Pasadena City College
Substantive Change Proposal
February 3, 2012

John Singleton
Filmmaker, Screenwriter,
Producer
Pasadena City College
Class of 1985

Adriana Ocampo
NASA Scientist
Class of 1978

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PASADENA
CITYCOLLEGE

Substantive Change Proposal

**To Offer at Least 50%
of Course Units for Programs through Distance Education**

Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106

Submitted
February 3, 2012

Prepared by
Dr. Leslie Tirapelle
Director, Distance Education
Crystal Kollross
Interim Director, Institutional Effectiveness and Enrollment Management

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MISSION STATEMENT

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.

CORE VALUES

A Passion for Learning

We recognize that each one of us will always be a member of the community of learners.

A Commitment to Integrity

We recognize that ethical behavior is a personal, institutional and societal responsibility.

An Appreciation for Diversity

We recognize that a diverse community of learners enriches our educational environment.

A Respect for Collegiality

We recognize that it takes the talents, skills and efforts of the entire campus community, as well as the participation of the broader community, to support our students in their pursuit of learning.

A Recognition of Our Heritage of Excellence

We recognize that we draw upon the college's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and community.

Substantive Change Proposal
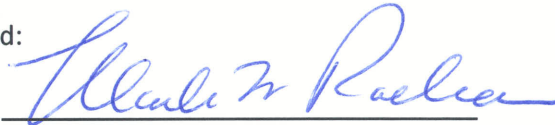
Date: January 18, 2012

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

FROM: Pasadena City College
       1570 E. Colorado Boulevard
       Pasadena, CA 91106-2003
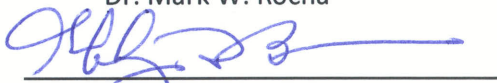
This Substantive Change Proposal to offer at least 50% of course units for credit educational programs through a distance education format has been certified by the following leaders of shared governance at Pasadena City College

Signed:

_____   Superintendent/President
Dr. Mark W. Rocha
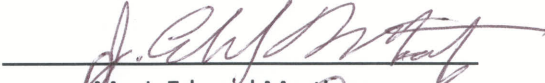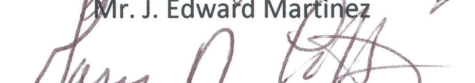
_____   President, Board of Trustees
Mr. Geoffrey Baum

_____   President, Academic Senate
Mr. J. Edward Martinez
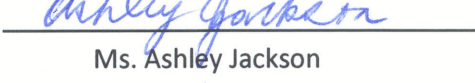
_____   President, Classified Senate
Mr. Gary Potts

_____   President, Associated Students
Ms. Ashley Jackson

_____   President, Management Association
Dr. David Douglass

A. Proposed Change and Rationale

Brief Description of the Change

The Substantive Change Proposal is submitted on behalf of Pasadena City College (PCC) to recognize the programs of study that PCC students can or will be able to complete 50% or more in a distance education format. The following list contains all the programs offered by Pasadena City College that currently or will shortly meet this criterion. The list includes thirteen Certificate of Achievement programs all 18 or more units; five Associate in Arts degree programs; thirteen Associate in Science degree programs, and two General Education programs that satisfy the Intersegmental General Education Transfer Curriculum (IGETC) and the General Education program for California State Universities (CSU).

Certificates of Achievement (18+ units)
Business Information Technology (BIT) Administrative Assistant
Business Information Technology Business Software Specialist
Business Information Technology Data Entry Technician
Business Administration Entrepreneurship
Business Administration Financial Investments
Business Administration Management
Business Administration International Business/Trade
Business Administration Retail Management
Computer Information Systems (CIS) – Microcomputer Support
Computer Information Systems – Operations
Computer Information Systems – Programming
Computer Information Systems –Small Computer Applications
Engineering Design Technology – CAD/CAM Technician

Associate in Arts Degree
Associate in Arts Degree in Business
Associate in Arts Degree in Humanities
Associate in Arts Degree in Kinesiology and Wellness
Associate in Arts Degree in Natural Sciences
Associate in Arts Degree in Social and Behavioral Sciences

Associate in Science Degree
Associate in Science Degree in Business Information Technology (BIT) Administrative Assistant
Associate in Science Degree in Business Information Technology Business Software Specialist
Associate in Science Degree in Business Information Technology Data Entry Technician
Associate in Science Degree in Business Administration Entrepreneurship
Associate in Science Degree in Business Administration Financial Investments
Associate in Science Degree in Business Administration Management
Associate in Science Degree in Business Administration International Business/Trade

Associate in Science Degree in Business Administration Retail Management

Associate in Science Degree in Engineering Design Technology – CAD/CAM Technician

Associate in Science Degree in Computer Information Systems (CIS) – Microcomputer Support

Associate in Science Degree Computer Information Systems – Operations

Associate in Science Degree Computer Information Systems – Programming

Associate in Science Degree Computer Information Systems –Small Computer Applications

CSU General Education Program

IGETC General Education Program

Tables 1, 2, 3, and 4 below provide the percentage of each program that could potentially be completed in a distance education format. At this time only the Business Software Specialist certificate in the Business & Information Technology program can be completed entirely in a distance education format. Due to the variability in course scheduling from term to term and year to year, none of the other programs are structured to be completed entirely in a distance education format as of yet. It is anticipated that over the next three years more students will begin to complete programs in a distance education format as the college prepares more instructors to teach in the hybrid and online instructional modes. For a complete listing of sections, enrollments, success, and retention rates of distance education courses and their equivalent face-to-face courses over the last five years please see Appendix 1.

Table 1: Certificates of Achievement	% Offered in a Distance Education Format
Business Information Technology (BIT) Administrative Assistant	94%
Business Information Technology Business Software Specialist	100%
Business Information Technology Data Entry Technician	70%
Engineering Design Technology – CAD/CAM Technician	42%
Computer Information Systems (CIS) – Microcomputer Support	43%
Computer Information Systems – Operations	43%
Computer Information Systems – Programming	43%
Computer Information Systems – Small Computer Applications	57%
Business Administration Management	45%
Business Administration Entrepreneurship	50%
Business Administration Financial Investments	44%
Business Administration International Business/Trade	55%
Business Administration Retail Management	55%

Table 2: AA Degree Programs	% Offered in a Distance Education Format
Business	50%
Humanities	50%
Kinesiology and Wellness	57%
Natural Sciences	66%
Social and Behavioral	50%

Table 3: AA/AS Degree GE Programs	% Offered in a Distance Education Format
GE/AA	75%
GE/AS	75%

Table 4: Transfer GE Programs	% Offered in a Distance Education Format
IGETC	80%
CSU Breadth	87%

Relationship to the Institution's Stated Mission

The mission of Pasadena City College (PCC) is to provide a high quality, academically rigorous learning environment that encourages, supports and facilitates student learning. The College's mission also states a commitment to providing access to higher education for the diverse community it serves. The mission statement speaks to a comprehensive curriculum that provides learning opportunities for individual development. By carefully and thoughtfully growing a quality distance education program, the College is providing access and opportunities for PCC students to achieve their educational goals.

Furthermore, the Educational Master Plan (EMP) adopted by the College and Board of Trustees in December 2010, establishes a commitment to "Cutting Edge Learning Environments (Pedagogy, Technology and Learning Environments) as a Signature Goal. Additionally, Mission Critical Priorities in the EMP support the development of technology and growth in distance learning programs. (Appendix 1 EMP Executive Summary)

Rationale for the Change

Pasadena City College has offered distance learning courses since fall 2000 and instructional television distance learning courses since the early 1970's. Over the past eleven years the College has increased the number of online courses offered as student demand for flexibility and course access grew. The College has used distance learning to expand access for working adults and non-traditional as well as our traditional students. The rationale was to respond to, and more thoroughly serve, the needs of all PCC students.

The Pasadena Area Community College District is located in an urban environment whose district includes the communities include Altadena, Arcadia, La Canada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. The majority of the

current student population (60%) comes from outside the District and attends class on a part time (65%) basis. Thus the diverse community the college serves includes a substantial number of out-of-district students. This demographic lends the need for PCC to offer coursework that is convenient, flexible, and accessible.

During the development of the current Educational Master Plan the College conducted an online community survey. Survey respondents placed the availability and number of prerequisite courses, basic skills courses, and transfer courses as a priority for the College (Appendix 3 EMP Community Survey). Additionally the student technology surveys conducted in 2006 and 2009 indicate that PCC students want the ability to access more services and courses online (Appendix 4 Student Technology Survey).

While not all of the programs listed in this document are currently offered 50% or more through a distance learning format, the College expects that that each of these programs will exceed the 50% mark within the next three years.   The goal is to offer fully online and hybrid Associate Degree programs by 2014 that can be completed by any PCC student within four years. Today's students face multiple demands and require options to continue their education, whether it is in a face-to-face classroom or in a dynamic online environment.

The College recognizes many advantages to distance learning including:

- Fostering a creative learning environment that is technologically as well as academically challenging
- Recognizing students as individuals who require diverse and flexible learning opportunities
- Challenging the professional development of faculty, staff, and support functions within the institution to meet the needs of a rigorous distance learning program
- Providing more opportunities to keep curricula current and available on and off campus
- Providing flexibility and greater access to a college education

B. Educational Programs

Purpose of the Educational Change

The purpose of the Distance Learning program at PCC is to:

- Expand educational opportunities that address alternative methods of course delivery for students who are seeking achievement of their educational goals

- Maintain learner-centered distance education programs that address student success by providing support in curriculum and instruction, evaluation and assessment, technology, accessibility, infrastructure, and academic support services

- Communicate effectively with campus stakeholders regarding Distance Education policies and procedures

- Provide support for faculty development in the areas of pedagogy and technology to ensure that faculty who teach distance education courses meet standards of good practice and accreditation guidelines

The College currently has 141 courses approved by its Academic Senate Curriculum and Instruction Committee (C&I) to be offered in a distance learning format.   These courses are across disciplines and educational divisions. (Appendix 5 Approved Distance Education courses). All of the College's distance education courses are available in a face-to-face format, with the exception of 20 Business and Information Technology (BIT) courses. These 20 courses are part of three BIT Certificate of Achievement programs. Only one of the three Certificates of Achievement can be completed entirely online.

- Business Information Technology Business Software Specialist

The other two certificates are currently available 50% or more in a distance education format
- Business Information Technology Administrative Assistant
- Business Information Technology Data Entry Technician

All other educational programs previously listed contain coursework that is available in both a face-to-face and distance education mode, with none being exclusively online or more than 50% online.

Planning, Evaluation, and Mission

Over the past decade the College has taken considerable steps to expand distance education offerings with forethought to quality and support. As the College continues to be filled to capacity and beyond for face-to-face course offerings, the expansion of distance education is a viable means of meeting student demand for transfer level coursework. As the College recognizes the needs of its primary population of part-time and out-of-district students in addition to non-traditional and students with special needs, alternative instructional formats must be explored. PCC's Business and Computer Technology (BIT) academic program was the first to offer courses in an entirely distance education format, recognizing the needs of their students who were more likely to be working adults.

In spring 2006 the Pasadena City College Academic Senate established the Academic Senate Distance Education Committee. This committee was charged with overseeing the quality and growth of distance education at PCC. The Distance Education Committee (DEC) is comprised of 18 members representing each Academic Division at PCC as well as the Enrollment Management department and Student & Learning Services. At that time, a Distance Education Coordinator position was also established to coordinate all distance learning activities. The coordinator position was a 20% release time position for a faculty member currently teaching in a distance learning environment. In 2010 it was determined that distance learning needed its own department and fulltime staff thus the Distance Education Department was established and a 100%, 12 month Director of Distance Education was hired.   All support staff that had been located in the department of Academic Support was moved into the Distance Education Office and reports to the Director of Distance Education. During winter 2012 the College will expand its support resources by hiring a 100%, 12 month, faculty Online Instructional Designer as well as a 100%,

12 month classified Distance Education Technologist/Developer. These positions will join the existing three-member Distance Education Office staff (see page 15).

With the increase in distance education activity, the College's Curriculum & Instruction Committee, the Academic Senate and the Distance Education Department formed a Distance Education subcommittee of the College's C&I Committee to review courses to be taught in a distance education mode. The sub committee's goal is to ensure that proposed courses follow best practices in distance education based on effective pedagogy and technological standards. The subcommittee participates in annual training to ensure currency in knowledge of distance education practices. Their purpose is to review issues of Distance Education *only* as they relate to Curriculum and Instruction. The College is committed to ensuring that all course curricula developed for a distance education format undergoes a rigorous review by the C&I Distance Education subcommittee and then by the full C&I committee.

The Pasadena City College Academic Senate Distance Education Committee recommended piloting WebCT CE6.0 in fall 2006. In winter 2011 the College introduced Blackboard 9.1 as the campus-wide learning management system (LMS). Since its introduction over 150 fulltime and adjunct faculty members have trained in the use of the Blackboard software.

The College projects that growth in online offerings will meet and/or exceed 18% over the next five years; this is in line with current state and national averages. To support the anticipated growth, the College has increased online student support services, faculty training, and instructional design and technology resources and support.

Figure 3: Distance Education Growth Projection by Section Count
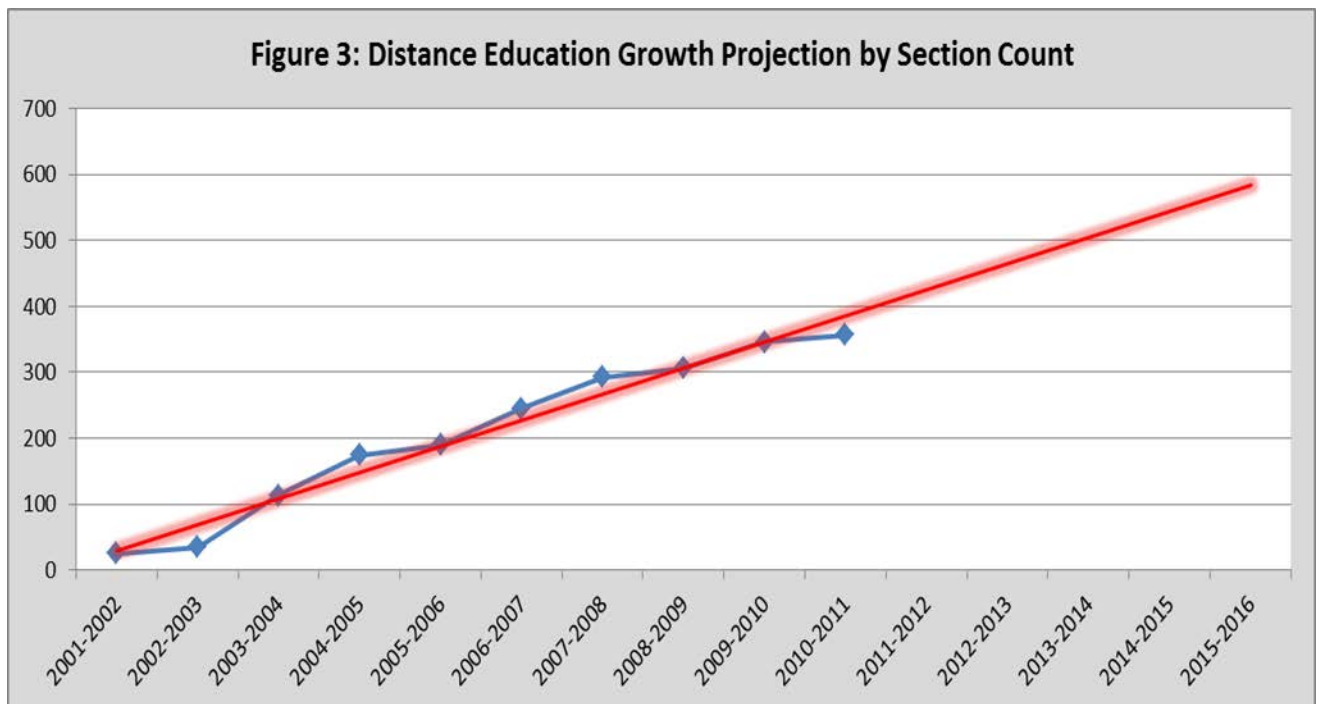
Needs and Resource Assessment

The growth of the distance education program at PCC is based on student need. For the past eleven years the College has consistently seen an imbalance with in-district versus out-of-district students. Over 60% of the entire student population resides outside of the District's boundaries, Table 5 below displays the counts of in-district and out-of-district students for the past 10 years.

Table 5: Residency Status of PCC students	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
State Residents (not PACCD)	15,099	15,406	15,455	15,661	15,239	15,897	16,882	16,849	17,382	16,846
PACCD Residents	8,899	8,703	8,148	7,731	8,412	8,087	8,082	7,940	7,905	7,554
Foreign Students	1,198	1,124	944	881	938	1,027	1,134	1,100	1,063	1,055
Out-of-State	353	331	375	420	393	346	369	348	407	433
Total	25,549	25,564	24,932	24,693	24,982	25,357	26,467	26,237	26,757	25,888

Furthermore the majority of the student population attends the College on a part time basis. Figure 1, illustrates the need for greater flexibility in course offerings and methods of instruction. The California Community Colleges Chancellors office Distance Education Web survey in fall 2010 (Appendix 6) found that the two main reasons students take distance education courses at PCC are related to convenience and flexibility due to work schedules and personal circumstances. This outcome reflects the statewide results as well.

Figure 1: Fulltime and Part time Students at PCC
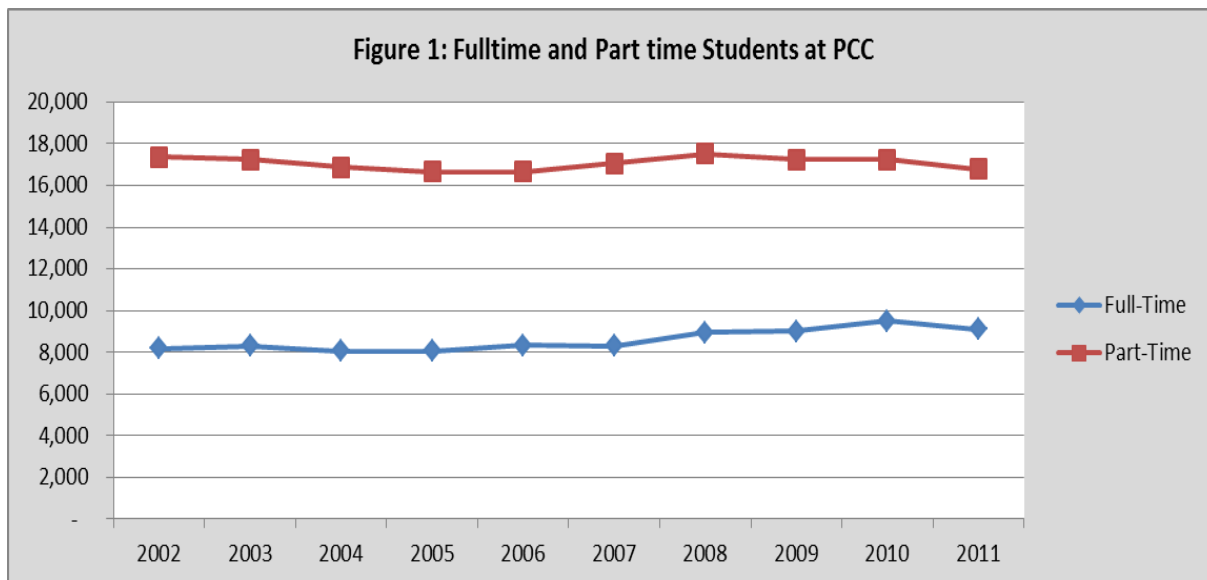
The nature of the student population at PCC, out-of-district residency and part-time attendance, lead the College to determine that offering coursework and programs in the distance education format will contribute to a greater number of students achieving their educational goals.

Through the work of the College's Academic Senate Distance Education Committee and the Distance Education Office, the College has a framework to ensure that PCC's distance education courses are comparable in quality and rigor to courses offered in the traditional face-to-face format. With the

current courses offered at PCC in the distance education mode, PCC maintains a higher success and retention rate than the statewide average (see Figure 2).

Figure 2: Fall 2010 Success and Retention Rates
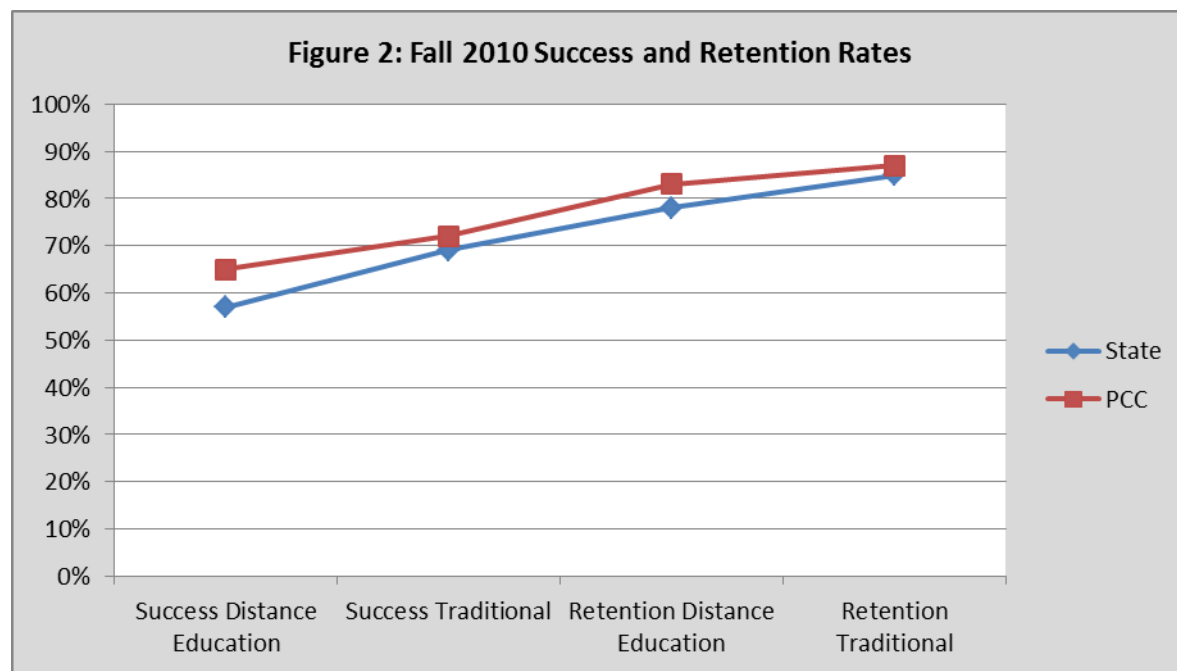
Anticipated Effects

The growth of distance education at PCC is continuously measured to ensure that the quality of the course content and the instructional delivery is comparable to our traditional classroom based instruction. The College maintains a rigorous training program for faculty who wish to teach fully online or hybrid courses, which must be completed prior to teaching in any distance education format. Faculty need to complete a four course sequence, 160 hours of instruction, before teaching in the distance education format (unless they can provide substantial evidence of equivalent recent experience and/or training). The training is offered in a fully online format as well as a face-to-face format for all PCC adjunct and full time faculty free of charge. Any faculty member interested in learning about distance education, educational technologies, and accessibility/universal design can take the courses, even if they do not plan to teach in a distance education format.

The institution as a whole benefits from faculty being trained in a variety of pedagogical strategies that can be used in an entirely online format, hybrid, or in face-to-face instruction. Additionally, through the College's Distance Education Department, there is greater access to technological and pedagogical support for all PCC faculty. It is also anticipated that the expansion of distance education course offerings will lead to an increase in enrollments as well as degree, certificate, and transfer-prepared completion.

Intended Benefits

The primary intended benefit from the change is greater access to the courses students need to complete their educational goals. As indicated, the College is primarily composed of out-of-district students, many who travel great distances to take courses at the College on a part time basis. It is anticipated that the College will be able to more efficiently serve students and provide greater opportunities for students to complete a degree and certificate programs, or become transfer-prepared.

Furthermore the College will reduce the environmental impact on facilities, parking, and traffic congestion in the surrounding communities. PCC is an important partner to the City of Pasadena. Maintaining a good neighbor policy with local residents is important to the College's relationship with the community.

The College expects that the professional learning associated with distance education will enhance opportunities for innovation and collaboration – which will positively affect teaching and learning across the College for all modes of instruction.

C. Resources, Processes and Quality

Student Support Services

Students who participate in a distance education course have access to relevant online student support services. These include:

- o Admission
- o Registration
- o Orientation
- o Payment of fees and fee receipt
- o Grade lookup
- o Assessment results
- o Personal information look ups
- o Goal and major changes
- o Enrollment verification
- o Official transcript requests
- o Financial Aid (application, notification and funding)
- o Schedule of classes and college catalog
- o Course outlines and syllabus
- o Fee payment and refunds
- o Counseling
- o 24/7 technology resources and technical support
- o On-site Computer learning center and computer labs
- o Online bookstore
- o Disabled Students Programs and Services (DSP&S)

- Library and library resources
- Student grievance process
- 24/7 online tutoring

Students participating in online course work also have access to online office hours with faculty.

Sufficient and Qualified Staffing

The College maintains sufficient and qualified faculty, management, and support staff. The Distance Education Department reports to the Vice President of Educational Services and works closely with the Vice Presidents of Instruction/Student and Learning Services, and the Vice President of Information Technology. The Figure 4 below provides the organizational structure for distance education at PCC. The Director of Distance Education is a fulltime certificated manager with a background in instruction and information technology. The department also includes a fulltime classified Distance Education Specialist who assists faculty with instructional design and online pedagogical readiness, and a fulltime Distance Education Web Specialist who provides technical support and manages the learning management system.

All personnel in the Distance Education office have comprehensive knowledge and abilities to effectively support faculty, staff and students. The two classified staff members provide technical and instructional design training and support to assure the development and maintenance of quality distance education courses and materials. The College also maintains a contract with Blackboard Student Services (previously Presidium), to provide students, staff and faculty with 24/7 technical support for the College's Blackboard 9.1 (Bb9.1) learning management system.

Figure 4: Distance Education Organizational Structure
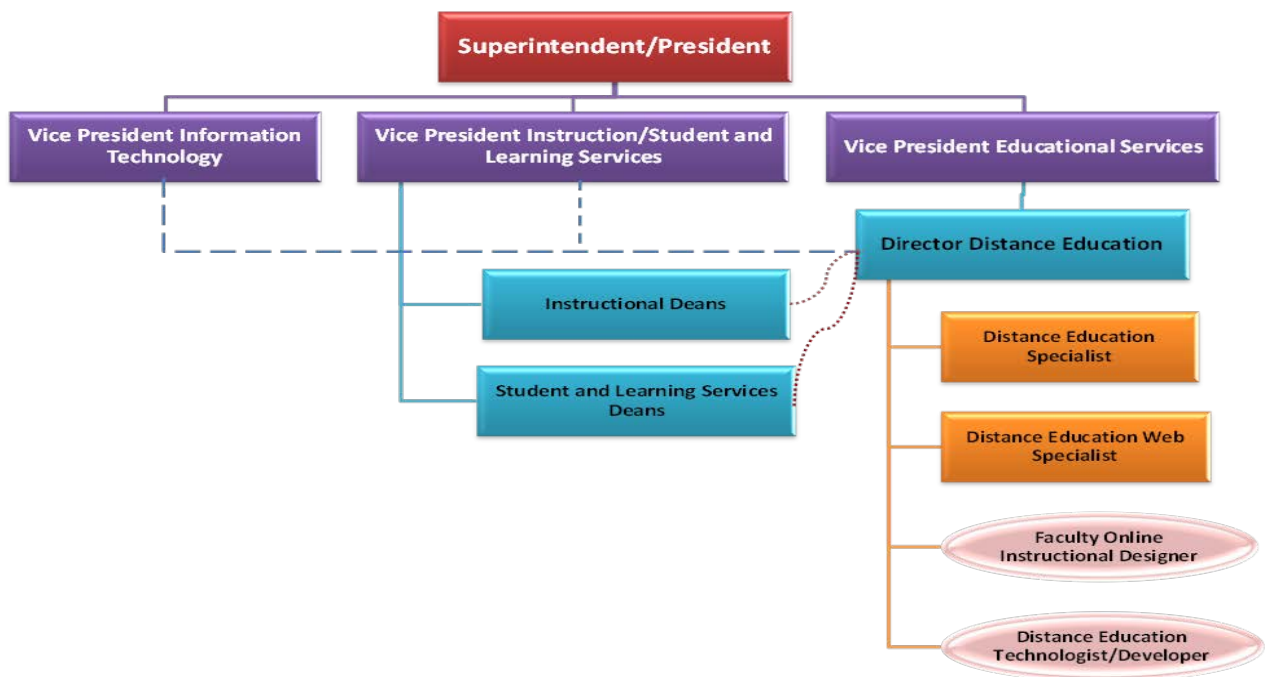
Professional Development

Prior to teaching a course in a distance education format at PCC, faculty must meet *one* of the following requirements:

      a.   Have completed formal training or college-level coursework in online teaching and associated technology literacy.

      b.   Have completed two semesters of teaching in an online format, preferably using PCC's Learning Management System (LMS).

      c.   Present a teaching demonstration in an online format, showing evidence of technology literacy and distance education pedagogy fundamentals, including familiarity with PCC's LMS.

Determination as to whether an instructor meets the technology literacy skills and online pedagogical readiness requirement is made by the respective instructional Division Dean, in consultation with the Director of Distance Education. Faculty who have already met the above criteria may be required to participate in additional professional development activities in order to fulfill College policy, meet federal and state regulations, and/or accreditation requirements.

In addition to in-house pedagogical support and technology training opportunities, the College uses the services of @One, a state funded technology training program, to fully train faculty to teach in a distance learning format. Four core @One courses (160 hours of instruction) are required of all faculty who are new to teaching distance education courses at PCC. Faculty who teach online or hybrid courses at PCC must be proficient in basic technology literacy skills and online pedagogical readiness in order to assure course quality, and to effectively assist students with the technology used in content delivery.

Appropriate Equipment and Facilities (including off campus)

The Distance Education Department is located in the Information Technology Services center adjacent to the College Library on the PCC campus. The office is accessible to faculty and students during regular business hours. After hours, Blackboard Student Services provides online technical support to faculty and students. The Distance Education website: http://online.pasadena.edu offers an array of information and resources for faculty and students on successful teaching and learning in distance education courses.

The College requires distance education courses to be taught in the College's LMS, Blackboard 9.1, which addresses student authentication issues and meets government requirements including 508 compliance. The Blackboard system is maintained by the Distance Education Office, with support from the Information Technology Services Department. Courses and student enrollments are automatically uploaded into the system and accessible to all teaching faculty and enrolled students using their PCC student ID number and PIN (password). Course shells and faculty accounts are automatically created for every course section regardless of delivery mode.

Students taking both distance education and on-campus classes have access to computer labs with appropriate technology to access Blackboard and any required instructional technologies for their courses. Wireless access is available throughout the campus and students with internet enabled mobile devices can access Blackboard courses via Blackboard Mobile Learn.

Fiscal Resources

The College maintains a separate budget, approaching $1,000,000 annually, for distance education activities. The budget includes technological and pedagogical support of web-enhanced classroom sections.

The College's 2011-2012 Distance Education department budget (Appendix 7) includes the addition of two new positions to support growth in distance education and web-enhanced course sections: 1). A faculty Online Instructional Designer and 2). A classified Distance Education Technologist/Developer. In addition, the College is making a significant investment in professional learning, course development and enhancement, and technology upgrades in both the instructional and student services areas. These investments are a direct result of long-term integrated planning that is reviewed and revised annually. The Distance Education Plan is developed by the Distance Education Department, with input from the Distance Education Department Advisory Board, and drives the planning, implementation, review, and resource allocation of the Distance Education program (Appendix 8 2011-2012 DE Plan). Planning and growth is directly supported by the College's ten-year Educational Master Plan which specifically outlines a commitment to Distance Education (including support, training and technology) as a long term goal. This access to information, technology, and support services is also in line with the College's Mission to provide a *learning environment that encourages, supports, and facilitates student learning and success*.

The College has supported this Mission through a variety of contractual resource agreements including:

- *Blackboard Learn 9.1*, which provides virtual classroom for the College's online, hybrid and web-enhanced courses. It offers a variety of features including announcement, chat, threaded discussion, wiki, blog and course content spaces to support engaging and collaborative teaching and learning.

- *Blackboard Mobile Learn*, which offers access to the Bb9.1 online learning environment from any internet enabled mobile device.

- *Blackboard Student Services* (previously Presidium), which provides students, staff and faculty with 24/7 technical support for the College's Blackboard 9.1 (Bb9.1) learning management system.

- Educational video repositories, including *INTELECOM, Edustream, and Films On Demand*. These ADA compliant videos can be seamlessly linked from within Blackboard courses.

- *Respondus*, which is used as a tool to easily develop assessments for the Blackboard system.

- *Tegrity Lecture Capture*, which allows faculty to record orientations, tutorials and demonstrations for their online and hybrid courses. Videos can be embedded directly in the Blackboard system or viewed within a searchable library.

- *Turnitin*, which faculty use as an anti-plagiarism, assessment and productivity tool. Turnitin is integrated into Blackboard enabling students to submit assignments through the learning management system.

- *VBRICK Streaming Server*, which allows for streaming full length documentaries and movie productions in a secure manner to the online course participants within the Bb9.1 system, without infringing on copyright restrictions.

- *Voicethread*, which supports collaborative learning spaces utilizing video, voice, and text commenting, which can also be embedded within the Blackboard system.

Each of these contracted resources supports the College's Mission Critical Priorities in the Educational Master Plan to ensure student success through technology and Student Support Services. In most cases, if the service does not meet required standards the College can terminate such contracts with a 30-day written notice.

The College is committed to improving, enhancing, and growing its distance education program. This is reflected in the resources allocated that support the current distance education program in addition to the anticipated growth of 18% over a five-year period. Figure 4 provides the student enrollment totals in distance education courses over the last six years. The College deliberately slowed enrollment growth in distance education courses during the 2010-2011 academic year in order to implement a comprehensive faculty distance education training program and a new Learning Management System. It is expected that with the availability of distance education faculty training seminars and the ease of usability of the new LMS, that distance education enrollments will reach the anticipated growth projections (see Figure 3).

Figure 4: Distance Education Enrollments
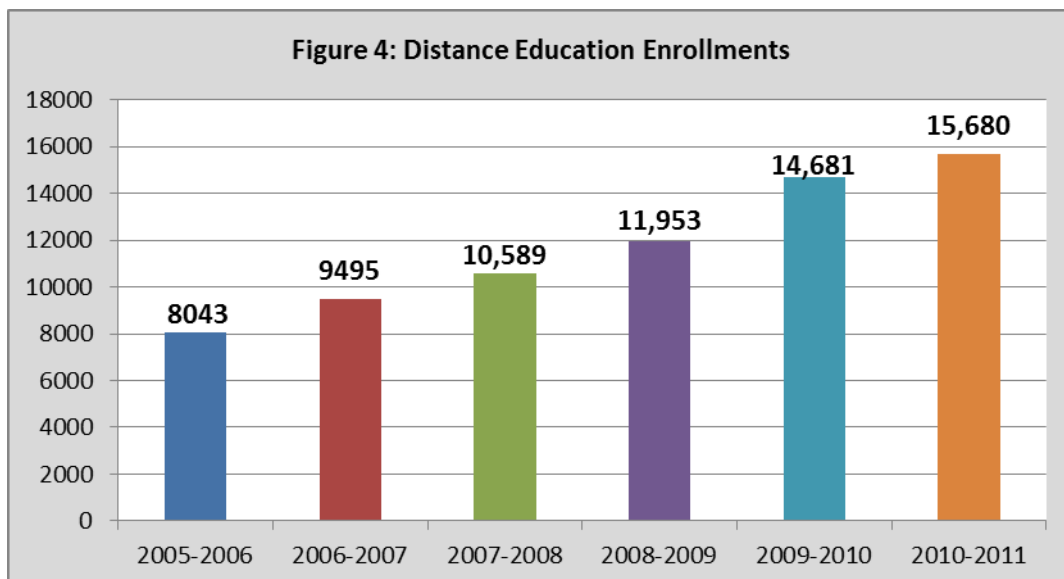
Achievement of Desired Outcomes

To monitor the achievements of desired outcomes, Pasadena City College uses the Program Review process. All educational programs leading to a degree, certificate or completion of General Education requirements are required to go through the Program Review process on a regular and scheduled cycle. In all of the College's educational programs leading to a degree, certificate, or completion of General Education requirements, the desired outcomes are student success, retention, and completion. Student achievement and learning outcomes data are incorporated into the Program Review process to monitor the attainment of the desired outcomes. (Appendix 9 BIT Program Review)

Student success and retention rates in distance education courses and their comparable traditional classroom based courses are provided to all degree, certificate, and General Education programs undergoing review. Faculty members involved in the review process must address the data and provide a sufficient analysis to determine program strengths and weaknesses, as well provide recommendations for improvement.

Additionally all program reviews are submitted to the College's Institutional Effectiveness Committee (IEC) for evaluation and comment. The IEC evaluates degree, certificate, and General Education programs in relation to stated outcomes, mission, and student completion. The Committee is charged with the responsibility to provide appropriate feedback, which may require that a program review be redone to address issues regarding program effectiveness and student achievement.

Student success and retention rates for distance education and comparable classroom based courses are reviewed annually by faculty, the Director of Distance Education and Instructional Division Deans who offer distance education courses in order to monitor course achievements and develop additional seminars as necessary to continually improve the effectiveness of the distance education courses. See Figure 5 and 6 for success and retention rates of all distance education courses compared to their equivalent face-to-face (F-T-F) courses for the past five years and Tables 3 and 4 for Success and Retention Rates by the Division's predominantly offering distance education courses for the past five years.

Figure 5: Success Rates of Distance Education Courses and Equivalent Face-to-Face courses

Figure 6: Retention Rates of Distance Education Courses and Equivalent Face-toFace courses

Figure 6: Retention Rates of Distance Education Courses and Equivalent Face-toFace courses
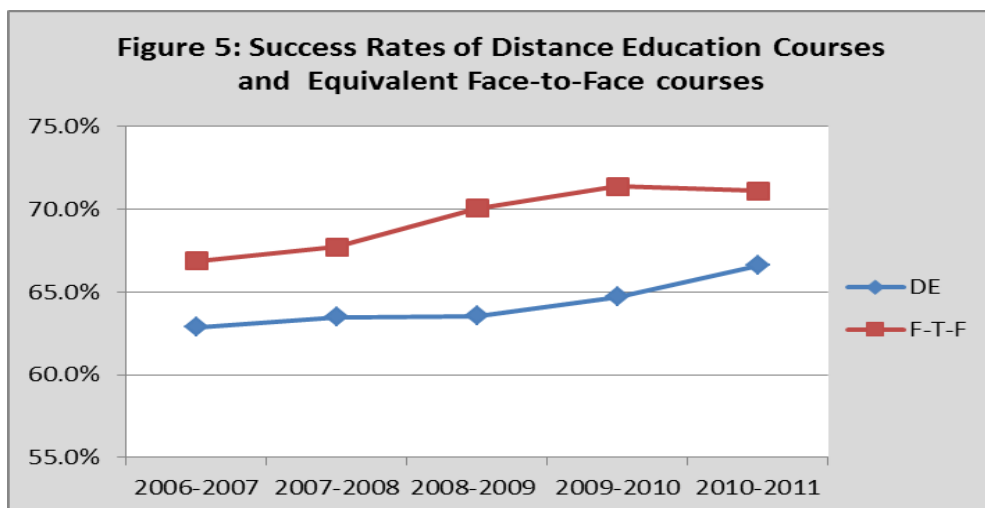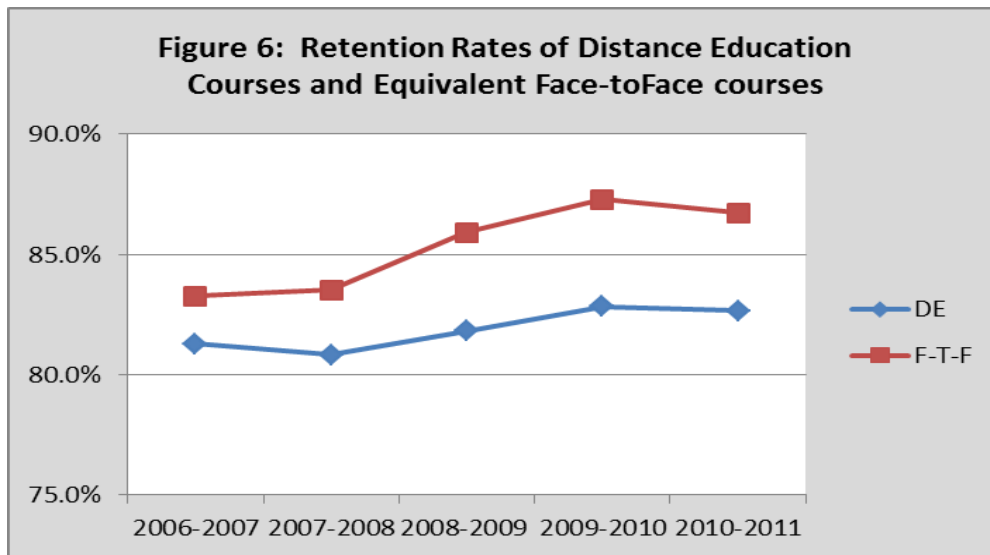
Table 2: Success Rates by Division for courses taught through Distance Education vs. Face to Face

Success	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	DE	F-T-F	DE	F-T-F	DE	F-T-F	DE	F-T-F	DE	F-T-F
Business and Comp Tech	64%	67%	62%	67%	62%	68%	62%	70%	64%	71%
Health Sciences	66%	65%	63%	67%	79%	73%	80%	76%	86%	75%
Kinesiology Health and Athletics	52%	72%	N/A	N/A	78%	75%	68%	82%	70%	80%
Math	40%	47%	26%	54%	28%	52%	48%	53%	45%	53%
Natural Sciences	77%	86%	75%	84%	78%	88%	76%	73%	75%	76%
Social Sciences	60%	68%	63%	68%	60%	71%	62%	72%	64%	71%

Table 3: Retention Rates by Division for coures taught through Distance Education vs. Face to Face

Retention	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	DE	F-T-F	DE	F-T-F	DE	F-T-F	DE	F-T-F	DE	F-T-F
Business and Comp Tech	82%	82%	81%	82%	80%	84%	81%	87%	79%	86%
Health Sciences	84%	85%	77%	84%	91%	89%	91%	92%	95%	89%
Kinesiology Health and Athletics	62%	89%	N/A	N/A	91%	91%	87%	93%	87%	92%
Math	58%	72%	40%	74%	44%	73%	69%	76%	62%	74%
Natural Sciences	87%	88%	85%	89%	90%	91%	86%	87%	87%	88%
Social Sciences	80%	84%	81%	84%	81%	86%	83%	88%	83%	87%

Research indicates that nationally, students who participate in online courses generally have lower success rates due to a variety of factors. In order to reach the same level of student retention and

success as face-to-face courses, the College is implementing best practices, as reflected in current research, to narrow this achievement gap. The College is committed to:

1. Providing faculty with the training and time to implement effective course design
2. Providing faculty with proven templates and techniques to which they can turn
3. Providing research-based guidance to faculty on online education teaching strategies
4. Examining and improving institutional structures and policies that help support high-quality online courses
5. Providing students with an Online Readiness Assessment
6. Providing students with a Learning Management System Tutorial
7. Providing 24/7 Online Support Services to both faculty and students

(Xu and Jaggers, 2010, 2011)

Overall, the College is committed to providing the resources necessary to bring its success and retention rates in line, or make them better than, on-campus outcomes.

D. Necessary Approvals

Faculty, Administrative, Governing Board, or Regulatory Agency Approvals

All distance education courses are approved by the College's C&I Committee which is a subcommittee of the College's Academic Senate. As part of the approval process, appropriate instructional Deans and the Colleges' Articulation Officer and the C&I Distance Education Subcommittee must review distance education courses prior to final approval by the full C&I Committee.

Local procedure requires only new courses to be submitted to the Board of Trustees for final approval. Current courses that will be taught in a distance education format are procedurally required to complete a Form D Addendum to the Course Outline of Record (Appendix 10 Form D) that is reviewed and approved by the C&I Committee.

Pasadena City College requires that any course revisions, addendums, technical adjustments and/or changes in method of instruction follow a prescribed approval process:

1. Faculty members who develop the course
2. Instructional Division Dean
3. Director of Distance Education
4. College Articulation Officer
5. Distance Education committee(DEC)
6. Curriculum and Instruction Committee(C&I)

For course additions/new distance education courses (courses that do not have an Outline of Record), the following approval process is required:

1. Faculty members who develop and will teach the course
2. Instructional Division Dean
3. Director of Distance Education
4. College Articulation officer
5. Distance Education Committee
6. Curriculum and Instruction Committee
7. Board of Trustees
8. State Chancellor's Office

Legal Requirements

The College follows all Title 5 California Code of Regulations requirements, Federal regulations and requirements, and the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation.

Governing Board Action

Pasadena City College faculty have purview over the development and implementation of all College courses and all policies and procedures in relation to curriculum and instruction. Curriculum and instruction are considered an Academic and Professional matter and therefore is governed by a mutual agreement between the Board of Trustees and the PCC Academic Senate of which the College's Curriculum and Instruction Committee(C&I) is a designated subcommittee. As previously stated, the College's Governing Board has final approval on all new courses developed for academic instruction.

E. Eligibility Requirements

Pasadena City College completed its most recent self-study in spring of 2009. It submitted two follow-up reports, first in spring of 2010 and second in fall 2010, to address the five recommendations provided by the accreditation site evaluation team. The College's accreditation was reaffirmed on January 31, 2011.

1. Authority

The Pasadena Area Community College District meets the conditions for community colleges under the California Education Code, the California Code of Regulations Title 5 Education Division 6, California Community Colleges and the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. The Pasadena Area Community College District derives its authority to operate a degree granting institution from California Education Code 70902. The College meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, Subchapter 1 in relation to traditional and distance education instruction.

Pasadena City College is accredited by the Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

2. Mission

The Mission of Pasadena City College is provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. Additionally the college is committed to providing access to higher education for members of the diverse communities that surround the college. The College provides multiple instructional modalities to provide our students with access to the courses they need to learn and achieve their educational goals.

The Mission Statement of Pasadena City College can be found in the College Catalog which is available online and in hard copy. It is also in the Educational Master Plan (EMP). Both are available on the College website. http://www.pasadena.edu

3. Governing Board

Pasadena City College was established in 1924 and is one of the largest community colleges in the nation in terms of enrollment. PCC is a single-campus district governed by a seven member Board of Trustees that is elected by seven areas within the District. Each Board member is elected to a four year term and no more than four Board positions stand for election at any one time. The Board has stable leadership and receives strong support from the community it represents.

Official Board policies do not permit board members to be employed by the District or to have family or personal financial investments related to the District.

Board meetings are held twice a month. The first meeting is an official board business meeting and the second is a study session providing the board an opportunity to openly discuss and learn about topics related to the College's mission and Educational Master Plan. Included in these study sessions has been an in-depth report on the distance learning program, its growth projections, and information about the resources provided to support students, faculty, and staff involved in distance learning.

4. Chief Executive Officer

The Superintendent/President of Pasadena Area Community College District is selected and appointed by the governing board. The responsibilities of the Superintendent/President include acting as the chief executive officer, administering Board policies and procedures, and providing direction and vision to the Pasadena Area Community College District.

The Board of Trustees directed the Superintendent/President to expand the Colleges distance education program to fulfill the Colleges Mission and the Education Master Plan's Mission Critical Priorities of student success, equity, and access.

5. Administrative Capacity

The College has sufficient administrative support in place to sustain a robust and rigorous curriculum, including distance education. The College has provided appropriate administrative personnel, a Director of Distance Education, to ensure proper oversight and support. The Director of Distance Education reports directly to the Vice President of Educational Services, works closely with the faculty chair of the College's Curriculum and Instruction Committee, and is in close communication with the Vice Presidents of Instruction, Information Technology, and Student and Learning Services.

6. Operational Status

The College provides educational opportunities for all students in distance education and traditional classroom settings that can lead to a two year associates degree, a certificate of achievement, or completion of a general education pattern (including the IGETC or CSU Breadth General Education pattern) that can lead to transfer to a four year institution. The majority of the courses offered at PCC are transferable and the College maintains a rigorous articulation program with four year intuitions.

7. Degrees

The College offers 2 different Associate degree programs, an AA with a major or area of emphasis and AS with a major or Certificate of Achievement in addition to 73 Certificate of Achievement programs of 18 or more semester units. Each degree and certificate requirement is clearly outlined in the College Catalog which is available online and in hard copy and is updated annually. The Associate in Arts degree is awarded in 19 disciplines and the Associate in Science degree with one of the 73 Certificates of Achievement. The College also has available 56 Occupational Skills Certificates, (less than 18 semester units) that support workforce development.

8. Educational Programs

The College offers general education, transfer, career and technical education certificates and developmental education coursework that are aligned with the Mission and Educational Master Plan of the College. All courses and programs must undergo a rigorous approval process by the College's Curriculum and Instruction Committee as well a six-year review process for relevance and revision. This includes all courses and programs that are offered through a distance education format.

For each course the college offers, the College Catalog indicates whether it articulates with a college or university in the state of California.

9. Academic Credit

Academic credit is granted based on California Education Code, Title 5 Section 55002.5. All curriculum and course content is reviewed on a six year cycle by the College's Curriculum and Instruction Committee for appropriate levels of quality and academic rigor. All courses offered in the distance education format are required to meet the same standards as traditional classroom-based courses.

10. Student Learning and Achievement

The College provides support for the analysis of student learning and achievement though its Institutional Planning and Research office (IPRO). IPRO maintains one fulltime released faculty member (Faculty Assessment Coordinator) who provides guidance and support on the development, assessment, and analysis of Student Learning Outcomes (SLOs) at the course, program, and general education levels of the College. The Faculty Assessment Coordinator also serves as the Chair of the College's C&I committee which reviews all curriculum for courses developed to be taught in a traditional classroom setting or in a distance education format. The C&I chair provides oversight and guidance in inclusion of student learning outcomes assessment strategies and techniques of all courses and programs brought before the C&I committee for revision, implementation, or review.

Additionally IPRO provides an annual fact book called "Observations", as well as providing data and analysis on student achievement to programs undergoing review. The analysis includes five year trends on success, retention, progression, and completion, and is broken down by demographics. Programs undergoing review can request additional data and information to inform the review process.

11. General Education

The general education curriculum at the College furthers student development of communication, cognition, information competency, social responsibility, and personal development. Critical thinking is a required component of all coursework at the College. All general education coursework regardless of delivery mode is of sufficient breadth, length, and rigor to encourage intellectual inquiry and development

12. Academic Freedom

College Policy 3100 (Appendix 11 PCC Policy 3100) ensures academic freedom for all members of college faculty regardless of the instructional mode used in the classroom. All college course content is approved by the Curriculum and Instruction Committee and the Board of Trustees regardless of instructional mode. The policy was last reviewed and revised by the Board of Trustees on November 19, 2003.

13. Faculty

Faculty at the College are encouraged to use whatever instructional modalities that will effectively achieve student learning and achievement. Every faculty member (tenured, tenure track, adjunct, or fulltime temporary) is provided the opportunity to participate in workshops, coursework, and seminars on teaching in a distance education format.

PCC currently employs 379 fulltime faculty members and 274 fulltime equivalent adjunct faculty. The College has committed to adding more fulltime faculty over the next three years in key areas of instruction. As new fulltime faculty are hired, they will be urged to attend seminars on teaching with technology and teaching in a distance education format as part of their first year orientation process.

14. Student Services

The College has strived over the last five years to provide complete access to all student support services online. The following student support services are currently offered online:

- o Admission
- o Registration
- o Orientation
- o Payment of fees and fee receipt
- o Grade lookup
- o Assessment results
- o Personal information look ups
- o Goal and major changes
- o Enrollment verification
- o Official transcript requests
- o Financial Aid (application, notification and funding)
- o Schedule of classes and college catalog
- o Course outlines and syllabus
- o Fee payment and refunds
- o Counseling
- o 24/7 technology resources and technical support
- o On-site Computer learning center and computer labs
- o Online bookstore
- o Disabled Students Programs and Services (DSP&S)
- o Library and library resources
- o Student grievance process
- o 24/7 online tutoring

15. Admissions

All of the College's admissions policies and procedures follow California Title 5 regulations for courses and programs, regardless of educational format.   Admissions policies and procedures are fully outlined in the College Catalog and in the Schedule of Classes, both of which are available online via the College's website. Every program, course, and/or course section is open to participation by any individual admitted to the College and who meets the required prerequisites that a program or course requires. Students who enroll in distance education courses follow the same registration policies and procedures as students who enroll in traditional face-to-face programs or courses. All admissions and registration activities are available online.

16. Information and Learning Resources

The College has an award winning library that offers a large selection of books, journals, and periodicals that are available in full text format online. Students can access all library support services in an online format including 24/7 live reference services, e-orientations, and e-interlibrary loan requests.

17. Financial Resources

Primary funding for the College is through the state of California, in addition to local taxes, tuition, and revenue generating local programs.   The College has been awarded several state and national grants that are used to develop innovative programs that support student learning. The College has been able to use this grant money to enhance the online experience of all students, but in particular to promote the engagement of students in distance education courses. The recent development of a First Year Portal is specifically designed to engage and inform students in an online environment (http://my.pasadena.edu/). The portal provides intuitive access to all College online services for both on-campus and online students.

The College has maintained an ample reserve over the last several years to ensure financial stability. This reserve has allowed the College to continue funding categorical programs in the areas of student support services despite the loss of revenue from the State due to budget shortfalls. The College continues to maintain conservative fiscal policies and practices to ensure the financial stability of the College even during difficult fiscal years this includes financial support of all distance education programs and courses.

18. Financial Accountability

PCC continues to use independent auditors from a Certified Public Accounting (CPA) firm to assess the financial statements of the College.   Annual audits are conducted and the results, findings, exceptions and/or recommendations are presented to the Board of Trustees and used to improve the College's fiscal stability (http://www.pasadena.edu/meetdocs/board_13645_A.pdf).

The development and offering of distance education courses does not change, alter, or affect in anyway the Colleges' ability to meet its financial obligations.

19. Institutional Planning and Evaluation

The College continues to engage in effective institutional planning and evaluation processes as evidenced by our shared governance structure. Additionally the College has recently developed a new Educational Master Plan (EMP) with specific benchmarks and metrics designed to sustain a continuous cycle of improvement for all college educational and support services including distance education. Furthermore the College has a well-documented and inclusive planning process that links directly to resource allocation and program review. All instructional programs during the program review process are required to address distance education coursework as it relates to success, retention and program completion.

The College's Institutional Effectiveness Committee (IEC) is charged with evaluating all instructional programs as well as support service programs through the program review process for effectiveness in promoting student learning in all instructional modes.

20. Public Information

Pasadena City College develops and publishes various annual publications including the College Catalog and Schedule of Classes; which are up-to-date, accurate and provide current and prospective students with the information they need to achieve their educational goals. These publications are available online via the College's website.

Additionally the College publishes an annual view book called "Observations" which provides students and the general public with information of the College's performance on key instructional and student support measures (http://www.pasadena.edu/IPRO/research/observations.cfm).

21. Relations with Accrediting Commission

Pasadena City College remains in compliance with all accreditation standards as evidenced by the recent affirmation of accreditation by the Commission. Furthermore the College's individual programs that require accreditation from other agencies remain in full compliance with all required standards. The College completes and files all necessary reports with all accrediting bodies associated with the College and its programs to ensure compliance with regulations and standards.   The development and offering of courses and programs through a distance education format does not change, alter, or affect in any way the College's ability to meet accreditation eligibility requirements.

F.   Accreditation Standards are met

Impacted Requirements

In March of 2009, during a comprehensive accreditation site visit, the following recommendation was made to the College:

Recommendation #3: The team recommends that the college establish and implement policies and procedures that define and ensure the quality and integrity of the distance education offerings and make these policies widely available to faculty. (IIA.1, IIA.1b)

Over the past three years the College has prepared a comprehensive set of distance education policies and procedures that were drafted by the College's Academic Senate Distance Education Committee. The policies and procedures were vetted by the College's Curriculum and Instruction Committee, and approved by the College's Academic Senate and Board of Trustees (Appendix 12 Distance Education Policies and Procedures). These comprehensive policies and procedures reflect current accreditation standards and best practices in distance learning.

Additionally the College included the following Improvement Plan in the 2009 Self Study submitted to the Commission.

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

The College has recognized the need to focus resources on distance education to ensure that all courses offered at the College, regardless of instructional format, meet the same rigorous academic standards. To that end, the College implemented a comprehensive professional development plan to ensure that all faculty teaching in a distance education format has core competencies in online teaching and learning. The core competencies include: best practices, pedagogical approaches, and compliance with standards, regulations and the College's internal policies and procedures. Since the implementation of a comprehensive distance education training program, the College has seen an increase in the success of our distance education courses and closing the gap between the two rates (See Figures 5 and 6).

Standard 1A: Mission

The Colleges distance education courses and programs support the College's mission to provide access to higher education for the diverse communities it serves. Additionally through distance education and educational technology professional development, the College is committed to ensuring that all course curricula, regardless of mode of instruction, are rigorous and comprehensive.

Standard 1B: Improving Institutional Effectiveness

The College has a Program Review process that incorporates learning outcomes assessment at the course, program, and general education levels. All educational programs are required to map course curricular learning outcomes to program learning outcomes and provide evidence that assessment practices are established, implemented, and used to improve student learning. Any improvement recommendations identified during the program review process are incorporated in the instructional tactical plans as improvement items, with specific actions, timelines and resources identified.

In developing the College's Educational Master Plan, it was agreed by campus constituents that the development of distance education courses was central to providing students with sufficient access to transfer and career and technical education courses. The College has achievement targets to measure progress on the fulfillment of the EMP. The Educational Master Plan Executive summary has been widely distributed on campus and is available on the Colleges' website as is the full document.

The metrics used to report course enrollment, success, retention and learning outcomes for traditional classroom instruction are used for distance education courses and provided to the College community. The College provides a 100% certificated manager reporting to a college Vice President to direct the Distance Education program. In this role, the Director is able to monitor the growth and quality of distance education courses as well as provide faculty with the training needed to ensure that all courses offered in a distance education format meet the same academically rigorous standards as face-to-face courses.

Standard 2A: Instructional Programs

The College is committed to providing students with access to the courses and programs they need to complete degrees, certificates, and prepare for transfer to a four year institution.

All distance education courses and programs offered by the College meet the same standards and rigor of our traditional courses taught face-to-face. Faculty members who wish to teach in a distance education format are provided both required and optional training in technology and pedagogy.

Recommendations set forth by the College's Academic Senate Distance Education Committee are the impetus for the College's formal Distance Education policies in addition to the College's Distance Education Faculty Handbook (http://online.pasadena.edu/faculty). The Distance Education Faculty Handbook:

- Articulates the mission and goals of the Distance Education Department, especially as they pertain to the Pasadena City College Educational Master Plan.
- Provides technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnishes information about training and mentoring for online and hybrid course delivery methods.
- Informs faculty about the mandatory policies and procedures that relate to distance education courses.
- Defines best practices in distance education and how those should be incorporated into course design and delivery.
- Offers comprehensive resources for ongoing faculty development.

Standard 2B: Student Support Services

All major student support services that are needed by students in face-to-face courses are available to students in distance education courses.   The following student support services are available online:

- o   Admission
- o   Registration
- o   Orientation
- o   Payment of fees and fee receipt
- o   Grade lookup
- o   Assessment results
- o   Personal information look ups
- o   Goal and major changes
- o   Enrollment verification
- o   Official transcript requests
- o   Financial Aid (application, notification and funding)
- o   Schedule of classes and college catalog
- o   Course outlines and syllabus
- o   Fee payment and refunds
- o   Counseling
- o   24/7 technology resources and technology support
- o   On-site Computer learning center and computer labs
- o   Online bookstore

- Disabled Students Programs and Services (DSP&S)
- Library and library resources
- Student grievance process
- 24/7 online tutoring

Standard 2C: Library and Learning Resources

The College has an award winning library that offers a large selection of full text ebooks, journals, and periodicals that are available 24/7 online. Students can also access all library support services in an online format including 24/7 live reference services, orientations, and interlibrary loan requests.

Standard 3A: Human Resources

All college instructors are required to meet minimum qualifications mandated for the discipline they teach. Instructors who wish to teach in a distance education mode must complete a required training program that includes core competencies in pedagogy and technology for online teaching and learning. Before any instructor is permitted to teach in a distance education format they must complete the 160-hour training or meet equivalency requirements as approved by the Director of Distance Education.

The Colleges Distance Education Department provides training every semester for instructors new to distance education, in addition to continued professional development for those already teaching online. The Distance Education Department currently employs three fulltime staff members and will soon be expanded to five fulltime staff members:

- Director of Distance Education (full time manager)
- Distance Education Specialist/Instructional Design - Classified
- Distance Education Web Specialist/Technical Support - Classified

Two additional positions have recently been approved:

- Instructional Designer/Educational Technologist – Tenured Faculty
- Distance Education Web Specialist/Educational Technology - Classified

Additionally the Academic Senate of the College has designated a C&I Distance Education Sub Committee to ensure all distance education courses meet the highest quality and standards. The Academic Senate also maintains a Distance Education Committee that recommends policies and procedures to the College, and works closely with the Distance Education Department.

Standard 3B: Physical Resources

The College's distance education courses and programs are supported by the Distanced Education Department as well as the College's Information Technology Services Department. The Distance Education Department and the Information Technology Services Department are located in the same building as the College's Library and Media Services. The Distanced Education Department has

convenient access to a fully equipped training room to conduct workshops and seminars to train and support faculty. Further, the college LMS is hosted off-campus and maintains an extremely high reliability quotient (99% plus).

Standard 3C: Technical Resources

All personnel in the Distance Education Department have comprehensive knowledge and abilities to effectively support faculty, staff, and students. Two classified staff members provide technical and instructional design training and support to assure the development and maintenance of quality distance education courses and materials.

The College maintains a contract with Blackboard Student Services (previously Presidium), to provide students, staff and faculty with 24/7 technical support for the College's Blackboard 9.1 (Bb9.1) learning management system.

Faculty at the College has access to a variety of technology tools to support instruction in an online environment. These include:

- *Blackboard Learn 9.1*, which provides virtual classroom for the College's online, hybrid, and web-enhanced courses. It offers a variety of features including announcement, chat, threaded discussion, wiki, blog, and course content spaces to support engaging and collaborative teaching and learning.

- *Blackboard Mobile Learn*, which offers access to the Bb9.1 online learning environment from any internet enabled mobile device.

- Educational video repositories, including *INTELECOM, Edustream and Films On Demand*. These ADA compliant videos can be seamlessly linked from within Blackboard courses.

- *Respondus*, which is used as a tool to easily develop assessments for the Blackboard system.

- *Tegrity Lecture Capture*, which allows faculty to record orientations, tutorials and demonstrations for their online and hybrid courses. Videos can be embedded directly in the Blackboard system or viewed within a searchable library.

- *Turnitin*, which faculty use as an anti-plagiarism, assessment and productivity tool. Turnitin is integrated into Blackboard enabling students to submit assignments through the learning management system.

- *VBRICK Streaming Server*, which allows for streaming full length documentaries and movie productions in a secure manner to the online course participants within the Bb9.1 system, without infringing on copyright restrictions.

- *Voicethread*, which supports collaborative learning spaces utilizing video, voice, and text commenting, which can also be embedded within the Blackboard system.

As faculty request new technologies, the Director of Distance Education and the VP of Information Technology (in consultation with groups such as the College's Learning Technologies Advisory Committee and the Administrative Technologies Advisory Committee) will assess and determine which technologies the College should implement based on a variety of parameters including pedagogy and cost.

Standard 3D: Financial Resources

Funding for all distance education courses and programs is through the College's general fund, as are all salaries and benefits for the staff in the Distance Education Department. Licensing and updates to the learning management system are supported through the College's general fund. Additional resources are allocated upon the request of the Director of Distance Education. All training is offered to full time and adjunct faculty free of charge with regards to distance education. During the 2010-2011 academic year the college hired a fulltime Director of Distance Education and moved all support personnel under her direction.   Appendix 7 outlines the 2010-2011 Distance education budget as well as the 2011-2012 adopted Distance Education budget which includes an additional $198,000 to support course development, faculty training, and additional software services.

Standard 4A: Decision-Making Roles and Processes

 All instructional programs offered at the College, regardless of instructional mode are under the purview of the Vice President of Instruction. All courses that are developed for distance education must be approved by the College's Curriculum and Instruction Committee prior to being offered in a distance education format. The Distance Education Office is supported by the Vice President of Educational Services who meets frequently with the Director of Distance Education and provides financial and staffing resources.   Each Academic Division of the College has an Instructional Dean who reports directly to the Vice President of Instruction. Instructional Deans meet on a biweekly basis with the Vice President of Instruction to review and discuss all academic and management issues concerning curriculum and instruction.   Faculty report to the instructional Dean of their academic division. Issues regarding the coordination and content of distance education courses are discussed with the Dean in addition to the Director of Distance Education.

All distance education courses are evaluated in the same manner as traditional classroom based courses and follow the faculty evaluation procedures outlined in the Colleges faculty union contract.

Standard 4B: Board and Administrative Organization

No changes have occurred within the Board of Trustees that would impact Standard 4B. However the College did establish and hire a Vice President of Information Technology in August of 2011.   The Vice President of Information Technology is responsible for all areas of technology on campus including any associated with or in support of distance education.

Appendices

Appendix 1 - Sections/Enrollment/Success/Retention De and FTF courses

Appendix 2 - EMP Community Survey

Appendix 3 - EMP Executive Summary

Appendix 4 - Student Technology Survey Research Finding

Appendix 5 - Approved DE Courses and Course Matrix

Appendix 6 - Academic Integrity California Community College Chancellor's Office

Appendix 7 - Distance Education Budget

Appendix 8 - 2011-2012 Distance Education Department Plan

Appendix 9 - BIT Program Review

Appendix 10 - Curriculum and Instruction Committee Form D

Appendix 11 - College Policy 3100 on Academic Freedom

Appendix 12 - College Policy 3230 on Distance Education

Appendix 1

Five Year Overview of Sections/Enrollment/Success/Retention Distance Education and Face-to-Face Courses

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Course	DE	Not DE	DE	Not DE	DE	Not DE	DE	Not DE	DE	Not DE	DE	Not DE	
ACCTG1B													
Count of Sections											4	6	10
Enrollment Count											162	252	414
Retention Rate											75.3%	81.7%	79.2%
Success Rate											61.1%	68.3%	65.5%
ANTHR1													
Count of Sections									1	9	1	9	20
Enrollment Count									47	382	44	356	829
Retention Rate									80.9%	91.4%	90.9%	91.3%	90.7%
Success Rate									40.4%	79.8%	72.7%	79.5%	77.1%
ANTHR1L													
Count of Sections	14		14		13		14		12		12		79
Enrollment Count	290		324		287		356		334		336		1927
Retention Rate	89.3%		86.7%		89.2%		89.9%		89.8%		90.8%		89.3%
Success Rate	66.9%		68.5%		73.9%		78.9%		76.9%		73.2%		73.3%
ANTHR2													
Count of Sections	3	7	4	16	4	19	2	11	3	21	2	11	103
Enrollment Count	133	304	172	608	181	704	97	594	132	905	76	465	4371
Retention Rate	75.9%	93.1%	76.7%	88.0%	75.7%	90.3%	88.7%	86.7%	88.6%	92.0%	78.9%	91.4%	88.3%
Success Rate	51.1%	80.6%	60.5%	74.8%	63.5%	68.2%	76.3%	65.3%	63.6%	73.1%	68.4%	73.8%	70.2%
ART5													
Count of Sections					1	1	2		1		1		6
Enrollment Count					33	17	60		26		27		163
Retention Rate					81.8%	94.1%	88.3%		100.0%		96.3%		90.8%
Success Rate					60.6%	70.6%	70.0%		88.5%		88.9%		74.2%
ASTRON12													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	130		114		119		228		343		328		1262
Retention Rate	80.8%		79.8%		68.9%		87.3%		76.7%		83.2%		80.3%
Success Rate	61.5%		57.0%		54.6%		55.7%		57.7%		57.6%		57.4%

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
BIOL11													
Count of Sections									5	52	5	52	114
Enrollment Count									147	1650	165	1739	3701
Retention Rate									95.2%	87.4%	98.2%	86.9%	88.0%
Success Rate									86.4%	70.8%	95.8%	72.6%	73.4%
BIOL1A													
Count of Sections									1	4			5
Enrollment Count									28	131			159
Retention Rate									100.0%	84.7%			87.4%
Success Rate									100.0%	67.2%			73.0%
BIOL39													
Count of Sections									2		5		7
Enrollment Count									56		162		218
Retention Rate									67.9%		71.0%		70.2%
Success Rate									51.8%		51.9%		51.8%
BIT10													
Count of Sections	4		6		6		4		4		5		29
Enrollment Count	120		172		152		116		114		185		859
Retention Rate	79.2%		73.8%		78.9%		71.6%		72.8%		74.6%		75.2%
Success Rate	62.5%		59.3%		66.4%		57.8%		65.8%		66.5%		63.2%
BIT100													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	64		35		46		56		50		73		324
Retention Rate	96.9%		97.1%		91.3%		87.5%		90.0%		75.3%		88.6%
Success Rate	56.3%		62.9%		39.1%		39.3%		54.0%		47.9%		49.4%
BIT102													
Count of Sections	2		3		2		2		2		2		13
Enrollment Count	73		82		61		50		55		60		381
Retention Rate	86.3%		85.4%		78.7%		62.0%		70.9%		70.0%		76.9%
Success Rate	54.8%		47.6%		49.2%		52.0%		67.3%		66.7%		55.6%
BIT104													
Count of Sections	1				2		2		2		2		9
Enrollment Count	25				40		49		61		58		233

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Retention Rate	28.0%				75.0%		75.5%		73.8%		67.2%		67.8%
Success Rate	28.0%				67.5%		63.3%		54.1%		58.6%		56.7%
BIT105A													
Count of Sections	2		2		3		4		3		3		17
Enrollment Count	74		82		96		113		90		95		550
Retention Rate	90.5%		81.7%		79.2%		81.4%		77.8%		76.8%		80.9%
Success Rate	66.2%		78.0%		55.2%		53.1%		66.7%		70.5%		64.2%
BIT105B													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	73		75		61		55		60		64		388
Retention Rate	87.7%		81.3%		90.2%		61.8%		78.3%		81.3%		80.7%
Success Rate	60.3%		73.3%		75.4%		60.0%		76.7%		59.4%		67.5%
BIT106													
Count of Sections					3		3		3		3		12
Enrollment Count					105		98		106		100		409
Retention Rate					73.3%		67.3%		73.6%		66.0%		70.2%
Success Rate					58.1%		54.1%		61.3%		50.0%		56.0%
BIT107													
Count of Sections	2		4		6		6		5		4		27
Enrollment Count	91		123		175		143		131		125		788
Retention Rate	91.2%		88.6%		80.6%		71.3%		69.5%		80.8%		79.6%
Success Rate	71.4%		65.9%		57.1%		64.3%		61.1%		72.8%		64.6%
BIT108													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	68		70		64		55		49		61		367
Retention Rate	82.4%		81.4%		79.7%		81.8%		61.2%		65.6%		76.0%
Success Rate	58.8%		57.1%		67.2%		69.1%		55.1%		62.3%		61.6%
BIT109													
Count of Sections	2		2		2	1	4		4		4		19
Enrollment Count	69		67		63	22	94		103		106		524
Retention Rate	79.7%		74.6%		85.7%	86.4%	83.0%		77.7%		73.6%		79.0%
Success Rate	68.1%		62.7%		68.3%	68.2%	66.0%		64.1%		63.2%		65.3%
BIT113													

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Count of Sections	3		2		2		2		2		2		13
Enrollment Count	63		54		62		54		43		58		334
Retention Rate	84.1%		90.7%		87.1%		53.7%		69.8%		70.7%		76.6%
Success Rate	54.0%		75.9%		45.2%		46.3%		34.9%		62.1%		53.6%
BIT115													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	65		50		55		52		48		65		335
Retention Rate	81.5%		90.0%		94.5%		88.5%		79.2%		80.0%		85.4%
Success Rate	64.6%		74.0%		85.5%		71.2%		62.5%		60.0%		69.3%
BIT11A													
Count of Sections	5	11	7	9	6	6	4	10	7	7	6	7	85
Enrollment Count	156	256	187	212	171	155	135	273	201	213	176	227	2362
Retention Rate	85.9%	84.0%	86.6%	81.1%	74.9%	68.4%	74.8%	81.7%	81.6%	77.9%	80.1%	81.5%	80.3%
Success Rate	65.4%	70.7%	69.0%	67.0%	60.8%	56.1%	58.5%	59.3%	61.7%	61.0%	68.8%	60.8%	63.5%
BIT11B													
Count of Sections	3	1	6		4	1	4	2	4	2	4	2	33
Enrollment Count	104	32	151		115	23	103	52	110	63	110	70	933
Retention Rate	78.8%	90.6%	80.8%		74.8%	87.0%	57.3%	78.8%	59.1%	68.3%	72.7%	75.7%	72.9%
Success Rate	59.6%	65.6%	64.2%		51.3%	52.2%	49.5%	59.6%	50.0%	54.0%	57.3%	61.4%	56.6%
BIT122													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	44		46		45		53		62		62		312
Retention Rate	56.8%		80.4%		84.4%		81.1%		62.9%		74.2%		73.1%
Success Rate	22.7%		69.6%		73.3%		75.5%		50.0%		67.7%		60.3%
BIT123													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	53		67		66		49		70		73		378
Retention Rate	69.8%		68.7%		66.7%		75.5%		68.6%		72.6%		70.1%
Success Rate	50.9%		61.2%		59.1%		67.3%		55.7%		53.4%		57.7%
BIT124													
Count of Sections	2		2		2		2		2		2		12
Enrollment Count	56		49		45		45		55		70		320
Retention Rate	73.2%		85.7%		82.2%		71.1%		56.4%		81.4%		75.0%

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Success Rate	42.9%		73.5%		77.8%		55.6%		32.7%		47.1%		53.4%
BIT128A													
Count of Sections	2		2		4		4		4		3		19
Enrollment Count	76		72		120		94		117		88		567
Retention Rate	92.1%		94.4%		87.5%		91.5%		85.5%		78.4%		87.8%
Success Rate	76.3%		73.6%		69.2%		75.5%		70.9%		51.1%		69.3%
BIT128B													
Count of Sections	2		2		3		3		3		2		15
Enrollment Count	68		59		80		77		90		55		429
Retention Rate	91.2%		98.3%		93.8%		79.2%		83.3%		92.7%		89.0%
Success Rate	67.6%		79.7%		73.8%		61.0%		65.6%		70.9%		69.2%
BIT132													
Count of Sections					1		2		2		2		7
Enrollment Count					15		23		44		48		130
Retention Rate					66.7%		78.3%		72.7%		62.5%		69.2%
Success Rate					66.7%		65.2%		56.8%		45.8%		55.4%
BIT133A													
Count of Sections	3		5		5		5		5		5		28
Enrollment Count	116		137		137		149		170		140		849
Retention Rate	87.1%		84.7%		83.2%		83.9%		84.1%		80.7%		83.9%
Success Rate	69.0%		75.2%		70.1%		70.5%		68.8%		63.6%		69.5%
BIT133B													
Count of Sections	3		5		3		5		5		5		26
Enrollment Count	94		136		79		115		141		120		685
Retention Rate	81.9%		72.8%		75.9%		80.9%		85.1%		79.2%		79.4%
Success Rate	66.0%		66.9%		63.3%		64.3%		70.9%		64.2%		66.3%
BIT25													
Count of Sections	3	9	4	7	5	5	5	8	5	6	5	6	68
Enrollment Count	101	229	111	153	135	120	168	215	160	180	157	169	1898
Retention Rate	79.2%	88.6%	81.1%	92.8%	81.5%	80.0%	73.8%	86.0%	76.9%	89.4%	76.4%	88.2%	83.4%
Success Rate	56.4%	83.0%	57.7%	76.5%	63.0%	66.7%	58.3%	66.5%	60.0%	73.9%	67.5%	72.2%	68.0%
BUS10													
Count of Sections	6	8	6	5	6	4	6	5	8	4	8	4	70

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Enrollment Count	113	252	150	178	155	150	157	186	498	177	501	167	2684
Retention Rate	82.3%	79.0%	77.3%	74.7%	83.9%	66.0%	86.0%	75.3%	81.1%	78.0%	79.6%	83.8%	79.2%
Success Rate	59.3%	54.0%	58.7%	51.1%	62.6%	46.7%	66.9%	59.1%	61.0%	67.8%	63.9%	70.7%	60.6%
BUS114													
Count of Sections			3	1	4		4	1	1		2		16
Enrollment Count			67	21	95		99	26	26		57		391
Retention Rate			73.1%	81.0%	67.4%		70.7%	69.2%	69.2%		87.7%		73.1%
Success Rate			55.2%	47.6%	47.4%		38.4%	53.8%	53.8%		64.9%		49.9%
BUS115													
Count of Sections			2	2	3	1	2	1	1		1		13
Enrollment Count			56	48	60	25	55	26	29		32		331
Retention Rate			67.9%	72.9%	55.0%	72.0%	80.0%	61.5%	79.3%		68.8%		69.2%
Success Rate			48.2%	50.0%	40.0%	48.0%	67.3%	46.2%	58.6%		50.0%		51.1%
BUS14A													
Count of Sections							2	2	2	2	2	2	12
Enrollment Count							60	58	68	66	81	76	409
Retention Rate							85.0%	79.3%	83.8%	80.3%	85.2%	86.8%	83.6%
Success Rate							68.3%	65.5%	80.9%	60.6%	74.1%	71.1%	70.4%
BUS14B													
Count of Sections									1	1	1	1	4
Enrollment Count									29	13	34	25	101
Retention Rate									69.0%	92.3%	91.2%	96.0%	86.1%
Success Rate									58.6%	69.2%	76.5%	92.0%	74.3%
BUS2													
Count of Sections	2	1	4	10	4	10	4	10	3	9	2	4	63
Enrollment Count	40	28	117	346	118	373	122	371	92	366	67	175	2215
Retention Rate	77.5%	96.4%	81.2%	75.4%	82.2%	75.1%	86.9%	85.7%	90.2%	82.2%	94.0%	79.4%	81.3%
Success Rate	57.5%	85.7%	56.4%	63.9%	54.2%	63.8%	68.9%	70.6%	59.8%	66.4%	76.1%	69.1%	65.6%
BUS9													
Count of Sections	6	17	6	15	10	16	10	16	10	17	8	19	150
Enrollment Count	150	636	173	597	264	630	281	655	303	735	219	797	5440
Retention Rate	91.3%	80.8%	91.3%	81.6%	88.6%	84.6%	86.1%	85.3%	87.5%	91.7%	92.7%	88.5%	86.6%
Success Rate	69.3%	67.9%	70.5%	67.0%	74.2%	68.4%	69.0%	68.1%	65.0%	76.6%	81.3%	73.1%	70.7%

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
CIS1													
Count of Sections	5	4	7	3	4	1	3		2				29
Enrollment Count	129	128	183	89	113	27	105		58				832
Retention Rate	72.1%	89.8%	79.2%	80.9%	84.1%	92.6%	86.7%		91.4%				82.8%
Success Rate	43.4%	81.3%	51.4%	64.0%	59.3%	85.2%	74.3%		72.4%				62.6%
CIS10													
Count of Sections	28	19	31	17	38	13	42	15	45	12	44	9	313
Enrollment Count	830	535	919	493	1127	387	1262	488	1431	387	1397	311	9567
Retention Rate	80.8%	86.4%	86.8%	88.4%	84.6%	92.2%	86.8%	89.8%	89.7%	94.3%	83.0%	92.6%	86.8%
Success Rate	64.2%	73.3%	66.1%	74.2%	66.3%	80.6%	62.1%	75.8%	67.9%	78.3%	66.4%	79.7%	68.6%
CIS16													
Count of Sections			1		1		2		2		2		8
Enrollment Count			27		29		40		45		53		194
Retention Rate			88.9%		82.8%		80.0%		55.6%		56.6%		69.6%
Success Rate			66.7%		69.0%		62.5%		31.1%		43.4%		51.5%
CIS165													
Count of Sections					1		1		1		1		4
Enrollment Count					14		19		14		21		68
Retention Rate					85.7%		100.0%		92.9%		95.2%		94.1%
Success Rate					57.1%		57.9%		85.7%		71.4%		67.6%
CIS166													
Count of Sections					1		1		1				3
Enrollment Count					10		11		14				35
Retention Rate					90.0%		81.8%		85.7%				85.7%
Success Rate					80.0%		72.7%		57.1%				68.6%
CIS167													
Count of Sections					1		1		1		1		4
Enrollment Count					8		10		12		19		49
Retention Rate					100.0%		100.0%		91.7%		94.7%		95.9%
Success Rate					87.5%		90.0%		91.7%		68.4%		81.6%
CIS168													
Count of Sections	1		1		1		1		1		2		7
Enrollment Count	12		10		9		7		10		31		79

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Retention Rate	100.0%		100.0%		100.0%		85.7%		90.0%		90.3%		93.7%
Success Rate	100.0%		80.0%		100.0%		71.4%		80.0%		64.5%		78.5%
CIS169													
Count of Sections			1										1
Enrollment Count			13										13
Retention Rate			69.2%										69.2%
Success Rate			46.2%										46.2%
CIS169A													
Count of Sections					1		1		1				3
Enrollment Count					6		10		10				26
Retention Rate					100.0%		80.0%		90.0%				88.5%
Success Rate					83.3%		70.0%		80.0%				76.9%
CIS180													
Count of Sections					1								1
Enrollment Count					17								17
Retention Rate					76.5%								76.5%
Success Rate					52.9%								52.9%
CIS181													
Count of Sections					1								1
Enrollment Count					18								18
Retention Rate					61.1%								61.1%
Success Rate					50.0%								50.0%
CIS182													
Count of Sections					1								1
Enrollment Count					18								18
Retention Rate					88.9%								88.9%
Success Rate					88.9%								88.9%
CIS192													
Count of Sections	4		3		2		2		2		2		15
Enrollment Count	67		59		34		49		50		50		309
Retention Rate	71.6%		66.1%		82.4%		63.3%		68.0%		74.0%		70.2%
Success Rate	58.2%		50.8%		55.9%		55.1%		48.0%		56.0%		54.0%
CIS22													

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Count of Sections					1		1		1		1		4
Enrollment Count					19		19		21		26		85
Retention Rate					73.7%		73.7%		81.0%		88.5%		80.0%
Success Rate					47.4%		68.4%		52.4%		73.1%		61.2%
CIS30													
Count of Sections	3	1	3		4		3		2		3		19
Enrollment Count	67	15	70		82		58		53		95		440
Retention Rate	89.6%	60.0%	82.9%		82.9%		84.5%		81.1%		87.4%		84.1%
Success Rate	62.7%	46.7%	71.4%		58.5%		67.2%		67.9%		73.7%		66.4%
CIS31													
Count of Sections			1		2		2		1				6
Enrollment Count			33		47		48		27				155
Retention Rate			57.6%		83.0%		72.9%		66.7%				71.6%
Success Rate			42.4%		57.4%		52.1%		55.6%				52.3%
CIS50													
Count of Sections			1		1		1		1		1		5
Enrollment Count			17		13		23		28		20		101
Retention Rate			88.2%		76.9%		73.9%		82.1%		95.0%		83.2%
Success Rate			70.6%		53.8%		65.2%		67.9%		80.0%		68.3%
CIS55													
Count of Sections			1		1		1		1		1		5
Enrollment Count			20		14		25		31		29		119
Retention Rate			65.0%		71.4%		84.0%		77.4%		65.5%		73.1%
Success Rate			65.0%		35.7%		76.0%		67.7%		62.1%		63.9%
CIS60													
Count of Sections			1		1		1		1		1		5
Enrollment Count			16		15		23		23		27		104
Retention Rate			75.0%		86.7%		87.0%		87.0%		74.1%		81.7%
Success Rate			50.0%		60.0%		78.3%		56.5%		74.1%		65.4%
CIS62													
Count of Sections					1	1	2	2	2	2	2	2	14
Enrollment Count					20	17	52	41	58	46	57	41	332
Retention Rate					95.0%	94.1%	75.0%	82.9%	74.1%	78.3%	80.7%	58.5%	77.4%

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Success Rate					70.0%	76.5%	73.1%	61.0%	65.5%	39.1%	75.4%	31.7%	60.8%
CIS64													
Count of Sections	2		1		1		1						5
Enrollment Count	30		16		18		22						86
Retention Rate	73.3%		93.8%		77.8%		86.4%						81.4%
Success Rate	60.0%		81.3%		44.4%		54.5%						59.3%
CIS80													
Count of Sections					2		2		2		2		8
Enrollment Count					26		41		41		47		155
Retention Rate					61.5%		58.5%		68.3%		53.2%		60.0%
Success Rate					50.0%		43.9%		39.0%		40.4%		42.6%
CS1													
Count of Sections			2		3		3		4		4		16
Enrollment Count			54		83		79		111		99		426
Retention Rate			81.5%		78.3%		93.7%		80.2%		70.7%		80.3%
Success Rate			55.6%		59.0%		67.1%		53.2%		56.6%		58.0%
CS2													
Count of Sections	1	1											2
Enrollment Count	18	16											34
Retention Rate	83.3%	93.8%											88.2%
Success Rate	77.8%	93.8%											85.3%
EDUC100													
Count of Sections	1												1
Enrollment Count	8												8
Retention Rate	100.0%												100.0%
Success Rate	87.5%												87.5%
ESL459													
Count of Sections			7		6		5		3		5		26
Enrollment Count			126		137		122		78		126		589
Retention Rate			91.3%		92.7%		95.9%		96.2%		96.0%		94.2%
Success Rate			86.5%		90.5%		87.7%		93.6%		92.9%		90.0%
FASH2													
Count of Sections									3	4	3	2	12

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Enrollment Count									61	88	60	49	258
Retention Rate									65.6%	81.8%	70.0%	87.8%	76.4%
Success Rate									44.3%	55.7%	48.3%	75.5%	55.0%
GEOG1													
Count of Sections											5	14	19
Enrollment Count											190	640	830
Retention Rate											84.7%	89.8%	88.7%
Success Rate											72.1%	75.9%	75.1%
GEOL12													
Count of Sections	1	4											5
Enrollment Count	37	112											149
Retention Rate	62.2%	64.3%											63.8%
Success Rate	48.6%	42.0%											43.6%
HED2A													
Count of Sections							1	1	4		2		8
Enrollment Count							33	33	134		105		305
Retention Rate							75.8%	72.7%	92.5%		92.4%		88.5%
Success Rate							66.7%	69.7%	82.8%		74.3%		76.7%
HED44													
Count of Sections	1	16	1	16			3	36	23	23	35	19	173
Enrollment Count	82	488	77	484			120	1270	768	782	1332	758	6161
Retention Rate	96.3%	88.5%	62.3%	89.0%			95.0%	90.9%	86.1%	92.7%	87.0%	92.1%	89.3%
Success Rate	68.3%	74.2%	51.9%	72.3%			80.8%	74.8%	65.9%	82.4%	70.0%	80.1%	73.8%
HIST2A													
Count of Sections									3	6	3	2	14
Enrollment Count									96	201	85	72	454
Retention Rate									57.3%	84.1%	82.4%	80.6%	77.5%
Success Rate									35.4%	60.2%	62.4%	58.3%	55.1%
HIST2B													
Count of Sections									1	2	2	2	7
Enrollment Count									25	74	41	69	209
Retention Rate									76.0%	85.1%	68.3%	78.3%	78.5%
Success Rate									40.0%	71.6%	31.7%	62.3%	56.9%

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
HIST7A													
Count of Sections	4	42	3	36	3	39	3	39	4	37	4	34	248
Enrollment Count	407	1578	276	1330	357	1456	422	1447	632	1442	618	1292	11257
Retention Rate	76.9%	77.5%	68.5%	74.7%	71.7%	75.5%	71.8%	81.8%	77.7%	84.5%	75.4%	82.0%	78.1%
Success Rate	48.6%	55.4%	39.1%	54.1%	51.8%	58.2%	45.7%	66.8%	50.9%	66.8%	50.0%	66.9%	58.2%
HIST7B													
Count of Sections	2	34	2	37	2	38	2	37	2	35	2	35	228
Enrollment Count	250	1424	253	1406	340	1442	360	1454	409	1302	389	1296	10325
Retention Rate	68.0%	83.8%	64.4%	80.4%	72.9%	80.7%	74.7%	82.3%	83.9%	83.3%	84.3%	84.3%	81.2%
Success Rate	56.4%	68.3%	43.9%	59.7%	52.6%	62.8%	53.6%	61.1%	61.9%	63.0%	52.7%	60.1%	60.9%
HUMAN4													
Count of Sections	4	9	4	7	4	9	4	8	3	9	3	8	72
Enrollment Count	764	631	812	610	823	651	827	615	574	346	639	404	7696
Retention Rate	95.3%	91.9%	95.0%	90.5%	97.4%	88.9%	97.6%	93.3%	97.7%	89.0%	96.7%	84.7%	93.8%
Success Rate	80.2%	77.2%	83.9%	71.6%	90.6%	73.6%	94.0%	79.8%	93.9%	79.8%	92.6%	70.8%	83.2%
LIB1													
Count of Sections					3	2	2	3	2	2	2	2	18
Enrollment Count					77	34	50	68	46	42	49	45	411
Retention Rate					74.0%	85.3%	86.0%	85.3%	91.3%	92.9%	91.8%	86.7%	85.6%
Success Rate					50.6%	58.8%	58.0%	73.5%	71.7%	71.4%	71.4%	71.1%	65.2%
MA115													
Count of Sections			1	5	2	8							16
Enrollment Count			28	151	66	238							483
Retention Rate			75.0%	60.9%	72.7%	68.1%							66.9%
Success Rate			64.3%	48.3%	54.5%	55.9%							53.8%
MATH3													
Count of Sections			4	25	4	26	3	29	5	28	6	30	160
Enrollment Count			138	885	91	964	81	1053	149	974	185	1057	5577
Retention Rate			58.0%	71.5%	39.6%	73.9%	44.4%	72.5%	68.5%	76.0%	62.2%	73.9%	71.7%
Success Rate			39.9%	47.3%	26.4%	54.3%	28.4%	52.4%	48.3%	53.3%	45.4%	53.2%	50.8%
MRKTG20													
Count of Sections	1	2	4	2	5	1	5		3		3		26
Enrollment Count	19	67	100	58	135	26	143		90		87		725

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Retention Rate	94.7%	50.7%	65.0%	70.7%	64.4%	92.3%	54.5%		55.6%		58.6%		61.8%
Success Rate	57.9%	37.3%	36.0%	58.6%	36.3%	92.3%	41.3%		37.8%		48.3%		43.3%
MUSIC124A													
Count of Sections	2						2		2				6
Enrollment Count	18						35		38				91
Retention Rate	77.8%						82.9%		78.9%				80.2%
Success Rate	77.8%						82.9%		78.9%				80.2%
MUSIC124B													
Count of Sections							1		2				3
Enrollment Count							2		5				7
Retention Rate									80.0%				71.4%
Success Rate									80.0%				71.4%
MUSIC21													
Count of Sections									1	7	2	14	24
Enrollment Count									32	377	68	781	1258
Retention Rate									84.4%	85.9%	72.1%	87.8%	86.3%
Success Rate									56.3%	66.3%	41.2%	64.4%	63.5%
NUTRI11													
Count of Sections	4	7	6	18	8	17	8	17	9	14	9	14	131
Enrollment Count	75	453	217	1131	317	1052	323	1104	406	905	403	895	7281
Retention Rate	80.0%	89.0%	85.3%	88.2%	77.9%	87.5%	91.3%	89.2%	91.1%	92.4%	94.8%	89.4%	89.0%
Success Rate	56.0%	71.7%	65.9%	66.8%	64.7%	70.6%	78.9%	72.5%	79.8%	75.9%	85.6%	75.3%	72.8%
PHILO25													
Count of Sections											1	12	13
Enrollment Count											29	400	429
Retention Rate											79.3%	91.3%	90.4%
Success Rate											72.4%	78.0%	77.6%
PHYS10													
Count of Sections	9	7	17	6	20	9	21	7	16	4	14	3	133
Enrollment Count	247	308	453	229	529	267	563	244	498	139	497	118	4092
Retention Rate	87.0%	89.0%	85.7%	91.3%	86.0%	94.4%	89.0%	95.1%	88.4%	92.1%	88.7%	95.8%	89.1%
Success Rate	79.4%	85.4%	77.0%	88.6%	77.1%	91.4%	80.5%	94.3%	82.5%	85.6%	81.3%	87.3%	82.7%
PHYS1A													

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Count of Sections							1	3	5	6	4	6	25
Enrollment Count							25	80	136	172	105	173	691
Retention Rate							80.0%	80.0%	78.7%	79.1%	83.8%	83.8%	81.0%
Success Rate							80.0%	76.3%	64.7%	69.2%	70.5%	74.6%	71.1%
PHYS1B													
Count of Sections	1		1	2			3	1	5	1	5	2	21
Enrollment Count	26		17	31			75	32	138	29	144	48	540
Retention Rate	84.6%		94.1%	83.9%			86.7%	90.6%	92.8%	96.6%	89.6%	89.6%	90.0%
Success Rate	65.4%		88.2%	77.4%			73.3%	87.5%	82.6%	86.2%	77.1%	81.3%	79.3%
PHYS1C													
Count of Sections							1		2	1	2	1	7
Enrollment Count							23		58	7	63	27	178
Retention Rate							100.0%		98.3%	85.7%	95.2%	96.3%	96.6%
Success Rate							100.0%		98.3%	85.7%	90.5%	85.2%	93.3%
PHYS31A													
Count of Sections											1	1	2
Enrollment Count											23	21	44
Retention Rate											82.6%	76.2%	79.5%
Success Rate											82.6%	76.2%	79.5%
PHYS31B													
Count of Sections											1	1	2
Enrollment Count											29	30	59
Retention Rate											82.8%	100.0%	91.5%
Success Rate											75.9%	100.0%	88.1%
PHYSC2													
Count of Sections	5	7	8	6	8	9	10	8	10	6	9	7	93
Enrollment Count	142	192	190	182	223	246	234	242	236	175	232	208	2502
Retention Rate	90.8%	89.6%	95.3%	85.2%	95.1%	83.3%	96.2%	90.1%	90.3%	94.3%	95.3%	91.8%	91.4%
Success Rate	78.2%	85.9%	88.9%	83.5%	83.0%	75.6%	90.6%	85.5%	85.6%	91.4%	88.8%	87.0%	85.4%
PHYSC3													
Count of Sections					3		3		3		3		12
Enrollment Count					46		91		101		103		341
Retention Rate					65.2%		89.0%		80.2%		85.4%		82.1%

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Success Rate					56.5%		78.0%		65.3%		68.9%		68.6%
PHYSO2A													
Count of Sections									1	4			5
Enrollment Count									23	105			128
Retention Rate									87.0%	81.9%			82.8%
Success Rate									56.5%	66.7%			64.8%
POLSC1													
Count of Sections	8	70	8	70	9	70	9	69	10	68	10	63	464
Enrollment Count	722	3298	613	3239	589	3371	762	3468	1090	3094	1065	3197	24508
Retention Rate	81.3%	82.6%	72.4%	83.9%	75.2%	84.0%	76.8%	85.9%	75.7%	86.0%	81.2%	87.2%	83.5%
Success Rate	68.8%	67.5%	52.9%	70.6%	58.1%	70.5%	50.4%	73.4%	60.1%	73.8%	68.2%	75.4%	69.6%
PSYCH1													
Count of Sections	14	50	14	56	18	56	18	54	16	48	16	41	401
Enrollment Count	1042	2105	1047	2294	1073	2246	1260	2255	1261	2025	1315	1888	19811
Retention Rate	80.3%	86.2%	80.3%	85.9%	76.3%	84.9%	77.1%	89.8%	83.7%	89.4%	80.1%	87.1%	84.5%
Success Rate	64.4%	67.4%	62.8%	66.6%	57.5%	65.4%	55.7%	69.8%	62.7%	71.5%	66.1%	66.0%	65.6%
PSYCH21													
Count of Sections	3	18	1	8	1	8	1	8	1	6	1	6	62
Enrollment Count	209	733	72	318	75	339	106	318	201	252	198	279	3100
Retention Rate	76.6%	81.2%	65.3%	76.1%	86.7%	82.3%	78.3%	84.0%	87.6%	85.3%	86.4%	85.3%	81.9%
Success Rate	54.5%	69.0%	47.2%	65.1%	73.3%	59.9%	65.1%	64.5%	55.2%	59.9%	60.6%	66.3%	63.2%
PSYCH24													
Count of Sections			1	4	1	4	1	4	1	4	1	4	25
Enrollment Count			171	180	176	174	197	177	195	187	202	172	1831
Retention Rate			83.0%	90.0%	82.4%	89.7%	77.7%	91.0%	89.2%	95.2%	92.1%	93.0%	88.3%
Success Rate			67.8%	87.2%	59.1%	83.9%	57.9%	72.9%	71.8%	81.3%	79.2%	82.0%	74.2%
SOCIO1													
Count of Sections	2	28	4	41	4	41	4	40	4	39	4	40	251
Enrollment Count	333	1159	470	1648	426	1724	653	1578	768	1586	777	1596	12718
Retention Rate	80.2%	86.3%	74.9%	87.6%	73.2%	90.4%	76.3%	87.6%	80.9%	91.2%	77.9%	90.9%	86.0%
Success Rate	64.0%	70.9%	33.0%	75.6%	37.1%	78.1%	37.5%	76.5%	45.3%	78.1%	41.6%	78.1%	67.2%
STAT15													
Count of Sections					2		3		3		4		12

Academic Year	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		Grand Total
Enrollment Count					63		82		99		110		354
Retention Rate					68.3%		82.9%		78.8%		76.4%		77.1%
Success Rate					52.4%		64.6%		55.6%		60.0%		58.5%
Total Count of Sections	190	373	245	424	292	416	306	447	346	502	356	497	4394
Total Enrollment Count	8043	14979	9495	16921	10589	16880	11953	18423	14681	19618	15680	20385	177647
Total Retention Rate	82.6%	84.0%	81.3%	83.3%	80.8%	83.5%	81.8%	85.9%	82.8%	87.3%	82.6%	86.7%	84.0%
Total Success Rate	64.4%	68.4%	62.9%	66.9%	63.5%	67.7%	63.6%	70.1%	64.7%	71.4%	66.6%	71.1%	67.4%

Appendix 2

MEMORANDUM

to   Robert Miller

from   Mindy Craig

re   **Educational Master Plan Survey**

date   3/9/10

Introduction

The Pasadena Area Community College District (PACCD) conducted a web-based survey as part of its Educational Master Plan (EMP) data collection and outreach efforts. A total of 1,020 respondents completed a series of questions designed to gauge the relative importance of a number of issues impacting students, staff and faculty, and the broader PCC community. The survey was developed from the list of emerging issues presented to the College previously and identified from the Town Hall Meetings, Environmental Scan and internal PCC meetings. The intent of the survey is to validate and prioritize those issues to inform the development of the Educational Master Plan

The survey was provided online on the Pasadena Community College website, as well as the EMP website, from January 28, 2010 to March 1, 2010. PACCD conducted extensive outreach in an effort to encourage community members and the PCC community to participate in the survey. PACCD worked closely with local government agencies, school districts, chambers of commerce, neighborhood associations and other community groups to spread the word through a variety of media, including email, print newsletters, and local blogs. The District also worked with its Board of Trustees and college faculty and staff to promote the survey via their networks. The survey was also advertised in the PCC college bulletin.

Survey questions and responses are included as Attachment A. A summary of survey results by sub-group is included as Attachment B. Attachment C includes a sample of open-ended survey responses.

Summary of Survey Responses

The following is a summary of survey findings. Overall, respondents overwhelmingly indicated that all of the issues identified were at least somewhat important to them. Therefore, the following findings focus on the priorities indicated by the results.

Survey Respondents

Over 73 percent of respondents identified themselves as current or former PCC students. 34 percent of respondents identified themselves as PCC faculty, administration, or staff, and 29 percent as students. 16 percent of respondents were community members, 2.8 percent identified themselves as business owners and 16 percent indicated "other".

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Although survey respondents were not reflective of the PACCD area population, the sampling of responses, in both quantity and respondent type, is reasonable for a web-based survey of this kind. There were a disproportionate number of respondents 51 to 64 years of age (46 percent). The survey did have a relatively good proportion of respondents ages 15 to 24 (15.7 percent) in comparison to the population as a whole. The age groups least represented were those under 18 and between the ages of 25 and 30.

Priority Themes

Substantive survey questions were presented according to six overarching categories, or themes. Respondents ranked these themes by assigning a level of relative importance to each ("1" being most important and "6" being least important). These themes are listed in order of priority below. Student success was by far the most important, with 65.6 percent of respondents ranking it as the number one priority theme for PACCD.

1. Student success
2. An efficient education
3. A 21st century learning institution
4. Building and maintaining a sense of community
5. Facility needs
6. Diversifying funding

Priority Actions

Survey participants were asked to assign a level of importance to a series of issues corresponding to each of the six themes addressed in the survey. Answer options included: "extremely important", "somewhat important", "neutral", "not very important", "not important at all", and "unsure/no opinion". The survey included one series of questions designed to gather feedback exclusively from faculty, staff and administration.

Survey results indicate that ten issues were considered extremely important by at least 60 percent of respondents. Several trends emerged from these findings, including the need to improve technology tools and management; to better connect and communicate with four-year institutions; and the need to increase basic skills and transfer classes. Specifically, the following issues were rated high.

1. Connect and build relationships to 4-year colleges and universities
2. Update technology hardware
3. Increase availability of prerequisite courses
4. Update database and campus software
5. Provide extensive basic skills courses (fundamentals in writing, math, etc.)
6. Improve transition from high school to PCC and from PCC to 4-year
7. Increase the availability and number of transfer courses
8. Outline clear expectations and requirements for new students
9. Improve access to academic counselors and tutors
10. Build local and community support for PCC

The following table compares the proportion of faculty, staff and administration; students; and community members[1] that ranked each of the priority actions as extremely important. Of the ten top-ranking issues identified above, updating technology and improving technology management was ranked the highest among PCC faculty, staff and administration. PCC students identified building relationships with 4-year universities and increasing the availability of transfer and prerequisite courses as the most important issues. Priority issues among members of the community include providing basic skills courses, building relationships with 4-year colleges and universities, and building local community support for PCC. Additional details by question are provided in Attachment B.

	Issue	Faculty, Staff, Admin. (344)	Students (299)	Community (213)	Other (169)
1.	Connecting and building relationships to 4-year colleges and universities	58.2%	**86.7%**	73.4%	76.4%
2.	Update technology hardware	**69.2%**	N/A*	N/A	N/A
3.	Increasing availability of prerequisite courses	64.5%	**74.9%**	71.7%	66.9%
4.	Update database and campus software	**67.5%**	N/A	N/A	N/A
5.	Providing extensive basic skills courses	56.4%	68.4%	74.2%	**77.9%**
6.	Improving transition from high school to PCC and from PCC to 4-year	61.3%	**68.4%**	67.9%	65.7%
7.	Increasing the availability and number of transfer courses	56.9%	**76.7%**	59.3%	66.2%
8.	Outlining clear expectations and requirements for new students	63.3%	65.0%	56.8%	**72.4%**
9.	Improving access to academic counselors and tutors	55.3%	**72.8%**	52.4%	61.1%
10.	Building local community support for PCC	60.4%	53.2%	**65.1%**	64.2%

Certain questions were only asked of the PCC faculty and staff.

In the rest of the survey, there are several areas of substantive differences between the groups in ranking of issues of importance. The following are the most notable:

1. 72.8 percent of students ranked "improving access to academic counselors and tutors" as extremely important in comparison approximately 55 percent of all other respondents.

2. Only 45.3 percent of faculty/staff indicated that "increasing programs in mathematics, science, and engineering" was extremely important compared to 66.4 percent of students.

3. 41.7 percent of students ranked "coordinating programs and services with nearby community colleges" as extremely important compared to 28 percent of faculty/staff respondents.

4. Just 11 percent of community respondents indicated that "adding new facilities to the existing campus" was extremely important compared to 31.4 percent of students.

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[1] Members of the "community" subgroup include those who identified themselves as a community member or resident, business owner, K-12 school administrator or faculty, or elected official.

5. 42.1 percent of students ranked "enhancing alternative transportation options for students" as extremely important compared to faculty and staff.

Important Issues

The following section presents an overview of the top issues identified as "extremely important" by at least 40 percent of the respondents.[2] This analysis suggests that the following issues are also very important to address in the Educational Master Plan.

Student Success
1. Increasing programs in mathematics, science and engineering (57.4%)
2. Enhancing curriculum to improve communication, collaboration, analytical thinking and time management (54.2%)
3. Adding capacity to maxed-out programs such as nursing (52.6%)
4. Creating programs that support returning veterans (40.6%)

Efficient Education
1. Providing a faster, smoother registration process (49.1%)
2. Improving access and processing of financial aid (48.1%)
3. Using facilities more efficiently (47.2%)
4. Making first-time enrollment easier (46.2%)

21st Century Learning
1. Offering faculty and staff training to develop and support new ways of teaching (52.2%)
2. Increasing and enhancing health, science and math interactive laboratory facilities (48.6%)
3. Developing more on-campus technology-rich and interactive courses (44.0%)

Building and Maintaining a Sense of Community
1. Enhancing a sense of community among students and faculty (43.1%)

Facility Needs
1. Completing building upgrades for seismic safety (57.6%)
2. Adding "wired" technology classrooms (52.8%)
3. Designing facilities with universal access (for all ages and physical abilities) (47.7%)
4. Filling buildings in underutilized time periods, such as Fridays and weekends (44.4%)
5. Upgrading sewer, water and other infrastructure systems (43.4%)
6. Build new/updated science and math lab facilities (41.6%)

Diversifying Funding
1. Utilizing programs that can be supported by grant funding (53.2%)
2. Exploring programs that can be supported by grant funding (52.3%)
3. Contracting with major employers and industry groups for specialized programs (48.1%)
4. Utilizing the PCC Foundation and alumni to diversify funding (46.4%)

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[2] Issues listed here are those that fall between the 40th and 60th percentile.

Non-Priority Issues

The following topics were rated as "extremely important" by 25 percent or less of survey participants. Overall, these issues are important to consider, but they do not rank as top priorities.

- Increasing the number of distance education courses (25.0%)
- Adding new facilities to the existing campus (24.3%)
- Providing off-campus facilities to bring programs closer to students (21.1%)
- Increasing study abroad opportunities (14.4%)

Conclusion

Survey findings suggest that strategies to improve student access to essential classes, information, services and programs should be considered a priority in the EMP. These include:

- Providing extensive basic skills courses, including fundamentals in writing and math;
- Outlining clear expectations and requirements for new students;
- Improving access to academic counselors and tutors;
- Improve technology and computer systems District-wide;
- Increasing the availability and number of transfer courses; and
- Prioritize registration for students with program completion goals.

Further, survey results suggest that PACCD should work to strengthen community at the College and foster collaboration with other institutions to achieve District goals, including improving the transition from high school to PCC and from PCC to 4-year institutions. Identified strategies include connecting and building relationships to 4-year colleges and universities; building local and community support for PCC; and building a collaborative culture between staff, administration and faculty.

In terms of facilities, seismic upgrades and the provision of new wireless technology ranked the highest in this category. Respondents generally thought it was more important to upgrade or better utilize existing facilities than to build new facilities elsewhere. Developing a new health science and math lab facilities did register as important.

In closing, this survey assists in validating that the issues identified are the critical ones to be included in the Educational Master Plan and that there are a number of critical items that should be given priority by the College.

Attachment A: Summary of Web-Based Survey Responses

Respondent Information

Have you ever been a student at PCC?		
Answer Options	**Response Percent**	**Response Count**
Yes	**73.1%**	715
No	26.9%	263
answered question		978
skipped question		20

Are you interested in taking classes at PCC in the future?		
Answer Options	**Response Percent**	**Response Count**
Yes	**65.6%**	637
No	34.4%	334
answered question		971
skipped question		27

Please tell us your age:		
Answer Options	**Response Percent**	**Response Count**
Under 15	0.2%	2
16 - 18	2.6%	25
19 - 24	13.1%	128
25 - 30	8.1%	79
31 - 50	29.1%	283
51 - 64	**32.2%**	314
65 or older	14.7%	143
answered question		974
skipped question		24

Respondent Information (continued)

Please indicate your affiliation to the Pasadena Area Community College District (select one).		
Answer Options	**Response Percent**	**Response Count**
PCC Student	28.2%	280
PCC Faculty, Administration or Staff	**34.5%**	342
Community Member/Resident	16.0%	159
Business Owner	2.8%	28
K-12 School Administrator or Faculty	0.9%	9
Elected Official	0.9%	9
Other	16.6%	165
answered question		**992**
skipped question		**6**

For Faculty, Staff and Administration

Please indicate how important you think the following themes are by checking the appropriate box.							
Answer Options	Extremely Important	Somewhat Important	Neutral	Not Very Important	Not At All Important	Unsure/ No Opinion	Response Count
Increasing staffing for counselors, translators, maintenance staff and aides	**38.3%**	30.8%	21.8%	3.4%	2.2%	3.4%	321
Ensuring consistent, relevant staff evaluations	36.0%	**38.5%**	18.6%	5.0%	0.6%	1.3%	317
Providing better management of technology in classrooms	**57.5%**	28.4%	10.3%	1.6%	0.0%	2.2%	320
Making maintenance of facilities faster and more efficient	34.0%	**40.6%**	21.1%	3.1%	0.3%	0.9%	318
Prioritizing registration for students with program completion goals	**46.6%**	32.6%	14.3%	2.5%	0.9%	3.1%	322
Adjusting the add/drop policy to prioritize goal-oriented students	33.2%	**33.9%**	22.3%	5.0%	1.3%	4.4%	319
Making more use of existing staff by expanding classifications	25.6%	**30.6%**	25.3%	4.7%	4.7%	9.1%	320
Improving communication between disciplines/divisions	**48.3%**	37.9%	11.6%	1.9%	0.0%	0.3%	319
Making better use of email and electronic media in communications with students	**42.5%**	41.0%	13.7%	1.2%	0.0%	1.6%	322
Improved orientation and mentoring for staff and faculty	39.4%	**40.9%**	16.6%	2.2%	0.9%	0.0%	320
Building a collaborative culture between staff, administration and faculty	**57.3%**	32.7%	7.8%	2.2%	0.0%	0.0%	321
Integrating adjunct faculty to build ownership and commitment	**41.1%**	34.5%	17.9%	2.5%	0.3%	3.8%	319
Updating technology hardware	**69.2%**	25.5%	4.7%	0.3%	0.0%	0.3%	318
Updating Database and Campus Software	**67.5%**	25.3%	5.9%	0.6%	0.0%	0.6%	320
Improving the connection between the Community Education Center and Pasadena Campus	29.2%	**33.9%**	24.2%	7.5%	1.2%	4.0%	322
Are there any other issues or concerns that you feel should be a priority for the Educational Master Planning effort?							71
answered question							**322**
skipped question							**676**

Student Success

How can PCC meet its primary mission to help students achieve their academic and career goals? (Please indicate how important you think the following themes are by checking the appropriate box.)							
Answer Options	Extremely Important	Somewhat Important	Neutral	Not Very Important	Not At All Important	Unsure/ No Opinion	Response Count
Providing extensive basic skills courses (fundamentals in writing, math, etc.)	**67.0%**	21.2%	7.8%	2.3%	0.6%	1.1%	886
Expanding English as a second language programs and services	32.8%	**33.4%**	19.5%	7.3%	4.4%	2.6%	881
Improving relationships and connections with K-12 schools	35.0%	**35.5%**	20.5%	5.2%	1.8%	2.0%	884
Connecting and building relationships to 4-year colleges and universities	**72.3%**	22.6%	4.3%	0.3%	0.1%	0.3%	882
Improving access to academic counselors and tutors	**60.5%**	28.4%	8.7%	1.0%	0.3%	1.0%	884
Increasing programs in mathematics, science, and engineering	**57.4%**	28.2%	11.2%	0.8%	0.3%	2.0%	885
Enhancing curriculum to improve communication, collaboration, analytical thinking and time management	**54.2%**	31.0%	10.9%	2.3%	0.2%	1.4%	886
Creating programs supporting returning veterans	**40.6%**	36.0%	17.9%	2.7%	1.1%	1.7%	885
Adding capacity to maxed-out programs such as nursing	**52.6%**	29.5%	13.4%	1.8%	0.7%	2.0%	881
Increasing the availability and number of transfer courses	**64.4%**	27.2%	6.6%	0.7%	0.0%	1.1%	885
Outlining clear expectations and requirements for new students	**64.1%**	26.5%	7.9%	0.6%	0.2%	0.7%	884
Are there any other student successes or concerns that you feel should be a priority for this Educational Master Planning effort?							213
						answered question	887
						skipped question	111

Efficient Education

How can PCC ensure that students achieve their academic and career goals efficiently and effectively? (Please indicate how important you think the following themes are by checking the appropriate box.)							
Answer Options	Extremely Important	Somewhat Important	Neutral	Not Very Important	Not At All Important	Unsure/ No Opinion	Response Count
Improving transition from high school to PCC and from PCC to 4-year	**65.6%**	25.2%	7.5%	0.8%	0.0%	0.9%	868
Increasing availability of prerequisite courses	**69.1%**	25.1%	4.6%	0.5%	0.0%	0.7%	862
Using facilities more efficiently	**47.2%**	35.2%	14.0%	1.2%	0.0%	2.5%	867
Providing a faster, smoother registration process	**49.1%**	30.1%	15.3%	1.7%	0.7%	3.0%	867
Making first-time enrollment easier	**46.2%**	28.5%	18.4%	3.0%	0.9%	3.0%	866
Improving access and processing of financial aid	**48.1%**	29.7%	16.1%	1.4%	0.3%	4.4%	863
Coordinating programs and services with nearby community colleges	33.5%	**37.0%**	20.8%	4.7%	1.3%	2.7%	865
Are there any other efficiency issues that you feel should be priority for the Educational Master Planning effort?							126
						answered question	869
						skipped question	129

21st Century Learning

How can PCC provide and sustain state-of-the-art academics and support services? (Please indicate how important you think the following themes are by checking the appropriate box.)							
Answer Options	Extremely Important	Somewhat Important	Neutral	Not Very Important	Not At All Important	Unsure/ No Opinion	Response Count
Developing more on-campus technology-rich and interactive courses	**44.0%**	39.1%	12.7%	1.8%	0.6%	1.9%	844
Increasing the number of distance education courses	25.0%	**36.1%**	24.3%	7.1%	2.7%	4.8%	840
Increasing study abroad opportunities	14.4%	27.5%	**36.0%**	13.9%	5.2%	3.0%	840
Training professionals for "green" jobs and industries	**39.5%**	33.9%	19.3%	3.6%	2.8%	0.8%	843
Developing one-of-a-kind programs that make PCC stand out	**36.8%**	36.7%	18.9%	4.6%	2.1%	0.8%	845
Offering faculty and staff training to develop and support new ways of teaching	**52.2%**	32.3%	11.2%	2.5%	1.1%	0.7%	845
Enhancing sustainability practices on the campus	**37.9%**	33.5%	16.7%	4.4%	2.1%	5.3%	842
Increasing and enhancing health, science and math interactive laboratory facilities	**48.6%**	32.0%	15.3%	1.2%	0.7%	2.3%	844
Enhancing alternative transportation options for students	30.6%	**33.9%**	23.3%	7.1%	2.5%	2.6%	841
Are there any other issues or concerns about the future of education that you feel should be a priority for the Educational Master Planning effort?							116
						answered question	846
						skipped question	152

Sense of Community

How can PCC increase the feeling of ownership and loyalty to the College?							
Answer Options	Extremely Important	Somewhat Important	Neutral	Not Very Important	Not At All Important	Unsure/ No Opinion	Response Count
Enhancing a sense of community among students and faculty	**43.1%**	39.3%	13.6%	2.1%	1.3%	0.6%	840
Broadening the diversity of faculty and staff to better match student body	26.8%	**28.8%**	27.2%	8.9%	6.4%	1.8%	839
Creating programs and services to bring students together	32.6%	**37.6%**	21.6%	5.2%	1.8%	1.2%	841
Building facilities that encourage gathering and interaction	31.2%	**35.4%**	22.3%	6.4%	3.3%	1.3%	839
Creating small work group spaces for studying and collaboration	**39.2%**	36.7%	17.1%	4.2%	1.9%	1.0%	837
Are there any other issues or concerns about the College community that you feel should be a priority for the Educational Master Planning effort?							108
						answered question	841

Facility Needs

What kind of facilities does PCC need to support students, programs and services? (Please indicate how important you think the following themes are by checking the appropriate box.)							
Answer Options	Extremely Important	Somewhat Important	Neutral	Not Very Important	Not Important At All	Unsure/ No Opinion	Response Count
Adding new facilities to the existing campus	24.3%	**38.5%**	23.5%	6.4%	2.2%	5.1%	826
Providing off-campus facilities to bring programs closer to students	21.1%	**30.6%**	29.9%	11.5%	3.6%	3.2%	823
Building new/updated health science and math lab facilities	**41.6%**	31.6%	19.0%	2.0%	1.2%	4.5%	819
Filling buildings in underutilized time periods, such as Fridays and weekends	**44.4%**	31.7%	16.7%	3.4%	1.1%	2.7%	824
Completing building upgrades for seismic safety	**57.6%**	26.3%	11.2%	1.8%	0.8%	2.2%	824
Upgrading sewer, water and other infrastructure systems	**43.4%**	31.9%	17.6%	1.9%	1.0%	4.1%	822
Designing facilities with universal access (for all ages and physical abilities)	**47.7%**	31.2%	15.0%	3.4%	0.9%	1.8%	821
Improving maintenance of facilities	34.6%	**37.7%**	19.9%	2.9%	1.3%	3.5%	823
Creating small group work areas	27.2%	**36.8%**	23.9%	7.5%	2.0%	2.7%	817
Adding "wired" technology classrooms	**52.8%**	29.1%	11.4%	2.7%	1.6%	2.3%	814
Are there any other issues or concerns about facilities that you feel should be a priority for the Educational Master Planning effort?							106
answered question							828
skipped question							170

Diversifying Funding

How can PCC effectively fund facilities improvements, program enhancements and services? (Please indicate how important you think the following themes are by checking the appropriate box.)							
Answer Options	**Extremely Important**	**Somewhat Important**	**Neutral**	**Not Very Important**	**Not Important At All**	**Unsure/ No Opinion**	**Response Count**
Decreasing reliance on State funding	31.3%	**37.6%**	18.5%	4.1%	2.5%	6.1%	809
Contracting with major employers and industry groups for specialized programs	**48.1%**	32.7%	12.6%	1.9%	1.0%	3.7%	810
Partnering with cities or other public agencies for specialized instruction	**43.9%**	37.7%	13.0%	1.5%	1.0%	3.0%	809
Building local community support for PCC	**60.1%**	28.1%	9.8%	1.1%	0.2%	0.6%	808
Developing a bond measure to fund capital improvements	**32.4%**	31.9%	23.5%	4.1%	2.7%	5.4%	809
Exploring programs that can be supported by grant funding	**52.3%**	33.8%	10.7%	1.0%	0.4%	1.8%	813
Utilizing programs that can be supported by grant funding	**53.2%**	32.3%	11.0%	1.1%	0.6%	1.7%	810
Utilizing the PCC Foundation and alumni to diversify funding	**46.4%**	34.6%	14.7%	1.2%	0.4%	2.7%	810
Are there any other issues or concerns about funding that you feel should be a priority for the Educational Master Planning effort?							81
						answered question	814
						skipped question	184

Priority Themes

The key issues identified in the previous questions are grouped into six themes. Which of these themes is most important to you? Please rank each theme 1-6 from most important (1) to least important (6).							
Answer Options	**1**	**2**	**3**	**4**	**5**	**6**	**Response Count**
Student Success	**65.6%**	17.2%	7.3%	2.8%	2.2%	4.9%	715
An Efficient Education	13.7%	**39.0%**	21.5%	10.7%	9.0%	6.1%	692
A 21st Century Learning Institution	14.9%	19.9%	**30.7%**	18.2%	9.2%	7.0%	697
Building and Maintaining a Sense of Community	3.6%	9.5%	13.5%	**28.1%**	21.5%	23.7%	687
Facility Needs	3.4%	9.8%	15.6%	23.7%	**31.2%**	16.3%	705
Diversifying Funding	7.8%	8.2%	12.6%	13.5%	22.6%	**35.3%**	733
						answered question	791
						skipped question	207

Attachment B: Web-Based Survey Results by Sub-Group

The following tables provide a comparison of the proportion of respondent sub-groups who identified each issue as "extremely important."

Student Success

	Faculty, Staff, Administration (344)	Students (299)	Community (213)	Other (169)
Providing extensive basic skills courses (fundamentals in writing, math, etc.)	56.4%	68.4%	74.2%	77.9%
Expanding English as a second language programs and services	28.4%	35.4%	36.5%	33.1%
Improving relationships and connections with K-12 schools	34.0%	28.5%	44.1%	35.9%
Connecting and building relationships to 4-year colleges and universities	58.2%	86.7%	73.4%	76.4%
Improving access to academic counselors and tutors	55.3%	72.8%	52.4%	61.1%
Increasing programs in mathematics, science, and engineering	45.3%	66.4%	61.6%	62.1%
Enhancing curriculum to improve communication, collaboration, analytical thinking and time management	50.3%	52.5%	54.2%	62.8%
Creating programs supporting returning veterans	39.2%	38.9%	39.5%	48.3%
Adding capacity to maxed-out programs such as nursing	47.9%	53.7%	58.2%	54.9%
Increasing the availability and number of transfer courses	56.9%	76.7%	59.3%	66.2%
Outlining clear expectations and requirements for new students	63.3%	65.0%	56.8%	72.4%

Efficient Education

	Faculty, Staff, Administration (344)	Students (299)	Community (213)	Other (169)
Improving transition from high school to PCC and from PCC to 4-year	61.3%	68.4%	67.9%	65.7%
Increasing availability of prerequisite courses	64.5%	74.9%	71.7%	66.9%
Using facilities more efficiently	51.0%	49.8%	40.3%	45.5%
Providing a faster, smoother registration process	54.8%	51.2%	43.0%	39.2%
Making first-time enrollment easier	51.1%	44.1%	44.9%	41.3%
Improving access and processing of financial aid	46.2%	54.7%	43.9%	45.4%
Coordinating programs and services with nearby community colleges	28.0%	41.7%	28.5%	37.3%

21st Century Learning

	Faculty, Staff, Administration (344)	Students (299)	Community (213)	Other (169)
Developing more on-campus technology-rich and interactive courses	40.1%	48.5%	43.5%	45.7%
Increasing the number of distance education courses	22.0%	28.3%	25.5%	28.4%
Increasing study abroad opportunities	9.0%	24.1%	10.4%	15.7%
Training professionals for "green" jobs and industries	40.0%	41.9%	36.3%	36.2%
Developing one-of-a-kind programs that make PCC stand out	35.6%	44.7%	28.8%	36.9%
Offering faculty and staff training to develop and support new ways of teaching	55.5%	51.5%	48.9%	49.3%
Enhancing sustainability practices on the campus	38.0%	44.4%	31.5%	34.0%
Increasing and enhancing health, science and math interactive laboratory facilities	39.8%	56.8%	45.1%	57.4%
Enhancing alternative transportation options for students	26.5%	42.1%	23.6%	31.4%

Building and Maintaining a Sense of Community

	Faculty, Staff, Administration (344)	Students (299)	Community (213)	Other (169)
Enhancing a sense of community among students and faculty	45.8%	44.0%	39.7%	39.3%
Broadening the diversity of faculty and staff to better match student body	23.8%	36.2%	25.0%	21.4%
Creating programs and services to bring students together	32.8%	40.8%	24.5%	29.3%
Building facilities that encourage gathering and interaction	31.9%	37.9%	20.7%	31.4%
Creating small work group spaces for studying and collaboration	37.7%	50.4%	28.8%	36.4%

Facility Needs

	Faculty, Staff, Administration (344)	Students (299)	Community (213)	Other (169)
Adding new facilities to the existing campus	28.2%	31.4%	11.1%	20.7%
Providing off-campus facilities to bring programs closer to students	15.1%	26.3%	23.3%	23.9%
Building new/updated health science and math lab facilities	37.5%	47.3%	44.1%	37.8%
Filling buildings in underutilized time periods, such as Fridays and weekends	40.0%	48.5%	50.0%	40.0%
Completing building upgrades for seismic safety	60.0%	57.0%	53.1%	57.8%
Upgrading sewer, water and other infrastructure systems	44.2%	44.9%	37.8%	45.2%
Designing facilities with universal access (for all ages and physical abilities)	49.0%	51.5%	40.2%	47.0%
Improving maintenance of facilities	36.8%	38.8%	28.9%	31.9%
Creating small group work areas	22.3%	37.2%	19.6%	31.6%
Adding "wired" technology classrooms	57.0%	50.0%	49.4%	53.7%

Diversifying Funding

	Faculty, Staff, Administration (344)	Students (299)	Community (213)	Other (169)
Decreasing reliance on State funding	29.4%	35.6%	30.3%	30.1%
Contracting with major employers and industry groups for specialized programs	38.3%	48.9%	57.1%	57.5%
Partnering with cities or other public agencies for specialized instruction	37.4%	45.6%	48.3%	51.1%
Building local community support for PCC	60.4%	53.2%	65.1%	64.2%
Developing a bond measure to fund capital improvements	34.4%	35.6%	27.4%	28.4%
Exploring programs that can be supported by grant funding	48.8%	54.3%	54.5%	53.7%
Utilizing programs that can be supported by grant funding	50.0%	56.4%	53.7%	54.5%
Utilizing the PCC Foundation and alumni to diversify funding	44.4%	45.7%	52.8%	46.3%

Attachment C: Example Open-Ended Responses

Survey respondents provided over 1000 open-ended responses addressing the six themes identified. The following represents a random sample of these comments.

Student Success

- "Embed fundamental skills in all courses."
- "Students entering college should already have basic skills."
- "Expand Vocational Education Programs."
- "What about the disabled? Both curriculum and physical access!"
- "Don't forget Art."
- "Encourage students to join clubs and do volunteer work."

Efficient Education

- "Revise the waiting list procedures to maintain limits on class size."
- "Mandatory new student orientation, mandatory assessment for new students, clear explanation of college expectations."
- "Make all available financial assistance easier to find, via internet or other means. Include any local scholarships."
- "Increase counseling and assistance with goal setting.
- These statements, in my opinion, are almost impossible to rate lower than 'extremely important.' The question may be "As opposed to what?"

21st Century Learning

- "The quality of professors and the abundance of learning resources provided should be prioritize before any other aspects. It's the fundamental of what 'schools' are for."
- "Bring science facilities into the 21st century!"
- "Create more staff development opportunities for faculty around new ways of teaching."
- "Since over half of PCC student population resides out of PACCD, meet with the transit authorities to improve services. Some students I know take 2 or 3 busses to come to PCC!"

Sense of Community

- "Stronger top-down leadership; don't get paralyzed by shared governance."
- "Latino students lack role models as teachers. This Master Plan should not only try to have a diverse faculty body but do whatever it takes to accomplish it."
- "We need to hire the best faculty we can hire, not necessarily the most diverse."
- "There need to be places on campus for college life."

Facility Needs

- "Wireless, not wired!"
- "Schools need to keep up with the evolving learning styles of their students. Today's students expect the latest technology, simulation labs, streamed media, etc."

- "Smart physical placement of related learning facilities will help bring people with similar interests of study closer together."
- "Keep your standards high; without them you'll be just another undistinguished community college."
- "Facilities should be functional. Avoid spending resources for 'pretty'."

Diversifying Funding

- "Work to generate popular support for adequate public funding of education in California."
- "Partner with cities, public agencies and community based organizations to offer services and intern opportunities to current and prospective students."
- "Contracting with corporations and other special interest groups is dangerous in that it could detract from pure learning and create a sense of marketing and branding, as we've seen with lobbyists in Washington."
- "The less you rely on the state, the fewer problems you will have."

Appendix 3

Proud Past, Global Future

The purpose of our Educational Master Plan (EMP) is to guide the college's **transformation** to educate students for this global 21st century.

Our EMP establishes our college's most important priorities and goals as a continuing guide to our actions and our decisions about the allocation of resources.

Pasadena City College (PCC) was founded in 1924 in a spirit of innovation to respond to the dynamic needs of our community. Through the Great Depression, earthquake, World War and many other challenges, Pasadena City College has changed with the changing needs of our students. Our current Educational Master Plan will indeed bring change and renewal to Pasadena City College. It is precisely because we are open to this change that we are keeping faith with our College's proud past.

Mission: Student Learning and Success

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.

Vision: *Our Global Future*

By our 90th anniversary celebration in 2014, Pasadena City College will be the leading community college in California as defined by the key student success outcomes of transfers to four year universities, associate degrees awarded and workforce certificates awarded.

Our college motto, **Proud Past, Global Future** is at once a statement of respect for our long heritage of excellence and a statement of our aspiration to become the first truly "global" California community college in every sense of the word — a diverse faculty and staff and a diverse curriculum that prepares our students for a 21st century global economy without boundaries.

Participation

During the 2009-10 and 2010-11 academic years, PCC with its consultant MIG, conducted over 25 campus and community town hall meetings to develop the college's new EMP. To further assure widespread student, faculty, staff, and management participation and engagement,

the college President established the EMP/Accreditation Faculty-Based Task Team in July of 2010 to verify and expand upon the college's and MIG's work. This effort culminated in an all-campus Flex Day activity on September 29, 2010 to review the work of MIG, the College, and the Task Team.

Mission Critical Priorities

Twelve mission critical priorities, each of which is accompanied by a variety of strategies, have emerged through an ongoing dialogue with the PCC community, the Board of Trustees, faculty, staff, managers, and students. These mission critical priorities, listed below, were developed based on qualitative and quantitative data gathered in the EMP's Environmental Scan.

A. Student Success, Equity, and Access

B. Professional Development

C. Technology

D. Pathways: K-12, 2-Year, 4-Year, and Community Connections

E. Student Support Services

F. Institutional Effectiveness

G. Enrollment Management

H. Sustainability

I. Revenue Enhancement Strategies

J. Life-Long Learning

K. Curriculum Responsive to Market Needs

L. Facilities and Resource Management

Project 90

PCC will celebrate its 90th anniversary during the 2014-2015 academic year. The college has challenged itself to become the premier community college in California by that time. Building on the extensive work done during this process, the EMP/Accreditation Faculty-Based Task Team worked efficiently to identify five achievement areas that are tied to our priorities, measure our progress, and evaluate our effectiveness. The first phase of this effort is **PROJECT 90: Guiding PCC into the Future.**

The Signature Goals reflect the vision developed in this plan and further defines what it means to take PCC to the Highest Level. The Student Achievement Areas and Targets (below)

align with the priorities developed during the EMP process and will serve as benchmarks to help adjust and improve strategies as PCC implements this plan.

Signature Goals

- Guaranteed Enrollment for In-District High School Students

- Premier Transfer California Community College

- Degree and Certificate Programs that Address Market-Place Needs

- Cutting-Edge Learning Environments (Pedagogy, Technology, and Facilities)

- Dedication to Lifelong Learning

- A Sustainable College Community

Student Success Achievement Areas and Targets: 2010-2015

Student Success Achievements	September 2010 Baseline	2010-2011 Target	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target
Transfers to 4-Year Institutions	PCC – 1787 (4th in CA) #1 college in CA – 1930	1787	1787	1858	1932	2048
Associate Degrees Awarded	PCC – 1687 (7th in CA) #1 college in CA – 2594*	1687	2483	2648	2814	2979**
Associate STEM Degrees Awarded	PCC – 362*** (3rd in CA) #1 college in CA – 778*	362	400	440	490	550
Certificates Awarded (18+Units)	PCC – 1187 (3rd in CA) #1 college in CA – 1564	1306	1424	1543	1662	1781
Basic Skills Sequence Completion Rate	PCC Math – 13%**** English – 36%**** ESL – 21%****	Math – 13% English – 36% ESL – 21%	Math – 16% English – 43% ESL – 25%	Math – 18% English – 50% ESL – 29%	Math – 21% English – 58% ESL – 34%	Math – 23% English – 65% ESL – 38%

*   Multi-campus district

**   Of all students who identify degree completion as their goal, the degree is completed within 2 years of full-time enrollment if the students started at college-level English and math.

***   PCC currently offers a degree in Natural Sciences. Other degrees in science, technology, engineering, and math (STEM) have yet to be developed. The baseline figure "362" is defined by the course-taking behavior of PCC students who are enrolled in STEM courses but do not necessarily seek an AA degree.

****   Completion rate is based on Level One entry. The number of levels in PCC's pre-transfer sequences: Math – 3, English – 2, and ESL – 5.

Mission Critical Priorities and Strategies

A. Student Success, Equity, and Access

A1 Start students right and ensure their path toward goal completion

A1.1 Ensure that all students who place into developmental math, English, and ESL have access to sustained orientations, for example, summer bridges and "jams"

A2 Improve success of our diverse student body in the pursuit and persistence of students' educational and career goals

A2.1 Develop short and intense course offerings in basic skills to accelerate course and sequence completion

A2.2 Develop more hybrid and online courses to expand the availability of transfer and CTE courses

A3 Place special emphasis on underperforming students and close the achievement gap for African Americans and Latinos

A3.1 Hire faculty, staff, and managers committed to serving underperforming students

A3.2 Engage all departments campuswide in working with basic skills/underprepared students

B. Professional Development

B1 Create and sustain a culture of ongoing professional learning at all levels of the institution

B1.1 Provide all faculty, staff, and managers with the training needed to work effectively with underprepared students

B1.2 Offer a well-defined and extensive professional mentoring program to enhance cross-discipline and interdisciplinary learning

B1.3 Support and reward effective teaching approaches, including success in using hybrid formats and alternative methods of instruction
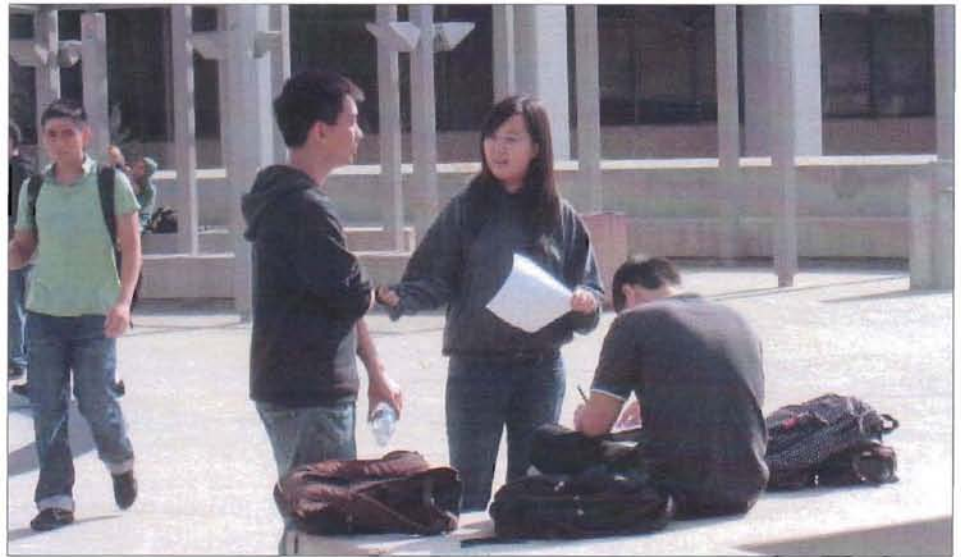
B1.4 Support a culture of innovation by rewarding new approaches and improvements in all areas of the college (facilities, administration, academics, and student services)

B2 Create centers of excellence and innovation hubs that are cross-functional and cross-divisional

B2.1 Provide professional development opportunities for faculty, staff, and managers to learn about new trends and effective practices

B2.2 Develop consistent training programs to enable faculty, staff, and managers to learn new technology as it becomes available

C. Technology

C1 Identify and address the technology needs and leadership that support the successful operations of the institution

C1.1 Implement a technology plan that ensures that all systems are fully integrated and reduces duplication of effort

C1.2 Increase the use of technology to enhance productivity and efficiency

C2 Identify and address the technology needs that support innovative and successful teaching and learning methodologies

C2.1 Enhance and grow distance learning programs, hybrid and online courses

C2.2 Create state-of-the-art "learning studios" for the development of faculty innovations

C2.3 Ensure that all classrooms are equipped with state-of-the-art technologies

C3 Identify and address the technology needs that sustain all student support service areas

C3.1 Provide varied student communication mechanisms (online, smart phones, social networks, etc.) to address students' needs

C3.2 Create a state-of-the-art, easily accessible student information system i.e., admissions, registration, advisement, counseling, etc.

C3.3 Re-envision the application, admission, financial aid, degree audit, and other student services processes to leverage web-based tools

C4 Identify and address students' technology training needs to prepare them for technology-driven professions

C4.1 Review and update course curricula to address real-world technology demands

D. Pathways: K-12, Two-Year, Four-Year, and Community Connections

D1 Create K-12 school pathways programs to engage all PCC feeder high schools, particularly high schools within the PCC district

D1.1 Evaluate and implement model pathway programs, i.e.,LBUSD/ LBCFC/CSULB

D2 Develop cohort pathways to ensure program and course series are aligned in a logical sequence for efficient completion

D2.1 Build student pathways from noncredit to credit, as well as first-year and transfer pathways

D2.2 Create clear definitions of Science, Technology, Engineering, Math (STEM) majors, degrees, and certificates

D2.3 Increase the number of transfer pathways

D2.4 Guarantee timely progression through degree and certificate programs

D3 Engage in partnerships with four-year institutions to facilitate articulation and transfer

D4 Provide programs to meet educational, training, and skill-development needs of the businesses within the region

D4.1 Adjust curricula to prepare students for success in a global, and multicultural society

D4.2 Strengthen community and alumni pathways

D4.3 Utilize labor market studies and other labor-needs assessments to develop and revise courses, programs, and curricula

D5 Engage the PCC Board of Trustees in community outreach in support of constituent needs and student success

E. Student Support Services

E1 Support students effectively and efficiently in and out of the classroom

E1.1 Provide comprehensive, integrated, and sustained support to students (monitor, mentor, and stay-in-touch)

E1.2 Develop an interactive online student educational plan system

E1.3 Broaden the range of student counseling services, such as in-classroom and online advisement, and informal question-and-answer forums

E1.4 Expand hours and ease of access to counseling/advisement

E2 Expand the role and visibility of career counseling

E3 Provide students with robust Financial Aid orientation and counseling

E4 Establish a culture of counseling in which everyone (faculty, staff, and managers) is involved

E4.1 Develop a seamless integration between student services and instruction that supports student success

E5 Develop robust student support services (tutoring, cohort learning groups, etc.) to help students achieve their goals

E6 Refine and revamp assessment policy and procedures to improve course placement

F. Institutional Effectiveness

F1 Reduce administrative and decision-making layers and barriers to increase flexibility

F1.1 Empower the PCC Board of Trustees to advocate to local, state, and federal agencies to reduce regulatory and policy barriers to student success

F2 Systematically document functions, roles, responsibilities, and accomplishments of District and College committees and councils

F3 Promote trust and transparency in decision-making at all levels

F3.1 Create consistent procedures and formats for reports, meeting materials, and other documents to develop institution-wide ownership

F3.2 Develop a clear policy for program and certificate discontinuance and the additions of new programs and certificates

F4 Establish a procedure for creating rapid response teams that can quickly develop and implement organizational-change initiatives

F5 Implement alternative ways of defining and tracking student success outside of degrees, certificates, and transfer

G. Enrollment Management

G1 Establish partnerships with other providers and community colleges to offer complementary, rather than, duplicative programs

G2 Identify educational institutions, businesses, and other organizations or sites to provide satellite learning centers

G3 Remove barriers to obtain certificates and make completion process student and faculty "friendly"

G4 Develop and implement a state-of-the-art, easily accessible registration process

G5 Align course section offerings with student demand

H. Sustainability

H1 Adopt a campus-wide initiative to integrate sustainability principles for all facilities

H2 Develop sustainable landscape and hardscape plans to reduce water use and maintenance

H3 Create baseline waste reduction and diversion targets

H3.1 Create baselines and targets for recycling, water use, electricity use, garbage costs, and other sustainable measures

H4 Create academic programs that train students in broad areas of sustainability, including, but not limited to: alternative energy development, sciences related to climate change, and career tech programs

I. Revenue Enhancement Strategies

I1 Identify and develop alternative funding and revenue streams, i.e., expand the annual giving campaign

I2 Develop stronger partnerships with commercial interests to enhance program offerings without increased expenses

I3 Expand grant-writing activities to increase sources and levels of funding

I3.1 Identify partnership opportunities with other institutions and entities for mutually advantageous grant projects

I4 Develop a robust college Extension program, i.e., Contract Education, Continuing Education, and Extended Learning

I5 Continue to build and support the PCC Foundation to increase funding and develop a larger contributor base

I6 Develop a strong PCC alumni network through more aggressive outreach to graduates, certificate recipients, and students involved in leadership or specific campus programs

I7 Provide deans and senior administrators with the time and opportunity to invest in outreach and community development

I8 Explore corporate sponsorships

I9 Develop a robust revenue stream derived from facilities rentals

I9.1 Develop a facility rental policy that balances revenue generation with equitable access for community members

I10 Create a marketing plan that targets the district community and includes a statewide public relations element

I11 Expand International student education program

J. Life-Long Learning

J1 Offer additional life-long learning opportunities to better serve non-traditional, new, and returning students

J2 Provide second-career options and counseling support

J3 Develop and align revenue enhancement strategies with life-long learning opportunities to ensure they are self-sustaining

K. Curriculum Responsive to Market Needs

K1 Partner with other organizations in the city/county/service area (e.g., Jet Propulsion Lab and hospitals) to offer lab access to classes dependent on expensive facilities

K2 Annually update the EMP external scan document, particularly around job development and growth trends, to inform programs

K3 Identify and implement new programs and activities to meet community needs

K4 Develop a Program Review process which regularly assesses a program's effectiveness in support of employer needs

L. Facilities and Resource Management

L1 Develop a comprehensive Facilities Master Plan

L2 Ensure existing facilities are utilized to their full extent

L2.1 Adjust section scheduling to use facilities to full capacity

L3 Improve/replace existing facilities to ensure they meet seismic, infrastructure, and other safety and usability standards

L4 Work to refurbish buildings to meet the highest level of accessibility (ADA)

L5 Increase natural science and other STEM classroom and lab facilities, as needed

L6 Centralize operations of appropriate services, such as technology support offices, for cost effectiveness and increased productivity

Project 90 Action Plan

The EMP sets the direction for the College over the next 10 years. In order to effectively implement this direction, there are a number of critical tasks which must be addressed immediately and within the next two years to achieve the aggressive transformation envisioned. The following 15 actions are drawn from the Mission Critical Priorities and Strategies and address multiple mission critical areas as indicated in the third column. This action plan will be assessed and adapted to ensure that the benchmarks in the Student Success and Achievement Area Targets are being positively impacted.

Action Items		Time Frame	Mission Critical Area Addressed
Action 1.	Systematically increase number of courses available for Transfer and Basic Skills courses until needs are adequately addressed	Fall 2011 - ongoing	A/G
Action 2.	Develop a comprehensive online education curriculum	Spring 2011	A/B/C/E/G
	2.a Launch pilot online programs	*Fall 2011*	
	2.b Launch complete online offerings	*Fall 2012*	
	2.c Initiate staff and faculty training	*Summer 2011*	
Action 3.	Update and Align the Facilities Master Plan with the EMP	Spring 2012	L/G
	3.a Develop immediate Action Plan for U Building replacement	*Winter 2011*	
	3.b Reschedule facilities to maximize use and availability at minimum 5 days/week	*Winter/Spring 2011*	
	3.c Evaluate opportunities to provide classes at satellite locations throughout the District	*Winter/Spring 2011*	
Action 4.	Create and Adopt a Professional Learning and Mentoring Plan	Spring 2011	B/A/F
	4.a Launch first phase of trainings	*Sum/Fall 2011*	
	4.b Initiate mentoring program	*Fall 2011*	
Action 5.	Update and Align the Technology Plan with the EMP	Spring 2011	C/E/F/G
	5.a Initiate critical technology improvements and upgrades	*Summer 2011*	
Action 6.	Develop and Adopt College Sustainability Plan	Spring 2012	H/K
	6.a Develop a college resolution for a commitment to sustainability	*Winter 2011*	
	6.b Expand sustainability "green" oriented programs	*Fall 2011*	
Action 7.	Initiate In-District K-12 and 4-Year Partnership Pathway Programs	Spring 2011	A/D
	7.a Target 2-4 schools to pilot	*Summer 2011*	
	7.b Expand partnerships District-wide	*Fall 2012*	

Action Items		Time Frame	Mission Critical Area Addressed
Action 8.	Increase access to Counseling Services with additional hires, expanded hours and alternative methods for counseling, i.e. technology	Winter 2011	A/E
Action 9.	Develop a Comprehensive Revenue Enhancement Program	Spring 2011	I/J/K
	9.a Implement a Contract Education/Corporate Training program	*Fall 2011*	
	9.b Expand Extended Learning/Community Education to include Credit and Non-Credit Courses and Programs	*Fall 2011*	
	9.c Expand Continuing Education Units (CEUs) program	*Summer 2011*	
	9.d Develop robust Annual and Planned Giving programs	*Spring 2011*	
	9.e Develop a Corporate Sponsorship program	*Spring 2011*	
Action 10.	Adopt a Program Viability Policy	Spring 2011	A/F/G/I/K
	10.a Align Ongoing Program Review with Annual EMP Update Process	*Spring 2011*	
	10.b Continue Program Evaluation and Effectiveness Reviews to ensure alignment with needs, mission, and resources	*Spring 2011*	
Action 11.	Develop a policy and procedures to hire Faculty and Administrators in support of underperforming Students	Winter 2011	A/B/D/G
Action 12.	Establish a Center(s) of Excellence Policy and Implementation Plan	Summer 2011	B/K
Action 13.	Complete Implementation of Office of Institutional Effectiveness	Winter 2011	F/L
Action 14.	Formally adopt Guaranteed Access to In-District students	Fall 2011	A/G
	14.a Develop enrollment management tools to manage staffing, resource allocation, and registration processes	*Fall 2011*	
Action 15.	Develop a Comprehensive Business Outreach and Engagement Program to enhance program offerings, interest in Contract Education, career opportunities, and partnerships	Fall 2012	D/E/I/K

Words from the Community...

"*Keep your standards high*;
without them you'll be just another
undistinguished community college."

"*Create more staff development
opportunities for faculty around
new ways of teaching.*"
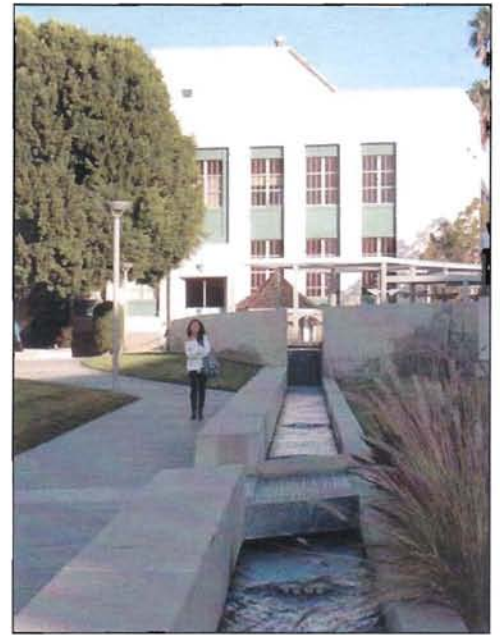
"*Partner* with cities, public
agencies and community based
organizations to offer services
and intern opportunities to
current and prospective students."

"The *quality of professors* and the
abundance of learning resources
provided should be prioritized before
any other aspects. It's fundamental to
what 'schools' are for."

"There need to be places on
campus for *college life*."

"Work to generate popular
support for adequate
public funding of education
in California."

"*Smart physical placement*
of related learning facilities will
help bring people with similar
interests of study closer together."

"Schools need to keep up with the
evolving learning styles of their
students. Today's students expect
the latest technology, simulation
labs, streamed media, etc."

PASADENA CITY COLLEGE

Pasadena City College, 1570 E. Colorado Blvd., Pasadena, CA 91106, 626-585-7123

Appendix 4

Institutional Planning and Research Issue #29   **March 2011**

Campus Technology - Students

In Fall of 2009 the Student Technology survey was administered to 10,846 students via email. The criteria for inclusion in the survey administration was that students were 1) Enrolled in three or more units during the Fall 2009 term and 2) Had a valid email address on file with the college. The response rate was 13% (N=1384).

Changes were made to the 2009 survey from the 2006 survey but where possible comparisons were made between the two surveys.

Key Findings Campus

- **90% of the respondents said they had access to a computer off-campus but since this was an online survey we can assume 100% of the respondents had access to a computer somewhere**

- **Of the 90% with off-campus computer access, 88% indicated it was in their home**

- **Of the online services offered by PCC, students were most satisfied with: the ability to update personal information, the ability to review previous semesters academic information, and online orientation in that order**

- **72% of the respondents indicated they used at least one computer lab within the last year and this is equivalent to the 2006 student technology survey**

- **Students are most interested in using an online grade book in their studies at PCC and least interested in blogging with classmates**

- **65% of the 2009 respondents rated their computer skill level above average to excellent compared to 49% of the 2006 respondents**

- **Students' general comments on technology focused on three things: registration, counseling, and the PCC website**

Demographics

The 2006 survey was administered in the classroom via a random sample of course sections. Figure 1 below shows a comparison between students who completed the 2006 survey and the 2009 survey by enrollment status. They are almost mirror images of each other.

Figure 2 on the back page displays the ethnic breakdown between the 2006 and 2009 student technology surveys. There is a very interesting contrast between the two administrations. Latino/Latina students were better represented in the 2006 survey (classroom based) compared to the 2009 survey (online via email). Just the opposite is true of white students, who are over represented in the 2009 survey but slightly under represented in the 2006 survey compared to their percentage in the general PCC student population (17%). Although no conclusive evidence exists that Latino/Latina students do not have access to email or computers, the disparity in response rates between the two survey administrations is worth noting.

Figure 1. Enrollment Status
Student Technology Survey, 2006 - 2009
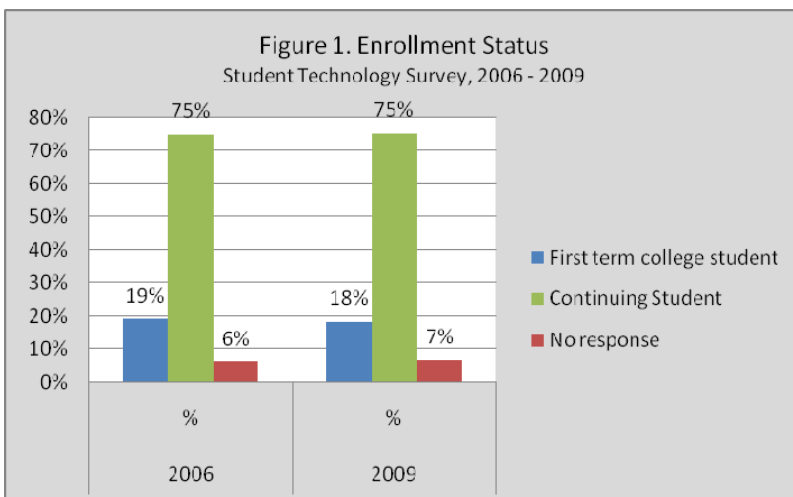
Student Satisfaction with PCC Technology

Table 1 is a complete listing of comparable items between the 2006 and 2009 surveys. In general, student satisfaction has declined on every item listed in the table (scale of 1 = very dissatisfied to 4 = very satisfied) from 2006 to 2009.

There are a couple of things worth noting. F.A.S.T. the telephone registration system is being phased out and the online Admissions application has become the norm for all students. The college is now directing all students to apply online even if they show-up in person at the admissions window.

Figure 2. Ethnicity
Student Technology Survey, 2006 - 2009
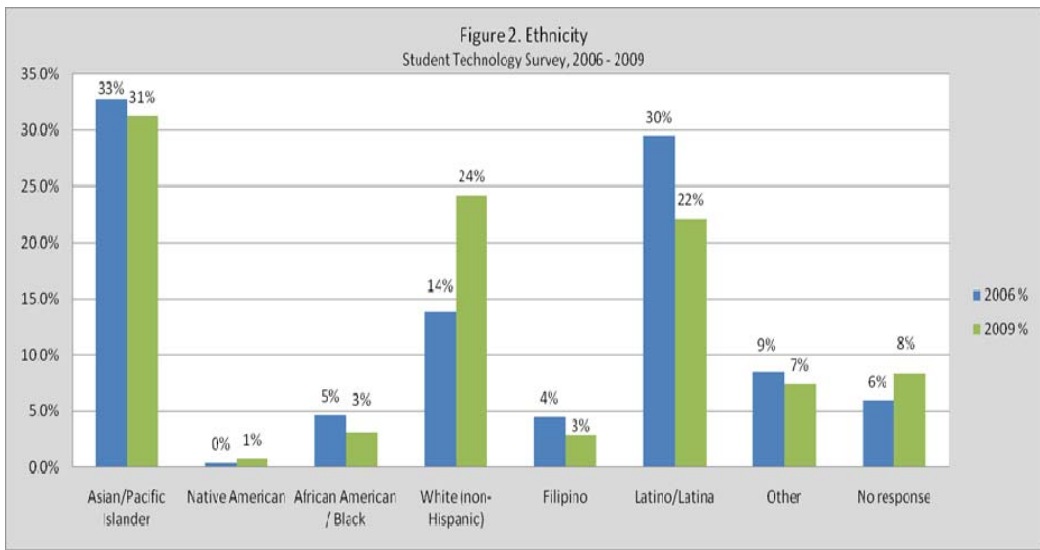
Figure 3 lists three items that were new to the 2009 survey. These three online services: online student orientation; the transfer tool; and online voter registration were made available to students since 2006. In general students were satisfied with these "new" services, with only the transfer tool showing slightly below satisfied. The general satisfaction with online orientation presents an opportunity for the college to reach more students through this technology.

Students and Additional Resources

The 2009 survey asked one open-ended question on what additional services students would like available online through Lancer Link or other systems. Three hundred and fifty-four students took the time to respond. Although not all of their responses were suggestions for "new or additional " services, they were very clear about the things that frustrated them the most. Their main concerns centered around registration, the PCC website, and counseling.

Regarding registration, students would like the ability to view class section availability in "real time," the ability to pay online, the ability to register 24 hours a day, a "simpler" add/drop system, and the ability to view online all the information they need to select their classes. The overall comments regarding registration showed a great deal of frustration with the current system.

Table 1: Student satisfaction with online services and computer sys-	2006	2009
Registration/Adds and Drops	3.06	3.04
Current class schedule	3.42	3.05
Update personal information	3.33	3.23
Update goal, major, and matriculation information	3.21	3.14
Assessment results (placement scores)	3.22	2.99
All previous semesters' academic information	3.37	3.22
Online enrollment verification at Nat. Student Clearinghouse	3.31	3.11
PCC email (campus mail)	2.81	2.77
F.A.S.T. (telephone registration system)	3.08	2.89
Web CT (online classes)	3.39	3.07
Inline Forums (online classes and general discussions)	3.27	3.03
Online Admissions Application	3.32	3.26

Comments on the PCC website were mostly about their inability to navigate the site, the lack of "user friendliness," the website not being available 24 hours a day and the need for PCC to establish a student email system that provided students with PCC emails and access to their instructors via email.

Numerous comments centered around student access to counselors, counseling appointments, and in general academic advising. Students want the ability to make appointments with counselors online; this was mentioned multiple times. They also want the ability to receive online counseling via a "live chat" feature with counselors or advisors and the ability to email questions to counselors without needing an appointment. Counselors and access to counseling was by far the most frequently mentioned concern.

Figure 3. Satisfaction with online services and computer systems at PCC (only new items)
Student Technology Survey, 2009

Although there was plenty of frustration expressed with regards to the registration process, access to classes, the wireless network, and the website shutting down at 10:00 pm, the need to provide online counseling resources dominated the open-ended comments.

Appendix 5

Course	Name
ACCTG 101	Bookkeeping
ACCTG 1B	Managerial Accounting
ANAT 110	Dissection Anatomy
ANAT 25	General Human Anatomy
ANTHR 1	Physical Anthropology
ANTHR 1L	Physical Anthropology Laboratory
ANTHR 2	Cultural Anthropology
ASTRN 12	Descriptive Introduction to Astronomy
ART 5	Art Fundamentals
BIOL 11	General Biology
BIOL 14	Field Biology
BIOL 1A	Principles of Biology – Evolution , Diversity, and Ecology
BIOL 1B	Principles of Biology - Cellular and Organismal Biology
BIOL 1C	Principles of Biology – Introduction to Molecular Biology
BIOL 26	Biology Field Studies
BIOL 30	Field Botany
BIOL 35	Introductory Oceanography
BIOL 37	Introduction to Environmental Science
BIOL 39	Modern Human Genetics
BIT 10	Microcomputer Keyboarding
BIT 100	Word Processing Basics
BIT 102	Spreadsheet Basics
BIT 104	Business Software – Advanced Microsoft Excel
BIT 105A	Business Software – Microsoft Access
BIT 105B	Business Software – Microsoft Access Level 1
BIT 106	Business Software – Comprehensive Microsoft Office
BIT 107	Business Software – Windows
BIT 108	Office Productivity Software Tools
BIT 109	Business Software – Microsoft PowerPoint Office Presentations
BIT 110	Speech and Handwriting Recognition Technologies
BIT 113	Keyboarding for Speed and Accuracy
BIT 115	Business Records Skills
BIT 11A	Microcomputer Keyboarding & Document Processing

Course	Name
BIT 122	Internet/Office Communications Technology
BIT 123	Technology for Office Publications
BIT 124	Administrative Business Procedures
BIT 128A	Business Software – Microsoft Word Level 1
BIT 128B	Business Software – Microsoft Word Level 2
BIT 132	Business Software – Advanced Microsoft Access
BIT 133A	Business Software – Excel – Level 1
BIT 133B	Business Software – Excel – Level 2
BIT 25	Survey of Computer Technology in Business
BUS 10	The Business of Management
BUS 114	Business Mathematics
BUS 115	Business Algebra
BUS 11A	Business Communications
BUS 14A	Mathematical Analysis for Business – Finite
BUS 14B	Mathematical Analysis for Business – Calculus
BUS 16	Office Machines
BUS 2	Financial Management
BUS 9	Introduction to Business
CHDV 10	Foundations of Childhood Development
CHDV 11	Principles of Infant and Toddler Development
CHDV 15	Principles of Home, School and Community
CHDV 24B	Special Topics in Child Development - Curriculum
CIS 1	Introduction to Computers
CIS 10	Introduction to Information Systems
CIS 16	Java Programming
CIS 165	CCNP: Building Scalable Cisco Internetworks
CIS 166	CCNP: Building Cisco Remote Access Networks
CIS 167	Building Cisco Multilayer Switched Networks
CIS 168	Cisco Internetwork Troubleshooting
CIS 169A	Network Support 1
CIS 169B	Network Support 2
CIS 170	Cisco IP Telephony

Course	Name
CIS 180	Oracle Database Fundamentals
CIS 181	Oracle SQL
CIS 182	Oracle PL/SQL
CIS 183	Oracle Forms
CIS 190	Web Server Development
CIS 192	Introduction to Web Authoring
CIS 194	Interactive Software Production
CIS 22	Introduction to the Internet
CIS 30	Networks and Communications
CIS 31	Database Systems
CIS 34	Visual Basic
CIS 50	Survey of E-Commerce-E-Business Technology
CIS 55	Introduction to E-Business Practices
CIS 60	E-Commerce Fundamentals
CIS 62	Introduction to Systems Analysis
CIS 64	Structured Programming with COBOL
CIS 70	Structured Programming II with COBOL
CIS 74	Introduction To Object Oriented Systems Analysis
CIS 80	Microcomputer Applications
COUN 10	Introduction to College
CS 1	Introduction to Computers and Programming
CS 6	Introduction to Applied Logic Design
CS 8	Fundamentals of Data Structures
DH 105	Pathology
EDT 8A	Engineering Graphics
EDT 8B	Mechanical Design
EDT 8C	Design Engineering
EDT 150	Reading Engineering Drawings
EDT 240	Geometric Dimensioning and Tolerancing
ENGR 2	Engineering Graphics
ESL 459	ESL Learning Through Computers
FASH 2	Introduction to Fashion Industry
FASH 21	Principles of Fashion

Pasadena City College Approved Distance Education Courses

Course	Name
GEOG 1	Physical Geography
GEOG 2	Cultural Geography
GEOL 12	Physical Oceanography
GEOL 12L	Physical Oceanography Laboratory
GEOG 1L	Physical Geography Laboratory
HED 2A	Health Education – Contemporary Health Issues
HED 44	Health Education
HIST 2A	History of World Civilizations to 1500
HIST 2B	History of World Civilizations from 1500
HIST 7A	United States History to 1876
HIST 7B	United States History from 1876
LIB 1	Basic Library Research Skills
LIB 10A	Information and Web-based Information Resources
LIB 101	Introduction to Library Services for Paraprofessionals
MA 115	Medical Terminology
MATH 3	College Algebra
MICRO 2	Microbiology
MRKTG 20	Marketing Management
MUSIC 124A	Equal Interval Harmony I
MUSIC 21	Music Appreciation
MUSIC 40	Preparatory Music theory
NURS 123	Administration of Medications
NUTRI 11	Human Nutrition
PHIL 25	Introduction to Critical Thinking
PHYS 10	Descriptive Introduction to Physics
PHYS 1A	General Physics
PHYS 1B	General Physics
PHYS 1C	General Physics
PHYS 1D	General Physics
PHYS 31A	General Physics
PHYS 31B	General Physics
PHYSC 2	Scientific Method as Critical Thinking
PHYSC 3	Physical Sciences

Pasadena City College Approved Distance Education Courses

Course	Name
PHYSC 37	Introduction to Environmental Science
PHYSO 1	Human Physiology
PHYSO 100	Basic Physiology and Anatomy
PHYSO 2A	Physiology and Anatomy
PHYSO 2B	Physiology and Anatomy
POLSC 1	Introduction to American Government
PSYCH 1	Introductory Psychology
PSYCH 24	Lifespan Developmental Psychology
SOC 1	Introductory Sociology
STAT 15	Statistics for Business and Economics

Pasadena City College Distance Education and Program Matrix

Course	BIT Admin Asst	BIT Sftwre Spc	BIT Data Entry Tech	EDT CAD/CAM	CIS-Micro	CIS Oper	CIS Prog	CIS SM Comp App	BUS Adm Mgt	BUS Adm Entr	BUS Adm Fin	Bus Adm Int	BUS Adm Retail	GE/AA	GE/AS	Business	Humanities	Kin & Well	Natural Sciences	Soc & Behav Sci	IGETC	CSU Breadth
ACCTG 101																X						
ACCTG 1B																X						
ANAT 110																						
ANAT 25														A	A			X	X		5	B3
ANTHR 1														A, B	A, B				X	X	4	B2, D1
ANTHR 1L														A, B	A, B				X	X	4	B2, D1
ANTHR 2														B	B					X	4	D1, E
ART 5														C1			X					
ASTRN 12																			X		5	B1
BIOL 11														A	A			X	X		5	B2,B3
BIOL 1A														A	A			X	X		5	B2, B3
BIOL 1B														A	A			X	X		5	B2, B3
BIOL 1C														A	A			X	X		5	B2, B3
BIOL 14														A	A				X		5	B2, B3
BIOL 26																			X			
BIOL 30														A	A				X			B2, B3
BIOL 35																			X		5	B2
BIOL 37														A	A				X		5	B2, B3
BIOL 39														A	A				X		5	B2, B3
BIT 10																						
BIT 100			X																			
BIT 102			X																			
BIT 104																						
BIT 105A	X	X																				
BIT 105B	X	X																				
BIT 106																						
BIT 107	X	X	X																			
BIT 108	X	X																				
BIT 109	X	X																				
BIT 110																						
BIT 113																						

Pasadena City College Distance Education and Program Matrix

Course	BIT Admin Asst	BIT Sftwre Spc	BIT Data Entry Tech	EDT CAD/CAM	CIS-Micro	CIS Oper	CIS Prog	CIS SM Comp App	BUS Adm Mgt	BUS Adm Entr	BUS Adm Fin	Bus Adm Int	BUS Adm Retail	GE/AA	GE/AS	Business	Humanities	Kin & Well	Natural Sciences	Soc & Behav Sci	IGETC	CSU Breadth
BIT 115	X		X																			
BIT 11A	S	X	X																			
BIT 11B																						
BIT 122	X	X								S	S	S										
BIT 123	X	X																				
BIT 124	X		X																			
BIT 128A	X	X	S																			
BIT 128B	X	X	S																			
BIT 132																						
BIT 133A	X	X	S																			
BIT 133B	X	X	S																			
BIT 25	X	X	X						X	X	X	X	X			X						
BUS 10									X	S	S		X			X						
BUS 114									X			X	X									
BUS 115										X												
BUS 11A													X									
BUS 14A														D	D							
BUS 14B														D	D							
BUS 2									X	X	X					X						
BUS 9	X								X	X	X											
BUS 16													X			X						
CHDV 10																						
CHDV 11																						
CHDV 15																						
CHDV 24B																						
CIS 1																X						
CIS 10					X	X	X	X								X						
CIS 16							X	X														
CIS 165																						
CIS 166																						
CIS 167																						

Pasadena City College Distance Education and Program Matrix

Course	BIT Admin Asst	BIT Sftwre Spc	BIT Data Entry Tech	EDT CAD/CAM	CIS-Micro	CIS Oper	CIS Prog	CIS SM Comp App	BUS Adm Mgt	BUS Adm Entr	BUS Adm Fin	Bus Adm Int	BUS Adm Retail	GE/AA	GE/AS	Business	Humanities	Kin & Well	Natural Sciences	Soc & Behav Sci	IGETC	CSU Breadth
CIS 168																						
CIS 169A																						
CIS 169B																						
CIS 170																						
CIS 180																						
CIS 181																						
CIS 182																						
CIS 183																						
CIS 190																						
CIS 192								X														
CIS 194																						
CIS 22																						
CIS 30					X																	
CIS 31						X																
CIS 34																						
CIS 50																						
CIS 55																						
CIS 60																						
CIS 62					X	X	X	X						D3	D3							
CIS 64																						
CIS 70																						
CIS 74																						
CIS 80																						
COUN 10																		X				
CS 1																						
CS 6														D	D							
CS 8																						
DH 105																						
EDT 150				X																		
EDT 240				X																		
EDT 8A				X																		

Pasadena City College Distance Education and Program Matrix

Course	BIT Admin Asst	BIT Sftwre Spc	BIT Data Entry Tech	EDT CAD/CAM	CIS-Micro	CIS Oper	CIS Prog	CIS SM Comp App	BUS Adm Mgt	BUS Adm Entr	BUS Adm Fin	Bus Adm Int	BUS Adm Retail	GE/AA	GE/AS	Business	Humanities	Kin & Well	Natural Sciences	Soc & Behav Sci	IGETC	CSU Breadth
EDT 8B				X																		
EDT 8C				X																		
ENGR 2																						
ESL 459																						
FASH 2																						
FASH 21																						
GEOG 1														A	A				X		5	B1
GEOG 1L														A	A				X		5	B3
GEOG 2														B	B					X	4	D5
GEOL 12														A	A				X		5	B1
GEOL 12L														A	A				X		5	B3
HED 2A														F	F							E
HED 44														F	F			X				E
HIST 2A														B	B		X			X	3, 4	C2, D6
HIST 2B														B	B		X			X	3, 4	C2, D6
HIST 7A														B	B		X			X	3, 4	C2, D6
HIST 7B														B	B		X			X	3, 4	C2, D6
LIB 1																						
LIB 10A																						
LIB 101																						
MA 115																						
MATH 3														D, E	D, E				X		2	B4
MICRO 2														A	A			X	X		5	B2/B3
MRKTG 20									X				X									
MUSIC 124A																						
MUSIC 21														C	C						3	C1
MUSIC 40																						
NURS 123																						
NUTRI 11														F	F			X	X			E
PHILO 25														D	D		X				1B	A3
PHYS 10																		X	X		5	B1

Pasadena City College Distance Education and Program Matrix

Course	BIT Admin Asst	BIT Sftwre Spc	BIT Data Entry Tech	EDT CAD/CAM	CIS-Micro	CIS Oper	CIS Prog	CIS SM Comp App	BUS Adm Mgt	BUS Adm Entr	BUS Adm Fin	Bus Adm Int	BUS Adm Retail	GE/AA	GE/AS	Business	Humanities	Kin & Well	Natural Sciences	Soc & Behav Sci	IGETC	CSU Breadth
PHYS 1A														A	A			X	X		5	B1/B3
PHYS 1B														A	A				X		5	B1/B3
PHYS 1C														A	A				X		5	B1/B3
PHYS 1D														A	A				X		5	B1/B3
PHYS 31A														A	A			X	X		5	B1/B3
PHYS 31B														A	A				X		5	B1/B3
PHYSC 2														D	D						1B	A3
PHYSC 3														A	A				X		5	B1
PHYSC 37														A	A				X		5	B2/B3
PHYSO 1														A	A			X	X		5	B2/B3
PHYSO 100																					5	
PHYSO 2A														A	A				X		5	B2/B3
PHYSO 2B														A	A			X	X		5	B2/B3
POLSC 1														E/B	E/B					X	4	D8
PSYCH 1														B	B			X		X	4	E/D9
SOC 1														B	B					X	4	D0
PSYCH 24														B	B					X	4	D9/E
STAT 15								X						D	D	X						B4
% Online	94%	100%	70%	42%	43%	43%	43%	57%	45%	50%	44%	55%	55%	75%	75%	50%	50%	57%	66%	83%	80%	87%

Appendix 6

Background   March 2010

In the Reauthorization of the Higher Education Opportunity Act (H.R. 4137) signed into law in August of 2008, the federal government called for increased accountability regarding accreditation standards and student achievement. The Act states that the U.S. Department of Education may not "…require an accreditor to have separate standards, procedures or policies for evaluation of distance education. Accreditors must, however, require institutions that offer distance education to establish that a student registered for a distance education course is the same student who completes and receives credit for it." (ACE Analysis of Higher Education Act Reauthorization)

In September of 2008, Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (WASC) sent a letter to member institutions regarding the need for those institutions to begin evaluating what can be done to assure student authentication and academic integrity in distance education classes. Specifically, the Accrediting Commission wished to know what strategies member institutions, like Pasadena City College, currently use to authenticate students enrolled in distance education courses.

With the Beno letter as a catalyst, Vice-President of Instruction, Dr. Jacqueline Jacobs, met with Sandra C. Haynes, Chair of the Distance Education Committee, and requested that the Committee look at the issues of student academic integrity and authentication that are currently in place at PCC for distance education classes. The Distance Education Committee, of the Academic Senate, felt that a survey looking at these issues would be most useful if ALL PCC faculty, full-time as well as adjunct, AND including all teaching and learning classrooms, (both face-to-face, hybrid, and fully online distance education courses) be included.

The survey questions concentrated on some specific institution-wide concerns in relation to student academic integrity and authentication. What was the level of institutional commitment to the concerns? What strategies in curriculum and instruction were already being utilized by faculty? How were faculty and students informed about, and provided with, information regarding the concerns?

Work on the *Academic Senate Faculty Survey on Student Academic Integrity and Authentication* began in the fall of 2008. Expertise in constructing the survey questions came from Sandra C. Haynes, with input from the DE Committee, along with Dr. Frances Wu-Barone, Senior Research and Planning Analyst in the Office of Institutional Planning and Research. The survey was distributed in paper form to over 1300 faculty in April of 2009. Three hundred and thirty-eight surveys were returned, a return rate of 25%. Of those 40.2% were returned from full-time faculty and 59.8 % from adjunct faculty. Analysis of the survey results were undertaken by Sandra C. Haynes and Crystal Kollross, Interim Dean, Institutional Planning and Research. The following is a summary of the survey responses.

Survey Results

Figure 1: Respondents by Division

The first three questions on the survey dealt with demographic information of respondents. Since the survey was sent out to all current faculty members, regardless of status, the return ratio of 40/60 full time faculty to part time faculty is a relatively accurate reflection of the college's faculty composition. It was hoped that it would be more weighted towards full time faculty because they have primary responsibility for the development of instructional policies and curriculum.

All of the college's fourteen instructional areas were represented in the survey, with the highest representation from the Languages division. There seems to be a slight over representation of faculty from the CEC at 9% and an under representation from the English division at 6.5%.
See Figure 1.

The next several questions dealt with instructional modalities. The first question in this series was to elicit the most common modes of instruction on campus. At 96.1%, face-to-face teaching of courses dominates instruction at PCC. The respondents were then asked to indicated which, if any, types of Learning Management Systems (LMS) they used. 31 % of faculty responded that they have used Blackboard/WebCT, the in-house PCC LMS (or a version of). On the other hand 64%, of the faculty indicated that they have had no exposure to any LMS. There was minimal use of the other LMS systems listed; only eight percent of faculty used one of the other publisher-supported LMS systems such as Course Compass, Page Out, Sanako, Comp Class, Simnet, and Web Board to name a few. See Figure 2.

Section II of the survey asked faculty about their familiarity with the College's policies and procedures on academic honesty and integrity. The first question in this section was meant to establish the extent of faculty awareness of the definition of academic integrity. Eighty-two percent of the respondents indicated they were familiar with the stated definition and 74% indicated that they knew the college's policy on student conduct and academic honesty. The college does have an official policy and procedures on Student Conduct and Academic Honesty. Policy number 4520. http://www.pasadena.edu/ipro/policies/pcc_4520.pdf The Educational Policies Committee of the Academic Senate has been working on a specific *Academic Integrity Policy* since 2008. The policy on student conduct and academic honesty, College Policy #4250, can be found on the College's web site under Policies and Procedures. 59% of respondents knew that the policy could be found on the website. 72% of respondents indicated it could be found in the College Catalog, which is also correct. Where it cannot be found is in the PCC schedule of classes or the current Faculty Handbook. See Figure 3. Communication of the policy to students is also important. 56% of faculty indicated that they put the policy on their syllabus. In order to validate that data a random sample of Spring 2009 syllabi from five different academic divisions were reviewed for a policy statement. That review found that over 70% of the syllabi in four of the five highest responding divisions did have a policy statement regarding student conduct and academic honesty.

Figure 2: Types of Instructional Modalities

Section III of the survey was designed to illicit information on which classroom strategies faculty thought were effective in promoting academic integrity. Using a scale of 1 through 5, faculty were asked to rate sixteen different strategies on their effectiveness. The two strategies that were used the least, were student portfolios and high-rigor open book exams. The two strategies faculty felt were the most effective were proctored exams and assignments that required written work from the student. Although proctored exams had the highest effectiveness rating at 32%, survey respondents also indicated that this strategy was not used.

Figure 3: Where is the Policy Located
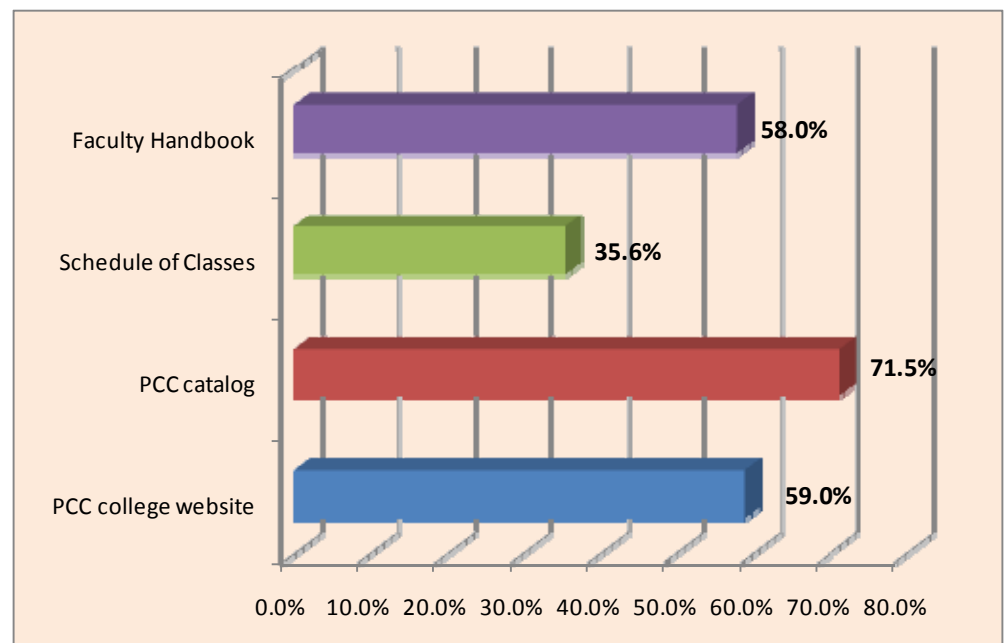
Six other strategies were also included in the survey for faculty who teach distance education courses. None of the six listed were used by a majority of the respondents. As matter of fact ,a majority said the didn't use any of these strategies, which included the plagiarism detection tool Tunitin.com, which is available on the PCC website. The only strategy used by 40% of respondents was "challenge questions." Equally perplexing is the next question on the survey where faculty were asked to indicate how they learned about academic integrity strategies. Over 60% responded "Research on my own". See Figure 4. This figure would suggest that the college has not done enough to provide faculty with the skills, information, and training to implement academic integrity strategies.

Plagiarism detection tools can also be an important part of the strategies faculty use to insure academic integrity. Seventy-seven percent of survey respondents said they employed no plagiarism detection tools in the past two years. Only 19% have used the plagiarism detection tool subscribed to and supported by the College. Furthermore 79% of the respondents indicated that they witnessed a student violation of the academic integrity policy ten or more times in the past two years. See Figure 5. It was also evident that faculty take violations, such as cheating on exams seriously. A majority of the faculty indicated that they would take some action in the event of student misconduct with only 7% saying they would let it slide. In fact 65% of faculty indicated that they would fail a student on a specific task or assessment if they violated the academic integrity policy. A majority of the faculty (88%) said they would speak to the student directly. Twenty eight percent said they would consult with the Division Dean for a course of action and 11% said they would file a *Student Misconduct Report* with the Vice President of Student and Learning Services.

Section 4 of this survey dealt with authentication and verification of student identity. Although authentication and verification are considerations in face-to-face course modalities, it has become an increasingly significant issue in online and hybrid courses, particularly in regard to the Higher Education Reauthorization Act. Faculty were asked to address how effective they felt two specific types of student authentication/verification strategies would be in online or hybrid course modalities. Biometrics (the automatic identification of living individuals by using their physiological and behavioral characteristics) was the strategy considered to be the most effective yet was used by less than 1% of the respondents. This is very likely because at this time PCC does not have in place the resources to support biometric identification. The strategy used the most by faculty to insure student authentication/verification in an assessment setting was regular effective instructor and student contact/interaction (75%), followed by sign-in sheets (61%). After these two strategies there was a considerable drop in the other strategies that were used. See Figure 6.

Figure 4: How Faculty learned about academic integrity strate-

Figure 6: Strategies used in an Assessment setting
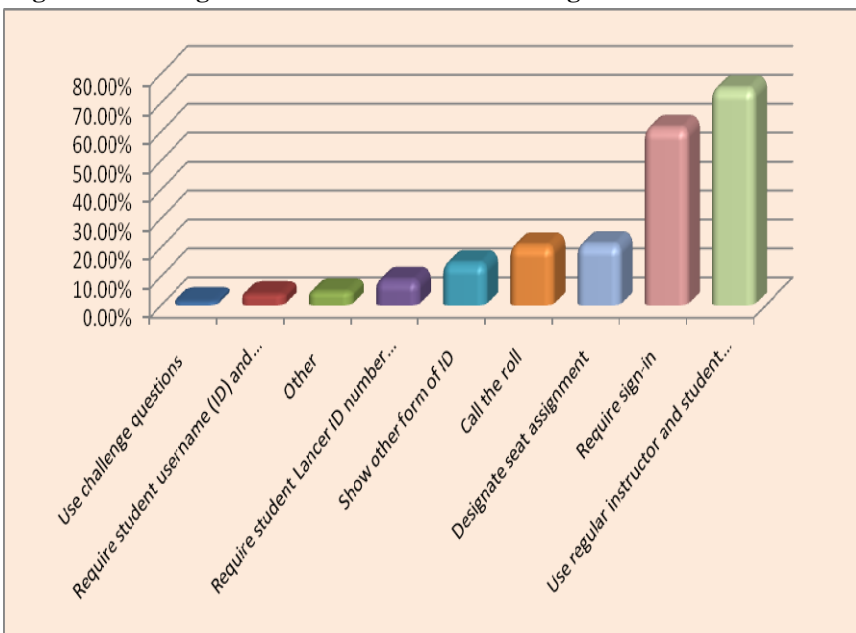
Figure 5: Types of Student Academic Misconduct Witnessed
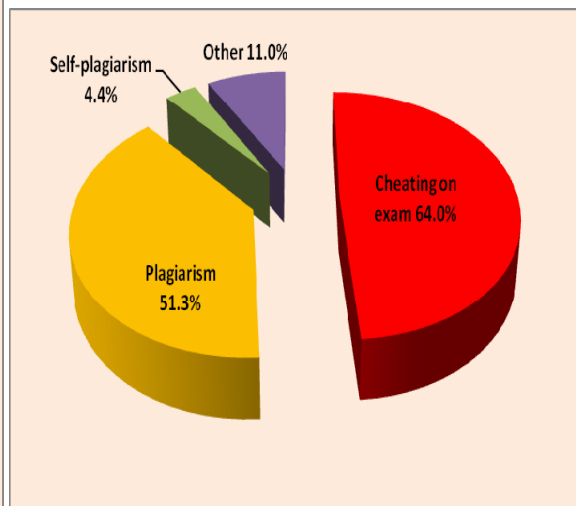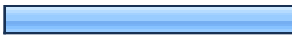
Although this survey does not answer all the questions the college needs to address regarding student authentication and verification it does provide valuable insight into the current awareness of faculty on this issue. By concentrating on specific campus-wide concerns in relation to student academic integrity, in both face-to-face and distance education courses, this survey was designed to gather information from all teaching faculty regardless of instructional modality. The survey does however illuminate a problem that needs to be addressed by faculty and the college as the college prepares to offer additional distance education courses. Use of a Learning Management System, with its username and password-protected access, can promote student academic integrity. But the college needs to have in place appropriate policies and procedures as well as the resources to support faculty and technology to make this a viable option.

Action Implications
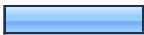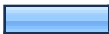
- Seventy -seven percent of faculty have not used a plagiarism detection tool in the past two years. The college pays for access to Turnitin.com, one of the most highly regarded plagiarism detection tools available. The survey results in this regard provides an opportunity for professional development with faculty that has been overlooked.

- As positive as it is that faculty are using other Learning Management Systems, there is concern that these systems may not provide the privacy or security measures necessary to protect our students. (FERPA ww2.ed.gov/offices/OM/fpco/ferpa)

- Considering the importance of student conduct and academic honesty, in terms of institutional policies and best practices, the college should make the information on academic integrity more widely available in both print and electronic form.

- A Learning Management System can help address issues of faculty and student interaction. On the Fall 2008 Student Survey, interaction with faculty outside of class had the third lowest satisfaction rating out of seven items with regards to a students instructional experience at PCC.

The results of the Academic Senate Distance Education Committee Survey of Student Academic Integrity reinforces the importance of an institutional commitment to articulating and supporting faculty and student responsibilities regarding Best Practice Strategies in Online Education, as set forth by the educational technology innovators of the WCET (Western Cooperative for Telecommunications). http://www.wcet.info/2.0/index.php?q=node/1212

California Community Colleges Chancellor's Office

Distance Education W Survey for Fall 2010

SurveyMonkey

1. Please check your gender.

		Response Percent	Response Count
Male		43.3%	93
Female		**56.7%**	**122**
	answered question		215
	skipped question		0

2. What range is your age?

		Response Percent	Response Count
under 18		0.5%	1
18-24		**61.9%**	**133**
25-34		20.5%	44
35-54		15.3%	33
55+		1.9%	4
	answered question		215
	skipped question		0

3. Please identify your race/ethnicity

		Response Percent	Response Count
Asian/Pacific Islander		**31.2%**	**67**
Black/African-American		4.7%	10
Caucasian		22.8%	49
Hispanic		21.9%	47
Native American/Alaska Native		0.0%	0
Other/Multi-Racial		10.2%	22
Decline to Respond		9.3%	20
	answered question		215
	skipped question		0

4. Was this your first experience with a distance education course?

		Response Percent	Response Count
Yes		**50.2%**	**104**
No		49.8%	103
	answered question		207
	skipped question		8

5. How did you choose to take this distance education course?

		Response Percent	Response Count
Chose the course myself.		**82.6%**	**171**
Guided by a counselor or advisor.		9.7%	20
Recommended by friend or family member		7.7%	16
Other (please specify)			18
	answered question		207
	skipped question		8

6. From how many courses did you withdraw in the Fall 2010 term? Select all that apply.

		Response Percent	Response Count
Withdrew from 1 distance education course		**79.8%**	**162**
Withdrew from 2 distance education courses		10.3%	21
Withdrew from 3 distance education courses		3.4%	7
Withdrew from at least 1 face to face course also		4.4%	9
Withdrew from all courses		4.9%	10
	answered question		203
	skipped question		12

7. Going back to the last distance education course from which you withdrew, did you participate in any of the course activities (assignments, discussions, quizzes etc)? Select only one.

		Response Percent	Response Count
I did not participate in any course activities		36.3%	74
I did participate but did not receive any grade points		22.5%	46
I did participate and did receive grade points		**41.2%**	**84**
		answered question	204
		skipped question	11

8. What type of distance education course did you withdraw from?

		Response Percent	Response Count
Online Asynchronous (Anytime, anyplace)		**48.3%**	**98**
Online Synchronous (Specific time, anyplace)		18.7%	38
Telecourse (Television/video tape)		20.7%	42
Video conference		0.5%	1
Audio conference		0.0%	0
Other		11.8%	24
		answered question	203
		skipped question	12

9. Please think about the reasons why you enrolled in the distance education course. Indicate important each of the following factors were in explaining why you enrolled in the course. Sel Important or Somewhat important or Not important at all for each factor.

Importance

	Very Important	Somewhat Important	Not Important at all
I travel sometimes and could not attend an on campus class regularly.	19.0% (34)	31.3% (56)	**49.7% (89)**
My work schedule is heavy and a distance education course is more convenient.	**43.3% (78)**	27.2% (49)	29.4% (53)
I thought it was easier than an on-campus course.	16.9% (30)	27.5% (49)	**55.6% (99)**
I was curious, wanted to try something new.	16.9% (30)	29.4% (52)	**53.7% (95)**
It was recommended by someone.	13.2% (23)	15.5% (27)	**71.3% (124)**
I had a good experience with a distance education course before.	27.8% (49)	22.7% (40)	**49.4% (87)**
The same class on-campus was full.	36.7% (65)	21.5% (38)	**41.8% (74)**
Personal circumstances (family, health, etc) made a distance education class more convenient.	**39.2% (69)**	24.4% (43)	36.4% (64)
I thought distance education courses were self-paced and I could begin the course anytime during the term.	19.8% (35)	25.4% (45)	**54.8% (97)**
An extra course online lets me graduate sooner.	19.3% (34)	29.0% (51)	**51.7% (91)**
The course was offered only online or via some other form of distance education.	19.2% (34)	34.5% (61)	**46.3% (82)**
I have a disability and thought that it would be easier to attend classes	6.9% (12)	9.2% (16)	**83.8% (145)**

	via distance education	

10. From among the previous reasons which was the most important for choosing a distance education course. (Select only one)

		Response Percent	Response Count
I travel sometimes and could not attend an on campus class regularly.		4.4%	8
My work schedule is heavy and a distance education course is more convenient.		**31.3%**	**57**
I thought it was easier than an on-campus course.		2.2%	4
I was curious, wanted to try something new.		6.6%	12
It was recommended by someone.		1.6%	3
I had a good experience with a distance education course before.		6.0%	11
The same class on-campus was full.		13.2%	24
Personal circumstances (family, health, etc) made a distance education class more convenient.		8.8%	16
I thought distance education courses were self-paced and I could begin the course anytime during the term.		1.6%	3
An extra course online lets me graduate sooner.		2.7%	5
The course was offered only online or via some other form of distance education.		8.8%	16

I have a disability and thought that it would be easier to attend classes via distance education		3.8%	7
None		8.8%	16
		answered question	182
		skipped question	33

11. If your most significant reason was NOT listed in the previous question, please describe it in the space below.

	Response Count
	23
answered question	23
skipped question	192

12. Please think about the reasons why you dropped this course. Comment on each factor bel explaining why you dropped this distance education course. Indicate if it was Very important o Somewhat important or Not important at all

Importance

	Very Important	Somewhat Important	Not Important at all
Directions to get started in and manage this course were poor.	34.7% (58)	24.0% (40)	**41.3% (69)**
Interaction with the instructor was lacking.	35.3% (59)	26.9% (45)	**37.7% (63)**
The course was too difficult.	16.1% (26)	26.7% (43)	**57.1% (92)**
I could not handle the combined study plus work responsibilities.	23.8% (39)	26.2% (43)	**50.0% (82)**
I had personal problems (family, health, job, childcare, etc).	33.5% (55)	23.2% (38)	**43.3% (71)**
I had financial problems.	22.8% (37)	16.0% (26)	**61.1% (99)**
I lacked motivation.	8.7% (14)	26.7% (43)	**64.6% (104)**
I lacked access to a computer.	6.8% (11)	9.3% (15)	**84.0% (136)**
I experienced too many technical difficulties.	12.9% (21)	20.9% (34)	**66.3% (108)**
I lacked basic computer skills.	1.9% (3)	7.4% (12)	**90.7% (147)**
The course required too much reading and writing.	9.9% (16)	20.4% (33)	**69.8% (113)**
I felt too alone, not a part of a class.	11.7% (19)	17.9% (29)	**70.4% (114)**
I got behind and it was hard to catch up.	28.2% (46)	31.3% (51)	**40.5% (66)**
I didn't realize when I registered that it was a distance education course.	12.5% (20)	10.6% (17)	**76.9% (123)**
I signed up for too many courses and had to cut down my course	16.8% (27)	19.3% (31)	**64.0% (103)**

load.			
I do not like the distance education format.	18.5% (30)	19.1% (31)	**62.3% (101)**
I didn't know where to go for help.	16.0% (26)	21.0% (34)	**63.0% (102)**
I was not interested in the subject matter.	6.3% (10)	21.3% (34)	**72.5% (116)**
I discovered that I could take this course face to face.	14.8% (24)	8.6% (14)	**76.5% (124)**
The course was not ADA compilant which made it difficult for me to participate	3.2% (5)	10.1% (16)	**86.7% (137)**
			answered question
			skipped question

13. Overall what do you feel was the main reason you were NOT able to successfully complete this distance education course? (Select only one.)

		Response Percent	Response Count
Directions to get started in and manage this course were poor.		13.3%	22
Interaction with the instructor was lacking.		10.2%	17
The course was too difficult.		6.6%	11
I could not handle the combined study plus work responsibilities.		5.4%	9
I had personal problems (family, health, job, childcare, etc).		**18.1%**	**30**
I had financial problems.		4.8%	8
I lacked motivation.		4.2%	7
I lacked access to a computer.		1.2%	2
I experienced too many technical difficulties.		2.4%	4
I lacked basic computer skills.		1.2%	2
The course required too much reading and writing.		1.2%	2
I felt too alone, not a part of a class.		1.2%	2
I got behind and it was hard to catch up.		7.2%	12
I didn't realize when I registered that it was a distance education course.		3.0%	5
I signed up for too many courses and had to cut down my course load.		6.6%	11
I do not like the distance education format.		4.2%	7

I didn't know where to go for help.		0.6%	1
I was not interested in the subject matter		0.6%	1
I discovered that I could take this course face		3.0%	5
The course was not ADA compilant which made it difficult for me to participate		0.0%	0
None		4.8%	8
		answered question	166
		skipped question	49

14. If your most significant reason was NOT listed in the previous question, please describe it in the space below.

	Response Count
	28
answered question	28
skipped question	187

15. How likely are you to register for another online course?

		Response Percent	Response Count
Very likely		39.2%	67
Somewhat likely		14.6%	25
It's possible		22.8%	39
Not likely		14.0%	24
Not a chance		9.4%	16
	answered question		171
	skipped question		44

16. What advice would you give to students who are considering registering for a distance education course?

	Response Count
	128
answered question	128
skipped question	87

17. What advice would you give to the college to improve distance education courses?

	Response Count
	118
answered question	118
skipped question	97

Appendix 7

Pasadena City College
Distance Education Budget 2011/2012

Description	2010-2011 Expended Budget	2011-2012 Adopted Budget	Notes
Salaries & Benefits	$305,311.00	$305,311.00	1 manager/ 2.3 classified staff.
Non-instructional hourly	$0.00	$20,000.00	Hourly faculty to teach professional dev. workshops
Stipends	$15,500.00	30,000.00	Compensation for developing Master Courses
Student Help	$1,700.00	$1,700.00	Student Assistant support for LGI Telecourses
Extra Help-HRLY	$12,700.00	$25,000.00	Web Designer, Technical Writer, Clerical/Data Entry
General Supplies	$500.00	$5,000.00	
Single use software licenses	$0.00	$3,000.00	Camtasia, Event Registration, Captivate
Duplicating	$950.00	$2,300.00	
Printing	$415.00	$2,000.00	
Training, conferences	$18,500.00	$25,000.00	Required Online Teaching @One Courses for faculty, conferences and seminars
Memberships	$0.00	$3,000.00	Quality Matters, OER, ITC
Multi-user software/services	$101,088.00	$403,832.00	Funding for Distance Education Technology only.
Multi-user software/ services	$271,141.19	$0.00	Blackboard Added Services, Scantron Class Climate.
Other services	$82,710.00	$89,025.00	Telecourses
Postage	$1,950.00	$2,000.00	
SASI Innovation Grant – Lecture Capture	$0.00	$93,500.00	http://pccproject90.org/sasi-innovation-awards/
Total	$812,465.19	$1,010,668.00	

Appendix 8

Student Learning Services

In-person and online information & training for students to effectively participate and successfully complete courses using instrcutional technology tools.

▼ Action/Solution: Learning Assistance Peer Tutor/Workshop Program

Action details - what will occur?: Develop a face to face student peer workshops on basic aspects of Blackboard 9.1 system (not limited to distance education students). Train student tutors to teach workshop sessions. Student tutors will also be generally available to help students in the Learning Assistance Center and in computer labs to assist students.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Develop training program
2. Train student tutors
3. Schedule and advertise workshops
4. Assess workshops
5. Revise as needed

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Adjunct Faculty, Director of Learning Assistance Center, Learning Assistance Center Technician

Outcome/Impact of this action?: Students will have in-person assistance and training resources to help them be more successful using the Blackboard Learning Management tool. Requires funding for Adjunct Faculty who will develop program with Learning Assistance Center.

Budget implications and Object Code (if applicable)?:

Budget request amount: $0.00

Priority: Medium

▼ Action/Solution: Online Student Orientation

Action details - what will occur?: Develop an online student orientation to PCC's distance education courses. The interactive video orientation will be available on the Distance Education web site 24/7.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Research and plan orientation
2. Develop and produce orientation
3. Implement orientation by Fall 2012
4. Assess orientation
5. Revise as necessary

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Hourly Personnel

Outcome/Impact of this action?: The orientation will lend to greater student success and retention in distance education courses. It will provide essential information to ensure students better understand online learning -- including what to expect, tips for success, a tour of an online class and technology considerations.

Budget implications and Object Code (if applicable)?: 2312

Budget request amount: $20,000.00

Priority: High

Faculty/Staff Professional Learning

Ongoing training workshops and on-demand tutorials will ensure that faculty and staff who use instructional technology use these tools in a pedagogically effective

▼ Action/Solution: @One Professional Learning Courses

Action details - what will occur?: @One will provide professional learning opportunities for faculty, both online and face-to-face, in online teaching and learning.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:

manner. A core series of reuired courses for online faculty will ensure that they learn how to effectively construct distance education courses that reflect best practices, accreditation standards, and legal requirements.

1. Offer 4 required four-week fully online courses each semester (Fall, winter, Spring Summer) for faculty new to teaching online at PCC.
2. Offer 1 four-week face-to-face course at PCC each in Fall and Spring semesters that fulfill the first two of four required courses for faculty new to teaching online at PCC.
3. Pay registration fee ($225 each) for faculty to complete full @One Online Teaching Certification. Faculty who complete the certification are eligible to serve as Mentors in the PCC Online Faculty Mentor Program.
Courses are open to both full time and part-time faculty and are open to faculty who want to refresh their skills.

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: These courses encourage best practices in online teaching and learning; They provide support for developing online course materials based on pedagogical and technological best practices; faculty who attend these courses are more likely to produce quality courses that engage students and lead to greater student success.

Budget implications and Object Code (if applicable)?: 1420

Budget request amount: $20,000.00

Priority: High

Supporting Attachments:

@One Certification Program (Web Link)
http://www.cccone.org/certification

@One Online Courses (Web Link)
http://www.cccone.org/online-courses

@One Trainer's Bureau - In Person Training (Web Link)
http://www.cccone.org/bureau/index.php

▼ Action/Solution: Conferences/Seminars

Action details - what will occur?: Attendance at annual conferences or seminars to support currency in Distance Education practices and technologies.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: As needed

Key/Responsible Personnel - who will be involved?: Distance Education Director, Distance Education staff

Outcome/Impact of this action?: Professional development supports continuous improvement in distance education services and programs.

Budget implications and Object Code (if applicable)?: 5210

Budget request amount: $5,000.00

Priority: Medium

▼ Action/Solution: Faculty Mentor Program

Action details - what will occur?: Develop and implement a mentor program to support faculty in the development and facilitation of distance education courses.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Research and plan program
2. Develop program
3. Implement program by Summer 2012
4. Evaluate program
5. Revise as necessary

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Faculty participants, Distance Education Staff

Outcome/Impact of this action?: A faculty mentor program will provide leadership and support for new and existing online instructors. The goal is to develop an engaging learning community that is lead by motivated faculty. The outcome will be more confident instructors who engage in continuous learning and improvement.

Budget implications and Object Code (if applicable)?:

Budget request amount: $0.00

Priority: High

▼ Action/Solution: Professional Learning Workshops

Action details - what will occur?: Provide in-house professional learning workshops for faculty to increase knowledge and skill in online teaching and learning. workshops cover online pedagogy and instructional technology.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: 1. Hire skilled adjunct faculty to develop specific workshops. Design workshops based on faculty need in instructional technology and online pedagogy.
2. Starting September 2011 offer weekly workshops, for full time and adjunct faculty, at a variety of days/times.
3. Assess, revise and add workshops as needed.
4. By Summer 2012 provide online versions of workshops (lecture capture of live workshops).

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Specialist, Distance Education Web Specialist, Adjunct Faculty

Outcome/Impact of this action?: Faculty will have hands-on opportunities to investigate new instructional technologies and how to apply pedagogical best practices in their online course environment, resulting in increased course quality, student engagement and student success.

Budget implications and Object Code (if applicable)?: 1240

Budget request amount: $20,000.00

Priority: High

▼ Action/Solution: Professional Memberships

Action details - what will occur?: Annual Memberships to professional organizations and digital learning objects repositories including the Instructional Technology Council, The OpenCourseWare Consortium, Intelecom Online Resources Network, and Edustream.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Annual subscrptions

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: Access to information that improves faculty and staff knowledge in current pedagogical and technological practices in distance education, as well as access to digital learning objects that support student engagement and instruction in distance education courses.

Budget implications and Object Code (if applicable)?: 5310

Budget request amount: $3,000.00

Priority: Medium

Course Design & Development

▼ Action/Solution: Master Course Program

Resources to support faculty in the development of effective distance education courses.

Action details - what will occur?: Compensation for faculty to develop master courses in support of EMP Goals.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Identify courses for development
2. Identify faculty to develop courses
3. Develop courses
4. Offer courses
5. Assess courses
6. Edit courses if needed

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Distance Education Specialist, Division Deans, Participating Faculty

Outcome/Impact of this action?: The program will facilitate the development of a core set of courses that support EMP goals to offer fully online pathways for students.

Budget implications and Object Code (if applicable)?: 1420

Budget request amount: $30,000.00

Priority: High

Personnel

Human Resources
Additional staff required to effectively support PCC's online teaching and learning endeavors.

▼ Action/Solution: Hourly Support - Existing Positions

Action details - what will occur?: Employ hourly Web Designer, Technical Writers, Clerical/Data Entry

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Hire hourly support to assist the growth and maintenance of the distance education program

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: Hourly personnel to assist in the development of the distance education faculty web site & content, distance education faculty handbook, student web site & content, research & development of student retention & success initiatives, research and development of a distance education strategic plan, and to provide clerical support.

Budget implications and Object Code (if applicable)?: 2312

Budget request amount: $25,000.00

Priority: High

▼ Action/Solution: Instructional Designer - New Faculty Position

Action details - what will occur?: Hire one 12 month full time faculty instructional designer.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Post and fill in Spring 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Vice President of Educational Services, Human Resources

Outcome/Impact of this action?: Provides course design guidance and oversees course development programs. Responsible for planning and developing faculty professional learning courses and training opportunities, accreditation compliance with distance education best practices, and actively participates on shared governance committees.

Budget implications and Object Code (if applicable)?: 2130

Budget request amount: $130,000.00

Priority: High

▼ Action/Solution: Online Learning Technologist/Developer - New Classified Position

Action details - what will occur?: Hire one full time 12 month classified Online Learning Technologist/Developer

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Post and fill in Spring 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Vice President of Educational Services, Human Resources

Outcome/Impact of this action?: Plans, develops, implements and manages instructional technology for the Distance Education program including Blackboard, software applications and web-based instructional tools. Provides documentation, technical support for faculty and students, and technology training both in-person and online.

Budget implications and Object Code (if applicable)?: 2130

Budget request amount: $110,000.00

Priority: High

▼ Action/Solution: Secretary I - New Classified Position

Action details - what will occur?: Provide administrative support to the Distance Education Program.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Post and fill ivy Summer 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Vice President of Educational Services, Human Resources

Outcome/Impact of this action?: Performs administrative and office support activities including fielding telephone calls, receiving and directing visitors, entering helpdesk incidents, word processing and filing. Extensive software skills, as well as Internet research abilities and strong communication/customer service skills are necessary due to the high numbers of faculty and students served.

Budget implications and Object Code (if applicable)?: 2130

Budget request amount: $65,000.00

Priority: Medium

Facilities

Distance Education Department

Adequate space to support the Distance Education program faculty and students.

▼ Action/Solution: Course Development / Media Production Space

Action details - what will occur?: Conference space for small group course development and staff meetings. Small media production space for soundproof recordings.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Determine appropriate location
2. Remodel as necessary
3. Move to new location by summer 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education,

Distance Education Staff, Facilities, Information Technology Services

Outcome/Impact of this action?: An appropriate group space/location will allow staff to more effectively work with faculty cohorts to develop online courses. Media production space will provide staff and faculty with a quiet location to develop tutorials, orientations, mini-lectures, podcasts, etc.

Budget implications and Object Code (if applicable)?:

Budget request amount: $15,000.00

Priority: High

▼ Action/Solution: Office Space

Action details - what will occur?: Relocate Distance Education staff to appropriate office space. 1. Office for each faculty/classified staff member 2. Office for Director of Distance Education 3. Reception Desk/Office space for secretary 4. Shared office space for hourly support personnel.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Determine appropriate location
2. Remodel as necessary
3. Move to new location by summer 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education staff, Facilities, Information & Technology Services

Outcome/Impact of this action?: A more cohesive space/location will provide faculty and students with a definitive place to find and receive assistance, Staff will be able to work more effectively with faculty on course development projects.

Budget implications and Object Code (if applicable)?:

Budget request amount: $15,000.00

Priority: High

Software, Supplies & Equipment

Software
Instructional technology that support innovation and effective teaching/learning practices in the on-campus and virtual classrooms.

▼ Action/Solution: Course Development/Management Technologies

Action details - what will occur?: Implement tools for developing and facilitating more engaging courses, both face-to-face and online. Tools are all new subscriptions and based on faculty requests.
1) VoiceThread
2) Softchalk
3) Respondus Lockdown Browser

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Plan and implement
2. Develop in-person and online resources/training
2. Roll out to faculty & students by Spring 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Distance Education Specialist, Information Technology Services

Outcome/Impact of this action?: The Voicethread and Softchalk content authoring software will allow our faculty to create professional, engaging learning content quickly and easily that is also 508 complaint. It enhances teaching and improves the learning experience for students.

Respondus Lockdown Browser will lock down the testing environment within Blackboard so that students are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading.

Budget implications and Object Code (if applicable)?: 5810

Budget request amount: $21,000.00

Priority: Medium

▼ Action/Solution: Learning Management System - Blackboard Learn (Bb 9.1)

Action details - what will occur?: Renew existing Blackboard Learn 9.1 contract.
1. Blackboard Learn
2. Bb Mobile Applications - Mobile Central & Mobile Learn

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Manage existing Learning Management System for online teaching and learning in distance and on-campus courses. Enhance product with a variety of free Building Blocks and plugins.
2. Develop and Market Mobile Central & Learn Applications via web and other media outlets, with assistance from Public Relations. Implement phase II of Blackboard Central Mobile application.

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Information Technology Services, Public Relations

Outcome/Impact of this action?: 1. Blackboard increases use of electronic content and instructional technology in face-to-face and online courses. It serves as a comprehensive one-stop location for students to find their course materials. Blackboard allows for the management of distance education courses to meet Federal, State and accreditation guidelines.
2. The Blackboard Mobile application provides access to the Blackboard Learning management system from mobile devices so that students can remain involved in their courses anytime/anywhere.

Budget implications and Object Code (if applicable)?: 5810

Budget request amount: $181,100.00

Priority: High

Supporting Attachments:

Blackboard Learn (Web Link)
http://www.blackboard.com

▼ Action/Solution: Single Use Software Licenses

Action details - what will occur?: Purchase software to support daily operations and online course development including Visio, Microsoft Office Project, and Camtasia licenses.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: As needed

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education staff & Hourly Personnel

Outcome/Impact of this action?: Software will allow staff to more effectively manage/plan distance education program and will help faculty develop more engaging course content.

Budget implications and Object Code (if applicable)?: 4302

Budget request amount: $3,000.00

Priority: Medium

Supplies

General supplies required for daily operations.

▼ Action/Solution: General Supplies

Action details - what will occur?: General Supplies, Duplicating and Printing

Implementation Plan (timeline & steps) - when will this be implemented and what are

the steps?: Existing funding

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: Supports day-to-day operations/functions of the Distance Education office.

Budget implications and Object Code (if applicable)?: 4301, 4303, 4304

Budget request amount: $3,000.00

Priority: High

◈ Track Action Items

Action/Solution Statuses

Pasadena City College Action Category Framework (Copy 1)

Support & Learning Resources
Faculty and student support & learning resources to ensure success in distance learning courses.

Online Student Support Services

Resources to ensure student success and retention in distance education courses.

▼ Action/Solution: 24/7 Blackboard Student Services

Action details - what will occur?: Renew Subscription
Evaluate on an annual basis

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Existing service

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist.

Outcome/Impact of this action?: Provide students with 24/7 technical support for Blackboard.

Budget implications and Object Code (if applicable)?: 5810

Budget request amount: $46,000.00

Priority: High

Status for 24/7 Blackboard Student Services

No Status Added

▼ Action/Solution: 24/7 Online Tutoring

Action details - what will occur?: Students will have 24/7 online access to tutoring services provided by Smarthinking.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Plan and implement
2. Develop in-person and online resources/training
2. Roll out to faculty & students by Spring 201

Key/Responsible Personnel - who will be involved?: Director of Learning Assistance Center, Division Deans, Director of Distance Education, Information Technology Services

Outcome/Impact of this action?: Fully online options to providing greater access to tutoring services off campus (particularly after hours) to support all students. In particular a 24/7 service would support basic skills students, part-time students, those who commute long distances, or

those who are unable to attend an in-person tutoring session for a variety of reasons (i.e. distance education students).

Budget implications and Object Code (if applicable)?: 5810

Budget request amount: $83,000.00

Priority: Medium

Status for 24/7 Online Tutoring

No Status Added

Student Learning Services

In-person and online information & training for students to effectively participate and successfully complete courses using instrcutional technology tools.

▼ Action/Solution: Learning Assistance Peer Tutor/Workshop Program

Action details - what will occur?: Develop a face to face student peer workshops on basic aspects of Blackboard 9.1 system (not limited to distance education students). Train student tutors to teach workshop sessions. Student tutors will also be generally available to help students in the Learning Assistance Center and in computer labs to assist students.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Develop training program
2. Train student tutors
3. Schedule and advertise workshops
4. Assess workshops
5. Revise as needed

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Adjunct Faculty, Director of Learning Assistance Center, Learning Assistance Center Technician

Outcome/Impact of this action?: Students will have in-person assistance and training resources to help them be more successful using the Blackboard Learning Management tool. Requires funding for Adjunct Faculty who will develop program with Learning Assistance Center.

Budget implications and Object Code (if applicable)?:

Budget request amount: $0.00

Priority: Medium

Status for Learning Assistance Peer Tutor/Workshop Program

No Status Added

▼ Action/Solution: Online Student Orientation

Action details - what will occur?: Develop an online student orientation to PCC's distance education courses. The interactive video orientation will be available on the Distance Education web site 24/7.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Research and plan orientation
2. Develop and produce orientation
3. Implement orientation by Fall 2012
4. Assess orientation
5. Revise as necessary

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Hourly Personnel

Outcome/Impact of this action?: The orientation will lend to greater student success and retention in distance education courses. It will provide essential information to ensure students better understand online learning -- including what to expect, tips for success, a tour of an online

class and technology considerations.

Budget implications and Object Code (if applicable)?: 2312

Budget request amount: $20,000.00

Priority: High

Status for Online Student Orientation

No Status Added

Faculty/Staff Professional Learning

Ongoing training workshops and on-demand tutorials will ensure that faculty and staff who use instructional technology use these tools in a pedagogically effective manner. A core series of reuired courses for online faculty will ensure that they learn how to effectively construct distance education courses that reflect best practices, accreditation standards, and legal requirements.

▼ Action/Solution: @One Professional Learning Courses

Action details - what will occur?: @One will provide professional learning opportunities for faculty, both online and face-to-face, in online teaching and learning.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Offer 4 required four-week fully online courses each semester (Fall, winter, Spring Summer) for faculty new to teaching online at PCC.
2. Offer 1 four-week face-to-face course at PCC each in Fall and Spring semesters that fulfill the first two of four required courses for faculty new to teaching online at PCC.
3. Pay registration fee ($225 each) for faculty to complete full @One Online Teaching Certification. Faculty who complete the certification are eligible to serve as Mentors in the PCC Online Faculty Mentor Program.
Courses are open to both full time and part-time faculty and are open to faculty who want to refresh their skills.

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: These courses encourage best practices in online teaching and learning; They provide support for developing online course materials based on pedagogical and technological best practices; faculty who attend these courses are more likely to produce quality courses that engage students and lead to greater student success.

Budget implications and Object Code (if applicable)?: 1420

Budget request amount: $20,000.00

Priority: High

Supporting Attachments:

@One Certification Program (Web Link)
http://www.cccone.org/certification

@One Online Courses (Web Link)
http://www.cccone.org/online-courses

@One Trainer's Bureau - In Person Training (Web Link)
http://www.cccone.org/bureau/index.php

Status for @One Professional Learning Courses

No Status Added

▼ Action/Solution: Conferences/Seminars

Action details - what will occur?: Attendance at annual conferences or seminars to support currency in Distance Education practices and technologies.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: As needed

Key/Responsible Personnel - who will be involved?: Distance Education Director, Distance Education staff

Outcome/Impact of this action?: Professional development supports continuous improvement in distance education services and programs.

Budget implications and Object Code (if applicable)?: 5210

Budget request amount: $5,000.00

Priority: Medium

Status for Conferences/Seminars

No Status Added

Action/Solution: Faculty Mentor Program

Action details - what will occur?: Develop and implement a mentor program to support faculty in the development and facilitation of distance education courses.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Research and plan program
2. Develop program
3. Implement program by Summer 2012
4. Evaluate program
5. Revise as necessary

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Faculty participants, Distance Education Staff

Outcome/Impact of this action?: A faculty mentor program will provide leadership and support for new and existing online instructors. The goal is to develop an engaging learning community that is lead by motivated faculty. The outcome will be more confident instructors who engage in continuous learning and improvement.

Budget implications and Object Code (if applicable)?:

Budget request amount: $0.00

Priority: High

Status for Faculty Mentor Program

No Status Added

Action/Solution: Professional Learning Workshops

Action details - what will occur?: Provide in-house professional learning workshops for faculty to increase knowledge and skill in online teaching and learning. workshops cover online pedagogy and instructional technology.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: 1. Hire skilled adjunct faculty to develop specific workshops. Design workshops based on faculty need in instructional technology and online pedagogy.
2. Starting September 2011 offer weekly workshops, for full time and adjunct faculty, at a variety of days/times.
3. Assess, revise and add workshops as needed.
4. By Summer 2012 provide online versions of workshops (lecture capture of live workshops).

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Specialist, Distance Education Web Specialist, Adjunct Faculty

Outcome/Impact of this action?: Faculty will have hands-on opportunities to investigate new instructional technologies and how to apply pedagogical best practices in their online course environment, resulting in increased course quality, student engagement and student success.

Budget implications and Object Code (if applicable)?: 1240

Budget request amount: $20,000.00

Priority: High

Status for Professional Learning Workshops

No Status Added

▼ Action/Solution: Professional Memberships

Action details - what will occur?: Annual Memberships to professional organizations and digital learning objects repositories including the Instructional Technology Council, The OpenCourseWare Consortium, Intelecom Online Resources Network, and Edustream.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Annual subscrptions

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: Access to information that improves faculty and staff knowledge in current pedagogical and technological practices in distance education, as well as access to digital learning objects that support student engagement and instruction in distance education courses.

Budget implications and Object Code (if applicable)?: 5310

Budget request amount: $3,000.00

Priority: Medium

Status for Professional Memberships

No Status Added

Course Design & Development

Resources to support faculty in the development of effective distance education courses.

▼ Action/Solution: Master Course Program

Action details - what will occur?: Compensation for faculty to develop master courses in support of EMP Goals.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Identify courses for development
2. Identify faculty to develop courses
3. Develop courses
4. Offer courses
5. Assess courses
6. Edit courses if needed

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Distance Education Specialist, Division Deans, Participating Faculty

Outcome/Impact of this action?: The program will facilitate the development of a core set of courses that support EMP goals to offer fully online pathways for students.

Budget implications and Object Code (if applicable)?: 1420

Budget request amount: $30,000.00

Priority: High

Status for Master Course Program

No Status Added

Personnel

Human Resources

Additional staff required to effectively support PCC's online teaching and learning endeavors.

▼ Action/Solution: Hourly Support - Existing Positions

Action details - what will occur?: Employ hourly Web Designer, Technical Writers, Clerical/Data Entry

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Hire hourly support to assist the growth and maintenance of the distance education program

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: Hourly personnel to assist in the development of the distance education faculty web site & content, distance education faculty handbook, student web site & content, research & development of student retention & success initiatives, research and development of a distance education strategic plan, and to provide clerical support.

Budget implications and Object Code (if applicable)?: 2312

Budget request amount: $25,000.00

Priority: High

Status for Hourly Support - Existing Positions

No Status Added

▼ Action/Solution: Instructional Designer - New Faculty Position

Action details - what will occur?: Hire one 12 month full time faculty instructional designer.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Post and fill in Spring 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Vice President of Educational Services, Human Resources

Outcome/Impact of this action?: Provides course design guidance and oversees course development programs. Responsible for planning and developing faculty professional learning courses and training opportunities, accreditation compliance with distance education best practices, and actively participates on shared governance committees.

Budget implications and Object Code (if applicable)?: 2130

Budget request amount: $130,000.00

Priority: High

Status for Instructional Designer - New Faculty Position

No Status Added

▼ Action/Solution: Online Learning Technologist/Developer - New Classified Position

Action details - what will occur?: Hire one full time 12 month classified Online Learning Technologist/Developer

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Post and fill in Spring 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Vice President of Educational Services, Human Resources

Outcome/Impact of this action?: Plans, develops, implements and manages instructional technology for the Distance Education program including Blackboard, software applications and web-based instructional tools. Provides documentation, technical support for faculty and students, and technology training both in-person and online.

Budget implications and Object Code (if applicable)?: 2130

Budget request amount: $110,000.00

Priority: High

Status for Online Learning Technologist/Developer - New Classified Position

No Status Added

▼ Action/Solution: Secretary I - New Classified Position

Action details - what will occur?: Provide administrative support to the Distance Education Program.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Post and fill ivy Summer 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Vice President of Educational Services, Human Resources

Outcome/Impact of this action?: Performs administrative and office support activities including fielding telephone calls, receiving and directing visitors, entering helpdesk incidents, word processing and filing. Extensive software skills, as well as Internet research abilities and strong communication/customer service skills are necessary due to the high numbers of faculty and students served.

Budget implications and Object Code (if applicable)?: 2130

Budget request amount: $65,000.00

Priority: Medium

Status for Secretary I - New Classified Position

No Status Added

Facilities

Distance Education Department

Adequate space to support the Distance Education program faculty and students.

▼ Action/Solution: Course Development / Media Production Space

Action details - what will occur?: Conference space for small group course development and staff meetings. Small media production space for soundproof recordings.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?:
1. Determine appropriate location
2. Remodel as necessary
3. Move to new location by summer 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education,

Distance Education Staff, Facilities, Information Technology Services

Outcome/Impact of this action?: An appropriate group space/location will allow staff to more effectively work with faculty cohorts to develop online courses. Media production space will provide staff and faculty with a quiet location to develop tutorials, orientations, mini-lectures, podcasts, etc.

Budget implications and Object Code (if applicable)?:

Budget request amount: $15,000.00

Priority: High

Status for Course Development / Media Production Space

No Status Added

Action/Solution: Office Space

Action details - what will occur?: Relocate Distance Education staff to appropriate office space. 1. Office for each faculty/classified staff member 2. Office for Director of Distance Education 3. Reception Desk/Office space for secretary 4. Shared office space for hourly support personnel.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Determine appropriate location
2. Remodel as necessary
3. Move to new location by summer 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education staff, Facilities, Information & Technology Services

Outcome/Impact of this action?: A more cohesive space/location will provide faculty and students with a definitive place to find and receive assistance, Staff will be able to work more effectively with faculty on course development projects.

Budget implications and Object Code (if applicable)?:

Budget request amount: $15,000.00

Priority: High

Status for Office Space

No Status Added

Software, Supplies & Equipment

Software
Instructional technology that

Action/Solution: Course Development/Management Technologies

support innovation and effective teaching/learning practices in the on-campus and virtual classrooms.

Action details - what will occur?: Implement tools for developing and facilitating more engaging courses, both face-to-face and online. Tools are all new subscriptions and based on faculty requests.
1) VoiceThread
2) Softchalk
3) Respondus Lockdown Browser

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Plan and implement
2. Develop in-person and online resources/training
2. Roll out to faculty & students by Spring 2012

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Distance Education Specialist, Information Technology Services

Outcome/Impact of this action?: The Voicethread and Softchalk content authoring software will allow our faculty to create professional, engaging learning content quickly and easily that is also 508 complaint. It enhances teaching and improves the learning experience for students.

Respondus Lockdown Browser will lock down the testing environment within Blackboard so that students are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading.

Budget implications and Object Code (if applicable)?: 5810

Budget request amount: $21,000.00

Priority: Medium

Status for Course Development/Management Technologies

No Status Added

▼ Action/Solution: Learning Management System - Blackboard Learn (Bb 9.1)

Action details - what will occur?: Renew existing Blackboard Learn 9.1 contract.
1. Blackboard Learn
2. Bb Mobile Applications - Mobile Central & Mobile Learn

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Timeline: 1 year
1. Manage existing Learning Management System for online teaching and learning in distance and on-campus courses. Enhance product with a variety of free Building Blocks and plugins.
2. Develop and Market Mobile Central & Learn Applications via web and other media outlets, with assistance from Public Relations. Implement phase II of Blackboard Central Mobile application.

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education Web Specialist, Information Technology Services, Public Relations

Outcome/Impact of this action?: 1. Blackboard increases use of electronic content and instructional technology in face-to-face and online courses. It serves as a comprehensive one-stop location for students to find their course materials. Blackboard allows for the management of distance education courses to meet Federal, State and accreditation guidelines.
2. The Blackboard Mobile application provides access to the Blackboard Learning management system from mobile devices so that students can remain involved in their courses anytime/anywhere.

Budget implications and Object Code (if applicable)?: 5810

Budget request amount: $181,100.00

Priority: High

Supporting Attachments:

Blackboard Learn (Web Link)
http://www.blackboard.com

Status for Learning Management System - Blackboard Learn (Bb 9.1)

No Status Added

▼ Action/Solution: Single Use Software Licenses

Action details - what will occur?: Purchase software to support daily operations and online course development including Visio, Microsoft Office Project, and Camtasia licenses.

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: As needed

Key/Responsible Personnel - who will be involved?: Director of Distance Education, Distance Education staff & Hourly Personnel

Outcome/Impact of this action?: Software will allow staff to more effectively manage/plan distance education program and will help faculty develop more engaging course content.

Budget implications and Object Code (if applicable)?: 4302

Budget request amount: $3,000.00

Priority: Medium

Status for Single Use Software Licenses

No Status Added

Supplies
General supplies required for daily operations.

▼ Action/Solution: General Supplies

Action details - what will occur?: General Supplies, Duplicating and Printing

Implementation Plan (timeline & steps) - when will this be implemented and what are the steps?: Existing funding

Key/Responsible Personnel - who will be involved?: Director of Distance Education

Outcome/Impact of this action?: Supports day-to-day operations/functions of the Distance Education office.

Budget implications and Object Code (if applicable)?: 4301, 4303, 4304

Budget request amount: $3,000.00

Priority: High

Status for General Supplies

No Status Added

Summary of Next Steps

No text specified

Appendix 9

Program Review

Business Information Technology

Created on: 02/24/2011 11:39:00 AM PDT
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Standing Requirements

◈ Mission Statement

The mission of the Business Information Technology (BIT) program is successful student learning that results in the student's achieving his or her goal of successful employment. Successful employment is defined as employment that supports the student's goal of beginning a career, advancing in a career, or of earning money while pursuing further education.

The purpose of the program is to help students learn to use business computer software and technology to solve business problems that are encountered in every job and profession. Learning such skills serves various student populations: those who want to pursue a career in Administrative Support and those who need such skills in other occupations and professions. There are virtually no occupations that do not require basic business computing skills.

The Business Information Technology mission aligns with the College Mission and specific Educational Master Plan priorities in the following ways:

A. Student Success, Equity, and Access: The BIT program uses a faculty-initiated counseling system that identifies and encourages student progress toward certificate completion. This information is shared with each student. The BIT program provides expanded availability of CTE courses by increasing student access through hybrid and online courses.

B. Professional Development: The BIT program supports effective teaching approaches by offering several faculty workshops per year for full-time and adjunct faculty to ensure that faculty are current in technology and workforce trends.

C. Technology: The BIT program is committed to enhancing and growing distance learning programs and hybrid and online courses to continually increase access for all students in the college community. The faculty consistently review and update course curricula to address contemporary occupational requirements through interaction with the BIT Community Advisory Committee and by researching labor market trends.

D. Pathways: The BIT program recognizes that timely progression through certificate programs is a student priority and addresses this priority using our own student tracking system.

E. Student Support Services: The BIT program cultivates a culture of counseling in which faculty individually review the progress toward a BIT certificate of every student in the BIT program on a regular basis.

F. Institutional Effectiveness: The BIT program determines the efficacy of programs and certificates through the C & I process. Programs and certificates are discontinued, added, and modified as necessary.

G. Enrollment Management: The BIT program removes barriers to certificate achievement by counseling and advising students of their progress toward certificate completion.

H. Sustainability: The BIT program contributes to baseline waste reduction by converting all course materials to electronic format and requiring all assignments to be submitted electronically, thus reducing the need for printing and

paper.

I. Revenue Enhancement and Strategies: The BIT program develops strong partnerships with local business through our Community Advisory Committee.

J. Life-long Learning: The BIT program provides second-career opportunities for students who return to the college to gain business computing skills.

K. Curriculum Responsive to Market Needs: The BIT program is committed to maintaining programs that are responsive to market needs by identifying and implementing new programs and courses based on market research and input from our Community Advisory Committee.

L. Facilities and Resource Management: The BIT program schedules BIT course offerings to utilize our facilities to full capacity.

The BIT program is committed to the Project 90 Action Plan by continuing to develop a comprehensive online curriculum and by implementing a learning and mentoring program for our adjunct faculty.

◈ Learning Outcomes (Program Level)

Administrative Assistant Outcome Set

Outcome

Outcome	Mapping
Outcome 1 Manage administrative responsibilities including document processing and use computer applications such as presentation graphics and spreadsheets.	No Mapping
Outcome 2 Schedule appointments, research and organize information, and arrange travel and meetings.	No Mapping

Business Software Specialist

Outcome

Outcome	Mapping
Outcome 1 Accurately and efficiently apply commonly used computer applications to solve business tasks including presentation, document, and Web site development, database and spreadsheet development and maintenance, and Internet research.	No Mapping
Outcome 2 Use computers to collaborate with others to solve business problems.	No Mapping

Data Entry Technician

Outcome	
Outcome	Mapping
Outcome 1	No Mapping
Accurately enter information on a computer and use other input technologies in a variety of organizational environments.	
Outcome 2	No Mapping
Develop appropriate reports to disseminate information.	

◈ Curriculum Map

Active Maps ?

○ BIT Certificates of Achievement 🔍
Alignment Set: Administrative Assistant Outcome Set
Created: 05/12/2011 2:06:23 pm PDT
Last Modified: 05/17/2011 10:12:20 am PDT

[Print View] [PDF]

○ Business Software Specialist 🔍
Alignment Set: Business Software Specialist
Created: 05/17/2011 1:34:50 pm PDT
Last Modified: 05/17/2011 1:38:31 pm PDT

[Print View] [PDF]

○ Data Entry Technician 🔍
Alignment Set: Data Entry Technician
Created: 05/17/2011 1:39:00 pm PDT
Last Modified: 05/17/2011 1:42:34 pm PDT

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2010-2011 Program Review

◆ **Activities, Outcomes & Measures**

Introduction/Background

The purpose of the Business Information Technology (BIT) program, which is within the Business and Computer Technology Division, is to help students learn to use computers to solve business problems. Specifically, students learn to use business software to:
• Manage digital communications, manage digital files, and use the Internet
• Write and prepare documents
• Compute and chart numeric data
• Present ideas and information
• Manage data
• Collaborate with others
Twenty-four different courses are offered. Various combinations of the courses lead to three Certificates of Achievement:
• Data Entry Technician (18-19 units)
o This curriculum prepares the student for business positions in which information is entered with a computer or other input technologies. Individuals in these types of jobs work with information such as sales data, customers' personal information, medical records, and membership lists.
• Administrative Assistant (35 units)
o This curriculum prepares the student for administrative responsibilities including document processing, using computer applications such as presentation graphics and spreadsheets, scheduling appointments, researching and organizing information, and arranging travel and meetings.
• Business Software Specialist (25 units)
o This curriculum prepares the student to apply commonly-used computer applications to business tasks; for example, word processing, spreadsheets, presentation graphics, database, desktop publishing, email, Internet research, and the design and maintenance of Web sites.
Research conducted in Los Angeles County by Dr. Shelley Gaskin, BIT faculty member, in conjunction with the non-profit agency Women at Work and the Office of Career and Technical Education, indicates that the need for workers in a variety of positions within this occupational field will continue to grow substantially over the next five years. The Occupational Outlook Handbook, produced by the Department of Labor, Bureau of Labor Statistics, also indicates that this field will continue to grow.
To increase student success, the BIT faculty have developed and implemented—in the absence of a college-supported system—a system of Student Relationship Management, which couples the business strategy of Customer Relationship Management with the traditional approach to recruitment and retention. During the 2007-2008 college year, the BIT faculty were awarded $16,000 in ARCC funding to support this initiative. Using this system, the BIT faculty manually examine the transcripts of every BIT student, enter the data into a database, and then send students an individual letter with recommendations for courses needed to complete a certificate. Such "SRM" systems are now commonly found in commercial college ERP systems, and the BIT faculty are hopeful that tracking of all CTE students will be computerized as the college moves to a modern ERP for the campus.
The BIT program has been a leader on the campus in the development and delivery of online courses and in developing courses that meet the needs of students who require flexible scheduling.
The BIT program is committed to staff development and enjoys an excellent working relationship among the full-time and part-time faculty through a concerted program of training, support, shared knowledge, and shared resources.
The full-time BIT faculty members are active in the shared governance process on the campus. Among other activities, the full-time BIT faculty:
• Chair two Academic Standing committees (Distance Education and CTE)
• Represent the Division on the Academic Senate
• Are members of the Distance Education Leadership Cohort
• Serve on the ad hoc Enrollment Management Committee

Activity/Outcome and Measures

Category I: Faculty Development and Curriculum

Activity A: Faculty Development
Leave Blank

Outcome 1

Full-Time Faculty assess need for and are given opportunity to pursue necessary professional development and growth.

▼ Measure: Review of Full-Time Faculty Professional Development Needs

Description of Measure (WHAT data were used to measure the outcome?): Participation in both technology and pedagogical training as required by the courses in the Business Information Technology (BIT) curriculum.

Acceptable Target and Rationale: 100% of full-time faculty participate in technology and pedagogical training.

Ideal Target and Rationale: 100% of full-time faculty participate in technology and pedagogical training.

What steps were taken to analyze the data?: Business Information Technology (BIT) is a technology driven curriculum. Thus, the three full-time faculty in BIT research and analyze our professional development needs annually based on the skills, software, and technology required for students to complete certificates and succeed in their employment goals.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Outcome 2

Part-Time Faculty assess need for and are given opportunity to pursue necessary professional development and growth.

▼ Measure: Review of Part-Time Faculty Professional Development Needs

Description of Measure (WHAT data were used to measure the outcome?): Participation in both technology and pedagogical training as required by the courses in the Business Information Technology (BIT) curriculum.

Acceptable Target and Rationale: 75% of part-time faculty participate in technology and pedagogical training.

Ideal Target and Rationale: 100% of part-time faculty participate in technology and pedagogical training.

What steps were taken to analyze the data?: The full-time faculty in BIT, in consultation with the adjunct faculty, determine adjunct professional development needs annually based on the skills, software, and technology required for students to complete certificates and succeed in their employment goals.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Activity B: Curriculum Management

Outcome 1

Program curriculum is current.

▼ Measure: Advisory Committee Collaboration on Curriculum

Description of Measure (WHAT data were used to measure the outcome?): Meet with BIT Community Advisory Committee to assess the currency of the BIT curriculum.

Acceptable Target and Rationale: One annual meeting per year.

Ideal Target and Rationale: One annual meeting per year.

What steps were taken to analyze the data?: Review minutes of advisory committee meetings.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

▼ Measure: Curriculum is Current

Description of Measure (WHAT data were used to measure the outcome?): How often is curriculum updated through the C&I process?

Acceptable Target and Rationale: Every six years

Ideal Target and Rationale: Every six years or more frequently as necessary

What steps were taken to analyze the data?: Review C&I documentation

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Outcome 3

Articulation agreements with

▼ Measure: Articulation Agreements with K-12 in Place

K12-Baccalaureate Institutional Pathways are in place and current where appropriate.	Description of Measure (WHAT data were used to measure the outcome?): Number of high schools that articulate with core courses BIT 25 and BIT 11A
	Acceptable Target and Rationale: Articulation agreements are in place with 50% of the surrounding high schools.
	Ideal Target and Rationale: Articulation agreements in place with 100% of the surrounding high schools.
	What steps were taken to analyze the data?: Count of articulation agreements in conjunction with the Office of Career and Technical Education
	Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Outcome 4

Section offerings are aligned with the needs of students.

▼ Measure: Review of BIT Program Enrollment Patterns

Description of Measure (WHAT data were used to measure the outcome?): BIT program enrollment data as provided by IPRO

Acceptable Target and Rationale: Maintain enrollment over the next five years.

Ideal Target and Rationale: Assuming adequate funding, increase enrollment by 5% over the next five years.

What steps were taken to analyze the data?: PivotTable analysis was completed using IPRO data.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Outcome 5

Course-Level Student Learning Outcomes are assessed every semester.

▼ Measure: Student Learning Outcomes are Developed and Assessed

Description of Measure (WHAT data were used to measure the outcome?): Results of assessment tasks developed in conjunction with Student Learning Outcomes

Acceptable Target and Rationale: Student Learning Outcomes and associated assessment tasks are developed in 100% and assessed in 75% in BIT courses

Ideal Target and Rationale: Student Learning Outcomes are developed and assessed in 100% of BIT courses

What steps were taken to analyze the data?: BIT faculty analyzed the SLO assessment tasks for each course.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Category III: Student Success and Achievement

Activity A: Student Success and Retention
Leave blank.

Outcome 1

Progress in student success and retention.

▼ Measure: Review of BIT Program Success Rate

Description of Measure (WHAT data were used to measure the outcome?): Total success and retention of BIT program.

Acceptable Target and Rationale: Over a 5-year period, the BIT Program total success rate (retained students with a C or better) should be 75% and the retention rate should be 75%

Ideal Target and Rationale: Over a 5-year period, BIT Program total success rate (retained students with a C or better) should be 80% and the retention rate 80%.

What steps were taken to analyze the data?: PivotTable analysis completed on IPRO raw data

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Activity C: Progression and Awards Conferred

Outcome 1

The Program shows

▼ Measure: Certificate Completion

progress in conferring achievements.

Description of Measure (WHAT data were used to measure the outcome?): Certificate completion data provided by IPRO

Acceptable Target and Rationale: Award 30 certificates per year

Ideal Target and Rationale: Award 50 certificates per year

What steps were taken to analyze the data?: IPRO certificate completion data for 2006-2010

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Activity D: Student Enrollment and Faculty-to-Student Ratios

Outcome 1
The Program demonstrates consistent enrollment based on demand and market.

▼ Measure: Review of BIT Program Enrollment Based on Student Demand

Description of Measure (WHAT data were used to measure the outcome?): BIT program enrollment data as provided by IPRO

Acceptable Target and Rationale: Maintain program that continues to meet market demands.

Ideal Target and Rationale: Maintain program that continues to meet market demands.

What steps were taken to analyze the data?: PivotChart analysis was completed using IPRO data.

Key/Responsible Personnel (WHO analyzed the data?): The full-time BIT faculty

◈ Review Findings and Recommendations

Finding per Measure

Category I: Faculty Development and Curriculum

Activity A: Faculty Development
Leave Blank

Outcome 1
Full-Time Faculty assess need for and are given opportunity to pursue necessary professional development and growth.

▼ Measure: Review of Full-Time Faculty Professional Development Needs

Description of Measure (WHAT data were used to measure the outcome?): Participation in both technology and pedagogical training as required by the courses in the Business Information Technology (BIT) curriculum.

Acceptable Target and Rationale: 100% of full-time faculty participate in technology and pedagogical training.

Ideal Target and Rationale: 100% of full-time faculty participate in technology and pedagogical training.

What steps were taken to analyze the data?: Business Information Technology (BIT) is a technology driven curriculum. Thus, the three full-time faculty in BIT research and analyze our professional development needs annually based on the skills, software, and technology required for students to complete certificates and succeed in their employment goals.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Review of Full-Time Faculty Professional Development Needs

Summary of Findings: Since the last BIT program review, the full-time BIT faculty completed self-guided training Microsoft and Windows applications as required to maintain appropriate software mastery for instruction in our courses. Additionally, the BIT full-time faculty successfully completed both online and traditional WebCT and Blackboard training offered by the college and @One. Currently, the BIT full-time faculty are members of the Leadership Cohort for Distance Education and are piloting courses in the new Blackboard learning management system. BIT full-time faculty also completed professional development training in myITLab, which is publisher-provided instructional software used in the BIT program.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded

Recommendations for Improvement: We will continue our high level of professional

development activities to maintain currency in our discipline and quality in our program.

Reflections/Notes : The full-time faculty collaborate as a cohesive group to ensure that the goal of professional development is the improvement of student learning outcomes.

Outcome 2

Part-Time Faculty assess need for and are given opportunity to pursue necessary professional development and growth.

▼ Measure: Review of Part-Time Faculty Professional Development Needs

Description of Measure (WHAT data were used to measure the outcome?): Participation in both technology and pedagogical training as required by the courses in the Business Information Technology (BIT) curriculum.

Acceptable Target and Rationale: 75% of part-time faculty participate in technology and pedagogical training.

Ideal Target and Rationale: 100% of part-time faculty participate in technology and pedagogical training.

What steps were taken to analyze the data?: The full-time faculty in BIT, in consultation with the adjunct faculty, determine adjunct professional development needs annually based on the skills, software, and technology required for students to complete certificates and succeed in their employment goals.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Review of Part-Time Faculty Professional Development Needs

Summary of Findings: Since the last BIT program review, the full-time BIT faculty have provided annual training in Microsoft and Windows applications for part-time faculty to maintain appropriate software mastery for instruction in our courses.

Additionally, the BIT part-time faculty are currently participating in Blackboard training offered by @One so that all BIT courses are offered in the latest version of Blackboard, thus ensuring consistency across the curriculum.

BIT part-time faculty also completed professional development training in myITLab, which is publisher-provided instructional software used in the BIT program.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Exceeded

Recommendations for Improvement: Full-time faculty will continue to mentor part-time faculty and provide opportunities for professional development to maintain currency in our discipline and quality in our program.

Reflections/Notes : The part-time faculty value and participate enthusiastically in professional development activities organized by the college and by the BIT full-time faculty.

Activity B: Curriculum Management

Outcome 1

Program curriculum is current.

▼ Measure: Advisory Committee Collaboration on Curriculum

Description of Measure (WHAT data were used to measure the outcome?): Meet with BIT Community Advisory Committee to assess the currency of the BIT curriculum.

Acceptable Target and Rationale: One annual meeting per year.

Ideal Target and Rationale: One annual meeting per year.

What steps were taken to analyze the data?: Review minutes of advisory committee meetings.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Advisory Committee Collaboration on Curriculum

Summary of Findings: The BIT Community Advisory Committee meets annually, and new members are actively recruited.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: Increase dialog with members by adding electronic communications throughout the year in addition to the annual meeting.

Reflections/Notes : The BIT Advisory Committee members are active and engaged, with the BIT program and provide valuable suggestions for curriculum content improvement.

▼ Measure: Curriculum is Current

Description of Measure (WHAT data were used to measure the outcome?): How often is curriculum updated through the C&I process?

Acceptable Target and Rationale: Every six years

Ideal Target and Rationale: Every six years or more frequently as necessary

What steps were taken to analyze the data?: Review C&I documentation

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Curriculum is Current

Summary of Findings: Curriculum was reviewed and approved through the C&I process in 2004 and 2007. Curriculum regulations mandate that all courses offered in an online format be reviewed through the C&I process (Distance Education Form D) every six years.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: The BIT curriculum will meet the curriculum regulations with the next curriculum cycle, beginning in 2011.

Reflections/Notes : The BIT faculty recognize curriculum regulations and actively update the BIT curriculum accordingly.

Outcome 3

Articulation agreements with K12-Baccalaureate Institutional Pathways are in place and current where appropriate.

▼ Measure: Articulation Agreements with K-12 in Place

Description of Measure (WHAT data were used to measure the outcome?): Number of high schools that articulate with core courses BIT 25 and BIT 11A

Acceptable Target and Rationale: Articulation agreements are in place with 50% of the surrounding high schools.

Ideal Target and Rationale: Articulation agreements in place with 100% of the surrounding high schools.

What steps were taken to analyze the data?: Count of articulation agreements in conjunction with the Office of Career and Technical Education

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Articulation Agreements with K-12 in Place

Summary of Findings: Articulation agreements are in place for BIT 25 and BIT 11A with two departments at Pasadena Unified School District (Office Occupations and Information Technology) and also with Alhambra Unified School District.

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: Work with the Office of Career and Technical Education to increase articulation agreements for BIT 25 and BIT 11A to extend to all of the high schools in the district.

Reflections/Notes : The BIT faculty have a philosophy that for many PCC students, the acheivement of a CTE certificate is the first step in advancing to the completion of an Associate degree and then transfer. For the younger and just-out-of-high-school students in our program, it is easier to set and achieve smaller goals in smaller increments; i.e. CTE certificate, then Associate degree, then transfer. By having pathways from the high school to the BIT program, we can get students who are not sure of themselves on this type of pathway.

Outcome 4

Section offerings are aligned with the needs of students.

▼ Measure: Review of BIT Program Enrollment Patterns

Description of Measure (WHAT data were used to measure the outcome?): BIT program enrollment data as provided by IPRO

Acceptable Target and Rationale: Maintain enrollment over the next five years.

Ideal Target and Rationale: Assuming adequate funding, increase enrollment by 5% over the next five years.

What steps were taken to analyze the data?: PivotTable analysis was completed using IPRO data.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Review of BIT Program Enrollment Patterns

Summary of Findings: From 2005 to 2010, BIT Program Enrollment increased 18%. A significant increase was noted after 2007 when all BIT courses were available for online delivery. Thus, section offerings are aligned with student needs as demonstrated by the increase in enrollment from 2007 to 2010. This data indicates that online delivery meets the needs of students seeking BIT certificates.

Results: Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations for Improvement: Continue to enable students to earn certificates in a completely online mode.

Reflections/Notes : BIT was the first CTE certificate that a student could earn in an completely online format.

Substantiating Evidence:

BIT Enrollment Data 2005-2010 (Adobe Acrobat Document)

Outcome 5

Course-Level Student Learning Outcomes are assessed every semester.

▼ Measure: Student Learning Outcomes are Developed and Assessed

Description of Measure (WHAT data were used to measure the outcome?): Results of assessment tasks developed in conjunction with Student Learning Outcomes

Acceptable Target and Rationale: Student Learning Outcomes and associated assessment tasks are developed in 100% and assessed in 75% in BIT courses

Ideal Target and Rationale: Student Learning Outcomes are developed and assessed in 100% of BIT courses

What steps were taken to analyze the data?: BIT faculty analyzed the SLO assessment tasks for each course.

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Student Learning Outcomes are Developed and Assessed

Summary of Findings: 100% of BIT course SLOs and their associated assessment tasks and rubrics have been developed and entered into the college curriculum management system.

Assessment of Student Learning Outcomes is conducted but has yet to be formally tracked.

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: Use a college-wide system to track the assessment of student learning outcomes. Examine the consistency of assessments in all courses.

Reflections/Notes : BIT Student Learning Outcomes include quality authentic assessments based on research in teaching and learning.

Category III: Student Success and Achievement

Activity A: Student Success and Retention

Leave blank.

Outcome 1

Progress in student success and retention.

▼ Measure: Review of BIT Program Success Rate

Description of Measure (WHAT data were used to measure the outcome?): Total success and retention of BIT program.

Acceptable Target and Rationale: Over a 5-year period, the BIT Program total success rate (retained students with a C or better) should be 75% and the retention rate should be 75%

Ideal Target and Rationale: Over a 5-year period, BIT Program total success rate (retained students with a C or better) should be 80% and the retention rate 80%.

What steps were taken to analyze the data?: PivotTable analysis completed on IPRO raw data

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Review of BIT Program Success Rate

Summary of Findings: From 2005 to 2010, the BIT program total success rate was calculated at 81% and the total retention rate at 85%.

Results: Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations for Improvement: Increased instructor-to-student regular effective contact.

Reflections/Notes : The efforts of the faculty in acquiring current software and maintaining currency in their discipline result in a high demand for BIT courses. Workforce professionals and students seeking better employment opportunities recognize that the BIT program offers instruction that is valuable to them in their professional lives.

Substantiating Evidence:

BIT Program Success and Retention (Adobe Acrobat Document)

Activity C: Progression and Awards Conferred

Outcome 1

The Program shows progress in conferring achievements.

▼ Measure: Certificate Completion

Description of Measure (WHAT data were used to measure the outcome?): Certificate completion data provided by IPRO

Acceptable Target and Rationale: Award 30 certificates per year

Ideal Target and Rationale: Award 50 certificates per year

What steps were taken to analyze the data?: IPRO certificate completion data for 2006-2010

Key/Responsible Personnel (WHO analyzed the data?): BIT full-time faculty

Findings for Certificate Completion

Summary of Findings: The total number of BIT Certificates of Achievement awarded has decreased since 2006.

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Moving Away

Recommendations for Improvement: Increase contact with students regarding progress toward completion of certificates of achievement.

Reflections/Notes : As part of the BIT recruitment and retention effort, each semester, students enrolled in BIT courses complete an online survey. Survey information is compiled into a database for the purpose of counseling BIT students toward certificate completion. BIT full-time faculty utilize the database and the PCC MIS system to develop a checklist of BIT courses taken for each student by certificate. This checklist is provided to students with a recommendation of the courses in which student should enroll in order to continue their progress toward completion of certificates of achievement. In the past, the three full-time faculty members have counseled approximately 600 students annually in this manner.

In the future, the BIT faculty hope that a new college ERP system will incorporate a modern "Student Relationship Management" program to automate this process and track the progress

toward a certificate in the same manner that tracking of transfer and degrees are tracked at the college.

Substantiating Evidence:

BIT Certificates of Achievement (Adobe Acrobat Document)

Activity D: Student Enrollment and Faculty-to-Student Ratios

Outcome 1

The Program demonstrates consistent enrollment based on demand and market.

Measure: Review of BIT Program Enrollment Based on Student Demand

Description of Measure (WHAT data were used to measure the outcome?): BIT program enrollment data as provided by IPRO

Acceptable Target and Rationale: Maintain program that continues to meet market demands.

Ideal Target and Rationale: Maintain program that continues to meet market demands.

What steps were taken to analyze the data?: PivotChart analysis was completed using IPRO data.

Key/Responsible Personnel (WHO analyzed the data?): The full-time BIT faculty

Findings for Review of BIT Program Enrollment Based on Student Demand

Summary of Findings: From 2005 to 2010, BIT Program Enrollment increased 18%. The demand for skills acquired in the BIT program reflects the overall economic environment; that is, in a period of economic downturn, students return to community colleges to retrain for the purpose of making themselves more marketable.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: Monitor employment demand, continue ongoing dialog with advisory committee, and incorporate social media and cloud computing technologies as they are used in the workplace.

Reflections/Notes : BIT recognizes that new technologies are being rapidly implemented in the workplace and has plans to incorporate such technologies across the curriculum.

Substantiating Evidence:

BIT Enrollment and Market Demands (Adobe Acrobat Document)

Overall Recommendations for Improvement

It is recommended that the BIT program should:

1. Continue to participate in professional development activities to maintain currency in the discipline and quality in the program.
2. Increase dialog with BIT Advisory Committee members by adding electronic communications throughout the year.
3. Meet curriculum regulations regarding Distance Education Form D with the next curriculum cycle.
4. Increase instructor-to-student regular effective contact in online courses.
5. Increase contact with students regarding progress toward completion of certificates of achievement.
6. Monitor employment demand and incorporate social media and cloud computing technologies as they are used in the workplace.
7. Continue to enable students to earn certificates in a completely online mode.
8. Use a college-wide system to track the assessment of student learning outcomes and examine the consistency of assessments in all courses.

Overall Reflection

The Business Information Technology program has a cohesive group of full- and part-time faculty that are committed to maintaining currency in the discipline through professional development activities, implementation of new technologies throughout the curriculum, and counseling students toward completion of certificates of achievement. A centerpiece of the counseling effort is the BIT recruitment and retention process by which full-time faculty track student progress

Appendix 10

Course Title & Number:
Department:
Effective Term:

Type of Delivery
(Select all that apply)

- ☐ Hybrid: The course has online components and requires regularly or irregularly scheduled face to face meetings
- ☐ Fully Online: The course has no required face-to-face meetings

All Distance Education courses (hybrid and online) must be:	Hybrid Delivery Requirements:	Fully Online Delivery Requirements:
• Taught using the College's Learning Management System • U.S. Government ADA and Section 508 compliant (all online content must be accessible for students with disabilities).	▪ Dates and times of required meetings must be included in the Schedule of Classes.	▪ Any planned face-to-face meetings, such as an orientation or study session, must be optional. ▪ Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course. ▪ The use of asynchronous discussion is a required component of every fully online course.

Regular & Effective Contact
Describe how course interactions will promote a learning community with instructor to student, student to student, and student to content interactions. Title V (5211) mandates regular and effective contact with students.

For each type of interaction (instructor to student, student to student, and student to content) consider:
- What types of interactions will occur?
- What types of communication/technology tools will be used?
- How frequently will communication/interaction occur via these various tools?

SEE EXAMPLES (LINK TO REQUIREMENTS & EXAMPLES)

Interaction	Description
1. *Instructor to Student:* Describe how both instructor-initiated and student initiated interaction will occur.	
2. *Student to Student:* Describe how the instructor will ensure a community of learners so that student to student interaction will occur.	
3. *Student to Content:* Describe how the course curriculum will promote interaction with course content.	

Course Outline

Please describe how students will achieve Student Learning Outcomes (SLOs) for this course as described in the official Course Outline of Record (in WebCMS) for this course.

Instructions**:** Copy the SLOs from the course outline into the left column of the table below. In the center column of the table (Method of Instruction), provide an example of an assignment that will facilitate achieving the associated outcome. Also in the center column, specify any adaptations in instructional methodology resulting from offering this course in a distance-learning mode (online or hybrid), as opposed to the face-to-face mode assumed by the current course outline. In the far right column (Method of Evaluation), list how the assignment or activity you specified in the center column will be assessed in the online environment.

SEE EXAMPLES (LINK TO REQUIREMENTS & EXAMPLES)

Student Learning Outcomes (SLO)	Method of Instruction: Provide an example of an assignment or activity for each Outcome	Method of Evaluation: Provide an example of how the assignment or activity will be assessed
1.		
2.		
3.		
4.		
5.		

(Add more rows if needed)

Accessibility

Describe how the design of the distance education course will ensure access for students with disabilities as required by The Americans with Disabilities Act of 1990 and the1998 amendment to the Workforce Rehabilitation Act (*Section 508*). SEE EXAMPLES (LINK TO REQUIREMENTS & EXAMPLES)

Student Support Services & Resources

Describe the resources or services that may be required for students to successfully participate in the course. Briefly identify/explain implications or impact in each of the areas specified below.

Information Technology Services
- ☐ College Helpdesk/Technical support
- ☐ Computer labs

Student Services
- ☐ Bookstore
- ☐ Tutoring
- ☐ Proctoring

Library
- ☐ Online Library resources
- ☐ Library facilities
- ☐ Library Orientation

Other Required Support Services or Resources (i.e. additional software or materials)

Appendix 11

PASADENA AREA COMMUNITY COLLEGE DISTRICT
POLICY

It is the policy of the Pasadena Area Community College District 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. Academic Freedom is defined as the freedom to teach and learn in an atmosphere of free inquiry and expression. The right to academic freedom, however, cannot be separated from the equally important responsibility, which each individual has, to uphold professional ethics or, in the case of students, to abide by the Policy on Student Conduct and Academic Honesty.

The District encourages and supports a healthy and constructive debate of campus issues, and respects the right of all members of the Pasadena City College community to freely evaluate, criticize, and/or advocate personal points of view regarding such issues. However, every member of the college community also has the right to work and study in an environment that is free from unlawful discrimination and harassment.

The right to academic freedom shall be protected and supported through the establishment and use, when necessary, of appropriate due process procedures.

Title: Academic Freedom and Faculty Members   **Procedure No. 3100.10**

In developing the following statement of academic freedoms for faculty members, the Academic Senate has been guided by the document entitled "Academic Freedom and Professional Ethics of PCC Faculty," found in the Academic Senate Handbook.

While fulfilling their professional responsibilities, Pasadena Area Community College District faculty members have the following freedoms which are consistent with the general principle of academic freedom:

1.   Freedom of the faculty to develop curriculum and determine methods of classroom instruction and student evaluation, including the following:
  a.   To develop curriculum, including academic programs, courses, course descriptions, course outlines, course goals, objectives, and standards in accordance with college procedures that have been mutually agreed upon by the Board of Trustees and the Academic Senate, and in conformity with state requirements and existing articulation agreements with other institutions of higher education faculty.
  b.   To develop course instructional content consistent with faculty-generated course outlines approved by the Curriculum and Instruction Committee.
  c.   To experiment with and choose methods of instruction and evaluation consistent with approved course outlines; and, where appropriate, agree as a faculty within a discipline to use common methods of instruction and/or evaluation in certain courses for program consistency.
  d.   To choose to what degree technology will be used to support achievement of course objectives; and, where appropriate, to agree as a faculty within a discipline to use common technological devices, methods, and/or programs in certain courses for program consistency.
  e.   Within a discipline, to select the textbook(s) and other instructional materials that will be used in that discipline to cover the content of the approved course outlines; and, where appropriate, to agree as a faculty within a discipline to use a common textbook(s) in certain courses for program consistency.
  f.   To assign student grades in a manner that is consistent with the college's grading policy; and to serve as the final authority for those grades, except in those situations specified in the California Education Code and Title V of the California Code of Regulations.

2.   Freedom to participate effectively in college and divisional governance and in interdisciplinary academic matters.
  a.   In college governance, through their involvement in the Academic Senate.
  b.   In divisional governance, using division approved procedures.
  c.   In interdisciplinary academic matters, using college and/or division approved procedures.

Approved by the Board of Trustees: January 13, 1972; revised: November 19, 2003

3.   Freedom of the faculty to express themselves, to foster critical thinking, and to support the expression of alternative points of view, including the following:
        a.   To express themselves candidly when writing articles and/or books, developing media, writing music, creating art, and/or conducting research, so long as they make a clear distinction between when they are acting as individuals and when they are acting as representatives of the college; and
        b.   To demonstrate and foster critical thinking and to encourage opportunities for different sides of issues to be shared and debated, not only among students within the classroom, but also among their colleagues.

PASADENA AREA COMMUNITY COLLEGE DISTRICT
PROCEDURES
For Policy No. 3100

Title:	**Faculty Due Process Regarding Academic Freedom**	Procedure No. 3100.20
		Page 4 of 5

1. Due process in academic freedom disputes between a faculty member(s) and a manager(s).
    a. Informal Process
        (1) In an academic freedom dispute between a faculty member and a manager, or a manager and a faculty member, the parties must first meet to attempt an informal resolution. With advance notice to the other party, each may bring a a single colleague to an informal meeting(s) to assist with the resolution.
        (2) If the informal resolution process is not successful, each party must summarize his/her position in writing and send copies to the Academic Senate President and the College President with a cover memo requesting a formal hearing. The complaining party must indicate which paragraph(s) of the Academic Freedom policy and/or procedures is alleged to have been violated.
    b. Formal Process
        (1) Upon receipt of the request for a formal hearing, the Academic Senate President, together with the Academic Senate Executive Committee, will read the two position papers and will meet with the faculty member, and the College President will read the two position papers and will meet with the manager. Either president may seek the counsel of others. After reviewing the materials and meeting with the respective parties, if the issue remains unresolved, either president may refer the matter to the Council on Academic and Professional Matters (CAPM).
        (2) The CAPM will review the two position papers, may hear from the disputing parties and/or from other parties, may do its own fact-finding, or may form an ad-hoc committee to make a recommendation in the matter. CAPM will make a decision regarding the dispute and that decision shall be final.
        (3) An individual who is one of the parties in a dispute may not participate in decision-making regarding the matter at any level of the formal process.
        (4) The presidents will each communicate the action taken by CAPM to the respective parties to the dispute.

2. Due process in academic freedom disputes between faculty members.
    a. Informal Process
        (1) In an academic freedom dispute between two or more faculty members, the parties must first meet to attempt an informal resolution. With the permission of both parties, each may bring a single colleague to the meeting(s) to assist with the resolution.
        (2) If the informal resolution process is not successful, each party must summarize his/her position in writing and send copies to the Academic Senate President with a cover memo requesting a formal hearing. The complaining party must indicate which paragraph(s) of the Academic Freedom Policy and/or procedures is alleged to have been violated.
    b. Formal Process
        (1) The Academic Senate Executive Committee will review the submitted written materials and attempt to resolve the matter. Should no resolution be achieved, the Executive Committee will ask the Academic Senate Board to delegate the matter, with all supporting materials, to the Academic Senate Committee on Academic Freedom and Professional Ethics (CAFPE).

(2)   CAFPE will review the supporting materials, may hear from the disputing parties and/or from other parties, may do its own fact-finding, or may use an ad-hoc committee, approved by the Academic Senate Board. CAFPE will make a recommendation to the Academic Senate Board.

(3)   The Academic Senate Board will consider and take action on the recommendation from CAFPE. The action of the Academic Senate Board shall be final.

(4)   An individual who is one of the parties in a dispute may not participate in decision-making regarding the matter at any level of the formal process.

(5)   The Academic Senate President will communicate the action taken by the Academic Senate Board to all of the parties in the dispute.

Appendix 12

PASADENA AREA COMMUNITY COLLEGE DISTRICT
POLICY

Title: Distance Education   **Policy No. 3230**

Legal Authority: Title 5 Sections 55200, 55202, 55204, 55206, 55208, 55210,
58003, 58006, 58007, 58009, 58051, 55056, 58056, 59402   **Page 1 of 4**

It is the policy of the Pasadena Area Community College District to provide instruction in a variety of modalities including distance education. Distance education instruction will be offered in a manner consistent with law and good practice.

Pasadena City College commits to planning and implementing a distance education program with policies and procedures in place, so that faculty and staff can offer equivalent academic content and student services within an appropriate college support structure with ongoing oversight. Therefore, the development of a distance education program will be congruent with the Educational Master Plan and mission of this institution in fostering successful student learning. Furthermore, the administration and the Board of Trustees will articulate the strategic importance of distance education and its role in the strategic plan and mission of the institution.

1.   Definitions
        The following definitions are adopted for distance education instruction:
        a.   **Online** — An online distance education course is delivered via the Internet using a
                campus-supported Learning Management System (LMS). No on-campus meetings are
                required. Students are required to use a computer with Internet access as the primary
                technology and may be required to use other available technologies to acquire and learn
                course content. Through regular effective contact, instructor and students interact to
                complete assignments and assessments and to demonstrate Student Learning
                Outcomes. An online course will be designated as **Online** in published campus materials.
        b.   **Hybrid** — A hybrid distance education course replaces some face-to-face class time with
                online instructional time. Any distance education course that requires students to attend
                on-campus orientations, assessments, scheduled class meetings, or other required
                activities is a hybrid course.
                A campus-supported Learning Management System is used to provide course content
                replacing face-to-face time. Students must have access to a computer and the Internet. A
                hybrid course will be designated as **Hybrid** in published campus materials.
        c.   **Telecourse** (ITV): A video-based course which uses a fully integrated package of video
                instruction combined with instructional support materials (for example, a textbook, a
                student study guide, and a faculty resource guide). Telecourses are delivered in a variety
                of ways, including television broadcast. A telecourse will be designated as **ITV** in
                published campus materials.

2.   For clarification, the following is not distance education instruction:
        a.   **Web-Enhanced** is not a distance education course. Web-Enhanced refers to any course
                that uses the campus-supported learning management system to enhance student
                learning. No classroom time is replaced with online instruction.
        b.   **Correspondence**—Correspondence is not a distance education course.
                Correspondence courses are typically self-paced with limited instructor/student
                interaction. A correspondence course will be designated as **Corresp** in published
                campus materials.

3.   Faculty Technology Literacy and Online Pedagogical Readiness
        Faculty who teach online at PCC must be proficient in certain basic technology literacy skills and
        online pedagogical readiness in order to assure course quality and to assist students with the
        technology used in content delivery. Determination as to whether an instructor meets the
        technology literacy skills and online pedagogical readiness requirement will be made by the
        Division Dean in consultation with the Distance Education Department.

        Prior to teaching an online or hybrid course at Pasadena City College, faculty must meet one of
        the following requirements:
        a.   Have completed formal training or college-level coursework from an accredited college or
                university in online teaching and associated technology.
        b.   Have completed two semesters of teaching in an online format, preferably using PCC's
                Learning Management System (LMS).

c.   Present a teaching demonstration in an online format, showing evidence of technology literacy and distance education pedagogy fundamentals, including familiarity with PCC's Learning Management System (see Distance Education Handbook for technology literacy and pedagogical readiness qualifications).

d.   Courses for online teaching and learning as prescribed by PCC's Distance Education Department (Currently @One).

Faculty who have already met the above criteria may be required to participate in additional professional development activities in order to fulfill College policy, meet federal and state regulations, and accreditation requirements.

4.   C&I Course Approval and Review Process for Distance Education

a.   A new or existing course proposed to be delivered in a distance education format shall be separately reviewed and approved according to C & I guidelines using Form D—the Distance Education Curriculum Approval Addendum. Curriculum review ensures that a course's approved curriculum (the Course Outline of Record) is followed regardless of delivery mode.

b.   Form D serves to verify that the methods of instruction and evaluation have been adapted for distance education and that the pedagogy utilized ensures that the quality of a distance education course is comparable in terms of rigor, scope, and regular effective instructor-student contact, to equivalent face-to-face classes. As with other aspects of the curriculum development and review process, faculty continue to be responsible for establishing goals for student learning and for creating content.

5.   Distance Education Faculty Working Conditions
Distance Education working condition policies are reviewed by the Academic Senate and established by mutual agreement between the Faculty Association and the District. These conditions include course enrollment limits, course load, office hours, and faculty evaluation.

6.   Course Quality and Regular Effective Contact

a.   Pasadena City College will provide quality, innovative courses that maintain the highest standards and best practices in distance education teaching and learning. Title 5 requires that the same standards of course quality are applied to any portion of a course conducted through distance education as are applied to a traditional classroom course. The development and continuous improvement of distance education courses are based on the requirements of Title 5 and WASC, and upheld by the College's course quality standards and review processes.

b.   The Chancellor's Office requires that the curriculum for each distance education course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, every six years as part of the accreditation process.

c.   To verify student participation and performance status, distance education courses must include regular effective instructor to student, student to student, and student to content contact in accordance with Title 5 regulations and guidelines. Examples of regular effective contact include the use of discussion forums, collaborative student activities, frequent monitoring of contact activity by the instructor, and regularly added/revised course content that may incorporate student feedback.

d.   Faculty will provide students with frequent, substantive feedback and specific policies regarding the frequency and timeliness of instructor-initiated contact and feedback. The syllabus will define course beginning and ending dates and deadlines for assignments and assessments. Accessible media, in compliance with Section 508 and the Chancellor's Office of the California Community Colleges Guidelines, will be used to facilitate regular effective contact.

e.   If for any reason the instructor is prevented from continuing regular effective contact, the instructor or the Dean will inform students expeditiously when regular contact is likely to resume. In the event of a prolonged absence the instructor, working with the dean, will make appropriate arrangements for the continuation of the course.

7.   Distance Education Student Surveys

a.   A survey will be administered to Distance Education students to assess compliance with Title 5 and WASC Distance Education regulations. The data from this survey will be collected anonymously and will not be tied to faculty evaluation.

b.   Course feedback instruments will be made available by the Distance Education Department for faculty to conduct formative and summative assessments of their courses.

8.   Institutional Support for Distance Education

a.   The institution will support high-quality distance education instructional programs by providing faculty support services including training, technical support, and assistance with instructional design and course development to ensure compliance with Section 508 of The U.S. Rehabilitation Act and copyright law and best practices in distance education courses.

b.   The institution will provide distance education students with online access to all student support services. Students enrolled in distance education courses will have access to training materials and technical support.

c.   The College will provide qualified personnel; robust and innovative technology; stable financial resources; and adequate facilities, equipment, web-based services, and other assets.

9.   Copyright and Intellectual Property Rights

a.   Fair Use and Legal Use of Copyrighted Materials in Distance Education Courses
Copyright guidelines related to Distance Education shall be developed and maintained by the Distance Education Department in accordance with copyright laws (*U.S. Copyright Act,* the *Digital Millennium Copyright Act of 1998, Fair Use Policy* and the *2002 TEACH Act*) and College copyright policies. The guidelines will be available on the Distance Education website, in the Distance Education handbook, and included in distance education training.

b.   Faculty Responsibility for Copyright
Instructors of distance education courses are responsible for ensuring that all instructional material and delivery methods for distance education courses are in compliance with copyright laws and College copyright policy.

c.   Faculty Intellectual Property Rights
Faculty will maintain the same intellectual property rights of the instructional material they develop for distance education courses as they would for traditional courses.