Standard IB: 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 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 process.

Descriptive Summary

Dialogue about the continuous improvement of student learning and institutional processes occurs at PCC through multiple avenues. These include:

- Participatory Governance Committees

- Program Review Process

- Student Learning Outcomes Assessment Process

- Professional Learning Activities

Participatory Governance Committees

Board Policy 2000: Shared Governance identifies the College Coordinating Council (CCC) as the "forum where representatives from all segments of the College will bring issues of college-wide interest." Chaired by the College President, the CCC membership also includes the presidents of all other constituency groups on campus. The CCC has nine Standing Committees (each with representation from all constituency groups):

Committee	Charge
Facilities	Advise the CCC on matters relating to the development and implementation of the Facilities Master Plan and other facilities-related projects and programs in support of the EMP.
Health & Safety	Advise the CCC on matters relating to campus safety, campus parking plans and issues, and risk management in association with the risk management office. The committee shall act as a clearinghouse for individual employee safety suggestions and work to provide a safe and healthful working environment for staff and a safe and healthful environment in which students may learn and study.
Planning & Priorities	Guide the annual strategic planning activities in support of the College's EMP and accreditation requirements. Further, the committee will guide the development of the Accreditation Self-Study, Mid-term reports, and any other reporting documents required in support of the accreditation process.
Budget and Resource Allocation	Advise on matters relating to institutional-wide budget and resource allocation issues as requested by the CCC and guided by the EMP.
Calendar	Recommend to the CCC annual College calendars that support the pedagogical and operational needs of students, faculty, and staff within the framework of the negotiated agreements between the collective bargaining units and the District.
Enrollment Management	Inform the CCC on matters relating to course offerings and numbers of sections provided in accordance with planning priorities defined by the EMP.
Professional Development	Guide the College's comprehensive professional development program and activities in support of them.
Sustainability	Advise the CCC on matters related to non-curricular campus-wide sustainability and environmental issues in support of the EMP.
Academic Computing & Technology	Advise the CCC on matters relating to academic computing and technology.

Figure IB-1: Standing Committees to the College Coordinating Council

A review of CCC agendas from the 2012-13 academic year to the time of this writing (January 2014) illustrates that student learning and institutional processes are regularly discussed (IB-1: College Coordinating Council Minutes [09/01/12-01/30/14]; Figure IB-2: Sampling of College Coordinating Council Agenda Items).

Sampling of College Coordinating Council Agenda Items		
Meeting Date	Student Learning Topic	Institutional Process Topic
01/23/14		• Administration functions and staffing charts (Organizational structure of the administration) • Campus Equal Employment Opportunity Plan
12/05/13	• Educational Master Plan Update • SB1456 Student Success Act Grants	• Administrative Staffing Update • Full Time Faculty Hiring Priorities
12/21/13		• Accreditation Self-Evaluation Update • Administrative Staffing Update
09/26/13	• Institutional effectiveness report on graduation initiative	• Proposal for accreditation assistance
06/13/13	• Board Policy 4071: Auditing and Auditing Fees	
04/24/13	• Institutional Effectiveness Committee Broad Recommendations	
03/27/13		• Revised Board Policy 2100 (Planning Process)
02/27/13		• Centennial Facilities Master Plan • Student workers' policy no. 6210 – update
12/12/12		• Strategic enrollment management
11/28/12		• Board Policy 2120 Process for Institutional Accreditation – review • Board Policy 2000 Shared Governance - review/update
09/26/12		• Shared governance practices

Figure IB-2: Sampling of College Coordinating Council Agenda Items from 09/01/12-01/30/14

The Planning and Priorities Standing Committee (P&P) is the College's chief planning committee. Among its duties are overseeing revisions to the EMP and serving as the Accreditation Steering Committee. The P&P Committee dialogues extensively about how to improve student learning and institutional processes. For example, in 2013-2014 the P&P Committee discussed plans to engage a third-party consultant to work with the campus in improving collaboration to support an effective participatory governance model.

Campus relations have been strained as a result of dissatisfaction with recent decisions. Further

exacerbating the situation is protracted collective bargaining between the District and Faculty Association. An additional contributing factor was the worst financial situation California schools have faced since the Great Depression. The cutting of class sections during the recent economic downturn and the elimination of the winter intersession were friction points, among others. These factors combined to create the need of a more effective approach to professional interactions and civil exchange.

Realizing this, the P&P Committee assumed the responsibility to confer on this issue and develop a solution. Beginning in September 2013, the P&P Committee discussed the issue and produced a Request for Proposal to engage a third-party consultant to work with the campus to achieve institutional improvements (IB-2: Planning and Priorities Standing Committee Minutes and Agendas (09/01/13-01/30/14; IB-3: RFI for Campus Relations). Though these issues were difficult to discuss at times, the P&P Committee stayed focused on continuing the dialogue so that the College could improve institutional processes for the benefit of student learning.

Program Review Process

The program review process at PCC provides opportunity for plentiful dialogue about student learning and institutional processes. The Institutional Effectiveness Committee (IEC), a shared governance body, was established on October 6, 2010 by mutual agreement of the Academic Senate and Board of Trustees. The IEC oversees and coordinates review of instructional and student support programs and administrative units. One of the IEC's charges is to "provide college-wide forums for the discussion of college or program outcomes, achievements, and assessment practices" (i-54: Policy 2560 Institutional Effectiveness). The IEC fulfills this responsibility to provide forums for the discussion of student learning in several ways:

- Presentation and discussions at meetings among committee members

- Dialogue with program review authors

- Hosting campus-wide events

The Co-Chairs of the IEC keep committee members informed of trends in pedagogy, student learning, completion, and closing the achievement gap. Frequent presentations on these and other topics inform the feedback that the IEC gives to program review authors and also its broad recommendations that it issues to the College annually. These are a sampling of the presentations and discussions that occurred at IEC meetings from January 2013 to January 2014 (IB-4: IEC Selection of Minutes from 2013):

- English Basic Skills Acceleration (April 5, 2013 minutes under "Kirsten Ogden – English Division")

- California Community College Chancellor's Office (CCCCO) Student Success & Support Program (September 27, 2013 Minutes)

- Closing the Achievement Gap (October 4, 2013 minutes)

- Math Basic Skills Acceleration (April 13, 2013 minutes under "Math Redesign")

- CCCCO Student Success Scorecard (September 6, 2013 minutes under General Education Program Review)

- Student Success Data for PCC's First Year Experience (FYE) Pathway (November 8, 2013 under "Leadership Report – Pathways")

The program review process begins with the completion of the self-review by the program members. Upon submittal, the program review is assigned to a team of four to five IEC members. The team uses a rubric to assess the quality of the program review (IA-7: IEC Instructional Program Review Rubric). Then, the team engages in a discussion of the program guided by the following prompts:

- Does this program serve students effectively?

- What are some of the program's strengths?

- What are some areas for improvement in the program?

- Are there any take-a-ways for the College from this program?

- Are there any questions for the authors?

- How effective is this program review?

- Are there any innovations in this program that can be identified as bright spots or centers of excellence?

- Is the program appropriately funded for its outcomes?

- Recommendations

The team formalizes this discussion into a summary feedback form that is provided to the program review authors (IB-5: Program Review Feedback for English Literature; IB-6: Program Review Feedback for Linguistics). This feedback is the basis for the discussion that occurs when the program review authors come to an IEC meeting to discuss their program (IB-7: IEC Minutes April 19, 2013). These discussions center around the student success data, student learning outcomes data, and other student performance data contained in the program review.

In Spring 2013, the IEC sponsored its first campus-wide event: the General Education Colloquium. This day-long professional learning retreat for faculty members was designed around PCC's General Education Outcome (GEO) for Communication (IB-8: General Education Colloquium 2013 Agenda). Faculty members engaged in conversation around

techniques for producing student learning in communication competencies and practiced many such activities. GE Colloquiums have been quite successful and the 2014 General Education Colloquium occurred in Spring 2014; it will focused on assessment of GEO 2: Cognition.

Student Learning Outcomes Assessment Process

> Dialogue about improving student learning and institutional processes also occurs as a part of the student learning outcomes (SLO) assessment process. A sub-committee of the Academic Senate, the Learning Assessment Committee (LAC), coordinates the SLO process at PCC: The mission of the Learning Assessment Committee is to improve student outcomes by supporting teaching and learning through a review of learning outcome assessment activities . . . the Committee will serve as a resource to all stakeholders (faculty, staff, managers, and students) and communicate the relevance and results of assessment activities.

Each instructional department at the College completes an Annual Assessment Report each calendar year that summarizes the SLO assessments that have occurred within the department, along with the faculty members' analysis of the results of the assessments, and the improvements that they instituted to improve student learning (IB-9: Credit ESL 2012-13 Annual Assessment Report). To prepare the reports, faculty members meet to analyze the data and discuss their recommendations to improve student learning.

Following the IEC's model for reviewing program reviews, the LAC assigns each Annual Assessment Report to a team who then reviews the report with a rubric (IB-10: Learning Assessment Committee Rubric). The team discusses its findings and then generates feedback for the department authors. Upon receipt of the Annual Assessment Report feedback, the department authors share it with their department members, discuss it, and use it to inform their assessment practices for the upcoming year.

Professional Learning Activities

PCC has significant professional learning offerings that support institutional dialogue around improving student learning and institutional processes. Various bodies on campus provide professional learning, including:

- Academic Senate Faculty Development Committee

- Academy of Professional Learning (APL)

- Teaching & Learning Center (TLC)

The Academic Senate Faculty Development Committee "makes decisions concerning Flex Day activities and other staff development functions and directions." In the Fall of 2012 and 2013,

the Academic Senate sponsored highly successful Professional Learning (FLEX) Days where workshops/seminars on the following topics occurred:

- Accreditation
- Course Review
- LancerPoint (Technology Training)
- Grant Writing
- English Language Learners and Academic Writing
- Canvas (Technology Training)
- Assessment
- Teaching the 21st Century Student
- Curriculum Redesign
- Advising 101
- Safe Zones/Social Justice
- Effective Strategies for Athletes
- Effective Strategies for Veterans
- Effective Strategies for International Students
- Technology in the Classroom
- Integrating Film in the Classroom
- First-Year Experience-College One
- Instructional Design for Online Classes
- Psychological Services
- DSP&S/Autism
- Faculty Collaboration
- Reading Apprenticeship
- Project Based Learning
- Acceleration
- CCCSE Survey Results
- Habits of Mind
- Modular Classroom
- College Diversity
- What Works: Program Review

The Academic Senate Faculty Development Committee has made multiple contributions to professional learning. Each of these workshops and seminars incorporated valuable discussion about student learning.

The Academy of Professional Learning (APL) is a project started by three faculty members interested in developing a comprehensive professional development program at PCC. From their website (APL):

> Our mission is to foster institutional excellence through inquiry based practice and collaborative learning opportunities. By engaging faculty, staff, and managers in organizational, instructional, and personal development, we promote collegiality and student achievement.

APL has offered the following:

- Extended seminars for faculty members in Problem Based Learning, Growth Mindset, Reading Apprenticeship, ePortfolios, SLO Assessment, and Program Review

- Safe Zone Training (equips employees to support undocumented, Veteran, and LGBTQ students)

- All Employee Book Club

- Two Faculty Professional Learning Days preceding the start of the Fall 2013 term

- Classified Professional Learning Days

- Ongoing training for new campus technologies

- 3CSN co-sponsored seminar addressing integration of Instruction and Student Support Services

- New and adjunct faculty orientations

- General Education Colloquium

- One College, One Book events

- Support for instructional department retreats

- Project Management Seminar

- Multiple guest speaker events

PCC's Teaching and Learning Center (TLC) is devoted to the scholarship of teaching and learning. Its mission has evolved over the past decade; currently, its primary focus is serving the needs of first and second year Pathways students and their instructors. Since its inception in 2000, TLC staff members have developed a variety of innovative and effective programs, including:

- XL, the College's first year experience program

- Math Jam, a Summer bridge program

- a variety of support services:

    - Conexion, a peer tutoring program

    - First year coaching

    - Lancer Lens, a student-focused online video studio

    - a database to monitor and track students' academic progress and use of resources and services

- professional learning opportunities

- participatory evaluation strategies

The TLC Program Outcomes articulate that TLC staff and faculty will:

- Identify and define teaching and learning gaps, needs, opportunities, and strengths in a range of educational settings

- Develop and implement strategies that address the diverse issues that affect the motivation and success of under-prepared and under-represented students

- Evaluate effective learning environments and strategies based on relevant research and use findings to refine, reshape, and, as appropriate, develop new environments and strategies

TLC staff members believe that professional learning is integral to the success of any program. Over the years the TLC has sponsored or co-sponsored a variety of program and campus wide professional learning events for faculty and staff:

- Retreats at the Kellogg West Center at Cal Poly Pomona

- One-day retreats on campus as well as off campus (Altadena Country Club)

- Faculty Inquiry groups in Pre-algebra, Beginning Algebra, and Intermediate Algebra; sponsored by the Carnegie Foundation for the Advancement of Teaching and documented on their website, "Windows on Learning"

- Annual Summer training for Math Jam teachers, staff, and tutors

- Conference travel related to TLC projects, including, in 2013-2014:

- National Association of Foreign Student Advisors

- Santa Barbara City College Dual Enrollment Conference, "Get Focused, Stay Focused"

- The Annual League of Innovation Conference

- 2014 NASPA Annual Conference, "Innovate Lead Transform"

- First Year Experience for Veterans conference

- ESL Acceleration Conference

The TLC has made significant contributions to professional development on campus. Other funding sources on campus support meaningful professional learning related to their specific grant outcomes, including the Basic Skills Initiative and various grants. Together with the Academic Senate Professional Development Committee and the Academy of Professional Learning, the TLC has supported PCC in maintaining an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Self Evaluation

Dialogue about student learning and the improvement of institutional processes is pervasive throughout the committee structure of PCC. This essential exchange of ideas also occurs and is thoroughly documented in the Program Review and the Student Learning Outcomes Assessment processes. Finally, the broad range of professional learning activities available at PCC provide an additional, utilized space for these discussions. APL has garnered a reputation for producing high quality professional learning events that center on improving our programs, services, and processes to increase student learning.

Pasadena City College meets Standard IB.1.

During the gathering of evidence for Standard IB.1, it became apparent that not all of the Standing Committees of the CCC had documented their meetings and activities with agendas and minutes. It appeared that if a Standing Committee had an administrative co-chair with a dedicated administrative assistant, then the Standing Committee had easily accessible agendas and minutes, but if this was not the case, no minutes or agendas could be located. Therefore, to improve institutional effectiveness, the College will document the dialogue of all College Coordinating Council Standing Committees with agendas and minutes that are accessible online.

Additionally, it was discovered that two of the Standing Committees to the CCC, the Professional Development and Enrollment Management Standing Committees, had not met in some time. This discovery led to discussion about why these committees have not met, and agreement was reached to reconvene them. The Professional Development Standing Committee has met several times in Fall 2014 to discuss college-wide professional development.

All constituent groups have agreed to reconvene the Enrollment Management Standing Committee, and constituent groups are identifying representatives.

Actionable Improvement Plans

To improve institutional effectiveness, the CCC will perform a formal evaluation to assess the effectiveness of its Standing Committees.

To improve institutional effectiveness, the College will document the dialogue of all CCC Standing Committees with agendas and minutes that are accessible online.

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

The mission-defined purpose of PCC is to support student learning and success. The College sets goals in clear alignment with this purpose and defines measurable objectives so that all employees, students, and community members can observe the progress made in achieving these goals. Measuring progress towards goals and objectives ensures improvements are made when needed and that goals are achieved. These goals and objectives are set at various levels of the College. Institutional goals and objectives are codified in the EMP, while unit and programmatic goals and objectives are documented in unit and program reviews.

Institutional Goals and Objectives

PCC clearly defines six Signature Goals in its EMP (i-43: Educational Master Plan Executive Summary).

Signature Goals
• Guaranteed Enrollment for In-District High School Students
• Premier Transfer California Community College
• Degree and Certificate Programs that Address Market-Place Needs
• Cutting-Edge Learning Environments (Pedagogy, Technology, and Facilities)
• Dedication to Lifelong Learning
• A Sustainable College Community

Figure IB-3

In addition to the Signature Goals, the EMP is made up of twelve Mission Critical Priorities. The Mission Critical Priorities are over-arching areas of focus that were developed based on qualitative and quantitative data gathered in the EMP's Environmental Scan. A comprehensive assessment of labor market data, enrollment trends, and programmatic needs of the College and the surrounding District at-large was performed and evaluated in the development of the Mission Critical Priorities.

Mission Critical Priorities	
A. Student Success, Equity, and Access	G. Enrollment Management
B. Professional Development	H. Sustainability
C. Technology	I. Revenue Enhancement Strategies
D. Pathways: K-12, 2-Year, 4-Year, and Community Connections	J. Life-Long Learning
	K. Curriculum Responsive to Market Needs
E. Student Support Services	L. Facilities and Resource Management
F. Institutional Effectiveness	

Figure IB-4

Each Mission Critical Priority is comprised of specific Mission Critical Strategies that when enacted will achieve the fulfillment of the Signature Goals.

Mission Critical Strategies for Priority B. Professional Development	
B1 Create and sustain a culture of ongoing professional learning at all levels of the institution **B1.1** Provide all faculty, staff, and managers with the training needed to work effectively with underprepared students **B1.2** Offer a well-defined and extensive professional mentoring program to enhance cross-discipline and interdisciplinary learning **B1.3** Support and reward effective teaching approaches, including success in using hybrid formats and alternative methods of Instruction **B1.4** Support a culture of innovation by rewarding new approaches and improvements in all areas of the college (facilities, administration, academics, and student services)	**B2** Create centers of excellence and innovation hubs that are cross-functional and cross-divisional **B2.1** Provide professional development opportunities for faculty, staff, and managers to learn about new trends and effective practices **B2.2** Develop consistent training programs to enable faculty, staff, and managers to learn new technology as it becomes available

Figure IB-5

The EMP defines specific measurable objectives: the Project 90 Targets and Achievement Areas. "Project 90" was included in the title because PCC will celebrate its 90th anniversary during the 2014-15 academic year, and the measurable targets are goals that are intended to be achieved by the end of that year. From the EMP:

The Signature Goals reflect the vision developed in this plan and further define what it means to take PCC to the Highest Level. The Student Achievement Areas and Targets align with the Mission Critical Priorities and Strategies and will serve as measurable benchmarks to guide our progress on fulfilling our Educational Master Plan.

The Project 90 Achievement Areas are 4-Year Transfers, Transfer Prepared, AA/AS Degrees, AA-T/AS-T Degrees, STEM Degrees, CTE Certificates, and Basic Skills Progression. For each of these Project 90 Achievement Areas, a specific measurable target was identified. These targets are included in the chart below.

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

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

Project 90 – Achievement Scorecard
Figure IB-6: Project 90 Achievement Areas and Targets

The Office of Institutional Effectiveness regularly communicates updates on the College's progress in the Project 90 Achievement Areas to various bodies on campus, including the CCC, Board of Trustees, and other shared governance groups (IB-11: Board of Trustees Minutes 1/16/2013; IB-12:Board of Trustees Presentation 1/16/2013). Prior to the development of the EMP, the Office of Institutional Effectiveness had a long established history of communicating data on PCC's performance in relation to measurable objectives through presentations (IB-13: Board of Trustees ARCC Presentation-05/19/10) and widely-shared publications (IB-14: Observations 2010-2011; IB-15: Student Success Scorecard Report-08/2013).

Another example of college-wide goals with aligned measurable objectives are the institution-set standards that ACCJC first required in its 2013 Annual Report. To set these institution-set

standards at PCC, members of the Institutional Effectiveness Committee, the Academic Senate Executive Board, and the Office of Institutional Effectiveness analyzed historical multi-year trends. These parties collaboratively determined the standards in Figure IB-6, and the IEC analyzed and discussed the College's achievement annually (IB-16: Institutional Effectiveness Committee Minutes 02/11/14).

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

Figure IB-7: Institution-Set Standards and Actual Performance

Unit/Program Review Goals and Objectives

Setting measurable goals and objectives is a fundamental component of the program/unit review process. As previously mentioned, the IEC was formed as the result of a 2009 accreditation sanction concerning program review. This committee spent several years studying program review and conceptualizing PCC's program review process. To facilitate this new program review process, the College licensed the TaskStream software package to house all of the program review documentation.

The IEC model is one of outcomes-based program review. Each unit/program at the College measures itself against a set of outcomes. These outcomes are akin to goals. For each outcome, the unit/program must include specific tangible evidence that demonstrates performance of the outcome. In addition, the unit/program review authors must identify acceptable and ideal performance targets, analyze their unit's/program's performance as demonstrated by the measure, and identify recommendations for improvement, if appropriate. This framework supports accountability of all units/programs in meeting their stated goals (IB-17: Program Review Dental Assisting). To align institution-wide goals to unit/program goals and support accountability, the IEC incorporated institution-set standards into unit/program reviews as pre-defined "acceptable targets." For example, all instructional programs measure their course completion rate against an acceptable target of 71%, the College's institution-set standard for successful course completion.

TaskStream Terminology	Relationship to Standard IB.2
Outcome	Goal of the unit/program
Measure	Specific piece of evidence used to assess performance
Acceptable Target	Minimum acceptable performance standard
Ideal Target	Superlative performance standard

Figure IB-8: TaskStream Terminology Crosswalk

Understanding Goals and Working toward Their Achievement

All campus constituents understand the Student Achievement Areas and Targets and realize the connections between learning, student supports services, course level success, and completion/goal achievement. Members of PCC have been and continue to work collaboratively toward the achievement of the Student Achievement Targets. Evidence of this includes the myriad of professional learning activities focused on increasing student success outlined in Standard IB.1 and the substantial number of new initiatives aimed at increasing student success. These initiatives include First Year Pathways, Veterans resources, accelerated remedial English and Math sequences, contextualized remedial English and Math offerings, and the integration of student support services into courses and programs.

Self Evaluation

PCC sets goals and measurable objectives and widely communicates the goals to the public. The EMP was the main product of the Project 90: Guiding PCC into the Future Task Force, a group convened to set goals for PCC's 90th anniversary during the 2014-2015 academic year (i-43: Educational Master Plan Executive Summary). The EMP is comprised of six Signature Goals, twelve Mission Critical Priorities, multiple Mission Critical Strategies, and Student Achievement Areas and Targets.

The twelve Mission Critical Priorities were developed based on qualitative and quantitative data gathered in the EMP's Environmental Scan (IB-18: Educational Master Plan–Appendix A). These Mission Critical Priorities, each of which is accompanied by a variety of Mission Critical Strategies, emerged through an ongoing dialogue with the PCC community, the Board of Trustees, faculty, staff, managers, and students (IA-2: Educational Master Plan).

Student Achievement Areas and Targets were set from a September 2010 baseline to what the College plans to achieve by 2014-2015. These targets serve as measureable objectives that allow the College to assess progress towards fulfillment of the EMP. Following adoption of the EMP, the Office of Institutional Effectiveness continues to monitor these college-wide statistics and present reports to college constituents to inform their improvement efforts. Campus constituents work collaboratively towards increasing the Student Achievement Targets, as clearly seen in the various new student success initiatives and professional learning activities on campus.

Pasadena City College meets this Standard.

During this self evaluation, questions arose about the relationship of the institution-set standards reported to ACCJC, some of which are included in instructional program reviews, to the EMP's Student Achievement Areas and Targets. The logical connection between these two items was discussed, and it was agreed that to improve institutional effectiveness, appropriate shared governance bodies will determine whether the institution-set standards should be incorporated into the EMP Student Achievement Areas and Targets.

Actionable Improvement Plans

To improve institutional effectiveness, appropriate shared governance bodies will determine whether the institution-set standards should be incorporated into the EMP Student Achievement Areas and Targets.

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 analysis of both quantitative and qualitative data.

Descriptive Summary

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

Program Review

The program and unit review process is the primary mechanism used to assess the effectiveness of programs and service at PCC. In June 2009, the ACCJC issued Warning to PCC. The College's program review process was identified as a significant reason for this sanction with the following recommendation:

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

Campus constituents came together to address this sanction and seized the opportunity to develop a robust program review process that fosters collegial dialogue in a shared governance setting. As a result of the reflection and substantial work that followed this sanction, the Institutional Effectiveness Committee (IEC) was formed to oversee the program review process, including providing feedback in the form of recommendations to programs as well as to the College.

Initially programs were supported in developing distinct program review outcomes for their specific program, with the first three groups that went through review, Basic Skills, CTE, and AA majors, developing their own program review outcomes. (Please note the distinction between program review outcomes [outcomes for the program] and program student learning outcomes [learning outcomes for the students of instructional programs]. Faculty members have purview over program student learning outcomes, while the IEC requires some consistent program review outcomes. The timeline and submission percentages for the first four years of implementation of the new program review process are included in the chart below:

Type of Program	Percentage Submitted	Year
Basic Skills	75%	2010-11
CTE Certificates	86%	2011-12
AA Majors	65%	2012-13 and 2013-14

Figure IB-9: Program Review Completion Percentages

In 2012-13, an evaluation of the program review process was conducted. It was determined that having each program develop unique program review outcomes made it impossible for the College to compare programs; this approach also was overly burdensome on faculty members and staff. For these reasons, the IEC created a set of required program review outcomes against which the programs measure themselves (IB-19: Instructional Program Review Required Outcomes; IB-20: Instructional Noncredit Program Review Required Outcomes; i-44: Student Support Program Review Required Outcomes; i-45: Admin Unit Program Review Required Outcomes). The first set of reviews that include these new outcomes are expected to be received in Fall 2014.
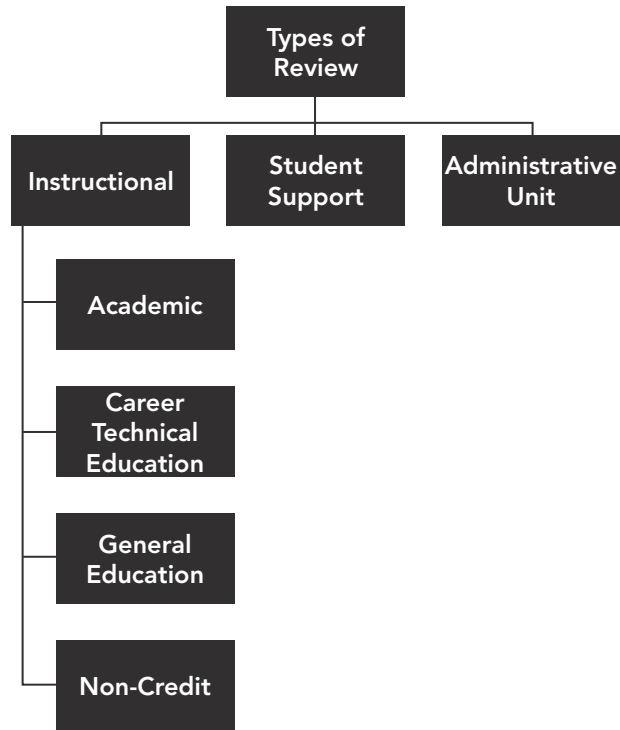
Figure IB-10: Program Review Types

All areas of the College participate in the review process and consequently perform a systematic review of how effectively each area is serving students. There are three major types of review: Instructional, Student Support, and Administrative Unit. Academic, General Education, and Non-Credit programs complete program reviews every six years, Career and Technical Education Programs every two years, and Administrative Unit and Student Support Programs complete their reviews on a four-year cycle (IB-23: 2013-18 Program Review Calendar).

Review Type		Description	Review Cycle
Instructional Program	Academic Degree	terminal degrees offered by the College, including AA, AS, AA-T, and AS-T	Every 6 Years
	Career Technical	18+ unit vocational Certificates of Achievement	Every 2 Years
	General Education	disciplines that counts towards General Education requirements	Every 6 Years
	Non-Credit	non-credit disciplines arranged according to State funding categories	Every 6 Years
Student Support Programs		Library and Student Affairs • Enrollment • Student Support • Learning • Engagement • Goal Achievement	Every 4 Years
Administrative Unit		Business and Auxiliary Services Facilities and Construction Fiscal Services Foundation Human Resources Information Technology Services Institutional Planning & Research Legal Affairs Police and Safety Public Relations TLC/Innovation/Grants	Every 4 Years

Figure IB-11: Program Review Cycle

Within the instructional type of review, similar degrees are grouped together into a single program review workspace. For example, the Speech Communication Program Review consists of outcomes that address the Speech Communication AA degree, the Speech Communication AA-T, and the General Education Speech courses (IB-24: Program Review Workspaces). These groupings were created to streamline the process, so that completing program reviews would not become unmanageable for faculty and staff members.

Program review authors use both student achievement and assessment data to assess how well programs are serving students. Consistent data sets on student achievement at the program level are prepared by the Office of Institutional Effectiveness and are provided to program review authors in the Taskstream workspace. These data sets include:

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

- Success by demographic group (i-36: Success by Demographics ExampleIB-25: Success by Demographics Example)

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

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

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

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

In addition to these detailed data spreadsheets, graphs and charts are selected and uploaded into TaskStream to support review authors who are more comfortable with a visual representation of data (i-41: Demographics Graph; i-42: Success & Retention Graph). The chart below includes the required program review outcomes for instructional programs, commonly used evidence, and the type of evidence used. Program/unit review commonly uses both quantitative data in a variety of forms and qualitative data, most often from surveys.

Instructional Program Review Outcome	Commonly Used Evidence	Qualitative or Quantitative
Success and retention rates reflect overall effectiveness of the Program	Data provided by OIE	Quantitative
Course SLOs are assessed and the results are used for improvement	Data extracted from eLumen Data provided by review authors	Quantitative Quantitative or Qualitative
Program SLOs are assessed and the results are used for improvement	Data extracted from eLumen Data provided by review authors	Quantitative Quantitative or Qualitative
GEOs are assessed and the results are used for improvement	Data extracted from eLumen Data provided by review authors	Quantitative Quantitative or Qualitative
Success rates by demographic groups are evaluated	Data provided by OIE	Quantitative
Diversity demographics and recruitment efforts are evaluated	Data provided by OIE	Quantitative

Program demonstrates consistent enrollment based on demand	Data provided by OIE	Quantitative
Courses are offered in a sequence and frequency that facilitates program completion	Course offering worksheet	Quantitative
Number of awards granted demonstrates the effectiveness of the program	Data provided by OIE	Quantitative
Full-time and part-time faculty pursue necessary professional development and growth	Survey of professional development needs	Qualitative
Success and retention data for distance education courses are compared to the face-to-face courses.	Data provided by OIE	Quantitative
Program curriculum is aligned with appropriate external agencies, regulations, and/or professional organizations	Curriculum alignment worksheet	Quantitative
Curricula are properly articulated with K-12 and/or CSU and UC systems	Curriculum alignment worksheet	Quantitative
All Course Outlines of Record are reviewed and, if necessary, updated once every six years	Course review worksheet C&I Documentation	Quantitative
Number of full-time and part-time faculty and staff meets program needs	Number of full-time and part-time FTES and FTEF data	Quantitative
College resources are effectively allocated to meet program needs (equipment, technology, supplies, etc.)	Resource inventories	Quantitative
Full-time and part-time staff pursue necessary professional development and growth	Survey of professional development needs	Qualitative
The space needs of the program are met	Space inventory	Quantitative or Qualitative

Figure IB-12: Instructional Program Review Required Outcomes

In addition to the data sets provided by the Office of Institutional Effectiveness, instructional programs complete a series of worksheets to generate evidence to measure aligned program review outcomes. These worksheets guide program authors when discussing articulation and alignment, curriculum updates, course scheduling, and professional development needs (IB-25: Program Review Worksheets).

The Best Practices in Assessment and Program Review Seminar provides guidance on how to use the data sets and worksheets (IB-26: 2013 Program Review Seminar Syllabus; IB-27: 2014 Best Practices in Assessment and Program Review Syllabus). The first version of the seminar, held in 2013, provided training for participants in program review. An evaluation of this initial offering

identified the need for training in SLO assessment. The 2014 version of the seminar covered the topics of SLO assessment, program review, and ePortfolios. It met for three hours on Fridays and included online activities in between class meeting sessions. The 2015 version of the seminar is currently in the planning phase.

Student Affairs (SA) programs and PCC's Administrative Units (AUs) developed program/unit review structures to encourage dialogue and improvement across and between their services, functions, offices and departments. SA staff members collaborated with the IEC to design a program review structure modeled on a student's pathway through the College:

Enrollment Services

Student Support Services

Learning Assistance

Engagement

Exiting the College
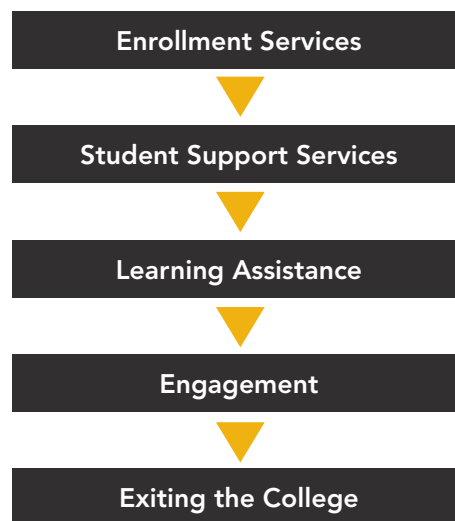
Figure IB-13: Student Affairs Programs

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

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

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

- Developing service outcomes/administrative unit outcomes

- Assessment methods

- Survey design

Student Support program reviews and Administrative Unit reviews will be received in Fall 2014. The following timeline identifies key milestones in the development of PCC's enhanced program review process.

2010-11
- IEC formed to oversee Program Review
- IEC develops process
- Basic Skills performs Program Review

2011-12
- CTE Programs perform Program Review
- Process evaluated and feedback to authors enhanced

2012-13
- IEC issues Broad Recommendations to the College
- AA Majors begin Program Review
- Process evaluated and required outcomes are developed

2013-14
- Student Services and Admin Units begin Program Review
- AA Majors continue Program Review
- Multi-year Program Review Calendar created
- Process evaluated and GE and Non-Credit incorported

2014-15
- Student Services adn Admin Units complete Program Review
- First Program Reviews
- First Program Reviews with required outcomes will be received
- Process evaluated

Figure IB-14: Program Review Chronology

The dialogue and reflection among program review authors as they craft the program review enriches the quality of programs. Programs receive feedback from the IEC. Program reviews are assigned to a team of four to five IEC members who read the review and score it using a common rubric (IA-7: IEC Instructional Program Review Rubric). This rubric was developed in a multi-year iterative process that involved a thorough literature review of best practices in outcomes-based assessment. The rubric criteria include mission alignment with the College Mission and the EMP, curriculum mapping, SLO quality, alignment of evidence to program review outcomes, quality of analysis, and feasibility of improvements.

The review team prepares feedback for the authors that addresses program effectiveness, strengths, areas for improvement, take-a-ways for the College, questions for the authors, program review quality, program innovations, appropriate funding, and final recommendations (IB-28: IEC Program Review Feedback-English Literature). The IEC's final recommendations for a program merge the recommendations identified by the program review authors with any recommendations from the IEC. The authors and instructional deans are then invited to an IEC meeting, and the feedback is used as the basis for a conversation about the program and the program review. The feedback and final recommendations may be modified as a result of the discussion that occurs and are not finalized until the IEC has discussed all items with the program members in person. Authors are asked to provide a recommendations update in the next program review.

In addition to providing direct feedback to programs, the IEC identifies trends across the various reviews and generates its *Broad Recommendations to the College* (IB-45: IEC Broad Recommendations 2012-2013). The inaugural issue for academic year 2012-13 made recommendations for the local Curriculum & Instruction Committee, the Office of Instruction, Program Coordination, Professional Development, the Budget & Resource Allocation Committee, Facilities and Technology, the Office of Institutional Effectiveness/Student Services, and Career Technology. Areas of recommendation included professional development, enhancements to review performance metrics, and leveraging new technological resources. The IEC is actively tracking the implementation of these recommendations (IB-67: Tracking IEC Recommendationsi-55: Tracking IEC Recommendations).

PCC has a vigorous program review process. Through this process, program/unit members evaluate quantitative and qualitative data to assess effectiveness. This assessment leads to the identification of recommendations for improvement that feed into planning documents and resource requests.

Student Learning Outcomes Assessment

The Learning Assessment Committee (LAC) is the campus body that oversees SLO assessment processes:

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

Annual Assessment Reports are completed by departments to assess student learning. All instructors record assessment data for their courses. The LAC regularly communicates a suggested two year cycle of SLO assessment via e-mail, a website, and the Assessment Reference Guide (i-58: Assessment Reference Guide).

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

Only for courses with this many SLOs
Figure IB-15: Learning Assessment Committee's Recommended Cycle of Assessment

Some instructors use software applications like Microsoft Excel to record SLO assessment data, while others use the SLO software eLumen, which the College licenses for this purpose. Departments are asked to report on one SLO assessment per course offered in the previous academic year in the Annual Assessment Report. For each assessment, departments are prompted to identify the course, SLO, describe the assessment, discuss and analyze the results, and articulate recommendations for improvement to student learning (IB-29: Graphic Design Annual Assessment Report; IB-30: Counseling Services Annual Assessment Report; IB-38: Library Annual Assessment Report).

The LAC reviews each of the reports using a rubric to evaluate the effectiveness of the assessment activities (IB-10: Learning Assessment Committee Rubric). Additionally, the LAC provides feedback to the departments to improve their assessment processes (IB-31: Annual Assessment Report Feedback-Architecture; Library, IB-32: Library Annual Assessment Report).

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

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

Figure IB-16: SLO-Related Instructional Program Review Required Outcomes and Data

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

Planning

The planning structure at PCC is multi-leveled and it is designed to fulfill the College Mission and EMP (IA-13: Board Policy 2100 Planning Process). The College Mission-based EMP is the highest planning document at the College and informs all subsequent levels of planning. The Facilities and Technology Master Plans exist to further the EMP and achieve the College Mission in the areas of physical resources and technology infrastructure, hardware, software, and services. The Broad Recommendations of the IEC inform the development and revision of the three Master Plans. Thus, program review informs the Master Plans. Below the Master Plans, a tri-level structure encompasses all departments and services at the College.

Planning Levels	Example 1	Example 2
Area	Academic & Student Affairs	Business & College Services
Unit	School of Science & Mathematics	Office of Institutional Effectiveness (OIE)
Department	Mathematics Department	OIE has no departments

Figure IB-17: Planning Levels

Program Review directly informs Department, Unit, and Area plans. Planning at PCC is based on the evidence-based recommendations that result from program/unit reviews. The dialogue that occurs between managers, classified staff, and faculty members at all planning levels supports

continuous communication in the planning process. Plans at each level inform the plans "above" and "below" them in the hierarchy.

Area plans are five year plans and are directly informed by the program review-based Broad Recommendations of the IEC, the College Mission, the EMP, and the Unit plans and reviews that comprise the Area (IA-14: Academic & Student Affairs 2012-2017 Area Plan; IA-15: Business and College Services 2012-2017 Area Plan). Unit plans occur each three years and utilize Area planning items as directives, while incorporating department planning items from their associated departments (IB-33: School of Humanities and Social Sciences 2012-15 Unit Plan; IB-34: Human Resources 2012-15 Unit Plan). Unit managers that are present at all of the program/unit review feedback meetings held by the IEC work closely with their unit members in the development of program/unit reviews, enabling them to integrate specific program review recommendations from the departments they oversee into their Unit plans. Planning document authors draw on the recommendations for improvement from the program/unit reviews they conduct to populate their plans.

Data sets are updated regularly by the Office of Institutional Effectiveness and placed into planning workspaces within the TaskStream software to allow easy access for plan authors. Part of the planning training familiarizes faculty, staff, managers, and administrators with the data sets and their usage for program review and planning. As program review and plan authors identify additional data requirements, the data is uploaded into TaskStream. The following consistent data sets are uploaded for planning authors in TaskStream (IB-35: English Planning Data Sets):

- Student Demographics

- Success and Retention by Demographics

- Success, Retention, Enrollment, FTES, FTEF, FTES/FTEF

- Success and Retention by class size

The creation of annual Department plans is optional (IB-36: Art Gallery 2011-12 Department Plan; IB-37: Teaching & Learning Center 2011-12 Department Plan). Individual Units are afforded the discretion to decide if all of the departments in the Unit collaborate on the Unit plan or each department creates an individual plan. This system allows for flexibility in the planning process to accommodate the cultures of various Units across the campus.

Planning at PCC is based on analysis of quantitative and qualitative data in program review. Through this analysis, improvement items are identified that are formalized in Area, Unit, and Department plans. Resource allocation processes are designed to achieve planning agendas.

Resource Allocation

Resources at PCC are allocated in response to program review-informed plans in several ways: through budget allocation decisions made at the institution-level, budget managers at the Area/Unit level, and evaluation-based processes to request resources.

Informed by its analysis of program reviews from across the organization, the IEC makes broad recommendations that include resource allocation (i-55: IEC Broad Recommendations 2012-2013). These recommendations function as an institutional plan to address the aggregate needs of programs and units throughout the College. The Broad Recommendations are distributed to the campus via e-mail and posting on the Pulse, an electronic message board for all employees. The IEC Co-Chairs present the Broad Recommendations in person to many campus bodies, including the President's Executive Committee, the CCC, and the Budget and Resource Allocation Committee (IB-38: College Coordinating Council Agenda-06/13/13). The Budget & Resource Allocation Committee (BRAC) meets monthly with the charge to "advise on matters relating to institutional-wide budget and resource allocation issues as requested by the College Council and guided by the Educational Master Plan." The chart below illustrates the resources allocated in response to the planning items articulated in the IEC's 2013 Broad Recommendations.

IEC Broad Recommendation (Jan. 2013)	Resources allocated
Provide support for faculty writing program reviews, conducting assessment, implementing innovation in curriculum and pedagogy by hiring a dedicated position	Interim Associate Dean of General Education & Program Review & Interim Associate Dean of Teaching & Learning created in Fall 2013; funds allocated for faculty release-time to support assessment training
Create a web page with useful tools for faculty to use for Program Review, Assessment, General Education Outcomes	Faculty release-time allocated to support this recommendation
Need for assessment support	Faculty release-time allocated to support this recommendation
Regular professional learning workshops on SLO development, Assessment and program review (Academy of Professional Learning proposal; GE Colloquiums; Flex Day)	Faculty release-time allocated to support this recommendation
Budget for Smart Classrooms and regular maintenance (Smart 18)	$1,820,000 approved for the first phase of Smart Classroom upgrades.
Hire CTE leader	CTE Dean hired in Fall 2013
Easier method to market programs to students (Instant Info)	Career Tech E-Brochure funded, allowing instantly generated brochures to be added to the PCC home page

Figure IB-18: IEC Recommendations Linked to Resource Allocations

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

The process by which funds were allocated for instructional equipment in 2014 clearly demonstrates that PCC allocates resources as a result of evaluation and to fulfill the College Mission and EMP. The Pasadena Area Community College District Board of Trustees made $1.3 million dollars available for instructional equipment in 2014-15. This allocation was greatly appreciated by all campus members, as the State of California has not made significant funds available for instructional equipment in years. A process was implemented to ensure that resources were being allocated in a cycle of evaluation and integrated planning (IB-31: Instructional Equipment Funds Process).

Step 1		Step 2		Step 3	
Faculty/staff member requests instructional equipment funds	▶	Dean prioritizes requests with a mission, EMP, pgroam review alignment rubric	▶	Senior VP, Academic & Student Affairs has final approval	▶
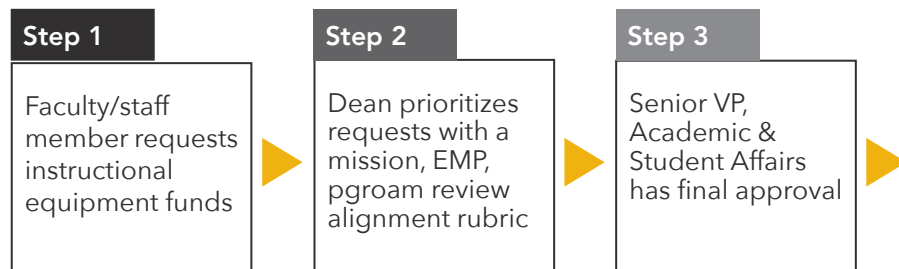
Figure IB-19: Instructional Equipment Request Process

The process is visualized in the diagram above. Faculty/staff members filled out an application to request instructional equipment funding. The applications directed requestors to link the resource request to an evaluation of data. Applicants were encouraged to draw directly from their program review or Annual Assessment Report and required to attach relevant data (IB-40: Dental Lab Tech Instructional Equipment Request). The respective Dean reviewed all requests from his/her area and prioritized the request based on scores from a program review, mission, EMP alignment rubric, and, finally, the Senior Vice President, Academic and Student Affairs, reviewed the prioritized lists and made final allocation decisions (IB-41: Instructional Equipment Funds Application; IB-42: Instructional Funds Rubric).

The Student Access and Success Initiative (SASI) funds are a second example of how PCC allocates resources to achieve the EMP. SASI was launched as a result of a request to the Board of Trustees from the Superintendent/President in the 2010-11 academic year for funds to spur innovation on campus. SASI provides a structure and process for individuals,

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cross-disciplinary groups, and campus departments to develop and implement new and innovative educational projects that will help the College achieve planning items from the EMP. The initial SASI Request for Proposal for Innovation Awards (up to $100,000 awards) and Mini-Grant Application (up to $15,000) make clear that successful proposals must be aligned with the EMP (IB-43: SASI RFP Innovation Awards; IB-44: SASI Mini-Grant Application). The SASI program has been quite successful and has been continued in subsequent fiscal years. Each year, EMP alignment has been a key factor in the resource allocation process of these funds.

Implementation and re-evaluation

PCC makes decisions regarding improvement of institutional effectiveness in an ongoing systematic cycle that includes implementation and re-evaluation. As described above, resources are allocated as a result of improvement items identified in the evaluation process. Upon the receipt of resources, plans are implemented. Re-evaluation occurs in the next scheduled review cycle, either program/unit review, or SLO assessment.

Self Evaluation

PCC consistently moves towards achieving its goals through a successfully implemented integrated planning process that includes systematic evaluation via program review, planning, resource allocation, implementation, and re-evaluation. This process ensures the effectiveness of student learning programs, student services, and administrative units. Since the previous self evaluation, the College has implemented a robust review process that includes all areas of the College including instructional, student services, and administrative units. The results of this review process informs the creating of planning at all levels which, in turn, drives resource allocation.

Pasadena City College meets Standard IB.3.

It was noted during the self evaluation process that the program review and resource allocation processes have strong alignments with shared governance committees, the Institutional Effectiveness and Budget and Resource Allocation Committees, respectively. The Planning and Priorities Committee (P&P) has a clear, active role in updating the EMP, but has been less involved with the planning processes of Areas, Units, and Departments. While there has been broad input from constituents into planning at these three levels, this aspect of planning would benefit from the regular involvement of the P&P Committee. To improve institutional effectiveness, the P&P Committee will assume an active role in providing input and performing evaluation of planning at the Area, Unit, and Department levels.

Actionable Improvement Plans

To improve institutional effectiveness, the P&P Committee will assume an active role in providing input and performing evaluation of planning at the Area, Unit, and Department levels.

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

Planning at PCC is an opportunity for constituents to come together and develop evidence-informed plans to advance the College's student success agenda. Driven by the College Mission, the components of PCC's planning process include the Master Plans (Educational, Facilities, and Technology), Board Goals, and the tri-tiered planning levels (Area, Unit, and Department).
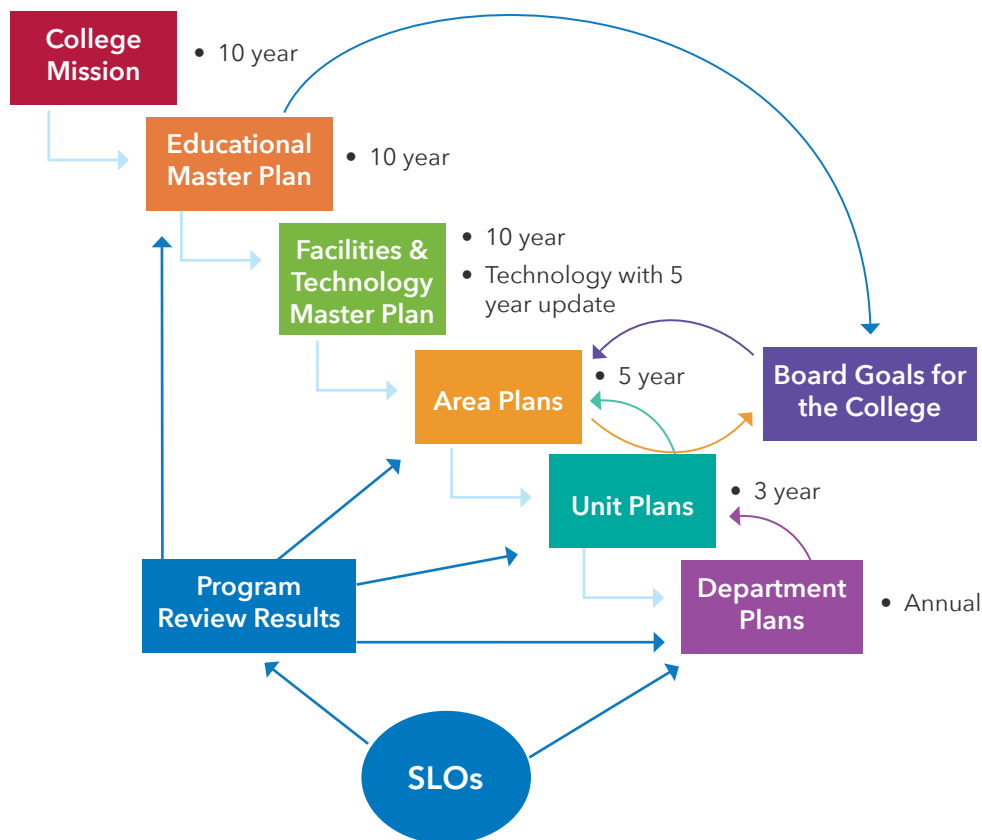
Figure IB-20: Relationship among Planning Levels and Program Review

Mission

The College Mission defines the College's commitment to student learning and high quality access to higher education. The Mission describes the student population served by the College and the intended educational purposes. The Mission serves as the impetus for all planning and decision-making on campus. As described in Standard IA.3, all constituents have input into revisions of the Mission statement through established governance groups.

Educational Master Plan (10 year)

The EMP serves as the central planning document through which all other planning documents are based. This ten-year plan provides the long-range goals for advancing the College Mission and objectives for accomplishing these goals. The EMP provides the blueprint for improving student learning and fulfilling the College Mission, and it is used as the basis for prioritizing college resources. As described in Standard IA.4, the alignment of resource requests to the EMP is standard practice. This includes all Board of Trustees consent items, as well as requests for the employment of personnel. As described in the "Process Overview" section of the EMP, the development of the document was a multi-year, inclusive process (IA-2: Educational Master Plan):

> **Faculty, Staff and Student Input.** In addition to a 60-person EMP Faculty-based Team, which included a Dean and full-time faculty member from each Division and the EMP Steering Committee, a number of additional outreach efforts were conducted, including:
>
> - Faculty forum and focus group
> - Classified staff forum
> - Student forum and separate focus group
> - Management staff forum
> - Facilities focus group
> - College Coordinating Council Forum
> - Stakeholder interviews
> - Series of three Instructional Deans and Manager meetings
>
> **Community Input**. Held in September and October 2009, the PACCD hosted 12 Town Hall Meetings and three President's Advisory Council meetings. Over 170 community members and 20 Council members participated in this round of outreach.
>
> **Web Survey.** A web-based community survey was available in early 2010, enabling people to make comments and provide input into the planning process. Over 1,000 community members responded.

Facilities Master Plan (10 Year)

The Facilities Master Plan represents the results of a detailed assessment of facilities needs. The resulting plan details the required facilities for achieving the goals set forward in the EMP and for the fulfillment of the College Mission. Facilities planning is done in recognition of fiscal restraints and the total cost of ownership for new buildings and increased space.

The *PCC 2010 Facilities Master Plan* was a roadmap to meet the facilities needs of the campus with an implementation timeline from 2000-2010 (IB-45: PCC 2010 Facilities Master Plan). It included five major projects:

- Arts Building Construction

- Industrial Technology Building Construction

- An Additional Parking Structure Construction

- Campus Center Remodel

- Reconstruction of Existing Space (various projects)

The fulfillment of this Master Plan extended beyond the expected ten years. With the opening of the new Center for the Arts in Fall 2013, most of the projects were completed, and the College embarked upon developing the Centennial Facilities Master Plan. To ensure broad-based participation and wide input into this plan which will see the College into its one-hundredth year, a detailed process was developed and shared as an information item with the Board of Trustees on October 16, 2013 (IB-46: Board Packet w/Centennial Facilities Master Plan Process Presentation). The Centennial Facilities Master Plan development process has included input thus far in the following ways:

- Stakeholder interviews (IB-47: Facilities Master Plan Stakeholder Interviews Summary)

- Facilitated stakeholder forums (IB-48: Facilities Master Plan February 2014 Visioning Sessions Notes)

- Facilitated forums for campus constituents (IB-49: Facilities Master Plan Visioning Session Notes-School of Allied Health; IB-50: Facilities Master Plan Visioning Session Notes-School of Science and Math)

Finalization of the Centennial Facilities Master Plan is expected in the 2014-15 academic year.

Technology Master Plan (10 Year with 5 year update)

The Technology Master Plan represents the results of a detailed assessment of technology needs related to technology infrastructure required to administer college services and the infrastructure, hardware, software and services needed to support instructional and student support programs. The resulting plan details the required technology for achieving the goals set forward in the EMP and for the fulfillment of the College Mission. While similar in structure to the Facilities Master Plan, technology embraces the reality of the rate at which innovation in technology occurs. As such, the plan is updated midway through the plan development, and goals are structured to provide flexibility and the ability to adapt to the changing technology trends.

In August 2011 the College hired a Vice President of Information Technology Services (VPITS; position subsequently discontinued in reorganization) that would oversee all technology functions on the campus and review and revise the Technology Master Plan in conjunction with shared governance groups (IB-51: 2006 Technology Master Plan). At the request of the VPITS, two groups formed to provide input into technology planning, the Administrative Technology Advisory Committee (ATAC) and the Learning Technologies Advisory Committee (LTAC) (IB-52: College Coordinating Council Minutes April 25, 2012). Working with these two groups, the VPITS focused on refining and implementing the technology planning items in the chart below:

Technology Planning Item	Description	Status
Implement a new Administrative Information System (Banner/LancerPoint)	The former AIS was replaced with a more comprehensive, robust, and reliable technology solution.	Mostly complete
SMART 18 Initiative	All PCC classrooms will be upgraded to 'SMART' status. This includes replacing full-time faculty desktops with a laptop and docking station to enhance mobility and utilize the new SMART classrooms.	In progress
PCC Website Redesign	A comprehensive redesign of the College website to improve visual design, user interface, and information architecture.	Completed
Desktop/Server Virtualization	Consolidate the 70+ computer labs across the college while also making lab resources more readily available via the internet	Determined to not be financially viable; investigating alternatives
Network expansion	Investment in the current network infrastructure to address gaps and expand wireless networking.	Upgrade is continuous, but network already significantly upgraded

Figure IB-21: Technology Planning Items

The Administrative Technology Advisory Committee (ATAC) focused on the selection and implementation of a new Administrative Information System, Banner (locally titled LancerPoint). Formerly, PCC utilized the Community Colleges Computing Consortium product referred to as "the Santa Rosa System" (dealing with student systems, rather than fiscal, human resources, payroll, purchasing or other administrative systems) along with "bridging" systems to facilitate the information exchange among the other systems. As the Hewlett-Packard mini-computers that supported these systems aged, PCC experienced limited efficient access to and use of data which hampered efficiency and service. A comprehensive, integrated AIS was acquired to:

- reduce the significant human and financial resources required to provide services and reports

- increase productivity

- reduce frequent errors and failures

- provide better quality of service and experience to students and staff

After review by various campus committees including the Budget and Resource Committee, the Board of Trustees approved the resources needed to acquire and implement the new AIS on September 5, 2012 (IB-53: Board Approval of Banner 09/05/12). The LancerPoint implementation is mostly complete. The following areas are live in LancerPoint: Student, Student Admissions and Records, Financial Aid, Finance, and the Portal. Human Resources and DegreeWorks are in the final stages of implementation. Three final components will be implemented moving forward: BDM (Banner Document Management/Imaging Software), BRM (Banner Relationship Management/Email campaign software) and Banner Workflow (automation software).

The Learning Technologies Advisory Committee (LTAC) was formed in March 2012 to review the Smart 18 initiative. They developed two faculty surveys to guide their work. The first survey, called the Smart Classroom Survey, focused on existing configurations of smart classrooms. The second, the Faculty Technology Survey, was designed to address additional concerns including faculty needs for technology to support various pedagogies as well as technical support. LTAC formalized their recommendations into a report that has guided the Information Technology Services Department in implementing the Smart 18 initiative (IB-54: LTAC Final Report).

The District has allocated needed resources to achieve the Smart 18 Initiative. Based on the LTAC final report, Information Technology Services selected a standard Macintosh and PC option. Faculty were surveyed for their preference (Mac or PC laptop) in Fall 2012. Based on these results, upgrades were completed in Spring 2013. Approximately 250 faculty laptops have been provided. Moving forward, all full-time, permanent faculty can request a laptop with docking station in lieu of a desktop.

Many campus classrooms already had integrated technology at the time of the survey. Therefore, Information Technology Services focused their efforts and budget in upgrading the 80 classrooms with no technology whatsoever during the Summer 2013. These 80 were upgraded to the new "smart standard" for the District (interactive white boards, short throw projectors, and a new computer). By mid-Fall 2013, all District classrooms were Smart-equipped with at least a computer and projector. From Fall 2013 onward, all new instructional spaces have been equipped with Smart technology. After completing the classrooms with no existing technology, ITS has gone back to the classrooms which had existing technology and began upgrading them to the new standard. By standardizing classroom technology, faculty members interact with equipment with which they are familiar, even if their class sections are scheduled in varying classrooms. Moving forward, ITS staff members endeavor to budget a seven-year lifecycle for classroom technology. With nearly 200 classrooms, they hope to upgrade 1/7th of PCC classrooms each year (Smart Classroom Technology Inventory).

Board Goals for the College (Annual)

Each year, the Board of Trustees, in consultation with the Superintendent/President, develops Board Goals for the College (IB-55: 2013-14 Annual Goals for the College; IB-56: 2012-13 Annual Goals for the College; IB-57: 2011-12 Annual Goals for the College). Driven by and integrated with the EMP, these goals serve to prioritize the efforts of the College toward those EMP goals and objectives deemed most urgent. As the policy-makers and community elected leaders of the College, the Board uses these goals to assist the Superintendent/President, College administration, and representatives of shared governance committees in prioritizing activities and associated resource allocations. The Board does not implement any activities related to these goals, but rather provides direction for the Superintendent/President, the Board's sole employee, to help the College fulfill its charge. The College President evaluates progress in realizing the Board Goals for the College and presents this to the public and Board of Trustees at a Board meeting (IB-58: Board Goals for the College Evaluation from June 26, 2013 Board Meeting).

Area Plans (5 Year)

Area plans are created in order to further detail the activities required to fulfill the EMP. The College has three areas: the President, Academic and Student Affairs, and Business and College Services (IA-14: Academic & Student Affairs 2012-2017 Area Plan; IA-15: Business and College Services 2012-2017 Area Plan). Each of these area plans sets the tone and direction of the planning cycle for the College. This planning process allows each area to provide the details of the needs in each specific area and to provide more detailed plans for moving the College forward. The Area Plans are informed by the results of Program Review, Student Learning Outcomes, state accountability measures, and institutional data. Area Plans are public and are specifically provided to Unit leaders for use in Unit planning. The Area Plans and Board Goals for the College are created through an iterative process in which each informs the other. In this manner the Areas provide the relevant information to the Board, and the Board provides appropriate high-level direction to the Areas.

Unit Plans (3 Year)

Unit Plans use Area Plans and Board Goals for the College as directives for developing more specific plans for each School or Unit (IB-59: Online, Hybrid, & Weekend Education Unit Plan; IB-60: Office of Institutional Effectiveness Unit Plan; IB-61: School of Science and Mathematics Unit Plan). These goals are developed in a collaborative process with reporting departments in a manner that each department provides input in the development of the Unit Plan and the Unit Plan drives the development of planning for each department. Program review results and Student Learning Outcomes are used as a basis for plan development.

Department Plans (Optional on an Annual Basis)

Department plans are optional, with some Units and departments choosing to collaborate on a single Unit plan that encompasses planning for all of the constituent departments. In those Units that opt to draft Department Plans, departments develop activities to be worked on in the coming and future years based partially on the direction from the Unit (IB-62: Studio Arts Department Plan; IB-63: ESL Department Plan; IB-64: Community Business Center Department Plan). These activities also allow the department to request resources related to goal activities. Each recommendation from program review is incorporated into the Department Plan as a planned activity. Planning is annual and activities can be rolled over and tracked for progress and completion.

Shared Governance

PCC encourages broad-based participation in the planning process through shared governance structures and processes. The P&P Standing Committee, a committee with student, faculty, staff, and mangers (IB-65: Planning and Priorities Standing Committee - Membership), guides the annual strategic planning activities in support of the College's EMP and accreditation requirements. Further, the committee guides the development of the Accreditation Self Evaluation, Mid-term reports, and any other reporting documents required in support of the accreditation process. The P&P Committee evaluates and updates the EMP. The 2013-2014 EMP review occurred in P&P meetings on 09/09/13, 09/23/13, 10/07/13, 12/02/13, and 01/27/14 (IB-66: EMP Update Draft 09/02/14). These updates were discussed at Classified Senate on October 16, 2013; at Associated Students on October 30, 2013; at Academic Senate on November 4, 2013; and at the College Coordinating Council on August 29, 2013 and December 5, 2013. As of this writing (September 2, 2014), the current draft of the EMP update will be discussed again at Academic Senate so that a finalized version may go to the Board of Trustees this Fall.

Resource Allocation

PCC employs several strategies in the allocation of resources to improve institutional effectiveness. One such strategy that has proven successful is the alignment of all resource

requests with the EMP as detailed in Standard IA.4. This process of supporting resource allocation requests with the EMP occurs at all levels at the College. Secondly, the IEC makes broad recommendations that are akin to planning items (IB-67: Tracking IEC Recommendations). The College has allocated necessary resources to implement these recommendations as discussed above. In addition, the Budget & Resource Allocation Committee (BRAC) meets monthly so that it may fulfill its charge to "advise on matters relating to institutional-wide budget and resource allocation." Managers that oversee budgets work with all unit/department members in both the program review and planning processes and allocate the resources they administer in response to program review findings and to planning goals.

Since 2011-12, the Board of Trustees has consistently provided funds for innovation through the Student Access and Success Initiative (SASI) grants program. This program has allowed campus members the opportunity to access funds to design and implement innovations that will result in improvements to institutional effectiveness. In its inaugural year, 2011-12, resource allocations through SASI grants were awarded in the following areas: Community & Professional Learning for First Year Experience, Interdisciplinary Contextual Learning Modules, Design Technology Pathway to contextualize basic skills Math and English to design fields, Health Science Pathways to structure block programs with accelerated options, and Lecture Capture Technology for distance education and on-campus courses (IB-68: SASI Innovation Winners 2011-12). Many of these programs have led to dramatic improvements to institutional effectiveness, some of which are discussed in the Self Evaluation below.

The planning process at PCC is inclusive and data-informed. It is supported by the College Mission and includes the Master Plans (Educational, Facilities, and Technology), Board Goals, and the tri-tiered planning levels (Area, Unit, and Department). Planning at PCC is the mechanism by which personnel evaluate past performance so that they can define the College's course forward.

Self Evaluation

Like all community colleges across California and the nation, PCC has undergone a season of significant change in the last several years. Thoughtful, data-informed planning that drives resource allocation has contributed to the positive results seen across campus. Physical resource needs including technology upgrades to classrooms, the realization of new buildings, and the upgrade to network infrastructure have all improved the College's ability to serve students effectively.

Instructional improvements related to resource allocations are tracked in the assessment and program review processes. For example, assessment data for Natural Sciences indicated an achievement gap for students of color (i-67: Natural Sciences Program Review; IB-69: IEC Program Review Feedback for Natural Sciences). Faculty members from the Biology Department applied and were awarded a SASI Innovation Award for 2011-12 (IB-68: SASI Innovation Winners 2011-12). This award led to the development of a redesigned hybrid version of a

gateway Biology course, Biology 11. The hybrid Biology 11 has successfully blended project based learning, contextualization, and systematic faculty collaboration, and professional development to address the achievement gap. In response to this promising student achievement data, additional resources were allocated to the hybrid Biology 11. From Fall 2013 to Fall 2014, section offerings were increased 52% from 17 to 26 sections. 780 students will have the opportunity to succeed in the redesigned Biology 11.

Success in Biology 11 - Hispanic Students*
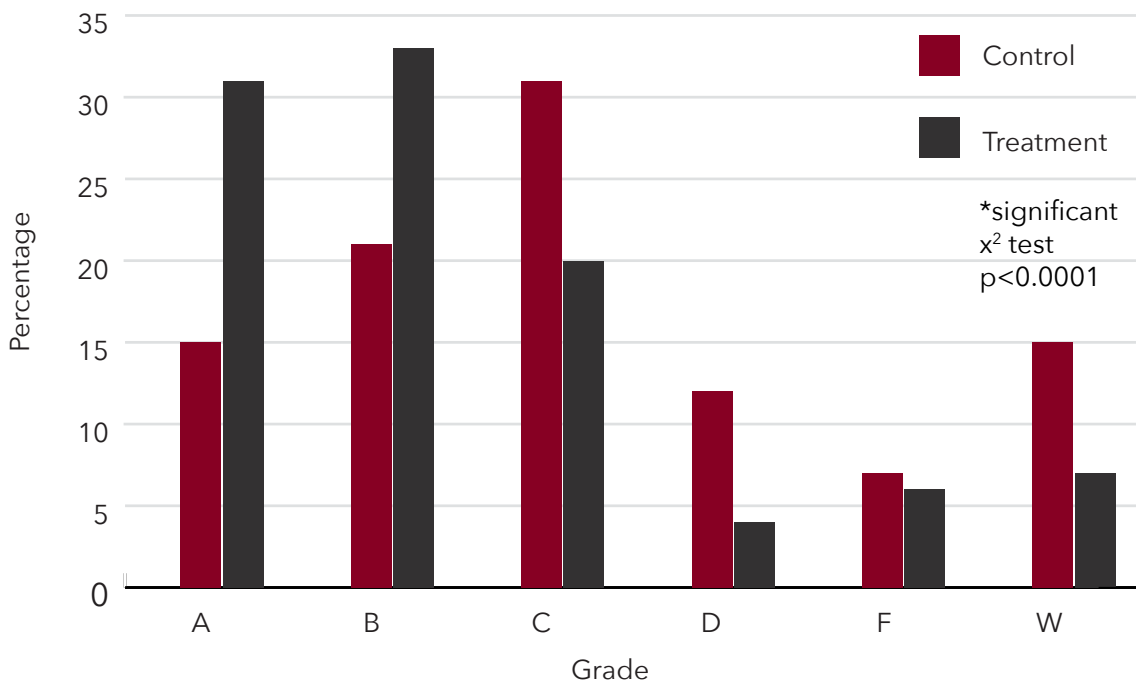
Figure IB-22: Biology 11 Success Data (Traditional vs. Redesigned Hybrid);
Students in control group took "traditional" Biol 11 (course taught entirely face-to-face and using traditional lecture, lab and assessment (format) while students in the treatment group took the redesigned hybrid Biol 11 which incorporates project based learning and contextualization of concepts. Both groups were enrolled at during the 12-13 school year.

The Faculty Hiring Prioritization process administered by the Academic Senate ensures improvement of institutional effectiveness through the allocation of human resources in alignment with the EMP and based on the results of program review. The Academic Senate Faculty Hiring Priorities Committee has developed an application and scoring rubric that uses program review and planning to inform the faculty hiring process (IB-70: Faculty Hiring Needs Application Form; IB-71: Faculty Hiring Needs Rubric). Requesting departments are prompted to align their request to the EMP and to explain how the faculty hire will improve student achievement outcomes.

A clear example that the planning process leads to institutional improvements is the expansion of First Year Pathways. The first item in the 2012-17 Academic & Student Affairs Area Plan is to "scale up First Year Experience programs and small learning communities" (IA-14: Academic & Student Affairs 2012-2017 Area Plan). This planning item is linked to EMP Mission Critical Strategy A1, "start students right and ensure their path toward goal completion." First Year Pathways moves the College towards achieving this EMP Strategy; it is one way to achieve the Project 90 Targets and Achievement Areas, which include increased completion rates for degrees and certificates.

PCC made a bold investment in the success of first year students by leveraging resources from a Title V grant, SASI funds, and the reallocation of substantial human resources to create the First Year Pathway Programs. Students enrolled in Pathways are guaranteed priority registration and provided with critical support in and out of the classroom. Growth has been explosive with an increase from 320 students to nearly 1900 (projected) in three years.

Students in First Year Experience
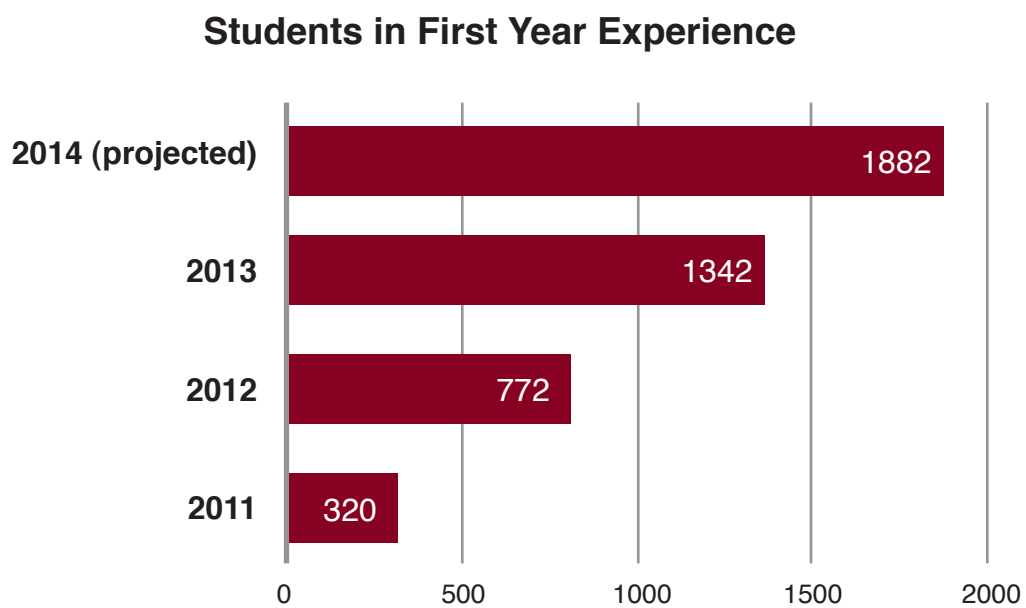
Figure IB-23: First Year Experience Growth

The program is highly successful. Preliminary evaluation findings from the initial pilot cohort of First Year Pathways students (2011-12) indicate that FYP students displayed positive outcomes compared to the comparison group. FYP students reported higher levels of engagement, with respect to their relationships with faculty and peers, and participation in campus activities than the comparison group. Course-taking data also reveal that FYP students appear to be progressing through the developmental math sequence at a faster rate than the comparison group, as indicated by the higher proportion of FYP students attempting Beginning and Intermediate Algebra during their first year. Also, a greater proportion of FYP students attempted Freshman Composition relative to the comparison group.

Math Jam is the important first step of the First Year Pathway. Extensive evaluation conducted by external evaluators from Claremont Graduate University, University of California, Los Angeles, and PCC's Office of Institutional Effectiveness (2006-2013) have revealed that Math Jam students enrolled in Pre-Algebra (Level 1) completed the last course in the pre-collegiate math sequence (Intermediate Algebra, Math 131) more than two and a half times faster than students not in the program by the end of seven terms and completed Math 131 and English 1A (Freshman Composition) more than twice as fast as the comparison group by the end of seven terms. Claremont Graduate University evaluators found an increased sense of self and enjoyment of mathematics and reduced mathematics anxiety among Math Jam students.

Finally, evaluation of the 2012-13 FYE cohort reveals that the Pathways program is closing the achievement gap for Latino and African American students and moving students closer to completion:
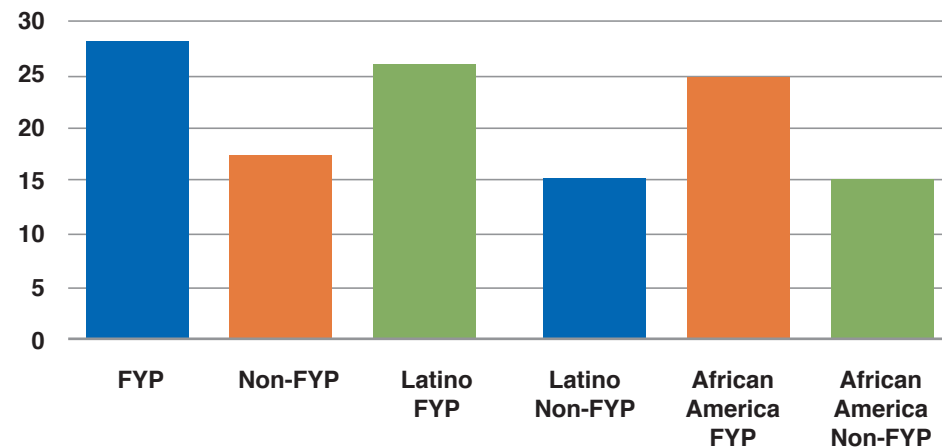
Figure IB-24: First Year Experience Credits Earned 2012-13 Cohort
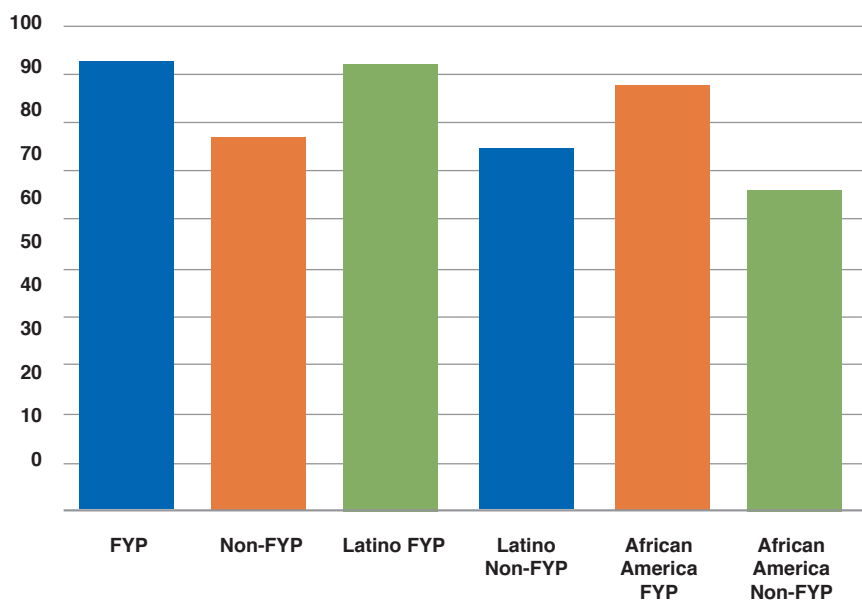
Figure IB-25: First Year Experience Persistence Fall 2012 to Fall 2013

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The FYE program was recognized by the California Community College Chancellor's Office for its success in serving students and Math Jam was a recipient of the 2012 Bellwether Award for innovation in community colleges (IB-72: 2012 Chancellor's Student Success Award; IB-73: Bellwether Award).

The 2012-17 Academic & Student Affairs Area Plan also identified the need to "develop quality, fully online, high-demand programs" in alignment with the EMP Mission Critical Strategy A2.2, "develop more hybrid and online courses to expand the availability of transfer and CTE courses" (IA-14: Academic & Student Affairs 2012-2017 Area Plan). In Spring 2013, Academic Affairs launched a new program under the Distance Education Department to guide and support the development of fully online General Education Pathway courses. This Online Model Course Program meets a variety of student, faculty and College goals, and accreditation requirements. The following guide has been developed to ensure PCC faculty members are aware of the program's benefits, structure, and intended outcomes (IB-74: Online Model Course Program). Student demand for online courses at PCC is extremely high. From the Model Course Program's inception in Spring 2013 to Spring 2014, section offerings increased by over 100; however, student demand still exceeds existing online offerings.

Model Course Section Offerings by Major Term
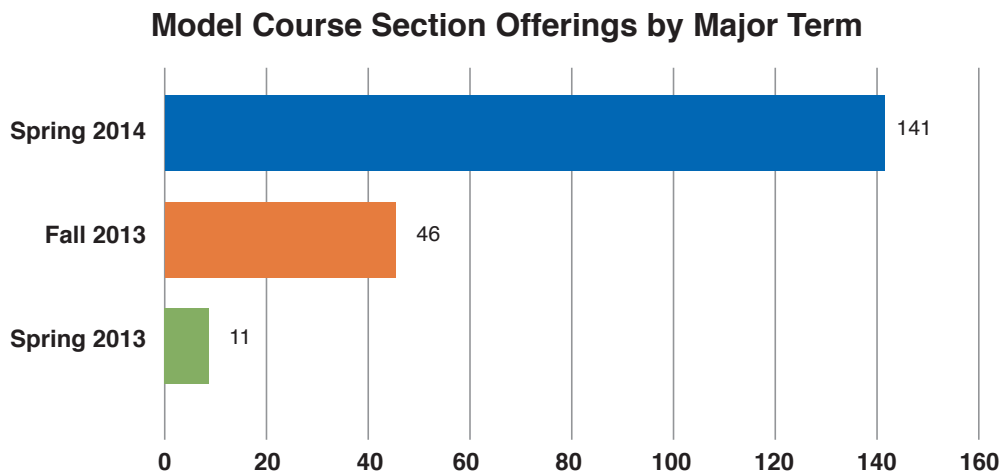
Figure IB-26: Distance Education Model Course Offerings by Term

Pasadena City College's planning process is broad-based. All constituencies have the opportunity for input, and as evidenced above, planning leads to necessary resource allocations that achieve institutional improvement.

Pasadena City College meets Standard IB.4.

During the Self Evaluation process it became evident that the College's Technology Master Plan is due for revision. The last formal Technology Master Plan was finalized in 2006. In 2012, the new Vice President of Information Technology Services worked with campus constituents to develop a five point plan that focused on: implementation of a new AIS (Banner/LancerPoint),

the SMART 18 Initiative, Website Redesign, Desktop/Server Virtualization, and network expansion. Two representative groups provided input on these planning items, the Administrative Technology Advisory Committee (ATAC) and the Learning Technologies Advisory Committee (LTAC). Dramatic progress has been made on each of these planning items, except the Desktop/Server Virtualization which was found not to be viable, and alternative solutions are being explored. As the ten year anniversary of the 2006 Technology Master Plan nears, it is imperative that the College develop an updated Technology Master Plan.

Another point that came to light as a result of the Self Evaluation is that few Departments are choosing to complete the optional Department Plans. A question, therefore, arose as to the need for this level of planning. To inform the need for Department level planning, a specific component will be incorporated into the next systematic review of planning to determine if Department level plans are necessary. The Associate Vice President, Strategic Planning and Innovation, will work with campus constituencies to develop a regular, formalized evaluation of planning.

Actionable Improvement Plans

To improve institutional effectiveness, the Office of Strategic Planning and Innovation will work with campus constituencies to develop an updated Technology Master Plan.

To improve institutional effectiveness, the Office of Strategic Planning and Innovation will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes

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

Descriptive Summary

PCC collects a wide array of data and communicates it to internal and external constituencies. These data are used by faculty and staff members to support the improvement of student learning programs and services, by Board members in their policy-making and fiduciary roles, and by members of the public as they make educational and philanthropic decisions.

Office of Institutional Effectiveness (OIE)

The Mission of the Office of Institutional Effectiveness (formerly known as the Institutional Research and Planning Office, or IPRO) "is to provide the College with accurate and relevant data and analysis to inform college-wide decision-making." To achieve this goal, OIE generates prodigious data reports and detailed analyses that are made public to the PCC community via e-mail, posting on the public OIE section of the PCC webpage, and in-person presentations

to committees and other groups. The table below identifies some of the high quality data and analysis generated by the OIE. The OIE Research Calendar details the various research collected and reported by the office with a reporting timeline (IB-75: OIE Research Calendar).

Assessment Results	Description	Examples
High School Feeder Report	Performance and demographic data of PCC students disaggregated by high school alma mater	IB-76: 2012 High School Feeder Report
Observations	Comprehensive student data categorized by: • Student type (credit, non-credit, new, distance education, pathways, EOP&S, DSP&S, veterans, financial aid, first-time at PCC) • Sections, seats, and enrollments • Success and retention • Degrees and certificates awarded	IB-77: Observations 2012-2013
Research Findings	Brief summary papers of research results, some examples include: • Community College Survey of Student Engagement Analysis • Fall 2004 Cohort Analysis	IB-78: Research Finding-CCSSE; IB-79: Research Findings #30: Educational Achievement for Fall 2004 Cohort
Student Characteristics	Provides student characteristics for each term and compares student characteristics for the current term to the previous year's term	IB-80: Student Characteristics Fall 12 and Fall 13
Campus Climate	Assesses perceptions of campus culture	IB-81: 2011 Great Colleges to Work
Fall Student Survey	Surveys students on perceptions of and experiences at PCC	IB-82: Fall Student Survey 2011
Student Success Scorecard	Measures both intermediate progress and completion for students with the ability for the college to analyze data by student demographics (formerly known as ARCC)	IB-15: Student Success Scorecard Report-08/2013

Figure IB-27: Publicly Accessible Data to Assure Quality

EMP Project 90 Targets and Achievement Areas and Board Goals for the College

The College publicizes the Project 90 Targets and Achievement Areas in the widely distributed EMP document and on the College website (i-43: Educational Master Plan Executive Summary). The EMP explains, "the Student Achievement Areas and Targets align with the Mission Critical Priorities and Strategies and will serve as measurable benchmarks to guide our progress on fulfilling our Educational Master Plan." The Director of Institutional Effectiveness

frequently provides reports to the Board of Trustees on the progress in achieving the EMP Project 90 Targets and Achievement Areas and other Mission and policy related data (IB-83: Board of Trustees Minutes 05/19/10; IB-84: Board of Trustees 05/02/12 Project 90 ARCC Presentation; IB-85: Board of Trustees Minutes 05/02/12; IB-11: Board of Trustees Minutes 1/16/2013; IB-12: Board of Trustees Presentation 1/16/2013). These presentations inspire rich discussions of strategies to improve student outcomes.

The College President leads the evaluation of the Board Goals for the College and offers the evaluation results to the public and Board of Trustees at an open session Board meeting (IB-58: Board Goals for the College Evaluation from June 26, 2013 Board Meeting).

SLO Assessment & Program Review

Faculty members generate assessment data through the SLO assessment processes at the course, program, and general education levels. Faculty members track course level SLO assessment data either in eLumen, an SLO data tracking software, or via individual solutions like Microsoft Excel (IB-86: Accounting Department Course SLO Data). This course level data is attached to a narrative Annual SLO Assessment Report which is made public on the College website (IB-9: Credit ESL 2012-13 Annual Assessment Report; IB-29: 2013 Graphic Design Annual Assessment Report; IB-30: Counseling Services Annual Assessment Report; IB-32: Library Annual Assessment Report). SLO data and analysis at the program and general education level is incorporated into the program review process (IB-87: Accounting Clerk Certificate PSLO Data; IB-88: Art Department GEO Data; IB-89: Program Review Speech Communication). Program reviews are made public on the College website. Finally, college-wide general education outcome (GEO) assessment data is made available on the public website (IB-90: College-wide GEO eLumen Data 2011-12; IB-91: College-wide GEO eLumen Data 2012-13). Additionally, previous GEO assessments are described, including recommendations and improvements, and documented online (IB-92: 2012-13 General Education Outcomes Assessment).

Self Evaluation

Evidence-informed decision-making is an ingrained cultural attribute at PCC. The OIE supports the College by collecting, generating, and analyzing important data and making them public for all constituencies. Institutional goals, like the EMP-defined Project 90 Targets and Achievement Areas, are tracked and communicated to the public, ensuring accountability and excellence. Institutional processes like program review and SLO assessment are further means by which PCC uses and communicates data to make improvements and communicate quality.

Pasadena City College meets Standard IB.5.

Actionable Improvement Plans

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

PCC systematically reviews and modifies, when necessary, all parts of the planning cycle, including resource allocation. Since the 2009 Self Evaluation, planning and resource allocation processes have been reviewed in an evolving, yet systematic, manner. These evaluations have facilitated the establishment of a stronger linkage between program review, planning, and resource allocation.

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

In 2010, the planning process was assessed using a TaskStream AMS internal survey mechanism (IB-93: 2010 Planning Survey). When a plan was completed and submitted, the author automatically received a survey that assessed the planning process in regards to understanding, functionality, and needed changes. The OIE analyzed the survey. Necessary changes to the planning process (including software adjustments, technology, and training) were discussed with the Academic Senate, College Administration, and College Coordinating Council and then implemented by the OIE. Additionally, six questions were included in the College's 2010 Campus Climate survey that evaluated the efficacy of the College's planning and program review processes and the link to resource allocation (IB-94: Fall 2010 Campus Climate Planning Questions). The OIE provided analysis for the Campus Climate survey to the College's Executive Committee and the IEC.

PCC has implemented the use of consistent data sets for use in program review and planning. Consistent data sets were identified through a consultative process during the 2009-2010 academic year. The data sets were developed using California Community College Chancellor's Office referential files, internal data sources, and the analysis of surveys administered by the College over the last five years. As each data set was finalized, it was uploaded into the appropriate program review or planning areas within the AMS. The data sets are updated regularly by the OIE. As part of the AMS training and ongoing program review training, faculty, staff, managers, and administrators are familiarized with the data sets and their usage for program review and planning. As reviewers and plan authors identify additional data requirements, the data is uploaded into the AMS.

The following consistent data sets are provided for the Accountability Management Planning (AMP) process in TaskStream (IB-35: English Planning Data Sets):

- Demographics by Division and Department

- Success and Retention by Demographics

- Success, Retention, Enrollment, FTES, FTEF, FTES/FTEF by Division, Department and Course

- Success and Retention by class size

- Campus Climate Survey Results

- Fall Student Survey Results

These data sets are reviewed and modified based on feedback from plan authors.

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

Each study session yielded clear, actionable recommendations for improvement and raised further questions for investigation. Summary presentations of the two study sessions were made at regularly scheduled meetings of the three committees in March 2014 (i-50: Integrated Planning BRAC Presentation 03/06/14; i-51: Integrated Planning IEC Presentation 03/21/14; i-52: Integrated Planning P&P Presentation 03/24/14). The Integrated Planning Study Sessions served as a forum for discussing and evaluating the College's planning and resource allocation processes. Campus constituents are currently still engaged in dialogue on process improvements. Future action items will continue to involve shared governance constituent groups and will go before the College Coordinating Council for further review.

Self Evaluation

Since the last self evaluation, PCC has systematically evaluated its planning and resource allocation processes using varying methods. Earlier use of surveys has given way to facilitated dialogue among all committees involved in the College's integrated planning process.

Pasadena City College meets Standard IB.6.

The Integrated Planning Study Sessions brought to light potential improvements in planning processes. To lead these improvements, the College allocated needed resources and created a position to address this need: the Associate Vice President, Strategic Planning and Innovation (IB-95: Associate VP, Strategic Planning). This position was recruited and filled in Summer 2014 and the AVP, Strategic Planning & Innovation, is currently working with shared governance leaders to examine and improve PCC's integrated planning model. One of the most striking findings of the Integrated Planning Study Sessions was that many campus constituents were not aware of or did not understand PCC's existing integrated planning model. The AVP, Strategic Planning and Innovation, will work with constituent groups to communicate and facilitate understanding of existing processes campus-wide.

Actionable Improvement Plans

To increase institutional effectiveness, the Office of Strategic Planning and Innovation will collaborate with shared governance leaders to communicate the existing integrated planning processes at PCC to all constituents.

To increase institutional effectiveness, the Office of Strategic Planning and Innovation will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.

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

At PCC, the primary evaluation mechanism of instructional programs, student support services, and library and other learning support services is program review. The SLO assessment process is a secondary evaluation mechanism for instructional programs.

Following the issuance of Warning from ACCJC in June 2009 in regards to program review, the College entered into a period of introspection and emerged in October 2010 with a reconceived program review process. The College established the IEC, under the auspices of the Academic Senate and College President, to determine effectiveness in improving student learning programs and services, and administrative functions (i-54: Policy 2560: Institutional Effectiveness). The IEC provides a forum for college representatives to participate in the coordination and evaluation of evidence-based institutional program review.

Prior to the establishment of the IEC, program review was structured along departmental lines. After an evaluation of this structure by a shared governance group, it was recommended that a revision was necessary to ensure that the planning and program review processes were used to improve student learning and institutional effectiveness. The instructional program review process was revised to support the main functions of the College: Basic Skills, AA/AS/AA-T/ AS-T degrees, Certificates, Transfer/Disciplines, and General Education. Because these categories are not exclusive, the revision allowed for greater dialogue and participation across the campus. This aligned with the College's EMP as the College focuses on student learning and achievement.

Formerly, Student Affairs (SA) program review was also structured along department lines. The IEC collaborated with Student Affairs to develop a program review structure to encourage dialogue and improvement across and between their services, functions, offices and departments. The respective offices in SA developed a program review structure that followed the students through their experience at the College: Enrollment Services, Student Support Services, Learning Assistance, Engagement, and Exiting the College. Within each of these programs, multiple offices, departments, and people interact with students. The SA staff wanted to capture and evaluate processes in a holistic program review to ensure students were the central focus of the review process.

Enrollment Services *Getting students into classes*	Admissions Advisement Assessment Counseling EOPS Financial Aid International Student Center	Outreach Records Registration TRIO Pre-College (UB/MSUB/TS) Veterans Resource Center
Student Support Services *Keeping students in college*	CalWorks DSPS EOPS Financial Aid Health Services Psychological Services	TRIO Pass Program Veterans Resource Center Counseling Career Center Degree &Transfer Center
Learning Assistance *Support for student learning*	Assistive Technology Center Learning Assistance Center	TRIO Pass Program Athletic Zone
Engagement *Enriched experiences*	Athletics Athletic Zone Student Clubs & Activities Empowerment Programs Health Services International Students Center	Outreach Student Discipline Degree & Transfer Center TRIO Pass Program Work Study Program
Exiting the College *To work or transfer*	Career Center Counseling EOPS Commencement	Records Degree &Transfer Center TRIO Pass Program Veterans Resource Center

Figure IB-28: Student Affairs Programs and Departments

The IEC is a constantly evolving body that regularly evaluates the program review process and makes adjustments for improvement. Examples of evaluation-based improvements to the program review process are seen below:

Evaluation based improvement	Year	Documentation
Structure instructional program review according to degrees	2010	IB-96: Old CTE Review Cycle; IB-97: Old Academic Program Review Cycle
Structure Student Affairs program review according to student path	2011	See Standard IIB
Revision of program review rubric	2011 and ongoing	IB-98: IEC Minutes 10/07/11
Feedback to authors enhanced	2011-12	IB-5: Program Review Feedback for English Literature
Consistent program review outcomes developed by IEC	2012-13	IB-99: IEC Minutes 09/06/13
Comprehensive program review training for Student Affairs and Administrative Units	2013-14	IB-100: Student Affairs Program Review Training Materials; IB-101: Admin Unit Review Training Materials
General education departments and Non-credit incorporated into program review	2013-14	IB-102: Program Review Calendars
Program review seminar offered for faculty	2013-present	IB-26: 2013 Program Review Seminar Syllabus; IB-27: 2014 Best Practices in Assessment and Program Review Syllabus

Figure IB-29: Evaluation-based Improvements to Program Review

In the 2011-12 academic year as the result of committee evaluation, the IEC changed its working process to include a face-to-face meeting with program review authors to discuss program review results and the process (IB-103: IEC Minutes 09/07/12). This face-to-face meeting is an opportunity for the IEC members to receive direct feedback about the strengths and weaknesses of the process directly from those who experience it. It also provides review authors occasion to clarify elements of the program review verbally. This discussion is always fruitful and has led to meaningful insights for both review authors and IEC members. Currently, the IEC is considering visiting programs across campus to enhance their understanding of program needs.

The Learning Assessment Committee (LAC) is a sub-committee of the Academic Senate whose charge is to coordinate the course-level SLO process that all instructional departments participate. In 2012, the LAC implemented an Annual Assessment Report in which departments report on one SLO assessment per course offered in the previous academic year. For each assessment, department authors respond to a series of prompts that call on them to describe the assessment, summarize and analyze the results, and identify recommendations for improvement if appropriate. The LAC consistently performs evaluation of this process and

makes improvements to this instructional evaluation mechanism. The September 18, 2013 LAC minutes document committee members' discussion of the results of the 2012 report cycle and changes to the Annual Assessment Report format for the next cycle to be made as a result of the committee's evaluation (IB-104: Learning Assessment Committee 09/18/13 Minutes). The LAC consistently engages in self evaluation as evidenced in committee meeting minutes (IB-105: Learning Assessment Committee 10/02/13 Minutes; IB-106: Learning Assessment Committee 10/16/13 Minutes).

Self Evaluation

Since receiving a 2009 Warning from the ACCJC in response to program review, PCC has developed a high quality, evidence-informed program and unit review process. The IEC has led this effort and regularly evaluates the review processes. The IEC has constantly evolved in response to the committee's self evaluation. For example, the IEC reshaped the program review structure to focus on degrees, revised the review rubric, supported review training, and developed consistent program review outcomes. The LAC operates similarly, reviewing its processes regularly and evolving in response.

Pasadena City College meets Standard IB.7.

Actionable Improvement Plans

None.

Evidence List for Standard IB