Standard IIA: Instructional Programs

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

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

Descriptive Summary

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

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

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

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

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

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

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

To support the mission, the College offers a comprehensive array of higher education programs for residents of the District service area as well as for students outside of the District. These programs are located on the College's main campus, on-line through the College's Distance Education program, and at offsite locations (the Community Education Center and Rosemead Campus):

Main Campus: The College offers 60 academic programs and 76 Career and Technical Education programs, and most of the programs' curricula are taught on the main campus in the form of face-to-face classes (IIA-1: PCC Fact Sheet).

Online Programs: The College Mission and Educational Master Plan express the College's commitment to develop more online/hybrid courses, to create instructional pathway programs, and to increase student access, particularly to high demand courses (i-43: EMP Executive Summary). Online students participate in the same Fall Student Survey as their face-to-face counterparts. In addition, the College makes use of the CCC Distance Education Student Satisfaction Survey issued every year to inform campus-wide decisions about Title 5 compliance and WASC/ACCJC compliance to ensure online courses follow the same standards applied to face-to-face courses and uphold the integrity of the College's mission (IIA-2: DE Course Quality and Standards).

Noncredit Division: In 1965 the Community Adult Training Center (CATC) opened on North Lake Avenue. Pasadena City College, the city of Pasadena, and Pasadena Unified School District agreed to establish the Community Skills Center (which was incorporated as the CATC) on the campus of McKinley Junior High School in 1980. A permanent adult education campus was constructed on Foothill Boulevard in east Pasadena. The now-renamed Community Education Center (CEC) opened in August 1996. In addition to a two-story building, there are seven modular buildings that house both credit and noncredit instructional programs and staff offices. Credit programs include various Health Sciences programs and Cosmetology. The Noncredit Division is housed at the CEC but also offers courses at 27 off-site locations. Noncredit offerings include Adult Basic Education, Adult High School Diploma Program (AHSD), English as a Second Language (ESL), Education Programs for Older Adults, Education Programs for Disabled Adults, Parent Education, Immigrant Education, and Short-term Career Technical Education (IIA-3: Details of Credit and Noncredit CEC Offerings).

Rosemead Campus: The Pasadena Community College District (PACCD) is geographically located in the Western San Gabriel Valley of Los Angeles County and composed of several school districts including Arcadia, a portion of El Monte, La Cañada, Pasadena, Rosemead, San Marino, South Pasadena, and Temple City. As of the 2010 US Census, the population in PACCD's geographic areas totaled 403,556 (IB-14: Observations 2010-2011). To increase access to the College's programs in its district, over 150 general education classes were taught at this offsite location in Fall 2013 (IIA-4: PCC Rosemead Press Release). High-demand classes in general education continue to be taught at the College's Rosemead campus.

Fulfillment of the Mission and Program Review

The College's Institutional Effectiveness Committee (IEC) ensures all programs align with the College mission and are adequately rigorous through the program review process. As a part of this periodic process, all instructional programs are evaluated with a rubric that assesses their alignment with the PCC Mission. This rubric, illustrated in Figure 1 and known as the IEC Rubric on Program Review, includes criteria that assesses alignment with the College Mission (i-64: Rubric for Program Review). More specifically, every program must present a Mission Statement that outlines the purpose of the program, identifies stakeholders, and aligns to the mission of the College and specific priorities of the Educational Master Plan (EMP).

Mission Statement: Outlines the purpose of the program, identifies stakeholders, and aligns to the mission of the College and the Educational Master Plan (EMP).

Criterion	Exemplary	Acceptable	Developing	Missing
Purpose	Comprehensive; both broadly defines program and includes specific purpose.	Broadly defines program or includes specific purpose.	Too general to distinguish the program or too specific to encompass the entire program mission.	
Stakeholders	Student focused. Identifies primary and other stakeholders.	Identifies primary stakeholders.	Incorrectly identifies stakeholders.	
Mission & EMP Alignment	Aligned with college mission and specific EMP priorities.	Aligned with college mission and the EMP.	Not clearly aligned with college mission or EMP	
External Alignment	Illustrates active engagement with respective agencies, regulations, and professional organizations, if applicable.	Addresses alignment with respective agencies, regulations, and professional organizations, if applicable.	Does not address alignment with respective agencies, regulations, and professional organizations, if applicable.	

Figure IIA-1: IEC Rubric on Program Review

The Institutional Effectiveness Committee developed program review outcomes by which all instructional programs measure their effectiveness (IB-19: Instructional Program Review Required Outcomes). Many of these outcomes directly align with the College Mission of student learning and success, including:

- Success and retention rates reflect overall effectiveness of the Program

- Course SLOs are assessed and the results are used for improvement

- Program SLOs are assessed and the results are used for improvement

- General Education Outcomes are assessed and the results are used for improvement

- Success rates by demographic groups are evaluated

- Courses are offered in a sequence and frequency that facilitates program completion

- Success and retention data for distance education courses are compared to the face-to-face courses

- All Course Outlines of Record are reviewed and, if necessary, updated

Three of the above outcomes address student learning outcomes assessment. SLO assessment is another institutionalized process through which the quality and integrity of all instructional programs are assured.

Evaluation

By offering programs at various locations and through multiple modes of delivery, the College meets its mission. The College's Institutional Effectiveness Committee oversees the program review process through which faculty members demonstrate the quality and integrity of the College curriculum through SLO assessment, review of Course Outlines of Record, and analysis of student success data. Programs are reviewed in a systematic way ensuring that they meet the mission of the institution regardless of the location or means of delivery.

Pasadena City College meets Standard IIA.1.

Actionable Improvement Plan

None

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

Descriptive Summary

Pasadena City College uses multiple methods to ensure that the educational needs of our students are met. These methods include assessment of preparedness, analysis of student demographic data at both the institutional and programmatic levels, evaluation of program offerings, and identification of planning items related to student success.

Determining educational needs must take into account the students' educational preparedness. The College uses research and data in the form of consistent data sets that are provided to Program Review authors. These data sets disaggregate data and show educational preparedness. For example, for the 2010-2011 Mathematics Basic Skills Program Review, the authors examined data sets that included basic skills progression, basic skills students in non-basic skills courses, and demographics (IIA-5: 2010-2011 Mathematics Program Review). From these data sets, the Mathematics program could determine that the least prepared students who normally would be placed in Math 402, would succeed at higher rates in the course if they first completed a new course, Math 450.

The College uses multiple means to assess students' educational preparedness. The Assessment Services Office uses Accuplacer to administer placement testing in Chemistry, English, English as a Second Language (ESL) and Mathematics (IIA-6: Assessment Services Home Page Screenshot). An alternative placement model that is being piloted is Directed Self-Placement (IIA-7: Board of Trustees Minutes April 4, 2012). Directed Self Placement is a collaboration of English, Counseling, and Assessment Services. Upon completion of placement testing, students are provided an additional survey with detailed questions regarding their previous learning experiences. Students review their results with Counseling Services, and then choose traditional composition placement or Stretch composition (STACC) placement based on their preference, learning style, and educational goals. Data regarding this program is currently being reviewed to determine effectiveness in helping students move from basic skill to college level. Finally, transcript analysis by College counselors is used to assess students' educational preparedness.

To inform the College of student learning needs, the College has approved *Board Policy 2100* (IA-13: Board Policy 2100: Planning Process), which stipulates that the planning process must address students' educational needs. With this intent in mind, the College uses research and data to determine these needs. Program Review authors are required to look at success rates by demographic group. These consistent data sets that are both institutional and discipline specific are available in TaskStream for programs to use during both the evaluation and planning

processes ([i-36: Success by Demographics Example](#), [i-39: Success, Retention, Enrollment, FTES and FTEF](#), [IIA-8: Completion Data](#), [IIA-9: Sections Offerings](#), [i-35: Demographic Data Example](#), [IIA-10: Success, Retention, Enrollment by Method of Delivery](#)). Programs analyze which demographic groups must be better served, and how the College can increase success rates through development of instructional and/or support programs.

The College relies on research conducted by the Institutional Effectiveness Office. The main website for *Observations* contains current information on demographics and multiple areas of student success and more detailed information is given in periodic publications. ([IIA-11: Observations Website](#), [IIA-12: Observations 2009-10](#), [IB-14: Observations 2010-11](#)). Noncredit offerings align with the stated Educational Goals of Fall 2012 students. For example, of the 3,166 students surveyed, 37.4% of Noncredit students in Fall 2012 listed Basic Skills/H.S. Credits as their educational goal and Adult Basic Education, Adult High School Diploma Program, and English as a Second Language are noncredit programs that meet this goal. Short term vocational certificates are offered for students looking for job skills/qualifications.
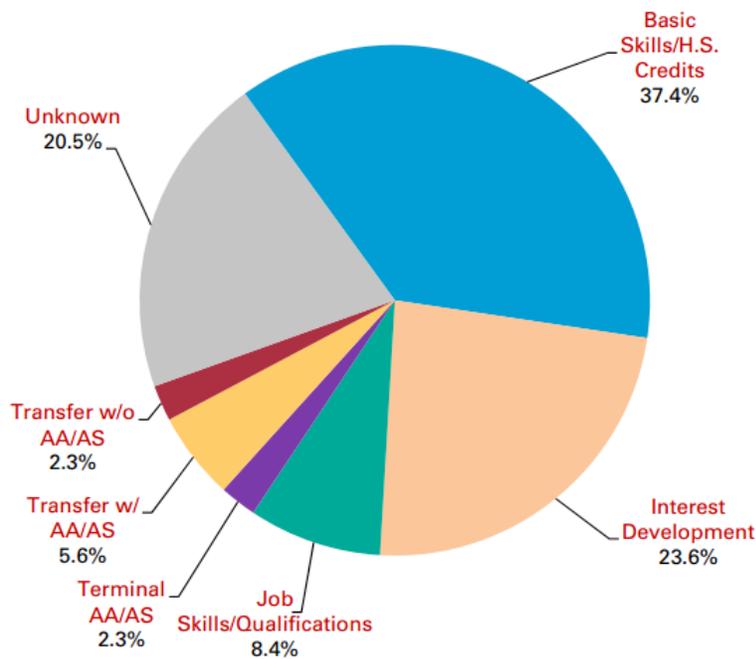

Figure IIA-2: Fall 2012 Noncredit Students by Educational Goal

PCC offers a variety of programs to meet the needs of its ethnically diverse student body. Ujima and Puente are learning communities that focus on the experience of specific ethnic groups.
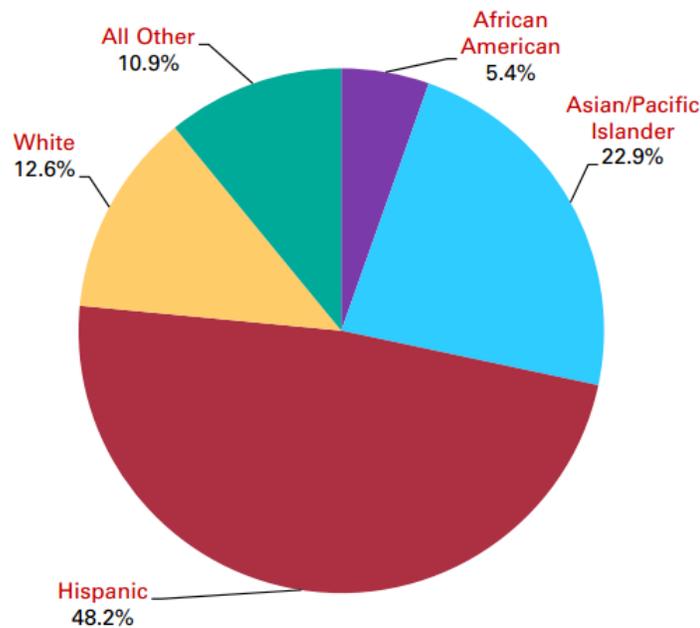

Figure IIA-3: Fall 2012 New Students by Ethnicity from 2012-13 Observations

Additionally, all of the Pathways Programs seek to close the achievement gap for students. In the College's Pathways programs the cohort groups (First-Year Experience, Athletes, International Students, Career, and Ujima) are tracked by criteria: Credits earned in Year 1, Fall to Spring persistence, English and Math success rates, and probation status (IIA-15: Evaluation Notes from April 2, 2014 Staff Meeting). This research is used to improve the program's responsiveness to student needs. For example, success rates of the Fall 2011 Pathway students indicate that almost 65% of these students earned a "C" or better. As this percentage is under the College's institution-set standard of 71% for course success, the relatively new Pathways program endeavored to improve curriculum, resources, and professional development. In January and February 2014, the Academy of Professional Learning, the College's professional development program, held two workshops for 46 faculty and staff members. These workshops, entitled "Growth Mindset: A Growing Solution for Fixing Education?" focused on how to implement strategies in the classroom to encourage student persistence (IIA-16: Growth Mindset Workshop).

Pasadena City College continues to offer robust degree programs, and it has developed many innovative instructional programs to meet the varied interests and needs of its students. The California Community College Chancellor's Office Student Success Scorecard measures both intermediate progress and completion for students with the ability for the college to analyze data by student demographics (age, gender and ethnicity). Sobering cohort data on the percentages of students who began in basic skills English and Math and later went on to complete college level courses in those disciplines led to the development of the Stretch Acceleration Composition (STACC) and MathPath programs.
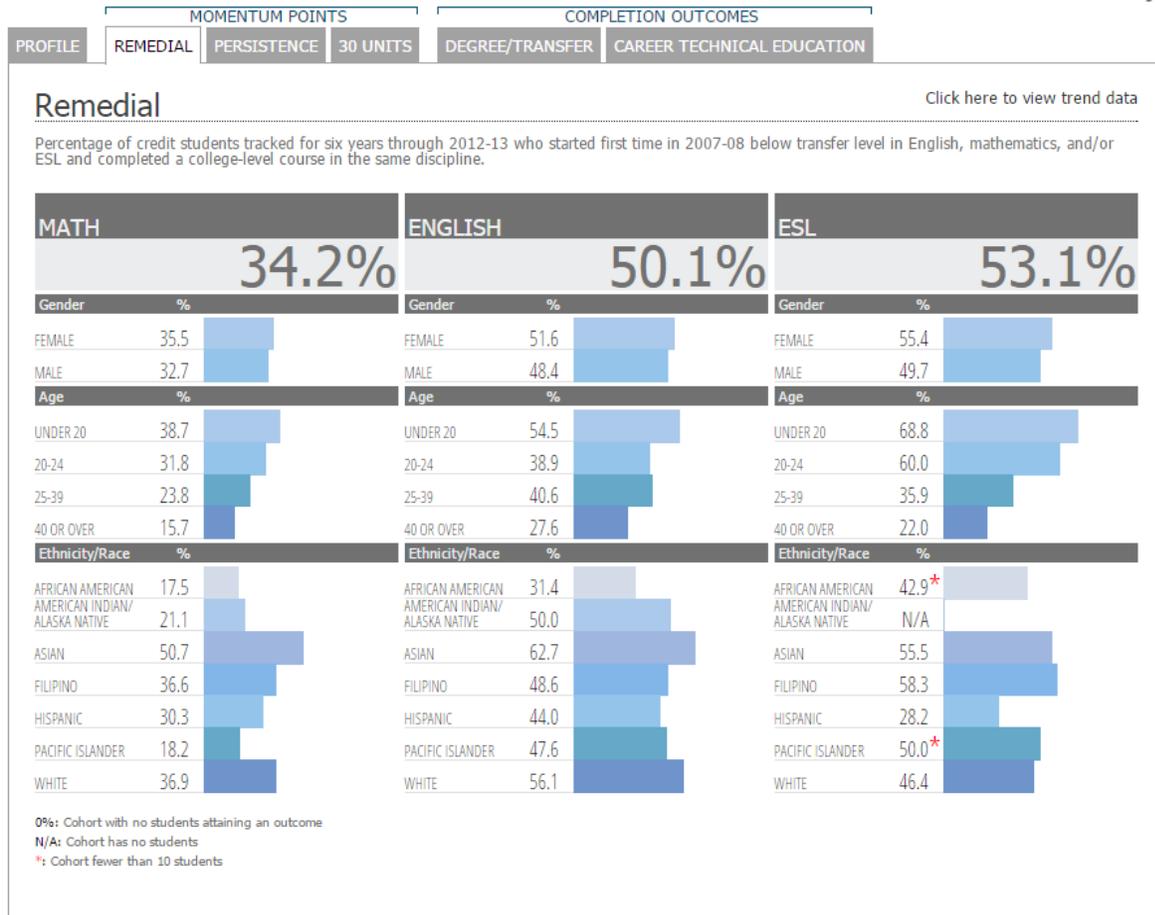
Pasadena City College

MOMENTUM POINTS			COMPLETION OUTCOMES	
PROFILE	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

Remedial

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

MATH		ENGLISH		ESL	
	34.2%		**50.1%**		**53.1%**
Gender	**%**	**Gender**	**%**	**Gender**	**%**
FEMALE	35.5	FEMALE	51.6	FEMALE	55.4
MALE	32.7	MALE	48.4	MALE	49.7
Age	**%**	**Age**	**%**	**Age**	**%**
UNDER 20	38.7	UNDER 20	54.5	UNDER 20	68.8
20-24	31.8	20-24	38.9	20-24	60.0
25-39	23.8	25-39	40.6	25-39	35.9
40 OR OVER	15.7	40 OR OVER	27.6	40 OR OVER	22.0
Ethnicity/Race	**%**	**Ethnicity/Race**	**%**	**Ethnicity/Race**	**%**
AFRICAN AMERICAN	17.5	AFRICAN AMERICAN	31.4	AFRICAN AMERICAN	42.9*
AMERICAN INDIAN/ ALASKA NATIVE	21.1	AMERICAN INDIAN/ ALASKA NATIVE	50.0	AMERICAN INDIAN/ ALASKA NATIVE	N/A
ASIAN	50.7	ASIAN	62.7	ASIAN	55.5
FILIPINO	36.6	FILIPINO	48.6	FILIPINO	58.3
HISPANIC	30.3	HISPANIC	44.0	HISPANIC	28.2
PACIFIC ISLANDER	18.2	PACIFIC ISLANDER	47.6	PACIFIC ISLANDER	50.0*
WHITE	36.9	WHITE	56.1	WHITE	46.4

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students

Figure IIA-4: PCC Student Success Scorecard Remedial Sequence Completion

Stretch Acceleration Composition (STACC): This program aims to close the achievement gap, particularly for Basic Skills students in English. (STACC) aims to place reading, writing, thinking, and scholarship as the core content of English courses. By changing the English course sequence and composition, and allowing students to self-select into an English course, the STACC program aims to increase access to and success in transfer-level composition courses (IIA-17: STACC Vision and Mission). Currently, STACC is in its pilot phase, with plans to receive course approval from the College's Curriculum and Instruction committee by Spring 2015.

Math Path: Math Path, another innovative program focusing on acceleration, allows Basic Skills math students to complete two semesters of math in one course. In addition to receiving tutorial and counseling support, Math Path students have access to resources like computer labs staffed with mentors (IIA-18: Math Path Homepage Screenshot). By offering supplemental instruction, Math Path has been able to increase success rates. The Supplemental Instruction pilot in math courses led to a 20% higher success rate for students using SI than for those not using it (IIA-19: Basic Skills Assessment Plan).

Additional programs developed in response to students need include Career and Technical Education programs, Weekend College, and Distance Education.

Career and Technical Education programs: CTE programs are improved based on labor market analysis, and this analysis is included in CTE program reviews. For example, the Digital Media Program, which offers certificates in Computer Assisted Photo Imaging, Graphic Design, Interactive Multimedia Design, surveyed its advisory committee, and found that 80% of the committee agreed that the program addresses current market needs, and 100% agreed that the program's requirement of 48 units was too much, especially because some courses were antiquated. To better serve the labor market and effectively prepare its students, the Digital Media program plans to reduce the number of required units for the main certificate, and add a mini certificate (16 units) for retraining students who already possess foundational skills (IIA-20: Digital Media Program Review 2010-11).

Weekend College: Beginning in Fall 2013, the College began offering students the opportunity to attend classes on Friday evenings, Saturdays and Sunday morning at either the College's main campus or Rosemead campus. Students can take courses in various disciplines that lead to an associate degree or career technical education certificate. This new program was designed for students who face challenges attending classes during the week. Weekend College meets the needs of the working adult student, as well as students with parenting and familial responsibilities. (IIA-21: Weekend College Website Screenshot).

Distance Education: Enrollment data consistently demonstrates high demand for online courses. Online courses fill at a very rapid pace. To increase student access and completion rates, PCC continues to develop its Distance Education program. The College offers three modes of distance education: online courses (fully online using the College's Canvas system), hybrid courses (partly online using Canvas and partly face-to-face on campus), and telecourses (combines lectures, videos, and six face-to-face meetings on campus).
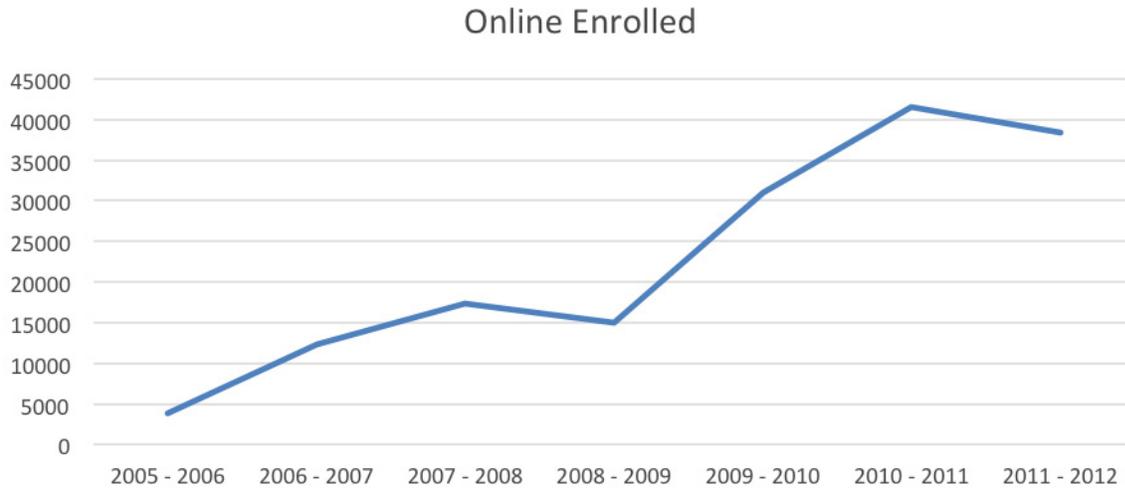
Online Enrolled

Figure IIA-5: Online Enrollments

The Online Model Course Program was developed to create a fully online General Education pathway to increase opportunities for student access (IIA-22: Model Course Online FAQ). Model Courses establish a consistent standard in course content, assignments and assessments across sections in a course. Model Distance Education courses in high need and high impact areas, such as English Composition, Political Science, and Health Education, have been developed. For students, Model Courses provide greater access to high need/high demand sections, allow for flexibility and increased access to goal attainment, and create a consistent, high quality, engaging and accessible learning experience.

Preliminary data on the Model Course program demonstrates success and retention outcomes are in line with state-wide averages.

PCC Spring 2013 Model Courses compared to State-wide Online Success & Retention
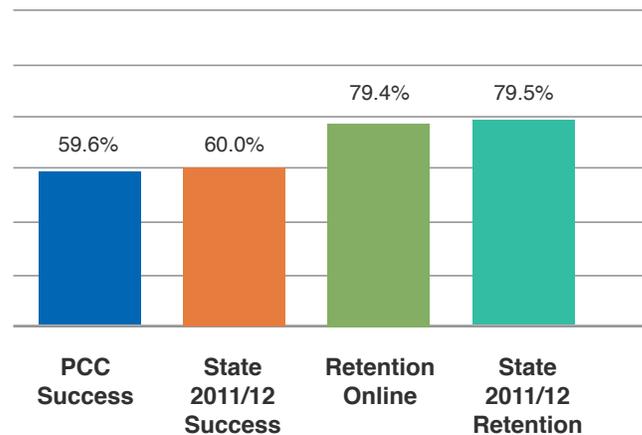
*Figure IIA-6: PCC Model Courses Success compared to State-wide Online Success
Research and analysis to assess progress towards meeting learning outcomes*

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The College assesses progress toward achieving stated learning outcomes by conducting analytical program reviews demonstrating that instructional programs are relevant to the interests, needs and educational goals of the students served. Degree programs are reviewed every six years, and Career and Technical Education programs are reviewed every two years (IB-102: Program Review Calendars). The IEC evaluates these programs according to rubric criteria. To ensure that programs meet student needs, this rubric assesses program alignment with the Educational Master Plan, that SLOs are understandable to students, and program effectiveness. Recommendations for improvement are developed and implemented by program members to support the interests and needs of students. For example, the 2010-2011 ESL Program Review noted that the success rates for ESL 122 from 2005-2007 ranged from 63.0% to 65.1%. The IEC rubric provides a target for success at 71%. To improve success of students in ESL 122, program faculty collected data from Fall 2010 and Spring 2011. They then compared the success rates of students in ESL 122 sections paired with the lab course to that of students in ESL 122 without the lab course and determined that supplemental instruction increased student success (IIA-23: Basic Skills ESL 2010-2011 Program Review, IIA-24: Basic Skills ESL 2011-2012 Program Review).

Each semester, the Learning Assessment Committee asks faculty to assess student performance of student learning outcomes according to a systematic assessment cycle.

Suggested Cycle of SLO Assessment	Annual Assessment Report Year	2013 AAR		2014 AAR		2015 AAR	
	Which semesters are included	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*
	Which GEO should be included	None		GEO2		GEO3	

Only for courses with this many SLOs
Figure IIA-7: Suggested Cycle of SLO Assessment

In Spring 2013, faculty assessed SLOs #2 and #6 in all of their courses (i-58: Assessment Reference Guide) Faculty then report on the student learning outcomes assessment that has occurred in the department in the previous academic year. The submitted Annual Assessment Reports are reviewed by the Learning Assessment Committee with a rubric, and feedback is provided to the department authors.

The ESL 2012-2013 Annual Assessment Report and the feedback from the Learning Assessment Committee to the Fashion program illustrate this process (IIA-25: ESL 2012-13 AAR, IIA-26: Fashion 2013 AAR Feedback). The archived Annual Assessment Reports are available on the PCC website (i-63: Archived Annual Assessment Report Webpage). The IEC requires all

programs to report on program-level learning outcomes assessment in the program review process (IB-19: Instructional Program Review Required Outcomes).

Finally, the College collects research from the students' perspective when students complete evaluations of their instructors and are asked if the instructors followed the course syllabi, which contain the student learning outcomes and student performance objectives. These evaluations are conducted according to the following schedule: the first semester of teaching for adjunct faculty and every two years thereafter; every Fall semester for tenure-track faculty; every three years in the Fall semester for tenured faculty. The results are aggregated, and they are used in collaborative reports by tenured peer evaluators and deans' evaluations to provide feedback. Faculty also reflect on these results during the evaluation process to improve their teaching and curriculum.

Evaluation

Through the Office of Institutional Effectiveness, Pasadena City College conducts substantial research on the needs of its students. This research is distributed via multiple avenues, including the *Observations* publication, online, and through data sets for Program Review. College members use this research to design and assess programs that meet the varied educational needs of the student body. The College's Program Review process, Annual Assessment Reports, and student evaluations are responsible for ensuring that PCC continues to address its students' educational preparation and interests.

Pasadena City College meets Standard IIA.1a.

Actionable Improvement Plan

None.

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

Descriptive Summary

PCC offers curriculum in a variety of schedules, and class lengths to meet the needs of its students. Delivery systems are offered in the form of face-to-face courses and hybrid, partially on-campus and partially online and fully online courses. On-campus instructional modes include traditional lecture, laboratory, and web-enhanced classrooms.

Many faculty teaching in traditional classrooms use Canvas, the College's Learning Management System, to enhance their instruction. Use of Canvas allows faculty to increase contact with students while giving students access to resources and materials outside of the classroom: faculty deliver syllabi, handouts, links to online material, assignments, and assessments via Canvas. Additionally, the Program Review process gives faculty across the campus the opportunity to match their programs' delivery systems and modes of instruction to the objectives of the curriculum and the needs of students (IIA-27: Instructional Program Review Required Outcomes Mode of Delivery). New credit and noncredit courses are approved through the Curriculum & Instruction Committee's (C&I) curriculum review process regardless of instructional modes of instruction or delivery method. Through the curriculum review process, C&I reviews Course Outlines of Record to ensure that modes of instruction align with the outcomes and objectives of courses (IIA-28: C&I Curriculum Reference Guide, IIA-29: C&I Process, IA-5: C&I Rubric for Course Modifications, IA-4: C&I Rubric for New Courses). This includes approving courses to be taught in a Distance Education mode. Distance education courses are required to meet learning outcomes for the course and undergo a separate form of C&I approval as per Title 5 requirements. This is done through a review of the entire course as well as an addendum known as supplemental Form D. Both the course and Form D must be approved through the full C&I Committee process (i-9: Form D).

To meet the needs of students in high impact areas, the College has developed Distance Education Model Courses. The courses, upon approval of Form D through the C&I Process, are designed by faculty and taught by faculty meeting the Minimum Qualifications in their discipline who are also qualified Distance Education instructors. The Model Courses expand the modes of instruction, increase access for hard-to-get courses, and anticipate students' future needs. Model Courses include various forms of assessment, ranging from discussion posts, journals, and portfolio reflections to end of the unit tests and essays. Their course content is equivalent to that of face-to-face courses sections. Model Courses are developed utilizing best practices in instructional design. These include modules with weekly objectives, interactive activities (e.g., discussions, collaborations, and project set-up for assignments/assessments), interactive/multimedia content, and weekly review of course material (IIA-30: Model Courses Presentation, IIA-31: Model Course Website Screenshot).

The College ensures that the delivery of instruction is both appropriate and current through the Program Review process (i-54: Board Policy 2560 Institutional Effectiveness). In addition, annual SLO Assessment Reports, which gather Student Learning Outcome data, analysis, and the resultant improvements, are submitted to and reviewed by the Learning Assessment Committee (LAC). Both the IEC and the LAC make recommendations regarding instructional modes and delivery systems, in relation to course, program, and institutional outcomes and objectives. For example, the Bio-Technology program realized that student performance indicated an understanding of equipment but difficulties in communicating this understanding. Program faculty studied the data and reflected upon the new directions (increasing communication skills) that the instruction might take. In addition to recommending that assessment of higher-level thinking would improve students' knowledge, the LAC noted that

improved technology would add new methods of teaching students to use lab equipment (IIA-32: Bio-Technology AAR Feedback).

The College also relies on student surveys of instruction conducted every academic year to evaluate instructional modes and delivery systems. For example, in the 2010-2011 survey, the College found a correlation between student success rates and the level of engagement in and outside the classroom. The success rate for students who reported that they "Very often" worked in groups in class was 82% whereas the success rate for students who reported that they "never" worked in groups in class was 78% (IB-14: Observations 2010-11). This information is used by faculty members in their selection of pedagogies for classroom instruction. By comparing success and retention rates in face-to-face and on-line courses, the College assesses the relationship between instructional mode and student performance (IIA-33: Success Rates by Method).

Dialogue about delivery systems and modes of instruction is taking place across campus, as evidenced by Program Reviews, SLO Assessment Reports, and the development of new courses and modification of existing courses through the C&I process. The Distance Education Department assists instructional faculty with the development of online courses through training and support; informs faculty about policies, procedures, and best practices relevant to and required of such courses; and oversees the operation and development of high-impact courses in the Model Course Program. The Academic Senate's Distance Education Committee also discusses and assesses the appropriate policies and procedures for online instruction (i-11: Academic Senate DE Committee Mission Statement).

Professional Learning Days offer additional opportunities for the dialogue to take place, as faculty can find training in using non-traditional delivery systems and modes of instruction while determining how best to choose such approaches to meet their students' needs (IIA-34: Academy of Professional Learning Workshop Schedule 2013-2014). Through professional learning opportunities 358 faculty received training in developing rubrics, 423 in assessing SLOs, 93 in using technology in the classroom, 346 in integrating innovative pedagogy, 346 in developing curriculum, and many other areas related to utilizing appropriate and effective delivery systems and modes of instruction. Table 1: DE Professional Learning shows the number of faculty who received training in Canvas, the College's Learning Management System as well as pedagogical training for online course development and delivery (IIA-35: 2010 DE Training Opportunities, IIA-36: 2011 DE Training Opportunities, IIA-37: 2012 DE Training Opportunities, IIA-38: 2013 DE Training Opportunities, IIA-39: 2014 DE Training Opportunities). The continuing upgrade to smart classrooms--equipped with computers, projectors, and smart boards, and wireless Internet--gives faculty additional opportunities to expand their modes of instruction (IIA-40: Section Offerings by Mode of Instruction).

DE Professional Learning Offerings Total Duplicated Faculty Participation				
	2010-2011	2011-2012	2012-2013	2013-2014 (excludes Summer 2014)
PCC Canvas Technical Workshops	68	82	293	84
PCC Individual Training Sessions	920	1550	800	625
@One Courses	120	129	90	20
PCC Distance Ed Training Institutes			62	58
	1108	1761	1245	787

Figure IIA-8: DE Professional Learning

Evaluation

In its move from the Blackboard learning management system (LMS) to Canvas, the College has effectively met the needs of its faculty and students by providing an easy to use LMS. By continuing to train faculty to use Canvas as a Web-enhancement to traditional courses or as the primary delivery system for online courses, the College recognizes that the needs of its students are changing as technology becomes more fully integrated in their lives and they become more reliant upon it. The College's expanded online course offerings also show the efforts being made to meet students' needs by increasing access to courses and offering a variety of instructional modes suitable for a diverse group of learners.

C&I, as well as the shared governance IEC and LAC, follow clearly outlined procedures for reviewing new course proposals, course modifications, program reviews, and SLO assessment reports. Working independently and in collaboration, these committees ensure that innovative instructional modes are compatible with course, program, and institutional outcomes and objectives, and that student-need takes primacy as courses and programs integrate and expand delivery systems.

The Distance Education Department provides support to help academic units ensure that online, hybrid and web-enhanced programs are appropriately integrated into the curriculum while satisfying Federal and State guidelines. By making recommendations on topics that affect all modes of distance education course delivery, the Distance Education Committee of the Academic Senate supports quality online offerings. Furthermore, this committee in coordination with the DE Department and other shared governance entities, such as the C&I Committee, provide recommendations for distance education policies that affect campus stakeholders. These policies are used to inform ongoing faculty development and support the areas of pedagogy and technology in order to ensure that faculty who teach distance education courses are able to provide high quality learning environments for the students of Pasadena City College.

Finally, through professional learning opportunities, the College effectively informs, trains, and supports faculty's integration of various delivery systems and modes of instruction, including utilization of Canvas, the College's LMS, and smart classrooms, which encourage the expanded use of technology in the classroom.

Pasadena City College meets Standard IIA.1b.

Actionable Improvement Plan

None

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

Descriptive Summary

For students, SLOs provide clear and concise statements of the expected knowledge, skills, and attitudes they are to demonstrate at the end of the course, program, or degree. Pasadena City College faculty supports teaching and learning through assessment of student learning outcomes (SLOs) at the course, program, and general education level.

Process for defining student learning outcomes

The College developed SLOs through a lengthy process, and there are defined SLOs for 100% of all courses and programs, including general education. Course and program SLOs are developed by department faculty who are supported by a Faculty Assessment Coordinator, Deans, and the Curriculum and Instruction Committee (C&I) Representatives and Chairperson. The C&I Committee reviews SLOs as a component of course and program creation and modification (IIA-41: C&I Course Modification Proposal). Faculty curriculum authors receive support and

feedback through this process to ensure that SLOs are understandable to students, measurable, and require higher-level thinking skills. Faculty ensure SLO currency through adherence to the College's six year curriculum review cycle.

Student learning outcomes (credit and non-credit) are accessible in multiple locations:

- Course and program outlines of record in WebCMS, a publicly accessible curriculum management software

- eLumen, an internal student learning outcomes assessment tracking software

- Course syllabi

Course-level assessment in the Annual Assessment Report

In 2012-2013, 1,676 courses were offered, and 100% of these courses have published SLOs that are a part of the Course Outlines of Record. The Course Outline of Record for Economics 001A illustrates this (i-56: Economics 1A Course Outline of Record). Ongoing assessment of learning outcomes is occurring in 100% of these courses. An Annual Assessment Report was instituted this same year to provide faculty the opportunity to document the good practices they have developed in course-level student learning outcomes assessment and the improvements that they have implemented as a result of these assessments (IIA-42: Reading 2012-2013 AAR). The Learning Assessment Committee reviews these reports and provides feedback to departments to recognize their good practices and to offer guidance in improving assessment activities (IIA-43: Television and Radio AAR Feedback 2012). Past Annual Assessment Reports are archived on the College website (i-63: Archived Annual Assessment Report Webpage).

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

Program-level assessment in Program Review

107 college programs exist, and 100% of these programs have defined learning outcomes and are engaging in ongoing assessment of these outcomes. The College has defined a program as a sequence of courses leading to either a Certificate of Achievement, Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer degree, or Associate in Science for Transfer degree. SLOs for these programs are defined by faculty and are documented in Program Outlines of Record in WebCMS, Program Reviews in TaskStream, and the College Catalog. Faculty document their assessment of program SLOs in program reviews. The Institutional

Effectiveness Committee evaluates program reviews, applying a rubric that is used to assess program outcomes (i-64: Rubric for Program Review).

Beginning in 2012, faculty members aligned their course-level outcomes to program-level outcomes in alignment matrices (i-65: Paralegal Studies Program SLO Alignment). These alignment matrices were then programmed into eLumen by the Academic Affairs Department allowing for program-level SLO data to be aggregated up from course level assessments (IIA-46: Kinesiology and Wellness AA PSLO eLumen Data). The Academic Affairs Department furnishes program SLO data reports to faculty through uploading them into TaskStream program review workspaces. This data provides an indicator of student achievement of program SLOs that faculty use to guide further assessment and improvements to learning.

General Education Outcomes Assessment

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

- Communication

- Cognition

- Information Competency

- Social Responsibility

- Personal Development

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

2012 - 2013 GEO #1 Communication
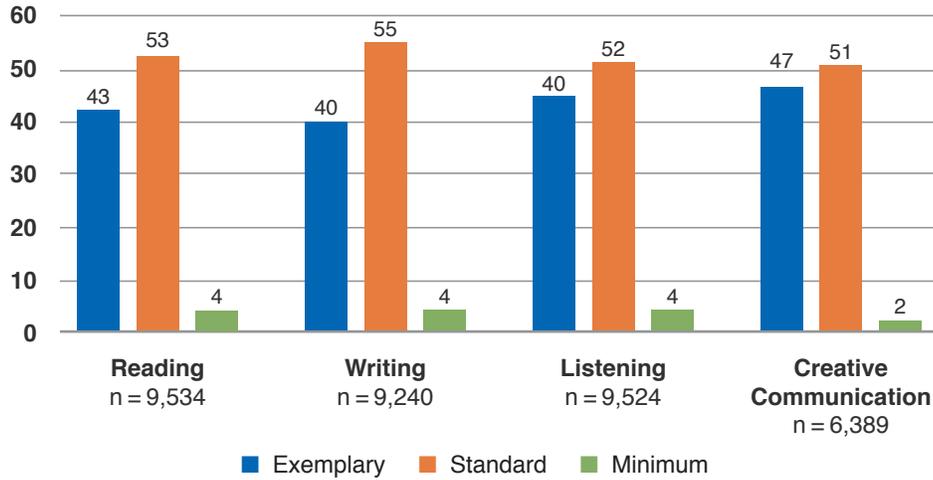
Figure IIA-9: 2012-13 GEO #1 Data

2012 - 2013 GEO #2 Cognition
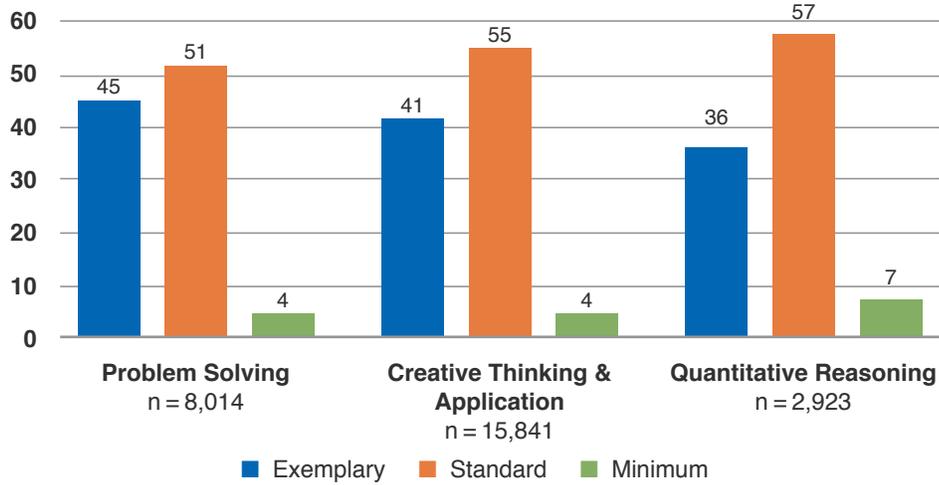
Figure IIA-10: 2012-13 GEO #2 Data

2012 - 2013 GEO #3
Information Competency
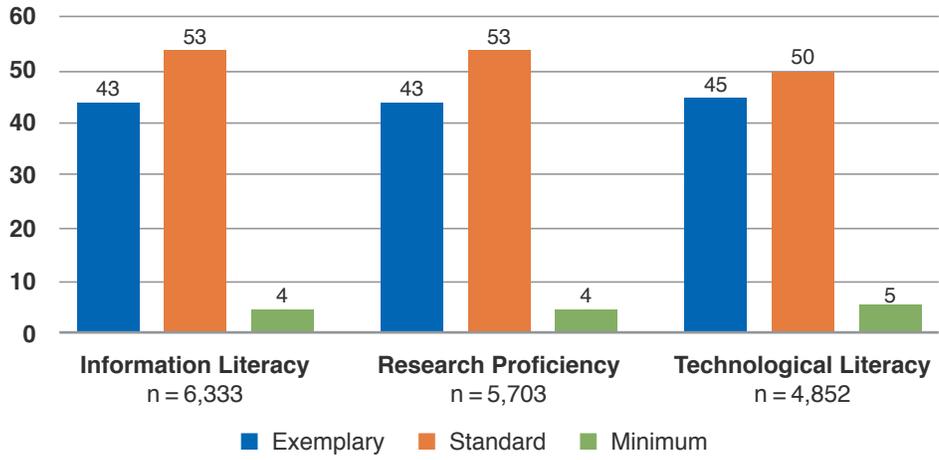
Figure IIA-11: 2012-13 GEO #3 Data

2012 - 2013 GEO #4
Social Responsibility
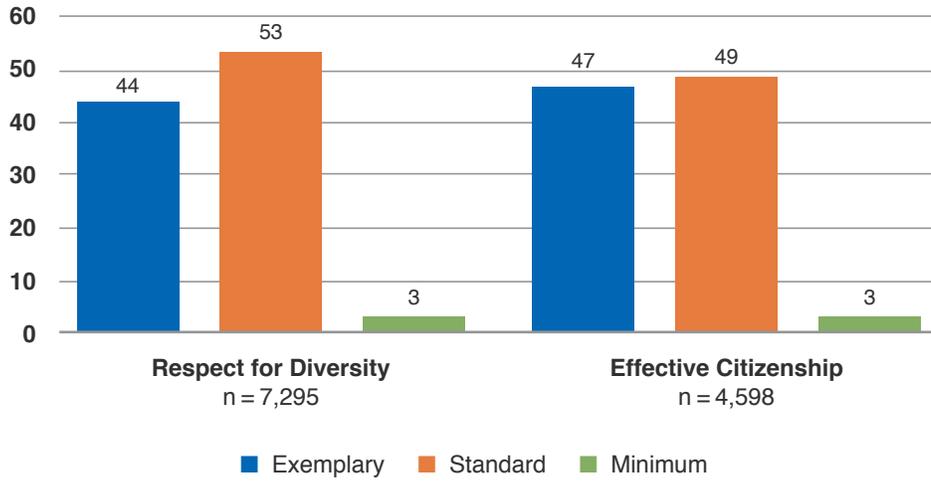
Figure IIA-12: 2012-13 GEO #4 Data

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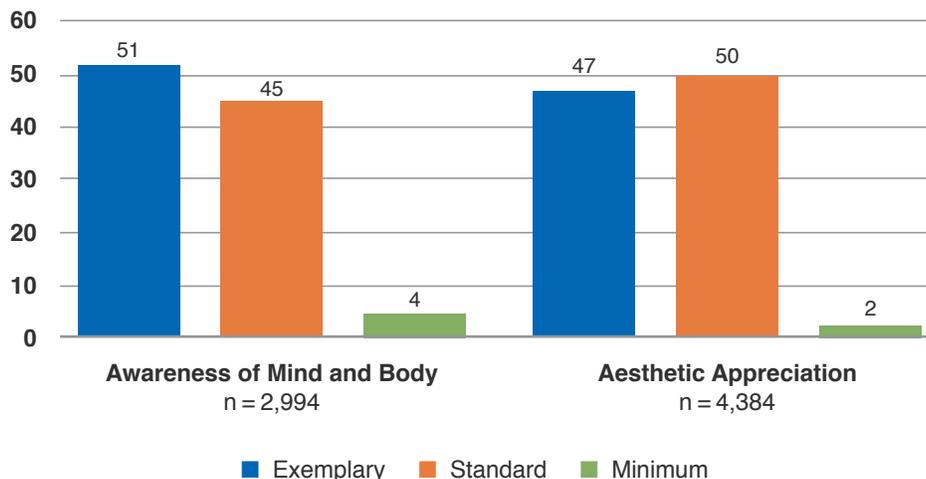
Figure IIA-13: 2012-13 GEO #5 Data

At least 90% of students achieved exemplary or standard performance in all GEO competencies. Data reports for GEO performance are made available to the public on the College website (i-78: GEO eLumen Data 2012-13; IIA-47: GEO Data Webpage).

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

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

Evaluation

The College has established a thorough structure for designing and assessing student learning outcomes, which includes the C&I processes for course adoption and modification, Annual Assessment Reports for course-level SLOs, Program Reviews for program-level SLOs, and both aggregated data review and stand-alone assessments to evaluate GEOs.

Pasadena City College meets Standard IIA.1c.

Annual Assessment Reports have been in effect for three academic years and have provided a beneficial structure and consistency to the assessment process. These reports document a multitude of improvements that have been made to benefit student learning as a result of the assessment process. The feedback that department faculty received has generated discussion and improvement of the assessment process.

The College is new to GEO assessment and is still in the process of trying out different approaches to determine what works best. The twofold approach to GEO assessment has yielded interesting results. Aggregating course-level data to the GEOs is a streamlined process that facilitates communicating matters of quality assurance to the public. Conducting stand-alone GEO assessments of student work resulted in discussion and led to improvements, but was very labor intensive. The Learning Assessment Committee Chairperson and the Faculty Assessment Coordinator are currently discussing the feasibility and ongoing sustainability of asking faculty members to assess course-level SLOs and GEOs simultaneously.

Program-level assessment is documented in program reviews. Each program must respond to the outcome "Program SLOs are assessed and the results are used for improvement" with evidence. This is one of around 20 outcomes against which instructional programs measure themselves. The outcomes assessment process has been complicated by a version update of the eLumen software that was installed in Spring 2014 in which several key features were no longer available, including the ability to aggregate course-level data to the GEO level. College staff have been working with eLumen and have been assured that this capability will be reinstated in an update scheduled to occur by the end of 2014. Another result of this upgrade was that all course to program SLO alignment was lost, making it temporarily not possible to aggregate course-level data to the program-level. College staff are implementing strategies to recreate these alignments so that program-level data can be generated again.

Actionable Improvement Plan

To improve institutional effectiveness, the Office of Academic Affairs will ensure that program-level and GEO-level data is aggregated from course-level assessment data so that program SLOs are assessed and the results are used for improvement.

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

Descriptive Summary

Pasadena City College offers diverse, high-quality courses and programs. There are 36 academic degree programs that are outlined in the College Catalog on pages 73 and 90 (IIA-48: 2014 College Catalog). Developmental courses are offered in Math, English, and English as a Second Language. The noncredit program offers basic skills courses and several continuing education programs, including Adult High School Diploma and GED preparation, Business Office Systems, English as a Second Language, lifelong learner courses for older adults, parent education courses, and courses for disabled adults. (IIA-49: Credit and Noncredit CEC Offerings). The PCC Extension program offers both fee-based community education courses and contract education courses (IIA-50: PCC Extension 2014 Catalog). The Study Abroad program is regularly held in Italy, England, and Spain, among other locations (IIA-51: Study Abroad Website). Over 60 short-term credit certificates are offered as Occupational Skills Certificates and listed on page 127 of the 2014 catalog (IIA-48: 2014 College Catalog). The Noncredit Division offers four noncredit short-term certificates to prepare students for employment or for transitioning into credit programs. In addition, it is creating several new noncredit CTE certificates to align with current labor market demands and potential for employment. The International Student Program offers international students' access to PCC's award-winning Pathways Program (IIA-52: International Student Program Website).

PCC has implemented an institutional process for determining the quality of all courses and programs, namely through Annual Assessment Reports and Program Reviews. Annual Assessment Reports document the quality of courses; they describe the learning outcomes that were assessed, the forms of assessment, the results and analysis, recommendations for improvement, and resource requests to make these improvements (i-63: Archived Assessment Reports Website). In 2012, the College established the Learning Assessment Committee (LAC) to provide support to faculty in assessing student achievement of course learning outcomes and to give feedback to faculty authors of Annual Assessment Reports (IIA-53: LAC Website Screenshot).

At the program level, Program Reviews are conducted to evaluate how effective programs have been at achieving their missions and program outcomes and how programs align with the College Mission and Educational Master Plan. Program members conduct the reviews by analyzing consistent data sets provided by the Institutional Planning & Research Office, Program SLO data, and any additional data are collected by the members (i-36: Success by Demographics Example, i-39: Success, Retention, Enrollment, FTES and FTEF, IIA-8: Completion Data, IIA-

9: Sections Offerings, i-35: Demographic Data Example, IIA-10: Success, Retention, Enrollment by Method of Delivery). In 2010, the College implemented the Institutional Effectiveness Committee (IEC) to evaluate Program Reviews according to a rubric, to make recommendations for improvement, and to make broad recommendations for improvement to the College (i-54: Board Policy 2560 Institutional Effectiveness, IB-67: IEC Broad Recommendations 2012-2013). All instructional programs, including both credit and non-credit programs, are required to participate in the program review process.

Evaluation

Pasadena City College offers a variety of high-quality courses and programs to meet the needs of its student and community populations. By engaging in annual assessment of student learning outcomes and regular program reviews (six-years for academic programs, two years for CTE) and by creating the Learning Assessment and Institutional Effectiveness Committees, the College ensures that institutional processes exist for assuring the quality of all courses and programs. Results from the Fall 2012 Student Survey indicate students are satisfied with the quality of courses and programs at PCC. Of the 1537 students who participated (66.6% response rate), 90% were either satisfied or very satisfied with the quality of the courses they completed in their major field of study (IIA-54: Research Finding on Fall 2012 Student Survey).

Pasadena City College meets Standard IIA.2.

Actionable Improvement Plan

None

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

Descriptive Summary

Student learning outcomes are established for each course, program, certificate, and degree, as evidenced by course and program outlines of record, which are available on the PCC website (IIA-55: English 1A Course Outline of Record, IIA-56: Speech 13 Course Outline of Record, IIA-57: Early Childhood Education AS-T) Program outcomes are listed in the College Catalog (IIA-48: 2014 College Catalog),   IIA-58: College Catalog Program Outcomes Screenshot). Pasadena City College faculty regularly review the curriculum in their designated disciplines to ensure that courses are up-to-date, and reflect the latest advances in their fields. Course SLOs are reviewed regularly and documented each year in an Annual Assessment Report. All aspects of a course are reviewed as part of the six-year cycle for reviewing Course Outlines of Record.

Program outcomes and curricula are examined in program review every six years for academic programs and every two years for CTE programs. The Academic Senate, through the Curriculum & Instruction Committee, has established procedures to develop courses and programs and faculty play a major role in this endeavor.

The C&I *Board Policy 3200* establishes the procedural guidelines for the committee, including that the committee chairperson shall develop the meeting schedule, and designate specific responsibilities for the faculty representatives. The Curriculum & Instruction Committee (C&I) meets regularly throughout each semester to review curriculum proposals submitted by faculty. There are three types of proposals for courses or certificates/programs/degrees: New, Modifications, and Deletions. Faculty members from each discipline submit proposals based on a published calendar. Preliminary proposals are reviewed by department representatives who are members of the C&I committee, followed by a "technical review" subcommittee, at which time feedback is provided to the faculty authors. Faculty members then enter the proposals into the campus's curriculum management database, where the final proposal is reviewed by resource experts, such as the Curriculum Specialist that ultimately submits the courses to the Chancellor's Office, the dean that manages the discipline, and the Distance Education specialist. As curriculum is the purview of faculty, faculty members are responsible for submitting proposals for the C&I process (i-18: Board Policy 3200 Curriculum Development, Adoption, and Review).

These procedures to approve and administer courses, programs, certificates, and degrees were developed as a result of a dialogue in the C&I Committee to increase effectiveness of committee procedures and processes (IIA-59: C&I Redesign Dialogue Minutes). As a result of this dialogue, an improved process has been established and implemented since Fall 2013 (IIA-60: Redesigned C&I Process Flow Chart). Following the new process, the faculty author of a new or existing course discusses his curriculum proposal idea with his C&I department representative to determine the proposal's placement on the C&I rubric (IA-5: C&I Rubric for Course Modifications; IA-4: C&I Rubric for New Courses). The faculty author submits a preliminary proposal to the C&I School Representative, who meets with his C&I team to review it. This team provides feedback on areas of improvement to the faculty author; the proposal is revised and resubmitted to the department representative who submits the revised proposal for technical review. The C&I subcommittee reviews the proposal and submits feedback to the representative to forward to the faculty author. After this second level of feedback, the faculty author makes necessary revisions and enters the new proposal in WebCMS, the College's online curriculum management system. Once the proposal undergoes further review within WebCMS, it is brought to the full committee for review.

These procedures lead to assessment of quality and improvement, and faculty members are responsible for identifying appropriate student learning outcomes and assessments. Student achievement of course learning outcomes (SLOs) in all courses is assessed every semester, and the results are reported the following year in Annual Assessment Reports. Faculty members are the primary authors of these reports. Annual Assessment Reports document the quality of courses; they describe the learning outcomes that were assessed, the forms of assessment, the results and

analysis, recommendations for improvement, and resource requests to make these improvements. The Academic Senate created the Learning Assessment Committee (LAC) to provide support to faculty in assessing student achievement of course learning outcomes and to give feedback to faculty authors of Annual Assessment Reports (IIA-25: ESL 2012-13 AAR, IIA-26: 2013 Fashion AAR Feedback, i-63: Archived Assessment Reports Website).

At the program level, Program Reviews are conducted by faculty members to evaluate how effective programs have been at achieving their missions and program outcomes and how programs align with the College Mission and Educational Master Plan. Program members conduct the reviews by analyzing consistent data sets provided by the Institutional Planning & Research Office, Program SLO data, and any additional data collected by the members (i-36: Success by Demographics Example, i-39: Success, Retention, Enrollment, FTES and FTEF, IIA-8: Completion Data, IIA-9: Sections Offerings, i-35: Demographic Data Example, IIA-10: Success, Retention, Enrollment by Method of Delivery). The Institutional Effectiveness Committee (IEC) evaluates program reviews with a rubric, oversees the process that results in program recommendations for improvement, and makes broad recommendations for improvement to the College at-large (i-54: Board Policy 2560 Institutional Effectiveness, IIA-61: IEC Webpage Screenshot, i-55: IEC Broad Recommendations 2012-2013, IIA-23: Basic Skills ESL 2010-2011 Program Review, IIA-24: Basic Skills ESL 2011-2012 Program Review). These reviews of programs, certificates, and degrees are conducted every six years for academic programs and every two years for Career and Technical Education (CTE) programs (IB-102: Program Review Calendar).

As a result of evaluation, many improvements to courses, programs, certificates, and degrees have occurred. For example, at the course level, instructors in the English Composition program assessed student learning outcome #1 (Write cogent, well-developed arguments that clearly articulate a thesis supported by textual evidence) in English 1A (Freshman Composition). The average score suggested that the majority of students at midterm are not proficient in meeting this learning outcome. At a Fall 2012 English Division Retreat these results were discussed, including how the newly developed STACC (Stretch Accelerated Composition) courses may increase student preparedness for SLO #1 and freshman composition in general (IIA-62: 2012 Composition AAR). Future assessment of SLO #1 will be evaluated to measure the impact of this curricular innovation. Improvements have been made at the program level as well. For example, the Speech Communication program maintains high success and retention rates; the program saw a significant increase in success rates from 2006-2007 to 2010-2011 when systematic assessment of student learning outcomes began. The Speech Communication Program Review also recommended that large-scale assessment should include norming sessions and that professional development for full-time and adjunct faculty, especially those teaching online courses, should be increased (IIA-63: 2011 Speech Communication Program Review).

Evaluation

Faculty assume the primary responsibility for designing learning outcomes, as well as approving, evaluating, and improving courses and programs. A 6-year course review cycle has been established for all non-CTE courses on campus, and a 2-year course review cycle for CTE courses. Since Fall 2013, a carefully designed process has been implemented so that the curriculum development process involves the input and collaboration of faculty with disciplinary expertise and continuous feedback from the C&I committee.

Pasadena City College meets Standard IIA.2a.

Actionable Improvement Plan

None.

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

Descriptive Summary

Significant progress has been made in the development, assessment and evaluation of student learning outcomes across the institution. Pasadena City College has a comprehensive plan to ensure student learning outcomes are systematically developed, vertically aligned, regularly evaluated and that the results of this process are fully integrated into ongoing curriculum development across the institution. At PCC, faculty evaluate courses and programs and assess outcomes during the Course Outline of Record Review, the General Education Outcomes Assessment, the Annual Assessment Report, and the Program Review Process. Figure 1 is the Assessment Reference Guide that is used by the College to explain the assessment components and process.

Assessment Reference Guide					
	What is it?	**When? How Often?**	**Who does it?**	**What software do I use?**	**Resources**
Program Review	A look back in time at how effective a pro-gram (AA, AS, AA-T, AS-T, CTE) or General Education department has been at achiev-ing its outcomes	• Due Dec. 1 (Program Review Calendar) • Academic pro-grams and GE departments =Every 6 years; • CTE programs =Every 2 years by law	Department faculty (may include classified staff, students, etc.	• TaskStream	• Stephanie Fleming, Program Review Trainer • Shelagh Rose, Institutional Effectiveness Committee Faculty Co-Chair
Annual Assessment Report	A narrative description and analysis of the SLO assess-ments that took place in all of the courses in a department in the previous academic year (includes 1 SLO per course)	• Due Nov. 15th every year	Department faculty	• eLumen: enter SLO assess-ment data • TaskStream: write and sub-mit report	• http://www.pccassessment.com/ • Matt Henes, Learning Assessment Committee Chair • Kirsten Og-den, Faculty Assessment Mentor
General Education Outcome Assessment	A narrative description and analysis of the assessment that a department performs of the General Education Outcome that the college is focusing on in a given year; re-ported on in the Annual Assess-ment Report	• Due Nov. 15th every year • (beginning in 2014) • 1 per year • Included in the Annual Assess-ment Report	Department faculty	• eLumen: enter GEO assess-ment data	• http://www.pccassessment.com/ • Matt Henes, Learning Assessment Committee Chair • Kirsten Og-den, Faculty Assessment Mentor
Course Outline of Record Review	A review of the Course Outline of Record for courses that a department offers to ensure that course content, SLOs, pre-reqs, etc. are current and appropriate	• 1/6th of a department's courses per year	Department faculty	• Microsoft Word: form to record chang-es on COR	• Carrie Starbird, Curriculum & Instruction Chair • Your Curriculum & Instruction Representative

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Suggested Cycle of SLO Assessment								
Annual Assessment Report Year	2013 AAR		2014 AAR		2015 AAR		2016 AAR	
Which semesters are included	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
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		GEO2		GEO3		GEO4	

* Only for courses with this many SLOs
Figure IIA-14: Assessment Process

Faculty members are actively engaged in SLO assessment and evaluation by defining policy, implementing procedures, and providing technical and professional development support across all General Education and Career and Technical programs, certificates and degrees. Faculty develop and draw on their expertise to identify measurable student learning outcomes and competency levels for courses, certificates, general education and career and technical education, and degrees. SLO development is fully tied to competency-based assessment rubrics across all courses and programs in a cycle that promotes ongoing observation, reflection and revision of methods of instruction, assessment and content needed to achieve student success (IIA-64: eLumen Rubric Examples). The institution regularly assesses student progress towards achieving those outcomes.

The College has a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs, certificates, and degrees. Pasadena City College has adopted five General Education Outcomes (GEO) aligned with the College mission of student success (IIA-65: GEO Website Screenshot). The GEOs were developed collaboratively by faculty and approved by the Educational Policies Committee of the Academic Senate. The first GEO assessment was conducted in 2012 of GEO #1: Communication (i-80: General Education Outcomes Assessment Communication). Moving forward the Learning Assessment Committee has developed a plan to assess one GEO across the college annually. Formed in 2012, the LAC serves as a resource for all stakeholders by providing support to and communicating the results of the evaluation process at each level of the institution (IIA-66: Academic Senate Minutes October 7, 2013). Departments receive LAC feedback and determine what changes and improvements must be made. For example, during the College's Fall 2013 professional development day, English department faculty determined that some SLOs needed to be revised in order to assess student achievement of learning outcomes more accurately and to communicate these outcomes more clearly to students (IIA-67: English Professional Learning PowerPoint on Assessment).

Course-level SLOs are developed by faculty and reviewed by the Curriculum and Instruction Committee (i-18: Board Policy 3200 Curriculum Development, Adoption, and Review). All proposals require alignment to the critical priorities of the EMP (including the GEOs), vertical integration through sequential courses in a program, an integrated relationship of SLOs to Specific Performance Objectives (SPO), Methods of Instruction, Content, Assignments and Methods of Evaluation. The Curriculum and Instruction Committee employs a review process that includes multiple levels of review and advisement to ensure that all proposals meet the standards within the review cycle.

SLOs at the Program level are developed by faculty, approved by the C&I Committee, and reviewed through the program review process at the Institutional Effectiveness Committee (IEC), a shared governance committee of predominantly faculty composition. The IEC evaluates academic programs every six years and Career and Technical (CT) programs every two years. Program reviews are submitted through TaskStream. The IEC evaluates Program SLOs using a rubric and offers recommendations on SLO quality, alignment and evaluation based on student success data (i-64: Rubric for Program Review). At the time of this document, the IEC has reviewed numerous programs and the archived program reviews are available on the PCC website (i-63: Archived Program Reviews Website). The IEC has scheduled twenty-seven more for review by the end of the 2013/14 academic year (IB-102: Program Review Calendars). In addition to Program Review, program SLOs are published in the Course Outlines of Record in Web CMS and in the College Catalog. Because all programs culminate in a certificate, degree or transfer, all SLO development and evaluation are vertically aligned throughout every student's course of study.

Annually, departmental faculty assesses SLOs at the course level, record assessment data and document improvements in the Annual Assessment Report in TaskStream. Course level SLO data are recorded and aggregated in eLumen or using a paper alternative; faculty members document their analysis of the data and recommendations for improvement in the Annual Assessment Report which is reviewed by the all faculty Learning Assessment Committee (IIA-53: LAC Website Screenshot). Faculty-developed course-level SLOs are published in all course syllabi and recorded in the Course Outlines of Record in Web CMS.

Under the newly organized School of Career and Technical Education, CTE Program proposals are prioritized by indicators of quality and local labor marked need as seen in the C&I Rubric for CTE Proposals "Highest Priority" criteria for CTE programs (IIA-68: C&I CTE Program Approval Rubric). CTE certificate programs of 18 units and above require approval through the Los Angeles and Orange County Regional Consortia (Formerly LOWDL) of California, ensuring competencies specific to technical and transferable skills are integrated into program development and preventing regional duplication of programs. Advisory committees actively contribute to the identification of SLOs and competency levels. CTE programs also undergo review every two years by the IEC.

Student Learning Outcomes and competency standards for Career and Technical programs are developed by faculty in consultation with Industry Advisory Committees and, where applicable, state and national industry organizations and licensing bodies. Annual meetings of Advisory Committees are conducted where faculty and advisors evaluate the currency of SLOs in a range of areas from technical competencies to general competencies in transferable skills (IIA-69: Board Policy 3600 Advisory Committees for Career and Technical Education Programs). Program review includes documentation of Advisory Committee input, such as in the Dental Assisting Program Review showing advisory input actions regarding program-level outcomes and budget allocation. For example, the Dental Assisting program refers to standards established by the Commission on Dental Accreditation when it determines whether the program's resources meet the program outcomes (IB-17: Dental Assisting Program Review).

Career Tech Programs' course SLOs and assessment are developing in response to the requirements of Course Identification Descriptors (C-ID), if the course is transferrable, and Common Core in K-12. CTE Programs align course outcomes with program-level outcomes that meet these standards (IIA-70: Program SLO Alignment Website, i-65: Paralegal Studies Program SLO Alignment). CTE course SLO and assessments also have occurred in response to program accreditation through national technical organizations such as ABET (Accreditation Board for Engineering and Technology) which include a rigorous set of competencies in student learning outcomes.

Career and Technical Faculty maintain currency in competency standards through Externships with industry advisors, informing SLO development and competency-based assessment. SLOs, assessments and other substantial changes to Occupational Skills Certificates and Certificates of Achievement require approval by the Los Angeles and Orange County Regional Consortia LAOCRC.

Each semester, the College performs a systematic evaluation and review of student progress toward achieving learning outcomes. Assessments of General Education Outcome #1: Communication (GEO#1) were conducted in Spring and Fall of 2012 and Spring 2013. Assessment results were evaluated and improvements were implemented in Spring 2013. The GEO #1 assessment process is thoroughly documented above in the Archived GEO Assessments section. The LAC, created during the first round of GEO assessment in 2012, has evaluated the process of assessing GEO #1 and is currently in the assessment stages for assessing GEO #2: Cognition (i-58: Assessment Reference Guide, IIA-72: GEO Colloquium Cognition Flyer). As a result of the GEO #1 assessment, the LAC agreed to ask all instructional departments to align their course level SLOs with the College GEOs, as appropriate. These alignment matrices were then entered into eLumen to facilitate aggregation of SLO data, allowing College constituents to receive data reports for at the program and GEO level. As the result of an upgrade in the eLumen software, the ability to aggregate these data was lost. College staff are working with eLumen to fix this.

Since 2010, the IEC has reviewed numerous programs and offered advice on the effectiveness of program SLO and assessment plans.

In the 2012-2013 academic year, 1676 courses offered had defined SLOs. Offered courses have been assessed through eLumen and through other evaluation means, and subsequent revisions and improvements have been made based on Annual Assessment Reports submitted for review to the LAC.

Evaluation

PCC meets the Standard on implementing and administering a comprehensive system of SLO evaluation. Vertically integrated from the EMP down to individual course assignments, the principles and practices of SLO development are used as tools to improve student success. The faculty-driven process applies to General Education and Career and Technical programs. The Learning Assessment Committee has developed a schedule for all faculty to assess specific SLOs per semester, so that assessments can be conducted and evaluated systematically.

The system has been responsive to the faculty professional development needs while also requiring increased faculty attention to student competencies and successful outcomes at all learning levels. Through a series of workshops developed by the Learning Assessment Committee and the Academy of Professional Learning held since 2011, the College has increased professional development that focuses on SLO development and technical support. In 2013-2014, at least 423 faculty members have participated in the College's professional development activities concerning SLO development and assessment.

Pasadena City College meets Standard IIA.2b.

Due to a software update in late Spring 2014, the ability to aggregate course-level assessment data to the program and GEO level was lost. eLumen staff have promised that the GEO aggregation function will return by the end of the year, and staff members in the Office of Academic Affairs are working to enter course to program alignment information that was lost in the late Spring software update.

Actionable Improvement Plan

To improve institutional effectiveness, the Office of Academic Affairs will ensure that program-level and GEO-level data is aggregated from course-level assessment data so that program SLOs are assessed and the results are used for improvement.

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

Descriptive Summary

At Pasadena City College, the maintenance of quality instruction and instructional programs through appropriate breadth, depth, rigor, sequencing, time for completion and synthesis of learning is achieved through the quality of the faculty. With the implementation of course and program SLOs, synthesis of learning is systematically tracked and evaluated to guide instruction. Of equal importance are the processes of curriculum and program development, curriculum and program review, and enrollment management. This is captured through the official course outlines of record for all courses and programs.

Faculty members are hired using the standard hiring practices, including the requirement of meeting the minimum qualifications for the academic area. After hire, the quality of faculty is continuously monitored through the faculty evaluation process. Full-time faculty members are evaluated yearly until the achievement of tenure and then every three years. Evaluations then occur once every three years and include student evaluations and peer evaluations. This includes student and administrative evaluation, peer evaluation, a materials review, and self-evaluation focused on goals, accomplishments, and reflection on student learning outcomes. Part-time faculty members are evaluated their first semester and again every two years. (IIA-73: Review of Professional Performance for Teaching Faculty, IIA-74: Teaching Faculty Worksheet).

Qualified and experienced faculty members drive the processes for curriculum and program development and review. New courses and programs developed by faculty and instructional divisions must adhere to the approval process involving the Curriculum and Instruction (C&I) Committee. Dialogue about curriculum and programs is assured by faculty presentations at C&I meetings and demonstrated in committee minutes (IIA-75: C&I Minutes August 29, 2013).

After review and approval by the C&I Committee, the course or program must be approved by the Board of Trustees and then the California Community College Chancellor's Office. Courses undergo a review process every six years by appropriate faculty. Any changes must be approved by the C&I Committee.

SLO Assessment for courses is used to monitor synthesis of learning and is completed and discussed among appropriate discipline faculty on an annual basis in the Annual Assessment Report. Program Reviews must evaluate how well the teaching approaches and curriculum meet the appropriate depth, rigor, and sequencing of courses by responding with evidence and analysis to these required outcomes:

- Success and retention rates reflect overall effectiveness of the Program

- Course SLOs are assessed and the results are used for improvement

- Program SLOs are assessed and the results are used for improvement

- Success rates by demographic groups are evaluated

- Courses are offered in a sequence and frequency that facilitates program completion

- Number of awards granted demonstrates the effectiveness of the program

- Success and retention data for distance education courses are compared to the face-to-face courses

- Program curriculum is aligned with appropriate external agencies, regulations, and/or professional organizations

- Curricula are properly articulated with K-12 and/or CSU and UC systems

As demonstrated with the above outcomes, program reviews must analyze student success and achievement to determine that students are completing programs in a timely manner. Once submitted, these reviews are examined by the Institutional Effectiveness Committee (IEC), which provides feedback on how programs can improve performance.

Prerequisites, co-requisites, and recommended preparations also assist in establishing appropriate rigor for courses as well as determining course sequencing. Pre-requisites and co-requisites are critical to prepare students to succeed as they progress towards their completion goals (degree, certificate and/or transfer). For Distance Education offerings, rigor and effective student-instructor contact, and accessibility compliance are also reinforced through the C&I Process (IIA-2: DE Course Quality and Standards, IIA-28: C&I Curriculum Reference Guide, IIA-76: Form D Rubric) and through Form D, a supplemental addendum by which a course is approved to be offered in the online format (i-9: Form D).

The curriculum review process ensures that content and rigor of courses are equivalent in all delivery modes. At Pasadena City College, the goal is to deliver the same content and maintain the same rigor in distance education modalities as on-ground courses, yet the success rates are not equivalent. To address this, in 2013, following a comprehensive review of best practices for distance education, the Distance Education Department created a Model Course Program to ensure high quality distance education courses. Under the guidance of the Distance Education

Department, faculty in this program were trained in current distance education best practices to redesign their courses in order to meet compliance criteria and increase student access and success (IIA-30: Model Courses Presentation, IIA-31: Model Course Website Screenshot).

The Academic Senate Distance Education Committee is also taking a more active role in collaboration with the Distance Education Department in addressing issues of online education and curriculum development (IIA-77: Academic Senate DE Committee Website Snapshot). Distance Education professional learning is offered to support faculty members in the development of effective Distance Education courses (IIA-35: 2010 DE Training Opportunities, IIA-36: 2011 DE Training Opportunities, IIA-37: 2012 DE Training Opportunities, IIA-38: 2013 DE Training Opportunities, IIA-39: 2014 DE Training Opportunities).

High quality instruction is also a focus in the Noncredit Division to support student success especially in the basic skills and short-term Career Technical Education (CTE) program areas. Key areas include the Adult High School Diploma Program, ESL Program, and short-term CTE certificate programs. The Adult High School Diploma recently updated all of its courses not only to comply with new regulations, but also provide students with more relevant curricular offerings. The Noncredit Division has also established a Program Review process to ensure more frequent self-evaluations for program improvement. Two of the three program areas now collaborate with credit programs to ensure seamless transitions to credit programs or the workforce. For example, the ESL Program has been meeting with Credit ESL Program to align their courses and to increase the transfer rate of Noncredit ESL students to the Credit ESL Program. As a result of these meetings, several recommendations from the 2010-2011 Basic Skills ESL Program Review have been implemented, including a Summer Bridge Program for Noncredit ESL students (IIA-78: 2010-2011 ESL Program Review). The joint goal is to provide more opportunities for student enrichment and greater life skill applicability. Noncredit staff and faculty members are also collaborating with credit CTE faculty and staff as part of the California AB 86 Adult Education initiative to ensure a seamless transition from noncredit CTE to credit CTE programs.

Evaluation

Pasadena City College assures high-quality instruction through the selection, evaluation, and retention of high quality faculty members. Curricular and programmatic quality is maintained through the establishment of pre-requisites, co-requisites, and recommended preparations and processes for SLO assessment and program review. Quality of Distance Education offerings is ensured via curriculum review, program review, professional learning, the Model Course program, and faculty evaluation.

Pasadena City College meets Standard IIA.2c.

Curriculum development and review have improved since 2013 with the implementation of the C&I Rubric utilized to assist faculty in understanding the new course approval process that now

aligns with state priorities (degree, CTE and transfer). This new process is now better defined and streamlined, considering the increased volume of curriculum modifications, to ensure appropriate SLO & SPOs that, where applicable, also align with state C-ID standards. C&I has also created a team approach in reviewing course outlines due to the large number of courses to review.

Even with these changes, Course Outlines of Record have been regularly and systematically reviewed by all departments.   The Curriculum and Instruction Committee created a six-year review cycle in collaboration with the instructional schools: School of Humanities and Social Sciences, School of Science and Mathematics, School of Career and Technical Education, School of Visual Arts and Media Studies.   This same process is being utilized for non-credit courses.

Actionable Improvement Plan

None.

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

Descriptive Summary

Pasadena City College uses a variety of delivery modes and methodologies to accommodate the diverse learning styles of its students. Faculty members utilize methodologies such as group activities, team-taught learning, computer lab assignments, peer mentoring, problem-based learning and online research. These approaches and use of class discussion and small group instruction assist to make the lectures more interactive, varied, and effective in accommodating various student learning styles.

Instructional programs utilize a variety of delivery modes and teaching methods in the face-to-face, hybrid, and online courses. The Learning Management System for online courses is CANVAS. The Distance Education Department provides an online demonstration course to emphasize expectations, as well as to assist students in determining whether online instruction is an appropriate option (IIA-79: Online Skills for Success Webpage Screenshot).

In the Distance Education environment, *Board Policy 3230* requires that all faculty new to online instruction complete extensive training prior to teaching in any distance education format. These training programs require all new instructors to address the topics of learning theory, curriculum design, accessibility, and creating engaging learning activities (Technological and Pedagogical Readiness) (i-14: Board Policy 3230 Distance Education, i-10: DE Faculty Handbook).

Professional development is offered by the faculty Instructional Designer in pedagogical & curricular best practices for online instruction; Distance Education staff train faculty in Canvas technological applications. Courses offered other than face-to-face require an addendum (Form

D) to the course outline of record detailing how the alternate delivery method aligns with course SLOs. Form D is formally reviewed and approved by the Curriculum and Instruction Committee (i-9: Form D). Particular emphasis is also placed on how interaction will take place in the online environment and how to use varied methodologies to accommodate diverse student abilities and disabilities.

Regarding online courses, the Distance Education Model Course Program requires that all online courses use varied forms of assessment to accommodate for varying learning styles. These forms of assessment include discussion posts, journals, portfolio reflections, end of the unit tests, term papers, revision based on instructor feedback, and e-portfolios. A e-portfolio is a collection of artifacts a student compiles which includes reflections about how each artifact has contributed to his/her learning. Furthermore, if a program offers any online course, that program must compare the effectiveness of online delivery systems to face-to-face systems as part of its program review.

Career technical education courses and programs employ various teaching methodologies to meet the needs of Pasadena City College's diverse student body. In addition to traditional lecturing methods, various CTE programs provide the opportunity for hands-on learning experiences for kinesthetic learners. Examples of these programs include Automotive, Construction, Cosmetology, Photography, and Welding.

The cohort or learning community model for building cohesion and success has been developed in several programs, including the CTE areas. For example, the Design Technology Program was created as a model CTE and transfer pathway, and as a professional learning community for students with interest in design careers. The curriculum emphasizes contextualized basic skills math and English. Using multidisciplinary design problem-solving, students work in teams to apply design technology, math, and English content to develop solutions (IIA-80: Sculpted Illumination Assignment).

Pasadena City College has also developed accelerated learning communities in chemistry, math and English. Math Path is a one-semester math-accelerated learning community that allows students to complete two full semesters of math in only one semester. Students are provided with support resources such as access to the Teaching Learning Center (TLC) Computer lab and study center, tutoring, and computer programs to aid in understanding course material. Another program equally effective is the Stretch Accelerated Composition Project (STACC) that aims to "place reading, writing, thinking, and scholarship as the core content of English courses". By changing the English course sequence and composition, and allowing students to self-select into an English course, the STACC program aims to increase access to and success in transfer-level composition courses (IIA-17: STACC Vision and Mission).

Some programs have students identify their learning styles. For example, the ESL Department has created the "ESL Center Student Self-Assessment of Language Needs" (IIA-81: ESL Center Self-Assessment Website Screenshot). The Distance Education Department provides a brief self-assessment to take online courses by asking students to take the "Technical Skills Readiness Self-

Assessment" ([IIA-82: DE Technical Skills Self-Assessment Website Screenshot](#)). Many faculty teaching online also incorporate this and other self-assessments into the course content to help prepare students for successfully learning in an online environment.

The wide availability of Web-based, technology-enhanced instruction provides rich learning environments for students with visual, auditory, kinesthetic/tactile, verbal, logical, social, and solitary learning styles. Through workshops designed for professional learning days/Flex Days, faculty have learned about teaching methodologies that address these learning styles. For example, at least 80 faculty members attended workshops on using films to teach critical reading and to appeal to visual and auditory learners during the Fall 2012 Flex day ([IIA-83: Integrating Film in the Classroom](#)).

Evaluation

In both Spring and Fall 2014, optional surveys were administered to obtain information to help improve the Model Course program ([IIA-84: Fall 2014 Model Course Survey](#); [IIA-85: Spring 2014 Model Course Survey](#)). In Spring 2014, 141 course sections received the survey, and in Fall 2014 55 course sections received it. The survey addressed teaching methodologies in the online environment.

Fall 2014 Model Course Survey Statement	Strongly Disagree/ Disagree	Neutral	Strongly Agree/ Agree
In this class the online discussion board provided opportunity for problem solving with other students.	13%	11%	76%
Please answer only if your course had an ePortfolio. The ePortfolio in this course facilitated my learning and understanding of key course concepts.	15%	25%	60%
The learning activities in this course (projects/ assignments) required critical thinking which facilitated my learning.	3%	11%	76%

Figure IIA-15: Fall 2014 Model Course Student Survey Statements

Results revealed that online teaching methods such as discussion boards, ePortfolios, and course activities were viewed favorably by students.

In face-to-face and online courses, the College addresses the various learning styles and needs of its students. College facilities, as well as off-site locations, are equipped to facilitate many instructional methods and technologies used by faculty. Ongoing professional learning and the Distance Education Model Course Program ensures that faculty members are aware of multiple learning modalities and effective teaching methods.

Pasadena City College meets Standard IIA.2d.

Actionable Improvement Plan

None

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

Descriptive Summary

Pasadena City College offers courses and programs that are relevant, appropriate, and current. These course and program characteristics are evaluated in the program review process in which future needs and plans are identified. Achievement of learning outcomes is documented in SLO assessment processes.

Faculty members score student performance in eLumen with rubrics that they have developed. Then, once a year, they document their analysis of this course-level data and the resulting improvements in narrative Annual Assessment Reports which are reviewed by the Academic Senate Learning Assessment Committee (LAC). Faculty members document course-level improvements in the Annual Assessment Reports (IIA-86: Mathematics 2012 AAR). Course-level assessment data is aggregated and provided to program review authors who document their assessment of program student learning outcomes in their program reviews (IIA-87: Library Technology 2011 Program Review). The Institutional Effectiveness Committee (IEC) evaluates program reviews, applying a rubric that is used to assess program outcomes.

Evaluation of course and program relevance, appropriateness, and currency occurs during program review. Faculty committees review academic programs every six years and every two years for CTE programs. The IEC has established required outcomes by which all instructional programs measure their effectiveness (IB-19: Instructional Program Review Required Outcomes). These outcomes address relevance, appropriateness, and currency. Figure IIA-16 below illustrates how each standard is addressed in program review.

Standard	Instructional Program Review Required Outcome that Addresses Standard
Relevance	• All Course Outlines of Record are reviewed and, if necessary, updated once every two years • Curricula are properly articulated with K-12 and/or CSU and UC systems • Program curriculum is aligned with appropriate external agencies, regulations, and/or professional organizations • Program demonstrates consistent enrollment based on demand
Appropriateness	• Success and retention rates reflect overall effectiveness of the Program • Diversity demographics and recruitment efforts are evaluated • Program demonstrates consistent enrollment based on demand

Currency	• All Course Outlines of Record are reviewed and, if necessary, updated once every two years • Curricula are properly articulated with K-12 and/or CSU and UC systems • Program curriculum is aligned with appropriate external agencies, regulations, and/or professional organizations
Achievement of Learning Outcomes	• GEOs are assessed and the results are used for improvement • Program SLOs are assessed and the results are used for improvement • Course SLOs are assessed and the results are used for improvement
Future Needs and Plans	• The space needs of the program are met • Full-time and part-time staff pursue necessary professional development and growth • College resources are effectively allocated to meet program needs (equipment, technology, supplies, etc.) • Number of full-time and part-time faculty and staff meets program needs

Figure IIA-16: Instructional Program Review Required Outcomes aligned to Standard Elements

As a result of the evaluation that occurs in program review, program members arrive at an improvement plan that includes future needs (resources) and actions (plans) that they feel is necessary to improve the program. The Institutional Effectiveness Committee (IEC) provides feedback on program reviews. This feedback includes suggestions for improvement; program faculty and the dean discuss these suggestions. This discussion results in planning items in School Unit Plans and Department Plans which may contain resource requests for consideration. After receiving IEC feedback, the Literature Program is working on publicizing its AA and AA-T degrees and to conduct outreach to English major transfers in order to increase the number of AA degrees in English Literature (IIA-88: English Literature 2011-2012 Program Review). The IEC also generates broad recommendations for the entire college based on all of the program reviews that it reads (i-55: IEC 2013 Broad Recommendations).

Evaluation

Through regular program reviews and evaluation of these reviews by the IEC and through yearly course assessment reports reviewed by the LAC, the College ensures that all courses and programs undergo an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Pasadena City College meets Standard IIA.2e.

In the course of this evaluation, submission percentages of instructional program reviews due from the 2010-11 to the 2013-14 academic years were evaluated.

Type of Program	Total # of Programs	Percentage Submitted	Year
Basic Skills	4	75% (3/4)	2010-11
CTE Certificates	37	86% (32/37)	2011-12
AA Majors	19	68% (13/19)	2012-13 and 2013-14

Figure IIA-17: Program Review Submission Data

These percentages revealed that 80% of program reviews from the 2010-11 to the 2013-14 academic years have been submitted to the Institutional Effectiveness Committee.

Actionable Improvement Plan

The Office of Academic Affairs, Institutional Effectiveness Committee, Deans, and program faculty members will work together to complete all outstanding program reviews.

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

Descriptive Summary

Pasadena City College faculty members measure achievement of SLOs and document results and improvements in Annual Assessment Reports. All programs are evaluated through a cyclic program review process that is described in detail in Standard IB.3. Program assessment that takes place during program reviews includes measures of student achievement and learning, including the documentation of program student learning outcomes assessment (IB-19: Instructional Program Review Required Outcomes). The Institutional Effectiveness Committee evaluates program reviews, applying a rubric that is used to assess program outcomes assessment (i-64: Rubric for Program Review).

The results of evaluation are communicated and disseminated first at IEC meetings where program review authors are invited to discuss IEC feedback on their program reviews (IB-7: IEC Minutes April 19, 2013, IIA-89: IEC Minutes March 28, 2014). Program Review authors then discuss the results of evaluation at department meetings, and when applicable, with CTE advisory committees (IIA-69: Board Policy 3600 Advisory Committees for Career and Technical Education Programs). The IEC generates broad recommendations to various campus groups based on the recurring themes present in all program reviews (IIA-90: College Council Minutes

April 24, 2013). Finally, all program reviews are published on the PCC website (IIA-91: Archived Program Reviews Website).

PCC uses the results of evaluation for improvement: the procedures of the IEC grant it the authority to make recommendations directly to the College's Strategic Planning Team, Budget and Resource Allocation Committee, and the Board of Trustees. The IEC has used this authority, and several of its campus-wide recommendations have been implemented by the College (i-55: IEC 2013 Broad Recommendations). These include the creation of professional learning opportunities in SLO assessment and program review, as well as strengthening the connections between budget allocation and assessment/program review recommendations. An example of this connection between program review and budget allocation is the faculty hiring process. (IIA-92: Implementation Tracking Sheet for Broad Recommendations, IB-70: Faculty Hiring Needs Application Form, IB-71: Faculty Hiring Needs Rubric).

Planning Levels	Example
Area	Academic & Student Affairs
Unit	School of Science & Mathematics
Department	Mathematics Department

Figure IIA-18: 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. 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.

As described in Standard IB.3, 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.

Evaluation

By completing program reviews of academic programs every six years and CTE programs every two years, and submitting these reviews to the IEC for evaluation and recommendations, the College ensures that its courses and programs undergo a continuous, systematic evaluation and integrated planning process. Through the IEC's authority to make broad recommendations to planning committees and the Board of Trustees, the College ensures it communicates results to appropriate constituencies. Publication of program reviews on the College website is another means of distributing the results of outcomes assessment.
Pasadena City College meets Standard IIA.2f.

Actionable Improvement Plan

None

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

Descriptive Summary

Locally developed departmental course and/or program examinations are not used at Pasadena City College.

Evaluation

PCC does not administer locally developed departmental course and/or program examinations. A few programs such as the Dental Assisting program and the Nursing program use validated licensure or other well-established exams that minimize biases.

Pasadena City College meets Standard IIA.g.

Actionable Improvement Plan

None

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

Description Summary

The Course Outline of Record (COR) is the official document containing details about the curriculum for a course. It includes the Student Learning Objectives (SLOs) which are the knowledge, skills, and abilities the student should master by the end of the course and the Student Performance Objectives (SPOs) which are the incremental tasks that a student masters on the path to developing mastery of an SLO. (i-56: Economics 1A Course Outline of Record, IIA-55: English 1A Course Outline of Record, IIA-56: Speech 13 Course Outline of Record). SPOs directly align with Student Learning Outcomes, and instructors assign grades based upon performance of SPOs. Therefore, when instructors assign grades based upon their evaluation of how well students performed these objectives throughout the class, they also are assigning grades based on SLOs. Examples of evaluation methods are contained in the COR and an explanation of the grading process is available on pages 47-49 of the current College Catalog (IIA-48: 2014 College Catalog).

PCC ensures that credits awarded are consistent with accepted higher education practices. California's Title 5 Section 55002.5 determines the number of units of credit for each course. The C&I Committee procedures specifically state that California's Title 5 Section 55002 is followed (i-18: Board Policy 3200 Curriculum Development, Adoption, and Review). The C&I committee follows this Title 5 regulation and determines the number of units based on the number of hours in a course in each category: lecture, laboratory, etc. Guidelines for this process are found in the Program and Course Approval Handbook published by the Chancellor's Office for California Community Colleges (IIA-93: Program and Course Approval Handbook).

Evaluation

The College has aligned student performance objectives with student learning outcomes that are listed on each Course Outline of Record. Because all instructors teach to these outlines and assign grades based on how well students achieve course objectives, the College awards credit based on student achievement of the course's stated learning outcomes.

Pasadena City College meets Standard IIA.2h.

Actionable Improvement Plan:

None

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

Descriptive Summary

Pasadena City College awards certificates and degrees based on a program's stated learning outcomes in a coordinated, integrated system of scaffolded outcomes in all courses within certificate and degree programs. Each program has defined learning outcomes that are published in the 2014-15 College Catalog on pages 71-101 (IIA-48: 2014 College Catalog). Program faculty members complete alignment matrices which explicitly identify the connections between course SLOs and program SLOs (i-65: Paralegal Studies Program SLO Alignment). Outcomes alignment for programs are listed on the College's website (IIA-70: Program SLO Alignment Website). These alignment matrices are entered into the eLumen SLO assessment database and used to generate program-level SLO data (IIA-46: Kinesiology and Wellness AA PSLO eLumen Data). These data are examined in program review and allow faculty members a means to assess student performance of program outcomes and make improvements as needed.

Checks and balances exist within the institution and externally for articulation with transfer institutions and industry accreditation. For transfer degrees, programs must meet standards for articulated courses in transfer institutions. Information on articulation and current agreements can be found on the PCC website (IIA-94: Articulation Agreements Website, IIA-95: Articulation Agreements Screenshot). Career and Technical degrees and certificates may require external testing for licensure, which requires students meet the learning outcomes for that accrediting body. One example of this is the Nursing Program whose outcomes must align with standards from the California Board of Registered Nursing and the Quality and Safety Education for Nurses (QSEN) Initiative. The Nursing faculty members participated in training and have engaged in a process to rewrite their curriculum to align with QSEN standards (IIA-96: Nursing QSEN and PSLOs Training PowerPoint).

Evaluation

By establishing courses and programs with clear student learning outcomes, aligning course SLOs to program SLOs, assessing student achievement of those outcomes, and using the results for improvement, PCC meets the standard for awarding degrees and certificates based on student achievement of student learning outcomes.

Pasadena City College meets Standard IIA.2i.

While Pasadena City College has a clear process to align course to program SLOs, during the course of this evaluation it became clear that not all programs have submitted a course SLO to the program SLO alignment matrix.

Actionable Improvement Plan

The Office of Academic Affairs, Learning Assessment Committee, Deans, and faculty members will work together to complete all course SLO to program SLO alignment matrices.

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

Descriptive Summary

PCC requires that all academic and CTE degree programs include a component of general education. Based on the stated learning outcomes, each course is determined appropriate for inclusion in the general education curriculum.

PCC has a consistent process for examining student learning outcomes to analyze courses for inclusion as general education. Several years ago, all general education courses were mapped to the College's General Education Outcomes. This outcome mapping is being reviewed to update all program and GEO alignments, and this mapping is included in the program review process (IIA-97: TVR GEO Alignment Matrix, IIA-98: English GEO Alignment Matrix).

The rationale for general education is communicated to students, employers, and other constituencies in the College catalog and on the College Website (IIA-99: General Education Website Screenshot). The philosophy of General Education at Pasadena City College is:

> "General education requirements guide the student toward an intelligent understanding of the whole self and of the physical and social world. These requirements encourage the student to explore different areas of human inquiry not only to gain a basic understanding of these areas, but also to comprehend and use the principles, methods, values and thought processes of these disciplines. These explorations include an examination of the physical universe, its life forms and natural phenomena, human behavior and artistic and creative accomplishments. Basic to these studies and to the student's effectiveness in society is the capacity to think clearly, logically and analytically; to communicate clearly both orally and in writing; to perform quantitative functions; to find information; and to examine and evaluate that information using critical thinking skills.
>
> After completing the general education requirements, the graduate should have the skills, knowledge, and insights to evaluate and appreciate the physical environment, culture,

and society. To promote these skills and knowledge, Pasadena City College has developed General Education Outcomes and Competencies".

The General Education Outcomes that have been approved by the Educational Policies Committee and Academic Senate are:

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

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

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

    - 1.3 **Listening:** Listen actively, respectfully, and critically.

    - 1.4 **Creative Communication:** Create or communicate through speech, music, art and/or performance.

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

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

    - 2.2 **Critical Thinking and Application:** Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.

    - 2.3 **Quantitative Reasoning:** Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

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

    - 3.1 **Information Literacy:** Locate, retrieve, and evaluate information using appropriate research tools.

    - 3.2 **Research Proficiency:** Conduct research and present findings effectively and ethically including the use of correct source citations.

    - 3.3 **Technological Literacy:** Apply technology effectively to locate, evaluate, interpret, organize, and present information using appropriate research tools.

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

- 4.1 **Respect for Diversity:** Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.

- 4.2 **Effective Citizenship:** Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

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

- 5.1 **Awareness of Mind and Body:** Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.

- 5.2 **Aesthetic Appreciation:** Show an informed appreciation for artistic and individual expression.

As explained in the catalog and on the College website, this general education component may be satisfied by one of the following options:

- Option A: Pasadena City College Local Generation Education Pattern
- Option B: CSU General Education Breadth
- Option C: IGETC for either UC or CSU

Appropriate discipline faculty members determine the content and methodology as noted on page 2 of *Board Policy 3200: Curriculum Development, Adoption, and Review* (i-18: Board Policy 3200 Curriculum Development, Adoption, and Review). Curriculum proposals, written by discipline faculty, contain the Course Content Outline and the methods of instruction, and are presented to the C&I committee through their School's representative. This process is noted on page 3 of *Board Policy 3200*. Each School can present courses to the C&I committee at specific times throughout the semester, made available to all faculty through the C& I Calendar published before the start of each semester (IIA-100: C&I Calendar Screenshot). The C&I Committee reviews the SLOs for GE courses to ensure there is alignment with the GEOs. For example, the committee would review the course outline of record for English 1B, and note that course SLO #2 (Recognize critical methodologies and how they contribute to interpretation) aligns with GEO#2-Cognition, in particular GEO 2.2 (Critical Thinking and Application), which requires that students can "formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts" (IIA-101: English 1B Course Outline of Record).

Evaluation

By engaging in GEO Assessment, communicating the rationale for general education through its college catalog and website, and conducting faculty-driven curriculum design, the College meets the standard.

Pasadena City College meets Standard IIA.3.

As evidence was reviewed for this Standard, it was noted that some departments had not submitted their course SLO to the GEO alignment matrix.

Actionable Improvement Plan

The Office of Academic Affairs, Learning Assessment Committee, Deans, and faculty members will work together to complete all course SLO to general education outcomes alignment matrices.

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

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

Descriptive Summary

There are three ways for students to earn their general education at Pasadena City College, based on their goals. Each of these options requires students to complete courses in English Composition, the Natural Sciences, Arts & Humanities, and Social Sciences.

Students who wish to earn 2-year Associate in Arts degrees are required to complete the local PCC general education pattern along with courses in a major or area of emphasis in one of 20 disciplines. These requirements are explained beginning on page 74 of the current catalog (IIA-48: 2014 College Catalog). Students who wish to transfer to 4-year institutions may also complete their general education here at PCC. If they want to transfer to a school in the University of California system, they can complete the Intersegmental General Education Transfer Curriculum (IGETC; IIA-102: IGETC Transfer Curriculum). Students that wish to transfer to a California State University system school can complete IGETC or the CSU General Education Breadth Requirements (IIA-103: CSU GE Requirements). Each of these agreements requires students to successfully complete courses in each of the above listed areas. Students who wish to transfer to 4-year institutions outside of California, or to private universities, need to discuss their course requirements with the transfer institutions.

Evaluation

Students who complete general education at Pasadena City College develop competency in the basic content and methodology of the humanities and fine arts, the natural sciences, and the social sciences. Each of the three options for completing general education (IGETC, CSU-Breadth, and PCC's local general education pattern) available to students requires them to successfully complete courses in these areas of knowledge.

Pasadena City College meets Standard IIA.3a.

Actionable Improvement Plan

None

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

Descriptive Summary

Pasadena City College has defined five General Education Outcomes (GEOs): Communication, Cognition, Information Competency, Social Responsibility, and Personal Development. Each of these outcomes is comprised of multiple competencies that specify the knowledge, skills, and abilities that students will demonstrate upon completion of general education. Defined in detail in Standard IIA.3 of this document, these learning outcomes ensure that students develop the skills to be productive individuals and lifelong learners.

Standard	GEO/GE Pattern Alignment
Oral Communication	1.4 Creative Communication: Create or communicate through speech, music, art and/or performance.
Written Communication	1.2 Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas; to express feelings; and to support conclusions, claims, or theses.
Information Competency	3.1 Information Literacy: Locate, retrieve, and evaluate information using appropriate research tools. 3.2 Research Proficiency: Conduct research and present findings effectively and ethically including the use of correct source citations.
Computer Literacy	3.3 Technological Literacy: Apply technology effectively to locate, evaluate, interpret, organize, and present information using appropriate research tools.
Scientific Reasoning	Achieved through successfully completing the required science courses on each of the GE patterns.
Quantitative Reasoning	2.3 Quantitative Reasoning: Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.
Critical Analysis/Logical Thinking	2.1 Problem Solving: Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate. 2.2 Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.
Ability to Acquire Knowledge through a Variety of Means	Achieved through attainment of all of the GEOs, particularly GEO 3-Information Competency, and completion of the general education requirements which expose students to the intellectual approaches of a variety of disciplines.

Figure IIA-19: GEO/GE Pattern Alignment with Standard Elements

By assessing its General Education Outcomes in two ways, PCC ensures that students who complete general education programs attain the GEOs. Course-level student learning outcomes have been aligned to the GEOs. This alignment is found on the PCC website and is illustrated in these examples: IIA-97: TVR GEO Alignment Matrix, IIA-98: English GEO Alignment Matrix. These alignments have been entered into the SLO database eLumen which allows for data to be extracted from course-level SLO assessments to the GEO-level (IIA-104: Business Administration GEO eLumen Data). This system of alignment ensures that 100% of all GEOs are being assessed every semester. These data are provided to faculty members during program review for evaluation and improvement.

Additionally, the Learning Assessment Committee coordinates a stand-alone assessment of one GEO per year. The first year this occurred, 2012-13, Outcome #1 (Communication) was assessed in participating courses (i-80: General Education Outcomes Assessment Communication, i-81: LAC GEO #1 Analysis). This academic year, Outcome #2 (Cognition) will be assessed.

Evaluation

Through the establishment of general education learning outcomes, College faculty members have created a framework to ensure students that complete general education requirements will be productive individual and lifelong learners. Course-level data aggregated to the GEO Competencies from the 2012-13 academic year demonstrate that Pasadena City College students are productive individual and life-long learners (i-78: GEO eLumen Data 2012-13).

GEO Competency	Exemplary or Standard Performance in 2012-13
1.4 Creative Communication: Create or communicate through speech, music, art and/or performance.	98% (n=6,389)
1.2 Writing: Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas; to express feelings; and to support conclusions, claims, or theses.	95% (n=9,240)
3.1 Information Literacy: Locate, retrieve, and evaluate information using appropriate research tools.	96% (n=6,333)
3.2 Research Proficiency: Conduct research and present findings effectively and ethically including the use of correct source citations.	96% (n=5,703)
3.3 Technological Literacy: Apply technology effectively to locate, evaluate, interpret, organize, and present information using appropriate research tools.	95% (n=4,852)
2.3 Quantitative Reasoning: Apply appropriate mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.	93% (n=2,923)
2.1 Problem Solving: Identify and analyze real or potential problems and develop, test, apply, and evaluate possible solutions, using the scientific method where appropriate.	96% (n=8,014)
2.2 Critical Thinking and Application: Formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts.	96% (n=15,841)

Figure IIA-20: 2012-13 GEO Competency Results

Pasadena City College meets Standard IIA.3b.

Actionable Improvement Plan

None

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

Descriptive Summary

PCC has established five General Education Outcomes. Outcome #4 (Social Responsibility) focuses on "Respect for Diversity" and "Effective Citizenship":

> **Social Responsibility:** Demonstrate sensitivity to and respect for others. Competencies:
> - 4.1 **Respect for Diversity:** Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.
>
> - 4.2 **Effective Citizenship:** Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

By incorporating this learning outcome in course and program outcomes and assessing students' achievement, the College ensures that students recognize what it means to be ethical human beings and effective citizens. Through GEO #4, the College ensures that by completing the general education program, students will demonstrate an understanding of the beliefs, opinions, and values of other people and cultures, as well as the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world. Other GEO Competencies align with the elements defined in this Standard, as well.

Standard	GEO Alignment
Appreciation of Ethical Principles	5.1 Awareness of Mind and Body: Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.
Civility and Interpersonal Skills	1.3 Listening: Listen actively, respectfully, and critically. 1.4 Creative Communication: Create or communicate through speech, music, art and/or performance.
Respect for Cultural Diversity	4.1 Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.
Historical and Aesthetic Sensitivity	4.1 Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures. 4.2 Effective Citizenship: Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world. 5.2 Aesthetic Appreciation: Show an informed appreciation for artistic and individual expression.
Willingness to Assume Civic, Political, and Social Responsibilities Locally, Nationally, and Globally	4.2 Effective Citizenship: Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

Figure IIA-21: GEO Alignment with Standard Elements

Additionally, the Noncredit Division offers a citizenship course that provides basic knowledge of local, state, and federal government in preparation for the United States citizenship examination, including language development within the context of history and government.

Evaluation

Students who complete general education at Pasadena City College are ethical human beings and effective citizens. Course-level data aggregated to the GEO Competencies from the 2012-13 academic year demonstrate that Pasadena City College students are meeting the GEOs and Competencies related to these qualities (i-78: GEO eLumen Data 2012-13).

GEO Competency	Exemplary or Standard Performance in 2012-13
1.3 **Listening:** Listen actively, respectfully, and critically.	97% (n=9,524)
1.4 **Creative Communication:** Create or communicate through speech, music, art and/or performance.	98% (n=6,389)
4.1 **Respect for Diversity:** Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.	97% (n=7,295)
4.2 **Effective Citizenship:** Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.	96% (n=4,598)
5.1 **Awareness of Mind and Body:** Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.	96% (n=2,994)
5.2 **Aesthetic Appreciation:** Show an informed appreciation for artistic and individual expression.	97% (n=4,384)

Figure IIA-22: 2012-13 GEO Results

Pasadena City College meets Standard IIA.3c.

Actionable Improvement Plan

None.

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

Descriptive Summary

The College awards the Associate in Arts Degree (AA), Associate in Arts Degree for Transfer (AA-T), Associate in Science Degree for Transfer (AS-T), and Associate in Science Degree (AS). These degrees are discipline specific or in an established interdisciplinary core. At present the College awards 20 different areas of emphasis for AA Degrees, 16 Associate Degrees for Transfer (ADTs), and students may earn 75 different AS degrees. These degrees are listed on the PCC website (IIA-105: AA-T and AS-T Website) and beginning on page 72 of the current catalog (IIA-48: 2014 College Catalog).

The ADT degrees require a minimum of 18 units, as does the AS degree, in a major or area of emphasis identified as appropriate for transfer preparation (IIA-106: Board Policy 4060: Degrees, Certificates, and Transfer Certifications). An AS degree is awarded upon completion of a CTE Certificate of Achievement and the PCC local general education requirements (IIA-107: AS Degree Requirements).

Self-Evaluation

The College clearly identifies the requirements for degree programs, which include focused study in at least one area of inquiry or in an established interdisciplinary core. The College publishes these requirements in various locations, including in policies, procedures, and online. Informational material on the various degree programs is available in School offices, the Counseling Department, and the Transfer Center.

Pasadena City College meets Standard IIA.4.

Actionable Improvement Plan

None

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

Descriptive Summary

In 2013 as a part of the college-wide reorganization, Pasadena City College established the School of Career and Technical Education with the goal of providing a comprehensive education in current technology and career skills for success in the rapidly changing workplace. The School of Career and Technical Education is comprised of the departments of Engineering and Technology, Business, Computer Science and Computer Information Systems, Cosmetology, Extension and Contract Ed. Additionally, the School of CTE supports CTE programs within other Schools of the College.

The School is led by the Dean, an Associate Dean, and department faculty members. Project managers administer Federal and State Grant programs. A full-time Counselor is dedicated to CTE and a full-time Work Experience Education Coordinator is developing a comprehensive work experience system. CTE oversees the new Small Business Development Center (SBDC) and the Extension Education program, each with a full-time Director. In addition to complying with current legislative requirements, Career Tech is actively updating technical and professional competencies to align with external licensure and certification of graduates, and national accreditation for all CTE programs.

In Spring 2014 a CTE C&I Rubric was created which defines a rating system for all CTE curriculum proposals based on their importance for Student Success (IIA-68: C&I CTE Program Approval Rubric). This rubric applies to CTE Programs, and CTE transferable and non-transferable courses. Approvals are rated on Department of Labor Industry Frameworks, California CTE Model Curriculum Standards, labor market and salary information, Taxonomy of Program and SAM codes for sequential courses of study, program review status, degree applicability and transfer relevance. Emphasis is placed on CTE pathway development including work and career readiness, contextualized and integrated academics, and national industry certifications.

Three components in the "Highest Priority" category of the C&I Rubric for CTE Proposals require alignment with technical and professional competencies that meet employment and other applicable standards. The California CTE Model Curriculum Standards were most recently adopted by the State Board of Education on January 16, 2013 and include competencies in 15 industry sectors that are designed to prepare students to "be both Career and College ready" (IIA-108: California CTE Model Curriculum Standards Website). Similarly, the Industry Model Framework was created by the Employment and Training Administration "to create comprehensive and readily accessible industry competency models that document the foundational and technical skills and competencies required for workplace success"

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(IIA-109: Industry Model Framework Website). Finally, curriculum that meets accrediting body or national industry certification is prioritized. These requirements frequently define specific technical and professional competencies for graduates.

In late Spring 2014, the School of CTE held a two-day workshop to introduce faculty to a program redesign process. Faculty coordinated teams to execute a major curriculum redesign for several key programs in Business, CIS and Construction. Building towards the highest priority rating in the CTE Rubric, a structured process of critical program review and redevelopment was sustained through the summer. Faculty members are currently working on multiple CTE program curriculum proposals. This process has yielded a model for program redesign professional learning that will be led by faculty in the next C&I cycle for 2015.

Advisory meetings for all Certificate of Achievement programs are held annually in adherence to the California Community College Chancellor's Office guidelines (IIA-69: Board Policy 3600 Advisory Committees for Career and Technical Education Programs). The meetings provide faculty members an opportunity to review curriculum against industry standards with the input of professionals currently working in the field of study. Changes to curriculum that result from these meetings follow the established processes for curriculum modification.

The program review process is another way that CTE programs ensure that they include technical and professional competencies that meet industry standards. CTE programs undergo review every two years and respond to this outcome: program curriculum is aligned with appropriate external agencies, regulations, and/or professional organizations (IB-19: Instructional Program Review Required Outcomes). Additionally, programs document their cyclic course curriculum review in program reviews, another means by which program members review courses and programs and update them to stay current with industry standards.

Noncredit short-term vocational certificates are another option for students that incorporate technical and professional competencies. With an AB 86 Planning Grant, the Noncredit Division has created the Pasadena Area Consortium in collaboration with the Pasadena Unified School District to align curriculum and create seamless pathways in the area of Short-term CTE with High Employment Potential. The total award is $263,724.

Design Technology Pathway

Beginning in 2011, Engineering and Technology programs began a transformational strategy to create CTE Pathways. The underlying philosophy of this transformation is that CTE programs must meet employment needs and develop both technical/professional competencies and transferrable competencies like critical thinking and communication that students will apply in the several careers that they are likely to have in their lifetimes.

Starting with a Student Access and Success Initiative (SASI) institutional innovation grant in 2011, the Design Technology Pathway was piloted to address the needs of math and English remediation using contextualized learning in a broad-based design curriculum. The $100,000

award funded basic equipment for a Fabrication Laboratory, curriculum development for integrated academics and support for learning community creation. Student Support services were expanded to include a student success coach, a dedicated student computer lab, and study space, staffed with a Resource Coach, Tutors and Teaching Assistants. The Fab Lab continues to grow and now provides a space for classes and independent student projects, Extension Education courses, and mentoring for work experience projects.

With the award of a Title V Grant in 2012, the Design Technology Pathway became a model program for the integration of academic and professional competencies. Entitled 'Building a Design Technology Pathway through The Road Less Traveled to Increase Hispanic and High-need Student Access and Completion,' the grant awards $775,000 per year, including an annual allocation to a partner four-year institution, Cal Poly Pomona, of $96,000. The program includes:

- a fully supported pathway for incoming high school students
- high school outreach
- matriculation support
- pre-assessment workshops
- summer bridge activities
- an incoming student "jam" (short-term, intense, academic-focused orientation)
- coaching
- academic tutoring
- peer-mentoring
- career exploration
- a professional development series for student workers
- work experience education projects

The foundational work laid by the Design Tech Pathway has led to further grant awards for CTE that have facilitated inclusion of technical and professional competencies into CTE curriculum.

CTE Grants

With the award of a California Community College Linked Learning Initiative (CCCLLI) grant in Fall 2012, CTE expanded outreach to improve access, transition, success and persistence with in-district Linked Learning students. The project has resulted in the Fall 2014 pilot of a dual enrollment program in four district high schools to offer college credit for a Career Choices course. This pilot forms the basis of a larger dual enrollment program, The Pasadena Academic and Career Trust (PACT). The PACT will assist students to gain early college credit while preparing for informed career choices at the post-secondary level. The progression of this work will be grant-funded for one year.

A second grant award from the Irvine Foundation will support faculty from PUSD, PCC Design Technology and CSULA Technology to work with their corresponding math faculty to develop contextualized math for engineering at the college transition level. The PCC/GCC collaborative Grant, which concludes Fall 2014, has piloted summer academies in Media and in Computer coding for career exploration, and college counseling to develop a college-going culture in junior high school students, as well as professional development for faculty in Integrated Academics and Contextualized Teaching and Learning. PCC CTE is a member of a consortia led by Long Beach Community College to create a pathway to High Tech Advanced Manufacturing careers in the LA region. PCC's award is $2,000,000 for this project.

At the time of writing, PCC CTE has just been awarded two separate grants through the California AB86 Career Pathway Trust. As Fiscal Agent, PCC is the lead college in a regional consortia of eight community colleges and numerous high schools which will develop career pathways to increase graduates for middle-skill occupations in the Information Communication Technology (ICT) industry sector. The total award of the grant is $16,000,000 with $6,000,000 payable directly to PCC.

Both Career Pathways Trust grants align with the existing work of the numerous other CTE grants. Each of these grant-funded projects aims to create a comprehensive pathway to ensure that students successfully transition from middle school to secondary and from secondary to higher education, while building the transferable skills and technical and professional competencies needed for success in the new economy.

Self-Evaluation

The School of Career and Technical Education is actively working towards integrating all programs into a structured system of general workforce readiness skills, academic standards in reading, writing and quantitative proficiency while simultaneously preparing students for the rigorous technically oriented careers of the future. The C&I Rubric for CTE Proposals is one tool to support accountability in addressing workforce competencies in career programs. CTE faculty members receive input on these competencies during Advisory Board meetings, and demonstrate their inclusion during the program review process.

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

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

Figure IIA-23: 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study

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

Figure IIA-24: 2011-12 Job placement rates for students completing certificate programs and CTE degrees

Pasadena City College meets Standard IIA.5.

Actionable Improvement Plan

None.

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

Descriptive Summary

Students and prospective students receive clear and accurate information regarding educational courses and programs in the College Catalog, which is posted online (IIA-48: 2014 College Catalog, IIA-110: College Catalog Website). A limited supply of hard copies is published. The catalog is updated annually. Hard copy and online curriculum guides, which list courses required for certificates and degrees in specific areas, are also available for each individual program of instruction in the Student Affairs building lobby and are regularly disseminated prior to and during academic counseling sessions in conjunction with the development of individual educational plans.

Students can find information in the "Programs Offered" section of the College website (IIA-111: Programs Offered Website Screenshot). Program information on the website and in the College provides:

- Program title and description
- Program learning outcomes
- Course requirements
- Program unit value
- Conditions of enrollment/prerequisite information (if any)

Students can access curriculum guides online. Programs that have supplemental or special admission requirements and/or program prerequisites such as the Nursing Program, are clearly articulated in the College Catalog, in WebCMS, and in supplemental publications. Supplemental program admissions criteria and/or program prerequisites are available through the Counseling Center, online and through individual departments (IIA-111: Nursing Program Admissions Brochure). Special care is taken to ensure that all publications are consistent and complete so that students are fully aware of requirements.

An online Schedule of Classes is published for each term providing clear and accurate information on all courses including the course name, description, unit value, prerequisite/co-requisite requirements, skills advisories, time, dates, and transferability to UC and CSU (IIA-112: Online Schedule of Classes website, IIA-113: Online Schedule of Classes Screenshot).

For each program of study, the institution describes its degrees and certificates in terms of their purpose, content, course requirements and transferability. These descriptions are available through the College Catalog, through individual curriculum guides and through each department's Website (IIA-114: English Program Website Screenshot, IIA-115: Music Program Website Screenshot, IIA-116: Music Transfer Curriculum).

In every class section students receive a course syllabus that specifies learning objectives consistent with those in the College's officially approved Course Outline of Record (IIA-117: Sample Syllabus English, IIA-118: Sample Syllabus Speech, IIA-119: Sample Syllabus ESL, IIA-120: Sample Syllabus Photography, IIA-121: Sample Syllabus Hospitality). Many faculty also post syllabi on their Canvas course pages, on independent Web pages, or in Lancerpoint, the College portal (IIA-122: Syllabi Search Website Screenshot, IIA-123: Faculty Portal Sample Screenshot).

Self-Evaluation

The College ensures students receive clear and accurate information about its courses, programs, and transfer policies. Dissemination of this information takes place in the classroom, in various locations on campus, and on the College's website. Program descriptions clearly describe degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. This takes place at the course level, as well, as all individual instructors distribute first-day handouts, including syllabi, which include SLOs and SPOs reflecting those that appear in the current Course Outline of Record. Instructors' syllabi are reviewed as part of the Faculty Evaluation process.

Pasadena City College meets Standard IIA.6.

Actionable Improvement Plan

None

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

Descriptive Summary

The primary sources for transfer and articulation information are the College Catalog, schedule of classes, and the College website. In addition, these sources direct students toward resources

available through student service programs including the Counseling Department and the Transfer Center. The College maintains current articulation agreements for the purpose of ensuring transferability.

Board Policy 4060, relating to Degrees, Certificates, and Transfers, is on the College's Policies and Procedures page (IIA-106: Board Policy 4060: Degrees, Certificates, and Transfer Certifications). Transfer requirements are certified according to Intersegmental General Education Transfer Curriculum (IGETC) or CSU General Education Breadth requirements. IGETC and CSU-Breadth information sheets are readily available to students in Counseling and the Transfer Center (IIA-124: Transfer Website Screenshot, IIA-103: CSU GE Requirements, IIA-125: IGETC GE Requirements), and this information is published in Section V of the College's current catalog (IIA-48: 2014 College Catalog). Students' educational plans, developed with College counselors, reference and align with the IGETC and CSU requirements to meet students' educational and transfer goals (IIA-125: Matriculation Website Screenshot, IIA-126: Board Policy 4130 Matriculation). This information is also available in the Student Handbook (i-20: Student Handbook). As per Policy 4060, the Records Office certifies that transferring students have completed all requisite courses (IIA-106: Board Policy 4060: Degrees, Certificates, and Transfer Certifications).

As a part of the California Associate Degree for Transfer and Course Identification Numbering System (C-ID) initiatives, many departments have reviewed their course outlines for transfer courses (IIA-128: C-ID Website). Faculty members compared local course learning outcomes with learning outcomes of comparable transfer university courses and the CI-D course descriptors, and then departments revised learning outcomes if needed. The campus Articulation Officer supports faculty members in this process.

Board Policy 4115, available on the Policies and Procedures page, makes explicit the College's commitment to the transfer of its students to baccalaureate-level institutions (IIA-129: Board Policy 4115 Articulation). The College has articulation agreements for most majors with all CSU and UC institutions and with thirty-one private universities (IIA-130: Private University Articulation Agreements; IIA-131: Articulation Agreement Webpage). The Articulation Officer serves as a resource expert for students and faculty members, disseminates current information to the campus, and facilitates campus participation in intersegmental articulation programs (IIA-132: Articulation Agreements Screenshot). The College ensures that Articulation Agreements exist, not only with other regionally accredited postsecondary institutions, but also with area high schools for the articulation of high school courses that may result in credit towards transfer (IIA-129: Board Policy 4115 Articulation, IIA-133: Board policy 4117 College Credit for Articulated High School Courses).

Finally, the Articulation Officer verifies that Distance Education courses will articulate before the courses are approved in C&I. In general, universities do not consider the method of delivery (i.e., distance education) for baseline transferability of credit. The University of California (UC) does not consider the method of delivery (i.e., distance education) for basic UC transferability

([IIA-134: 2012 UC Transfer Course Agreement](#)). A few limitations on distance education courses for transfer do exist. The document "2013 General Education Reviewers Guiding Notes" relates to the applicability of courses toward lower-division general education credit in the UC and CSU. There are two general education categories that (in most cases) do not allow distance education courses. The first area is CSU Area A1-Oral Communication, which requires that "courses must include faculty-supervised, faculty evaluated practice in communicating orally in the physical presence of other listeners" (12). Area A1 applies to the College's Speech 001 course; this course is not offered online. The second area is UC IGETC Area 5C-Science Laboratory and CSU Area B3-Science Laboratory-Laboratory courses offered entirely online are held to particularly close scrutiny. The College's "wet lab" courses are not offered online ([IIA-135: Guiding Notes for General Education Course Reviewers](#)).

Self-Evaluation

The College actively pursues articulation agreements with institutions where PCC students regularly transfer as demonstrated by the Articulation Agreement Webpage. Faculty members ensure that PCC courses are comparable to the courses with which they articulate by reviewing the course students learning outcomes. The articulation and curriculum processes ensure that this alignment exists. The transfer of its students to baccalaureate institutions is part of the College's mission ([IIA-136: College Mission Catalog](#)). The Articulation Officer effectively ensures that Articulation agreements are current and that the campus is kept aware of the most current information regarding articulation. PCC makes available clearly stated transfer-of-credit policies to its students.

Pasadena City College meets Standard IIA.6a.

Actionable Improvement Plan

None

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

Descriptive Summary

In 2009, the College approved *Policy 3210*, a formal, step-by-step policy for program discontinuance that includes a procedure to allow currently enrolled students to complete a discontinued program or transfer to another comparable program ([IIA-137: Board Policy 3210 Program Discontinuance](#)).

Board Policy 3210 ensures that all students in a discontinued program have the opportunity to complete the program or to transfer to a comparable program at another college of their choice. Necessary courses are offered until current students can complete them. Students are notified of a discontinued program or a significant program change through teacher or counselor contact, the Schools, and written handouts.

In the last six years, the College has discontinued thirteen programs; one of these programs was a non-credit program and twelve programs were credit programs ([IIA-138: Discontinued Programs](#)).

Self-Evaluation

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

Pasadena City College meets Standard IIA.6b.

Actionable Improvement Plan

None

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

Descriptive Summary

All official College publications, including PCC's website, present information in a clear, accurate, and consistent manner, and the content is reviewed and updated regularly. Since the last self-evaluation, the College has responded to students no longer accessing key information from printed documents and has ensured that all necessary information is available on the PCC website. The College has also made significant improvement to that website to ensure that the information is presented in an effective manner and that is accessible to all individuals.

PCC regularly reviews all institutional policies. Currently the District has contracted with the Community College League of California (CCLC) to do a complete revision and realignment of its Board Policies and Administrative Procedures to ensure currency and align the Policy and Procedure numbering system with the CCLC Policy and Procedure Service. During this transition period, the College is maintaining two Policy and Procedure webpages:

- IIA-139: Legacy Policy and Procedure webpage

- IIA-140: New Policy and Procedure webpage

Both pages contain current, accurate information. As all policies and procedures are updated, the legacy webpage will be phased out. *Board Policy 2410: Board Policies and Administrative Procedures* details the duties and responsibilities of the Board (IIA-141: Board Policy 2410: Board Policies and Administrative Procedures) in regards to establishing and reviewing polices for the Board and the College.

All College publications are regularly reviewed. The schedule of classes is constantly monitored by the Scheduling Office to ensure accuracy and the College Catalog is reviewed and updated annually to assure integrity.

Self-Evaluation

Pasadena City College represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. Institutional policies, procedures, and publications are reviewed regularly to assure integrity.

Pasadena City College meets Standard IIA.6c.

Actionable Improvement Plan

None

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

Descriptive Summary

Board Policy 3100 on Academic Freedom makes clear that "academic freedom is a right enjoyed by all members of the Pasadena City College community: faculty (tenured, non-tenured, and adjunct), students, classified and administrative staff, and Trustees" (IIA-142: Board Policy 3100 Academic Freedom). At the same time, *Board Policy 3110* on the Professional Ethics of Faculty requires faculty to "adhere to a code of professional ethics that includes responsibilities: to their disciplines; to their students; to their colleagues; to their institution; and to their community" (i-30: Board Policy 3110 Professional Ethics of Faculty). *Board Policy 4520* on Student Conduct and Academic Honesty notes that "[s]tudents are expected to be responsible, honest, and non-violent in exercising their rights to free inquiry and free speech." Further, the policy prohibits and holds students accountable for academic dishonesty: "such as cheating, plagiarism," and other acts (i-19: Board Policy 4520: Student Conduct and Academic Honesty).

Official policies appear on the College website Policies and Procedures page (IIA-145: PCC Policies Website, IIA-146: Policies Website Screenshot) Policies regarding faculty are included in the Faculty Handbook, distributed by the Academic Senate (IIA-147: Academic Senate Faculty Handbook). Expectations regarding student conduct, including academic honesty, are detailed in *Board Policy 4520* (i-19: Board policy 4520 Student Conduct and Academic Honesty) and is included on page 69 of the current College Catalog (IIA-48: 2014 College Catalog). Student grievance resolution information is available through the Office of Student Learning and Services, on the PCC Website (IIA-148: Student Grievances Website Screenshot), and in the Manual for Student Conduct, Due Process, and Dispute Resolution (IIA-149: Student Conduct, Due Process, and Dispute Resolution Handbook).

Policy 3100.20 outlines informal and formal processes for academic freedom disputes between faculty and managers and between faculty members (IIA-142: Board Policy 3100 Academic Freedom); *Policy 3110.20* outlines processes for resolving accusations of professional ethics violations (i-30: Board Policy 3110 Professional Ethics of Faculty); Policy 4520.20 outlines

processes for violations pertaining to student conduct (i-19: Board policy 4520 Student Conduct and Academic Honesty).

Self-Evaluation

Through its polices on Academic Freedom, Professional Ethics of Faculty, and Students Conduct and Academic Honesty, the College assures the academic integrity of the teaching-learning process. The policies are clear and readily available to faculty, students, and managers. The College is explicit in its commitment to the free pursuit and dissemination of knowledge.

Pasadena City College meets Standard IIA.7.

Actionable Improvement Plan

None

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

Descriptive Summary

The College's *Policy 3110 on Professional Ethics of Faculty* holds faculty responsible for practicing intellectual honesty (i-30: Board Policy 3110 Professional Ethics of Faculty). The policy reads, "When faculty members recognize that their own personal convictions differ from other well-supported conclusions on the same matter, they have a responsibility to present relevant data as fairly and objectively as possible."

Official policies appear on the College website Policies and Procedures page (IIA-145: PCC Policies Website, IIA-146: Policies Website Screenshot). Policies regarding faculty are included in the Faculty Handbook, distributed by the Academic Senate (IIA-147: Academic Senate Faculty Handbook). Policy 3110 outlines processes for resolving accusations of professional ethics violations (i-30: Board Policy 3110 Professional Ethics of Faculty).

The Faculty Evaluation process ensures that faculty abide by their professional responsibilities; the process includes questions regarding the instructor's teaching methods, adherence to the student learning outcomes, and adherence to the course outlines (IIA-73: Review of Professional Performance for Teaching Faculty, IIA-74: Teaching Faculty Worksheet).

Self-Evaluation

The responsibility of faculty in distinguishing between personal conviction and professionally accepted views in a discipline are clear in the College's policy and are affirmed by the Academic Senate in the Faculty Handbook, which is distributed to all faculty. The faculty evaluation process, which includes a self-evaluation as well as an evaluation by peers, ensures that faculty adhere to the policy of professional ethics and that their presentation of information be fair and objective.

Pasadena City College meets Standard IIA.7a.

Actionable Improvement Plan

None

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

Descriptive Summary

The College's *Board Policy 4520* on Student Conduct and Academic Honesty notes that "[s]tudents are expected to be responsible, honest, and non-violent in exercising their rights to free inquiry and free speech." Further, the policy prohibits and holds students accountable for academic dishonesty: "such as cheating, plagiarism," and other acts. Policy 4520.20 outlines processes for violations pertaining to student conduct.

Official policies appear on the College website Policies and Procedures page (IIA-145: PCC Policies Website, IIA-146: Policies Website Screenshot). Policies regarding student conduct, including academic honesty, are included in the College Catalog (IIA-48: 2014 College Catalog). Student grievance resolution information is available through the Office of Student Learning and Services (IIA-149: Student Conduct, Due Process, and Dispute Resolution Handbook).

Faculty include notes on plagiarism and academic dishonesty in their syllabi to ensure that students know that they are expected to abide by the Student Conduct Code. PCC's new Learning Management System, Canvas, allows instructors to screen assignments through TurnItIn and receive Originality Reports to combat plagiarism and teach students appropriate methods for using source material. A 2010 Academic Senate Survey on issues of academic integrity revealed areas where faculty want more information and where the College could provide additional assistance (IIA-150: 2010 Academic Integrity Survey). This survey directly informed the College's development of an authentication statement. Online courses have secure measures in place to ensure that students abide by academic honesty. These policies are addressed

throughout the DE faculty Handbook with a detailed policy description beginning on page 62 ([i-10: DE Faculty Handbook](#)). Students in online courses are informed of the College's policy on academic honesty ([i-19: Board Policy 4520 Student Conduct and Academic Honesty](#)).

However, from Fall 2012 to Fall 2013, 55-60% of all faculty reports on student conduct were about academic dishonesty (mostly plagiarism). These data was collected by the office of Enrollment Services, mostly when students visited the office to discuss their professors' determinations that they had plagiarized assignments.

Self-Evaluation

The College's expectations concerning students' academic honesty are clear and widely distributed as are the consequences for dishonesty. From the College website to its catalog, from the Office of Student Learning and Services to the classroom, the College informs students and what is expected of them and what the consequences will be should they not meet those expectations. However, training of all faculty regarding academic dishonesty and the student conduct code needs to be established.

Pasadena City College meets Standard IIA.7b.

Actionable Improvement Plan

The College will establish faculty training across the disciplines on explaining academic dishonesty to students, strategies for students to avoid plagiarism, and the College's policy on academic dishonesty.

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

This standard does not apply because the College is a public, open-access community college; there are no codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge.

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

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

Evidence List for Standard IIA