pacific American Faculty and Staff Association, and the Gay and Lesbian Staff Organization. The President's African American, Latino, and Asian Advisory committees bring community participation to the college in support of the diverse student population the college serves.

During the 2006 *Depression Awareness Week*, Student Health Services and Psychological Services partnered with the Associated Students to sponsor a program to help students become aware of depression and its effects. The presentation featured a professional stand-up comedian whose career and personal life were absorbed by his struggle with clinical depression and subsequent addiction. The program was presented at times to accommodate both day and evening students (2B.71).

Self Evaluation
The college meets the standard.

PCC's programs and services exemplify, support, and enhance student understanding and appreciation of diversity. Curricular, co-curricular, and extracurricular programs and events are designed to serve the college's diverse student population.

Planning Agenda
None

IIB.3e   The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
PCC, an open access institution, does not require a test as part of the admissions process. The college complies with state regulations as described in the college catalog: "The Board of Trustees has adopted a policy and procedure pursuant to Government Code 11135 et. seq. to ensure that its programs and activities are available to all persons without regard to ethnic group, identification, religion, age, sex, sexual orientation, color, physical or mental disability" (2B.2).

The college has been responsive to the changing needs of the student population and community. With over 92 percent of students indicating that they have computer access at home (2B.44), the college application is available online (in addition to hardcopy) [2B.4]. To assure real time access to information, thus eliminating bias for those requiring modified access, the online admissions application is Section 508 compliant. Telephone registration is available for the 7.5 percent of the student population who do not have off-campus computer access (2B.44). A state developed online application is constantly evaluated and modified through a statewide CCCApply steering committee. The annual fall student survey indicates student satisfaction with the online application process (2B.19; 2B.28).

International students interested in attending PCC must follow the requirements specified under federal law. The college is authorized to enroll nonimmigrant alien students on F-1 Visas for the first two years of an accredited baccalaureate degree program. An applicant must have English language ability for the student to profit from instruction at the college level. Adequacy of English proficiency is determined by a satisfactory score on the Test of English as a Foreign Language (TOEFL). Evidence of academic achievement equivalent to an American high school education must also be provided. Additionally, evidence of financial resources to cover the costs during the period of attendance at the college is needed.

Regarding assessment and placement, only CCCCO-approved assessment instruments may be used. Chemistry, English, English as a Second Language (ESL), and mathematics placement examinations are administered by Assessment Services and are on the approved CCCCO list. The College Board's ACCUPLACER exam is used for placement testing in English and math classes, and the ACCUPLACER Levels of English Proficiency (LOEP) exam is used for placement in ESL classes. These assessments are computerized and multiple choice, with no time limit. Assessment Services also has a back-up assessment that is utilized if the computerized version is inaccessible. The California Chemistry Diagnostic Test (CCDT) is administered for placement in Chemistry 1A.

Assessment Services conducts consequential validity studies to assure course placement is appropriate (2B.72). Timelines and procedures for the validation studies are established according to CCCCO requirements. Assessment Services also coordinates with the college's division offices to complete the studies (validation study design, procedures, participants, and timelines), monitoring on a three-year cycle appropriate student placement in courses through state regulated validation studies. This type of study examines the consequences that occur from the tests. Consequential-related validity data speaks directly to the impact of the assessment, and after a period of use, it is the data that informs faculty on how the test is working to advise and counsel students. If the data reveal that a change is needed, then the assessment services supervisor, the associate dean for Counseling and Student Success Services, and the appropriate division dean will discuss what modifications are needed to appropriately recommend proper course placement of students.

For example, a consequential validation study was conducted in fall 2006, spring 2007, and fall 2007 for mathematics (2B.29). Three separate studies were conducted in order to obtain adequate data. Results indicate that students are satisfied with their course placement in all mathematics courses; however, instructional faculty were only satisfied with placement in one course, Math 3

(College Algebra). The Business, English, Languages, Natural Sciences, and Social Sciences divisions are scheduled to have validation studies conducted during the fall 2008 semester.

In an effort to support high school to college transitions, a new assessment initiative was implemented in spring 2008. The High School Assessment Program is a vehicle to encourage higher education and extend assessment testing to area high schools. The program assists students in identifying academic strengths and weaknesses and English and mathematics placement prior to their arrival at the college. The pilot program admitted and assessed 75 Pasadena High School students for fall 2008 with 63 of them successfully registering for the semester (2B.73).

Self Evaluation
The college meets the standard.

The college regularly reviews admissions and placement instruments and practices to validate their effectiveness while minimizing disproportionate impact (biases) according to California Community College admission and assessment regulations.

Although students in the mathematics validation study indicated their satisfaction with course placement, instructional faculty were only satisfied with one course placement. These findings warrant further investigation. An additional study will be conducted before any changes are made to the current mathematics cut-scores.

Planning Agenda
None

IIB.3f   The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
Board policy (4010) cites that "Pasadena City College has a legal and professional responsibility to create, maintain, and dispose of the educational records of the students of the college properly, while at all times guarding the integrity and confidentiality of those records. Appropriate procedures shall be developed which conform with applicable laws and regulations and with principles of sound records management" (2B.69). Student academic records are maintained in the student information system. MIS has implemented security measures and has provided for recovery of data in case of emergencies. Backups are completed nightly and are kept both on- and off-site.

The Admissions and Records associate dean must approve access to student records. "Look-up only" access is granted to staff members who work outside the Admissions and Records (A&R) department. Access to student information is authorized by an employee's individual secure password and assigned computer entry code. Select staff members within the A&R office are

authorized by the A&R associate dean or the A&R assistant director to update student records, and the associate dean approves these updates through appropriate access security codes. Although recent student records and past imaged records are maintained in the student information system, other records are paper documents securely stored in locked files. All administrative systems are protected by password security, as well as by a high level layer of network security, separated by hardware and software filters with system firewalls installed for added security. The college has embarked on a document imaging plan that will house all educational records from 1950-1982, after which the college began storing records electronically. All previously microfilmed records will also be imaged.

The institution maintains and publishes policies relative to the release of student records. The college adheres to Family Educational Rights to Privacy Act (FERPA), which is published in the catalog and is also available in a user-friendly format, "FERPA at a Glance" (2B.2; 2B.74).

Students are not required to use social security numbers as their student identification numbers. Further, credit and noncredit admissions applications have been developed (with minor variations for noncredit students attending the Community Education Center), incorporating options for students to request that their directory information be kept confidential. Once the request is made, a "confidential flag" is placed on the student's electronic record, ensuring complete confidentiality from third-party requests. In accordance with FERPA, college students must be permitted to inspect their own educational record, and school officials may not disclose personally identifiable information about students nor permit inspections of their records without written permission unless such action is covered by certain exceptions permitted by the Act.

Other programs that have student files comply with federal law and regulations (e.g., DSP&S—Title 5, §56008; Student Health and Psychological Services—Health Insurance Portability and Accountability Act; Financial Aid—Federal Trade Commission).

Self Evaluation
The college meets the standard.

The college manages and maintains the security and confidentiality of students' electronic and hardcopy records. The college's A&R office and the MIS staff ensure the storage, integrity, and access to electronic records that is maintained in the college's information systems.

The release of records follows FERPA and other specific regulations, and state and federal laws as they apply to student records security.

Planning Agenda
None

IIB.4   The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The college has three mechanisms that provide evaluative information for student support services. These mechanisms form the basis for improvement. First, there are several internal college-specific methods used to evaluate student services. Each of the programs and units within the SLS area primarily evaluates services in meeting students' needs through the program planning process that includes an annual program plan and an every six-year program review (2B.10). As part of the planning process, each program, unit, and then the area managers and their teams are asked to identify the extent to which the program meets its mission, accomplishes its goals, and uses its SLO/SSOs (explained in greater detail in standard IB). The teams then use program plans and reviews, which include internal and external assessments, to further determine a course of action (program and unit strategic directions) to improve services to students.

In addition, the annual fall student survey identifies student use of and satisfaction with student services (2B.28). Many units utilize department-specific, point-of-service student surveys to further identify whether the services are meeting students' needs. Additionally, the college uses regular department meetings, IPRO studies, and retreats to dialogue about student needs. Results from these activities provide evaluative information by which programs and services are improved.

Two programs illustrating how internal evaluations are used are in the ODTS's Advisement Program and Psychological Services. The Advisement Program uses the annual fall student surveys and internal point-of-service surveys to evaluate student satisfaction with the services provided. Traditional methods and alternative tools, such as transfer advisors, transfer admissions guarantee partnerships with several universities, a website that provides students with general transfer information, links to a variety of transfer-related sites, and the Transfer Requirements Tool encourage early preparation for transfer to four-year universities and colleges (2B.16; 2B.30a). Point-of-service satisfaction surveys from 1998 to 2007 indicate that student satisfaction with the Advisement Program's services ranked between 94 percent and 100 percent (2B.10).

The Psychological Services office also incorporates internal data collection tools to assess its services. It conducts two annual studies: utilization of services (the number of students who use the service) and satisfaction of services (surveys given to every student seen as well as to a small, randomly selected number of students). The results from the utilization study allow for comparisons between years, while the satisfaction study provides student feedback and input on the services offered. Analysis of the data is also used to assess SLOs. Students utilizing the services on a whole reflect the demographics of the college (2B.75). The highest-ranking concerns have consistently been excessive worry about college performance, anxiety, and depression. Students report very high levels of satisfaction with the services received (97 percent in the 2007-08 study rated the quality as "excellent" or "good"). Assessment of an SLO for

students to develop and implement strategies for positive self-care yielded results of 94 percent indicating "yes, definitely" or "yes, I think so" (2B.75).

The focused outreach efforts to the college service area high schools are another illustration of how institutional data has been used to improve services to students. Data from *Observations* (2002 to 2005) indicate the percentage of PCC area high school students attending the college declined (2B.19). Some of the more significant decreases in enrollment occurred with Pasadena High School (22.7 percent), La Cañada High School (18.3 percent), and Arcadia High School (14.6 percent). The first step in utilizing the data to increase the number of in-district student attendance began in 2005, with the realignment of the Community and School Relations program with the Outreach, Degree, and Transfer Services units (2B.3; 2B.10). The next step was the creation of a full-time counseling faculty position and the president's Student Ambassadors Program in 2007-08. Among the services the outreach counselor provides is preadmission academic counseling to prospective students (2B.3). Student ambassadors showcase the college's programs and services to middle and secondary schools (2B.76). New activities implemented at each in-district high school include "PCC Day," a college information fair, and high school counselor "Lunch and Learn" sessions to inform and update counselors about college programs. The Office of Community and School Relations co-sponsors with counseling an annual on-campus high school counselor conference (2B.77).

The number of in-district high school students served increased significantly from 2005-07 (2B.10). The new efforts to increase in-district attendance are in the process of being evaluated, and data will be used to identify effective strategies for recruitment. Table 2-16 shows the growth in outreach activities and participation from 2002-03 to 2007-08.

Table 2-16
Outreach Activities and Audience Participation by Year

Year	Outreach Events	Outreach Audience
2002-03	360	9,917
2003-04	445	1,065
2004-05	528	11,285
2005-06	660	14,944
2006-07	816	15,344
2007-08	901	15,375

Source: Outreach Program Plan, 2009-10

The institution also evaluates student support services through systematic CCCCO reviews. The college's state categorical programs (Matriculation Services, EOP&S/CARE, DSP&S, and CalWORKs) participated in the California Community Colleges Student Services and Special Programs Division Categorical Programs self-evaluation in spring 2007 in which program services were reviewed in comparison to objective outcome data (2B.78). The CCCCO analysis of data is an example of state-initiated reviews that assist categorical programs in particular to evaluate their programs and use the data for improvement. As an example, EOP&S data indicated significantly higher persistence rates in 2005-06 for EOP&S students at 85.5 percent

compared to the total college population at 66.5 percent (2B.78). In addition, the data further indicated EOP&S students performed above the general student population in completion of degree applicable English subjects in the 2003 through 2006 academic years. EOP&S and CARE students also completed degrees and certificates at or above the general student population during the same period (2B.12). Additional data from the CCCCO further confirmed the college's internal assessment (2B.19) that indicated a decrease in the number of students participating in EOP&S/CARE (14 percent decline from fall 2004 to fall 2006). Given the previous data showing the effectiveness of these services to students, an effort to raise the level of awareness of the program was initiated. With uneven year-to-year funding for EOP&S/CARE to support an outreach staff, increased collaborative efforts with the financial aid outreach staff and their outreach to special populations (emancipated foster youth/transition age youth), and co-sponsored EOP&S outreach events (e.g., "Entering the College Zone," [a collaborative effort with the Pasadena Unified School District and the National Black Child Institute]), have begun to reverse the decline. In fall 2007, the EOP&S/CARE program experienced a slight increase of three percent in student participation (2B.78).

The Office of Scholarships and Financial Aid provides another example of how federal program information is utilized to improve services to students. In February of each year, the United States Department of Education releases statistical data showing how many students applied, and the method they used to complete the FAFSA. In 2005, the Financial Aid office received data from the US Department of Education showing underutilization of web applications. To address this underutilization, one-on-one assistance for students with special needs (e.g., English language learners, students with disabilities, or former foster youth) and FAFSA workshops were increased. Students were strongly encouraged to apply online. Results from the US Department of Education show that the number of students that filed online increased from 9,002 in 2005 to 12,694 in 2006 and 13,540 in 2007 (2B.81).

The Financial Aid office is subject to annual federal audits. Audits measure the institution's efficacy in determining student eligibility, ensuring cash management and compliance with other federal requirements. Audits are also a method for assessing the quality of service that students receive, identifying areas for improvement and providing opportunities to implement changes that ensure program integrity and the sustainability of financial aid resources to students. For example, a 1997 audit revealed inequitable packaging policies. In response to the audit, the Financial Aid office implemented policies and procedures compliant with federal regulatory guidelines, automated packaging processes, and retrained staff to ensure that packaging policies are uniformly applied so that students receive equitable financial aid awards. Subsequent federal audits have not resulted in any further instances of noncompliance for this item (2B.82).

The federal Trio programs (PASS, Upward Bound Classic, and Upward Bound Math/Science) are required to evaluate their services annually.

When the concept of learning outcomes arose at the college, SLS engaged in discussions about whether the outcomes for the area should be termed "student learning" or "support services." IPRO staff members were invited to SLS managers' meetings to discuss the SLOs and SSOs. To further the dialogue and provide structure to the development of SLO/SSOs, at the March 2007 flex day SLS sponsored an outside expert to present on the topic. Through discussions, SLS

managers and staff determined that each program could decide whether their outcomes and the measures they used to assess the outcomes were SLOs or SSOs. For example, the Counseling Division has SLOs for courses. An outcome for EOP&S/CARE, however, reflects both the student learning (SLO) and the service that supports the student's educational goal (SSO): "EOP&S/CARE students will be able to articulate their educational goals and will learn the requirements necessary to achieve those educational goals" (2B.83; 2B.83a).

As the college focused more intensely on SLO/SSOs, the Student Learning Outcomes and Assessment Resource Center (SLOARC) was conceived (2B.84). Through collaborative discussions between the Instructional and SLS areas, a support structure for the center was created, which included a 25 percent released time position for SLS to support the development and later the assessment of SLO/SSOs. All student services programs have developed SLO/SSOs, and they are published in the catalog (2B.2). Twenty-six SLO/SSOs are currently identified, and all have their assessment measures defined. Twelve SLO/SSOs have been assessed, and nine have been analyzed. Four have already been used to begin the improvement cycle.

Self Evaluation
The college partially meets the standard.

The planning process of "plan, do, and review" has evolved over the years, and SLS employees understand the process better every year. The student services programs that conduct evaluations using appropriate research methods utilize the findings and recommendations to improve the services the college provides for students. However, although the planning process guidelines ensure a systematic review of programs and units, an ongoing, systematic process for evaluations used as evidence for the reviews is not necessarily ongoing or systematic.

The planning process requires all programs to have outcomes, and all SLS programs have defined SLO/SSOs. Through yearly planning, all SLS programs defined their initial SLO/SSOs. In the past year of assessment, some of the programs have encountered challenges. Program and unit staff members met, discussed, and debated the outcomes, and some have modified their SLO/SSOs. IPRO staff members have worked closely with several programs to assist them in not only defining SLO/SSOs, but also in assessing them.

Planning Agenda
The Office of Student and Learning Services in conjunction with the Institutional Planning and Research Office will develop a plan to ensure consistent and systematic evaluations are conducted of counseling and academic advising programs to improve services to students.

Evidence for Standard IIB

2B.1   Mission Statement   http://www.pasadena.edu/about/president/philosophy.cfm
2B.2   College Catalog   http://www.pasadena.edu/academicsupport/catalog.cfm
2B.3   Office of Community and School Relations http://www.pasadena.edu/outreach/ (see also brochures)
2B.4   Application for Admission   http://www.cccapply.org/
2B.5   Postcards and Sent to Students Who Request (on application) Support Services Information http://www.pasadena.edu/resource/accred_325.doc
2B.6   Noncredit Application http://pasadena.edu/resource/accred_260.pdf
2B.7   New Student Orientation Information http://pasadena.edu/orientation/
2B.8   SLO/SSO Outcome Assessment/Analysis for Student and Learning Services http://www.pasadena.edu/resource/accred_696.pdf
2B.9   Online Planning Database http://csweb.Pasadena.edu/pb/
2B.10   Student and Learning Services Program Plans and Program Reviews http://csweb.Pasadena.edu/pb/
2B.11   Collaborative Categorical Program Review (Student Services) http://www.pasadena.edu/resource/accred_316.txt
2B.12   Students Served by EOP&S and Care—Categorical Programs Self Evaluation and CCCO Data Mart http://www.pasadena.edu/resource/accred_259.xls
2B.13   Student and Learning Services Staff Meetings and Advisory Meetings. Representative Agendas http://www.pasadena.edu/resource/accred_455.doc
2B.14   Welcome Day http://www.pasadena.edu/welcomeday/ (see also brochures)
2B.15   Office of Scholarships and Financial Aid: http://www.pasadena.edu/studentservices/financialaid/index.cfm
2B.15a EOP&S http://www.pasadena.edu/studentservices/eops/
2B.15b Transfer Center http://www.pasadena.edu/transfer/ (see also brochures)
2B.16   Office of Outreach, Degrees, and Transfer http://www.pasadena.edu/outreach
2B.17   Barriers to Educational Goal and Support Services (*Research Findings,* 9) http://pasadena.edu/calendar/eventitem.cfm?ID=9310&DB=e&eDate=2008-11-05
2B.18   *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/Documents/Chapter05.pdf (Ch. 5, International Students)
2B.19   *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm
2B.20   Concurrent Enrollment Form http://www.pasadena.edu/admissions/apply/Recomm.pdf
2B.21   vacant
2B.22   College Advantage Program (A Continuation of Fast Track) http://www.pasadena.edu/transfer/specialprograms/fasttrack.cfm
2B.23   List of Student and Learning Services Staff on Various Campuswide Committees http://tinyurl.com/65joxy
2B.24   Student and Learning Services Unit and Area Plans http://csweb.pasadena.edu/pb/
2B.25   Student and Learning Services Funds Allocated Based on Planning http://www.pasadena.edu/resource/accred_339.xls
2B.26   Collaborative Categorical Program Review (Student Services) http://www.pasadena.edu/resource/accred_316.txt

Evidence for Standard IIB (continued)

2B.27 "Counseling 10: An Introduction to College Course with Lasting Impact" (*Research Findings*, 15): March 2007
http://pasadena.edu/IPRO/research/Documents/ResearchFindings15a.pdf

2B.28 Fall Student Survey Results, 2002 and 2006
http://www.pasadena.edu/IPRO/research/fallsurvey.cfm

2B.29 Mathematics Consequential Validity Study 2006-2007.
http://www.pasadena.edu/resource/accred_195.doc

2B.30 Student Services web pages http://pasadena.edu/studentservices/

2B.30a Transfer Advisement Tool http://www.pasadena.edu/transfer/requirements/

2B.31 Measure P http://www.pasadena.edu/bond/index.cfm

2B.32 Intramural Sports Program Funding by the Tournament of Roses
http://www.pasadena.edu/resource/accred_263.pdf

2B.33 *Student Handbook*
http://www.pasadena.edu/studentServices/counseling/documents/student-handbook.pdf

2B.34 Schedule of Classes http://www.pasadena.edu/schedule/

2B.35 "Manual for Student Conduct, Due Process, and Dispute Resolution"
http://pasadena.edu/resource/accred_264.pdf

2B.36 Student Equity Plan http://pasadena.edu/resource/accred_508.doc

2B.37 Campus Climate Surveys and Results (*Research Findings* 21, 23, 24)
http://www.pasadena.edu/resource/accred_70.pdf

2B.37a Overall Campus Climate at PCC (*Research Findings*, 21): November 2007
http://www.pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf

2B.37b Employees' Perceptions about Working at PCC, the College's Mission, Advancement Opportunities, Staff Development Activities, and the Shared Governance Process. (*Research Findings*, 23)
http://pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf

2B.37c Employees' Perceptions about the Planning Process, College's Mission, Accreditation Standards, and Areas Needing Improvement (*Research Findings*, 24): 2008
http://pasadena.edu/resource/accred_111.pdf

2B.38 SLO/SSO Results and Other Program Surveys and Evaluations (available in the Student and Learning Services Program Reviews) http://csweb.pasadena.edu/pb/

2B.39 National College Health Assessment, Pasadena City College Executive Summary 2007
http://www.pasadena.edu/resource/accred_193.pdf

2B.40 Student Health Services Resources Page
http://www.pasadena.edu/studentservices/healthServices/services/index.cfm (see also brochures)

2B.41 Health Services Resources Page http://www.pasadena.edu/nosmoking/ and "Don't Drag It Out" (see print brochure)

2B.42 Association of Higher Education and Disability: The California Blue Ribbon Commission on Autism http://senweb03.senate.ca.gov/autism/index.html

2B.43 Data on Increase in Autism Spectrum Disorders (DSPS)
http://pasadena.edu/resource/accred_266.doc

Evidence for Standard IIB (continued)

2B.44 "Student and Employee Campus Technology Survey: Computer Skill and Access"
(*Research Findings*, 16): April 2007
http://www.pasadena.edu/IPRO/research/Documents/Issue16ComputerAccess.pdf

2B.45 FAFSA website http://www.fafsa.ed.gov/

2B.46 Federal Student Aid Financial Aid Application Processing Cycles Report
http://pasadena.edu/resource/accred_261.xls

2B.47 PFE and ARCC Data on Transcript Prescreening Sheets (2005-08)
http://www.pasadena.edu/resource/accred_323.doc

2B.48 vacant

2B.49 Council for Advancement of Standards in Higher Education
http://www.cas.edu/

2B.50 Student Affairs Program Review, including Social Change Model of Leadership
Development http://pasadena.edu/resource/accred_267.pdf

2B.51 Postcards Informing Students of Services and Resources
http://www.pasadena.edu/resource/accred_325.doc

2B.52 Online Counseling Service
http://www.pasadena.edu/studentservices/counseling/online.cfm

2B.53 Survey on Video Phone Use—DSP&S
http://www.pasadena.edu/resource/accred_507.doc

2B.54 Financial Aid Survey and Results, 2006-07
http://www.pasadena.edu/resource/accred_256.doc

2B.55 EOP&S Website http://www.pasadena.edu/studentservices/eops/

2B.56 EOP&S Data on Underrepresented Students Served and Use of Online
Registration http://www.pasadena.edu/resource/accred_416.doc

2B.57 CalWORKS Program Review http://csweb.pasadena.edu/pb/

2B.58 Student Health Services Pre- and Post-Test Results on At-risk Health Behaviors
http://pasadena.edu/resource/accred_268.pdf

2B.59 Cross Cultural Center website http://www.pasadena.edu/ccc

2B.60 Borders of Diversity Conference Information
http://www.pasadena.edu/calendar/eventitem.cfm?ID=8902&DB=e&nocrawl=1&eDate=
2008-05-08

2B.60a Borders of Diversity Conference Information
http://www.pasadena.edu/artgallery/exhibition.cfm?ID=5652

2B.61 Transfer Center's Certificate of Special Congressional Recognition for Outstanding and
Invaluable Service to the Community http://pasadena.edu/resource/accred_327.pdf

2B.62 IPRO Matriculation Study
http://www.pasadena.edu/resource/accred_328.pdf

2B.63 Counseling Retreat Agenda 2006
http://pasadena.edu/resource/accred_329.doc

2B.64 Student Success Workshop Survey for Probation Students
http://www.pasadena.edu/resource/accred_258.xls

2B.65 ARCC Report on Project 759, Prealgebra and Counseling Collaborative Data
http://pasadena.edu/resource/accred_270.doc

Evidence for Standard IIB (continued)

2B.66 Ujima Success Data, 2006-2007
http://pasadena.edu/resource/accred_271.pdf
2B.67 *On Course* Attendance Records http://www.pasadena.edu/resource/accred_257.doc
2B.68 Survey on "Assault Against Women" Presentation, Fall 2008
http://pasadena.edu/resource/accred_272.pdf
2B.69 College Policy on Student Records and Directory Information, 4010
http://www.pasadena.edu/IPRO/Policies/documents/PCC_4010.pdf
2B.70 *Hate Comes Home* Film Evaluation http://www.pasadena.edu/resource/accred_273.xls
2B.71 Depression Awareness Week 2006 Information/flyers
http://pasadena.edu/resource/accred_274.pdf
2B.72 Assessment Services http://www.pasadena.edu/studentservices/assessment/
2B.73 Pasadena High School Assessment Pilot Results
http://pasadena.edu/resource/accred_276.doc
2B.74 FERPA Information on the Campus website and "FERPA at a Glance" brochure [paper]
http://www.pasadena.edu/studentservices/financialAid/ferpa.cfm
2B.75 Utilization of Psychological Services, 2007-2008
http://www.pasadena.edu/resource/accred_413.doc
2B.76 President's Ambassadors Program
http://www.pasadena.edu/news/newsItem.cfm?ID=2210
2B.77 High School Counselor Annual Conference (Community and School Relations)
http://www.pasadena.edu/resource/accred_332.pdf
2B.78 Students Served by EOP&S and Care (Categorical Programs Self Evaluation and CCCO
Data Mart) http://www.pasadena.edu/resource/accred_259.xls
2B.79 vacant
2B.80 vacant
2B.81 Federal Student Aid Financial Aid Application Processing Cycles Report
http://pasadena.edu/resource/accred_261.xls
2B.82 Equitable Packaging Policies: Schedule of Findings, Recommendations, and Questioned
Costs, 1997 http://www.pasadena.edu/resource/accred_262.doc
2B.83 Retreat Proposal on SLO/SSO Dialogue
http://www.pasadena.edu/resource/accred_334.doc
2B.83a Agendas on SLO/SSO Dialogue http://www.pasadena.edu/resource/accred_490.doc
2B.84 EOP&S SLOs/SSOs http://csweb.Pasadena.edu/pb/

Standard IIC—Library and Support Services

> **Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**
>
> **IIC.1   The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**
>
> **IIC.1a   Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

Descriptive Summary

The college offers 17 distinct learning support service centers at locations throughout the campus, including the Community Education Center (CEC). These services are made available for more than 800 hours per week during the fall and spring semesters (and nearly 600 hours per week during winter and summer intersessions), some starting as early as 7 a.m. and ending as late as 10 p.m. (2C.1). Services offered range from independent study to one-on-one tutoring to group tutoring and include face-to-face as well as computer-based (software and online) assistance. Some facilities provide assistance for a full range of courses (e.g., the library and the Learning Assistance Center) while others provide specialized help in specific subjects (e.g., the Writing Center, Natural Sciences Study/Technology Labs, and the Social Sciences Learning Center) [2C.1]. Students have access to state-of-the-art computers (computers that are no more than three years old) at laboratories (labs) located throughout the campus (2C.2; 2C.2a). Faculty have domain over the types of services and materials provided, ensuring that support services, materials, and the equipment offered for student use enhance classroom curriculum and facilitate the achievement of the college's overall mission of student success.

The college's Shatford Library meets the needs of students and supports the college mission of successful student learning by providing quality information and instructional services for PCC's diverse community. In 2008, the library received the national Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award, recognizing the accomplishments of librarians and other library staff for their collaboration, innovation, and dedication (2C.3).

The library maintains high quality specialized collections, services, and resources to support the needs of the diverse population of students, faculty, staff, and the community. The depth and variety of the library collection reflect diverse needs, including basic level, popular, and scholarly

information resources to support the range and levels of PCC's classes (developmental, CTE, ESL, pre-transfer, and transfer level) as well as recreational reading. The library collection includes over 153,500 books, reference books, periodical subscriptions, and audiovisual materials. In the past year, 4,450 items (books and media) were added to the library's collection to maintain currency in all disciplines. Weeding the collection is an ongoing activity. The library also provides access to quality online information resources such as subscription databases, customized research guides, e-books, and reference assistance, both on campus and virtually via the library's website (2C.4). The library currently subscribes to 23 full-text online periodical and reference databases to support the range of academic, vocational, and personal needs of PCC students (2C.5). These databases offer scholarly and popular resources, recreational reading, news, and personal development materials. Textbooks are a fundamental resource and are funded by the Associated Student Body. The Student Services Fund allocates $15,000 annually for course textbooks that are added to the library's reserve collection and circulated for two hours, in-library use only. The library maintains the college archives with historical and current information as well as college memorabilia.

In 2006-07, over 16,000 students were "active users," which is determined by circulation activity (excluding database use) within the last year. Eight thousand students entered the library on the first day of the fall 2007 semester. Over 10,000 students received customized orientation sessions last year (2C.6).

One hundred and thirty-four laboratory workstations and 32 public access stations, as well as wireless connections, provide in-building access to an array of electronic information resources (2C.7). The lab stations provide student access to office software and to the web; the public access stations provide access to the library resources and college website.

There are two satellite libraries on campus that are not organizationally part of the Shatford Library although these satellite collections are included in the library's online catalog. The Music Laboratory and Library, located in the K building, is an example of a departmental collection. This music library collection complements the collection at the main library with 2,500 music scores; 330 reference books; 1,600 LPs; 1,100 CDs; and 600 videos, DVDs, and CD-ROMs (2C.4). Seven Musical Instrument Digital Interface (MIDI) computer workstations provide access to the music library holdings that are cataloged by an adjunct music librarian. Students use this music lab/library as a practice and listening resource as well as a resource to support their academic endeavors (2C.8). The college's New Media Center (located in the library building) houses audiovisual materials for faculty use in the classroom. The audiovisual resources of the New Media Center are also included in the library online catalog (2C.4).

In addition to the library, another major provider of instructional support services is the Learning Assistance Center (LAC), a place on campus where students can go before and after classes for tutoring and supplemental computer-assisted instruction. The center's mission is directly in line with the college's commitment to provide for successful student learning: "The mission of the Learning Assistance Center is to extend and enhance classroom learning for all students at PCC by providing instructional technologies and services effective for a variety of learning styles, considerate of diverse social conditions and cultural backgrounds, resulting in persistence, retention, and student success" (2C.9).

The LAC is open 75 hours per week, Monday-Thursday, 7 a.m.-10 p.m., Friday 7 a.m.-4 p.m., and Saturday 9 a.m.-2 p.m., and serves approximately 250 students per hour (2C.10). Support materials and programs are developed through continued dialogue, networking, and outreach with faculty throughout the college. The LAC is a repository for instructional support materials (e.g., software, multimedia, print) across multiple disciplines and manages these materials for faculty while providing access to students. Resources are purchased based on recommendation from faculty and are available for students to use in conjunction with class assignments or for ancillary practice. The LAC also provides to students enrolled in Instructional Television (telecourse) courses the opportunity to view lessons on site at their own pace. Regular broadcast times are not always convenient for these students, so access at the LAC can be a significant aid to their learning. Telecourse recordings are also available for use in the library.

The LAC website (http://www.pasadena.edu/studentservices/lac/) is well organized, informative, and available 24 hours per day. It contains up-to-date schedule information for tutoring and has a host of "useful links" for ESL and study skills websites. The LAC website, designed by LAC staff, received Honorable Mention in the 2008 National Learning Centers Website Competition, awarded through the Learning Support Centers in Higher Education (LSCHE).

Tutoring has become increasingly popular in the LAC, and satisfaction surveys indicate that students are satisfied with the quality of peer tutoring. As Figure 2-3 illustrates, students who are tutored in the LAC are more successful than students in the same classes who do not use the LAC (2C.11).

Figure 2-3
Tutoring in the Learning Assistance Center
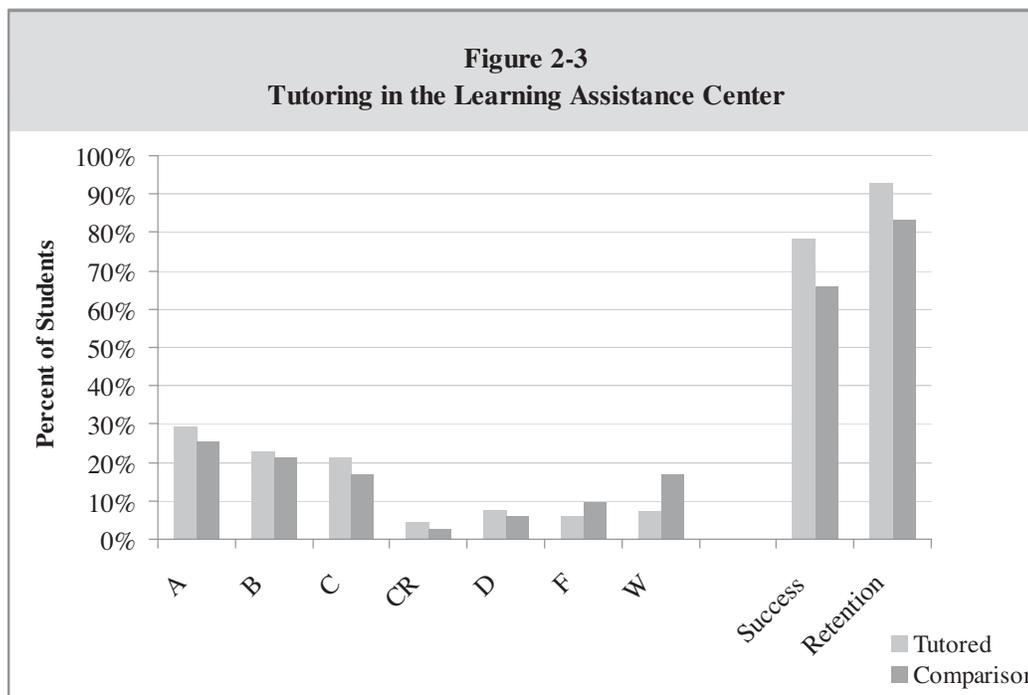
Research shows that the LAC is effective in supporting the quality of its instructional programs by improving success and retention for a wide variety of students, specifically those in ESL, basic skills, English, mathematics, and CTE, as well as probation students (2C.12).

The LAC is also experiencing an increase in the use of its services by the college's students with disabilities. In 2007, the Disabled Student Programs and Services (DSP&S) High Tech Center (recently changed to the Assistive Technology Center), which used to provide tutoring services for its clients, changed its focus to that of teaching DSP&S students to use the adaptive software applications that are available on campus. Once trained by the Assistive Technology Center, students are referred to other facilities on campus for support and tutoring.

The LAC director is a member of the Board of Directors of the National Tutoring Association (NTA) and presents at the association's annual conference. He was awarded the NTA's Lifetime Achievement award at the 2006 conference in Long Beach. The LAC staff designs and directs learning activities to ensure that students using the center are working on course-related tasks. Staff members also supervise the student tutors and student assistants.

The LAC staff continue to increase their ability to effectively serve students and the community through the expertise they garner by participating on a variety of campuswide committees such as Basic Skills, Classified Technology, ESL Advisory, Career & Technical Education Advisory, Reading, Campus Change Network, Resource Allocation, Area Planning, and Accreditation Self Study.

There are two peer tutoring programs in the LAC: Career and Technical Education (CTE) and General Education. Students enrolled in CTE programs such as Nursing, Paralegal Studies, and Business Information Technology are eligible for tutoring in courses required to complete a Certificate of Achievement. These students may also receive tutoring for their basic skills courses. The LAC's general education tutoring program serves students from across the curriculum for subjects either not supported elsewhere on campus or requiring additional support. Subjects tutored through the two programs are listed in Table 2-17.

Table 2-17
Subjects Tutored in the Learning Assistance Center

Career & Technical Education Tutoring	LAC General Education Tutoring
• Accounting 101, 1A, 1B • Administration of Justice 10,12,14 • Business 12A • Business Information Technology 16, 25 • Dental Laboratory Technology • Economics 1A, 1B • Electricity • Electronics 9, 109A&B, 113, 130 • English (basic levels) • ESL (basic levels) • Fashion 1A • Legal Assisting • Library 1, 10A, 105A • Mathematics (all levels) • Nursing (LVN/RN) • Photography • Telecommunications	• Accounting 1A & 1B • American Sign Language • Arabic • Business Math • Chinese • Economics 1A/1B • English (all levels) • ESL (all levels) • French • German • Italian • Japanese • Linguistics • Mathematics (all levels) • Portuguese • Russian • Spanish • Statistics

All LAC tutors receive tutor training that is designed and conducted by LAC staff members, who also provide leadership and assistance for tutoring programs throughout the campus. This training program is certified through the National Tutoring Association (NTA). Student tutors who successfully complete the 10-week training course receive a certificate of completion from the NTA and from the college.

The LAC also manages the Computer Learning Center (CLC), which provides access to course-related software, computer-assisted instruction, applications software, the Internet, email, and online student services through the student network. The CLC consists of three labs, each lab containing 30 workstations with laser quality printing (2C.1).

In addition to the traditional student learning resource centers mentioned above (the library and the LAC), the college supports a full range of other learning support programs. There are over 70 computer labs on campus, including classrooms and department learning centers/labs open to students enrolled in program classes and computer labs open for general student use. Labs that are only open to students enrolled in program classes include Architecture, Art, Business Information Technology, Computer Information Systems, Digital Media, English, Fashion, Foreign Languages, Mathematics, Music, Natural Sciences, Nursing, Reading, Speech, Social Sciences, and Telecommunications (2C.1). The CEC has its own Learning Assistance Center.

Information about tutoring and other learning support services is listed on the college website (2C.13), published in the schedule of classes (2C.14), and promoted in discipline classes and by counselors and other faculty.

Self Evaluation

The college meets the standard.

The library and other learning support services provide excellent services to the campus community. Student and faculty surveys reveal a high level of satisfaction with the library (2C.15; 2C.15a; 2C.16). Based on an analysis of grades and course completion, students in basic skills and CTE classes who use the LAC are more successful than students in the same classes who do not use the LAC (2C.11). Other labs on campus, such as the Writing Center, also demonstrate a relationship between use and achievement (2C.17).

Although tutor training through the LAC is available to all tutoring programs across the college, not all tutoring centers take advantage of the service. Also, the many and wide variety of tutoring centers could benefit from more regular collaboration to leverage resources and enhance student learning. The new basic skills coordinator is working with various constituent groups to foster a cooperative and collaborative effort to improve learning support services for all students.

Planning Agendas

None

IIC.1b   The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The library's program-level student learning outcomes (SLOs) are directly related to the college's institutional-level information competency outcome (ILO, institutional learning outcome) [2C.18; 2C.19]. These SLOs include

- Apply research skills and strategies to locate appropriate information to achieve educational, professional, and personal objectives.
- Evaluate information and resources in order to determine reliability, validity, authority, and point of view as relevant to the information needed.
- Cite information sources following a citation format.

Librarians teach and encourage students to develop information competency skills in many ways. At the Reference Desk, librarians provide one-on-one instruction in information competency skills such as library use, research techniques, use of subscription databases, evaluation of sources, documentation of information to avoid plagiarism, and use of the college Web portal. Librarians and library staff work with students to help them develop technology skills as they look for information. Since 2001, the library has offered a variety of informal (drop-in) "Learn & Practice" information competency workshops for students as well as library tours for students enrolled in a basic skills English course. Information competency tutorials sponsored by the library are part of the curriculum for all Writing Center students. All librarians serve as division liaisons and work with individual discipline faculty to promote library resources, services, and the infusion of information competency skills into the curriculum. Over 10,000 students now receive formal,

hands-on library instruction as part of their classes and/or attend research workshops in the library each year (2C.20). Librarians also create and maintain specialized research guides and instructional handouts for PCC classes, programs, and online resources. Many handouts and guides are available online at the library's website (2C.4). Faculty librarians teach three 1-unit information competency classes, Basic Library Research Skills (LIB 1), and two Internet and Web-based Information Resources courses (LIB 10A and LIB 10B) [2C.21]. In addition, librarians participate in college committees on SLOs and collaborate with other faculty on the development of rubrics and other tools to assess student information competency skills.

Information competency skills are provided by the LAC in the form of two noncredit courses (Supervised Tutoring, CIV 3031 and Learning Assistance, CIV 3033) [2C.21]. In addition, the Computer Learning Center (CLC) of the LAC supports the college's information competency ILO by assisting students in developing technological competencies such as the use of email, applications software, an online course management system (Blackboard/WebCT), course-related software, the Internet, and the college's online student services.

Self Evaluation

This college meets the standard.

The library offers a wide variety of information competency instruction, and it is well received. Students in the Writing Center evaluated the library information competency tutorials on their ability to help them on the following outcomes: 1) complete class assignments for English and for other courses at the college; and 2) if they transfer, locate information for personal use or for other educational goals. For Spring 2008, the English 1A library tutorials were rated 2.29 out of 3 (2C.21a).

Finally, the LAC and the library help students achieve information competency by housing many computers connected to the campus network that students use regularly (2C.1). Many students who use the LAC and/or the library lack sufficient computer skills to access campus online services and computer applications needed for their classes; therefore, LAC staff and library lab assistants spend an increasing amount of time assisting students who need help with these basic functions, especially in helping students enrolled in online classes (2C.23). The continuing development of online learning options requires increased staff support.

Planning Agendas

None

IIC.1c   The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location and means of delivery.

Descriptive Summary
Students and staff have access to the library 70 hours a week (55 hours a week during both the winter and summer intersessions). Information on hours for the library, tutorial centers, and labs is

available on the college website ([2C.1](#)). The library provides availability and access to quality online information resources (i.e., subscription databases, customized research guides, reference assistance, subscription databases, and e-books) on and off campus via its website ([2C.4](#)). The library website is designed to guide users easily to the library online catalog and general library information and serves as a gateway for student, faculty, and staff access to the library subscription online databases and research guides. In addition, the library provides 24/7 access to a reference librarian through the Question Point Service ([2C.24](#)).

The library building itself is heavily used. In 2006-07, gate counts showed 721,511 library users entering the library, an average of 2,955 per day ([2C.6](#)). With a seating capacity of 950, the library's noise level from so many students can at times be excessive. To address this, the college administration responded with emergency funding so that the library could shift carrels to the third floor, clustering furniture to create a quiet study floor. The strategy has been successful, with few complaints recorded after the implementation of the quiet study floor. The library anticipates over-capacity usage of the library will continue while the college's Campus Center is under construction.

The circulation of library materials remains high but has shown a decrease due to changes in collection and circulation policies. Since print periodicals were moved from closed to open stacks in summer 2006, in-library use of print periodicals has increased because students no longer need to check out periodicals to view them. In recent years, the library has reduced the paper periodical collection from 350 titles in 2002 to 155 titles in 2007, but the online databases provide access to over 10,000 periodical titles across all databases ([2C.5](#)). Online library tutorials and research guides have been developed to reach students at point-of-use, in the Writing Center, and through online classes, on or off campus.

The library computer labs provide students access to subscription electronic resources, the Internet, and office software. These computer labs are heavily used, and students rely on lab access for their coursework, information needs, and access to student online services. The library has a total of 134 workstations and 4 flatbed scanners. All labs use a common self-serve software that enables students to sign-up for a computer workstation, which reduces the wait for them. In addition, 32 computers are located throughout the library with access to the library website, its databases, and the college website. Wireless Internet access is also available in the library.

An increasing number of students own laptops and request electrical outlets to power them. The number of power outlets available to students is minimal, and many are not located near seating. To address and minimize this problem, some of the library's existing tables have been modified into carrels with built-in electrical outlets, and small individual study desks have been placed strategically throughout the library to provide more individual study space and provide access to outlets.

The library has worked collaboratively with DSP&S to establish an Adaptive Equipment room with special equipment that is designed for students with disabilities. Library computer labs include tables that can accommodate users.

In spring 2007, the library opened the Research Zone computer lab, which is open during library hours and never used for course instruction. The purpose of the new 48-station lab is to provide

access to computers when the original two library labs are closed for instruction. Previously, no workstations were available for students if these labs were closed.

The library continues to expand its information delivery and service options. Although print resources are still valued, online resources make information available regardless of place, time, or format.

Other campus learning support centers (e.g., the Social Science Learning Center and the Writing Center) are generally open at least 50 hours per week during the fall and spring semesters and are open with reduced hours during the winter and summer intersessions (2C.1). Staffing varies based on the demand. Most learning support services depend on categorical funds for hourly staffing and do not have a specific budget for resources or equipment upgrades.

LAC services are available Monday through Saturday, including evenings, for 75 hours a week. Hours of operation and services provided are listed in the schedule of classes (2C.14) and online at the college website (2C.1). Instructional support delivery modes include multimedia, computer technologies, and human resources (tutors, staff, and faculty). Adjacent to the LAC are two language labs for ESL and foreign languages. The Languages Division labs were designed to meet the needs of students studying foreign languages. These labs could provide additional space for academic support for ESL students who are now crowded into the LAC. The LAC is currently the only center on campus that provides tutoring for ESL and foreign languages.

The computer labs located in the D building, rooms 104 and 300, consist of 75 systems housed in hexagon-shaped study clusters to create an open-access environment that promotes group study and tutorial learning. These labs, along with the Library Research Zone, are the only open-access computer venues at the college. All open computer labs (in the library and the CLC in the D building) and some other learning support labs are equipped with accessibility stations. The college is in the process of installing additional accessibility stations, thus providing better access for students with disabilities. In cooperation with Computing Services, DSP&S has purchased a site license for an accessibility software suite to be installed on every computer in every computer lab. This site license extends to DSP&S students for their home use (2C.25).

The spring 2006 IPRO student technology survey reveals the high level of use of campus computer labs. The survey found that 75.2 percent of the students use a campus computer lab (including the library's labs) even though 92.5 percent of students own or have access to a computer off-campus (2C.26; 2C.27). Demand has been even higher since a college construction project led to the closure of the Campus Center's Computer Cafe in spring 2007. Higher use statistics are already noted for the 2007-08 academic year. The library's computer labs had 81,322 user checkouts in 2006-07, and 124,254 in 2007-08 (as of March 2008), representing an increase of 53 percent [2C.28].

Self Evaluation

The college meets the standard.

The library, LAC, and other student learning support locations are open many hours a week, with the LAC being open on Saturdays (2C.1). As for remote (off campus, off hours) access to services, many of the library's services are available online 24/7 through the Internet. The LAC offers many

services and materials to students on campus and would like to improve access to off campus locations by making many of these available online. In addition, the LAC provides a welcoming atmosphere, sensitive to the college's diverse student population (2C.29).

The library is a leader, at both the local and state levels, in developing and implementing new modes of information delivery (e.g., blogs, wikis, and social networking sites) as well as migrating to new resource formats. Continued development of these resources as well as reconfiguring physical space and maintaining traditional resources may require additional funding for library system upgrades. The integration of these new services and technologies may require additional staff time.

Extensive access to instructional support services is available, and there are plans to expand some of the departmental learning centers as well. For example, the Social Sciences Learning Center has been relocated to a larger space with a computer lab/classroom, increasing its capacity to serve more students and providing office space for adjunct instructors to meet with students (2C.30). Also, the new Arts building, under construction in 2009-10, will house the new music laboratory and library. This new "Performing Arts Interactive Center" will provide additional music lab/library space and up-to-date technology (software, hardware, and other electronic equipment) [2C.31]. Unit plans of the LAC and the Languages Division over the past several years have goals that highly recommend an ESL Center for the college. Statistics show that ESL students who use LAC services are more successful at all levels. New funding through the Basic Skills Initiative will enable more effective use of available space and additional staffing to better serve ESL students (2C.32).

The college exceeds the standard with its purchase of a site license of an accessibility software suite available to DSP&S students for home use as well as to be installed on every computer in every computer lab.

The library and other learning support services will continue to explore ways to expand services and learning materials available through emerging technologies to enhance student learning.

Planning Agenda
None

IIC.1d   The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
All of the computers in the library, LAC, and other learning support centers on campus are maintained by Computing Services. They are upgraded or replaced as part of the Computer Replacement Plan, which stipulates that no computer used by students will be more than three years old (2C.2). Support services for the computers and maintenance of multimedia equipment (e.g., DVD and CD players) and telephones are obtained through the Computing Services Help Desk. The upkeep of computer furniture (e.g., chairs and tables) is not included in the Computer Replacement Plan. Instead, it is addressed through the planning process, which is connected to the

budget. Print and audiovisual software is maintained and upgraded through the supply budgets of individual departments.

In regard to security for equipment and the facilities, hardware is secured when installed, but overall security for equipment is the responsibility of staff. Staff also provides security in opening and closing labs and calling campus police as needed. The library has 3-M magnetic security gates that detect the sensors put into all items in the library collection. However, the library has experienced increasing incidents of theft of student property. Some students leave personal property unattended, including cell phones, laptop computers, textbooks, and backpacks. To reduce thefts, the library has posted signs requesting students not to leave property unattended. The library also has experimented with short announcements regarding thefts. Higher quality surveillance cameras were installed in the library in spring 2007. The LAC uses an identification card-collateral check-out system to deter theft. Campus cadets tour the buildings on a regular basis and help clear them at closing, particularly the library. Problems with overdue textbooks (late returns) as well as theft and mutilation of reserve textbooks were minimized with a policy change limiting these items to in-library use only and with the use of a 3-M magnetic security system.

Self Evaluation

The college meets the standard.

The college has an effective maintenance plan for addressing upgrades and replacements for its library and other learning support services. In addition, it has been responsive and proactive to addressing security issues.

Planning Agenda

None

IIC.1e   When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The library subscribes to online resources through the Community College Library Consortium (CCLC) [2C.33]. The CCLC negotiates contracts with the vendors of most of our online resources. Reduced consortium pricing helps the library to provide a wider variety of online resources than would be possible with the library base budget.

The library has reciprocal borrowing privileges agreements with California State University, Los Angeles (CSULA) and Glendale Community College (GCC). Many public libraries have universal borrowing which offers lending privileges to all California residents. The library has joint purchasing agreements and/or mutual reference agreements with the following associations: Community College League of California, the Council of Chief Librarians, California Community

Colleges, and the Metropolitan Cooperative Library System (MCLS). Informal agreements have been made with the area high schools whose students have been identified as resident users of the library. Formal written contracts for GCC and CSULA are on file (2C.34). The library actively participates in the Online Computer Library Center's electronic interlibrary loan service. In 2007-08, for example, the library handled 90 lending and 155 borrowing transactions (2C.35).

Student printing in the LAC, CLC, and most other computer labs (except the library) is maintained by an outside company, Comprehensive Control Systems, Inc. (2C.36). This company provides the hardware and software for printing. Some labs, such as the Writing Center, have contracts to use instructional software or online services. The Writing Center uses online programs provided by Bedford/St. Martin's, the publishers of the writing handbook used in many of the college's composition courses. Recent surveys reveal that both Writing Center students and English faculty find these online programs beneficial (2C.37). The LAC also has a contract with the National Tutoring Association (NTA) for the purpose of awarding certificates to PCC student tutors who complete the college tutor training program that has been certified by the NTA (2C.38).

Self Evaluation
The college meets the standard.

Planning Agenda
None

IIC.2   The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The library uses its mission statement and annual planning process to guide and assess services. As part of the college planning process, the entire full-time library staff reflects annually on the library's mission, the college's strategic planning initiatives, and the year's accomplishments to summarize strengths, weaknesses, opportunities, and challenges. Staff members work collaboratively to develop the planning documents using a variety of quantitative and qualitative measures, such as student and faculty surveys and statistical data on the use of library collections and services, to assess services as well as the quality, quantity, and variety of the collections.

IPRO's annual student survey validates the high level of usage and satisfaction with the Shatford Library overall and its reference desk service. The fall 2006 report states that "The Shatford Library was, once again, the support service students were most satisfied with. The Shatford Library (overall) and the library reference desk are the two top ranked support services" (2C.39). This marks seven consecutive years that the library and reference desk have held this distinction.

The library has designed targeted surveys to assess faculty and student use and satisfaction with library services and its collection. The most recent faculty library survey, conducted in 2007-08, indicates that 72.2 percent of faculty used a library orientation session and found that it improved

the quality of student research assignments ([2C.16](#)), and most rated the quality of online and print library resources as good/excellent (72.8 percent and 68.4 percent, respectively) [[2C.16](#)].

The library also conducts a survey of students in randomly selected class sections. Table 2-18 shows the findings from the spring 2008 student library use survey ([2C.15a](#); [2C.40](#)).

Table 2-18
Student Library Use Survey Findings

Students who rated the following library services as excellent/good.	Percent
Overall rating of the library	85%
Hours the library is open	83%
Home access to library online databases	80%
Librarian assistance at the reference desk	81%
Library staff assistance at the circulation desk	83%
Books in the library	Quantity: 82.1% Quality: 82.4% Currency: 80.5%
Reserve textbook collection	92.5%
Quality of online databases	80.1%
Quality of online resources	82.2%

Evaluation of the LAC reveals responsive academic support provided to students in every discipline, although it is primarily used by students in mathematics, English, and English as a Second Language (ESL). The results of the annual fall student survey, published in the college fact book, *Observations*, reveal that students are satisfied with LAC and CLC services ([2C.41](#)). On a scale of 1=Dissatisfied, 2=Neutral, and 3=Satisfied, satisfaction with the LAC and the CLC rated 2.59 and 2.64 respectively. For the past five years, student satisfaction with the LAC and CLC has been on the rise as the programs worked to improve the services provided. Specifically, satisfaction with the LAC increased from 2.31 in 2002 to 2.59 in 2006 while satisfaction with the CLC increased from 2.30 in 2002 to 2.64 in 2006 ([2C.41](#), chapter 10). Thus students are satisfied with the support services (library and tutoring) that are provided by the college, and efforts by the programs to improve satisfaction have been working.

PCC's various learning support services are accessible to many students. Although the non-centralized structure of these specialized labs and their proximity to divisional support provide convenient access for students, an outside consultant noted that the decentralized structure is not student friendly ([2C.42](#)). In addition, reliance on special funds to support these labs year-to-year affects program budgets for student assistants and resources. Faculty release time does not ensure coverage during winter and summer intersessions. As part of the college's annual planning process, division, unit, and program plans describe the need for additional space, facility and technology upgrades, additional or reconfigured staffing, and funding for resources to support the program ([2C.31](#)).

Each learning support center assures that it meets students' needs and identified SLOs by participating in the college's program review and annual planning processes, either directly as its own program or as part of a larger unit of the college (2C.32). The planning process encourages staff to examine goals (including SLOs) and achievements each year and provides an opportunity to consider changing needs and innovation (part of the SLO assessment cycle). The program review process provides an in-depth review of the program's performance every six years (2C.43).

In addition to these measures of student satisfaction, all learning support services that receive Accountability Reporting for Community Colleges (ARCC, previously Partnership for Excellence) funding must complete annual program evaluations and reapply annually in order to receive continued funding. Programs work with IPRO to develop program assessments using quantitative data to evaluate student performance on indicators such as success and retention. Students who utilize the services of a learning support center are generally contrasted with a comparison group of students who do not use the service. These program evaluations are detailed in the ARCC proposals (2C.44). Programs are also evaluated with qualitative measures such as student and faculty surveys. The continued funding of these programs is in part a function of their evaluation.

The LAC and library have been particularly active in evaluating services, using various surveys and data collection:

- LAC student surveys – general satisfaction and tutoring services [2C.45]
- LAC usage and satisfaction surveys (2C.11)
- LAC cultural awareness survey and results (2C.29)
- Library survey of student satisfaction (2C.15a)
- Library collection and analysis of statistics of physical activity, such as exit counts, circulation counts, reference desk activity, and active patron counts (2C.46)
- Library web pages hit counts (2C.47)
- Library workshop effectiveness surveys (2C.48)
- Library surveys of faculty (2C.16)
- Library use of feedback sources, such as the suggestion box, suggestion blog, and the comments web page. (2C.49)

The library also has used informal means of measuring satisfaction, such as anecdotal evidence from faculty and students. Librarians meet bi-weekly and bring observations and/or suggestions made by faculty, staff, students, and public patrons to their meetings. Meeting notes, issues, planning agendas, and documents for review are posted on a library staff wiki for review, comments, and collaborative editing (2C.50).

The LAC has an attendance scanning system at check-in sites (D300), the CLC, and the Reading Center (2C.10). This system generates data for all students who access the LAC and is used to evaluate the demographics of student usage in the LAC as they relate to the LAC's mission and goals of persistence, retention, and success, and to evaluate SLOs.

In addition to the internal evaluations described above, programs that are funded by external sources such as grants (i.e., the Mathematics, Engineering, and Science Achievement Center and

the Teaching and Learning Center) furnish required reports to the grantor (e.g., California Community Colleges Chancellor's Office or federal agencies).

Self Evaluation
The college meets the standard.

Numerous surveys help document that the library supports the quality of the instructional programs very well. The library uses the results of the various evaluations in its program planning and ARCC project reviews to provide additional information to aid in the redesign and improvement of services. As part of the college's Basic Skills Initiative, the library is working with the research office to assess the extent to which basic skills students use the library as well as how to target services to that population. Preliminary research took a look at "library active users," (i.e., students who had circulation activity within the last year) and analyzed basic skills course enrollment, retention, and success. It was clear from this preliminary analysis that all library users (basic skills or traditional students) had higher retention and success than non-library users. Further analysis of this data will help answer the question of who library users are and how their performance might be hindered by reduction in services, as well as to identify which library services students most value (2C.50a).

The studies of students who use LAC services consistently indicate that these students have a higher percentage of retention, persistence, and success than students who do not use the services (2C.43). They also show a high level of usage and satisfaction, especially compared to other student services (2C.41, chapter 10).

Improvement could be made in providing stronger evidence that learning support services contribute to the achievement of SLOs.
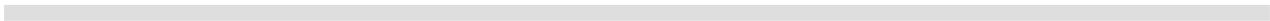
Planning Agenda
The Offices of Administrative Services, Instruction, and Student and Learning Services will expand assessment of SLOs and SSOs to all learning support programs.

Evidence for Standard IIC

2C.1 List of Learning Labs http://www.pasadena.edu/studentservices/computerlabs/
2C.2 Computer Replacement Plan
       http://www.pasadena.edu/computingservices/includes/documents/LabUpgradeSchedule.pdf
2C.2a Computer Replacement Plan Status Report
       http://www.pasadena.edu/computingservices/includes/documents/StatusReport.pdf
2C.3 Library's ACRL Excellence in Libraries Award
       http://www.pasadena.edu/library/award.htm
2C.4 Library http://pasadena.edu/library
2C.5 Library Databases http://www.pasadena.edu/library/dbtitle.htm
2C.6 Library Statistical Report http://pasadena.edu/resource/accred_188.pdf
2C.7 Library Computer Labs Information http://www.pasadena.edu/library/computing.htm
2C.8 Music Lab and Library http://www.pasadena.edu/divisions/performing-
       comm/music/resources/labandlibrary.cfm
2C.9 Learning Assistance Center (LAC) http://www.pasadena.edu/studentservices/lac/
2C.10 Students Served by LAC, Spring 2005-Fall 2008
       http://www.pasadena.edu/resource/accred_173.xls
2C.11 LAC Student Satisfaction Survey, 2006-07
       http://www.pasadena.edu/resource/accred_214.doc
2C.12 LAC and Library Plans and Program Reviews
       http://csweb.Pasadena.edu/pb/
2C.13 Tutoring on Campus http://www.pasadena.edu/studentservices/tutoring/
2C.14 Schedule of Classes http://pasadena.edu/schedule/ (see also booklet)
2C.15 Library Student Survey 2003 http://tinyurl.com/6ytjzq
2C.15a Library Student Survey 2008 http://tinyurl.com/4mp9fa
2C.16 Library Faculty Survey 2007-08 http://tinyurl.com/yw9bjd
2C.17 Writing Center Program Plan and Evaluation Data http://csweb.Pasadena.edu/pb/
2C.18 Information Competency Instruction Plan at Pasadena City College
       http://www.pasadena.edu/resource/accred_181.doc
2C.19 Institutional Student Learning Outcomes and Competencies
       http://www.pasadena.edu/SLO/documents/InstitutionalSLOs_shortform_draft2_andexamples.pdf
2C.20 Library Statistical Report: Instruction Sessions 2001-2008
       http://pasadena.edu/resource/accred_188.pdf
2C.21 LAC Information Competency Courses, Civics 3031, 3033
       http://www.pasadena.edu/resource/accred_184.xls
2C.21a Library Tutorials in the Writing Center—Survey Results http://tinyurl.com/9f55rj
2C.22 LAC Computer Learning Center http://www.pasadena.edu/studentservices/clc/
2C.23 LAC/CLC Use by Online Course Students
       http://www.pasadena.edu/resource/accred_186.xls
2C.24 Chat with a Librarian (Question Point 24/7 service) http://pasadena.edu/library/ask.htm
2C.25 Services for Students with Disabilities http://www.pasadena.edu/library/DSPS.htm
2C.26 Technology Surveys and Results http://ctcpcc.pbwiki.com/TechSurveys

Evidence for Standard IIC (continued)

2C.27 Student and Employee Campus Technology Surveys—Computer Skills and Access
(Research Findings, 16): 2007
http://www.pasadena.edu/IPRO/research/Documents/Issue16ComputerAccess.pdf

2C.28 Library Statistical Report: Lab Checkouts, 2001-2008
http://pasadena.edu/resource/accred_188.pdf

2C.29 LAC Cultural Awareness Survey and Results
http://www.pasadena.edu/resource/accred_170.pdf

2C.30 Social Sciences Learning Center http://www.pasadena.edu/divisions/Social-
Sciences/learningcenter/

2C.31 Performing Arts Interactive Center Information and Plans
http://www.pasadena.edu/bond/project_updates/art_building.cfm

2C.32 Program and Unit Plans for Divisions that Support Learning Support Programs
(Mathematics, Natural Sciences, Performing & Communication Arts, Physical Education,
Social Sciences, Writing Center) as well as Academic Support and Student and Learning
Services http://csweb.Pasadena.edu/pb/

2C.33 Community College Library Consortium http://www.cclibraries.org

2C.34 Library Contracts with Glendale College and Cal State LA
http://www.pasadena.edu/resource/accred_224.doc

2C.35 Library Statistical Report: Interlibrary Loans http://pasadena.edu/resource/accred_188.pdf

2C.36 Comprehensive Control Systems, Inc. http://compcontrolsys.com/

2C.37 Writing Center Program Review http://csweb.Pasadena.edu/pb/

2C.38 National Tutoring Association http://www.ntatutor.com/online_tutor_training.htm

2C.39 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm Chapter 10: Student Satisfaction

2C.40 Student Library Survey, Spring 2008 http://tinyurl.com/4mp9fa

2C.41 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm

2C.42 Deming Report (pp. 16-17) http://www.pasadena.edu/resource/accred_196.doc

2C.43 LAC Program Review http://csweb.Pasadena.edu/pb/

2C.44 PFE/ARCC Project Proposals and Evaluation Reports (Library project example)
http://pasadena.edu/resource/accred_189.doc

2C.45 Student Satisfaction and Use: Learning Assistance Center and Computer Learning Center
http://www.pasadena.edu/resource/accred_214.doc

2C.46 Library Statistical Report http://pasadena.edu/resource/accred_188.pdf

2C.47 Library Website Hits (example report) http://www.pasadena.edu/resource/accred_187.pdf

2C.48 Library Workshop Summary http://pasadena.edu/resource/accred_190.doc

2C.49 Library Comments Blog http://pcclibrarysuggestions.blogspot.com/

2C.50 Library Wiki http://shatfordlibrary.pbwiki.com

2C.50a Library Wiki Page on Basic Skills (background and findings) http://tinyurl.com/98qx32

Standard III
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard IIIA — Human Resources

IIIA   The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

IIIA.1   The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Pasadena City College (PCC), through its employee hiring, evaluation, and ongoing staff development policies, procedures, and programs, attracts and retains qualified employees necessary to enable and support the college's commitment to student success. Employees at all levels of job classifications meet and often exceed the knowledge, skills, and abilities mandated in written job descriptions. The college has 113 faculty members and administrators with doctoral degrees, and faculty and staff who are pursuing doctorates or advanced education opportunities. Accurate and up-to-date job descriptions are developed by college subject matter experts, matching each college position with specific programmatic needs. Because the college's employees are sufficiently qualified by education, experience, and dedication to the college's standards and goals, the integrity and high quality of college programs and services is assured.

IIIA.1a   Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Office of Human Resources (HR) monitors the effectiveness of and adherence to established college recruiting and hiring criteria, ensuring the accuracy, timeliness, quality, and integrity of the college's recruiting and hiring programs and services (3A.1; 3A.1a).

The college's recruiting and hiring criteria, job qualifications, and procedures for candidate recruitment and selection are clearly and publicly announced through print and web-based media sources, job posting services, diversity/cross cultural outreach, recruiting sources, and recruitment events such as the annual job fairs sponsored by the California Community Colleges Chancellor's Office (CCCCO), all of which support PCC's commitment to equal employment opportunity and staff diversity (3A.2; 3A.3). Posted job descriptions now include the college mission statement and core values (3A.4).

To ensure the employment of qualified faculty, the college relies extensively on the involvement of faculty members. Approved openings for faculty positions initiate the formation of faculty search committees. Faculty, in collaboration with department deans, formulate or update job descriptions, create an applicant screening device, develop interview questions and formats, and assemble the initial interview panels (3A.1; 3A.1a, policy 6100.10). Part of the screening process involves reviewing the degrees held by the applicants and consideration of whether or not the degrees were awarded by regionally accredited institutions. Search committee members screen applications using the approved screening device and develop a pool of qualified applicants. The pool of qualified applicants must meet college recruiting standards and, therefore, be representative of the college's student diversity and culture (3A.5; 3A.6). Qualified applicants are invited to interview, and finalists are selected for additional interviewing.

During the faculty applicant screening, each candidate's academic achievement and teaching experience is compared with job description criteria to ensure each candidate interviewed meets college standards. Candidates selected for interview are notified and the interview dates, times, locations, and interview formats are confirmed with each candidate. Faculty interviews are designed to evaluate candidates on their knowledge of subject matter, teaching methodologies, and potential to contribute to the mission of the college, with emphasis on student success. A teaching demonstration is part of the faculty interview process. Reference checks by the committee chair follow to verify candidates' qualifications. Reference checks also help confirm candidates' professional experience and development as well as contributions to student success (3A.7).

Equal Employment Opportunity (EEO) representatives are appointed to interview committees, assist with policy interpretation, and provide compliance guidance. Board policy requires HR oversight of all aspects of district recruiting and hiring (3A.1; 3A.1a). In addition, HR provides EEO education courses for managers and supervisors as well as EEO representative training and updating. In 2007, HR developed the *Equal Employment Opportunity Representative— Information to Share with the Selection Committee* booklet for managers and supervisors (3A.8).

The college's Academic Senate has a standing academic equivalency committee. Members of the committee along with members of the faculty discipline ensure uniformity when a faculty candidate is subject to the equivalency academic standards.

Self Evaluation

The college meets the standard.

PCC recruiting and hiring standards and practices conform to state Title 5 regulations, comply with Board policy, support college mission and values, contribute to creating a diverse and multicultural workforce, and support student success (3A.5; 3A.9). Faculty diversity is a rich resource for college students and reflects the college's commitment to faculty diversity and cultural representation.

Although the college's recruiting and hiring efforts result in attracting and hiring well qualified faculty, concerns have been raised that recruiting at times is too slow and cumbersome. Occasionally, too much time elapses during the recruiting cycle, and selected faculty candidates are hired by other institutions. In addition, HR is perceived by some to be inflexible and unwilling within policy and standard limitations to adjust recruiting practices to meet the recruiting needs of the college. HR is reviewing its recruiting practices.

Planning Agenda

The Office of Human Resources will review the hiring processes with the intent of improving the timeliness and speed of college recruiting.

IIIA.1b **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Descriptive Summary

Evaluation procedures for all college employees are described in district policies or bargaining contracts, with the exception of Pasadena City College Police Officer's Association, and follow the Instructional Support Services Unit (ISSU) procedures. California School Employees Association (CSEA) 777 covers facilities personnel, and ISSU covers all other classified employees. Although not college employees, bylaw 1490 (3A.10) provides for the Board of Trustees self-evaluation process, and bylaw 1680 describes the evaluation process for the college president (3A.10a).

All evaluation processes are written and provided to employees at the time of hire and prior to each evaluation period (3A.11). Evaluations include a review of employee contributions to department operations, an assessment of employee effectiveness during the evaluation period, provisions for employee comments, and a summary of opportunities for employee improvement. Employees can use the performance evaluation process to set goals for gaining knowledge and skills that, if acquired, will better position employees for upward mobility opportunities. Evaluations are a collaborative process, creating two-way communication as well as individual and institutional learning and improvement opportunities.

The employee evaluation process is, with some exceptions, timely and well documented. Copies of the completed evaluation forms are maintained by HR in the employee's official personnel file. HR notifies department managers on a timely basis of upcoming scheduled employee evaluations (3A.12), maintains a list of employee evaluations, and notifies managers when an employee evaluation is past due.

Tenured faculty members are evaluated on a three-year cycle; nontenured contract faculty members are evaluated every year until they reach tenure. The evaluation covers the full range of instructional responsibilities including syllabus preparation, teaching methods, grading practices, and retention rate, as well as institutional responsibilities. Each semester, the college requires each full-time faculty member to participate an average of five-and-a-half hours per week in college governance and activities. Shared governance activities include attending meetings, presenting workshops, serving on committees, and participating in professional development sessions.

The faculty evaluation team consists of the division dean, a designee of the vice president for Instruction (usually a tenured faculty member in the discipline), and a peer evaluator. The peer evaluator is a tenured faculty member chosen by the tenured employee being evaluated or appointed by the dean to evaluate a nontenured faculty member. These three evaluation team members meet with the employee, observe the employee in the classroom, hold a post-visitation conference with the employee, and write a preliminary report. A new feature of the process is that the vice president designee and the peer evaluator have the same duties and write a collaborative report. Student evaluations and the employee's self-evaluation complete the preliminary evaluation. If there is a negative assessment in the evaluation, the division dean reviews the results with the evaluation team and confers with the employee. If the Summary Evaluation report indicates "needs improvement," the vice president for Instruction or the division dean will develop a plan to improve the identified weakness. A tenured employee continuing to receive a less than satisfactory evaluation is evaluated each year until the performance deficiency is corrected, or the employee is terminated. The process and procedures are outlined in the contracts of the individual bargaining units. Copies of the contracts are available in the HR office (3A.11; 3A.14).

The ISSU contract requires yearly evaluations of permanent unit members and evaluation of probationary members during the third, sixth, and tenth months of employment, to be carried out by unit members' respective supervisors. The evaluation covers quality and quantity of work, job knowledge, working relationships, and organizational skills. Any area in which the employee's performance does not meet agreed-upon college standards is discussed and goals for improvement are set. Repeated unsatisfactory ratings will result in the postponement of salary step increases and/or service increment or termination. There is no requirement for classified

employees to participate in activities outside their job description; however, many participate in the shared governance process through the Classified Senate. CSEA and Confidential employees follow the ISSU evaluation process (3A.14).

Managers (all management personnel other than the college president) are evaluated by all individuals who report directly to them as well as from a list of their choosing of individuals outside their area. These evaluations, together with the manager's self-evaluation, form the basis of the Administrative Summary Evaluation written by the manager's supervisor (3A.19).

All personnel are evaluated systematically at stated intervals. Evaluation procedures for faculty members, classified employees, and administrators are available in HR. These processes are covered in Board policies and procedures and in contracts negotiated with the various collective bargaining units (3A.1; 3A.1a; 3A.11; 3A.14, 3A.19). The overall coordination of timelines for personnel evaluations is handled by the HR office.

The college president is evaluated annually by the Board of Trustees (3A.1; 3A.1a).

Self Evaluation

The college partially meets the standard.

The employee evaluation process needs improvement. In a survey conducted by the standard IIIA writing committee in spring 2008, response to one of the questions revealed some dissatisfaction with the evaluation process, particularly the timeliness and effectiveness of the evaluations. The responses are shown below (3A.15).

The employee evaluation process at PCC effectively assures that evaluations lead to improvement of job performance.

Strongly disagree	Disagree	Agree	Strongly Agree	I don't know	Mean (1-4)
1	2	3	4		2.30
18.1%	28.2%	32.0%	5.8%	15.8%	

The data show that over 46 percent of the respondents disagreed or strongly disagreed with the statement that the evaluation process at the college is effective and leads to improvement, while 38 percent agreed or strongly agreed with the statement. These proportions are reflected in the mean response of 2.30. Forty-five of the 260 respondents wrote negative comments. Respondents expressed concern that evaluations are not necessarily tied to improvement of employee job performance (3A.15). Based on the number of survey respondents, the results are suggestive of how employees may feel about the effectiveness of employee evaluations but are not statistically significant.

The primary concern of classified employees is the sporadic nature of evaluations. Although classified bargaining unit contracts require annual evaluations for permanent employees, some employees are not evaluated according to the schedule. Managers should be held accountable for timely classified evaluations.

Planning Agenda

The Office of Human Resources will develop and implement new educational programs to inform managers and supervisors about employee evaluation standards, the importance of timely evaluations, the value of evaluation to employees, and the connection between employee evaluations and student success.

IIIA.1c   Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

As a component of the evaluation process, all faculty members address how student learning outcomes (SLOs) have been incorporated into coursework (3A.11). Faculty members are asked to reflect on how they have assessed the SLOs in their classes and what they can do to provide students with a successful learning experience. The assessment of SLO achievement is in an early stage at the college, and until assessment is institutionalized, it cannot be used as a formal part of the evaluation process for all faculty. Evaluation is a union negotiated issue, and at this time, faculty effectiveness in producing student learning outcomes is addressed in the contract, but not specifically required (3A.14).

Recognizing that assessing learning through valid measurement tools is essential to the SLO cycle, the college has contracted with eLumen to provide an online tool to facilitate the assessment process (3A.18).

Self Evaluation

The college meets the standard.

PCC has progressed from creating campuswide awareness of SLOs and rubrics to examining official course outlines, individual syllabi for courses, and raising awareness of the relationship between faculty performance and SLOs. This topic is addressed in the self-evaluation process in which faculty are asked to discuss how they have incorporated SLOs in their courses and how they assess them (3A.11).

As SLOs are assessed and fully integrated into course outlines and program reviews, the desirability of having faculty members' evaluations directly include a SLO component can be better determined. Evaluation standards and processes are negotiated between the district management and the faculty bargaining unit.

Planning Agenda

The Offices of Instruction and Student and Learning Services in conjunction with the Faculty Association will complete the incorporation of SLOs, as appropriate, into the evaluation process.

IIIA.1d   The institution upholds a written code of ethics for all of its personnel.

Descriptive Summary

The college has established codes of ethics for the Board of Trustees (policy 1450), faculty members (policy 3110), and students (policy 4520) (3A.1; 3A.1a). A code of ethics has not yet been established for managers and classified employees. Policies covering sexual harassment (policy 2200), disability discrimination (policy 2230), nondiscrimination (policy 6000), and conflicts of interest arising from consensual relationships (policy 6022) are in place (3A.1; 3A.1a). Handbooks for management (3A.19), full-time and adjunct faculty members (3A.20), and classified personnel (3A.21) contain relevant policies and procedures. Sanctions for ethical violations of any of these policies consist of corrective action up to and including termination.

Personnel policies relating to academic and professional matters are systematically developed either through the negotiating process specified in union contracts or through shared governance, in which faculty members and classified employees have a sense of ownership of and a responsibility to adhere to the policies. In 2003, the Academic Senate's Committee on Academic Freedom and Professional Ethics proposed a revision of the 1972 policy on academic freedom, entitled "Academic Freedom and Professional Ethics of PCC Faculty" (AFPE). The revised academic freedom policy (3100) was approved by the Board on November 19, 2003 (3A.22), and the revised "Professional Ethics of Faculty" policy (3110) was approved by the Board on November 3, 2004 (3A.22a); both were reviewed again in 2008. Policy 3110 (professional ethics of faculty) includes formal and informal procedures to address alleged ethics violations, separate from the Pasadena City College Faculty Association (PCCFA) grievance procedure (3A.14).

Self Evaluation

The college partially meets the standard.

PCC upholds and enforces its code of ethics for faculty members through HR and through its shared governance processes. The student code of ethics (policy 4520) clearly identifies those behaviors subject to discipline and outlines the penalties for violations and the discipline and appeals process (3A.1; 3A.1a). A code of ethics does not exist for managers and classified employees.

Planning Agenda

The Management Association and the Classified Senate in conjunction with the Office of Human Resources will develop codes of ethics for college management and classified personnel.

IIIA.2   The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The hiring of additional full-time faculty members is based on student demand for classes (evidenced by enrollment patterns), the ratio of full-time to part-time faculty members in a division, and division needs. The college exceeds the full-time faculty obligation number established by the CCCCO, supported by over 700 part-time faculty members and 35 professional counselors and librarians (3A.23). The numbers for both full-time and part-time faculty members have increased since the last self study in 2002 (3A.24). The college adjusts the number of its permanent faculty members to meet the CCCCO calculations of a district's full-time faculty obligation number.

Table 3-1 shows the total number and types of employees compared to the number of full-time equivalent students (FTES), as well as the ratio of total employees per FTES. The data comes from the CCCCO website and reflects fall 2007 information. The table is organized by FTES in descending order. Colleges included in the table are those regional colleges that PCC typically compares itself to and are of similar size (3A.25).

<table>
<tr><td colspan="8">Table 3-1
Comparison of Employees to Students for Fall 2007</td></tr>
<tr><td>College</td><td>Full-Time Equivalent Students</td><td>Total Employees</td><td>Ratio of Employees per FTES</td><td>Managers and Administrators</td><td>Contract Faculty</td><td>Adjunct Faculty</td><td>Classified Staff</td></tr>
<tr><td>Mt. San Antonio</td><td>11,620.29</td><td>1,917</td><td>0.165</td><td>64</td><td>402</td><td>902</td><td>549</td></tr>
<tr><td>Santa Monica</td><td>10,664.74</td><td>1,851</td><td>0.174</td><td>89</td><td>308</td><td>1,053</td><td>401</td></tr>
<tr><td>Pasadena</td><td>10,337.37</td><td>1,521</td><td>0.147</td><td>44</td><td>384</td><td>723</td><td>370</td></tr>
<tr><td>Long Beach</td><td>8,611.24</td><td>1,589</td><td>0.185</td><td>51</td><td>336</td><td>700</td><td>502</td></tr>
<tr><td>El Camino</td><td>8,539.43</td><td>1,422</td><td>0.167</td><td>59</td><td>333</td><td>650</td><td>380</td></tr>
<tr><td>Cerritos</td><td>8,387.72</td><td>1,198</td><td>0.143</td><td>50</td><td>294</td><td>535</td><td>319</td></tr>
</table>

In terms of the ratio of employees per FTES, PCC is nearly the lowest. PCC also has fewer managers than any of the comparison colleges and is again the next to lowest in number of classified staff (3A.25).

In terms of contract faculty, PCC is second highest among the colleges, largely due to the college's compliance with a state regulation that requires it to adjust the number of permanent faculty members in response to funded growth in its FTES, as calculated by the CCCCO.

Based on the information provided in Table 3-1, PCC operates with fewer managers and classified staff than does the comparison group, and at the same time ranks high in total FTES

(3A.25). The college uses student assistants, temporary employees, and 10-month employees to fill staffing gaps. Although PCC is operated efficiently, the college is, according to the above table, understaffed in classified and management personnel.

The college strives to maintain the 75/25 full-time/part-time faculty ratio, as recommended by the state Academic Senate and called for in AB 1725. Classified staffing, which has no state-level recommendation ratio set for it, has seen only a modest increase in its ranks, growing by 15 employees, from 378 in 2005 to 370 in 2007 (3A.26).

Qualifications for administrators are determined by the college, and qualifications are memorialized in managerial job descriptions. Qualifications for classified employees include education, work experience, and skill levels appropriate to meet the needs of the classified position and the needs of the college. Board policy (6200) on the hiring of classified employees ensures that experienced, content-expert personnel prepare and update the job descriptions and include in them the minimum and desirable employee knowledge, skills, and abilities qualifications (3A.1; 3A.1a).

Self Evaluation
The college partially meets the standard.

Because of institutional retirements and increasing demands on workforce development and application of technology, the college needs to address staffing levels at this time.

The writing team for standard IIIA conducted a survey asking college employees whether they agree or disagree with the following statement (3A.15).

PCC has a sufficient number of qualified employees to support the institution's mission/purpose.

Strongly disagree	Disagree	Agree	Strongly Agree	I don't know	Mean (1-4)
1	2	3	4		2.57
13.2%	24.8%	37.6%	12.8%	11.6%	

Fifty-one percent of the respondents agreed or strongly agreed that the college has a sufficient number of qualified staff, while 38 percent of the respondents disagreed or strongly disagreed with the statement. Thirty-eight respondents indicated concern about staffing areas, including instruction, maintenance, mid-level management, counseling, technical support, and classified employees. Instructional areas, especially English, mathematics, and social sciences, have a high number of adjunct faculty members. Each semester, approximately 90 mathematics classes are taught by adjunct faculty members, and most of these classes are at the basic skills level (3A.15).

Planning Agenda
The Office of Human Resources will conduct an organizational assessment of faculty members, classified employees, and management necessary to accomplish institutional goals.

IIIA.3   The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA.3a   The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The college systematically develops personnel policies and procedures that are available for information and review. Policies and procedures are equitably and consistently administered and are available on the college website (3A.1; 3A.1a).

PCC establishes and adheres to written policies ensuring fairness in all employment procedures. Policies are developed by managers or faculty most knowledgeable of the subject policy. Executive Committee members review policies for fairness and meeting the needs of the college. The College Coordinating Council reviews the policies before they are recommended to the Board of Trustees by the president. At every step of policy development and review, the college strives to create employment policies and procedures that are designed to be fair and equitable to employees.

Personnel policies are derived from federal, state, and local labor laws, from union contracts for faculty members and classified employees, shared governance committees, and the Board of Trustees. The college uses the Community College League of California's Model Policy Service. Union contracts, available through the HR office, also help ensure fairness for employees (3A.14). The HR website provides detailed procedures for faculty members and classified employees, including information on evaluation procedures, hours, salary, grievance procedures, and sabbatical leave for full-time faculty members, and overtime pay for classified employees (3A.26). Handbooks for full-time and adjunct faculty members, classified employees, and management contain appropriate policies and procedures (3A.19; 3A.20; 3A.21). Although the faculty and classified employee handbooks have been updated since the last accreditation and disseminated to all relevant employee groups, the management handbook has not been updated.

HR has the responsibility for ensuring that the college administers personnel policies and procedures fairly, consistently, and equitably. To do this, HR conducts equal employment opportunity (EEO) training (3A.8), develops and implements faculty and staff diversity plans [3A.27], and supports effective labor relations. There were 21 labor relations training sessions between 2006-08 conducted by the Liebert, Cassidy, Whitmore law firm. Included in these sessions were topics on disability, gender and race discrimination, prevention and control of absenteeism, employee due process rights and Skelly hearings, and harassment and retaliation prevention (3A.28).

Self Evaluation

The college meets the standard.

PCC continues to adhere to policies and procedures as well as college bargaining unit contracts. HR is responsible for ensuring that all employment policies and procedures are adhered to. HR recognizes the need to update the management handbook.

Planning Agenda

The Office of Human Resources in conjunction with the Management Association will update the management handbook.

IIIA.3b   The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

All employee records are kept in the HR office in locked cabinets, and no employees other than HR staff have access to the files. To ensure confidentiality of all employee files and comply with federal Health Information Personnel Privacy Act (HIPPA) laws (which place restrictions on access to employee medical records), HR installed a gate to restrict unauthorized access to the personnel file area. All visitors other than HR staff are escorted through the sensitive area. The HR office is kept locked when unattended, and only HR staff members have keys to the office. HR employees are constantly reminded of the confidentiality of personnel files and maintaining the security of the office.

All employees are informed of their right to review their own personnel file and to contact HR to schedule an appointment for the file review (3A.14). An HR employee is present at all times during the review to ensure that no documents are removed, added, or destroyed.

Self Evaluation

The college meets the standard.

Planning Agenda

None

IIIA.4   The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

An important dimension of the college mission is to meet students' educational needs. Student success is achieved when students who enroll at the college are retained and receive a high school diploma and/or an AA/AS degree, complete certificate programs, and/or transfer to a four-year school. Students from historically under-represented groups receive additional support in achieving their educational goals through various special programs.

HR is responsible for fostering and ensuring equity, fairness, and diversity at all levels of college operations. The college's hiring processes are designed to create equal opportunity and diversity and to form a workforce that represents the diverse student and community populations the college serves. The college, through EEO policy 6055, is committed to equal employment opportunity (3A.1; 3A.1a; 3A.5; 3A.6; 3A.7; 3A.8; 3A.9).

Self Evaluation

The college meets the standard.

Planning Agenda

None

IIIA.4a   The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The college serves both urban and suburban communities in the San Gabriel Valley and the surrounding areas. The region can be defined by its multicultural, geographical, and intellectual diversity. PCC demonstrates, through policies and practices, an appreciation for issues of inclusion, equity, and diversity. The college adheres to fair employment practices governed by local, state, and federal policies, as well as practices mandated by Title 5 of the California Code of Regulations. The Board of Trustees has developed various policies to ensure fairness in employment procedures, including faculty hiring (policy 6100), classified hiring (policy 6200), and management hiring (policy 6300) (3A.1; 3A.1a). In addition, the college's nondiscrimination policy (6000) states that

> It is the policy of the Pasadena Area Community College District that the Board of Trustees is committed to equal employment opportunity in educational programs, employment, and access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to race, religion, creed, color, national origin, ancestry, age, disability, gender, marital status, or sexual orientation. (3A.1; 3A.1a)

Additional assurances are stated in the Pasadena City College Educational Master Plan (3A.29).

As described in the "Faculty and Staff Diversity Plan" (3A.30), job announcements are broadly distributed through a variety of organizations that support diversity and equal opportunity employment. Furthermore, the plan describes the college's process to ensure equity in all employment processes and procedures. The dean of HR/EEO officer reviews applicant pools to ensure that equity exists throughout the entire hiring process. To support an equitable hiring process, HR provides annual EEO training for EEO representatives and all participants on hiring committees. To date, over 500 employees have received "Hiring and Recruitment/EEO Training" (3A.8; 3A.30).

Self Evaluation

The college meets the standard.

The students and personnel of PCC represent much of the rich diversity within California. In the chart below, the demographics of faculty members and staff are compared to the college service area (3A.32).
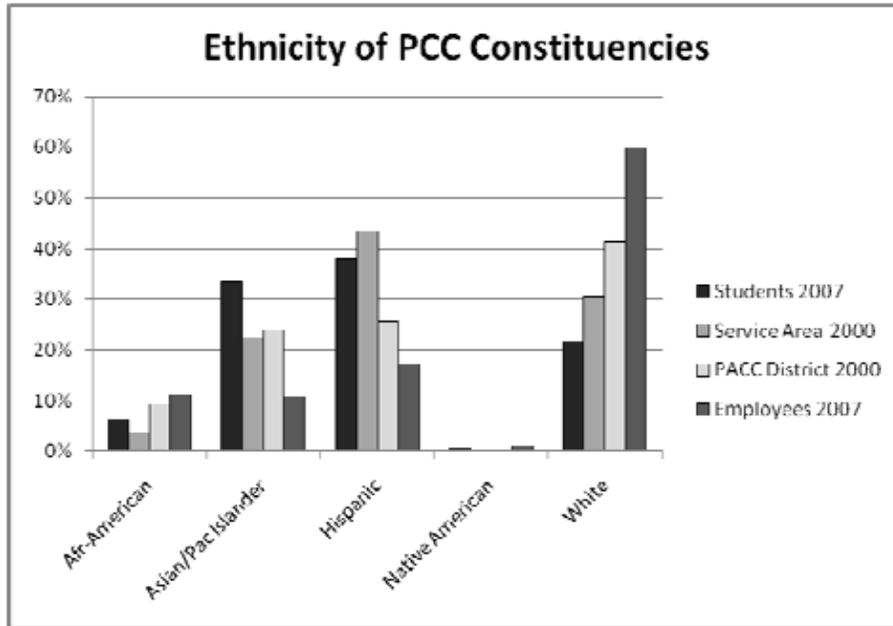
The college's student population is 6.5 percent African American, 27.9 percent Asian/Pacific Islander, 5.0 percent Filipino, 0.7 percent American Indian, 35.9 percent Hispanic, and 19.2 percent White. As for gender, the students are 56.1 percent female and 43.9 percent male (3A.32).

The data suggest that Hispanic and Asian employees are underrepresented in comparison to the student population, but there has been a slight increase in the percentage of Hispanic and Asian employees since 2002 (3A.33). Although the comparison between employees and student ethnicity is important, hiring goals also must account for the ethnicity of the general population from which employees are recruited and hired.

In a survey conducted by the standard IIIA writing team, the highest marks the college received were on the following statement (3A.15).

PCC demonstrates through policies/practices an appropriate concern for issues of equity/diversity.

Strongly disagree	Disagree	Agree	Strongly Agree	I don't know	Mean (1-4)
1	2	3	4		2.87
8.2%	14.0%	49.4%	18.7%	9.7%	

The college's commitment to diversity can be observed through a wide variety of programs and services. Contributions by the Office of Student Affairs (specifically, the Cross Cultural Center)

have been paramount to the development of student leadership and cross-cultural programs for students. These programs include opportunities for students, faculty members, and classified employees to engage one another around diversity, equity, and fairness themes during on-campus activities as well as off-campus leadership retreats. These learning opportunities launched several collaborative projects among the local community, students, faculty, and staff members. The focus of the Cross Cultural Center's work is for students, faculty, and staff to engage in diversity awareness, particularly with regard to students (3A.34).

Planning Agenda
None

IIIA.4b   The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

In support of the college mission and a core value that specifically identifies "an appreciation for diversity" and recognition that "a diverse community of learners enriches our educational environment" (3A.4), the HR office is charged with facilitating the campus EEO team (3A.1; 3A.1a), policy 6005). Although not currently active, for many years this team, comprising representatives from the campuswide community, focused its work on employee outreach, hiring practices, and retention of diverse staff, faculty members, and administrators. Many innovative ideas from their work included developing a Faculty Internship Program, and a Management Leadership Program, and exploring ways to promote a culture of development and inclusion within all ranks of the college.

Another attempt to promote equity and diversity is the college's participation in California Tomorrow's Campus Change Network (CCN), (3A.36). In partnership with campus constituents, HR bridges the internal expertise of PCC faculty members and classified employees with the external expertise of California Tomorrow, a nonprofit advocacy group (3A.36a), and CCN constituents from other community colleges to examine systemic barriers to student success, equity, and access (3A.37). HR also tracks the ethnicity of its job applicants and examines all hiring pools for any adverse impact on monitored groups (3A.9; 3A.5).

Self Evaluation
The college meets the standard.

Change is fundamental to achieving diversity, open access, and equity initiatives. The strategic planning process allows the college to gain insight from multiple efforts on and off campus that address diversity, equal access, and equity issues.

Programs such as Rights of Passage in Education Transfer Programs (ROPE), Chicanos/Latinos Advancing in the Values of Education (CLAVE), Mathematics, Engineering and Science Achievement (MESA), Ujima, Puente, EOP&S, Upward Bound, Stepping Up, and Teaching and Learning Communities (TLC) are making progress toward increasing equal access, academic success, retention, and transfers of students of color. The Faculty Diversity Initiative provides

opportunities for the college to engage contemporary writers, thinkers, and performers who share their diverse views and perspectives for the benefit of PCC students, faculty, and staff (3A.38). Discussions on topics of gender, race, equity, multiculturalism, and multigenerations increase the awareness and intellectual curiosities of many who have attended these cross-cultural events (3A.34). The Faculty Diversity Initiative has supported other diversity efforts on campus and in the local community by providing funding and/or resources (3A.38).

The Environmental Scan (September 2004) conducted by IPRO indicated the San Gabriel Valley population is projected to increase by 8 percent from 2005 to 2010 (3A.39). The projected growth of 252,470 individuals (a 14 percent increase) from 2000-2010 will impact the future of PCC (3A.39). The demographics of the surrounding communities will represent an excellent recruitment resource to address any significant under-representation in the workforce (Title 5, § 53006). The comparison of the student population with the PCC staff population shows the college has made significant strides in creating a diverse and multicultural workforce (3A.32; 3A.33).

Planning Agenda

The Office of Human Resources should assess the status of its diversity programs and include all diversity stakeholder groups when implementing diversity initiatives.

IIIA.4c   The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The college has policies and practices that help assure that administration, faculty, staff, and students are treated fairly and with respect. Examples of these policies are the college's hiring policies for faculty (6100), for part-time faculty (6150), for classified staff (6200), and for managers (6300) (3A.1; 3A.1a). These policies are available on the college website. HR is responsible for ensuring that all district employees are treated fairly and with respect and is an advocate for employee concerns and needs. Union contracts also help assure integrity and fairness in how employees are treated (3A.14).

Self Evaluation

The college meets the standard.

Planning Agenda

None

IIIA.5   The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA.5a   The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The college values professional staff development by including in the mission statement the following: "At Pasadena City College we serve our students by…encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff and managers" (3A.4). One of PCC's 2008-09 college goals (#08-10) also notes the college's commitment to providing its employees with professional growth and development opportunities (3A.40).

The college encourages and supports continuous learning and professional development for employees. Many employees have completed education programs or are participating in skill and knowledge building programs, all of which contribute to equipping employees to better serve the college and students. Professional development committees representing classified employees, faculty, and management have created a variety of programs, including EEO training, faculty course technology seminars and workshops, and New Media Lab training. In addition, these committees have funding available to distribute for conference attendance (3A.41).

The HR office is responsible for the coordination of professional development, flex days, and the creation of managerial and classified professional development programs. In support of the college mission, HR developed the Professional and Diversity Development Program (PDDP), a commitment to nurturing and providing learning and professional development opportunities for all college employees. The PDDP uses PCC's institutional goals, core values, and strategic directives as a foundation and catalyst for assessing, planning, developing, and delivering high-quality education programs. The work of the PDDP supports implementation of the EEO plan (3A.8) and targeted employee development initiatives directly influencing successful student outcomes (3A.41).

In developing campuswide collaboration, the PDDP program seeks to achieve the following: (1) actively nurture and promote an inclusive culture of growth and personal development; (2) collaborate with campus constituents to provide excellent learning opportunities, training, and career and professional/personal development resources; (3) support student success by supporting college employees with opportunities to improve work performance and collegial experiences; (4) develop resources that encourage employee engagement, promote communication, and organize and implement employee development programming connected to departmental and institutional goals and objectives; and (5) design and implement an ongoing feedback system that supports the continuous quality improvement and diversity awareness development of all college employees (3A.41).

Self Evaluation

The college meets the standard.

Planning Agenda

None

IIIA.5b   With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The college's professional development program includes three shared governance committees: classified employees, faculty members, and management representatives. The various functions of the committees include allocating funds for staff development programming for classified, faculty, and managers; supporting student, administrative, and instructional learning outcomes (flex days, SLOs); and promoting collaborative opportunities to increase engagement among all employee groups.

HR and IPRO collaborate to develop a yearly employee development questionnaire. The first questionnaire was distributed in spring 2007. Data from the questionnaire will be used for assisting in planning for professional development and improvement of the program (3A.42).

Self Evaluation

The college meets the standard.

Planning Agenda

None

IIIA.6   Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Institutional planning incorporates a human resource dimension. In the online planning process, for every objective under each goal, the program, unit, and area planning teams can indicate the specific type of personnel (human resource) needed to achieve the objective and goal. Thus a specific location and process for identifying human resource needs in the planning process exists.

HR's unit plan assesses the strengths and weaknesses of its services, while strategic directions developed through program review guide the development of goals and objectives in the annual program plans (3A.43).

The process by which existing positions are filled also assures that human resource decisions emanate from institutional needs. When an existing position becomes vacant, it is placed on a list that is regularly reviewed by the Executive Committee. If it is a faculty position, a faculty member hiring committee reviews the division and institutional needs and makes recommendation as to whether the position should be filled or moved to another location within the college. If it is a classified position, the Executive Committee reviews the list of open positions and fills the one most urgently needed by the college, based upon the recommendation of the area vice president.

Self Evaluation

The college meets the standard.

PCC assesses the use of its human resources through the employee and manager evaluation procedures at the college. Employees are evaluated, and recommendations are made to employees as to ways to be more efficient and effective in their positions and help meet student needs. One objective measure of how well the service areas are meeting the needs of our students is through the annual fall student survey. In this survey, students are asked to rate the service they received from various offices and departments on campus. Students have expressed satisfaction with services they received (3A.44).

Given the lack of confidence exhibited in the evaluation process in some survey responses for standard IIIA.1b, it is clear the evaluation procedures do not guarantee that the college is using its resources most effectively. The IPRO survey on campus climate measures attitudes about the institution rather than the effectiveness of the programs themselves (3A.45). Earlier reference was made to the 2002 self study, wherein HR, in consultation with area managers, would develop a process for determining adequate administrative and classified staffing levels, paying particular attention to areas that have indicated a need. Although this has not yet been done, staff from IPRO met with HR managers on October 10, 2007, and provided instruction in how to complete their program review. The program review will result in the development of the strategic directions for HR. Collegewide human resource issues, such as the development of plans to address the aging workforce and the mobility of employees as senior employees retire, should be included in the HR unit plan.

Planning Agenda

The Office of Human Resources should include as a goal in its unit plan the completion of a process for determining adequate staffing levels and employee skill set needs.

Evidence for Standard IIIA

3A.1   College Policies on Hiring http://pasadena.edu/ipro/policies/ (6100, 6150, 6200, 6300)
3A.1a   Human Resources Policy Page http://pasadena.edu/HR/polices.cfm
3A.2   Employment Advertising Sources http://www.pasadena.edu/resource/accred_520.pdf
3A.3   Greentree Ethnicity Reports http://www.pasadena.edu/resource/accred_521.pdf
3A.4   Mission Statement and Core Values http://pasadena.edu/about/president/philosophy.cfm
3A.5   Hiring Pool Diversity Statistics http://www.pasadena.edu/resource/accred_522.pdf
3A.6   Diversity Statement http://www.pasadena.edu/resource/accred_523.pdf
3A.7   Screening and Selection Training Manual and Sample Forms
         http://www.pasadena.edu/resource/accred_524.pdf
3A.8   Equal Employment Opportunity Information Handouts
         http://www.pasadena.edu/resource/accred_525.pdf
3A.9   Equal Employment Opportunity Report and Applicant Tracking
         http://www.pasadena.edu/resource/accred_526.pdf
3A.10   College Bylaw 1490 http://www.pasadena.edu/ipro/policies/documents/PCC_1490.pdf
3A.10a College Bylaw 1680 http://www.pasadena.edu/ipro/policies/documents/PCC_1680.pdf
3A.11   Checklists and Forms for Faculty Evaluations
         http://www.pasadena.edu/resource/accred_566.pdf
3A.12   Human Resources Evaluation Notices http://www.pasadena.edu/resource/accred_529.pdf
3A.13   vacant
3A.14   Bargaining Units' Contracts http://www.pasadena.edu/hr/union-contracts.cfm
3A.15   Standard IIIA Writing Committee Survey and Results
         http://www.pasadena.edu/resource/accred_646.pdf
3A.16   vacant
3A.17   vacant
3A.18   eLumen http://www.elumen.info/
3A.19   Management Handbook http://www.pasadena.edu/HR/managementhandbook.pdf
3A.20   Faculty Handbook http://www.pasadena.edu/HR/facultyhandbook.pdf
3A.21   Classified Handbook http://pasadena.edu/HR/classifiedhandbook.pdf
3A.22   "Academic Freedom," policy 3100 http://www.pasadena.edu/ipro/policies/pcc_3100.pdf
3A.22a "Professional Ethics of Faculty," policy 3110
         http://www.pasadena.edu/ipro/policies/pcc_3110.pdf
3A.23   2007-08 Data on Number of Faculty (full and part time)
         http://www.pasadena.edu/resource/accred_538.pdf
3A.24   2002 Data on Number of Faculty (full and part time)
         http://www.pasadena.edu/resource/accred_539.pdf
3A.25   CCCCO Data Mart, Employee and FTES Data
         http://pasadena.edu/resource/accred_540.pdf
3A.26   District 75/25 Reports, 2005-2007
         http://www.pasadena.edu/resource/accred_541.pdf
3A.27   Human Resources Policies and Handbooks http://www.pasadena.edu/HR/polices.cfm
3A.28   Labor Relations Training Sessions (2006-08) by Liebert, Cassidy, Whitmore
         http://www.pasadena.edu/resource/accred_544.pdf

Evidence for Standard IIIA (continued)

3A.29 Educational Strategic Master Plan, 2007
http://www.pasadena.edu/resource/accred_545.pdf

3A.30 Human Resources Training Lists http://pasadena.edu/HR/hiring.cfm

3A.31 vacant

3A.32 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm

3A.33 Ethnicity of PCC Constituencies http://www.pasadena.edu/resource/accred_548.pdf

3A.34 Cross Cultural Center website http://www.pasadena.edu/ccc

3A.35 vacant

3A.36 California Tomorrow website http://www.californiatomorrow.org/

3A.36a California Tomorrow News Release
http://www.pasadena.edu/news/newsitem.cfm?ID=1446

3A.37 PCC's Campus Change Network http://www.pasadena.edu/hr/ccn/

3A.38 Faculty Diversity Initiative http://www.pasadena.edu/resource/accred_551.pdf

3A.39 *Trends to Watch: PCC's External Environment.* Environmental Scan, 2004
http://www.pasadena.edu/IPRO/research/Documents/EnvironmentalIssueSeptember-2004.pdf

3A.40 Strategic Directions and College Goals 2008-09.
http://www.pasadena.edu/resource/accred_553.doc

3A.41 Professional Development Sponsored by Faculty, Classified, and Management
Associations http://www.pasadena.edu/staffdev/

3A.42 Spring 2008 Employee Development Questionnaire
http://pasadena.edu/resource/accred_555.pdf

3A.43 Human Resources Program and Unit Plans and Program Review
http://csweb.pasadena.edu/pb/

3A.44 Fall Student Survey Results
http://www.pasadena.edu/IPRO/research/fallsurvey.cfm

3A.45 Campus Climate Surveys and Results *Research Findings*, 21, 23, 25.
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

Standard IIIB—Physical Resources

> **Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**
>
> **Standard IIIB.1   The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**
>
> **IIIB.1a   The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Descriptive Summary

Pasadena City College (PCC) serves a district population of over 391,305 in ten communities, which include Altadena, Arcadia, La Cañada-Flintridge, Pasadena, South Pasadena, San Marino, Sierra Madre, and Temple City, and parts of El Monte and Rosemead (3B.1). The PCC campus is located in the 1500 block of East Colorado Boulevard and comprises 53 acres, which is one of the smallest campuses in terms of area in the California Community College System (3B.2). Currently, the college has 29 main buildings, 2 parking structures, and 7 smaller buildings, for a total of 958,383 gross square feet, of which 653,134 square feet is assignable (3B.3). The college also includes the Community Education Center (CEC) at 3035 East Foothill Boulevard (69,670 gross square feet; 46,142 assignable square feet), and the Child Development Center (CDC) at 1324 East Green Street (15,090 gross square feet; 14,615 assignable square feet) [3B.3].

The college owns residential properties adjacent to the east perimeter of the campus that have been acquired as part of its academic Building Construction Program. To accommodate the needs of the community, PCC runs an Extended Learning Program that serves more than 11,000 fee-paying clients annually (3B.4; 3B.4a). The college is home to the monthly Flea Market that attracts over 450 vendors and is attended by thousands of community members (3B.5).

The Facilities Services department is responsible for the planning, building, and maintaining the physical resources of the college. Divided into four service departments, construction and planning, custodial, grounds, and maintenance, its primary goal is to provide a safe, aesthetically pleasing, and functional learning environment. The majority of the custodial employees (33 people) are in cleaning, leaving only seven for the operations/day shift (6:30 a.m.-3:00 p.m., plus Saturdays 6:00 a.m.-2:30 p.m.) and five for the support/swing shift (3:00 p.m.-11:30 p.m. for support, and night shift 10:00 p.m.-6:30 a.m., Sundays through Thursdays, and Fridays 3:30 p.m.-12:00 a.m.). There are also three-and-a-half custodial positions at the CEC. The college employs one crew of seven gardeners working two different shifts: Monday-Friday 6:00 a.m.-2:30 p.m. and Tuesday-Saturday 6:00 a.m.-2:30 p.m. (3B.6).

PCC employs 26 trade specialists, including carpenters, painters, plumbers, electricians, air conditioning workers, boiler engineers, and a locksmith. These trades people work one of two

shifts, either Monday to Friday 6:00 a.m. to 2:30 p.m. or 2:00 p.m. to 10:30 p.m. (3B.6). Trade specialists make repairs and carry out a preventive maintenance program designed to keep the buildings and equipment working at peak efficiency. Several of these trade specialists operate and maintain the campus heating, cooling, and ventilation equipment. Maintenance is divided into four groups: routine maintenance, preventive maintenance, computer generated maintenance requests, and special projects.

The college's comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization. Upgrades and replacements of facilities have been significant, due to the capital construction programs. The passage of general obligation bond Measure P in 2002 provided the majority of funding for the recent capital construction. Projects completed to date, or in progress, demonstrate PCC's commitment to upgrading and replacing facilities that are functionally obsolete as well as maintaining the quality necessary to support the college's programs and services (3B.7).

Self Evaluation
The college meets the standard.

The 653,134 assignable square footage is adequate to serve the approximately 30,000 students enrolled (3B.3). The number of classrooms and labs should be adequate to serve the needs of the current programs and services offered at the college; however, because of traditional utilization of classrooms and scheduling practices, there is inefficiency in the use of space. Fridays, for example, are sparsely scheduled for classes, resulting in inefficient use of the parking lots, computer labs, classrooms, and laboratories. In addition, room scheduling has time gap inefficiencies that cause student scheduling conflicts due to overlaps (3B.8).

The main concern of Facilities Services is a shortage of staffing. Each custodial employee is responsible for cleaning 30,000 square feet compared to the Association of Physical Plant Administrators (APPA) standard of 19,000 square feet per custodial employee. The 76 restrooms on campus are cleaned only at night. Two custodial employees are responsible for servicing the 76 restrooms during the day (3B.6). The college added two additional staff in this area.

The landscaped area will increase by 67,940 square feet around the Campus Center and by 66,558 square feet around the new Industrial Technologies Building (ITB). The area north of the ITB will provide an additional 1,500 square feet of lawn. The number of grounds staff is not adequate to meet these additional needs as current staffing is maximized with current workload.

During 2006 and 2007, 16,642 work orders were received, and 16,504 were completed using the computerized Mainsaver work order system. Additionally, numerous non-routine special projects and maintenance requests were completed (3B.9). The current work order system allows for little communication between the Facilities Services department and the requesting customer regarding estimated completion time or status of the request. At any given time, there can be a large number of open requests.

Planning Agenda
None

IIIB.1b   The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The college follows the laws, codes, and regulations of state, regional, and local agencies including the Division of the State Architect (DSA), the Fire Marshal, the Health Department, the Air Quality Management District, the Occupational Safety and Health Administration, Vector Control, and the Americans with Disabilities Act (ADA) in order to ensure the safety of its facilities. The Facilities Services department follows the CCCCO's recommendations for new buildings and the renovation of existing structures. DSA-approved inspectors are always on-site during the construction process to ensure building code compliance.   Architects meet with appropriate division deans, faculty, and staff to develop designs based on division needs within the confines of the budget. Both the Board of Trustees and the Proposition 39 mandated Citizens Oversight Committee receive regular reports regarding the construction activities (3B.10).

Information about the safety of the facilities is kept in the Business Services office. The college is self insured and a member of a joint powers authority (JPA), the Statewide Association of Community Colleges (SWACC). PCC complies with the state mandate to perform inspections; however, the state does not indicate how often those inspections need to be performed. The college conducts safety inspections every two years with subsequent follow-ups. A safety manual containing all inspection reports is kept on file in Business Services (3B.11), and every employee is responsible to report unsafe conditions when observed. Safety inspections are also performed by a third party consulting service, Keenan and Associates, to assure an unbiased analysis (3B.12). Resolution of serious issues is monitored by Keenan and the district.

The college hosts training sessions for facility safety and technological advancements. Training sessions (such as boiler training and compliance for technology training) are usually conducted during the summer when fewer students are on campus. An asbestos awareness training for trades workers occurs annually, as well as blood-borne pathogens training for custodians. In addition, Facilities Services supervisors conduct training twice a month, and Keenan and Associates runs safety-training workshops (3B.12).

In 2003, an Environmental Impact Report (EIR) was prepared by the college to evaluate projects identified in Facilities Master Plan 2010 (3B.13; 3B.14). The EIR included input from decision makers, public agencies, and the general public in order to identify any potential environmental effects of proposed projects.

Safety on campus is one of the college's top priorities. The Police and Safety Services department provides a safe, secure, and enriching environment for the PCC community and guests. Following the Law Enforcement Code of Ethics, Police and Safety Services is committed to a community-oriented policing philosophy. Police and Safety Services works collaboratively with students, faculty members, support staff, surrounding businesses, and local residents to create a safe and welcoming campus atmosphere that promotes student learning (3B.15).

Campus safety is maintained through several measures, including PCC's participation in Crime Prevention through Environmental Design (3B.15). This program encourages lawfulness by altering the environment. Examples include adequate light levels, trimming of landscape elements, adding skateboard deterrents, and playing classical music to discourage loitering. Emergency telephones are located in all elevators, parking lots, and most buildings. Dialing 911 from any campus phone will connect directly with the police dispatch center, which will then handle situations in conjunction with appropriate in-house and/or local emergency personnel. Police and Safety Services offers an upon request safety personnel escort for students or staff going from classrooms to vehicles (3B.16).

The college's police chief also is implementing the well-established Incident Command System. First level training has been completed for the National Incident Management System and the State Emergency Management System (3B.17). A coordinating training day with the Pasadena Police Department was held April 28-30, 2008, at the CEC. In addition, the PCC Emergency Operations Plan, which includes "Alert-U" (a cellular telephone text message warning system), training programs and emergency drills, is being developed and implemented and will soon be made available to all students and staff (3B.18).

The 35-40 PCC class sections held at high schools within the college's area are maintained in a safe and secure manner by the local school districts. High school principals are responsible for maintaining the safety and security of their campuses.

Finally, the college just completed a level one seismic structural facilities analysis and is in the process of conducting further study where warranted and will then develop plans for retrofitting and repairing existing structures (3B.19). In addition, the district is currently working with consultants to develop an accessibility plan in order to assure the campus' compliance with provisions of the Americans with Disabilities Act (3B.20).

Self Evaluation
The college meets the standard.

PCC is a safe environment, and making safety upgrades is an ongoing process. The college is committed to further ensuring public safety in its facilities and is in the process of hiring a full-time Hazardous Materials Officer to ensure safe disposal of hazardous materials (3B.21). An asbestos inspection report was completed in June 2001, listing potential dangers and rating them on a 1-9 scale (3B.22). Asbestos is abated prior to demolishing or remodeling buildings. Facilities Services is currently using the 2001 report as its guide to the location of asbestos-containing materials. Although the asbestos level in campus buildings does not currently pose danger to people, it could become a very serious problem in the event of an earthquake. Facilities Services is aware that this problem needs to be continually addressed. Separate line items in both the capital outlay and Measure P budgets exist for asbestos abatement; however, this only totals $4,000,000, which is not adequate for the entire job. The DSA is responsible for checking and approving all building plans for structural, fire/life safety, and accessibility components. Therefore, the college complies with all code requirements to ensure structural and environmental safety in its new buildings.

Significant improvements are being made to assure a safe, secure learning and working environment. Security cameras and other alarm systems will be installed as funding and technological developments permit. An additional concern noted by the Facilities Services department and the director of Police and Safety Services is a shortage of officers on duty. The college has 8 officers assigned compared to 14 or 15 at comparable colleges (3B.25; 3B.26). Only one officer is on duty after 6:00 p.m., and only one dispatcher is on duty at a time. In addition to the officers, the college has 90 cadets who provide security in and around parking areas and campus buildings. Only two cadets are assigned to the CEC, which has caused delays in response times to that facility. The CDC also lacks regular coverage by officers or cadets.

Ways to improve the safety of the classrooms are being studied. In many buildings, doors lock from the outside and open out. This problem will be corrected in the near future, as some inside locks will be installed. The campus is exploring a variety of ways to alert the college community in the event of an emergency, such as wireless intercoms, telephones, sirens, bells, and panic buttons. The college will continue to work to improve safety on campus as well as to continue its development of an Emergency Operations plan.

Although accessibility in most buildings is adequate and in compliance with ADA requirements, further adjustments should be made to various campus facilities. An accessibility study is underway to both identify and prioritize improvements. Upon completion of the Measure P projects, ADA accessibility will have been greatly improved (3B.7a; 3B.20).

Planning Agenda
The Office of Administrative Services will improve indoor security and coordinate ongoing security projects with other colleges and networks.

IIIB.2   To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

IIIB.2a   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
Between 1990 and 2000, the college effectively implemented the initial phase of facilities master planning and redevelopment. This resulted in the construction of a modern library building; a new gymnasium, track, and stadium facility; an aquatic center; the CEC; the CDC; the Facilities Services building; a 2,068-space parking structure; and multiple building and classroom refurbishments. Some of the college's older classroom and laboratory facilities are poorly configured and not flexible enough for current pedagogy; typically they lack the equipment and technology necessary for modern instruction. Phase two of the college's facilities planning and redevelopment covers the time period 2000-2010 and is funded by a $150 million (now $172,634,611 through interest and refinancing gains) bond measure (Measure P) [3B.7; 3B.14]. The Facilities Planning Committee is beginning to develop phase three, covering the next ten-year plan for 2011-2020.

Measure P, which was approved in 2002 by the voters within the Pasadena Area Community College District, is a $150,000,000 bond to fund the second phase of the college's Facilities Master Plan. It focuses on the construction of new buildings, remodeling and refurbishing of existing buildings, and upgrading of the campus infrastructure (3B.7). Specifically, Facilities Master Plan 2010 lays out the following needs:

- A new Arts building to house both the Visual Arts and Media Studies and Performing and Communication Arts programs. Current facilities are overcrowded and inadequate in view of a broadening of course offerings geared toward a more diverse and technologically sophisticated community.
- A new Industrial Technologies building to house the Engineering and Technology programs. The current buildings (T and V) are inadequate for the technology necessary to run a modern technology program and are too small to handle the student population.
- A remodeling of the Campus Center. The existing structure will be renovated to establish a more functional Campus Center, Campus Café, Associated Students offices, student copy center, and coffee bar. The bookstore, Police and Safety Services, and Student Business Services will move into a new building.
- Increased on-campus parking. A five-story parking structure was completed in 2005, which increased the number of available parking spaces from 4,928 to 6,216. However, future campus construction may lower that number to 5,737. (3B.7; 3B.14)

Six campus buildings will be remodeled and retrofitted to improve safety and increase classroom space. These include

- E Building Remodel and Retrofit. Currently the Photography Department is located on the first floor of the E building, in substandard conditions. As soon as the new Arts building is complete, the E building space can be reconfigured into new classrooms and offices.
- R Building: 13 new classrooms and offices will result in a gain of 31,250 square feet for general classrooms.
- V Building Remodel of the second floor for the Engineering and Technology Division for programs such as architecture, screen printing, and digital imaging.
- W Building Remodel and Retrofit: This will result in new classrooms, offices, storage space, and a fitness center.
- Z Building Remodel and Retrofit: This will convert the space used by the Visual Arts and Media Studies Division for the ceramic and sculpture programs into a dedicated ceramics lab.

In addition, there will also be numerous campus infrastructure upgrades. Utility, landscape, and gateway projects will increase the functionality and aesthetic qualities of the campus.

- Utility upgrades: The utility grid, including adequate electrical, water, gas, sewage, heating, air conditioning, and low voltage/signal systems, must keep pace with the renovations on campus in order to service properly the new buildings.

- East Campus Gateway: The combined pedestrian/vehicular entrance for the east edge of campus has improved circulation along Bonnie Avenue and allows for a temporary bus parking area for the band and athletic teams. The landscaping has beautified the campus.
- West Campus Gateway: This is similar in function to the East Campus Gateway and will improve the operational efficiency of the Hill Avenue/Green Street intersection. (3B.7; 3B.14)

Other significant improvements and renovations include

- The Colorado Boulevard Improvement project, completed in 2006 within five weeks. A significant improvement of traffic congestion on Colorado Boulevard has been noted. Also, Parking Lot 8 is now used for disabled students rather than the general student population. During this project, the plaza north of the mirror pools was also completed to display the new flag and banner poles.
- C Building window replacement to accomplish energy reduction and protect the building from water intrusion.
- U Building storm sewer pipe project to replace the internal roof drainage pipes that were cracked and leaking into the walls of various rooms.
- Replacement of the motor control center in the R Building, which was not adequate to run the pumps and mechanical equipment.
- Upgrading the energy management system to install a non-proprietary, open architecture, state-of-the-art system.
- Replacement of transformers in the U Building and boilers in the C, E, and U buildings.
- Repairs to the Aquatic Center deck.
- Recaulking of buildings and hardscaping across the campus.
- Replacement of C Building doors. (3B.7; 3B.14)

Self Evaluation

The college meets the standard.

PCC is using its physical resources effectively and efficiently. For example, an air-conditioning chiller replacement project was funded through scheduled maintenance and Measure P funds, as well as a rebate from Pasadena Water and Power. The new chillers are quiet, more efficient, and cost effective (3B.27).

Most decisions regarding the construction of buildings flow from the necessity to balance facility needs with available funding. This means that designs for future buildings are adapted to match costs with funding. These decisions are often made in discussions with architects and engineers, along with district staff, who attempt to preserve as much life-cycle longevity as possible. $8,000,000 of the Measure P money has been earmarked for infrastructure upgrades.

For large capital projects such as new buildings, estimating costs and budgeting are an ongoing process by both the architectural firms and the project center. It is too soon to evaluate the effectiveness of the construction, as most of the major projects have not been completed. The two new academic buildings slated for construction under Measure P are the Industrial Technologies building and the Center for the Arts. Since the original plans were approved, many

projected costs have increased, and the result has been to alter the plans to match the available funds. Both the Industrial Technologies building (currently under construction) and the Center for the Arts (slated to begin construction in fall 2009) have undergone significant changes in design and scope, along with increases in costs. The buildings as currently planned will still be able to meet the needs of the divisions involved.

Ongoing procedures for larger scale maintenance and a master list of projects (separate from Measure P) to be completed will address the other deficiencies that the Facilities Services department has identified. When all the construction on the campus is completed, the square footage of floor space will have increased by over 100,000 square feet (3B.28). Additional staff will be needed to maintain these new facilities.

Facilities planning should occur only after an educational master plan is complete, and the facilities plan should be designed to fulfill the educational master plan. Unfortunately, until recently, the college did not have an educational master plan, and even now, it does not provide any information that is useful for the facilities master plan. Currently, a new educational master plan (Vision 2020) is under development that will address this shortcoming. Until this is done, the third phase of the facilities master plan will not proceed in any detail.

Planning Agenda

The Office of Administrative Services will develop the next Facilities Master Plan in concert with the Educational Master Plan.

IIIB.2b   Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

In 2004, the college developed its current planning process, which takes place on a four-year cycle. Each year the college lays out its strategic directions and goals, which are developed from the college's area plans. In the next year, from these strategic directions and goals, each program develops its plan for the following year (the third year in the cycle). During the fourth year, the implementation of the plan from the third year is evaluated. These program plans include equipment and facilities needs. Each program reviews recent demand and enrollment data to forecast future demands. The requests at the program level are prioritized at the unit level for inclusion in the unit plan before being passed on to the administration for review (3B.29).

Faculty members and staff evaluate the facilities at the program planning level. The college's extensive facilities plan (discussed in standard section IIIB.2a) focuses on improving the physical condition of classrooms, laboratories, and offices and on acquiring new equipment. Faculty and staff inform the division deans of desired changes. In order to determine exactly what is necessary to improve facilities and help increase student learning, division deans are directed to ask for specific items and to contact Facilities Services to estimate the cost of these items, rather than asking for general upgrades. The deans record these requests online in the program or unit plans (3B.30). Area managers can evaluate requests on the basis of how specific

objectives will help the division carry out its larger goals. In addition, area managers are able to transfer information from the online planning system to an Excel spreadsheet to facilitate analysis and prioritization of the requests and can approve funding on a need-by-need basis, rather than allocating a certain amount to each division (3B.31). The Physical Plant and Instructional Support Block Grant provide allocations and certifications for ongoing and one-time funds (3B.32).

Self Evaluation

The college meets the standard.

The online planning process has been an effective indicator of improvement needs at the college and is accessible to faculty members, staff, and management. As managers become more aware of how to use the online planning system, there has been better communication among divisions and a more focused approach to fulfilling needs. For example, as each division indicated a need for more smart classrooms, area vice presidents recognized the need to make this a campuswide initiative.

Facilities Services has noted that the number of requests contained in the program and unit plans is overwhelming. It has also been difficult to assess the status of a specific request in more detail than "actionable," "maybe," or "no." Changes were made to the online planning system in September 2007 to require annual review and status setting of each goal in each plan. Goals are removed once they have been identified as completed so that reports enumerating completed goals can be compiled.

The queue for renovations backs up because of the growing demand for smart classrooms and for the replacement of equipment and other instructional demands. Equipment replacement has proven to be the most challenging task. Older equipment may still work, but in an attempt to modernize, the division might ask for updated models without checking first with the Facilities Services department to ensure that the models will indeed fit safely inside the room. Approximately $1,000,000 from Measure P has been earmarked for classroom upgrades (3B.33).

One problem in the planning process is in projecting the actual costs of equipment. In theory, when stating an objective in a program, unit, or area plan, one can check a box that indicates "this objective requires additional space or changes to facilities." Then the nature, location, and cost of the change can be described, and Facilities Services can extract the reports with any such objectives. In practice, there is often very little communication between programs, so when equipment is requested, the cost of installation and maintenance is not factored in. This can (and does) result in expensive equipment remaining unpacked and unused until it finally is installed.

Another problem is in the evaluation of space utilization. Currently a plan is under way to review classroom utilization campuswide each semester. Given the college's limited classroom space, underutilization of it is a serious problem for class scheduling as well as scheduling space mid-semester for any ad hoc purposes. This problem may be alleviated by the adoption of a master calendar. The college is now working toward a visual charting system for room scheduling, which will allow for ease of comprehension of complex scheduling details.

Planning Agenda

None

Evidence for Standard IIIB

3B.1 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

3B.2 College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm

3B.3 PCC Fact Sheet http://www.pasadena.edu/about/factsheet.cfm

3B.4 Extended Learning Program http://www.pcclearn.org

3B.4a Extended Learning Program Review http://csweb.Pasadena.edu/pb/

3B.5 Flea Market http://www.pasadena.edu/fleamarket/

3B.6 Facilities Services Unit Plan http://csweb.Pasadena.edu/pb/

3B.7 Measure P http://www.pasadena.edu/bond/index.cfm

3B.7a Measure P Project Updates

3B.8 Classroom Utilization Plan http://pasadena.edu/resource/accred_404.pdf

3B.9 Work Order Tracking Spreadsheet (6/29/06-08/30/07) http://www.pasadena.edu/resource/accred_411.xls

3B.10 Committee Agendas for the Construction Activities Reports (sent to BOT and Citizens Oversight) http://www.pasadena.edu/bond/meetings.cfm

3B.11 College Safety Manual with Self-inspection Reports http://pasadena.edu/resource/accred_419.pdf

3B.12 Keenan and Associates Safety Reports and Safety Training Workshops http://pasadena.edu/resource/accred_420.pdf

3B.13 Environmental Impact Report, 2003 http://www.pasadena.edu/bond/eir.cfm

3B.14 Facilities Master Plan 2010 http://www.pasadena.edu/bond/fmp2010.pdf

3B.15 Campus Police and Safety Services Handbook and "Crime Prevention through Environmental Design" http://pasadena.edu/resource/accred_666.pdf

3B.16 Police and Safety Services Escort Service http://www.pasadena.edu/Departments/faqs.cfm?Dept=police#Item56

3B.17 FEMA Incident Command System http://www.fema.gov/emergency/nims/

3B.18 PCC Emergency Operations Action Plan and Emergency Procedures Booklet http://pasadena.edu/resource/accred_427.pdf

3B.19 Seismic Evaluation of Existing Buildings per ASCE/SEI 31-03 "Tier 1 Screening for Pasadena City College" [Confidential Report] http://www.pasadena.edu/resource/accred_428.pdf

3B.20 Accessibility (ADA) Plan Development http://pasadena.edu/resource/accred_429.pdf

3B.21 Hazardous Materials Officer Employment Announcement http://pasadena.edu/resource/accred_430.pdf

3B.22 Asbestos Inspection Report http://pasadena.edu/resource/accred_424.pdf

3B.23 vacant

3B.24 vacant

3B.25 Police to Population Ratio Report by Chief Peter Michael http://pasadena.edu/resource/accred_435.pdf

3B.26 Police and Safety Services Program and Unit Plans http://csweb.Pasadena.edu/pb/

3B.27 Chiller Replacement Project and Rebate http://pasadena.edu/resource/accred_436.pdf

3B.28 Measure P website http://www.pasadena.edu/bond/

Evidence for Standard IIIB (continued)

3B.29 *The Planning Process at Pasadena City College*
http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf
3B.30 Requests in the Program and Unit Plans
http://csweb.Pasadena.edu/pb/
3B.31 Facilities Analysis/Prioritization Extraction Reports
http://www.pasadena.edu/resource/accred_439.xls
3B.32 Physical Plant and Instructional Support Block Grant Allocations
http://pasadena.edu/resource/accred_440.pdf
3B.33 Measure P Reconstruction Upgrade Budget Summary
http://pasadena.edu/bond/budget/reconstruction.html

Standard IIIC — Technology Resources

> **Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**
>
> **IIIC.1   The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

Descriptive Summary

The college has instituted a variety of planning processes, standards, and evaluation instruments to ensure that technology on campus supports the academic goals and mission of the college. These goals are directed toward meeting the needs of learning, teaching, collegewide communications, research, and operational systems. Computing Services and Management Information Services (MIS) provide the college centralized systems for instructional technology services, student services, and administrative services. All programs, units, and areas within the college review and submit technology requests as part of the college annual planning process. Technology requests, upgrades, and replacements are evaluated for feasibility by computing services and MIS and then these can then be addressed within the unit and area planning processes (3C.1). Computing Services and MIS determine effective common systems and efficient use of college resources in consultation with client departments (3C.2).

The Campus Technology Committee (CTC) has representatives from faculty, staff, students, and administration representing all the areas of the college. In 2006, a Technology Master Plan was drafted by the CTC and reviewed and approved by all shared governance groups and the Board of Trustees (3C.4). Components of this master plan included the Desktop Upgrade Plan (3C.5), Student Lab Upgrade Plan (3C.6), the Network Infrastructure Upgrade Plan (3C.7), a Media Enhanced Classroom Project Management Plan (smart classroom plan) [3C.8], and a discussion of an Enterprise Resource Planning System (ERP) [3C.9]. In addition, this committee worked with IPRO to design faculty, staff, and student technology surveys. During 2007 and 2008, CTC developed a mission and a concept paper describing its advisory role for campus technology. CTC worked through self-reflection and dialogue to reestablish its priorities and focus, including proposed changes to the committee membership intended to ensure equal representation of campus constituents and technology expertise (3C.10; 3C.11).

The Desktop Upgrade and the Student Lab Upgrade plans are funded from instructional equipment funds and various other sources. These upgraded computers meet the needs of learning, teaching, and collegewide communication (3C.6). The plan requires that student lab computers be upgraded every three years, and those computers are refurbished for faculty and staff. The upgrade plan timeline is discussed with the division deans and area managers. Prior to initiating the plan, 20 percent of student computers were less than three years old, and 50 percent of faculty and staff computers were less than five years old (3C.5; 3C.6). Under the Desktop Upgrade Plan, no student will work on a computer that is more than three years old. This is a significant improvement for all constituents. All contract faculty who have requested a computer have received one, and all

classified employees have access to computers. Funding for faculty and staff special technology needs are part of the plan, and these needs also are identified in the unit planning process (3C.12).

The Network Infrastructure Upgrade project, scheduled to be operational through 2018, was developed by a campus shared governance committee with the assistance of Western Telecommunications Company (WTC) [3C.7]. Several companies answered the request for proposals in which firms were asked to respond to four different design models developed by the college. The implementation of the Network Infrastructure Upgrade project contract, awarded to Verizon Business Services by the Board of Trustees on September 19, 2007, provides for a converged data and voice network infrastructure with a wireless overlay (3C.7). Although this project will be reviewed annually, it is anticipated that no significant changes to the project will be needed before 2018. However, expansion room was built into the infrastructure to be used on an as-needed basis.

To encourage and support the use of multimedia in teaching and learning, the media enhanced classroom project management plan was developed in January 2005. The objectives were to streamline the process of creating media enhanced development and installation; to provide information to the campus community regarding current and emerging classroom technologies; and to create significant cost savings to the college based on purchasing equipment, projector lamps, and theft prevention accessories (3C.8). As of September 2007, 54 classrooms on the main campus as well as the multipurpose room at the Community Education Center (CEC) were converted to media enhanced classrooms (3C.13).

The Office of Academic Support provides technical and pedagogical training and the administration of the online course management system. The Academic Senate Distance Education Committee meets regularly to address distance education issues including technology (3C.14).

The final component in the Technology Master Plan addressed the need for implementation of an enterprise resource planning (ERP) system that provides a comprehensive operational campus system for communications and to address the needs of the current stand-alone systems (3C.9). Strata Information Group (SIG) was hired to perform a technology assessment focused on business process analyses as well as to determine the need for an ERP system.

To further support college operational systems, PlanNet Consulting was hired to examine and report on college business continuity plans. The technology assessment project reports will result in recommended strategies to move the college into a more integrated database management model and to set future directions for technology and technology support. Built in redundancy is a component of these plans (3C.14a).

To meet the needs of students, the college has developed an extensive web presence that consists of a wide array of web-based services. Maintenance and support for these web-based services is distributed among four distinct departments (MIS, Computing Services, Academic Support, and External Relations) and across the three areas of the college: Administrative Services, Student and Learning Services, and Instruction. Increasing reliance on web-based services requires a commensurate increase in staff support.

Self Evaluation

The college meets the standard.

In order to continue to meet the growing technology needs of the college, centralizing technology support and coordinating efforts is imperative. Since the completion of the last accreditation self-study report, the college has planned, committed the financial resources, and is implementing major technology improvements designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems. Needs are identified through the annual planning process and addressed by the CTC through the shared governance process. Collegewide technology surveys confirm that efforts to meet technology needs are improving. However, the distributed nature of technology support causes confusion for users and has not provided adequate support.

Planning Agenda

The Office of Administrative Services will use the Strata Information Group (SIG) and PlanNet Consulting reports to design an effective organizational structure for technology support. (Same planning agenda as found in standard IIIC.1a, 1c, and 1d)

IIIC.1a   Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The three primary processes for ensuring the college's technology services, professional support, facilities, hardware, and software are the planning and budget process, the collegewide technology survey, and white papers on technology needs and opportunities (3C.11). The planning and budget processes are designed to enhance the operation and effectiveness of the institution. The planning and budgeting processes provide all programs, units, and areas the opportunity to identify technology needs and anticipated costs.

The collegewide technology survey queries students, faculty, and staff about their awareness of and satisfaction with technology services and support. The most recent survey (faculty edition), conducted in the spring of 2006, noted, on a scale of 1 to 5 (5 indicating greatest satisfaction), that the degree of satisfaction was "neutral" to "satisfied" regarding faculty office software and hardware (3C.15). Response to the question regarding degree of satisfaction with office computers indicated a mean rating of 3.90 for software, 3.73 for hardware, and 3.98 for Internet access. Faculty responses showed overall satisfaction with classroom technology, with a mean rating of 3.93 for computers and 3.69 for media enhanced classrooms. In response to the question regarding satisfaction with instructional technology support, contract faculty rated the college below average in five categories, and adjunct faculty rated the college as below average in all nine categories (3C.15).

CTC periodically commissions white papers to study perceived technology needs and opportunities. White papers were prepared on staff training, wireless access, smart classrooms, and the need for an ERP system.

In 2005, a commitment to distance education was articulated in the technology master plan as a priority issue and strategic direction (3C.4). The Office of Academic Support was established, in part, to provide instructors with technical and pedagogical training and direction to facilitate online instruction. This office supports all distance education instructors using the campus-adopted learning management system (3C.16; 3C.16a). The college's online offerings provide additional opportunities for student access and success.

In the spring of 2007, the academic support office began offering a series of workshops in which faculty were given an overview of the tools of Blackboard/WebCT and an effective pedagogy for online learning. One full-time technician and one full-time distance education specialist manage all technical and training aspects of the course management system. The Computing Services Help Desk provides some distance education support for faculty and students in online classes. The New Media Center's Faculty Technology Training Lab provides limited support for faculty development and training in production of distance education media. Training sessions are offered for the most common office and digital media software programs. A lab administrator is available one day a week to teach workshops and facilitate use of equipment and software programs.

A plan and funding are in place to upgrade the systems in the faculty technology training lab (3C.16b). The upgrade will include installing eight Apple laptops, two Apple G5 tower systems, and ten desktop PCs. The newest version of Adobe Creative Suite software will be included in the upgrade. Currently, network cabling is being installed to enable the upgraded systems to benefit from a networked environment.

On campus facilities are available that provide students with technological services, hardware, and software. All students have access to computer labs. Of the 1,193 students participating in the spring 2006 technology survey, 75 percent reported using a student lab in the past year (3C.15). On this same survey, 47 percent of faculty responding reported using a classroom lab in the past year (3C.15). The college has established over 70 computer labs with a total of 1,676 traditional workstations (including ADA-compliant workstations) for student use including access to web-based courses (3C.13a). For additional student computer access, a wireless system is available in the library. Wireless will be available throughout campus at the end of 2009. The college also has invested in a number of computers on wheels (COWs), which are mobile carts with laptops that can easily be moved to classrooms or other locations on campus to support instruction and learning through technology.

The Computing Services Help Desk serves the technology needs of the entire college community. Incidents can be filed online or by phone. These incidents are logged and prioritized by technicians who schedule service according to need and staff availability (3C.17).

The college website, managed by the web producer in the External Relations area, supports instruction and communication through the portal, a web-based content management system available to faculty and staff. It delivers web pages with news, events, office hours, and documents for classes such as syllabi, tutorials, and study guides. The college relies on its website to provide services and information online (3C.18).

In 2008, the college purchased the eLumen software, which assists faculty in the assessment of SLOs and SSOs and the assessment results (3C.19). This software enhances the operation and

effectiveness of the institution by providing assessment results for course, program, and institutional-level student level outcomes.

Self Evaluation

The college meets the standard.

PCC is implementing a variety of technology-related plans to enhance the operation and effectiveness of the institution and address current technology advancements and challenges. The Network Infrastructure Upgrade Plan includes a staff training component.

Planning Agenda

The Office of Administrative Services will use the Strata Information Group (SIG) and PlanNet Consulting reports to design an effective organizational structure for technology support. (Same planning agenda as found in standard IIIC.1, 1c, and 1d)

IIIC.1b   The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Student technology training is accomplished in the curriculum as well as in the Learning Assistance Center labs, the library's labs, and program-specific computer labs in divisions. Student technology training is also provided through the library's information competency classes, the DSP&S High Tech Center for assistive technology, Writing Center classes, Blackboard/WebCT online tutorials, and a variety of internships available in specific programs. Divisions work with advisory committees to keep informed of workforce technology needs for specific CTE programs and to evaluate and update technology training as needed and as funds permit.

The student technology survey showed 17.4 percent of students rated their technology skills as excellent, 33 percent above average, 42.4 percent as average, 5.7 percent as below average, and 1.5 percent as poor (3C.15).

Faculty and staff technology training is decentralized and distributed among the New Media Center, the library, the Faculty Development and Distance Education committees, Academic Support, and in departments. Some technology resources are supported with online user guides (3C.20). The college actively promotes participation in the California Community College @ONE Project and the Community College Foundation annual TechEd conference. To keep technology skills current, faculty and staff participate in state and national professional organizations and attend appropriate technology conferences.

New software systems typically are purchased with training components to ensure that systems are used effectively. "Train the trainer" sessions and workshops are offered as needed to facilitate student, faculty, and staff training (3C.21).

Through the Multimedia and Entertainment Initiative grant, the Digital Media Center has provided multimedia and instructional technology training for community college faculty and staff throughout the state (3C.22). The grant also provides annual professional and staff development

activities to community members, students, faculty, staff, and business representatives through a winter series of classes, presentations, and forums.

Self Evaluation

The college meets the standard.

Programs are in place to deliver quality technology training to students, faculty, and staff.

The 2006 technology survey showed differences in responses among faculty, classified staff, and managers. Contract and hourly faculty rate the quality of technology training slightly above average, although they indicate that convenience of training could be improved. Classified staff rate the quality of training as average. Managers rate technology training as above average in all five categories (3C.15). Most short-term training includes a satisfaction survey, but there is no assessment or report, and at this time, the surveys are not systematically used to plan future activities.

Planning Agenda

The Institutional Planning and Research Office will distribute an updated campus technology survey to all segments of the college community to evaluate current needs.

IIIC.1c   The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Computing Services and Management Information Services (MIS), in consultation with the Campus Technology Committee (CTC) and the College Coordinating Council (CCC), systematically plan, acquire, maintain, and upgrade or replace the technology infrastructure and equipment to meet institutional needs. Foremost examples are the Network Infrastructure Upgrade Plan, the Desktop Replacement Plan, the Lab Replacement Plan, the Media-Enhanced Classroom Technology Plan, the technology assessment project being conducted by the Strata Information Group (SIG), and the PlanNet Consulting report (3C.5; 3C.6; 3C.7; 3C.8; 3C.10).

The college has consistently made progress in upgrading and replacing technologies with the exception of the campus network and administrative systems running on the Hewlett Packard (HP) 3000. The network infrastructure upgrade, on schedule for completion in December 2008, addresses the needs of the campus network. The upgrade of the student records information system, targeted for winter 2010, will address one important application on the HP 3000. The SIG analysis will result in recommendations for the migration of the remaining systems.

PCC is committed to keeping information systems secure, and to complying with the laws and regulations that protect the privacy of individuals. Student social security numbers have been replaced with individual identifier numbers in the student records system. New employees are required to sign an acceptable use statement and be authorized by appropriate management prior to being given access to information systems (3C.23).

The college follows industry standards for system and network security. This is a major focus of the approved Network Infrastructure Upgrade Plan that will upgrade data, voice, and wireless systems by December 2008. Upon completion, periodic future upgrades have been included in the plan. Additionally, new buildings under construction include infrastructure designed to meet institutional and future needs. These will provide a robust and redundant technological environment for students, faculty, and staff. Computer firewalls and the Internet traffic management appliance have been upgraded (3C.24). All MIS servers and key staff have active antivirus systems that are centrally managed, and all of the critical MIS hardware and software systems are maintained under support agreements either directly with the supplier or with outside entities (3C.25). The hardware is under a 24x7x365 maintenance plan. Full server backups are performed weekly with a change information backup performed nightly. These backups are sent off-site for disaster recovery. The supporting centralized technology systems cover all three campus locations.

Self Evaluation

The college meets the standard.

The college will complete the Network Infrastructure Upgrade in 2008. Once the technology assessment project is completed by SIG, the results and recommendations, including replacement of the HP 3000, will be shared with the campus community.

Planning Agenda

The Office of Administrative Services will use the Strata Information Group (SIG) and PlanNet Consulting reports to design an effective organizational structure for technology support. (Same planning agenda as found in standard IIIC.1, 1a, and 1d)

IIIC.1d   The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The distribution and utilization of technology resources for the campus is driven by technology requests detailed in the program, unit, and area plans. Requests for technology are reviewed and prioritized by area vice presidents. Computing Services and MIS serve as technical advisory departments. The college has successfully competed for the CTE SB70 grant and other grants that assist funding for advanced technology programs both in academic and career and technical education programs. The Digital Media Center, funded by Multimedia & Entertainment Initiative (MEI) and housed in the Visual Arts and Media Studies Division, is an example.

Technology is widely available and used extensively by students, faculty, and staff throughout the college. Several computer labs, the library, and classrooms are designed to serve student technology needs. The new Campus Center will have wireless networking once remodeling is completed in fall 2009. Students have access to approximately 1,700 computer stations, and all computer labs contain ADA-compliant stations. There are approximately 1,300 desktop and 600 notebook computers for faculty and staff (3C.13). Duplicating and printing services for faculty and staff also are available through Office Services. The Publications Office provides document

development, graphic design, and layout for college marketing, outreach, and information materials. The Help Desk, under the direction of Computing Services, is the primary service point for all technology support, maintenance, and repair requests. The spring 2006 technology survey results showed all employees being satisfied with Help Desk services and support and slightly less than satisfied with the timeliness of assistance (3C.15).

Self Evaluation

The college meets the standard.

PCC is committed to providing and supporting technology resources to students, faculty, and students.

Planning Agenda

The Office of Administrative Services will use the Strata Information Group (SIG) and PlanNet Consulting reports to design an effective organizational structure for technology support. (Same planning agenda as found in standard IIIC.1, 1a, and 1c)

IIIC.2   Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The annual planning and budgeting processes provide all programs, units, and areas the opportunity to identify technology needs. In addition, the Technology Master Plan (TMP) identified key areas for development: desktop upgrade (3C.5), student lab upgrade (3C.6), network infrastructure upgrade (3C.7), media enhanced classroom project management (smart classrooms) [3C.8], and a discussion of an ERP system (3C.9). The college TMP calls for the integration of the planning and budgeting processes as they relate to technology (3C.4). It identifies technological opportunities and challenges and strategic directions for technology within specific areas, in addition to providing guidelines for technology planning and progress reporting. These planning initiatives have been moved to the online planning process.

Administrative decisions regarding technology also are part of the overall planning and budgeting processes. Program and unit plans identify problems, needs, technology requirements, and proposed solutions. The unit and program plans are incorporated into the college overall strategic directions within the Institutional Strategic Planning retreat. Area vice presidents establish the funding priorities for identified technology elements after consultation with members of their respective areas. These priorities are reflected in the funding allocations to cost centers, which establish priorities for purchases.

Administrators of categorical funding use a variety of methods to establish the priorities for their technology funding. Funding for the special needs of faculty and staff that are not part of the desktop upgrade plan is prioritized by the three area vice presidents.

As departments enter into their planning processes, representatives confer with Computing Services and MIS for advice and input regarding technology requests. The assistant dean of Computing Services and the director of MIS then review the technology-related components of the unit plans. Status updates about technology requests are provided to managers (3C.26).

The Executive Committee prioritizes all needs for technology-related staffing as well as other staffing. Review of technology staffing roles and levels is being assessed in the SIG technology assessment project (3C.10). Major technology initiatives, such as the Desktop Upgrade Plan, the Network Infrastructure Upgrade Plan, and the technology assessment project are presented to the Board of Trustees for approval.

The technology survey identifies student, faculty, and staff perceptions of technology use and needs. The survey data is reviewed by IPRO and research findings are made available for use in future planning. The last survey was conducted in spring 2006, and another is scheduled for spring 2009 as part of the technology assessment project. CTC periodically commissions white papers to study technology needs and opportunities.

Self Evaluation

The college meets the standard.

The institution has created an effective planning process that integrates technology through program, unit, and area plans. As student needs and technology continue to evolve, the planning process has identified challenges in the delivery of services. Results of the 2006 technology survey have been reviewed by IPRO and published in *Research Findings* (3C.15). Survey results did not show dissatisfaction with computer access and technological support. Technology management responsibilities span multiple areas, which can affect planning, implementation, and maintenance.

Program planning is an effective way for the campus community to articulate specific program needs. The institution relies on its subject area experts to point out what is required in terms of technology. However, technology requests submitted in the planning process often lack detailed explanations, impeding technology support personnel from fully understanding needs and implications.

Finally, there is a lack of consensus regarding the appropriate balance between centralized and decentralized decision making. In some instances the president, Computing Services, and MIS have had to make technology decisions unilaterally to meet operational needs. Recent initiatives, such as the Network Infrastructure Upgrade and SIG's technology assessment project, have modeled shared governance decision making.

Planning Agenda

The Office of Administrative Services will ensure that the Technology Master Plan will be reviewed by the College Technology Committee.

Evidence for Standard IIIC

3C.1   Computing Services and Management Information Services Unit Plans
        http://csweb.Pasadena.edu/pb/
3C.2   Evaluations of Resource Usage Done by Computing Services and MIS (Instruction
        example)
        http://www.pasadena.edu/computingservices/includes/documents/InstructionUnitPlans.pdf
3C.3   vacant
3C.4   Technology Master Plan
        http://www.paccd.cc.ca.us/library/techplan/tptitlepage.htm
3C.5   Desktop Upgrade Plan
        http://www.pasadena.edu/computingservices/includes/documents/StatusReport.pdf
3C.6   Student Lab Upgrade Plan
        http://www.pasadena.edu/computingservices/includes/documents/LabUpgradeSchedule.pdf
3C.7   Network Infrastructure Upgrade Plan
        http://pasadena.edu/computingservices/network/
3C.8   Smart Classroom Project Plan
        http://www.paccd.cc.ca.us/library/techplan/smartclassroomprojectmanagementplan.htm
3C.9   Enterprise Resource Planning System (ERP) as Identified in the Technology Master Plan
        Area on Central Information Systems.
        http://www.paccd.cc.ca.us/library/techplan/20060210.htm#central
3C.10   Campus Technology Committee (CTC) Wiki
        http://ctcpcc.pbwiki.com
3C.11   Concept Papers on the Operational Organization of the CTC
        http://ctcpcc.pbwiki.com
3C.12   Computer Requests Identified in Unit Planning
        http://pasadena.edu/resource/accred_515.xls
3C.13   Smart Classroom List on New Media Center website
        http://www.pasadena.edu/newmediacenter/services/smart-classroom.cfm
3C.13a Computer Labs on Campus   http://www.pasadena.edu/studentservices/computerlabs/
3C.14   Distance Education Committee
        http://www.pasadena.edu/Departments/meetings.cfm?Dept=de
3C.14a PlanNet Consulting Board Minutes, July 16, 2008
        http://www.pasadena.edu/MeetDocs/board_8937_B.pdf
3C.15   *Research Findings* 16, 18, 19, and 20 (results of the technology surveys of students,
        faculty, and staff)   http://www.pasadena.edu/IPRO/research/researchfindings.cfm
3C.16   Office of Academic Support   http://www.pasadena.edu/academicsupport/index.cfm
3C.16a Distance Education website   http://pasadena.edu/de
3C.16b Faculty Technology Training Lab   http://www.pasadena.edu/newmediacenter/techtraining/
3C.17   Help Desk Protocols and Incident Logs   http://www.paccd.cc.ca.us/helpdesk/help.htm
3C.18   Pasadena City College website   http://pasadena.edu
3C.19   eLumen   http://elumen.pasadena.edu/elumen
3C.20   Online User Guides   http://www.pasadena.edu/newmediacenter/production/websiteProd/
3C.21   Software Training and "Train the Trainer" Workshops
        http://www.pasadena.edu/computingservices/network/training.cfm
3C.22   Digital Media Center Technology Training Workshops
        http://www.pasadena.edu/dmc-pcc/workshop/index.cfm

Evidence for Standard IIIC (continued)

3C.23 Privacy, Security and Acceptable Use of Electronic Resources, Board Policy 5350
http://www.pasadena.edu/IPRO/Policies/pcc_5350.pdf

3C.24 Firewall and Internet Traffic Management Upgrades
http://www.pasadena.edu/resource/accred_397.pdf

3C.25 Technology (hardware and software) Support Agreement
http://www.pasadena.edu/resource/accred_398.pdf

3C.26 Area Technology Requests Extracts and Analysis—status reports to areas
http://www.pasadena.edu/computingservices/
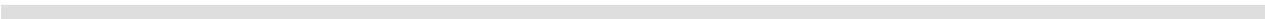
Standard IIID — Financial Resources

> **Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

The financial resources of the college are sufficient to support student learning programs and services and to improve institutional effectiveness. Pasadena City College's comprehensive financial planning process supports institutional goals and other planning efforts. The sound financial position of the college is attributed to responsible financial management and prudent decision making. PCC has always maintained the state-recommended reserve while providing the financial resources to support student learning programs, services, and institutional effectiveness.

For fiscal year 2007-08, the college's adopted budget had total general fund, unrestricted revenues of $120,210,122 and total expenditures of $123,777,847 with a contingency reserve of 9.09 percent (3D.1).

The college's financial plans reflect a planning process that involves constituencies throughout the college community. The college considers the academic master plan, long-range financial planning, FTES projections, enrollment capacity limits, and state funding levels in its financial planning process.

In March 2002, voters approved a $150 million general obligation bond (Measure P) in support of the college (3D.2). Measure P funds are slated to repair and rehabilitate the college's facilities to meet current health, safety, accessibility, and instructional standards; replace worn-out plumbing; upgrade existing electrical systems to better access technology; replace aging heating, ventilating, and air conditioning systems; renovate outdated classrooms and other Career and Technical Education (CTE) training facilities; and construct other facilities to relieve overcrowding (3D.3).

> **IIID.1   The institution relies upon its mission and goals as the foundation for financial planning.**
>
> **IIID.1a   Financial planning is integrated with and supports all institutional planning.**

Descriptive Summary

PCC's mission, values, policies, procedures, and goals guide the college planning and budgeting processes. The college's planning policy states that the college shall implement a comprehensive,

integrated planning process that expresses its philosophy and mission (3D.4). In September 2004, for the 2005-06 planning cycle, the college began using an online integrated planning system that links program review, assessment, and academic planning with strategic planning, facility planning, and budget planning.

The college has four planning levels (programs, units, areas, and the college as a whole), and the process encompasses planning efforts in areas such as budgeting, human resources, facilities, technology and development, evaluation, revision, and discontinuance of instructional and non-instructional programs and services. During program review and annual planning, departments examine the alignment of programs with the institutional mission, evaluate program effectiveness, identify resource needs, and formulate future plans. Divisions and departments synthesize program plans and program reviews into unit plans. The unit plans are then incorporated into the appropriate area plan: Administrative Services, Instruction, Student and Learning Services, and Office of the President. Funding takes place at the area level.

The college's discretionary funding is limited. Historically, the college has used a rollover budget process each year. Over 87 percent of the general unrestricted budget is allocated to salaries and benefits, and an additional 10 percent is allocated to fixed operating costs, leaving approximately 3 percent to be distributed using the following priorities: (1) items mandated by the government or regulatory agencies; (2) items that support the mission of the college; (3) items that support or are supported by specialized plans such as the technology, facilities, and/or academic plans; and (4) requests for additional funding that do not directly apply to any of the first three categories (3D.1). A unique aspect to the PCC budget is the segregation of the dollars that used to come to the college as Accountability Reporting for the Community Colleges (ARCC) funding (formerly Partnership for Excellence). These funds have always been set aside as discretionary and allocated annually by the ARCC committee for one-time and innovative programs and projects to support student success. For 2007-08, ARCC funding totaled $4.4 million.

Because of limited discretionary funding, the Resource Advisory Committee (RAC) has for many years been functioning as an information-sharing group rather than as a committee to establish priorities for discretionary funding as described in the planning handbook, *The Planning Process at Pasadena City College* (3D.5). The college has recently stated formally that RAC will begin creating a priorities list as called for in the planning handbook. Ultimately, the Board of Trustees, the president, and the executive team ensure that the planning and decision-making processes are responsive to overall collegewide goals.

Self Evaluation
The college meets the standard.

The financial planning process has proven adequate for distribution of resources although it is not in complete alignment with what is stipulated in the planning handbook (3D.5). RAC, through reflective evaluation and dialogue, is working to update the current resource allocation process by focusing on aligning the process with the planning handbook's guidelines.

While comments from employees support their inclusion in the planning process, some feel that results from the resource allocation process have not been widely disseminated. To address these concerns, efforts have been made to improve campuswide understanding of budget development and its alignment to the planning process. In 2007-08, the vice president of Administrative Services gave a series of presentations providing an overview of the budget process (3D.6).

Planning Agenda
None

IIID.1b   Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
The college places student learning and success as the top priority of its financial resource allocation. PCC receives the majority of its unrestricted general fund money from the state of California apportionment that is calculated using FTES attendance figures (3D.7). Categorical funds, which are restricted, are additional sources of revenue.

To maintain fiscal responsibility and support student success, the college has traditionally limited enrollment to approximately two percent over the maximum amount the state will fund. General fund revenue received by the college is derived from state-calculated allocation and growth revenue. An annual plus or minus adjustment to the revenue may occur based on changes to the amount of FTES.

Funds from ARCC have been provided by the state as an additional source of revenue to the college. These funds have been designated by the college specifically to improve student success. The college has elected not to use ARCC funds for permanent positions, but instead has chosen to treat these funds as if they were categorical. Proposals for ARCC funds are submitted by individual faculty and staff members or by departments. The proposals are reviewed and then approved or rejected by a committee (3D.8; 3D.9; 3D.10; 3D.11).

Capital outlay funds (categorical) provided by the state, when available, serve as an additional resource in the development of capital improvement plans. Institutional planning also includes the acquisition of funds through grants (3D.12).

A concerted effort is made on securing external funding. The Grants Office assists the college in obtaining revenues by writing grant proposals to both government and private sources. Working with the PCC Foundation, the Grants Office has substantially increased the number of grants received from private foundations and corporate giving programs. For example, in 2002-03, private grant awards totaled $137,829 compared to $295,985 in private funding in 2007-08. Total grant funding for 2007-08 was $3,023,470 (3D.12).

Finally, one of the features of the college's online planning system is the ability to extract reports on the resources requested to support the goals and objectives stated in unit plans. Using this

feature, IPRO discovered that approximately $34 million of resources (personnel, technology, funds, and facilities) were requested through the 2007-08 unit plans. Considering the college's unrestricted funds total less than $135 million, the unit plans' requests exceeded 25 percent of the college's total unrestricted funds. The fact that resources requested in unit plans exceed resource availability has led to disappointment among people in some programs and units when they do not receive what was requested. To help alleviate this disappointment, the dean of IPRO has offered presentations to the college about the realities of the planning and budgeting processes (3D.13).

Self Evaluation

The college meets the standard.

PCC's activities demonstrate that it continues to exercise fiscal responsibility and accountability and is increasing its dissemination of budget information to the campus community. In actuality, the college's planning does reflect realistic assessment of financial resources availability even though some employees may feel disappointed by the limited-resources reality.

Planning Agenda

None

IIID.1c   When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The Board of Trustees has the responsibility to assure the long-range stability of the institution, and it is aided in this responsibility by receiving timely and accurate reports from the administration (3D.14).

The Board has adopted budget development policies to guide short- and long-range budget planning and to effectively communicate the financial position of the college district to all constituent groups. Each year, one of the Board's goals is that the budget will be balanced with current year expenditures covered by current year revenues (3D.15).

In the development of the adopted budget, all current and long-term obligations are identified and resources allocated according to collegewide priorities. The college budgets a minimum reserve of five percent of annual unrestricted expenditures as a cushion against budget vagaries (3D.1; 3D.16).

Further evidence exists that the college makes long-range plans to meet liabilities and future obligations. For example, on July 16, 2008, the Board approved Resolution 437 to authorize the use of an aggregate cash balance and inter-fund transfers to meet employee salaries and college obligations that may arise from the state's failure to approve a budget in a timely manner (3D.17). Another example is its contractual obligation regarding the provision of health benefits for retirees. While all eligible employees receive health and welfare benefits, the college also

provides to qualified retirees "other post employment benefits" (OPEB), which for PCC are primarily health benefits. The increasing number of retirees eligible for post-retirement health benefits and the corresponding financial obligation garnered the attention of the Governmental Accounting Standards Board (GASB), which issued standards 43 and 45, requiring institutions to clearly state the magnitude of the obligation and have a plan to satisfy the long-term obligation (3D.18). PCC, like most institutions, has provided these benefits on a "pay-as-you-go" basis as a line item in the annual expenditure budget. Currently, the college spends $1.4 million annually. The college has addressed the long-range financial implications for retiree benefits in a number of ways. The Board commissioned an independent actuarial study that defined the magnitude of the obligation. In PCC's case, the OPEB obligation is estimated at $22 million. A restricted set aside has been identified in the college's self-insurance fund (Fund 61) for retiree health benefits. On October 1, 2008, the Board adopted a Standardized Contribution Plan that incorporates annual contributions to Fund 61 to satisfy this obligation (3D.19).

Another example of long-range financial planning is the college's passage of the Measure P general obligation bond in 2002. Through the facilities planning process and the analysis of long-term funding requirements, it became clear that the college would be unable to improve and expand its facilities with traditional methods. The bond provides funds to construct a parking structure (completed in January 2006), an arts building, a campus center/bookstore, and an industrial technologies building, as well as funds to upgrade the campus infrastructure (3D.20). Prior to the passage of Measure P, the college issued Certificates of Participation (COPs) to build a parking structure. COPs are a long-term funding method and are repaid each year from the college's general fund.

Self Evaluation
The college meets the standard.

PCC has identified short- and long-range financial priorities and has consistently demonstrated a record of financial stability. The college has identified and appropriately planned for resources to pay long-term obligations.

Planning Agenda
None

> **IIID.1d** **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Descriptive Summary
After the last accreditation, the college integrated its planning process with resource allocation and revised its planning handbook, *The Planning Process at Pasadena City College*, accordingly (3D.5). In 2004, the planning process moved into an online environment that has allowed for the integration of goals and objectives from one planning level to the next. The various levels of planning (program, unit, and area) generally impact the college budget through the decisions made by managers and staff as they allocate their unit's existing and additional resources to

accomplish their goals. *The Planning Process at Pasadena City College* offers information on specific connections between planning and budgeting and stipulates that all constituencies may participate in the process (3D.5).

Self Evaluation

The college meets the standard.

Units are using the planning process to effectively identify their goals, objectives, and needs. The result of this process is an accumulation of personnel, facilities, and technology resource requests (3D.21; 3D.21a; 3D.21b).

Planning Agenda

None

IIID.2   To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID.2a   Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The vice president of the Administrative Services area has overall responsibility for budget development and financial management. A variety of administrative levels, procedures, and processes ensures appropriate controls are in place. Area administrators, deans, cost center managers, and designated staff members have online access to the financial system. This look-up capability allows them to view their expenditure and revenue accounts, providing managers with better control of their financial resources to operate within their budget. Printed financial reports from Fiscal Services are distributed to administrators and managers on a monthly basis, with an indication of line items that may require budget transfers. The vice president of Administrative Services periodically receives a listing of overdrawn accounts for action. Special reports can also be requested through MIS. However, the financial system does not fully interface with the Purchasing ESCAPE system, the Office of Financial Aid's Financial Aid Management (FAM) system, Human Resources, or the Student Account system.

The vice president of Administrative Services periodically reports to the campus community on the budget process and allocation of funds. The most recent presentation revealed that approximately 87 percent of the college's unrestricted expenditures are allocated to employee compensation (salaries and benefits) [3D.6]. Categorical funds are available to support programs and services that promote student learning. The college has obtained grant funds to support programs such as three United States Department of Education TRIO Programs (Upward Bound, Math/Science Upward Bound, and Student Support Services); a National Science Foundation

grant to increase the number of students majoring in science, technology, engineering, and mathematics; Foster Care Programs; the Mathematics, Engineering and Science Achievement Program (MESA); CalWORKs; the Child Development Center; and the California High School Exit Exam (CAHSEE) Preparation Program (3D.12).

As required by the California Education Code, an annual audit is performed by an independent Certified Public Accounting firm on all financial records of the college, including all district funds, student financial aid, the bookstore, the PCC Foundation, Associated Students, trust funds, Measure P funds, and reports required by the state. The college contracts with Vavrinek, Trine, Day & Co., LLP (VTD) for this annual audit. District audits routinely indicate that the college's financial management practices are "in conformity with accounting principles" governing community college districts (3D.22). Since the last accreditation visit, each year the college has received a favorable "unqualified" opinion from the auditors for the unrestricted general fund. The college's response to external audit findings shows that several procedural recommendations were promptly implemented and reported back to the auditors (3D.23).

Self Evaluation

The college meets the standard.

PCC's system supports its basic financial management needs; however, the technology needs to be updated and integrated. In addition, training for employees at all levels on the financial look-up system is needed. The college has procedures to oversee effectively and efficiently its financial affairs and complies with all electronic reporting requirements of federal and state agencies. It has established an Integrated College Systems Committee (ICSC) to study and evaluate the current systems as well as to determine current and long-term needs.

Planning Agenda

None

IIID.2b	Appropriate financial information is provided throughout the institution.

Descriptive Summary

The college distributes a variety of financial information to constituent groups. Its proposed annual budget is presented during three separate public meetings of the Board of Trustees (3D.14). A very detailed presentation to the Board of Trustees and public occurs approximately one month prior to the adoption of the budget for the new fiscal year. A copy of the printed adopted budget is available to each department cost center manager, the leadership of each governance group, and the collective bargaining units (3D.1).

As required by California Education Code 84040, an annual financial audit is conducted by VTD. The report and any findings are presented to the Board of Trustees during an open session meeting (3D.14; 3D.22). Copies of the report are available in the Fiscal Services office. The vice president of Administrative Services provides the Board with regular updates with regard to any changes to the current year budget and projections for the future year.

Each department receives a monthly budget printout and is responsible for monitoring expenditures and the accuracy of the data; managers also have online access to current budget information. Vice presidents are accountable to ensure expenditures in their area remain within budget.

Finally, the college completes, certifies, and submits the quarterly Community College Financial Statement (CCFS) 311 report to the CCCCO, which provides trustees and interested others a regular opportunity to monitor the ongoing financial condition of the college. Several constituent groups have requested that more budget and audit information be made available online.

Self Evaluation

The college meets the standard.

Managers are kept informed by receiving the entire college budget and monthly budget reports, viewing budgets and expenditure information online, and attending monthly management meetings. Posting the annual budget on the college website would make it more accessible to more people and would be more efficient and environmentally friendly. The same is true for the financial audits; they are available for viewing in the Business Office, but would be more accessible if also posted online. The annual college budget and audit report will be made available online to employees.

The president and the vice president of Administrative Services will continue to hold regular meetings, open to the campus community, to explain the budget processes of the state and the college.

Planning Agenda

None

IIID.2c   The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The CCCCO recommends a five percent general fund reserve, which the college has maintained. In addition, the Board of Trustees and the president have set a goal that the college's current year expenditures will not exceed the current year revenue (3D.15).

According to the CCFS 311 reports submitted to the CCCCO over the past six years, the college has had the following ending balances of unrestricted funds as compared to its expenditures for each year.

Fiscal Year	Ending Unrestricted General Fund Balance	Percent of General Fund Expenditures
2002 – 2003	$ 6,827,774	7.22
2003 – 2004	$ 9,646,620	10.87
2004 – 2005	$ 10,960,058	11.56
2005 – 2006	$ 12,487,182	12.50
2006 – 2007	$ 14,992,775	12.50
2007 – 2008	$ 14,492,775	13.24

College reserves as a percent of expenditures range from 7.22 to 13.24 percent from fiscal years 2002-03 to 2007-08 (3D.24).

As to strategies for risk management, the college is self-insured for property and liability coverage and is a member of a joint powers authority (JPA), the Statewide Association of Community Colleges (SWACC) [3D.25]. California Government Code 6500 permits two or more public agencies by agreement to join together for funding and/or establishing insurance. The funding/pooling process allows the member colleges to better control handling of claims as opposed to the management of claims by traditional insurance companies. The college has a self-insured retention (SIR) of $50,000 and coverage to $5 million through SWACC per occurrence for liability claims. Additional liability coverage up to $14 million is provided through the School's Excess Liability Fund (SELF) JPA (3D.26). For property losses, the college has a SIR of $25,000 and coverage of up to $500 million through SWACC.

Other risk management strategies include training employees on injury prevention, blood-borne pathogens, lock-out/tag-out, and asbestos awareness/avoidance (3D.27). The college also has a campuswide Health and Safety Committee to identify safety concerns and recommend appropriate actions. In addition, the Facilities Services unit, through the California School Employee Association (CSEA 777), has a Safety Committee to address concerns specific to its areas.

The college is self-insured for workers' compensation, with a per-claim SIR of $150,000. Additional coverage of up to $3 million per occurrence is provided through the Schools Alliance for Workers' Compensation (SAWCX II), another JPA (3D.28). Keenan & Associates administers the workers' compensation program. The college periodically has an independent actuarial study to assure sufficient funding to cover open and anticipated workers' compensation claims (3D.29).

Self Evaluation
The college meets the standard.

PCC has a comprehensive financial risk management program. The various self-insured programs, college reserves, and proper financial planning allow the college to respond to financial emergencies.

Planning Agenda
None

IIID.2d   The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

In 2007-08 the college had an overall budget of $292,807,147 that was allocated to the following funds.

Fund	Amount
01 – General Fund Unrestricted	$ 134,702,897
03 – General Fund Restricted	$ 17,179,417
29 – Capital Servicing Fund	$ 874,488
33 – Child Development Fund	$ 1,220,735
41 – Capital Outlay Fund	$ 14,811,553
42 – Building Fund (Bond)	$ 83,398,808
43 – Scheduled Maintenance Fund	$ 4,827,196
61 – Self-Insurance Fund	$ 18,733,006
74 – Student Financial Aid Fund	$ 17,059,047

The general oversight of the college's finances is the responsibility of the vice president of Administrative Services, who reports to the college president/superintendent. Management and oversight of specific finances is distributed across multiple college offices. The Office of Scholarships and Financial Aid administers the allocation of student financial aid and scholarships. The Fiscal Services office manages college accounts and most externally funded programs. Grant-funded programs from government sources are also monitored by various other offices and departments, including the offices of Academic Support and Student and Learning Services, the CTE division, and the Community Education Center (CEC). Grant-funded programs from private sources are managed collaboratively by the Grants Office and the PCC Foundation. The Business Services office and the Purchasing department control the development and implementation of contractual obligations.

The Board of Trustees oversees institutional investments and three of the four auxiliary organizations (Foundation, Associated Students, and Trust and Agency accounts), with direct supervision of these areas by college employees. Independent annual audits occur for each entity.

With respect to auxiliary organizations, the Foundation manages its own accounts and those of the Scholarship Fund Association. The Foundation's mission is to provide private support for the college's programs, including donations from individuals, corporations, and foundations (3D.30). The Foundation has its own bylaws, which are disseminated to members of its board of directors when they begin their service. The bylaws are also provided to Foundation staff, and they are referenced regularly to ensure that all Foundation activities comply with their provisions. Agreements that come under the purview of the Foundation include services provided directly to the Foundation (e.g., accounting and external audit), documents establishing associate organizations to raise funds for specified purposes, and documents outlining parameters for endowments, scholarships, and other gifts. The Foundation holds a contract with KPCC, the

public radio station formerly managed by the college district but now run by the Southern California Public Radio system. The payment for the broadcast license owned by the college supports Foundation fund-raising efforts and creates a 20-year endowment fund managed by the Foundation.

Financial services for the Associated Students (3D.31) and the Flea Market (3D.32) are provided by the Student Business Services office. Student Business Services also maintains financial operations for the bookstore, along with approximately 275 Trust and Agency accounts (3D.33) and another 50 sub-accounts for student and staff organizations. The current value of Trust and Agency accounts is $1.5 million.

Self Evaluation
The college meets the standard.

PCC has procedures in place to oversee effectively and efficiently its financial affairs. Since the last accreditation, district audits indicate "no material weakness in matters involving the internal control over financial reporting" (3D.22). In addition, the offices of Fiscal Services, Scholarships and Financial Aid, and Grants comply with all electronic reporting requirements of federal and state funding agencies. The Board of Trustees and appropriate area and unit managers will continue to monitor the operation of auxiliary organizations.

Planning Agenda
None

IIID.2e   All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
Four auxiliary organizations operate in support of the success of students and the college by providing scholarships and grants and/or monies for special projects and co-curricular activities. The four auxiliary organizations are the PCC Foundation (3D.30), the Associated Students (3D.31), the Trust and Agency accounts (3D.33), and the college bookstore (3D.34). The auxiliary organizations support the college mission by providing high-quality, accurate financial services to the various college constituent groups with courtesy, integrity, and efficiency. To ensure the integrity of the auxiliary organizations, all funds are subject to the same evaluation and audits as the college's financial accounts. These audits have indicated compliance with all regulations, confirming that the auxiliary organizations use their financial resources with integrity.

The PCC Foundation is a 501(c)(3) nonprofit, charitable, public-benefit foundation established in 1979. The Foundation raises funds to assist the growth and development of the college, allowing area residents and the local business community to interact with and support the college. The Foundation works closely with the Grants Office to obtain funding from private foundations and corporate giving programs in order to enhance the college's instructional programs and provide

student support services. The Scholarship Fund Association, previously a separate entity, was merged with the Foundation in September 2006 and annually allocates more than $200,000 in scholarship awards to deserving students (3D.35). Foundation operations are supervised by the dean of External Relations, who reports directly to the college president (3D.36).

The Associated Students organization provides a full complement of student activities at the college. They receive their funding primarily from the net revenues of the campus bookstore operation (3D.34). The Associated Students organization has a bookstore subcommittee, appointed by the Associated Students' board of directors, which establishes operating policies and procedures for the bookstore. This committee works closely with the bookstore manager. Additional net revenues from the bookstore go into the Student Services Fund, and appropriations of these funds are made by the Student Services Fund Committee, which includes student members. These monies, too, are allocated in a manner that is philosophically aligned with the college's stated mission of student success (3D.34a).

The Student Business Services office is responsible for the Trust and Agency accounts. The Trust and Agency accounts allow staff and student organizations to deposit funds and provide activities in support of various student programs. For example, the profits from the Flea Market provide scholarships for students and enhance instructional programs such as music, forensics, athletics, and student life. Approximately 275 Trust and Agency accounts exist (3D.32; 3D.33).

Finally, while operations are effective, many policies, procedures, and operating manuals in the various auxiliary support areas are out-of-date and do not necessarily reflect current practice and procedure.

Self Evaluation

The college meets the standard.

Independent audits verify that resources are used appropriately and with integrity (3D.22). All of the offices with fiscal responsibility for the college's auxiliary organizations will continue to implement procedures and programs to ensure that these organizations further the goals of the college, with particular emphasis on the college mission of successful student learning. Updating policies, practices, and operating manuals to conform to current industry practice would contribute to the integrity of these operations.

Planning Agenda

The Office of Administrative Services will review and update the policies, procedures, and operating manuals for the area's departments.

IIID.2f   Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Contractual agreements that are necessary to meet the mission and goals of the college are negotiated and executed in accordance with federal, state, and district policies and procedures to ensure compliance with all laws and regulations. Each contract is driven through layers of control at the college. The vice president of Administrative Services monitors agreements to ensure that the integrity of the contracts is maintained. All contracts must be approved by the Board of Trustees.

District purchases (or leases) for materials, supplies, or services in excess of $72,400 must be formally bid. Generally awards are made to the lowest responsive bidder. Two exceptions exist to the $72,400 limit: public works projects and professional services. Public works projects require the formal bidding procedure if expenditures are greater than $15,000 (Public Contract Code § 20111 and § 20651). This process must be completed before purchase orders can be issued. Education code allows the college to contract for professional services at any level without going through a formal bidding process.

Self Evaluation

The college meets the standard.

PCC systematically assesses the effective use of financial resources. Prior to approval, contracts are reviewed to ensure that all required elements are included as recommended by college counsel.

Planning Agenda

None

IIID.2g   The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The college has an annual external audit that analyzes internal control procedures (3D.22). The Board Audit Committee, consisting of three Board members and supported by the president and the vice president of Administrative Services, annually reviews the audit and its findings and periodically reviews the system and recommends improvements (3D.23).

PCC reviews its financial management processes periodically. During 2007-08, the budget review process was revised. Instead of meeting with all the managers at once, the vice president of Administrative Services scheduled four workshops. Breaking the workshops into four smaller groups provided a more comfortable setting to foster more interaction, participation, and communication, and created a greater understanding of budget issues. The vice president of

Administrative Services and the director of Business Services review the annual audit report and current fiscal operations in order to make recommendations for improvement (3D.23).

The college is running its legacy information systems and experiences difficulties due to the lack of an integrated and comprehensive information system. PCC is in the midst of a study to determine the best course of action in acquiring an ERP and is conducting a separate risk analysis study regarding its information systems. These studies should conclude in 2008-09, and a planned course of action, with corresponding funding, will be developed. In addition, contingent planning is underway if it is determined that an upgrade of the current system (Santa Rosa) will need to occur until a new ERP is implemented.

Self Evaluation
The college meets the standard.

External auditors routinely review the college's financial processes and have found them adequate.

Planning Agenda
None

IIID.3   The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
While the president/superintendent is charged with the overall responsibility for management of the college's financial affairs, the vice president of Administrative Services has direct responsibility and is assisted by the directors of Business and Fiscal Services and the supervisor of Student Business Services. The college continuously evaluates its financial management system and accounting procedures.

The college budgets are handled in a "rollover" manner rather than using a zero balance justification model because most of the resources must be allocated to personnel/payroll (salaries account for approximately 87 percent of the college budget) and fixed operational costs, leaving very little (about 3 percent) for discretionary spending (3D.1; 3D.6).

The president, supported by the Executive Committee, controls employment positions because they account for such a large percentage of the general budget. As for reallocating personnel/payroll funds, a list of open positions goes to the Executive Committee for review. Executive Committee members (the president, the three vice presidents, and the deans of Human Resources, Institutional Planning and Research, and External Relations) negotiate a hiring priority list.

How financial resources are assessed varies from one resource category to the next. At the college level, general funds are not assessed. Monies typically are not shifted from one area to another, but occasionally monies are freed up for reallocation when a program is decertified through a formal process. Unit plan development assumes a collegial process; area teams should discuss and allocate any additional resources (3D.21; 3D.21a; 3D.21b). Because the college does not formally assess monies that make up the general fund, it cannot use evaluation results as a basis for improvement in this area. However, the college does use its program review process as an indirect assessment of the effective use of resources. Specifically, the program review evaluates how well a program is functioning and what it needs to do to improve. Furthermore, the college utilizes its planning process to establish prioritized lists of goals and objectives and to identify the resources needed to accomplish them (3D.21; 3D.21a; 3D.21b). These prioritized lists exist to determine usage of the available discretionary funds of the program, unit, or area. All plans are available for viewing by employees on the college website so that all programs and units can know about the goals each of them plans to accomplish (3D.37).

Another mechanism for assessing financial priorities is the Resource Advisory Committee (RAC), which was created to bring a collegewide perspective regarding the fiscal aspects of implementing the college's strategic directions and goals developed annually by the Strategic Planning Team (3D.38). RAC's function has basically been advisory; the committee members discussed and passed on their ideas to the president and the vice president of Administrative Services, who together made the final decisions. However, during the six years of restricted college budgets, there were no resources to allocate. In fact, in 2003-04 budgets had ten percent reductions in each area. When funds that had been frozen became available two years ago, they were returned to the area vice presidents for reallocation, but the funds were not distributed evenly. Rather, area managers requested funds, and the vice presidents responded to those requests. It is now thought that the funds should have gone back to RAC for reallocation. The RAC process is currently undergoing review, but no major changes are anticipated during the next year.

Assessment of financial resources does occur for discretionary, grant, and categorical funds (e.g., Accountability Reporting for Community Colleges [ARCC], Extended Opportunity Programs and Services [EOP&S], and federal grants). In the case of ARCC funds, which the college treats as categorical funds, effective use of the resources is systematically assessed. Specifically, each ARCC project must submit an evaluation as to its effectiveness to be considered for funding for another year (3D.39). For other categorical funds, including state, federal, and local grants, the effective use of resources is assessed through periodic reporting to the grantor.

Self Evaluation
The college meets the standard.

PCC has a uniform process for program, unit, and area planning that sets priorities for the effective use of resources. The program review process helps determine whether resources are used effectively, and ARCC funds are directly evaluated for their effective use.

The college has recently determined that RAC will take an advisory role with regard to financial planning and assessment, thus carrying out its role as described in the planning handbook (3D.5).

However, there is room for improvement. The college should develop a way to assess how effectively general fund resources are used.

Planning Agenda

None

Evidence for Standard IIID

3D.1   College Budget, 2007-08 [paper]; 2008-09 [online] http://site.pccbudget.org/

3D.2   Measure P Bond http://www.pasadena.edu/bond

3D.3   Measure P Bond Updates http://www.pasadena.edu/bond/project_updates/

3D.4   Planning Process Policy 2100
http://www.pasadena.edu/IPRO/policies/pcc_2100.pdf

3D.5   *The Planning Process at Pasadena City* College, 2nd ed., 2004
http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf

3D.6   "Budget 101" Presentation http://www.pasadena.edu/resource/accred_347.pdf

3D.7   Full-Time Equivalent Students (FTES)
http://www.pasadena.edu/IPRO/Planning/documents/FTESperSectionbyDayEveningbyCourse2006to07.pdf

3D.8   Accountability Reporting for Community Colleges (ARCC) website
http://www.pasadena.edu/pfe/index.cfm?Dept=pfe

3D.9   Accountability Reporting for Community Colleges (ARCC) Letters
http://pasadena.edu/resource/accred_443.pdf

3D.10 Accountability Reporting for Community Colleges (ARCC) Proposal Forms
http://www.pasadena.edu/PFE/forms.cfm

3D.11 Accountability Reporting for Community Colleges (ARCC) Evaluation Forms
http://www.pasadena.edu/PFE/forms.cfm

3D.12 Grant Activity Summary http://www.pasadena.edu/resource/accred_281.doc

3D.13 Realities of the Budgeting and Planning Process
http://pasadena.edu/resource/accred_444.pdf

3D.14 Board of Trustees Agendas
http://www.pasadena.edu/Departments/meetings.cfm?Dept=board

3D.15 Board of Trustees Annual Goals http://www.pasadena.edu/resource/accred_509.pdf

3D.16 Financial Reserves Report—Chancellor's Office website
http://www.pasadena.edu/resource/accred_693.pdf

3D.17 Board of Trustees, Resolution 437, approved July 16, 2008
http://www.pasadena.edu/MeetDocs/board_8937_B.pdf

3D.18 Governmental Accounting Standards Board (GASB), Standard #45
http://www.gasb.org/st/summary/gstsm45.html

3D.19 Stabilized Contribution Plan, Board of Trustees Minutes, October 4, 2006
http://www.pasadena.edu/resource/accred_29.pdf

3D.20 *Master Plan 2010* http://www.pasadena.edu/bond/fmp2010.pdf

3D.21 Unit Plans with Resource Prioritization Lists: Personnel
http://www.pasadena.edu/resource/accred_514.xls

3D.21a Unit Plans with Resource Prioritization Lists: Facilities
http://www.pasadena.edu/resource/accred_462.xls

3D.21b Unit Plans with Resource Prioritization Lists: Technology
http://www.pasadena.edu/resource/accred_515.xls

3D.22 Financial Audit Reports http://pasadena.edu/resource/accred_446.pdf

3D.23 Responses to Audit Reports http://pasadena.edu/resource/accred_447.pdf

3D.24 College Reserves Data, 2002-2008 (CCFS 311 Report)
http://pasadena.edu/resource/accred_448.pdf

Evidence for Standard IIID (continued)

3D.25 Statewide Association of Community Colleges (SWACC)
http://www.swacc.org/member-listing.asp
3D.26 School's Excess Liability Fund (SELF)
http://www.selfjpa.org/services/mdrlisting02.htm
3D.27 Employee Risk Management Training
http://pasadena.edu/resource/accred_449.pdf
3D.28 Schools Alliance for Workers' Compensation (SAWCX II)
http://www.keenan.com/product/super_index.asp
3D.29 Independent Actuarial Study http://pasadena.edu/resource/accred_450.pdf
3D.30 Pasadena City College Foundation website   http://www.pasadena.edu/foundation
3D.31 Associated Students   http://www.pasadena.edu/as
3D.32 Flea Market   http://www.pasadena.edu/fleamarket
3D.33 Trust and Agency Accounts http://pasadena.edu/resource/accred_510.xls
3D.34 Pasadena City College Bookstore website
http://www.pasadena.edu/studentservices/bookstore/
3D.34a Pasadena City College Bookstore Unit Plan http://csweb.pasadena.edu/pb/
3D.35 Pasadena City College Foundation Scholarships Awards
http://pasadena.edu/resource/accred_452.pdf
3D.36 External Relations http://www.pasadena.edu/externalrelations/
3D.37 Online Planning Database http://csweb.pasadena.edu/pb/
3D.38 Strategic Directions and Collegewide Goals
http://www.pasadena.edu/IPRO/Planning/goalsanddirections.cfm
3D.39 Accountability Reporting for Community Colleges (ARCC) Evaluation Reports
http://pasadena.edu/resource/accred_650.pdf

Standard IV
Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IVA — Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA.1   Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

One of the primary processes by which staff, faculty, administrators, and students are encouraged to participate in improving college practices, programs, and services is through Shared Governance. Shared Governance at Pasadena City College (PCC) is guided by board policy (4A.1, policy 2000). Campus constituent groups select individuals to represent them on shared governance committees and in support of other activities.

There are four groups that make up shared governance at the college: faculty, classified, management, and students. Each group has a designated seat at Board of Trustees meetings.

- The Academic Senate represents contract and adjunct faculty on all academic and professional matters with the exception of collective bargaining, which is the purview of the PCC Faculty Association. The Academic Senate has four officers elected at-large by their constituents, and they include the president, vice president, secretary, and treasurer. In addition, each academic division appoints an allotted number of representatives, based on the number of faculty within the division, to sit on the Academic Senate board. The eligibility for these representatives is established in the Academic Senate bylaws (4A.2, article 4.2). The adjunct faculty has one appointed representative. The Academic Senate president is the designated faculty representative at the Board of Trustees meetings.

- The Classified Senate represents all classified staff. This body is elected at-large with a president, vice president, secretary, treasurer, parliamentarian, and a Board of Trustees

representative. Elected terms are for one year. Additionally, classified employees have collective bargaining groups that represent these individuals in their respective unions.

- The Management Association is a combined body of managers, supervisors, and educational administrators. This group does not include the college Executive Committee, which is composed of the college president, three vice presidents, and three senior deans. The Management Association leadership comprises five directors, one from each of the following areas: classified managers, classified supervisors, division deans, associate deans, assistant deans, and a member-at-large who is the director that represents all members of the management team. These five representatives fill the Management Association offices of president, vice president, secretary, treasurer, and coordinator and are self-selected among the five directors (4A.3).

- The Associated Students is represented by an elected board through a campuswide balloting process. Only registered students are eligible to vote. The Associated Students' board consists of eleven positions: president; eight vice presidents consisting of Internal Affairs, Academic Affairs, Business Affairs, Student Services, External Affairs, Campus Activities, Cultural Affairs, and Public Relations; and two additional positions, the chief justice and Board of Trustees student representative. The Associated Students' bylaws provide for the appointment of board members by the Associated Students' board if the positions are not filled through the electoral process (4A.4). The Associated Students' president attends the college's Board of Trustees meetings along with the elected student Board of Trustees representative.

Through the shared governance process the college specifies the composition of various collegewide standing committees, including Campus Technology, Resource Advisory, College Coordinating Council, Student Learning Outcomes (SLO) Steering, Accountability Reporting for the Community Colleges (ARCC) Steering, College Calendar, Academic Master Plan, Facilities Planning, Strategic Planning Team, Goals Subcommittee, Campus Health and Safety, Campus Parking, Bookstore, Food Services, Design of Process for Institutional Planning and Budget Development, and Curriculum and Instruction (C&I) [4A.5]. The C&I committee exists as a committee of mutual agreement between the Academic Senate and the administration (4A.1, policy 3200). Each shared governance constituency selects their representatives to the committees.

To further promote an environment of empowerment, innovation, and institutional excellence, during the 2005-06 academic year, the college developed core values. At the annual Strategic Directions and Collegewide Goals Planning Retreat in spring 2005, a strategic direction was formulated that addressed the need for core values. The institutional core values, adopted by the Board of Trustees on September 20, 2006, are published in the college catalog, immediately following the college mission statement (4A.6; 4A.6a). This prominent placement in the catalog indicates the importance the institution places on communicating these guiding principles to the entire campus community as well as to the community at large. A key element of the core values includes "[a] recognition of our heritage of excellence," in which the college "recognize[s] 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."

The core values have become an influential part of the development of the college, creating an environment for empowerment, innovation, and institutional excellence as evidenced by the results of the 2007 leadership and governance survey in which a majority of respondents either agreed or strongly agreed with the following two statements: "The core values of the College are clearly communicated and understood by members of the college community" and "The core values of the College create within you a sense of the college's commitment to excellence" (4A.7).

College strategic directions and goals are created through a shared governance process that encourages all participants, regardless of classification, to contribute. A Strategic Planning team, consisting of approximately 30 individuals from all of the shared governance constituencies and including two Board of Trustees members and the Executive Committee, convene at a daylong retreat to finalize the college's annual strategic directions and goals (4A.8). This retreat provides an opportunity for each representative to have input into the development of the college strategic directions and goals. The group reviews the previous year's strategic directions and goals and in an open and reflective dialogue revises, abandons, or creates new strategic directions and goals for the college. The new strategic directions and goals are then presented to the Board of Trustees for final approval and become part of the public record (4A.9). In the 2007 leadership and governance survey, 68 percent of respondents either agreed or strongly agreed to the statement "I can describe my role in helping the College achieve its annual goals," providing further evidence that campus constituents are actively involved in improving the campus environment (4A.7).

Another important college process that encourages broad participation in institutional improvement is the online planning process. Components include program review and program, unit, and area plans that guide the college's priorities and resource allocation. Each program, unit, and area creates a planning team, thus providing an opportunity for faculty, staff, and managers to participate in the planning process. The online planning tool is an open system that provides any member of the college community an opportunity to view a plan or plans of his/her choice. Individuals can also indicate participation in the plan's development or that they reviewed the document (4A.10).

In 2004 in response to a 2002 Accrediting Commission for Community and Junior Colleges (ACCJC) recommendation, the college established the Collegiality and Integrity Steering Committee. In March of 2005, this committee produced a summary report that outlined 12 recommendations, falling into two areas: 1) Communication and Information Exchange and 2) Training. The steering committee concluded that "appropriate information and clear communication are vital to the college" (4A.11). Seven recommendations were made that directly addressed this issue:

1. Create opportunities for face-to-face communication.
2. Written communications on a regular basis from the president on campus-wide issues or the "hot topics" of the day would be informative and dispel rumors.
3. Department/Division meetings should be used to communicate college/division/department/office issues.
4. Managers who use an "open door policy" promote communication.

5. When new procedures or significant change is being considered, the individuals affected by the decision should be involved in the decision.
6. Managers need to anticipate who or which offices may be impacted by changes in another office.
7. In terms of the negotiation process, both sides of the table need to explain to each other what authority they have or don't have.

The steering committee also stated, "Proper training of all employees should help everyone perform their jobs at the highest levels of competence. Therefore, all employees, especially managers, need training in their role and responsibility." The following additional five recommendations were also made:

8. All new employees, especially managers, should receive training/orientation to PCC that expands what is already being done.
9. A primer on what shared governance is needs to be created and distributed on the campus. It should specify who is involved in shared governance, who is not involved, and examples of the topics that are included in the domain of shared governance and what topics are not included or are the domain of a union.
10. Make the college's policies and procedures accessible to all.
11. Related to the above item, all employees need to follow established procedures and not attempt to skip steps.
12. The Board of Trustees is valued in their role of providing a broad visionary perspective that focuses on college policies and strategic directions. (4A.11)

In direct response to these recommendations, in the spring of 2006 under the leadership of then President Kossler, the college developed a shared governance booklet that describes the role of each shared governance group in the shared governance process. It clarifies the principles and operating parameters for the shared governance policy. Copies of the booklet were mailed to every division on campus with the understanding that the booklets were to be distributed to all full time permanent staff, which includes faculty, classified, and educational administrators. The Human Resources office provides the booklet to all new employees and upon request (4A.12). Additionally, the Institutional Planning and Research Office (IPRO) developed a campus climate survey that was first administered campuswide in the spring of 2005 and has been repeated in 2007 and 2008 (4A.13; 4A.13a; 4A.13b; 4A.15). This survey assesses employee perceptions of whether the institution creates and maintains an atmosphere that is collegial, inclusive, and committed to institutional excellence.

A comparison of the spring 2005 and fall 2007 campus climate surveys (4A.13; 4A.13a; 4A.13b; 4A.14; 4A.15) shows a statistically significant gain in employee perception of the overall campus climate in seven of ten areas, with the highest gains in employees' perceptions of how much more harmonious, friendly, and supportive the campus is in 2007 compared to 2005. Respondents also showed statistically significant gains in their responses to questions on their ability, and all employees' ability, to participate meaningfully in the shared governance process, as well as believing the shared governance process at the college is working. Additionally, respondents showed modest increases in their awareness of the appropriate and effective channels for making suggestions that will be heard at the institutional level. On the 2008 campus

climate survey, the average response to all of the shared governance-related questions increased above those of the 2007 survey (4A.13; 4A.13a; 4A.13b; 4A.14; 4A.15).

Further evidence of an environment of empowerment, innovation, and institutional excellence is found in the 2007 leadership and governance survey, administered campuswide to all constituent groups as part of the preparation for this self study. A majority of respondents either agreed or strongly agreed to the statements: "I believe the College values my opinion," "My supervisor values my opinion," "The College encourages innovation," and "There are opportunities provided for you to bring forward your ideas on how to improve the college" (4A.7). A majority of respondents to the leadership and governance survey also felt that "[t]he shared governance process at the College enhances student learning" (4A.7).

Numerous surveys have been administered campuswide over the past six years (e.g., campus technology, campus climate, employee development, and leadership and governance) in an effort to promote an environment of empowerment, innovation, and institutional excellence. Further, IPRO makes data available to guide innovation and institutional excellence and has produced *Research Findings*, which addresses the data collected (4A.15a).

Mutual respect, inclusiveness, and the understanding and appreciation of different viewpoints continue to be top priorities. A greater emphasis is being placed on celebrating and honoring all members of the PCC family, as evidenced by the inclusion of all staff in the past two flex days, the creation of the "Above and Beyond" award developed by President Perfumo in spring 2008, the restoration of classified appreciation week, the initiation of the presidential forums and "Coffee with the President" meetings, and the workshop series on the college budget presented in 2007-08 by the vice president of Administrative Services (4A.16). These actions, along with an increased acknowledgement of the importance of staff development and the understanding of the power and value of shared governance, promote a greater sense of community.

Self Evaluation
The college meets the standard.

Over the past six years, the college has developed policies and procedures to address the role of shared governance on campus and employee involvement in planning and resource allocation. The campus climate surveys and the leadership and governance survey convey an overall positive outlook by campus constituents in regard to their ability to participate meaningfully in shared governance and improve the college and the overall campus climate.

The results of these surveys, the Collegiality and Integrity Steering Committee's report (4A.11), and the college's midterm report to the ACCJC (4A.17) all provide evidence of the college's commitment to excellence and willingness to create an environment for empowerment, innovation, and inclusion of all members of the campus community in decision making and planning. Although the surveys provide overall evidence of progress in areas of communication, shared governance, and collegiality, the college would benefit from a professionally facilitated staff development program (4A.11; 4A.15; 4A.18). This program would focus on two areas:

1. The understanding, celebration, and implementation of the shared governance process;

2. Ongoing and professionally facilitated communication among constituent groups and individuals in support of collegiality and student success.

Indirect evidence indicates that the survey data have been used effectively to guide innovation and institutional excellence.

Planning Agenda

The Office of Human Resources in conjunction with the employee shared governance groups will design and implement a well articulated and supported professional development plan.

IVA.2   The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA.2a   Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional polices, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The college's Board policies on shared governance (policy 2000) and the planning process (policy 2100) explicitly provide for faculty, staff, administrator, and student participation in the decision-making process (4A.1). These policies are supported by detailed implementation procedures. Further, through the College Coordinating Council (CCC), Resource Advisory Committee (RAC), Facilities Planning Committee (FAC), and several other standing committees (4A.5), the college provides significant and regular opportunities for constituent groups and individuals to participate in the decision-making process. The Board of Trustees meetings begin with an opportunity for public comment, allowing any employee or community member to address the Board. Each of the shared governance groups (Academic Senate, Classified Senate, Management Association, and the Associated Students) has a seat at the Board meeting table and has an opportunity to give a report at each meeting.

The CCC, as directed in Board policy procedure 2000.50, "shall provide a forum where representatives from all segments of the college will bring issues of college-wide interest" (4A.1). Membership on the council consists of the college president who chairs the council, three members from Associated Students, three members of the Academic Senate, three members of the Classified Senate, three representatives from the Management Association, one representative from the California School Employees Association 777, one representative from the PCC Police Officers Association, one representative from the PCC Faculty Association, one representative from the Confidential employees, and one representative from the Instructional Support Services Unit. This body's diverse membership provides for the full representation of

ideas from across the campus. CCC is considered the shared governance body for policies, procedures, and processes that affect the entire campus.

Through a variety of college standing committees established by Board policy (i.e., Campus Technology, Council on Academic and Professional Matters [CAPM], Facilities Planning, Academic Master Plan, Resource Advisory, Strategic Planning Team, Campus Health and Safety, College Calendar, College Goals Subcommittee, Design of Process for Institutional Planning and Budget Development, SLO Steering, and Curriculum and Instruction [C&I]), many opportunities exist for participation in the college planning and decision-making processes. Members of these shared governance committees are appointed by the leadership of their constituent groups with opportunity for any member of the campus to be appointed. In 2008, a staff development committee was formed with representation from faculty, staff, and management.

The college's annual program review, program plan, and unit plan documentation provides direction to college employees as to how to participate in the planning process (4A.10). A majority of respondents to the 2007 leadership and governance survey believed that "there are opportunities provided...to bring forward your ideas on how to improve the College" (4A.7).

The college's Academic Senate is an active participant in the decision-making process. Sub-committees of the Academic Senate include Education Policy, C&I, Faculty Technology, Student Learning Outcomes, and many others (4A.2). Policies and procedures approved by the Academic Senate board are recommended to the college president and broader college community through a variety of means, including CAPM and CCC.

A group of educational administrators, primarily composed of division deans and associate deans, meet twice a month with the vice president of Instruction to discuss topics relevant to the college's instructional programs (4A.19). They are active participants in the college planning and decision-making process, interacting with several committees (e.g., C&I, Technology, Resource Advisory, and Campus Facilities) and with divisions and departments (4A.5).

Student and Learning Services' associate deans, assistant deans, and managers also meet twice a month with the vice president of Student and Learning Services to discuss student services and support functions (4A.20). These individuals serve on a number of collegewide committees and provide insights and perspectives regarding services for students.

The Associated Students has the opportunity to participate on a number of college shared governance committees, including C&I and CCC. The Associated Students also has a seat at the Board of Trustees table and gives a report at each meeting. A student trustee is elected annually by the students to participate in the college's Board of Trustees meetings. In this capacity, the student trustee may make and second motions and cast an advisory vote on all motions. The student trustee is encouraged to regularly bring forth ideas and concerns of the student body (4A.21). An annual joint meeting of the Associated Students and the Board of Trustees is scheduled to provide opportunities for further discussions of mutual interest.

Self Evaluation
The college meets the standard.

It is evident from the campus climate surveys that college employees have an increasingly better understanding of their role and responsibility in planning and decision-making processes. The shared governance and planning process policies (4A.1) stipulate employee participation in both areas. The campus climate survey, administered in the spring of 2005, 2007, and 2008, asked employees 1) to rate their understanding of the college planning process, 2) whether the college planning process is linked to the budgeting process, and 3) whether the college planning process guides decision making. For all three questions, employees as a whole were increasingly more positive (4A.22).

In 2007, the president introduced presidential forums to the college that provide an opportunity for all campus constituents to become better informed about the college's processes, including California's recent budget issues, the college planning and program review process, and institutional goals and priorities (4A.23). In addition to these forums, the president hosts coffees to encourage faculty and staff to voice their concerns and suggestions. The vice president of Administrative Services initiated a series of budget workshops and forums in 2008 in an effort to help foster financial transparency and understanding (4A.16). These efforts represent a significant change in the senior administration's willingness to communicate openly, transparently, and honestly with the campus community.

In spring 2008, the Academic Senate sponsored open forums on proposed college policy revisions (4A.1, policies 3200, 4050, and 4060) in response to the new Title 5 changes. The two forums were well attended by members of all constituency groups.

Planning Agenda
None

IVA.2b   The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
Documents that describe the official responsibilities and authority of the faculty and educational administrators in curricular and other educational matters include the following: state laws and regulations, Board policy, the Pasadena City College shared governance booklet (4A.12), the Academic Senate constitution and bylaws (4A.2), administrator and employee contracts, faculty job descriptions, and the C&I committee.

California Education Code and Administrative Code of Regulations (Title 5) provide specific direction for faculty and administrators to exercise authority in matters of curriculum and related educational issues. PCC follows these mandates in its operations.

The PCC Academic Senate provides essential input regarding institutional issues, particularly on academic and professional matters. Led by a president and other officers, the leadership team meets weekly to discuss current issues and to set agendas that respond to faculty concerns. The senate communicates orally and through written documents to ensure that all faculty members clearly understand their opportunities for participation in the shared governance process (4A.2). The senate selects faculty representatives for all shared governance committees or task forces that include faculty representation. Faculty serve on various committees aimed at providing better educational services for students and chair or co-chair a number of these committees.

The C&I committee is chaired by an Academic Senate representative. Faculty develop curriculum and educational programs, which are then reviewed by the C&I committee. C&I is responsible for reviewing, evaluating, and approving additions, changes, and deletions to courses and programs. In addition, the committee reviews requirements for the Associate in Science and Associate in Arts degrees, majors and areas of emphasis, general education certification (CSU and UC), certificates of achievement, occupational skill certificates, and short-term noncredit training certificates.

Another faculty driven effort is the writing of the Student Learning Outcomes (SLOs) and their assessments. Faculty representatives from each division sit on the SLO Division Council, and the faculty-led Student Learning Outcomes and Assessment Resource Center (SLOARC) assists faculty with the writing and assessment of outcomes.

The shared governance areas, in which faculty and the Board of Trustees or its designees (i.e., academic administrators) attempt to reach mutual agreement (described in standard section IVA.1), are codified in the following policies (4A.1):

1. Curriculum, including prerequisites and placing courses in disciplines (policy 3200)
2. Degree and certificate requirements (policy 4060)
3. Grading (policies 4050 and 4051)
4. Educational program development (policies 3200 and 3210)
5. Standards or policies regarding student preparation (policy 3220)
6. District governance structures as related to faculty roles (policy 2000)
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports (policy 2120)
8. Policies for faculty professional development activities (policy 2000)
9. Institutional planning, including program review and budget development (policy 2100)
10. Other academic and professional matters:
    - Faculty hiring (policy 6100)
    - Adjunct faculty hiring (policy 6150).

The college provides reassigned time for certain faculty leadership positions, allowing faculty the time to commit to important leadership responsibilities. During the 2007-08 academic year, the reassigned load for the Academic Senate leadership was as follows: president, 60 percent; vice president, 20 percent; secretary, 20 percent; and treasurer, 20 percent.

In addition, as outlined in AB 1725 and Title 5 (§53200), mutual agreement on academic and professional matters will be achieved between the Board of Trustees and the Academic Senate.

CAPM is the primary vehicle for reaching mutual agreement with the Board. If mutual agreement cannot be achieved, existing policy remains in effect.

Self Evaluation

The college meets the standard.

The faculty, through the Academic Senate as their representative body, is extensively involved in all aspects of student learning programs and services.

Planning Agenda

None

> **IVA.3   Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Descriptive Summary

Written Board policies provide the framework for governance procedures that specify appropriate roles for all staff and students to collaborate for the good of the institution (4A.1). All constituent groups have a role in ensuring that the college fulfills its own mission statement (4A.24) as well as the mission of the California community colleges, as defined by the legislature (Title 5, §53200-53204; §51023.5; §51023.7).

The college has multiple venues for participation in the established governance structures, each of which contributes to the college constituents' working together for the good of the institution and provides processes that facilitate the discussion of ideas and effective communication. Board policy 2000 and procedures 2000.10 through 2000.60 clearly outline the roles of various campus constituent groups in the shared governance process (4A.1).

The Associated Students president meets with the college president regularly, and a student trustee is elected by the student body to be an advisory voting member of the college's Board of Trustees. Associated Students members also are invited to attend and participate in Academic Senate and Classified Senate meetings as well as a number of other shared governance committees.

Employees participate collaboratively to improve the college, as evidenced by the broad representative membership in the many college governance bodies. The CCC serves as the shared governance council of the college. It meets monthly to discuss issues and to advise the president on matters of college policy that are neither collective bargaining nor academic and professional matters. CCC representatives in turn are responsible for communicating to constituents information brought before them and bringing back input to CCC (4A.25).

The Council on Academic and Professional Matters (CAPM) provides a forum for achieving mutual agreement between the Academic Senate and the Board of Trustees (or its designees) on

academic and professional matters (4A.1, policy 2000). The Academic Senate and Classified Senate have made great strides in the last six years to work together in a collegial, mutually respectful, and productive manner. Representatives of both organizations regularly attend each other's senate meetings in support of collegiality and mutual respect. The college president meets monthly with members of both organizations as well as with the Management Association to discuss relevant issues and current topics (4A.26).

The president's Executive Committee, composed of the president, three vice presidents, and the three senior deans, meets weekly to discuss issues that affect all areas of the college. Topics discussed at these weekly meetings are posted on one of the college's electronic mail system notice boards (4A.27).

Besides regular and ongoing informal discussions and dialogue, campus employees communicate through group meetings, presentations to groups, distributed information, the daily electronic campus bulletin, and email. Also, employees and students have access to the *Crier* (a weekly bulletin of events and activities) [4A.28]; the *Courier* (the student newspaper) [4A.29]; the college website, including *Featured News and Events* (4A.30); and *The Mercury* (the college's monthly newsletter) [4A.31]. In addition, members of the college's Executive Committee have made some very specific communication efforts, recorded in the 2003-04 Strategic Directions and Collegewide Goals Year-end Report (goal #03-17).

> In the Instruction Area, the President and Vice President meet with each instructional division and individually with each Division Dean. The Vice President and deans as a group meet twice each month. The Vice President also meets with each dean individually on a regular basis. In terms of communication with external communities, managers/deans and faculty continue to participate in various community events and with organizations.

> In Student and Learning Services, the managers meet twice a month to strengthen communication and discuss issues of concern. In addition, the Vice President meets individually with the managers on a monthly basis to dialogue with each of them. A meeting of the President and the Vice President with the counseling faculty occurred in May…Also, the Vice President meets with managers in the area where they work (e.g., New Media Center, Learning Assistance Center, Student Affairs). Meeting in the areas provides opportunities for the Vice President to dialogue with individuals and to observe operations.

> The Vice President of Administrative Services meets with managers once a month. Other Administrative Services managers also meet with their staff at least monthly. In terms of external communities, Administrative Services has communicated extensively with such groups as: Measure P Citizen's Oversight Committee, PCC Neighbors Committee, Bond Project Committees and the Coordination of events/projects with the City of Pasadena and Police Department.

The President has asked that every management area have at least one face-to-face staff meeting per semester with all the employees in that unit. The President met face-to-face with employees from all areas of the college at least once this year.

Efforts to strengthen communication have not been limited to members of the College's Executive Committee. The Academic Senate leadership met with all of the instructional divisions. Agendas and minutes of the Board of Trustees, Academic Senate, Classified Senate, and the College Coordinating Council are available either on the college website or on the Pegasus Noticeboards. Summaries of the college Executive Committee meetings are now being posted to a Pegasus Noticeboard. (4A.32)

Additionally, the 2003-04 year-end report on Strategic Directions and Collegewide Goals indicates the progress the college has made regarding improving effective communication and facilitating discussion among campus constituent groups (4A.32).

Each twice monthly meeting of the Board is an open meeting and agendizes an opportunity for public comment (4A.21). Academic Senate and Classified Senate meetings are public meetings, also open to the college and external community. Anyone wishing to address an issue at these meetings may, through the appropriate process, be placed on the agenda (4A.1).

The 2005, 2007, and 2008 campus climate survey results show continuous gains in employees' perception of their ability to participate meaningfully in the shared governance process. The survey results further indicate that respondents see other employees of the college participating in shared governance in a meaningful way. Campus climate survey results show a statistically significant gain in employees' perception that the shared governance process at the college is working. Additionally, there was a slight gain in employees' "awareness of appropriate and effective channels for making suggestions that will be heard at the institutional level" (4A.15; see Figure 3). The only segment of the college population that saw a statistically significant decline in this area was the educational administrators (4A.15; see Table 3). Upon follow-up with the educational administrators, it seems that there was a sense that the needs of the instructional divisions were not being met in regard to myriad issues, such as MIS, enrollment processing, and instructional computing. At the time of the survey, the educational administrators perceived that there was no sense of urgency to resolve these issues, and significant frustration existed as a result. Currently, the educational administrators feel that these issues are being addressed by the college's new senior administrators.

The fall 2007 leadership and governance survey showed that a majority of responding campus constituents believes that information about the college's academic performance (student success, retention, certificates awarded, and transfer rate) is current, easily accessible, and understandable (4A.7, question 7).

Self Evaluation
The college meets the standard.

The campus climate surveys show continuous improvement in perceptions of employees' ability to participate meaningfully in the shared governance process. In addition, although educational

administrators indicated a decline in their perception that their suggestions would be heard at the institutional level (4A.15; see Table 3), recent focus group sessions reveal that the actions of the new senior administrators have led to a positive change in the educational administrators' outlook.

According to the 2007 leadership and governance survey, there are two areas where information is not as easy to access or understand—the college's financial health (4A.7, question 8) and information about large impact decisions, such as construction projects, hiring policies, and changes in academic or other departments (4A.7, question 9). To respond to these issues, the president, vice president of Administrative Services, and the dean of IPRO have presented public forums on the college's budget and planning processes in an effort to bring more understanding and visibility to both. These activities began in the fall of 2007 and are ongoing.

Planning Agenda
None

IVA.4   The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive change. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary
Board policy 2120 specifically directs the college to "meet and, where feasible, exceed the accreditation Standards established by the Accrediting Commission for Community and Junior Colleges (ACCJC). To that end, the college, through the consultation process, has established procedures to maximize the effectiveness of the accreditation process, and to promote the participation of the campus community in that process" (4A.1). The college recognizes the need for and wholly supports a peer-review process for accreditation. It makes every effort to meet accreditation standards and fulfill ACCJC recommendations (4A.11). Previous accreditation recommendations have been fully considered by the college, demonstrating a willingness to examine and amend the college's practices to encourage growth and development (4A.17). For example, in response to previous recommendations from the ACCJC regarding collegiality and integrity, the college created the Collegiality and Integrity Steering Committee.

Additionally, PCC offers the following programs for which compliance is necessary with specialized accrediting agencies:

Administration of Justice–Peace Officer Standards and Training
Dental Assisting–Commission on Dental Accreditation
Dental Hygiene–American Dental Association
Dental Lab Technology–American Dental Association
Medical Assisting–Commission on Accreditation of Allied Health Education Programs
Nursing (RN, LVN) –Board of Registered Nursing
Radiologic Technology–Joint Commission on Education in Radiologic Technology

Further outside agencies, particularly the CCCCO, with which the college demonstrates its honesty and integrity are

Disabled Student Programs and Services (DSP&S)
Extended Opportunity Program and Services (EOP&S/CARE)
Matriculation
Financial Aid (federal and state)
CalWORKs
Puente (UC Office of the President)
Foster Kinship

The relationship between the college and the United States Department of Education is evident in the college's continuation of a National Science Foundation grant, Trio grants (Upward Bound, Upward Bound Math/Science, and Student Support Services), and by its successful completion of a Title V grant in 2005. Annual audits of the financial aid programs indicate full compliance with federal financial aid regulations.

The college oversees local, private, state, and federal grants with fiscal prudence, integrity, and appropriate direction. Evidence of this is the fact that the college has functioned as the fiscal agent for several state programs and grants, such as Matriculation and EOP&S, providing external validation as to the college's honesty and integrity (4A.33; 4A.34).

Administrators, faculty, and Board members have visited other colleges as participants on accreditation teams, supporting the Commission's peer review process.

The college's commitment to public disclosure is illustrated by adherence to the Ralph M. Brown Act. The twice monthly Board of Trustees meetings are recorded and made available in audiocast format on the college website (4A.21). Written Board meeting agendas and minutes are also available on the website as well as from the Board secretary. This is just one example of the Board's efforts to be transparent and accountable in its governance of the Pasadena Area Community College District. Furthermore, the college communicates both internally and externally with its public through various college publications and online resources (4A.28; 4A.29; 4A.30; 4A.31). The College Coordinating Council and Academic and Classified Senate boards also adhere to provisions of the Brown Act.

Additionally, the college submits all necessary reports to ACCJC as well as to the CCCCO and all required data to the Integrated Postsecondary Education Data System (IPEDS) in a timely manner. Over the past several years, the college has continued to improve the accuracy of the data submitted to agencies as a direct result of improved internal controls and checks and balances.

The fall 2007 leadership and governance survey asked the campus community to comment on whether the college "portrays itself to the public in an honest and accurate fashion." Seventy percent of the survey respondents either agreed or strongly agreed with this statement (4A.7, question 24).

Self Evaluation

The college meets the standard.

PCC promotes and demonstrates honesty and integrity in its many relationships with external agencies. In particular, the college complies with ACCJC requirements and responds expeditiously to the commission's recommendations. Evidence includes the October 2005 Midterm Report (4A.17) to the ACCJC and documents regarding specialized academic program accreditations. The college also complies with all state and federal reporting requirements, including the U.S. Department of Education. Finally, the college accurately communicates to its internal and external publics through various college documents and publications (e.g., the website, college catalog, schedule of classes, *Observations*) [4A.28; 4A.29; 4A.30; 4A.31; 4A.6; 4A.35; 4A.36; 4A.37).

Planning Agenda

None

IVA.5   The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

One way the college evaluates its integrity and effectiveness of its processes is through the campus climate survey, administered in three of the past four years. It gauges the participation, understanding, and satisfaction of college employees. A comparison of the 2005 and 2007 campus climate surveys was published by IPRO in a series of three *Research Findings* (4A.14; 4A.15; 4A.22); copies of each *Research Findings* were distributed to all college departments. At the request of the president, the campus climate survey is now conducted annually as a way to more frequently monitor effectiveness and plan for improvements.

One aspect of the college's decision-making structures is the planning process that produces the college's annual strategic directions and goals. At the end of each academic year, the college produces an end-of-year evaluative report on the extent to which the strategic directions and collegewide goals are being addressed to improve the effectiveness and integrity of the institution. The report is distributed to Board members and the Executive Committee, published on the college website (4A.9), and printed copies are available in IPRO. In addition, at the annual strategic planning retreat attended by representatives of all constituent groups, the report is the basis for discussion of achievements and areas of improvement and serves to guide the development of the future year's strategic directions and goals.

Self Evaluation

The college meets the standard.

The college's measurement of the campus climate and the feedback received through the year-end reports and strategic planning retreats facilitate the evaluation of the institution's governance and decision-making processes.

Planning Agenda

None

Evidence for Standard IVA

4A.1   Board of Trustees Policies http://www.pasadena.edu/ipro/policies/
4A.2   Bylaws of the Academic Senate, 2000
        http://www.pasadena.edu/academicsenate/pdf/BYLAWS.pdf
4A.3   Management Association Constitution
        http://www.pasadena.edu/resource/accred_278.pdf
4A.4   Associated Students Constitution http://www.pasadena.edu/resource/accred_147.pdf
4A.5   Shared Governance Activities Log http://www.pasadena.edu/resource/accred_95.pdf
4A.6   College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm
4A.6a   Mission Statement and Core Values
        http://www.pasadena.edu/about/president/philosophy.cfm
4A.7   Leadership and Governance Survey and Results, 2007-2008
        http://www.pasadena.edu/resource/accred_279.pdf
4A.8   Strategic Directions and Collegewide Goals Planning Retreats
        http://pasadena.edu/resource/accred_337.pdf
4A.9   Strategic Directions and Collegewide Goals
        http://pasadena.edu/IPRO/Planning/goalsanddirections.cfm
4A.10   *The Planning Process at Pasadena City College*
        http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf
4A.11   Collegiality and Integrity Steering Committee Report, 2005
        http://www.pasadena.edu/IPRO/accreditation/documents/Apend24.pdf
4A.12   Pasadena City College Shared Governance.
        http://www.pasadena.edu/coordcouncil/documents/SharedGovHandbook2.pdf
4A.13   Overall Campus Climate at PCC (*Research Findings*, 21): November 2007
        http://www.pasadena.edu/IPRO/research/researchfindings.cfm
4A.13a Employees' Perceptions about Working at PCC, the College's Mission, Advancement
        Opportunities, Staff Development Activities, and the Shared Governance Process.
        (*Research Findings*, 23): February 2008
        http://pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf
4A.13b Employees' Perceptions about the Planning Process, College's Mission, Accreditation
        Standards, and Areas Needing Improvement (*Research Findings*, 24): 2008
        http://pasadena.edu/resource/accred_111.pdf
4A.14   Overall Campus Climate at PCC (*Research Findings*, 21): 2007
        http://www.pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf
4A.15   Employees' Perceptions about Working at PCC, the College's Mission, Advancement
        Opportunities, Staff Development Activities, and the Shared Governance Process
        (*Research Findings*, 23): February 2008
        http://www.pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf
4A.15a *Research Findings* http://www.pasadena.edu/IPRO/research/researchfindings.cfm
4A.16   Budget 101 Workshop Presentation http://pasadena.edu/resource/accred_347.pdf
4A.17   Midterm Accreditation Report [to ACCJC], 2005
        http://pasadena.edu/IPRO/accreditation/documents/Mid-
        termReportforAccrditationversion6submittedtoWASC.pdf

Evidence for Standard IVA (continued)

4A.18 Employee Development (*Research Findings*, 22): 2008
http://www.pasadena.edu/IPRO/research/Documents/ResearchFindingIssue22.pdf

4A.19 Division Deans Meeting Agendas and Minutes
http://www.pasadena.edu/resource/accred_457.DOC

4A.20 Student and Learning Services Managers' Meetings (representative agendas)
http://www.pasadena.edu/resource/accred_455.doc

4A.21 Board of Trustees Meeting Agendas and Reports
http://www.pasadena.edu/Departments/meetings.cfm?Dept=board

4A.22 Employees' Perceptions about the Planning Process, College's Mission, Accreditation Standards, and Areas Needing Improvement (*Research Findings*, 24): 2008
http://pasadena.edu/resource/accred_111.pdf

4A.23 Presidential Forum Agendas (announced on the college Bulletin: example on planning process, December 6, 2007) http://www.pasadena.edu/resource/accred_353.doc

4A.24 Pasadena City College Mission Statement and Core Values
http://www.pasadena.edu/about/president/philosophy.cfm

4A.25 College Coordinating Council Agendas and Minutes
http://www.pasadena.edu/coordcouncil/meetings.cfm

4A.26 President's Calendar (meetings with shared governance groups)
http://pasadena.edu/resource/accred_355.pdf

4A.27 Executive Committee Agendas http://www.pasadena.edu/resource/accred_356.doc

4A.28 *Campus Crier* http://www.pasadena.edu/studentaffairs/crier/crier.pdf

4A.29 *Courier* http://www.pcccourier.com/

4A.30 Pasadena City College website http://pasadena.edu

4A.31 *Pasadena City College Mercury: PCC Employee Newsletter*
http://www.pasadena.edu/publicRelations/staffnewsletter.cfm

4A.32 Strategic Directions and Collegewide Goals Year-end Report, 2003-04
http://pasadena.edu/IPRO/Planning/documents/2003-04yearendReportoncollegegoals.pdf

4A.33 Matriculation and EOP&S Contracts
http://www.pasadena.edu/resource/accred_362.pdf

4A.34 Fiscal Reports and Audits of Grants
http://www.pasadena.edu/resource/accred_281.doc

4A.35 College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm

4A.36 Schedule of Classes http://pasadena.edu/schedule/

4A.37 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

Standard IVB—Board and Administrative Organization

> **In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**
>
> **IVB.1   The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

Descriptive Summary

At PCC, the Board of Trustees articulates and approves policies, and the administration is responsible for developing procedures to carry out the policies. This division of responsibilities is documented in bylaw 1410, Adoption and Amendment of Policies: Roles of Board, Superintendent/President, College Community, and Public. The Board's policy-making role and the president's responsibility to administer the policies are further stipulated in bylaw 1610, Powers and Duties: General. Policies are available on the website (4B.1). Other relevant bylaws or policies addressing this part of the standard are bylaw 1000, Governing Board Powers and Duties: Definitions; bylaw 1010, Organization: Trustee Areas, Board Composition, Vacancies; bylaw 1410, Roles of the Board and President; policy 3200, Curriculum Development; and bylaw 1630, Auditing District Accounts (4B.1). Collectively these policies define the roles of the Board and president and the Board's responsibility for student learning and the financial stability of the college. Bylaw 1690 specifies the process for selecting the president while bylaw 1680 details the process and timeline by which the president is annually evaluated (4B.1).

In 2007, the Board went through a process following a clearly defined policy for selecting the chief administrator for the district. In addition, the Board follows an annual process for evaluating the chief administrator (4B.1).

Self Evaluation

The college meets the standard.

In its 2007 annual self evaluation, the Board of Trustees members were asked to rate the Board on each of the accreditation standards that relate to its role and functions. The Board consistently indicated that it is meeting the standards (4B.2). The Board's minutes reflect adherence to its policies (4B.3).

Planning Agenda

None

IVB.1a   The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Board of Trustees comprises seven individuals elected from seven areas of the district to staggered four-year terms. The bylaws that relate to the Board as an independent policy-making body that reflects the public interest are bylaw 1000, Governing Board Powers and Duties: Definitions; bylaw 1010, Organization: Trustee Areas, Board Composition, and Vacancies; bylaw 1400, General Authority, Restrictions, and Reports: Adoption of Bylaws/Board Authority; bylaw 1610, Powers and Duties: General; and bylaw 1430, Authority Only as a Board, which dictates that the Board can only act as a whole (4B.1).

Self Evaluation

The college meets the standard.

In the 2007 annual self evaluation, in response to asking Board members the extent to which they agreed or disagreed with the following statement, "the Board serves as an independent policy-making body that reflects the public interest in Board activities and decisions," the Board had a mean rating of 3.43, where 3 is "agree" and 4 is "strongly agree." In response to the statement, "the Board acts as a whole, once the Board reaches a decision," the Board had a mean rating of 3.29. In response to the statement, "the Board advocates for, and defends, the institution and protects it from undue influence and pressure," the mean was 3.00. The required policies and bylaws exist for each part of the standard, and the Board of Trustees members on the average agree to strongly agree that they exhibit the behaviors specified in the standard (4B.2).

Planning Agenda

None

IVB.1b   The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

Policies and bylaws having to do with general powers and duties (bylaw 1600), curriculum development (policy 3200), and auditing district accounts (bylaw 1630) address the points of this standard (4B.1). In addition, the Board has a recurring annual goal to complete the fiscal year with ongoing expenditures that do not exceed ongoing revenues, while maintaining prudent reserves (4B.2). The Board's concern for the improvement of student learning is reflected in the strategic directions of the college. Specifically, Strategic Direction I in 2007-08 and in 2008-09 is to "develop and implement student learning outcomes (SLOs) at the institutional, program, and course levels as the basis for assessing successful student learning" (4B.4). The Board not only has policies that ensure the quality and integrity of the college, but it is also involved in the

college planning process to improve student learning and services by having two of its members participate in the annual spring Strategic Planning Retreat that develops the strategic directions and collegewide goals for the college.

Self Evaluation

The college meets the standard.

On their 2007 annual self evaluation, Board members were asked to rate the extent to which they agreed or disagreed with the following statement, "the Board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them." The Board had a mean rating of 3.57, where 3 is "agree" and 4 is "strongly agree" (4B.2).

Planning Agenda

None

IVB.1c   The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Policy 3200, Curriculum Development, states that "the basic responsibility and authority for educational programs in general and the curriculum in particular rests with the Board of Trustees" (4B.1). Bylaw 1610, Powers and Duties: General, and 1630, Auditing District Accounts, address the Board's responsibility for the financial integrity of the college. The Board utilizes legal counsel in resolving legal matters brought before it. The legal bills paid by the college are evidence of the use of legal counsel (4B.5). In addition, the college subscribes to the Community College League of California's (CCLC) policy service, which regularly provides legal updates and recommends new or revised policies through the law firm of Liebert, Cassidy, and Whitmore.

The Board has ultimate responsibility for educational quality and financial integrity at the college, which is reflected in its goals. An example is its 2005-06 goal (#05-2) to "set and communicate budget priorities that emphasize teaching and learning and student success" and another goal (#05-5) to "complete the 2005-06 fiscal year with on-going expenditures that do not exceed on-going revenues, while maintaining prudent reserves" (4B.2); evidence that this goal was achieved is the district's ending balance reserve of funds.

Self Evaluation

The college meets the standard.

On its 2007 self evaluation, in response to the statement "assumes ultimate responsibility for educational quality, legal matters and financial integrity," the Board had a mean rating of 3.71, where 3 is "agree" and 4 is "strongly agree" (4B.2).

The Board acknowledges it is ultimately responsible for legal matters as documented in Board members' responses on their self evaluation (4B.2) and bylaw 1670 that gives authority to the Board to contract with an attorney for legal services (4B.1).

Planning Agenda

None

IVB.1d   The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board's bylaws and the college's policies and procedures are available on the college website (4B.1). The specific bylaw addressing the board's size and structure is bylaw 1010, Organization: Trustee Areas, Board Composition, Vacancies. The Board's duties and responsibilities are covered in bylaws 1400 through 1440 and 1610 through 1680. Operating procedures are covered by bylaws 1200 through 1320 (4B.1).

Self Evaluation

The college meets the standard.

On its 2007 self evaluation, in response to the statement, "establishes and publicizes Board bylaws specifying the Board size, duties, responsibilities and operating procedures," Board members gave their performance a mean rating of 3.57, where 3 is "agree" and 4 is "strongly agree" (4B.2).

Planning Agenda

None

IVB.1e   The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board has generally revised individual bylaws and policies as it deems necessary. Although it had not reviewed and evaluated its bylaws en masse since the late 1990s, in 2007-08 the Board undertook a complete review. The review process has three levels: 1) the Executive Committee reviews the bylaws and policies for compliance with current laws and procedures; 2) the College Coordinating Council (CCC) reviews the policies and proposed changes; and 3) a Board of Trustees subcommittee reviews the policies and bylaws prior to presentation to the full Board for action. A new six-year schedule ensures the regular ongoing review of bylaws and policies (4B.6).

Self Evaluation

The college meets the standard.

The Board of Trustees acts in a manner consistent with its policies and bylaws. On their 2007 self evaluation, in response to the statement "acts in a manner consistent with its policies," the Board had a mean response of 3.14, where 3 is "agree" and 4 is "strongly agree" (4B.2). The Board is in the process of reviewing all of the college's policies and bylaws. A firm completion date for the policy review is undetermined because of the nature of the shared governance process, but it is slated for spring 2009.

Planning Agenda

None

IVB.1f   The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Board's program for orienting new members is described in bylaw 1040 (4B.1). The Board provides for continuity of Board membership by using staggered terms of office as described in bylaw 1020 (4B.1). New trustees are sent to the CCLC orientation workshops. In addition, in spring 2008, following the election of a new trustee, Executive Committee members presented a series of workshops to the Board about the structure and function of each area of the college. These workshops serve both to orient the new trustee and refresh the understanding of other trustees about the programs and services of each college area. Finally, new trustees are offered a mentor from existing trustees.

Self Evaluation

The college meets the standard.

On the Board's 2007 self evaluation, in response to the statement "the Board has a program for Board development and new member orientation," the mean was 3.29, where 3 is "agree" and 4 is "strongly agree" (4B.2).

Planning Agenda

None

IVB.1g   The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The process for the Board self evaluation is described in bylaw 1490 (4B.1). The Board revised its self-evaluation form in 2007 to make the instrument more useful as a tool for self reflection and improvement. This resulted in an expansion of the topics included in the evaluation. The

Board included a question about each accreditation standard that addresses the role of the Board of Trustees and incorporated open-ended questions about Board performance (4B.2).

Self Evaluation

The college meets the standard.

On their 2007 self evaluation, in response to the statement "has self-evaluation processes for assessing Board performance that are clearly-defined, implemented, and published in its policies or bylaws," the Board had a mean of 3.43, where 3 is "agree" and 4 is "strongly agree"(4B.2).

Planning Agenda

None

IVB.1h   The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board's code of ethics is contained in bylaw 1450 (4B.1). Specifically, item eight authorizes the college president to seek legal counsel regarding actual or perceived violations of the code of ethics and item nine addresses the procedures for dealing with behavior that violates its code of ethics. In 2007, Board members developed a set of Board protocols to strengthen their adherence to their code of ethics. At the February 2008 retreat, the Board agreed to formally add these protocols to their code of ethics, bylaw 1450 (4B.1).

Self Evaluation

The college meets the standard.

On the 2007 self evaluation, in response to the statement "has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code," the Board had a mean response of 3.29, where 3 is "agree" and 4 is "strongly agree" (4B.2).

Planning Agenda

None

IVB.1i   The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board policy that addresses the accreditation process is 2120, Process for Institutional Accreditation (4B.1). The process utilizes an Accreditation Steering Committee. The Board of Trustees has a member on the Accreditation Steering Committee, providing the Board with a direct means to stay informed and involved in the accreditation process. The Board also receives copies of the college's accreditation newsletter, *Accreditation Dialogues,* which is distributed collegewide (4B.7). Since October 2007, the Board has received monthly updates on the status of

the self-study process (4B.8). The Board also receives oral and written reports on the progress of the college's self-study. In addition, trustees served on accreditation self-study focus groups to further review each standard and provide feedback. Finally, trustees participate in a review of drafts of the college's self-study report and have final approval of the report prior to its submission to the Accrediting Commission (ACCJC).

Self Evaluation

The college meets the standard.

On their 2007 self evaluation, in response to the statement "remains informed about, and involved in, the accreditation process," the Board had a mean of 3.29, where 3 is "agree" and 4 is "strongly agree" (4B.2).

Planning Agenda

None

> **IVB.1j   The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

Descriptive Summary

Several bylaws address the separation of powers issue of this standard, specifically bylaw 1410, Adoption and Amendment of Policies: Roles of Board, Superintendent/President, College Community and Public; bylaw 1610, Powers and Duties: General; and bylaw 1620, Duties and Authority Delegated to the College President. Bylaw 1680 addresses the evaluation of the president, while bylaw 1690 describes the process to hire the college president. When a policy comes to the Board for approval, the procedures for the policy accompany it (4B.1). However, to emphasize that the Board only approves policy, different colors of paper are used for the policy (white paper) and the procedures (yellow paper). The procedures are developed by the administration and are provided to the Board for informational purposes only.

Self Evaluation

The college meets the standard.

On their 2007 self evaluation, in response to the statement "delegates to the College President full responsibility and authority to administer Board policies without Board interferences, and hold the College President accountable for the operation of the college," the Board had a mean response of 3.29, where 3 is "agree" and 4 is "strongly agree" (4B.2).

Planning Agenda

None

IVB.2   The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

In August 2008, PCC welcomed a new president on the retirement of the former president who had served the college for 12 years.

The president's responsibility for the quality of the institution can be seen in the annual goals of the president. The goals for 2007-08 were to

1. Become familiar with employees, students, programs and services at the college while also promoting collegiality and communication;
2. Create an emergency preparedness plan for the district;
3. Increase outreach efforts to the community, feeder high schools, and junior high schools;
4. Provide leadership for Measure P bond projects;
5. Assess and improve technological capabilities at the college;
6. Develop VISION 2020 for the college in order to plan for future programs;
7. Participate in, and provide leadership for, the institutional self-study for reaffirmation of accreditation;
8. Provide for a balanced budget and maintain a prudent reserve; and
9. Provide leadership to increase dialogue and efforts to incorporate our district's value of student success in our written documents and materials. (4B.9)

For the 2006-07 year, under the former president, the goals were to

1. Promote the vision of Pasadena City College as a learning-focused institution;
2. Support the efforts of the Student Learning Outcomes Steering Committee;
3. Support the implementation of the college's collegiality and integrity recommendations;
4. Ensure that ongoing revenue exceeds ongoing expenses and that prudent reserves are maintained; and
5. Support efforts to foster diversity and upward mobility within the college workforce. (4B.9a)

The overall quality of the institution and hence an assessment of its institutional effectiveness is documented through the state's ARCC measures which show that PCC has consistently done well in peer group comparisons (4B.10). The excellent reputation and performance of the institution reflects a history of effective leadership.

With regard to the president's role in the planning process, the handbook on planning, *The Planning Process at Pasadena City College*, describes part of the president's role in the planning process (4B.11). For example, one of the four planning areas of the college is the president's area (4B.11, Figure 1, page 3). At the annual strategic planning retreat, the president is actively involved in the process by reporting what has been accomplished on the current year's college goals, for which she is responsible, and describing the future directions planned for her area of

the college. The handbook illustrates that the president has a role in the planning and budgeting processes (4B.11, Figure 4, page 9).

The president provides effective leadership in the development and management of the college budget. The president has held budget forums and workshops for employees to better understand the budget process and its various components (4B.12)

In terms of selecting management personnel, the president chairs the second level interview and recommends the final candidate to the Board. In addition, faculty candidate finalists are personally interviewed by the president prior to recommendation to the Board. The president delegates the responsibility for classified personnel hires to the area managers.

The president establishes and leads the professional development of all employees. Under the direction of the new president, flex days were reestablished and now include all employees (4B.13).

In the Board's annual performance evaluation of the president, she is rated on institutional leadership in planning, organizing, and budgeting. Thus the Board of Trustees has an expectation that the president will take a leadership role in these areas. Specifically, the Trustees evaluate the president on the following:

1. Fosters a campus environment that values integrity, fairness, and ethical conduct;
2. Promotes long-range planning that provides an effective vision for the college;
3. Promotes participation by all groups in planning and shared governance structures; and
4. Effectively manages the college's financial resources.

In the area of assessing institutional effectiveness, the president organized a meeting of all managers and administrators focused on assessment measures and techniques, providing leadership in this effort (4B.14).

Self Evaluation
The college meets the standard.

The president has a role in the college planning process and in budgeting, and the president is actively involved in personnel hiring. In addition, the president's effective leadership is documented by the ARCC comparison report (4B.10).

Planning Agenda
None

IVB.2a   The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The president delegates the day-to-day operation of Instruction, Student and Learning Services, and Administrative Services to the vice presidents of those areas. The vice presidents in turn delegate responsibilities and authority to the managers who report to them. The organizational charts in the demographics section of this report illustrate these reporting relationships. The president meets weekly with her Executive Committee. This group comprises the college's three vice presidents and three executive deans. The president delegates responsibility and authority for specific tasks as they arise at the college.

The managers that make up the administrative structure of the college are routinely evaluated in accordance with the procedures outlined in the *Management Handbook* (tab 1600) and use forms that are behind tab 2500 in the same handbook (4B.15). The dean of Human Resources periodically distributes to Executive Committee members a list of which managers are scheduled for a formal evaluation. In addition, at the Board's annual spring retreat, the college vice presidents and the president review the performance of the managers and/or faculty who report to them (4B.16).

Table 4-1 shows the total number and types of employees compared to the number of FTES. The ratio of total employees per FTES is also shown. All of the data came from the CCCCO website and reflects fall 2007 information. The table is organized by FTES in descending order and includes the colleges that PCC typically compares itself to and are of similar size (4B.17).

Table 4-1 Comparison of Employees to Students for Fall 2007							
College	Full-Time Equivalent Students	Total Employees	Ratio of Employees per FTES	Managers and Administrators	Contract Faculty	Adjunct Faculty	Classified Staff
Mt. San Antonio	11,620.29	1,917	0.165	64	402	902	549
Santa Monica	10,664.74	1,851	0.174	89	308	1,053	401
Pasadena	**10,337.37**	**1,521**	**0.147**	**44**	**384**	**723**	**370**
Long Beach	8,611.24	1,589	0.185	51	336	700	502
El Camino	8,539.43	1,422	0.167	59	333	650	380
Cerritos	8,387.72	1,198	0.143	50	294	535	319

The table above shows that in terms of the ratio of employees per FTES, PCC is nearly the lowest. Pasadena has fewer managers than any of the comparison colleges and is again the next to lowest in number of classified staff.

In terms of contract faculty, PCC is second highest among the colleges. This is largely due to the commitment of the Board and administration to offer high quality education to students and also meet the state regulation that requires the college to adjust the number of its permanent faculty members in response to growth in its FTES. The calculation of this faculty obligation is done by the CCCCO.

Self Evaluation

The college meets the standard.

The president delegates authority and responsibility appropriately to executive managers. Based upon data available from the CCCCO Data Mart, PCC has fewer managers and classified staff than comparable-sized California community colleges (4B.17).

Planning Agenda

None

> **IVB.2b   The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The college has a planning process that calls for the involvement of members from all shared governance groups in planning teams at the program, unit, and area levels. The goals set at lower planning levels (program and unit) form the basis of the goals of the area and college levels. Managers are encouraged to actively involve their staff and faculty in the planning process by creating a planning team (4B.11, page 17). Although the invitation for participation is extended to all, some choose to be more involved than others.

As to setting values for the college, in 2006-07 the president empowered the Academic Senate to identify the college's core values. These core values are printed in the college catalog (4B.18), on the college website (4B.19), and, since 2007, on the back of employee business cards. The college mission statement is also included in the college catalog as well as the college website (4B.18; 4B.19).

The president ensures that the college planning process relies on both internal and external research through IPRO, which reports directly to the president. The IPRO dean is a member of the president's Executive Committee. Thus planning and research results are valued by the president and kept close for easy utilization by her. IPRO is staffed with one senior research analyst, two-and-a-half research analyst positions, an information technician, and a secretary. Some of the results of the research conducted by the office are documented in the *Research Findings* publications (4B.20) that are distributed collegewide and in the Action Implication forms that document the intended use of requested data (4B.21). IPRO also conducts systematic

surveys of students every fall term (4B.22); surveys of students, faculty, managers, and classified employees about the technology available at the college (4B.23); and surveys of employee perceptions about the campus climate (4B.24). The results of the technology survey were used to guide discussions in the College Technology Committee, and results from the fall student survey guide college offices to areas that can be improved.

In terms of external research, the president directed that an environmental scan be conducted. The 14-page report was published in September 2004 (4B.25). At the time, it was thought that the report should be repeated in 2006. However, in 2006, after a review of the data, it was found that not enough time had passed for the findings of the report to have changed appreciably. The report will be revisited in 2009. In terms of internal research, IPRO routinely produces studies focused on the evaluation and improvement of the teaching and learning environment. For example, see the following *Research Findings* (4B.20):

- June 2002: Partnership for Excellence
- July 2002: Student Engagement
- November 2002: Term to Term Persistence of First-time Students
- April 2003: Barriers to Educational Goals
- December 2003: Class Engagement Leads to Higher Grades
- February 2005: Increasing Students' Understanding of the Subject Matter
- March 2007: Counseling 10, An Introduction to College Course with Lasting Impact
- June 2007: Accountability Reporting for Community Colleges
- October 2008: Basic Skills Students at Pasadena City College.

In terms of integrating planning and resource allocation, the college does this through its online planning process. The process enables the identification of the resources needed to meet each objective and goal in program, unit, and area plans. The system allows for the extraction of resource requests from the plans by various categories, thus facilitating resource allocation decisions, which support SLOs (4B.26; 4B.26a; 4B.26b; 4B.26c).

IPRO has carried out various activities to evaluate the overall planning process and its implementation. Questions are asked on the campus climate survey to assess the extent to which employees feel they understand the planning process. When asked, "Do you understand the college's planning process?" employees gave a mean response of 2.64 in spring 2007, where 2 is "a little" and 3 is "some" (4B.24). For comparison purposes, this mean rating is higher than the 2.46 mean response to the question, "Do you understand the Accreditation Commission's new standards?" To the question, "Are the results of the college's planning process available to you?" the mean response was 2.69 in spring 2007. To the question, "Is the college's planning process linked to the budgeting process?" the mean response in spring 2007 was 3.24, where 3 is "some" and 4 is "a lot" (4B.24). In addition, when the planning process was being developed in an online format, managers were surveyed to evaluate the written instructions. The results of the evaluation led to the development of a second edition of the instructions. Further, the committee that developed the planning process was reconvened in spring 2003 and again in spring 2006 to evaluate how the planning process was functioning and to recommend changes to improve its effectiveness.

Self Evaluation

The college meets the standard.

The campus climate survey results indicate that on the average (2.64), employees understand the college planning process between "a little" and "some" (4B.24). Greater employee understanding may be attained through a greater number of employees being involved in the planning process. As the process has moved into an online environment, managers report that planning has become less of a workload. The lists of participants documented in the planning process are getting longer.

Planning Agenda

None

IVB.2c   The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

In bylaw 1620, the Board of Trustees specifically delegates to the president of the college the responsibility and authority to carry out the college's policies and to specify administrative rules and regulations essential to implementation of said policies, thus delegating to the president the responsibility of meeting this standard (4B.1). The president keeps abreast of statutes and regulations by participating in various conferences such as the Association of California Community College Administrators (ACCCA). College managers and members of shared governance groups participate in this process of keeping abreast of changes in statutes and regulations, e.g., the Curriculum and Instruction Committee's annual certification process. Through shared governance, college procedures are revised, and the Board adjusts and creates policies to comply with statutes and regulations. In addition to the managers of the college, shared governance groups bring forth information to help assure statutes, regulations, and governing board policies are consistent with the college mission and policies. The college also participates in the Community College League's Model Policy Service to help keep its policies and procedures current (4B.27).

Self Evaluation

The college meets the standard.

The president has the delegated authority and responsibility to meet this standard.

Planning Agenda

None

IVB.2d   The president effectively controls budget and expenditures.

Descriptive Summary

The Board of Trustees has an annual college goal to have current year expenditures not exceed current year revenue (4B.2). This goal has been met, enabling the college to initiate projects such as the allocation of $7,000,000 to upgrade the college's technology infrastructure. A fund was created, with approval by the Board, to meet unfunded health care benefits of retired employees, as specified in government accounting regulations. Based on an actuarial study, $1.4 million is moved annually into this fund (4B.28). In addition, in anticipation of the delayed 2008-09 state budget, the president developed a strategy to ensure continued uninterrupted operation of the college that included a Board resolution to allow temporary short-term borrowing from the college's restricted funds (4B.29). Finally, the Measure P bond-funded capital outlay projects are on time and on budget, as reported to the Citizens' Bond Oversight Committee and the Board of Trustees and in the 2007-08 year-end report on college goals (4B.30). These activities document effective budget and expenditure monitoring and control.

Self Evaluation
The college meets the standard.

Planning Agenda
None

IVB.2e   The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The college president has a goal to reach out to the local middle and senior high schools and to strengthen the college's connections with the local community (4B.9). She has created a new program at the college of student ambassadors who visit local middle and senior high schools. The college also hosted its first Career and Technical Education Day for 800 high school students, with approximately half of them making their first visit to the college on that day. In addition, the president has created the president's Asian Advisory Committee and has continued the president's African American and Latino Advisory Committees (4B.31). The president also is a member of the Pasadena Rotary Club and serves on the board of directors for the Pasadena Bioscience Collaborative. In addition, she participates with area chambers of commerce and serves on the Pasadena Chamber's Workforce Development Committee. In October 2008, under her leadership, the president convened a Leadership Operations Task Force with leadership from Pasadena Unified School District to begin efforts to create an areawide Articulation Council to better meet the needs of the communities served by the college; she also participates in a City Conversations group in order to better respond to emerging community needs. The college communicates to the communities served by the institution through a publication called *Campus Report*, which is sent out to each household in the district and all employees twice a year (4B.32). To improve communication with the campus community, the president regularly hosts "President's Coffees" to which employees can come and freely talk with her.

The former president also was a member of the local Rotary Club and routinely participated in a 5K Community Walk/Run in support of the college's Community Education Center.

The college planning process reflects that both the Board and the president are working to communicate effectively with the communities served by the institution. The Board of Trustees has expressed a desire to reach out to external communities for several years. This desire was brought to the college's spring Strategic Planning retreat, resulting in the development of a strategic direction for the college to "engage key external constituencies (communities in our service area, local businesses and industries, and our elected officials) in support of the college" (4B.4, 2007-08 Strategic Direction IV). Several college goals (#07-11 and #07-12) were developed to guide the college in this strategic direction (4B.4). In addition, the president developed a strategy to create VISION 2020, which is a comprehensive educational master plan. The strategy includes Town Hall meetings to provide external input from the communities served by the institution.

Self Evaluation
The college meets the standard.

Both the current and the former presidents of PCC value working and communicating with local communities served by the institution and have made it a priority. The Board of Trustees has encouraged more outreach activities, and the college planning process has been utilized to create college goals to guide these outreach activities and to track the progress made. Documentation of the progress made on these college goals is available in year-end reports to the Board of Trustees (4B.30).

Planning Agenda
None

> **IVB.3   In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**
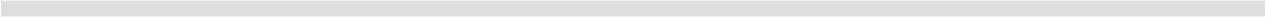
This standard is not applicable to the college. The Pasadena Area Community College District is a single college district.

Evidence for Standard IVB

4B.1   Board of Trustees Policies and Procedures http://www.pasadena.edu/ipro/policies/
4B.2   Board of Trustees Annual Self Evaluation Survey and Reports
           http://www.pasadena.edu/resource/accred_118.pdf
4B.3   Board of Trustees Agendas and Minutes
           http://www.pasadena.edu/Departments/meetings.cfm?Dept=board
4B.4   Strategic Directions and Collegewide Goals
           http://pasadena.edu/IPRO/Planning/goalsanddirections.cfm
4B.5   College Legal Bills http://pasadena.edu/resource/accred_366.pdf
4B.6   Policy Review Schedule http://www.pasadena.edu/resource/accred_367.pdf
4B.7   *Accreditation Dialogues* http://pasadena.edu/resource/accred_368.pdf
4B.8   Board of Trustees Agendas, October 2007-December 2008
           http://www.pasadena.edu/resource/accred_692.pdf
4B.9   President's Annual Goals 2007-2008 http://www.pasadena.edu/resource/accred_505.pdf
4B.9a   President's Annual Goals 2006-2007 http://www.pasadena.edu/resource/accred_695.pdf
4B.10   Accountability Reporting for Community Colleges (ARCC) Statewide Comparison
           Report http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arccreport_jan2007.pdf
4B.11   *The Planning Process at Pasadena City College*
           http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf
4B.12   Budget 101 Presentation http://pasadena.edu/resource/accred_347.pdf
4B.13   Flex Day Agendas http://pasadena.edu/resource/accred_570.pdf
4B.14   Spring 2008 Management Retreat Agenda (focus on assessment)
           http://pasadena.edu/resource/accred_460.pdf
4B.15   *Management Handbook* http://pasadena.edu/HR/managementhandbook.pdf
4B.16   Board of Trustees Spring Retreat Agenda, 2008
           http://www.pasadena.edu/resource/accred_364.doc
4B.17   Chancellor's Office Data Mart
           http://cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/ta
           bid/282/Default.aspx
4B.18   Mission Statement and Core Values in College Catalog
           http://www.paccd.cc.ca.us/instadmn/compsvcs/kiosk/CATALOG/section1.htm
4B.19   Mission Statement and Core Values
           http://www.pasadena.edu/about/president/philosophy.cfm
4B.20   *Research Findings* http://www.pasadena.edu/IPRO/research/researchfindings.cfm
4B.21   Action Implication Form http://www.pasadena.edu/resource/accred_406.doc
4B.22   IPRO Student Fall Surveys and Results
           http://pasadena.edu/IPRO/research/fallsurvey.cfm
4B.23   IPRO Technology Surveys and Results, 16, 18, 19, 20
           http://www.pasadena.edu/IPRO/research/researchfindings.cfm
4B.24   Campus Climate Survey Results: *Research Findings*, 21, 23, 24.
           http://www.pasadena.edu/IPRO/research/researchfindings.cfm
4B.25   PCC's External Environment (*Trends to Watch*, 2): September 2004
           http://pasadena.edu/IPRO/research/Documents/EnvironmentalIssueSeptember-2004.pdf
4B.26   Unit Plans with Resource Prioritization Lists: Personnel
           http://www.pasadena.edu/resource/accred_514.xls

Evidence for Standard IVB (continued)

4B.26a Unit Plans with Resource Prioritization Lists: Facilities
http://www.pasadena.edu/resource/accred_462.xls
4B.26b Unit Plans with Resource Prioritization Lists: Technology
http://www.pasadena.edu/resource/accred_515.xls
4B.26c Unit Plans with Resource Prioritization Lists: Financial
http://www.pasadena.edu/resource/accred_513.xls
4B.27 Community College League of California Board Policy and Administrative Procedure
Service http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312
4B.28 College Budget, 2007-08 [paper]; 2008-09 available online http://site.pccbudget.org/
4B.29 Board of Trustees Resolution for Short-term Borrowing Due to Delayed 2008-09 State
Budget http://pasadena.edu/resource/accred_663.pdf
4B.30 Institutional Strategic Directions and Annual Goals Year-end Report
http://pasadena.edu/IPRO/Planning/GoalStratdiryrendreport.cfm
4B.31 African American and Latino Advisory Committee Resource Booklet
http://pasadena.edu/resource/accred_664.pdf
4B.32 *Campus Report* http://www.pasadena.edu/publicRelations/campusreport.cfm

Evidence Available in the Team Room

Evidence for Standard IA

1A.1   College Catalog
http://www.paccd.cc.ca.us/instadmn/compsvcs/kiosk/CATALOG/Section1.htm
1A.2   Mission Statement and Core Values
http://www.pasadena.edu/about/president/philosophy.cfm
1A.3   American Mathematical Association of Two-Year Colleges (AMATYC) National
Champions http://www.amatyc.org/SML/past-champions.htm
1A.4   PCC Tournament of Roses Honor Band http://www.pasadena.edu/tofrband/
1A.5   2008 Forensics Awards http://www.pasadena.edu/news/newsItem.cfm?ID=2192
1A.6   Shatford Library Award http://www.pasadena.edu/library/award.htm
1A.7   Community Education Center http://www.pasadena.edu/cec/
1A.8   Student Support Programs http://www.pasadena.edu/studentservices/
1A.9   Study Abroad http://www.pasadena.edu/travel
1A.10 Student Government http://www.pasadena.edu/as/yourgovernment.cfm
1A.11 Student Internships
http://www.pasadena.edu/studentservices/careercenter/internship.cfm
1A.12 Puente Project http://www.pasadena.edu/transfer/specialprograms/puente.cfm
1A.13 Ujima Program http://www.pasadena.edu/studentservices/ujima/
1A.14 Scholars Program http://www.pasadena.edu/transfer/specialprograms/scholar.cfm
1A.15 Teaching and Learning Center
http://www.pasadena.edu/externalrelations/TLC/tlc_facility.cfm
1A.16 Board of Trustees Meeting, June 19, 2002
http://www.pasadena.edu/resource/accred_503.pdf
1A.17 *Midterm Report Prepared for the Accrediting Commission for Community and
Junior Colleges*, October 15, 2005 (page 4)
http://www.pasadena.edu/IPRO/accreditation/documents/Mid-
termReportforAccrditationversion6submittedtoWASC.pdf
1A.18 Coordinating Council Minutes
http://www.pasadena.edu/Departments/meetings.cfm?Dept=coordcouncil
1A.19 *The Planning Process at Pasadena City College*
http://www.pasadena.edu/IPRO/Accreditation/progress/Apend%201.pdf
1A.20 Unit Plan Mission Statement Examples
http://www.pasadena.edu/resource/accred_215.pdf
1A.21 Student and Learning Services Units and Area Plan, 2008-2009
http://www.pasadena.edu/resource/accred_314.pdf

Evidence for Standard IB

1B.1   Board of Trustees Agendas/Minutes on Learning Improvement
http://www.pasadena.edu/Departments/meetings.cfm?Dept=board
1B.2   Executive Committee Agendas and Highlights (representative sample)
http://www.pasadena.edu/resource/accred_356.doc
1B.3   Instructional Deans Meeting Agendas on Planning and SLO/Assessment
http://www.pasadena.edu/resource/accred_457.doc
1B.4   Student and Learning Services Agendas on SLOs
http://www.pasadena.edu/resource/accred_455.doc
1B.5   Classified Senate Agendas on ARCC and PFE
http://www.pasadena.edu/Departments/meetings.cfm?Dept=csen
1B.6   Academic Senate Agendas on SLOs and the Student Benefit Index
http://www.pasadena.edu/academicsenate/meetings.cfm
1B.7   Campus Technology Committee Agendas on Planning and Technology Surveys
http://ctcpcc.pbwiki.com/
1B.8   Management Team Spring Retreat Agenda, May 14, 2008
http://www.pasadena.edu/resource/accred_460.pdf
1B.9   *The Planning Process at Pasadena City College*
http://pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf
1B.10 Overall Campus Climate at PCC [2005 and 2007 Data] (*Research Findings,* 21):
November 2007
http://www.pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf
1B.11 Employees' Perceptions about Working at PCC, College's Mission, Advancement
Opportunities, Staff Development Activities, and the Shared Governance Process
(*Research Findings*, 23): February 2008
http://pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf
1B.12 Employees' Perceptions about the Planning Process, College's Mission,
Accreditation Standards, and Areas Needing Improvement (*Research Findings*,
24): March 2008
http://pasadena.edu/IPRO/research/Documents/Issue24PlanningProcess.pdf
1B.13 Strategic Planning Retreat Agenda, Spring 2008
http://pasadena.edu/resource/accred_407.doc
1B.14 Cover Memo to Start the Planning Process
http://www.pasadena.edu/resource/accred_635.pdf
1B.15 Strategic Directions and Annual Collegewide Goals Year-End Report.
http://www.pasadena.edu/IPRO/Planning/GoalStratdiryrendreport.cfm
1B.16 Strategic Directions and Annual Collegewide Goals Mid-Year Reports
http://www.pasadena.edu/IPRO/Planning/GoalStratdiryrendreport.cfm
1B.17 Strategic Directions and Collegewide Goals
http://www.pasadena.edu/IPRO/Planning/goalsanddirections.cfm
1B.18 Program Review Data
http://www.pasadena.edu/IPRO/Planning/programreview.cfm
1B.19 Student Learning Outcomes and Assessment Resource Center website
http://www.pasadena.edu/slo/

Evidence for Standard IB (continued)

1B.20 Pasadena City College website
http://www.pasadena.edu

1B.21 Program, Unit, and Area Plans http://csweb.Pasadena.edu/pb/

1B.22 Goal Extract Reports http://csweb.Pasadena.edu/pb/

1B.23 Unit Plan Technology Extracts and Comments, 2006-07
http://pasadena.edu/resource/accred_515.xls

1B.24 Institutional Planning and Research Office website
http://www.pasadena.edu/IPRO/

1B.25 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

1B.26 IPRO Action Implication Form http://pasadena.edu/resource/accred_406.doc

1B.27 Student and Employee Campus Technology Surveys—Computer Skills and Access (*Research Findings*, 16): October 2007
http://pasadena.edu/IPRO/research/Documents/Issue16ComputerAccess.pdf

1B.28 Use of Technology in the Classrooms and Computer Labs (*Research Findings*, 18): April 2007
http://pasadena.edu/IPRO/research/Documents/Issue18UseofTechnology.pdf

1B.29 Technology Training, Support, and Equipment (*Research Findings*, 19): April 2007
http://pasadena.edu/IPRO/research/Documents/Issue19TechnologyResources.pdf

1B.30 Usage and Satisfaction with Online Services and Computer Systems (*Research Findings*, 20): October 2007
http://pasadena.edu/IPRO/research/Documents/Issue20PCCSystems.pdf

1B.31 vacant

1B.32 vacant

1B.33 Financial Aid Surveys and Results
http://pasadena.edu/resource/accred_256.doc

1B.34 Employees' Perceptions about the Planning Process, College's Mission, Accreditation Standards, and Areas Needing Improvement (*Research Findings*, 24): March 2008
http://pasadena.edu/IPRO/research/Documents/Issue24PlanningProcess.pdf

1B.35 Technology Master Plan, 2006
http://www.pasadena.edu/IPRO/accreditation/progress/Apend%203.pdf

1B.36 Computer Lab Replacement Plan, adopted by the Board of Trustees, July 21, 2004
http://www.pasadena.edu/computingservices/includes/documents/LabUpgradeSchedule.pdf

1B.36a Desktop Replacement Plan
http://www.pasadena.edu/computingservices/includes/documents/StatusReport.pdf

1B.37 Unit Plan Personnel Resources Requested in 2007-08
http://www.pasadena.edu/resource/accred_514.xls

1B.37a Unit Plan Facility Resources Requested in 2007-08
http://www.pasadena.edu/resource/accred_462.xls

1B.37b Unit Plan Financial Resources Requested in 2007-08
http://www.pasadena.edu/resource/accred_513.xls

Evidence for Standard IB (continued)

1B.38 Arrivals at Other Colleges, 2004-2005 (*Research Findings*, 14): September 2005
http://pasadena.edu/IPRO/research/Documents/ResearchFindings14.pdf
1B.39 Overall Campus Climate at PCC (*Research Findings*, 21): November 2007
http://pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf
1B.40 vacant
1B.41 vacant
1B.42 vacant
1B.43 vacant
1B.44 *Campus Report* http://www.pasadena.edu/publicRelations/campusreport.cfm
1B.45 PBPDCC Survey and Results, December 2003
http://www.pasadena.edu/resource/accred_484.pdf
1B.46 PBPDCC Survey and Results, December 2004
http://www.pasadena.edu/resource/accred_485.pdf
1B.47 Learning Outcomes Data Report
http://www.pasadena.edu/resource/accred_486.pdf
1B.48 Interact Communications, "Community Awareness Benchmark" [Confidential
Report-portal access only] 2007
http://www.pasadena.edu/resource/accred_411.pdf
1B.49 Interact Communications, "Failure to Appear" Report
http://www.pasadena.edu/resource/accred_456.pdf
1B.50 Library Statistical Report http://pasadena.edu/resource/accred_188.pdf
1B.51 ACRL Excellence in Academic Libraries Award, 2008
http://www.pasadena.edu/library/award.htm
1B.52 Human Resources Faculty Applicant Survey Results
http://www.pasadena.edu/resource/accred_487.pdf
1B.53 Writing Competency Assessment Rubric Data Report
http://www.pasadena.edu/resource/accred_488.pdf

Evidence for Standard IIA
2A.1 Mission Statement and Institutional Core Values
http://www.pasadena.edu/about/president/philosophy.cfm
2A.2 College Policies http://www.pasadena.edu/ipro/policies/
2A.3 *Program and Course Approval Handbook and Supplement*
http://pasadena.edu/resource/accred_557.pdf
2A.4 Curriculum and Instruction Committee Agendas and Minutes (including 9/14/06
and 10/30/08) http://pasadena.edu/resource/accred_558.pdf
2A.5 Cover Letter to Start the Annual Planning Process
http://www.pasadena.edu/resource/accred_635.pdf
2A.6 College Catalog http://pasadena.edu/academicsupport/catalog/CAT08-09.pdf
2A.7 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm
2A.8 Transfer Center Update, January 16, 2008
http://pasadena.edu/resource/accred_562.pdf

Evidence for Standard IIA (continued)

2A.9   Faculty Evaluation Forms/Requirements
http://pasadena.edu/resource/accred_566.pdf

2A.10 Academic Senate SLO Activities and Workshops
http://pasadena.edu/resource/accred_567.pdf

2A.11 Agendas for New Faculty Orientations
http://pasadena.edu/resource/accred_568.pdf

2A.12 Flex Day Agendas
http://pasadena.edu/resource/accred_570.pdf

2A.13 Assessment Information and Activity Reports
http://www.pasadena.edu/resource/accred_569.pdf

2A.14 *Research Findings*, 25 (October 2008)
http://pasadena.edu/resource/accred_501.pdf

2A.15 Basic Skills Initiative Self Study Report and Action Plan
http://pasadena.edu/resource/accred_571.pdf

2A.16 Scholars Program
http://www.pasadena.edu/transfer/specialprograms/scholar.cfm

2A.17 2007 IPRO Data on Scholars Program Students versus Non-Scholars Program
Students
http://www.pasadena.edu/resource/accred_572.xls

2A.18 Puente Project
http://www.pasadena.edu/transfer/specialprograms/puente.cfm

2A.19 Fall 2007 Puente Survey and Results
http://pasadena.edu/resource/accred_573.pdf

2A.20 Ujima Program
http://www.pasadena.edu/studentservices/ujima/

2A.21 Writing Across the Curriculum
http://www.pasadena.edu/WAC/

2A.22 Writing Across the Curriculum PFE Survey and Results
http://pasadena.edu/resource/accred_574.pdf

2A.23 Teaching and Learning Center
http://www.pasadena.edu/externalrelations/TLC/tlc_facility.cfm

2A.24 Instructional Program Plans and Reviews
http://pasadena.edu/resource/accred_575.pdf

2A.25 SLO/Assessment Cycle
http://pasadena.edu/resource/accred_576.pdf

2A.26 Core Course Index (formerly Student Benefit Index)
http://pasadena.edu/resource/accred_577.pdf

2A.27 Community Colleges Survey of Student Engagement (CCSSE) Results
http://pasadena.edu/resource/accred_578.pdf

2A.28 IPRO Environmental Scan Report
http://www.pasadena.edu/IPRO/research/environscan.cfm

2A.29 Certificates Completed By CTE Students
http://pasadena.edu/resource/accred_579.pdf

Evidence for Standard IIA (continued)

2A.30 Program Plan for Distance Education (Academic Support) 2008-09
http://csweb.pasadena.edu/pb/
2A.30a Data on the Number of Smart Classrooms
http://www.pasadena.edu/resource/accred_581.pdf
2A.31 WebCMS System and Forms, including Form D
http://webcms.pasadena.edu/
2A.32 Use of Technology in the Classrooms and Computer Labs (*Research Findings,* 18)
http://www.pasadena.edu/IPRO/research/researchfindings.cfm
2A.33 SLO website http://pasadena.edu/slo/
2A.34 Distance Education Committee Minutes
http://www.pasadena.edu/Departments/meetings.cfm?Dept=de
2A.35 DSP&S website
http://www.pasadena.edu/studentservices/dsps/
2A.36 IPRO Distance Education Report on Success and Retention, 2002-03 to 2005-06
http://pasadena.edu/resource/accred_582.pdf
2A.37 vacant
2A.38 Huba and Freed, *Learner-Centered Assessment on College Campuses*
http://pasadena.edu/resource/accred_584.pdf
2A.39 *Guidelines for SLOs*
http://pasadena.edu/resource/accred_585.pdf
2A.40 Division Council Report from October 10, 2008
http://www.pasadena.edu/resource/accred_586.pdf
2A.41 vacant
2A.42 ACCJC SLO Breakout Report
http://pasadena.edu/resource/accred_588.pdf
2A.43 SLO Resource Pages
http://www.pasadena.edu/slo/
2A.44 Board of Trustees Agenda and Minutes, July 2006
http://pasadena.edu/resource/accred_590.pdf
2A.45 Course to Competency Mapping http://pasadena.edu/resource/accred_592.pdf
2A.46 Course Assessment Report http://pasadena.edu/resource/accred_593.pdf
2A.47 Library Program Assessment Results
http://www.pasadena.edu/resource/accred_595.pdf
2A.48 Dental Hygiene Program Assessment Results
http://www.pasadena.edu/resource/accred_596.pdf
2A.49 eLumen http://www.elumen.info/
2A.50 SLO Assessment Plan Form http://pasadena.edu/resource/accred_597.pdf
2A.51 Program Plans Showing Use of Assessment Results
http://www.pasadena.edu/resource/accred_598.pdf
2A.52 Value-added Methodology Presented to Academic Senate by IPRO
http://pasadena.edu/resource/accred_599.pdf
2A.53 Writing Competency Results
http://pasadena.edu/resource/accred_600.pdf

Evidence for Standard IIA (continued)

2A.54 English Division Meeting Agenda/Minutes from October 7, 2008
http://pasadena.edu/resource/accred_601.pdf

2A.55 Academic Senate Minutes, Fall 2007
http://pasadena.edu/resource/accred_602.pdf

2A.56 Hugo Schwyzer, "The Educrats' Attack on Higher Teaching," *Inside Higher Education* online (October 8, 2007)
http://www.insidehighered.com/layout/set/print/views/2007/10/08/schwyzer

2A.57 Flex Day Evaluation Results
http://pasadena.edu/resource/accred_604.pdf

2A.58 Linda Suskie's Report
http://pasadena.edu/resource/accred_605.pdf

2A.59 Study Abroad website
http://www.pasadena.edu/travel/

2A.60 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

2A.61 Extended Learning Catalogs
http://pasadena.augusoft.net

2A.62 Staff Services website
http://www.pasadena.edu/staffservices/

2A.63 ARCC 2007 Reports
http://pasadena.edu/resource/accred_607.pdf

2A.64 Career and Technical Education Strategic Plan to Increase Student Success
http://pasadena.edu/resource/accred_609.pdf

2A.65 *Curriculum and Instruction Handbook*
http://pasadena.edu/resource/accred_610.pdf

2A.66 Dental Assisting Examination Pass Rates for 2007 and 2008
http://pasadena.edu/resource/accred_611.pdf

2A.67 Los Angeles/Orange County Workforce Development Leaders (LOWDL)
http://pasadena.edu/resource/accred_612.pdf

2A.68 Instructional Area Awards
http://www.pasadena.edu/resource/accred_613.pdf

2A.69 Data on Number of Articulation Agreements Held
http://pasadena.edu/resource/accred_614.pdf

2A.70 Licensure Passage Rates
http://www.pasadena.edu/resource/accred_615.pdf

2A.71 Schedule of Classes http://pasadena.edu/schedule/

2A.72 *On Course* Training Information
http://pasadena.edu/resource/accred_616.pdf

2A.73 Faculty Handbook http://www.pasadena.edu/HR/facultyhandbook.pdf

2A.74 Student Learning Support Services Chart
http://pasadena.edu/resource/accred_618.pdf

2A.75 ARCC Clicker Project and Evaluation
http://pasadena.edu/resource/accred_619.pdf

Evidence for Standard IIA (continued)

2A.76 Podcast Lectures—ESL Podcasts and Music of Latin America Podcasts
http://pasadena.edu/resource/accred_620.pdf

2A.77 Online versus ITV versus Traditional Instruction Delivery Data
http://pasadena.edu/resource/accred_621.pdf

2A.78 Majors/Area Emphasis Proposals Related to Title 5 Changes
http://pasadena.edu/resource/accred_622.pdf

2A.79 Institutional Planning and Research Office website
http://www.pasadena.edu/IPRO/

2A.80 Sample Syllabi http://www.pasadena.edu/resource/accred_623.pdf

2A.81 vacant

2A.82 Associated Students' Opportunities for Student Internships and Community
Service http://pasadena.edu/resource/accred_625.pdf

2A.83 *Mercury*, April 2008.
http://www.pasadena.edu/publicRelations/staffnewsletter.cfm

2A.84 Associated Students Lobby Committee
http://pasadena.edu/resource/accred_626.pdf

2A.85 *Observations*, Chapter 8
http://www.pasadena.edu/IPRO/research/observations.cfm

2A.86 vacant

2A.87 Pasadena City College website http://pasadena.edu/

2A.88 Brochures for Library Technology, ESL, Paralegal Studies, and Dental Hygiene
http://www.pasadena.edu/resource/accred_627.pdf

2A.89 ASSIST Transfer Tool http://www.assist.org/web-assist/welcome.html

2A.90 California Articulation Policies and Procedures Handbook
http://www.pasadena.edu/resource/accred_629.pdf

2A.91 Summary of Curriculum Changes for Articulation
http://www.pasadena.edu/resource/accred_630.pdf

2A.92 Public Relations Publications on Student Achievement
http://www.pasadena.edu/resource/accred_632.pdf

2A.93 *Campus Report*
http://www.pasadena.edu/publicRelations/campusreport.cfm

2A.94 Academic Senate Minutes from October 13, 2003
http://www.pasadena.edu/resource/accred_633.pdf

2A.95 "Academic Integrity at Pasadena City College"—draft of Academic Senate
document http://pasadena.edu/resource/accred_631.pdf

2A.96 Definitions of Academic Dishonesty
http://pasadena.edu/resource/accred_517.pdf

Evidence for Standard IIB

2B.1 Mission Statement http://www.pasadena.edu/about/president/philosophy.cfm
2B.2 College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm
2B.3 Office of Community and School Relations http://www.pasadena.edu/outreach/ (see also brochures)
2B.4 Application for Admission http://www.cccapply.org/
2B.5 Postcards and Sent to Students Who Request (on application) Support Services Information http://www.pasadena.edu/resource/accred_325.doc
2B.6 Noncredit Application http://pasadena.edu/resource/accred_260.pdf
2B.7 New Student Orientation Information http://pasadena.edu/orientation/
2B.8 SLO/SSO Outcome Assessment/Analysis for Student and Learning Services http://www.pasadena.edu/resource/accred_696.pdf
2B.9 Online Planning Database http://csweb.Pasadena.edu/pb/
2B.10 Student and Learning Services Program Plans and Program Reviews http://csweb.Pasadena.edu/pb/
2B.11 Collaborative Categorical Program Review (Student Services) http://www.pasadena.edu/resource/accred_316.txt
2B.12 Students Served by EOP&S and Care—Categorical Programs Self Evaluation and CCCO Data Mart http://www.pasadena.edu/resource/accred_259.xls
2B.13 Student and Learning Services Staff Meetings and Advisory Meetings. Representative Agendas http://www.pasadena.edu/resource/accred_455.doc
2B.14 Welcome Day http://www.pasadena.edu/welcomeday/ (see also brochures)
2B.15 Office of Scholarships and Financial Aid: http://www.pasadena.edu/studentservices/financialaid/index.cfm
2B.15a EOP&S http://www.pasadena.edu/studentservices/eops/
2B.15b Transfer Center http://www.pasadena.edu/transfer/ (see also brochures)
2B.16 Office of Outreach, Degrees, and Transfer http://www.pasadena.edu/outreach
2B.17 Barriers to Educational Goal and Support Services (*Research Findings,* 9) http://pasadena.edu/calendar/eventitem.cfm?ID=9310&DB=e&eDate=2008-11-05
2B.18 *Observations: A Compendium of Information for and about Pasadena City College* (Ch. 5, International Students) http://www.pasadena.edu/IPRO/research/Documents/Chapter05.pdf
2B.19 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm
2B.20 Concurrent Enrollment Form http://www.pasadena.edu/admissions/apply/Recomm.pdf
2B.21 vacant
2B.22 College Advantage Program (A Continuation of Fast Track) http://www.pasadena.edu/transfer/specialprograms/fasttrack.cfm
2B.23 List of Student and Learning Services Staff on Various Campuswide Committees http://tinyurl.com/65joxy
2B.24 Student and Learning Services Unit and Area Plans http://csweb.pasadena.edu/pb/

Evidence for Standard IIB (continued)

2B.25 Student and Learning Services Funds Allocated Based on Planning
   http://www.pasadena.edu/resource/accred_339.xls

2B.26 Collaborative Categorical Program Review (Student Services)
   http://www.pasadena.edu/resource/accred_316.txt

2B.27 "Counseling 10: An Introduction to College Course with Lasting Impact"
   (*Research Findings*, 15): March 2007
   http://pasadena.edu/IPRO/research/Documents/ResearchFindings15a.pdf

2B.28 Fall Student Survey Results, 2002 and 2006
   http://www.pasadena.edu/IPRO/research/fallsurvey.cfm

2B.29 Mathematics Consequential Validity Study 2006-2007.
   http://www.pasadena.edu/resource/accred_195.doc

2B.30 Student Services web pages http://pasadena.edu/studentservices/

2B.30a Transfer Advisement Tool http://www.pasadena.edu/transfer/requirements/

2B.31 Measure P http://www.pasadena.edu/bond/index.cfm

2B.32 Intramural Sports Program Funding by the Tournament of Roses
   http://www.pasadena.edu/resource/accred_263.pdf

2B.33 *Student Handbook*
   http://www.pasadena.edu/studentServices/counseling/documents/student-handbook.pdf

2B.34 Schedule of Classes http://www.pasadena.edu/schedule/

2B.35 "Manual for Student Conduct, Due Process, and Dispute Resolution"
   http://pasadena.edu/resource/accred_264.pdf

2B.36 Student Equity Plan http://pasadena.edu/resource/accred_508.doc

2B.37 Campus Climate Surveys and Results (*Research Findings* 21, 23, 24)
   http://www.pasadena.edu/resource/accred_70.pdf

2B.37a Overall Campus Climate at PCC (*Research Findings*, 21): November 2007
   http://www.pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf

2B.37b Employees' Perceptions about Working at PCC, the College's Mission,
   Advancement Opportunities, Staff Development Activities, and the Shared
   Governance Process. (*Research Findings*, 23)
   http://pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf

2B.37c Employees' Perceptions about the Planning Process, College's Mission,
   Accreditation Standards, and Areas Needing Improvement (*Research Findings*,
   24): 2008
   http://pasadena.edu/resource/accred_111.pdf

2B.38 SLO/SSO Results and Other Program Surveys and Evaluations (available in the
   Student and Learning Services Program Reviews) http://csweb.pasadena.edu/pb/

2B.39 National College Health Assessment, Pasadena City College Executive Summary
   2007 http://www.pasadena.edu/resource/accred_193.pdf

2B.40 Student Health Services Resources Page
   http://www.pasadena.edu/studentservices/healthServices/services/index.cfm (see
   also brochures)

2B.41 Health Services Resources Page http://www.pasadena.edu/nosmoking/ and
   "Don't Drag It Out" (see print brochure)

2B.42 Association of Higher Education and Disability: The California Blue Ribbon
   Commission on Autism http://senweb03.senate.ca.gov/autism/index.html

Evidence for Standard IIB (continued)

2B.43 Data on Increase in Autism Spectrum Disorders (DSPS)
http://pasadena.edu/resource/accred_266.doc

2B.44 "Student and Employee Campus Technology Survey: Computer Skill and Access" (*Research Findings*, 16): April 2007
http://www.pasadena.edu/IPRO/research/Documents/Issue16ComputerAccess.pdf

2B.45 FAFSA website http://www.fafsa.ed.gov/

2B.46 Federal Student Aid Financial Aid Application Processing Cycles Report
http://pasadena.edu/resource/accred_261.xls

2B.47 PFE and ARCC Data on Transcript Prescreening Sheets (2005-08)
http://www.pasadena.edu/resource/accred_323.doc

2B.48 vacant

2B.49 Council for Advancement of Standards in Higher Education
http://www.cas.edu/

2B.50 Student Affairs Program Review, including Social Change Model of Leadership Development http://pasadena.edu/resource/accred_267.pdf

2B.51 Postcards Informing Students of Services and Resources
http://www.pasadena.edu/resource/accred_325.doc

2B.52 Online Counseling Service
http://www.pasadena.edu/studentservices/counseling/online.cfm

2B.53 Survey on Video Phone Use—DSP&S
http://www.pasadena.edu/resource/accred_507.doc

2B.54 Financial Aid Survey and Results, 2006-07
http://www.pasadena.edu/resource/accred_256.doc

2B.55 EOP&S Website http://www.pasadena.edu/studentservices/eops/

2B.56 EOP&S Data on Underrepresented Students Served and Use of Online Registration http://www.pasadena.edu/resource/accred_416.doc

2B.57 CalWORKS Program Review http://csweb.pasadena.edu/pb/

2B.58 Student Health Services Pre- and Post-Test Results on At-risk Health Behaviors
http://pasadena.edu/resource/accred_268.pdf

2B.59 Cross Cultural Center website http://www.pasadena.edu/ccc

2B.60 Borders of Diversity Conference Information
http://www.pasadena.edu/calendar/eventitem.cfm?ID=8902&DB=e&nocrawl=1&eDate=2008-05-08

2B.60a Borders of Diversity Conference Information
http://www.pasadena.edu/artgallery/exhibition.cfm?ID=5652

2B.61 Transfer Center's Certificate of Special Congressional Recognition for Outstanding and
Invaluable Service to the Community
http://pasadena.edu/resource/accred_327.pdf

2B.62 IPRO Matriculation Study
http://www.pasadena.edu/resource/accred_328.pdf

2B.63 Counseling Retreat Agenda 2006
http://pasadena.edu/resource/accred_329.doc

Evidence for Standard IIB (continued)

2B.64 Student Success Workshop Survey for Probation Students
http://www.pasadena.edu/resource/accred_258.xls

2B.65 ARCC Report on Project 759, Prealgebra and Counseling Collaborative Data
http://pasadena.edu/resource/accred_270.doc

2B.66 Ujima Success Data, 2006-2007
http://pasadena.edu/resource/accred_271.pdf

2B.67 *On Course* Attendance Records
http://www.pasadena.edu/resource/accred_257.doc

2B.68 Survey on "Assault Against Women" Presentation, Fall 2008
http://pasadena.edu/resource/accred_272.pdf

2B.69 College Policy on Student Records and Directory Information, 4010
http://www.pasadena.edu/IPRO/Policies/documents/PCC_4010.pdf

2B.70 *Hate Comes Home* Film Evaluation
http://www.pasadena.edu/resource/accred_273.xls

2B.71 Depression Awareness Week 2006 Information/flyers
http://pasadena.edu/resource/accred_274.pdf

2B.72 Assessment Services http://www.pasadena.edu/studentservices/assessment/

2B.73 Pasadena High School Assessment Pilot Results
http://pasadena.edu/resource/accred_276.doc

2B.74 FERPA Information on the Campus website and "FERPA at a Glance" brochure
[paper]
http://www.pasadena.edu/studentservices/financialAid/ferpa.cfm

2B.75 Utilization of Psychological Services, 2007-2008
http://www.pasadena.edu/resource/accred_413.doc

2B.76 President's Ambassadors Program
http://www.pasadena.edu/news/newsItem.cfm?ID=2210

2B.77 High School Counselor Annual Conference (Community and School Relations)
http://www.pasadena.edu/resource/accred_332.pdf

2B.78 Students Served by EOP&S and Care (Categorical Programs Self Evaluation and
CCCO Data Mart) http://www.pasadena.edu/resource/accred_259.xls

2B.79 vacant

2B.80 vacant

2B.81 Federal Student Aid Financial Aid Application Processing Cycles Report
http://pasadena.edu/resource/accred_261.xls

2B.82 Equitable Packaging Policies: Schedule of Findings, Recommendations, and
Questioned Costs, 1997 http://www.pasadena.edu/resource/accred_262.doc

2B.83 Retreat Proposal on SLO/SSO Dialogue
http://www.pasadena.edu/resource/accred_334.doc

2B.83a Agendas on SLO/SSO Dialogue
http://www.pasadena.edu/resource/accred_490.doc

2B.84 EOP&S SLOs/SSOs http://csweb.Pasadena.edu/pb/

Evidence for Standard IIC

2C.1   List of Learning Labs http://www.pasadena.edu/studentservices/computerlabs/
2C.2   Computer Replacement Plan
        http://www.pasadena.edu/computingservices/includes/documents/LabUpgradeSchedule.pdf
2C.2a   Computer Replacement Plan Status Report
        http://www.pasadena.edu/computingservices/includes/documents/StatusReport.pdf
2C.3   Library's ACRL Excellence in Libraries Award
        http://www.pasadena.edu/library/award.htm
2C.4   Library http://pasadena.edu/library
2C.5   Library Databases http://www.pasadena.edu/library/dbtitle.htm
2C.6   Library Statistical Report http://pasadena.edu/resource/accred_188.pdf
2C.7   Library Computer Labs Information
        http://www.pasadena.edu/library/computing.htm
2C.8   Music Lab and Library http://www.pasadena.edu/divisions/performing-
        comm/music/resources/labandlibrary.cfm
2C.9   Learning Assistance Center (LAC) http://www.pasadena.edu/studentservices/lac/
2C.10   Students Served by LAC, Spring 2005-Fall 2008
        http://www.pasadena.edu/resource/accred_173.xls
2C.11   LAC Student Satisfaction Survey, 2006-07
        http://www.pasadena.edu/resource/accred_214.doc
2C.12   LAC and Library Plans and Program Reviews
        http://csweb.Pasadena.edu/pb/
2C.13   Tutoring on Campus http://www.pasadena.edu/studentservices/tutoring/
2C.14   Schedule of Classes http://pasadena.edu/schedule/ (see also booklet)
2C.15   Library Student Survey 2003 http://tinyurl.com/6ytjzq
2C.15a Library Student Survey 2008 http://tinyurl.com/4mp9fa
2C.16   Library Faculty Survey 2007-08 http://tinyurl.com/yw9bjd
2C.17   Writing Center Program Plan and Evaluation Data http://csweb.Pasadena.edu/pb/
2C.18   Information Competency Instruction Plan at Pasadena City College
        http://www.pasadena.edu/resource/accred_181.doc
2C.19   Institutional Student Learning Outcomes and Competencies
        http://www.pasadena.edu/SLO/documents/InstitutionalSLOs_shortform_draft2_andexam
        ples.pdf
2C.20   Library Statistical Report: Instruction Sessions 2001-2008
        http://pasadena.edu/resource/accred_188.pdf
2C.21   LAC Information Competency Courses, Civics 3031, 3033
        http://www.pasadena.edu/resource/accred_184.xls
2C.21a Library Tutorials in the Writing Center—Survey Results http://tinyurl.com/9f55rj
2C.22   LAC Computer Learning Center http://www.pasadena.edu/studentservices/clc/
2C.23   LAC/CLC Use by Online Course Students
        http://www.pasadena.edu/resource/accred_186.xls
2C.24   Chat with a Librarian (Question Point 24/7 service)
        http://pasadena.edu/library/ask.htm
2C.25   Services for Students with Disabilities
        http://www.pasadena.edu/library/DSPS.htm
2C.26   Technology Surveys and Results http://ctcpcc.pbwiki.com/TechSurveys

Evidence for Standard IIC (continued)

2C.27 Student and Employee Campus Technology Surveys—Computer Skills and Access (Research Findings, 16): 2007 http://www.pasadena.edu/IPRO/research/Documents/Issue16ComputerAccess.pdf

2C.28 Library Statistical Report: Lab Checkouts, 2001-2008 http://pasadena.edu/resource/accred_188.pdf

2C.29 LAC Cultural Awareness Survey and Results http://www.pasadena.edu/resource/accred_170.pdf

2C.30 Social Sciences Learning Center http://www.pasadena.edu/divisions/Social-Sciences/learningcenter/

2C.31 Performing Arts Interactive Center Information and Plans http://www.pasadena.edu/bond/project_updates/art_building.cfm

2C.32 Program and Unit Plans for Divisions that Support Learning Support Programs (Mathematics, Natural Sciences, Performing & Communication Arts, Physical Education, Social Sciences, Writing Center) as well as Academic Support and Student and Learning Services http://csweb.Pasadena.edu/pb/

2C.33 Community College Library Consortium http://www.cclibraries.org

2C.34 Library Contracts with Glendale College and Cal State LA http://www.pasadena.edu/resource/accred_224.doc

2C.35 Library Statistical Report: Interlibrary Loans http://pasadena.edu/resource/accred_188.pdf

2C.36 Comprehensive Control Systems, Inc. http://compcontrolsys.com/

2C.37 Writing Center Program Review http://csweb.Pasadena.edu/pb/

2C.38 National Tutoring Association http://www.ntatutor.com/online_tutor_training.htm

2C.39 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm Chapter 10: Student Satisfaction

2C.40 Student Library Survey, Spring 2008 http://tinyurl.com/4mp9fa

2C.41 *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

2C.42 Deming Report (pp. 16-17) http://www.pasadena.edu/resource/accred_196.doc

2C.43 LAC Program Review http://csweb.Pasadena.edu/pb/

2C.44 PFE/ARCC Project Proposals and Evaluation Reports (Library project example) http://pasadena.edu/resource/accred_189.doc

2C.45 Student Satisfaction and Use: Learning Assistance Center and Computer Learning Center http://www.pasadena.edu/resource/accred_214.doc

2C.46 Library Statistical Report http://pasadena.edu/resource/accred_188.pdf

2C.47 Library Website Hits (example report) http://www.pasadena.edu/resource/accred_187.pdf

2C.48 Library Workshop Summary http://pasadena.edu/resource/accred_190.doc

2C.49 Library Comments Blog http://pcclibrarysuggestions.blogspot.com/

2C.50 Library Wiki http://shatfordlibrary.pbwiki.com

2C.50a Library Wiki Page on Basic Skills (background and findings) http://tinyurl.com/98qx32

Evidence for Standard IIIA

3A.1   College Policies on Hiring http://pasadena.edu/ipro/policies/ (6100, 6150, 6200, 6300)

3A.1a   Human Resources Policy Page http://pasadena.edu/HR/polices.cfm

3A.2   Employment Advertising Sources http://www.pasadena.edu/resource/accred_520.pdf

3A.3   Greentree Ethnicity Reports http://www.pasadena.edu/resource/accred_521.pdf

3A.4   Mission Statement and Core Values http://pasadena.edu/about/president/philosophy.cfm

3A.5   Hiring Pool Diversity Statistics http://www.pasadena.edu/resource/accred_522.pdf

3A.6   Diversity Statement http://www.pasadena.edu/resource/accred_523.pdf

3A.7   Screening and Selection Training Manual and Sample Forms http://www.pasadena.edu/resource/accred_524.pdf

3A.8   Equal Employment Opportunity Information Handouts http://www.pasadena.edu/resource/accred_525.pdf

3A.9   Equal Employment Opportunity Report and Applicant Tracking http://www.pasadena.edu/resource/accred_526.pdf

3A.10   College Bylaw 1490 http://www.pasadena.edu/ipro/policies/documents/PCC_1490.pdf

3A.10a College Bylaw 1680 http://www.pasadena.edu/ipro/policies/documents/PCC_1680.pdf

3A.11   Checklists and Forms for Faculty Evaluations http://www.pasadena.edu/resource/accred_566.pdf

3A.12   Human Resources Evaluation Notices http://www.pasadena.edu/resource/accred_529.pdf

3A.13   vacant

3A.14   Bargaining Units' Contracts http://www.pasadena.edu/hr/union-contracts.cfm

3A.15   Standard IIIA Writing Committee Survey and Results http://www.pasadena.edu/resource/accred_646.pdf

3A.16   vacant

3A.17   vacant

3A.18   eLumen http://www.elumen.info/

3A.19   Management Handbook http://www.pasadena.edu/HR/managementhandbook.pdf

3A.20   Faculty Handbook http://www.pasadena.edu/HR/facultyhandbook.pdf

3A.21   Classified Handbook http://pasadena.edu/HR/classifiedhandbook.pdf

3A.22   "Academic Freedom," policy 3100 http://www.pasadena.edu/ipro/policies/pcc_3100.pdf

3A.22a "Professional Ethics of Faculty," policy 3110 http://www.pasadena.edu/ipro/policies/pcc_3110.pdf

3A.23   2007-08 Data on Number of Faculty (full and part time) http://www.pasadena.edu/resource/accred_538.pdf

3A.24   2002 Data on Number of Faculty (full and part time) http://www.pasadena.edu/resource/accred_539.pdf

Evidence for Standard IIIA (continued)

3A.25 CCCCO Data Mart, Employee and FTES Data
http://pasadena.edu/resource/accred_540.pdf

3A.26 District 75/25 Reports, 2005-2007
http://www.pasadena.edu/resource/accred_541.pdf

3A.27 Human Resources Policies and Handbooks
http://www.pasadena.edu/HR/polices.cfm

3A.28 Labor Relations Training Sessions (2006-08) by Liebert, Cassidy, Whitmore
http://www.pasadena.edu/resource/accred_544.pdf

3A.29 Educational Strategic Master Plan, 2007
http://www.pasadena.edu/resource/accred_545.pdf

3A.30 Human Resources Training Lists http://pasadena.edu/HR/hiring.cfm

3A.31 vacant

3A.32 *Observations: A Compendium of Information for and about Pasadena City College*
http://www.pasadena.edu/IPRO/research/observations.cfm

3A.33 Ethnicity of PCC Constituencies
http://www.pasadena.edu/resource/accred_548.pdf

3A.34 Cross Cultural Center website http://www.pasadena.edu/ccc

3A.35 vacant

3A.36 California Tomorrow website http://www.californiatomorrow.org/

3A.36a California Tomorrow News Release
http://www.pasadena.edu/news/newsitem.cfm?ID=1446

3A.37 PCC's Campus Change Network http://www.pasadena.edu/hr/ccn/

3A.38 Faculty Diversity Initiative http://www.pasadena.edu/resource/accred_551.pdf

3A.39 *Trends to Watch: PCC's External Environment.* Environmental Scan, 2004
http://www.pasadena.edu/IPRO/research/Documents/EnvironmentalIssueSeptember-2004.pdf

3A.40 Strategic Directions and College Goals 2008-09.
http://www.pasadena.edu/resource/accred_553.doc

3A.41 Professional Development Sponsored by Faculty, Classified, and Management
Associations http://www.pasadena.edu/staffdev/

3A.42 Spring 2008 Employee Development Questionnaire
http://pasadena.edu/resource/accred_555.pdf

3A.43 Human Resources Program and Unit Plans and Program Review
http://csweb.pasadena.edu/pb/

3A.44 Fall Student Survey Results
http://www.pasadena.edu/IPRO/research/fallsurvey.cfm

3A.45 Campus Climate Surveys and Results *Research Findings*, 21, 23, 25.
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

Evidence for Standard IIIB

3B.1   *Observations: A Compendium of Information for and about Pasadena City College* http://www.pasadena.edu/IPRO/research/observations.cfm

3B.2   College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm

3B.3   PCC Fact Sheet http://www.pasadena.edu/about/factsheet.cfm

3B.4   Extended Learning Program http://www.pcclearn.org

3B.4a   Extended Learning Program Review http://csweb.Pasadena.edu/pb/

3B.5   Flea Market http://www.pasadena.edu/fleamarket/

3B.6   Facilities Services Unit Plan http://csweb.Pasadena.edu/pb/

3B.7   Measure P http://www.pasadena.edu/bond/index.cfm

3B.7a   Measure P Project Updates

3B.8   Classroom Utilization Plan http://pasadena.edu/resource/accred_404.pdf

3B.9   Work Order Tracking Spreadsheet (6/29/06-08/30/07) http://www.pasadena.edu/resource/accred_411.xls

3B.10   Committee Agendas for the Construction Activities Reports (sent to BOT and Citizens Oversight) http://www.pasadena.edu/bond/meetings.cfm

3B.11   College Safety Manual with Self-inspection Reports http://pasadena.edu/resource/accred_419.pdf

3B.12   Keenan and Associates Safety Reports and Safety Training Workshops http://pasadena.edu/resource/accred_420.pdf

3B.13   Environmental Impact Report, 2003 http://www.pasadena.edu/bond/eir.cfm

3B.14   Facilities Master Plan 2010 http://www.pasadena.edu/bond/fmp2010.pdf

3B.15   Campus Police and Safety Services Handbook and "Crime Prevention through Environmental Design" http://pasadena.edu/resource/accred_666.pdf

3B.16   Police and Safety Services Escort Service http://www.pasadena.edu/Departments/faqs.cfm?Dept=police#Item56

3B.17   FEMA Incident Command System http://www.fema.gov/emergency/nims/

3B.18   PCC Emergency Operations Action Plan and Emergency Procedures Booklet http://pasadena.edu/resource/accred_427.pdf

3B.19   Seismic Evaluation of Existing Buildings per ASCE/SEI 31-03 "Tier 1 Screening for Pasadena City College" [Confidential Report] http://www.pasadena.edu/resource/accred_428.pdf

3B.20   Accessibility (ADA) Plan Development http://pasadena.edu/resource/accred_429.pdf

3B.21   Hazardous Materials Officer Employment Announcement http://pasadena.edu/resource/accred_430.pdf

3B.22   Asbestos Inspection Report http://pasadena.edu/resource/accred_424.pdf

3B.23   vacant

3B.24   vacant

3B.25   Police to Population Ratio Report by Chief Peter Michael http://pasadena.edu/resource/accred_435.pdf

3B.26   Police and Safety Services Program and Unit Plans http://csweb.Pasadena.edu/pb/

3B.27   Chiller Replacement Project and Rebate http://pasadena.edu/resource/accred_436.pdf

Evidence for Standard IIIB (continued)

3B.28 Measure P website http://www.pasadena.edu/bond/
3B.29 *The Planning Process at Pasadena City College*
        http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf
3B.30 Requests in the Program and Unit Plans
        http://csweb.Pasadena.edu/pb/
3B.31 Facilities Analysis/Prioritization Extraction Reports
        http://www.pasadena.edu/resource/accred_439.xls
3B.32 Physical Plant and Instructional Support Block Grant Allocations
        http://pasadena.edu/resource/accred_440.pdf
3B.33 Measure P Reconstruction Upgrade Budget Summary
        http://pasadena.edu/bond/budget/reconstruction.html

Evidence for Standard IIIC

3C.1   Computing Services and Management Information Services Unit Plans
        http://csweb.Pasadena.edu/pb/
3C.2   Evaluations of Resource Usage Done by Computing Services and MIS
        (Instruction example)
        http://www.pasadena.edu/computingservices/includes/documents/InstructionUnit
        Plans.pdf
3C.3   vacant
3C.4   Technology Master Plan
        http://www.paccd.cc.ca.us/library/techplan/tptitlepage.htm
3C.5   Desktop Upgrade Plan
        http://www.pasadena.edu/computingservices/includes/documents/StatusReport.pdf
3C.6   Student Lab Upgrade Plan
        http://www.pasadena.edu/computingservices/includes/documents/LabUpgradeSchedule.pdf
3C.7   Network Infrastructure Upgrade Plan
        http://pasadena.edu/computingservices/network/
3C.8   Smart Classroom Project Plan
        http://www.paccd.cc.ca.us/library/techplan/smartclassroomprojectmanagementpla
        n.htm
3C.9   Enterprise Resource Planning System (ERP) as Identified in the Technology
        Master Plan Area on Central Information Systems.
        http://www.paccd.cc.ca.us/library/techplan/20060210.htm#central
3C.10 Campus Technology Committee (CTC) Wiki
        http://ctcpcc.pbwiki.com
3C.11 Concept Papers on the Operational Organization of the CTC
        http://ctcpcc.pbwiki.com
3C.12 Computer Requests Identified in Unit Planning
        http://pasadena.edu/resource/accred_515.xls

Evidence for Standard IIIC (continued)

3C.13 Smart Classroom List on New Media Center website
http://www.pasadena.edu/newmediacenter/services/smart-classroom.cfm

3C.13a Computer Labs on Campus
http://www.pasadena.edu/studentservices/computerlabs/

3C.14 Distance Education Committee
http://www.pasadena.edu/Departments/meetings.cfm?Dept=de

3C.14aPlanNet Consulting Board Minutes, July 16, 2008
http://www.pasadena.edu/MeetDocs/board_8937_B.pdf

3C.15 *Research Findings* 16, 18, 19, and 20 (results of the technology surveys of
students, faculty, and staff)
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

3C.16 Office of Academic Support
http://www.pasadena.edu/academicsupport/index.cfm

3C.16a Distance Education website   http://pasadena.edu/de

3C.16bFaculty Technology Training Lab
http://www.pasadena.edu/newmediacenter/techtraining/

3C.17 Help Desk Protocols and Incident Logs
http://www.paccd.cc.ca.us/helpdesk/help.htm

3C.18 Pasadena City College website http://pasadena.edu

3C.19 eLumen http://elumen.pasadena.edu/elumen

3C.20 Online User Guides
http://www.pasadena.edu/newmediacenter/production/websiteProd/

3C.21 Software Training and "Train the Trainer" Workshops
http://www.pasadena.edu/computingservices/network/training.cfm

3C.22 Digital Media Center Technology Training Workshops
http://www.pasadena.edu/dmc-pcc/workshop/index.cfm

3C.23 Privacy, Security and Acceptable Use of Electronic Resources, Board Policy 5350
http://www.pasadena.edu/IPRO/Policies/pcc_5350.pdf

3C.24 Firewall and Internet Traffic Management Upgrades
http://www.pasadena.edu/resource/accred_397.pdf

3C.25 Technology (hardware and software) Support Agreement
http://www.pasadena.edu/resource/accred_398.pdf

3C.26 Area Technology Requests Extracts and Analysis—status reports to areas
http://www.pasadena.edu/computingservices/

Evidence for Standard IIID

3D.1   College Budget, 2007-08 [paper]; 2008-09 [online] http://site.pccbudget.org/

3D.2   Measure P Bond http://www.pasadena.edu/bond

3D.3   Measure P Bond Updates http://www.pasadena.edu/bond/project_updates/

3D.4   Planning Process Policy 2100
http://www.pasadena.edu/IPRO/policies/pcc_2100.pdf

3D.5   *The Planning Process at Pasadena City* College, 2nd ed., 2004
http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf

Evidence for Standard IIID (continued)

3D.6   "Budget 101" Presentation http://www.pasadena.edu/resource/accred_347.pdf

3D.7   Full-Time Equivalent Students (FTES)
       http://www.pasadena.edu/IPRO/Planning/documents/FTESperSectionbyDayEveningbyCourse2006to07.pdf

3D.8   Accountability Reporting for Community Colleges (ARCC) website
       http://www.pasadena.edu/pfe/index.cfm?Dept=pfe

3D.9   Accountability Reporting for Community Colleges (ARCC) Letters
       http://pasadena.edu/resource/accred_443.pdf

3D.10 Accountability Reporting for Community Colleges (ARCC) Proposal Forms
       http://www.pasadena.edu/PFE/forms.cfm

3D.11 Accountability Reporting for Community Colleges (ARCC) Evaluation Forms
       http://www.pasadena.edu/PFE/forms.cfm

3D.12 Grant Activity Summary http://www.pasadena.edu/resource/accred_281.doc

3D.13 Realities of the Budgeting and Planning Process
       http://pasadena.edu/resource/accred_444.pdf

3D.14 Board of Trustees Agendas
       http://www.pasadena.edu/Departments/meetings.cfm?Dept=board

3D.15 Board of Trustees Annual Goals
       http://www.pasadena.edu/resource/accred_509.pdf

3D.16 Financial Reserves Report—Chancellor's Office website
       http://www.pasadena.edu/resource/accred_693.pdf

3D.17 Board of Trustees, Resolution 437, approved July 16, 2008
       http://www.pasadena.edu/MeetDocs/board_8937_B.pdf

3D.18 Governmental Accounting Standards Board (GASB), Standard #45
       http://www.gasb.org/st/summary/gstsm45.html

3D.19 Stabilized Contribution Plan, Board of Trustees Minutes, October 4, 2006
       http://www.pasadena.edu/resource/accred_29.pdf

3D.20 *Master Plan 2010* http://www.pasadena.edu/bond/fmp2010.pdf

3D.21 Unit Plans with Resource Prioritization Lists: Personnel
       http://www.pasadena.edu/resource/accred_514.xls

3D.21a Unit Plans with Resource Prioritization Lists: Facilities
       http://www.pasadena.edu/resource/accred_462.xls

3D.21b Unit Plans with Resource Prioritization Lists: Technology
       http://www.pasadena.edu/resource/accred_515.xls

3D.22 Financial Audit Reports http://pasadena.edu/resource/accred_446.pdf

3D.23 Responses to Audit Reports http://pasadena.edu/resource/accred_447.pdf

3D.24 College Reserves Data, 2002-2008 (CCFS 311 Report)
       http://pasadena.edu/resource/accred_448.pdf

3D.25 Statewide Association of Community Colleges (SWACC)
       http://www.swacc.org/member-listing.asp

3D.26 School's Excess Liability Fund (SELF)
       http://www.selfjpa.org/services/mdrlisting02.htm

3D.27 Employee Risk Management Training
       http://pasadena.edu/resource/accred_449.pdf

Evidence for Standard IIID (continued)

3D.28 Schools Alliance for Workers' Compensation (SAWCX II)
http://www.keenan.com/product/super_index.asp

3D.29 Independent Actuarial Study http://pasadena.edu/resource/accred_450.pdf

3D.30 Pasadena City College Foundation website   http://www.pasadena.edu/foundation

3D.31 Associated Students   http://www.pasadena.edu/as

3D.32 Flea Market   http://www.pasadena.edu/fleamarket

3D.33 Trust and Agency Accounts http://pasadena.edu/resource/accred_510.xls

3D.34 Pasadena City College Bookstore website
http://www.pasadena.edu/studentservices/bookstore/

3D.34a Pasadena City College Bookstore Unit Plan http://csweb.pasadena.edu/pb/

3D.35 Pasadena City College Foundation Scholarships Awards
http://pasadena.edu/resource/accred_452.pdf

3D.36 External Relations http://www.pasadena.edu/externalrelations/

3D.37 Online Planning Database http://csweb.pasadena.edu/pb/

3D.38 Strategic Directions and Collegewide Goals
http://www.pasadena.edu/IPRO/Planning/goalsanddirections.cfm

3D.39 Accountability Reporting for Community Colleges (ARCC) Evaluation Reports
http://pasadena.edu/resource/accred_650.pdf

Evidence for Standard IVA

4A.1 Board of Trustees Policies http://www.pasadena.edu/ipro/policies/

4A.2 Bylaws of the Academic Senate, 2000
http://www.pasadena.edu/academicsenate/pdf/BYLAWS.pdf

4A.3 Management Association Constitution
http://www.pasadena.edu/resource/accred_278.pdf

4A.4 Associated Students Constitution
http://www.pasadena.edu/resource/accred_147.pdf

4A.5 Shared Governance Activities Log
http://www.pasadena.edu/resource/accred_95.pdf

4A.6 College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm

4A.6a Mission Statement and Core Values
http://www.pasadena.edu/about/president/philosophy.cfm

4A.7 Leadership and Governance Survey and Results, 2007-2008
http://www.pasadena.edu/resource/accred_279.pdf

4A.8 Strategic Directions and Collegewide Goals Planning Retreats
http://pasadena.edu/resource/accred_337.pdf

4A.9 Strategic Directions and Collegewide Goals
http://pasadena.edu/IPRO/Planning/goalsanddirections.cfm

4A.10 *The Planning Process at Pasadena City College*
http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.pdf

Evidence for Standard IVA (continued)

4A.11 Collegiality and Integrity Steering Committee Report, 2005
http://www.pasadena.edu/IPRO/accreditation/documents/Apend24.pdf

4A.12 Pasadena City College Shared Governance.
http://www.pasadena.edu/coordcouncil/documents/SharedGovHandbook2.pdf

4A.13 Overall Campus Climate at PCC (*Research Findings*, 21): November 2007
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

4A.13a Employees' Perceptions about Working at PCC, the College's Mission,
Advancement Opportunities, Staff Development Activities, and the Shared
Governance Process. (*Research Findings*, 23): February 2008
http://pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf

4A.13b Employees' Perceptions about the Planning Process, College's Mission,
Accreditation Standards, and Areas Needing Improvement (*Research Findings*,
24): 2008
http://pasadena.edu/resource/accred_111.pdf

4A.14 Overall Campus Climate at PCC (*Research Findings*, 21): 2007
http://www.pasadena.edu/IPRO/research/Documents/Issue21OverallClimate.pdf

4A.15 Employees' Perceptions about Working at PCC, the College's Mission,
Advancement Opportunities, Staff Development Activities, and the Shared
Governance Process (*Research Findings*, 23): February 2008
http://www.pasadena.edu/IPRO/research/Documents/Issue23WorkingatPCC.pdf

4A.15a*Research Findings*
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

4A.16 Budget 101 Workshop Presentation http://pasadena.edu/resource/accred_347.pdf

4A.17 Midterm Accreditation Report [to ACCJC], 2005
http://pasadena.edu/IPRO/accreditation/documents/Mid-
termReportforAccrditationversion6submittedtoWASC.pdf

4A.18 Employee Development (*Research Findings*, 22): 2008
http://www.pasadena.edu/IPRO/research/Documents/ResearchFindingIssue22.pdf

4A.19 Division Deans Meeting Agendas and Minutes
http://www.pasadena.edu/resource/accred_457.DOC

4A.20 Student and Learning Services Managers' Meetings (representative agendas)
http://www.pasadena.edu/resource/accred_455.doc

4A.21 Board of Trustees Meeting Agendas and Reports
http://www.pasadena.edu/Departments/meetings.cfm?Dept=board

4A.22 Employees' Perceptions about the Planning Process, College's Mission,
Accreditation Standards, and Areas Needing Improvement (*Research Findings*,
24): 2008
http://pasadena.edu/resource/accred_111.pdf

4A.23 Presidential Forum Agendas (announced on the college Bulletin: example on
planning process, December 6, 2007)
http://www.pasadena.edu/resource/accred_353.doc

4A.24 Pasadena City College Mission Statement and Core Values
http://www.pasadena.edu/about/president/philosophy.cfm

Evidence for Standard IVA (continued)

4A.25 College Coordinating Council Agendas and Minutes
http://www.pasadena.edu/coordcouncil/meetings.cfm

4A.26 President's Calendar (meetings with shared governance groups)
http://pasadena.edu/resource/accred_355.pdf

4A.27 Executive Committee Agendas
http://www.pasadena.edu/resource/accred_356.doc

4A.28 *Campus Crier* http://www.pasadena.edu/studentaffairs/crier/crier.pdf

4A.29 *Courier* http://www.pcccourier.com/

4A.30 Pasadena City College website http://pasadena.edu

4A.31 *Pasadena City College Mercury: PCC Employee Newsletter*
http://www.pasadena.edu/publicRelations/staffnewsletter.cfm

4A.32 Strategic Directions and Collegewide Goals Year-end Report, 2003-04
http://pasadena.edu/IPRO/Planning/documents/2003-
04yearendReportoncollegegoals.pdf

4A.33 Matriculation and EOP&S Contracts
http://www.pasadena.edu/resource/accred_362.pdf

4A.34 Fiscal Reports and Audits of Grants
http://www.pasadena.edu/resource/accred_281.doc

4A.35 College Catalog http://www.pasadena.edu/academicsupport/catalog.cfm

4A.36 Schedule of Classes http://pasadena.edu/schedule/

4A.37 *Observations: A Compendium of Information for and about Pasadena City
College* http://www.pasadena.edu/IPRO/research/observations.cfm

Evidence for Standard IVB

4B.1 Board of Trustees Policies and Procedures
http://www.pasadena.edu/ipro/policies/

4B.2 Board of Trustees Annual Self Evaluation Survey and Reports
http://www.pasadena.edu/resource/accred_118.pdf

4B.3 Board of Trustees Agendas and Minutes
http://www.pasadena.edu/Departments/meetings.cfm?Dept=board

4B.4 Strategic Directions and Collegewide Goals
http://pasadena.edu/IPRO/Planning/goalsanddirections.cfm

4B.5 College Legal Bills http://pasadena.edu/resource/accred_366.pdf

4B.6 Policy Review Schedule http://www.pasadena.edu/resource/accred_367.pdf

4B.7 *Accreditation Dialogues* http://pasadena.edu/resource/accred_368.pdf

4B.8 Board of Trustees Agendas, October 2007-December 2008
http://www.pasadena.edu/resource/accred_692.pdf

4B.9 President's Annual Goals 2007-2008
http://www.pasadena.edu/resource/accred_505.pdf

4B.9a President's Annual Goals 2006-2007
http://www.pasadena.edu/resource/accred_695.pdf

Evidence for Standard IVB (continued)

4B.10 Accountability Reporting for Community Colleges (ARCC) Statewide
Comparison Report
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arccreport_jan2007.pdf

4B.11 *The Planning Process at Pasadena City College*
http://www.pasadena.edu/IPRO/Planning/documents/PlanningProcessatPCC_001.
pdf

4B.12 Budget 101 Presentation http://pasadena.edu/resource/accred_347.pdf

4B.13 Flex Day Agendas http://pasadena.edu/resource/accred_570.pdf

4B.14 Spring 2008 Management Retreat Agenda (focus on assessment)
http://pasadena.edu/resource/accred_460.pdf

4B.15 *Management Handbook* http://pasadena.edu/HR/managementhandbook.pdf

4B.16 Board of Trustees Spring Retreat Agenda, 2008
http://www.pasadena.edu/resource/accred_364.doc

4B.17 Chancellor's Office Data Mart
http://cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandRe
ports/tabid/282/Default.aspx

4B.18 Mission Statement and Core Values in College Catalog
http://www.paccd.cc.ca.us/instadmn/compsvcs/kiosk/CATALOG/section1.htm

4B.19 Mission Statement and Core Values
http://www.pasadena.edu/about/president/philosophy.cfm

4B.20 *Research Findings*
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

4B.21 Action Implication Form http://www.pasadena.edu/resource/accred_406.doc

4B.22 IPRO Student Fall Surveys and Results
http://pasadena.edu/IPRO/research/fallsurvey.cfm

4B.23 IPRO Technology Surveys and Results, 16, 18, 19, 20
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

4B.24 Campus Climate Survey Results: *Research Findings*, 21, 23, 24.
http://www.pasadena.edu/IPRO/research/researchfindings.cfm

4B.25 PCC's External Environment (*Trends to Watch*, 2): September 2004
http://pasadena.edu/IPRO/research/Documents/EnvironmentalIssueSeptember-
2004.pdf

4B.26 Unit Plans with Resource Prioritization Lists: Personnel
http://www.pasadena.edu/resource/accred_514.xls

4B.26a Unit Plans with Resource Prioritization Lists: Facilities
http://www.pasadena.edu/resource/accred_462.xls

4B.26b Unit Plans with Resource Prioritization Lists: Technology
http://www.pasadena.edu/resource/accred_515.xls

4B.26c Unit Plans with Resource Prioritization Lists: Financial
http://www.pasadena.edu/resource/accred_513.xls

4B.27 Community College League of California Board Policy and Administrative
Procedure Service http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312

4B.28 College Budget, 2007-08 [paper]; 2008-09 available online
http://site.pccbudget.org/

Evidence for Standard IVB (continued)

4B.29 Board of Trustees Resolution for Short-term Borrowing Due to Delayed 2008-09
State Budget http://pasadena.edu/resource/accred_663.pdf
4B.30 Institutional Strategic Directions and Annual Goals Year-end Report
http://pasadena.edu/IPRO/Planning/GoalStratdiryrendreport.cfm
4B.31 African American and Latino Advisory Committee Resource Booklet
http://pasadena.edu/resource/accred_664.pdf
4B.32 *Campus Report* http://www.pasadena.edu/publicRelations/campusreport.cfm
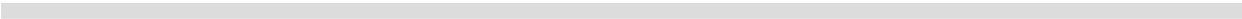
Appendix

Glossary of Acronyms

A&R	Admissions and Records office
AA	Associate in Arts college degree
AAUP	American Association of University Professors
ACCCA	Association of California Community College Administrators
ACCJC	Accrediting Commission for Community and Junior Colleges
ACM	Asbestos containing materials
ACRL	Association of College and Research Libraries
ADA	American Disability Act
APPA	Association of Physical Plant Administrators
APR	Annual performance report is an annual report submitted by the PASS program to the federal agency that funds it.
ARCC	Accountability Reporting for the Community Colleges is a state defined performance measure (AB1417) for California community colleges. The program began in 2006-07.
AS	Associate in Science college degree
AS	Associated Students is the student government organization at the college.
ASSIST	Articulation System Stimulating Inter-institutional Transfer is a web-based articulation and transfer planning system.
BOGFW	Board of Governors Fee Waiver
BSA	Black Student Alliance
BSI	Basic Skills Initiative
C&I	Curriculum and Instruction Committee is under the Academic Senate and is responsible for the review of the college curriculum.
CAHSEE	California High School Exit Exam
CalWORKS	California Working Opportunities and Responsibilities to Kids is a program to support students who receive cash aid.
CAP	College Advantage Program gives students the opportunity to enroll in college courses while still in high school.
CAPM	Council on Academic and Professional Matters is a committee of the Academic Senate.
CARE	Cooperative Agencies Resources for Education is a program designed to recruit and assist single parents with children under the age of 14.
CCC	College Coordinating Council is a shared governance body whose purpose is to be an information conduit to various constituents.
CCCApply	California Community College Application is an online application to all California community colleges.
CCCCO	California Community Colleges Chancellor's Office, which is also known as the System Office
CCDT	California Chemistry Diagnostic Test is a placement test for Chemistry 1A.

Glossary of Acronyms (continued)

CCFS	Community Colleges Financial Statements
CCI	Core Course Index is a measure developed by the college to identify the courses most needed by students. It is the second generation of the Student Benefit Index.
CCLC	Community College League of California
CCLC	Community College Library Consortium
CCN	Campus Change Network
CCSSE	Community College Survey of Student Engagement is a national survey by the University of Texas at Austin that examines student involvement in the learning process. PCC has participated in this survey twice.
CDC	Child Development Center is located two blocks west of the college and houses the Child Development Program.
CEC	Community Education Center houses the not-for-college-credit programs and the Cosmetology program. It is located three miles east of the college.
CIAC	California Intersegmental Articulation Council
CLAVE	Chicanos/Latinos Advancing in the Values of Education is a program to assist Chicano/Latino Transfer Students.
CLC	Computer Learning Center is an office that provides supplemental instruction.
COPs	Certificates of Participation
COWs	Computers on Wheels are mobile carts with computers that are typically wireless and can be wheeled from classroom to classroom as needed.
CPTED	Crime Prevention through Environmental Design
CSEA	California School Employees Association is the collective bargaining unit for classified employees in the skilled trades areas.
CSEA-POA	California School Employees Association-Police Officers Association is the collective bargaining unit for the college's police officers.
CSU	California State University
CTA	California Teachers Association was the collective bargaining unit for the faculty until 2007.
CTC	Campus Technology Committee
CTE	Career and Technical Education
DSA	Division of the State Architect is the state agency responsible for reviewing the design of proposed college buildings.
DSP&S	Disabled Student Programs and Services enables eligible students with verified disabilities to participate fully in all college activities.
EEO	Equal Employment Opportunity
EIR	Environmental Impact Report
EOP&S	Extended Opportunity Programs and Services actively encourages and supports the enrollment of students who are economically and educationally disadvantaged.
ERP	Enterprise Resource Planning
ESL	English as a Second Language
FA	Faculty Association is the current collective bargaining unit representing the faculty.
FAC	Facilities Planning Committee

Glossary of Acronyms (continued)

FAFSA	Free Application for Federal Student Aid
FAM	Financial Aid Management
FERPA	Family Education Rights and Privacy Act
FTES	Full Time Equivalent Students
GASB	Governmental Accounting Standards Board
GCC	Glendale Community College is a community college about eight miles to the west of the PCC campus.
GECert	General Education Certification, also referred to as CSU Breadth, refers to the specific community college courses that meet California State University general education requirements.
HIPPA	Health Insurance Portability and Accountability Act
HP	Hewlett Packard
HR	Human Resources Office
HSPD	High School Diploma Program, offered at the Community Education Center, is a not-for-college-credit program that leads to a high school diploma.
ICSC	Integrated College Systems Committee
IGETC	Intersegmental General Education Transfer Curriculum lists the community college courses that meet the University of California general education requirements.
ILO	Institutional Learning Outcomes are those overarching outcomes that students should achieve by attending Pasadena City College.
IPEDS	Integrated Postsecondary Education Data System
IPRO	Institutional Planning and Research Office
ISSU	Instructional Support Services Unit is the collective bargaining unit for the classified clerical staff.
ITB	Industrial Technologies Building
JPA	Joint Powers Authority
LAC	Learning Assistance Center is an office that provides tutoring services and supplemental instruction.
LOEP	Levels of English Proficiency is a placement test for students whose first language is not English.
LVN	Licensed Vocational Nurse
MEChA	Movimiento Estudiantil de Chicanos de Aztlan is a cultural club.
MEI	Multimedia & Entertainment Initiative
MESA	Math, Engineering, and Science Achievement is a grant to increase the number of students successfully majoring in mathematics, engineering, and the sciences.
MIDI	Musical Instrument Digital Interface
MIS	Management Information Systems is the college office that manages the administrative computer systems at the college.
MOU	Memorandum of Understanding
MRC	Math Resource Center is an office that provides supplemental math instruction.

Glossary of Acronyms (continued)

NAAHP	National Association of Advisors for the Health Professions
NTA	National Tutoring Association
OPEB	Other Post Employment Benefits
OSA	Office of Student Affairs works with the student government and related activities.
PACCD	Pasadena Area Community College District is the name of the district served by Pasadena City College.
PASS	Program for Academic Support Services is a program to facilitate the retention and graduation of students who are at risk of not succeeding in higher education.
PBPDCC	Planning and Budgeting Process Development Consultative Committee is the group that developed the original design of the college's planning process.
PCC	Pasadena City College
PCCFA	Pasadena City College Faculty Association
PDDP	Professional and Diversity Development Program
RAC	Resource Advisory Committee, formerly the Resource Allocation Committee and the Budget Committee before that, generally functions to disseminate information about the state and college budgets to its shared governance constituents.
RFP	Request for Proposals
RN	Registered Nurse
ROPE	Rights of Passage in Education Transfer Program assists African American transfer students.
SBI	Student Benefit Index is a measure developed by the college to identify the courses needed by the most students to achieve their education goals. It was used as a scheduling tool and was replaced with the Core Course Index.
SELF	School's Excess Liability Fund
SHS	Student Health Services is an office on campus that provides health services to students.
SIG	Strata Information Group is a consultant group hired to review the college's technology.
SIR	Self-Insured Retention
SLOARC	Student Learning Outcomes Assessment Resource Center provides support in the development and assessment of student learning outcomes.
SLOs	Student Learning Outcomes
SLS	Student Learning Services is the area of the college that reports to the vice president of Student and Learning Services.
SSCCC	Student Senate for California Community College
SSOs	Support Service Outcomes are the outcomes in programs that do not directly provide instruction to students, such as Administrative Services and parts of Student and Learning Services.
SWACC	Statewide Association of Community Colleges
TABE	The Association of Black Employees

Glossary of Acronyms (continued)

TLC	Teaching and Learning Center, also known as Teaching and Learning Communities, provides programs, resources, and services for basic skills students and their instructors.
TMP	Technology Master Plan
TOEFL	Test of English as a Foreign Language
TRIO	Upward Bound, Math/Science Upward Bound, and Student Support Services
UC	University of California
USDE	United States Department of Education
VAMS	Visual Arts and Media Studies is an instructional division at the college.
VP	Video phone
VTD	Vavrinek, Trine, Day & Co., LLP is the company that conducts the college's audits.
VTEA	Vocational and Technical Education Act
WAC	Writing Across the Curriculum is a program to improve student learning through the use of writing.
WASC	Western Association of Schools and Colleges
WTC	Western Telecommunications Company

Pasadena City College - Campus Map

PASADENA CITY COLLEGE
1570 E. COLORADO BLVD., PASADENA, CA 91106-2003 • (626) 585-7123

Admissions and Records L113
Assessment.......................................D205
Art Gallery ....G
ATM T103
Bank (Student Business Services).........W
Bookstore ....W
Business & Computer Technology
  Division..R201
CalWORKs U246
Cafeteria/Lancer s Pass ....LP
Campus Center CC
Career and Technical Education C221
Career Center L103
Counseling Services L104
Disabled Students D209
Engineering & Technology Division ...V212
English Division.................................C245
EOP&S...L107
Extended Learning Center D108
Facilities Services/Shops ....FS

Financial Aid/Scholarships L114
Forum ....UU
Foundation D203
Gymnasium / Athletics ....GM
Harbeson Hall ....HH
Health Sciences Division....................U202
Health Services U104
Human Resources C204
Information C218
International Students D204
Job Placement (Students) L103
Kinesiology, Health and
  Athletics Division..........................GM201
Languages Division C247
Learning Assistance Center D300
Library LL
Little Theatre C106
Mathematics Division R322
Media Center LL
Music Department ....K

Natural Sciences Division U402
Observatory / Planetarium...................O/P
Outreach, Degree &
  Transfer Services.............................L110
Performing & Communication Arts
  Division...C121
POLICE T130
President s Office C235
Public Relations.............................LL120B
Publications Office LL143
Purchasing C202
Registration L113
Sexson Auditorium C230
Social Sciences Division C321
Stadium ....S
Student Affairs...................................T110
Student & Learning Services L112
Veteran s Services L113
Visual Arts & Media Studies
  Division...R118

Community Education Center
3035 E. Foothill Blvd., Pasadena, CA 91107 • (626) 585-3000

Child Development Center
1324 E. Green St., Pasadena, CA 91106 • (626) 585-3180