PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a virtual visit to Pasadena City College from March 8, 2021 to March 11, 2021. The Commission acted on the accredited status of the institution during its June 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Edward Bush
Team Chair

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Summary of Peer Review Process

INSTITUTION: Pasadena City College

DATES OF VISIT: March 8-11, 2021

TEAM CHAIR: Dr. Edward Bush

A nine member accreditation team conducted a virtual visit to Pasadena City College from March 8 to March 11, 2021 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and United States Department of Education (US ED) regulations.

ACCJC's decision to conduct virtual visits for the Spring 2021 comprehensive reviews was based upon state mandated health guidelines, and the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to Pasadena City College relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes and provided recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a remote team chair training workshop on December 1, 2020. A pre-visit meeting with the college CEO and Accreditation Liaison Officer was held on January 25, 2021. The entire peer review team received team training provided by staff from ACCJC using a remote format on February 2, 2021.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual college visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administrators. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared two Quality Focus Projects.

Prior to the virtual visit, team members completed their team assignments, identified areas for further inquiry, and provided a list of interview requests. During the visit, on March 8, 2021 team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The college kicked off the virtual visit by hosting a virtual meeting where the team was welcomed by the CEO and created the opportunity for team members' introductions and to set the tone of collegiality that would inform the interactions with the team and the college community throughout the visit. During the visit, team members conducted approximately 10 interviews with faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with two members of the Board of Trustees from the College/District. The team held two open forums, which were well-attended, and provided the College community and others an opportunity to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the
Peer Review Team Report

Team Commendations

Commendation 1: The team commends the College for its pervasive and systematic operationalization of equity-mindedness across the institution as reflected in the College's mission statement. (I.A.1, I.B.1, II.A.16, II.C.3, II.C.4, III.A.14, III.B.3, IV.B.3, IV.C.10)

Commendation 2: The team commends the College for its successful institutionalization of their First Year Experience Program for incoming students as well as the Program's record of improving persistence and completion while reducing equity gaps. (II.A.6, II.C.6)

Commendation 3: The team commends the College for its comprehensive professional development programs and support of its adjunct faculty. (III.A.8)

Team Recommendations

Recommendations to Meet Standards

None

Recommendations to Improve Quality

Recommendation 1: In order to increase effectiveness, the team recommends the College fully implement its plan to disaggregate and analyze learning outcomes for subpopulations of students. (I.B.6)

Introduction

Pasadena City College (PCC) was founded in 1924. In 1966, the Pasadena Area Community College District (PACCD) was established to further define the scope and community the College will serve. The District's population is 452,693 and includes the cities of Altadena, Arcadia, La Cañada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. The PACCD is governed by an elected seven-member Board of Trustees representing the seven trustee areas and a Student Trustee elected by the student body. The Superintendent/President of the College is the Chief Executive Officer of the District.

Pasadena serves a diverse student body and region. The Latinx student population enrolled at the college exceed their representation in the service region. The PCC student population is 50% Latinx and the region population is 26% Latinx. The regional African American population at 6.4 %% and the PCC student African American population of 3.6%. The regional population is 33% White, whereas the student population at PCC is 14% White. Additionally, the PACCD region is 30% Asian and the PCC student population is 26% Asian.

Pasadena City College was named as one of 10 finalists for the 2017, 2019, and 2021 Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges. Also of considerable note, PCC is the number one school in California for transfers to California State University (CSU) and University of California (UC). According to data released by the UC President's Office and the CSU system, PCC sent 2,321 students to these four-year institutions in spring and fall 2019; 1,506 students transferred into the CSU system and 815 transferred into the UC system. The top destinations for PCC transfers were CSU Los Angeles, CSU Northridge, and Cal Poly Pomona.

In addition to the above achievements, PCC has several notable programs and practices. One example is the PCC Pathways FYE, which is designed to increase the success, persistence, and completion rates of students at Pasadena City College, and to close equity gaps. The program guarantees students a full schedule with students enrolling in English and math in their first semester and the program provides students with essential wrap-around support. Program evaluation demonstrates that FYE students outperform non FYE students across five key success indicators: cumulative credits earned, fall-to-fall persistence, transfer-level math and English completion, transfer status, and completion.

As evident in the mission, programs and practices, the College is strongly committed to being an equity-minded institution. This is also reflected in the College's hiring of a Director of Student Equity, who leads the College's efforts to identify and eradicate gaps in student achievement. Moreover, the College has a comprehensive set of specialized and innovative services that allows the College to meet the unique and evolving needs of their students. One example of these innovative practices is the Social Work Services. The College employs a social services coordinator who provides case management on a walk-in basis or by appointment. They offer help and support for students who may be in crisis in regards to housing, personal safety, a need for community assistance, substance abuse issues, advocacy needs, public assistance programs, navigating short term disability (CA SDI) or paid family leave (PFL), or if they are the caregiver

for an elderly or disabled adult or child. A trained social worker is available to refer students to the services they need on campus or in the local community.

In response to Covid-19 and the subsequent transition to remote learning, Pasadena focused on making sure that they were providing quality remote instruction. Towards this end, Pasadena City College adapted @ONE's online training to certify faculty for online teaching locally through a course called the "Online Teaching Certificate." Approximately 500 faculty have completed this training. In addition, more than 500 faculty members who were not fully certified to teach online completed a Self-Paced Distance Education training (informally known as the "5 hour" training). The PCC faculty's commitment to providing quality remote instruction was further amplified in the Academic Senate resolution promoting quality instruction and support for instructors during the period of remote instruction.

Getting devices, supplies and materials in the hands of students was a priority and a major undertaking for the College. It required the support and organization of the entire college. PCC used a combination of funding sources to meet the students' needs. For example, lottery funds were used to purchase clay and other supplies used up by students in Ceramics for the duration of the semester. Those supplies were distributed to students weekly, free of charge. In Fashion, CARES funds in spring 2020 and division funds in fall 2020 were used to purchase additional sewing machines for home use. Those machines are lent to introductory Fashion students who were in the early stages of their certificate programs. Moreover, sewing kits were assembled by faculty and provided to students free of charge.

While PCC worked towards mitigating the impact of Covid-19 and its impact on teaching and learning, the College simultaneously developed means to creatively provide academic and student support services during the pandemic. For instance, Library staff implemented strict Covid-19 safety measures for the in-person "curbside" pick-up process of library materials and implemented protocols to handle returned items. The Library also acquired more digital resources to support remote/online instruction by increasing access to e-books, research databases and streaming media.

Notably, in student services and through the work of Financial Assistance, they awarded Federal Pell Grants six weeks early so that students could access much needed financial support. Moreover, to address the financial hardships experienced by the most vulnerable students during the pandemic, PCC awarded Federal CARES Funds utilizing an approach that identified the students with the greatest need. A team led by the Student Equity Director created a simple process for students to apply for Emergency Aid. PCC utilized every dollar from Student Equity & Achievement Funds and its Flea Market to help students beyond the limitations of the federal funds, which at the time did not allow undocumented students to receive the funds.

The responsiveness of PCC faculty, staff, and administrators to meet the students' needs during the pandemic is noteworthy. It is evident that this was possible because of an existing campus culture built around an organizational ethos of cross-department collaboration, data-informed decision making, passionate and dedicated professionals, thus enabling the College to pivot to make necessary adjustments to better serve students. This ethos was consistently reinforced in interviews and the campus forums. Eligibility Requirements

1. Authority

The team confirmed that Pasadena City College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Pasadena City College is authorized by the State of California, the Board of Governors of the California Community College System, and the Board of Trustees of Pasadena City College.

The College meets the Eligibility Requirement.

2. Operational Status

The Team confirmed that Pasadena City College is operational, serving approximately 37,000 students in credit and noncredit courses during the 2019-20 academic year. As evidenced by their Observation Reports posted on their website, the majority of students are actively pursuing certificate programs, degree programs, and/or transfer.

The College meets the Eligibility Requirement.

3. Degrees

Pasadena City College offers 22 Associate of Arts Degrees, 33 Associate of Sciences Degrees, for Transfer, 89 Certificates of Achievement programs and 54 Occupational Skills Certificates. All of the College's Associate Degree for Transfer and some of its Certificate of Achievement programs are designed to be completed in two years. The team confirmed that all associate degrees require a minimum of 60 units, including general education and a concentration within a major or area of emphasis. Most of the courses offered by the college lead to a degree, certificate or transfer and most students are enrolled in courses leading to transfer and/or a degree or certificate.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The Team confirmed the College has a Superintendent/President who is the Chief Executive Officer of the District. The Superintendent/President is appointed by the Board of Trustees and serves as the administrator who has been delegated authority to administer Board Policies, Administrative Procedures, and provides leadership for the overall operations of the College in planning, budgeting, personnel, and institutional effectiveness.

The College meets the Eligibility Requirement.

5. Financial Accountability

The team confirmed that Pasadena City College engages a qualified independent auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented

appropriately and addressed by the College. The audit is presented annually to the Board and is available to the public.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to

the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive third-party comment in advance of the site visit. The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has defined institution-set standards and stretch goals that are relevant to the institution for course completion, degree and certificate completion, and transfer. Job placement rates and licensure exam pass rates are established for relevant CTE programs. These standards are evaluated annually by the Accreditation Standing Committee and documented in the ACCJC Annual Report. The goals in the College's Educational Master Plan (EMP) are aligned with the College's institution-set standards. All programs work toward accomplishment of the EMP goals through the Annual Update and Comprehensive Program Review processes. Course success rate, completion, and transfer data are analyzed through these processes to inform improvements and identify resources needed to support student achievement and learning.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed the College Catalog, website and policy and determined that the College applies good practice in higher education when assigning credit hours and determining program lengths. This is applicable to classroom, lab, distance education classes and courses that involve clinical practice. Tuition is consistent across degree programs and clock hour conversions to credit hours align to the Department of Education's conversion formula. Finally, College practices align with the Commission Policy on Institutional Degrees and Credits.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer-of-credit policies are made available to students via multiple sources, including the College website, the Catalog, the Schedule, and in individual student appointments with transfer counselors and advisors. The information contained in the policies explains transfer requirements to four-year public and private colleges and universities. The transfer tool used to offer customized transfer of credit information or information on articulation agreements to students is accurate and current. The transfer policies comply with the Commission's policy on transfer of credit.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☒	The institution demonstrates regular and substantive interaction between students and the instructor.
☒	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☒	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed a sample of regularly scheduled online courses, as well as a sample of classes scheduled for remote instruction and found that the institution meets the Commission's

requirements. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services are available for distance education students. Overall, the team found that the institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed a sample of student complaints and found that they are handled in a timely manner, issues are typical of institutions of higher education and not out of compliance with accreditation standards. Policies and procedures are accessible in the catalog and online and information regarding all accrediting organizations are listed on the website. College practices

align with the Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed all elements of this component and found that the institution meets the Commission's policy requirements. The institution provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
☒	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative

	capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
☒	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☒	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations and US ED requirements. The College has no Department of Education findings and the student loan default rate is within the acceptable range. The Team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Pasadena City College's (PCC) recently updated mission demonstrates its commitment to supporting student learning and achievement. The mission is shared broadly with constituents and the public. The College's established planning and resource allocation processes are data-informed, as well as guided by the mission and Educational Master Plan (EMP) goals.

Findings and Evidence:

Pasadena City College's mission describes the College's broad educational purpose and student population as an "equity minded learning community dedicated to enriching students' academic, personal, and professional lives." The Team observed that the College's mission is a grounding point for all of the College's work, services, and leadership through its focus on equity. The College is an open access institution, serving all students who apply. Pasadena City College offers both degree and certificate programs and provides students with customized student support services to accomplish their educational goals. (I.A.1)

The development of the College's EMP was informed by an environmental scan and the establishment of metrics to measure institutional priorities and goals. The College has an established integrated planning model and provides programs with student achievement data aligned with the PCC mission and EMP through their Integrated Planning Dashboard. This student achievement data assists programs in evaluating their effectiveness and identifying areas of improvement during their Annual Update and Comprehensive Program Review processes. Pasadena City College publishes an annual fact book, as well as a variety of dashboards for key initiatives on their website. Based on the evidence provided, PCC uses data to determine how effectively the College is accomplishing its mission. (I.A.2)

As indicated in the ISER, PCC demonstrates that the College's EMP goals are directly tied to its mission through their EMP development process. As described in their Integrated Planning Handbooks, the College's Annual Updates process provides programs and services with the ability to link their tactics (i.e., resource requests) directly to EMP institutional priorities. Following submission of the Annual Updates, decision-making bodies including deans and managers, Executive Cabinet, and Budget Retreat participants utilize rubrics to prioritize resource requests that arose from the Annual Updates. These rubrics consider how closely the resource is aligned with EMP goals and the mission. Based on the evidence provided, the Team found that planning and decisions, including resource allocation decisions, are consistently linked with the mission. (I.A.3)

The College's mission was last approved by their Board of Trustees in 2019 and is posted in their College Catalog, on their website, and in other locations, such as on committee meeting agendas. The College followed a process to gather extensive feedback from all constituents to inform the redesign of their mission statement prior to the development of their EMP. The Team encourages the College to document a consistent process to periodically review its mission statement. (I.A.4)

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College for its pervasive and systematic operationalization of equity-mindedness across the institution as reflected in the College's mission statement. (I.A.1, I.B.1, II.A.16, II.C.3, II.C.4, III.A.14, III.B.3, IV.B.3, IV.C.10)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Pasadena City College engages in structured dialogue on student outcomes, student equity, academic quality, and institutional effectiveness through the College's robust participatory governance structure. Results of the College's assessments and evaluations are broadly communicated to constituent groups and the public. The College has established clear institution-set standards and reviews them on an annual basis. The college regularly assesses course, program, and service area student learning outcomes (SLOs) and analyzes disaggregated student achievement data. A robust plan is in place to incorporate disaggregated SLO data into the Annual Update and Comprehensive Program Reviews. The College has a well-structured and organized planning process tied to resource allocation and program review. Student learning and achievement data are analyzed through PCC's integrated planning processes and the Team confirmed that systematic evaluation of data by programs and services resulted in improvements, implementation of changes, and evaluation of changes for improvement in institutional effectiveness and academic quality.

Findings and Evidence:

The College engages in structured dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student achievement through their established College Council committee structure, Academic Senate committee structure, work groups, and professional development opportunities. The dialogue occurs on a regular basis as reflected in the agendas, minutes, presentations, implementation plans, and professional development schedules included as evidence in the ISER. The College engages in sustained dialogue regarding the improvement of student learning outcomes through the Learning Assessment Committee and course SLO assessment cycle. Throughout the visit, the Team observed in interviews and open forums a willingness on the part of all constituent groups to

engage in difficult conversations in support of student success and closing equity gaps in student achievement. (I.B.1)

Student learning outcomes (SLOs) are established for PCC's courses, programs, and learning and student support services, as evidenced by the sample course outlines of record, College Catalog, program websites, and annual assessment reports provided in the ISER. Course SLOs (CSLOs) are evaluated on a cyclical basis to ensure every SLO is assessed twice within a four-year period. The College has a high percentage of faculty participating in CSLO assessment, as evidenced by their SLO participation report. Program SLOs (PSLOs) are assessed through CSLO to PSLO mapping. Analysis of PSLO results occurs through the Comprehensive Program Review process. Completed Comprehensive Program Reviews were provided as evidence that the College includes PSLO assessment in this process. Student Services SLOs are assessed cyclically using an assessment report template, with at least one SLO assessed per program per year, according to the College's Student Services SLO Handbook. Completed assessment reports were provided as evidence that Student Services SLOs are regularly assessed. (I.B.2)

Pasadena City College establishes institution-set standards (ISS) for student achievement that are appropriate to the College's mission. The ISS is made available to the public on their college webpage. The College annually assesses how well it is achieving the ISS through the Accreditation Standing Committee. (I.B.3)

The College's Annual Updates and Comprehensive Program Review processes are structured and organized to support departments and programs in utilizing student achievement and learning data, as evidenced by their templates, disaggregated student achievement data dashboards provided to support these processes, and Integrated Planning Handbooks. Examples of completed Annual Updates and Comprehensive Program Reviews on the PCC website provide evidence that student achievement and learning data are analyzed by instructional programs, as well as learning and student support services. These analyses drive planning to improve student learning and achievement, as evidenced in the Annual Update action plan narratives, tactics, and recommendations for improvement. The Team determined that the College's integrated planning processes demonstrate that the systematic evaluation of all programs and services occurs to support improvements, implementation of modifications, and evaluation of changes for improvement. (I.B.4, I.B.5)

Pasadena City College disaggregates student achievement data by student subpopulations to inform Annual Updates and Comprehensive Program Reviews. Student achievement data are disaggregated by gender and ethnicity and programs analyze and identify achievement gaps in this data through the integrated planning process. In the ISER, the College described its intention to incorporate disaggregated SLO data into the fall 2020 Annual Update process. Through interviews, the Team learned that the College's SLO software would not allow the College to disaggregate the SLO data to meet their needs. The College is moving forward on a spring 2021 implementation to disaggregate SLO data outside of their current software system for use in the Comprehensive Program Review process. Simultaneously, the Team confirmed the College has begun a Request For Proposals (RFP) process for new SLO software. The Team was confident based on the steps described in the interview that the College will follow through with this plan and systematically disaggregate SLO data. The College also utilizes disaggregated student

achievement data to inform the development of their college-wide Student Equity Plan and has developed strategies to close equity gaps and improve student learning and achievement as a result of this data analysis. Based on the evidence provided, the Team determined that the analysis of disaggregated student achievement data has led to the implementation of strategies to mitigate gaps in student achievement. (I.B.6)

The evidence provided by the College demonstrates that the PCC governance structure is regularly evaluated. All College Council Committee members complete a self-evaluation tool annually, the results of which inform committee processes and goals for the coming year. The College also annually administers a Campus Climate survey and results have been utilized to inform improvements to processes and communication. Through the use of an annual survey, the College established a review cycle to evaluate the efficacy of their planning, program review, and resource allocation processes. As indicated in their integrated planning model chart, modifications to the integrated planning process based on this evaluation are made over the summer in preparation for the coming academic year. (I.B.7)

The College broadly communicates the results of its assessment and evaluation activities to all constituent groups primarily through their website. The Office of Institutional Effectiveness posts survey results, data dashboards, Comprehensive Program and Unit Reviews, and "Observations" reports on their webpage. The College's Educational Master Plan, which contains institutional priorities, is also posted on the PCC website. The Institutional Effectiveness Committee reviews all Comprehensive Program Reviews to provide feedback and recommendations to authors of the reviews for future improvement. Broad recommendations that thematically arise from this process are also shared with the College Council and are incorporated into the Annual Update process. The Team found evidence of broad communication of institutional assessment and evaluation activities. (I.B.8)

Pasadena City College's Annual Updates process is designed to accomplish the mission, EMP goals, and improve institutional effectiveness and academic quality, as evidenced by their Handbooks and Annual Updates template structure and design. The process includes broad participation from over 140 departments, disciplines, units and areas of the College. The Annual Updates process integrates program review, planning and resource allocation. All Annual Updates must show a connection between plans for the future, resource requests, and EMP initiatives. Following the submission of Annual Updates, resource requests are prioritized through a multi-level process, as evidenced in the ISER by spreadsheets of college-wide resource requests and rubrics for prioritizing resource requests. Examples of completed Annual Updates on the PCC website demonstrate that this process results in analysis of data that leads to improvements in institutional effectiveness and academic quality to address short and long-term needs of the institution. (I.B.9)

Conclusions:

The College meets the Standard.

See Commendation 1.

Recommendation 1: In order to increase effectiveness, the team recommends the College fully implement its plan to disaggregate and analyze learning outcomes for subpopulations of students. (I.B.6)

I.C. Institutional Integrity

General Observations:

Pasadena City College demonstrates institutional integrity through its commitment to the clarity, accuracy, and integrity of publications and information provided to college constituents and the community. The College publishes its mission statement and values, EMP, accredited status, student learning outcomes, instructional programs, courses, student support services, and student fees in the College Catalog and on the PCC website. Student achievement and learning data are made available to the public to communicate matters of academic quality. Board Policy and Administrative Procedures outline expectations for academic freedom, honesty, and professional ethics for all constituent groups, including students and document consequences for dishonesty.

Findings and Evidence:

The College publishes identical print and online catalogs and provides students with information on educational programs, program SLOs, general education outcomes, course content, and student support services. Course SLOs are listed on every course outline of record, as evidenced by their public course outline of record database. The College's mission statement and accreditation status are published in the catalog and on the PCC website. The Curriculum and Instruction (C&I) Office ensures that the College Catalog is reviewed and updated for accuracy on an annual basis. The C&I Office corresponds with divisions and departments to update the catalog sections each year and makes any identified updates for the coming year. The Team reviewed the 2020-2021 College Catalog and confirmed that all required information is included within the publication. (I.C.1, I.C.2)

Pasadena City College analyzes student achievement and learning data through their Annual Updates and Comprehensive Program Reviews, which are publicly available on their website. The College also makes institutional reports and student achievement data dashboards available on their website. The Team reviewed the dashboards and reports included as evidence in the ISER. Additional reports on the College's website, including the 2019 Environmental Scan and Cost Effectiveness Study of the First Year of PCC Pathways further demonstrate instances of the College providing data analysis to all stakeholders, including the public. (I.C.3)

As evidenced in the College Catalog and on the College's website, PCC clearly describes their degrees and certificates in terms of their purpose, content, course requirements, and program SLOs. All degrees and certificates include units and when applicable, pre-requisites or admissions requirements (when different from the College's). The College posts program maps on their website for all of their degrees and certificates that include course sequencing. (I.C.4)

The College reviews its college-level policies, procedures and publications. The College has an established process to ensure that Catalog information is reviewed and updated annually. Following updates to the Catalog, the Office of Strategic Communications and Marketing reviews the updates, compares them to information stored in other information systems (WebCMS), and ensures that the PCC website is updated to accurately mirror the Catalog's content. The Office ensures that as curriculum approvals occur, these changes are reflected on the website in alignment with the Catalog publication timeline. (I.C.5)

Pasadena City College publishes the total cost of education in their College Catalog and on their website. Additional fees required for specific programs, such as Nursing or Cosmetology, are disclosed in the College Catalog or on the website. The PCC Bookstore publishes costs of textbooks and instructional materials for all course sections. Students can use the Bookstore's search feature to identify textbook and material costs by using their student ID or searching individual course section numbers. Course sections listed in the online class schedule include a direct link to the PCC Bookstore for specific books and instructional material requirements. (I.C.6)

As evidenced in the ISER, PCC's Board Policy (BP) and Administrative Procedure (AP) 4030 address academic freedom and are publicly available through the College's BoardDocs system. The BP supports the right to academic freedom for all constituent groups and the AP further defines academic freedom for faculty, which assures faculty the freedom to develop curriculum and disseminate knowledge, as well as freedom of expression, including the expression of alternative points of view both in the classroom and within the College's participatory governance structure. (I.C.7)

The College's BP and AP 5500 describe standards of student conduct, including expectations for student honesty, responsibility, and academic integrity. Administrative Procedure 5520 describes student disciplinary procedures for consequences of student dishonesty. In addition to posting the BPs and APs publicly on BoardDocs, the College publishes the standards for student conduct and disciplinary procedures in their Catalog and on their website. The College has BPs and APs (i.e., 3050, 3060, 3070) on professional ethics for faculty, management, and classified staff that establish clear expectations for honesty, responsibility, and integrity and include consequences for dishonesty. (I.C.8)

BP and AP 3050 on Professional Ethics of Faculty describe that faculty distinguish between personal conviction and professionally accepted views by presenting subject matter objectively and as approved on the course outline of record. The Faculty Handbook further emphasizes that if faculty have personal convictions that differ from subject matter, this subject matter should be shared with students objectively. While faculty evaluation forms do not directly address the differentiation between personal conviction and professionally accepted views, faculty are evaluated on their use of materials that are relevant to the course outline of record. (I.C.9)

Pasadena City College is a public two-year California Community College. The Team has confirmed that the college does not require conformity to a specific code of conduct. (I.C.10)

The College does not operate in any foreign locations. (I.C.11)

Pasadena City College demonstrates a commitment to compliance with the Commission's eligibility requirements, accreditation standards, and policies. This is demonstrated through their ISER, as well as BP and AP 3200 on Accreditation. Required reports and documents are posted on the College's website and demonstrate that PCC consistently meets all ACCJC reporting deadlines. The College has publicly disclosed the dates of the peer review team visit and solicited third-party comment. Pasadena City College has multiple instructional programs with programmatic accreditations that adhere to accreditation or certification processes. The College also complies with federal guidelines for international admissions, as evidenced by the international admissions processes posted on the PCC website. (I.C.12, I.C.13)

The College is a public institution and clearly demonstrates its commitment to high quality education, student achievement, and student learning through their mission and values, EMP goals, and student equity plan. The College is an open-access institution and has no investors, parent organizations, or external interests. Board Policy 2710 on Conflict of Interest ensures that the College's Board and Chief Executive Officer have no financial or economic interests in any decisions or contracts. Board Policy 6200 on Budget Preparation and the evidence provided in the ISER on the College's Annual Updates process, including the prioritization of resource requests, provide further evidence that the College is committed to improving student achievement and learning. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College recently updated its mission to clearly articulate commitment to student achievement in an equity-minded learning environment. Degrees are offered in fields of study that are aligned with the institution's mission regardless of the location or mode of delivery. Course Outlines of Record (COR) describe details for each course, provide information and transparency to the public, and along with the College Catalog, indicate transferability of courses and programs. Catalog pages outlining degree and certificate requirements, show expected learning outcomes and the available degrees and certificates.

The College offers 22 Associate of Arts Degrees, 33 Associate of Sciences Degrees, for Transfer, 89 Certificates of Achievement programs and 54 Occupational Skills Certificates. . The College offers 30 ADTs to prepare students for transfer to the University of California and the California State University System, as well as other public and private four year institutions.

The College Curriculum and Instruction Committee (C&I) is responsible for reviewing and approving all additions, modifications, and deletions to the College curriculum. Those revisions are then reviewed and approved by the Academic Senate before final approval by the Board of Trustees. The academic Comprehensive Program Review is the main component and outcomes used for evaluation of instructional programs on a four year cycle with annual updates. Faculty have a main role in the development and approval of courses and programs. Faculty are responsible for the assessment of SLOs and for completing Program Reviews. Program Review data sets provide the opportunity for faculty to evaluate their successes and determine what improvements are needed. The data sets are comprehensive, can be disaggregated and are available over several years.

Findings and Evidence

The College offers a variety of degree and certificate programs including academic and Career Education (CE) programs taught in hybrid, online and face-to-face modalities. Course offerings are for credit and non-credit. There are extensive course offerings at all three locations: Colorado campus, Foothill campus and Rosemead campus. All programs offered at each campus are consistent with the college mission as an equity focused learning community. This is seen especially in the non-credit, ESL, dual enrollment and weekend college programs. (II.A.1)

The faculty have primary responsibility for the development and review of curriculum. Curriculum and program development processes are overseen by the Curriculum and Instruction Committee. The Academic Senate approves curriculum and programs before they are forwarded

to the Board of Trustees for final approval. The College uses comprehensive program reviews and annual program updates to assess and track learning outcomes. The current platform used is eLumen which the College has determined is not adequate to provide the type of student outcome data needed. The College has a Request For Proposals (RFP) for a new platform in order to improve the outcomes assessment process. (II.A.2)

Divisions have dedicated assessment coordinators who support faculty in SLO assessment. The SLO Coordinators track participation in SLO assessment at the course level and collect data on SLO assessment for each instructional division. The College has approved current course outlines that include SLOs for every course and require instructors in every class section to provide students with the learning outcomes for their course on the syllabus. (II.A3)

Since the passage of AB705, the College no longer offers pre-collegiate English and math. It does, however, offer pre-collegiate non-credit curriculum and ESL courses to support student learning and knowledge needed to succeed in college-level curriculum. These courses have a significantly different numbering system from the credit numbering system. Non-credit courses all have a four-digit course identification number compared to a two- or three-digit identification number for credit courses. (II.A.4)

The College degrees and programs follow practices common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The PCC Catalog states in its section on degree requirements that all associate degrees require at least 60 units. The C & I Committee Orientation Presentation references the California Community Colleges Chancellor's Office's Program and Course Approval Handbook (PCAH) as a guiding document for approving curriculum. (II.A.5)

The College schedules courses to allow students to complete programs in a timely manner. Disciplines collaborate in scheduling and utilize the District room scheduling software Live25. As a result of a community survey, PCC began a weekend college at the Foothill campus that allows students to complete their programs on weekends. The College has an excellent program mapping and 2-year scheduling process and is using the Guided Pathway/FYE model to provide clear paths for students. (II.A.6)

The College serves the diverse needs of its students by offering classes at a variety of times, locations, and through various modalities, including face-to-face, hybrid, and fully online. Academic support services are available to students at all locations. Some services are available to all students (Learning Assistance Center, Counseling, Library, Financial Aid), and some focus on specific groups of students (Puente, QUEST, Ujima, Foster Youth, Veterans). Equitable learning support services are provided to students taking classes online and face-to-face, regardless of campus. The College has a nationally recognized Zero Textbook Cost initiative. Instructors are encouraged to use Open Educational Resources (OER) to reduce or eliminate textbook costs for students. Since 2010, all new full-time faculty have participated in a year-long seminar focused on equity-minded teaching practices. (II.A.7)

The College no longer uses placement exams for English and math. Accuplacer Levels of English Proficient Exam (LOEP) is still currently being used for ESL placement; other measures

are being considered and will be implemented once the Chancellor's Office recommendation is finalized. Validation of Accuplacer is conducted by The College Board and is addressed in the Accuplacer Program Manual. The College also uses the California Chemistry Diagnostic Test (CCDT) for placement in Chemistry 1A. The College conducted a validity study in spring and summer 2017 to ensure reliability. (II.A.8)

The College ensures that credits awarded are consistent with accepted higher education practices. The procedures developed by the C&I Committee for determining the number of units based on the number of hours in a course adhere to Federal Standards. Additionally, the Associate Degrees for Transfer offered at the College reflect generally accepted norms in higher education. (II.A.9)

Transfer-of-credit policies are made available to students via multiple sources, including the College website, the Catalog, the Schedule, and in individual student appointments with transfer counselors and advisors. The information contained in the policies explains transfer requirements to four-year public and private colleges and universities. The transfer tool used to offer customized transfer of credit information or information on articulation agreements to students in the catalog and on the website is accurate and current. The transfer policies comply with the Commission's policy on transfer-of-credit. The College uses ASSIST, TES, and resources available from the California Community Chancellor's Office to ensure courses transferred into the College meet the standards for use in specific areas of curriculum and learning outcomes. The College Catalog and the college website describe transfer course work and how it is reviewed by the College to give students credit for previously taken coursework at other institutions. The College's Transfer Tool on their website gives accurate and up-to-date information for transferring to public and private institutions. C&I uses C-ID descriptors to ensure alignment and transferability to UCs and CSUs in its approval process. (II.A.10)

The College requires all programs to have program level outcomes. These outcomes are required during the curriculum and program development process. The course and program level outcomes are aligned to General Education Outcomes (GEOs). The GEOs include Communication, Cognition, Information Competency, Social Responsibility, and Personal Development. Currently, GEOs are used to assess outcomes at the institutional level. The Team confirmed that college is moving from GEOs to Institutional Learning Outcomes (ILOs) and investigating different platforms that will more reliably track SLOs accurately so that all students are assessed, regardless if they plan to earn a degree or a certificate. (II.A.11)

The College Catalog section on degree requirements articulates the philosophy for Associate Degrees offered, as do BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education. The selection and evaluation of the College's general education courses utilize the Guiding Notes for General Education Course Reviewers to determine transfer level standards for CSU GE and IGETC. Faculty have a main role in the development and approval of courses and programs. Each course taught at the College is approved by the C&I committee forwarded to Academic Senate and the Board of Trustees for final approval. (II.A.12)

According to AP 4100, all degrees offered by the College in an area of emphasis must include, in their 60 units, a minimum of 18 units in a major area of emphasis as published in the College Catalog. The College Catalog also articulates degree requirements. Adherence is assured through

the C&I committee approval process. (II.A.13)

The College tracks and reviews licensure passage rates, where appropriate, and uses this information to address improvements needed in course and program curriculum. Pass rates in Cosmetology, Dental Assisting, Dental Hygiene, Radiology, and Nursing demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. (II.A.14.)

The College has a Board Policy (BP 4021) that addresses Program Discontinuance that provides the specific procedures to be followed for such an action. Since the last Accreditation visit, the College has not discontinued any programs. However, the Speech Language Pathology Assistant (SLPA) Program has undergone significant changes. Faculty, in consultation with administration, used student input and other relevant models to create a "SLPA Student Transition & Support Plan" to help enrolled students complete their education in a timely manner with minimal disruption. (II.A.15)

All instructional programs at the College, including non-credit, undergo Comprehensive Program Review on four year cycles with annual updates established by the Institutional Effectiveness Committee (IEC). The Team confirmed that the College strives to continuously develop and improve programs by surveying students to assess the greatest needs in order to ensure student success and equitable outcomes. Driven by its mission and as a result of the College's efforts to improve programs and courses and to meet the needs of the diverse population it serves, a comprehensive non-credit program, dual enrollment agreements, Weekend College and soft skills training programs have been instituted. (II.A.16)

Conclusions:

The College meets the Standard

See Commendation 1.

Commendation 2: The team commends the College for its successful institutionalization of their First Year Experience Program for incoming students as well as the Program's record of improving persistence and completion while reducing equity gaps. (II.A.6, II.C.6)

II.B. Library and Learning Support Services

General Observations:

Pasadena City College provides comprehensive library and learning support services. PCC regularly evaluates the services, collections, equipment and contracts that they provide to ensure that they are of sufficient quality, currency, depth and variety. Data on usage and trends are compiled on their collections and services and are used to help improve their library and learning support services. Their Comprehensive/Annual Update program review processes are the

primary methods by which PCC self-evaluates the efficacy of their library and learning support service programs, collections, contracts and services.

Findings and Evidence:

The College supports student learning by providing library and other learning support services to all students, regardless of location or means of delivery, including via distance education. The library and learning support services provided are of sufficient quantity, currency, depth, and variety to support PCC educational programs. The team commends PCC for looking at innovative solutions in transforming their academic support centers into student success centers. The team also acknowledges the effectiveness of the coordinated efforts of their Distance Education and Library areas, which has led to efficient provision of quality collections and resources in order to meet identified student needs. (II.B.1)

The College relies upon the expertise of librarians in the evaluation, selection and maintenance of appropriate resources that support the institution's mission and in service of student learning. Librarians lead coordinated efforts to engage faculty in the selection of current and appropriate collections and resources in support of PCC's educational programs. Educational learning support service staff are appropriately and adequately involved in the selection of learning support services. The team finds that the library's use of data in tracking the cost-per-search in the evaluation of their subscription databases is compelling evidence. (II.B.2)

The College regularly evaluates the effectiveness of library and learning support services in meeting student learning at PCC via the institution's Comprehensive/Annual Update program review processes. The team lauds the library's innovative approaches to document and track student success and retention. The team acknowledges PCC's nascent planning efforts in transitioning from discrete academic support and tutoring centers into more comprehensive student success centers. (II.B.3)

When relying upon external agencies/sources to help in the provision of library and learning support services, the College documents these instances via formal written agreements. The team notes how PCC addressed and resolved library physical security issues identified within their Comprehensive/Annual Update program review process. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The College provides comprehensive and accessible student support services that align with the College's Educational Master Plan, Student Equity Plan and Mission to enhance student learning, support and success. Student support Services are accessible to students both in person and online and are available and accessible to students who attend Colorado, Rosemead and Foothill campuses. All student support service programs complete an Annual Update in addition to a Comprehensive Program Review every four years. The College has established a comprehensive assessment and review process and works with research offices to review assessment data and assess outcomes to improve student support programs and services. Additionally, feedback collected in surveys, focus groups and advisory groups are used to further evaluate the programs and improve services. The College offers athletics and co-curricular programs that work towards achieving its mission by contributing to the social and cultural dimensions of the educational experience of its students. Pasadena City College maintains the integrity, accuracy, and accessibility of academic information and records as well as procedures for admissions and assessment/placement through board policies and administrative policies to help students successfully complete their educational journey.

Findings and Evidence:

The team confirmed that College regularly evaluates the quality of student support services, regardless of location or means of delivery. This process of self-assessment is aligned with Pasadena City College's Mission and Educational Master Plan (EMP). Distance Education, likewise, completes an Annual Update and Comprehensive Unit Review annually. As detailed in the Assessment QuickStart Guide, the evaluation cycles include 3 phases: annual SLO Assessment, Annual Updates, and Comprehensive Unit review. Furthermore, the college has a Student Services Assessment Committee that meets regularly; this committee includes faculty, administration, and classified staff from various student support service areas. The committee's charge is to ensure that all Student Services areas have current SLOs, assist the areas in establishing assessment timelines and methodologies, and maintain communication including guidance and feedback. (II.C.1)

The team found that the college provides appropriate student support services and programs and assesses those services and programs utilizing Unit Reviews and Student Learning Outcome Annual Assessment Reports. Programs and Services conduct surveys and hold focus groups to gather feedback and use results to identify strategies for improving services, such was the case with the Program for Academic Support Services (PASS). Based on the survey results, the PASS program learned strategies for improving their student services, including providing additional evening tutoring sessions to accommodate student schedules, and adjusting their tutoring training to meet student needs. Furthermore, an annual survey administered at the Rosemead site resulted in the college providing free shuttle service for students to transport between the Rosemead and Colorado sites. (II.C.2)

The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students regardless of location or delivery method. Informed by the Student Equity Plan, programs and services are coordinated through an equity lens to ensure resources are strategically allocated to meet the needs of the diverse student population. An example of this is the Community Overcoming Recidivism through Education (CORE) program, which provides support, resources and assistance to empower formerly incarcerated and system-impacted students to succeed in higher education and beyond. Moreover, the College uses student feedback through student advisory groups and surveys to inform how they improve services to best serve students. All students, regardless of location or modality, have access to support services through regular on-campus presence and/or the College's website. (II.C.3)

The team confirmed that the College provides athletic and co-curricular opportunities that are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. All coaches and support staff who are in direct contact with student-athletes participate in annual compliance training as shown through the Statement of Compliance. Furthermore, all coaches participate in the Annual Review of the Coaches Handbook and student athletes also review their Student-Athlete Handbook and sign a document agreeing to its standards annually. The College completes an annual Equity in Athletics Data Analysis (EADA) report which also includes information in areas such as budgets, travel, salaries and participation.

Co-curricular programs such as African American Male Education Network & Development (A2MEND) and CORE (Community Overcoming Recidivism through Education) demonstrate how the College uses an equity lens and works toward achieving its mission and contributing to the social and cultural dimensions of the educational experience of its students. Students also can participate in a variety of co-curricular programs and clubs, including Math, Engineering, Science Achievement (MESA), Blackademia, Ujima, Queer & Undocumented Empowerment Support to Thrive, Puente, and Safe Zones. The Office of Student Life provides student leadership opportunities, involves students in college governance, provides support and guidance in co-curricular activities, and produces and supports cultural awareness activities and services. The College has established Board Policies and Administrative Procedures that govern Student Organizations and Finances. (II.C.4)

The team confirmed that the College provides counseling and academic advising services both in-person and online to support student development and success. Evaluation of these services occurs through the Comprehensive Program/Unit Review and Annual Updates. On-going training and professional learning/development keep counseling faculty and advising staff abreast of academic updates and other changes so they can best support students to stay on track and complete their goals. New students participate in an on-boarding process that includes Online Orientation, New Student Group Seminar, Pre-Registration Workshops, and PCC's summer bridge program (JAM). Student Services work with instructional faculty to "nudge"

students about transfer opportunities and timelines. Counselors provide academic planning and help students develop Student Educational Plans. Plans are developed and updated electronically in DegreeWorks, allowing students to see their timeline for goal completion. Through these efforts, students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. (II.C.5)

The college has adopted and adheres to admission policies consistent with its mission. The College outlines these policies in the Admission Policies section of the Catalog, which is available to prospective students on the College's website. In addition, information about degree, certificate and transfer requirements are all available on the College's website and in the catalog. The First Year Experience Program also demonstrates the College's commitment to ensuring that students are informed and on a "guided pathway" with support services to aid in their ability to persist, complete and succeed. The Program also strives to close equity gaps, as is evident in the 2019 Pathways First Year Experience Report that shows Latinx students outperforming their Latinx non-Pathways FYE peers on all indicators. (II.C.6)

The team found that PCC has an Assessment Services Office that conducts Consequential Validation Studies every six years to ensure that students are appropriately placed into courses when requiring a placement exam is needed. PCC has an adoption plan to use high school grades and GPA to place students into English and math courses. PCC also provides guidance for directed self-placement for ESL or International Students and instructions on checking placement status. (II.C.7)

The team confirmed that the College has policies and procedures to ensure that the institution maintains student records permanently, securely, and confidentiality. The College publishes its policies, including for release of student records on the website and in the catalog. Through contracts with Ellucian, the college enhances database security and disaster recovery. Students can order and request transcripts in a secure and confidential way through the student portal (LancerPoint). (II.C.8)

Conclusions:

The College meets the Standard.

See Commendation 1.

See Commendation 2.

Standard III

Resources

III.A. Human Resources

General Observations:

Pasadena City College (PCC) has Board Policies, Administrative Procedures, and bargaining unit contracts governing all aspects of human resources. Qualifications for employment are appropriate to the position and include relevant degrees and expertise. PCC has a robust professional development program for all employee groups. Employee records are securely held.

Findings and Evidence:

Pasadena City College has appropriate Board Policies and Administrative Procedures governing the hiring of all constituent groups. Job descriptions include job qualifications, hiring criteria, and hiring processes. Job descriptions include the Mission and specific position duties. (III.A.1)

PCC has an established faculty hiring procedure for full-time and adjunct faculty. Review of job announcements demonstrate the inclusion of minimum qualifications, professional experience, discipline expertise, teaching skills and scholarly activities. Full-time and adjunct faculty job descriptions include participation in curriculum development and review, and participation in assessing learning outcomes. Screening rubrics used by faculty hiring committees contain the same criteria as the job announcements. There is an established procedure for candidates to claim and apply for equivalency if they do not meet the minimum qualifications. (III.A.2)

Administrators and other staff responsible for educational programs and services possess qualifications necessary to perform their duties and to maintain institutional effectiveness and academic quality. Hiring procedures and job descriptions outline the minimum qualifications and the desired experiences necessary for that position. Degrees and desirable qualifications are clearly related to the duties of that position. (III.A.3)

PCC hiring procedures stipulate that degrees of employees are from verified accredited institutions recognized by the U.S. accrediting agencies. Official transcripts are required of all new hires prior to the start of their employment. The Office of Human Resources reviews and verifies foreign degrees meet the requirements prior to the application being reviewed by the hiring committee. There are equivalency procedures for all employee groups that require degrees. (III.A.4)

Evaluation procedures for all employee groups are stated in collective bargaining contracts and Administrative Procedures. Administrators and classified personnel are evaluated annually by their supervisors. Administrative Procedure 7150 governs evaluations of administrators. It states that administrators will be evaluated every year by their supervisors and that every three years

administrators would be evaluated by their direct reports. The College informed the team that the evaluation by the direct reports (called Evaluation 360) has not been implemented. The Department of Human Resources is in discussions with representatives from the Management Association to alter this administrative procedure. It is important that administrative procedures be updated in a timely manner to reflect the actual processes being used by the college. Full-time non-tenured faculty are also evaluated annually. Once tenured, the faculty evaluation is conducted once every three years. Adjunct faculty are evaluated during their first semester and once more prior to their sixth semester. After that they are evaluated once every six semesters. All processes require that any deficiencies that are identified will be addressed in a plan for improvement and that the employee be evaluated annually until the deficiency is addressed. All procedures have stipulated timelines. Through interviews the team determined that the timelines are met between 90-95% of the time. (III.A.5)

PCC equates sufficient faculty with meeting the state Faculty Obligation Number (FON). Programs can request additional faculty (instructional and non-instructional) through the Annual Update of program review. Requests for new faculty and replacement faculty are evaluated by the Faculty Hiring Priorities Committee formed by the Academic Senate. This committee evaluates information provided by the departments on Need, Alignment with the Educational Master Plan, Program Review, and Programmatic Impacts. The committee provides a prioritized list to the Superintendent/President. (III.A.7)

PCC adjunct faculty accounted for 43% of the Full-Time Equivalent Faculty in 2019. PCC has a Part-Time Faculty Coordinator. This position works with the Director of Professional Development to provide orientation and professional development opportunities for all adjunct faculty. The Part-Time Faculty Coordinator holds office hours to assist adjunct faculty with any issues they may be having. Adjunct faculty are provided training in applying for full-time positions at PCC. PCC has developed an extensive array of professional development programs for adjunct faculty that range from operational topics (e.g., Canvas Use, Adding/Dropping Students) to equity topics (e.g., Teaching and Learning Through a Culturally Responsive Lens). Adjunct faculty are surveyed periodically to determine what additional topics they would like to be covered and to determine where changes to existing training need to be made. Oversight and evaluation of adjunct faculty is the responsibility of the administrator of the department/division. The Academic Senate of PCC has established an Adjunct Faculty Issues Committee composed of five adjunct senators. The team commends PCC for the support and commitment it has made to its adjunct faculty. (III.A.8)

Classified staff positions are requested by the supervising administrator. Requests are generally made following a retirement or separation. Requests follow an identified path of approvals: Cost Center Manager, Assistant Superintendent/Vice President of the appropriate area, Assistant Superintendent/Vice President of Business and Administrative Services, Assistant Superintendent/Vice President of Human Resources, and the Superintendent/President. The request form includes a designation of which part of the EMP this position would impact and an identification of budgets to be charged. As of fall 2019, PCC employed 346 full-time classified staff. The college also has a process by which a reclassification of a position can be requested. (III.A.9)

PCC uses established hiring practices for administrators that includes identification of appropriate degrees and experience for that position. Requests for new administrators use the same Personnel Request Form as classified staff. The form also has a place to request the elimination of an administrative position. Requests for new administrators generally originate with the Superintendent/President. The Human Resources Department then works with the Management Association to determine administrative level and job description. As of spring 2020, PCC had thirty-seven academic administrators, twenty-six classified managers, and twenty-two supervisors. (III.A.10)

PCC has established personnel Board Policies and Administrative Procedures. These policies and procedures are available on the District website. There is a Faculty Handbook, a Classified Handbook, and a Management Handbook. These handbooks are also available on the District web site. They include relevant policies and procedures for those respective employee groups. As noted elsewhere, the administrative procedures are not always current. (III.A.11)

PCC adopted an Equal Employment Opportunity Plan in 2017. The plan is comprehensive and includes an analysis of employee demographics, a procedure for complaints of discrimination, the establishment of an EEO Advisory Committee, and methods to support equal employment opportunities. The plan identified improvements in underrepresented groups of employees from 2013 to 2016. Improvements were also noted in the most recent analysis of employee demographics in 2020. While the EEO Plan called for the establishment of an EEO Advisory Committee, this has not yet been implemented. The Human Resources department offers EEO training workshops. Interest and attendance at these training sessions have been substantial, with over 600 employees participating in the last training. (III.A.12)

PCC has approved Board Policies and Administrative Procedures for the professional ethics of faculty, classified staff, and management. The Board Policies state that an employee will be given due process according to their collective bargaining agreements if they are accused of not abiding by the ethical standards. The Office of Internal Audit administers a PCC Tips Report Hotline, which can be contacted by telephone or online. (III.A.13)

PCC has an Office of Professional Development overseen by a Director of Professional Development. The Professional Development Standing Committee has representatives from all employee groups and makes recommendations on professional development to the College Council. There is a FLEX Advisory Committee, which is a sub-committee of the Professional Development Committee. These committees monitor feedback from workshops and recommend changes as necessary, as well as recommending new workshop topics. The District has comprehensive, robust, and ongoing professional development activities for all employee groups tailored to their respective needs. These include both general topics (e.g., Using the Equity Dashboard) and area specific topics (e.g., STEM Series). The college is also utilizing the Vision Resource Center maintained by the State. The professional development opportunities reflect the college's strong commitment to closing identified student equity gaps. The Professional Development Department has developed an 8 week/45 hour course entitled "Teaching and Learning Through a Culturally Responsive Lens" that will be launched later this semester. The Professional Development team worked with focus groups of students to research how these pedagogies impact their learning and what suggestions the students may have to improve the

learning environment. Some of those suggestions were incorporated into the course. Professional development activities are evaluated by attendees and the results are reviewed by the Professional Development Standing Committee and/or the FLEX Advisory Committee. The team commends PCC for its strong commitment to professional development of all employee groups and for its focus on closing equity gaps for its students. (III.A.14)

The Office of Human Resources maintains the security and confidentiality of all personnel records. Records are kept in secured cabinets. Employees are allowed access to their individual employee records by submitting a written request to the Office of Human Resources. Board Policy, Administrative Procedures, and bargaining unit contracts ensure employee access to records. (III.A.15)

Conclusions:

The College meets the Standard.

See Commendation 1.

Commendation 3: The team commends the College for its comprehensive professional development programs and support of its adjunct faculty. (III.A.8)

III.B. Physical Resources

General Observations:

Pasadena City College (PCC) offers instruction at five separate locations within the District: Colorado Campus, Foothill, PCC at Rosemead, PCC Northwest, and the Child Development Center. These locations are different both in size and in instructional programs that are offered. The recently developed Facilities Master Plan (FMP) provides a comprehensive evaluation of existing facility resources and guidance to the District as it attempts to grow and renovate its facilities. Facilities planning is included in the program review processes of the District.

Findings and Evidence:

Pasadena City College has sufficient facilities. The safety of the facilities is achieved by daily inspections, a system for employee and student reports, and property and liability inspections by the District's property and liability self-insurance administrator. There is a Health and Safety Standing Committee that reports to the College Council. It makes recommendations on health and wellness, campus safety, and risk management. The Facilities Standing Committee makes recommendations to the College Council regarding implementation of the Facilities Master Plan and any matters related to the facilities of the college. (III.B.1)

The Facilities Master Plan (FMP) for PCC is integrated with the Educational Master Plan. Instructional Divisions and Non-Instructional areas perform Annual Updates (program review

process) that include a section on "space allocation." Any request for changes to the spaces used by the programs identified in the Annual Updates move to the Facilities Department for review and evaluation. Requests are then forwarded to the Executive Committee for final review, approval and allocation of funds. In 2012 PCC removed the Armen Sarafian Hall from service due to seismic concerns. The District has received partial funding from the State for replacement of this building. Most of the plans in the FMP are for modernization, remodeling and repurposing of existing buildings on the Colorado campus. One notable plan is to move programs to align with the new meta-majors thereby creating more focused learning communities. Scheduling of facilities for both instructional and non-instructional activities use a web-based program, 25Live. Equipment can be requested during the Annual Update process of program review. Requests are aggregated and prioritized using standardized rubrics. These rubrics include a rating on how well the purchase would support the Educational Master Plan. (III.B.2)

PCC uses the Facilities Master Plan and the Educational Master Plan to assure feasibility and effectiveness of its physical resources. The FMP noted that the room inventory for the District needed to be updated to better capture the current use of the spaces. Interviews conducted with the Executive Director of Facilities and Operations confirm that the college is still in the process updating the room inventory. Space utilization information is maintained in 25Live, the web-based facilities scheduling program. This program allows PCC to review room usage and alter space allocation as needed. For example, as the college moves to reopen after the pandemic, it will be modifying the parameters of each room to conform to the spacing requirements and altering the course schedules accordingly. The Annual Update resource requests and the work orders and repair request system are used to plan and determine scheduled maintenance, repair, and renovation of existing facilities. Requests are reviewed by the Facilities Office for cost and feasibility (scheduling) considerations. Existing equipment is assessed by individual departments and any issues are addressed during the Annual Update processes. During a listening forum in June 2020 prompted by the George Floyd protests, black students identified their feelings of being marginalized due to the space they were allocated for the Black Student Success Center. The Facilities Standing Committee developed a plan to relocate the Black Student Success Center to a more centralized location and to expand the size and resources provided to the students. This new Black Student Success Center was opened in February, 2021. Pasadena City College is to be commended for their commitment to providing equitable resources to its students and for addressing student needs in such a timely manner. (III.B.3)

PCC has a Facilities Master Plan that provides long range capital plans in support of the District's Education Master Plan. In 2020, PCC developed and adopted a Total Cost of Ownership manual. As a part of planning for the new science building, PCC is identifying equipment that will need to be refreshed on a regular basis and making the requisite budget changes to account for those future expenditures. (III.B.4)

Conclusions:

The College meets the Standard.

See Commendation 1.

III.C. Technology Resources

General Observations:

The Pasadena City College provides professional support, facilities, hardware, and software adequately to enable the institution to support its operational, academic and student support programs. The College maintains a sizable inventory of technology equipment and sufficient staff to support and maintain the equipment. The College also provides a variety of software programs to support instruction and student learning (i.e., QuickBooks, AutoCAD, Canvas). Additionally, PCC adopted a 'cloud-first' strategy that provides an on-demand delivery of IT resources over the internet, eliminating the need to own and maintain physical data centers and servers. This technology also provides the technical infrastructure needed for PCC's disaster recovery and business continuity plans.

The College relies on its continuous, integrated planning to ensure the integrity and quality of its technology infrastructure. Planning occurs at various levels of the institution through its Strategic Plan, Educational Master Plan, Facilities Master Plan, Technology Master Plan (TMP), Annual Updates, comprehensive unit reviews, and annual technology replacement plan. Reliance on appropriate policies and procedures as well as participatory governance committees such as the District Technology Committee and the Professional Development Day Committee further ensures transparency and constituent input.

Findings and Evidence:

The College provides technology services, support and facilities hardware that are adequate to support operational functions and academic programs of the College. The College provides technology and related support at all of its five locations where programs and services are offered: the Colorado Campus, Foothill, PCC at Rosemead, PCC Northwest and the Child Development Center (CDC).

The College's technology update plans are defined in the College's Technology Master Plan, Annual Updates, comprehensive unit reviews and annual technology replacement plan. Additionally, the College relies on a variety of surveys to help identify areas for improvement (i.e., 2016 Technology Survey, 2019 Fall Student Survey Campus Technology Results). Pasadena City College has also developed draft Service Level Agreements (SLAs) to ensure appropriate levels of in-house helpdesk support and services. (III.C.1)

The College's District Technology Committee developed the Technology Master Plan. In conjunction with review and guidance from ITS, the Technology Master Plan is used for decisions about allocations and prioritization of technology resources.

The College utilizes both short and long range financial planning leveraging both unrestricted and grant funding to support the College's technology needs and to implement prioritized technology improvements and replacement projects. Examples of periodic institutional updates

are the 2016, 2017 and 2019 Smart Room Refresh, the March 2018 purchase of Deep Freeze annual maintenance software, system monitoring software and equipment to repair and maintain existing technology inventory, the September 2018 purchase of audio-video, screen and forum speaker repair, 30 MacBook Air computers, and the January 2019 purchase of monitors for the CEC division office, OptiPlex desktop computers for the Student Equity Program, iMacs for the Career Center, MacBook Pro Laptops for faculty and iPad minis for work-based learning (among other equipment). (III.C.2)

The College relies on its Technology Master Plan's established standards to provide equivalent access to technology at all of its five locations where programs and services are offered. Reliable access, safety and network security are ensured through standards established for desktop and laptop systems, smart classrooms/presentation systems and centralized network connectivity and identity management systems. ITS provides support on new software implementation and testing upgrades. (III.C.3)

The College provides technology support to faculty, staff, students, and administrators as well as regular training through: professional development opportunities, in-person and online workshops and seminars offered by the Distance Education Department, YouTube training videos and LinkedIn Learning. Additionally, the College also offers tailored information literacy research sessions for courses in all disciplines, the College 1 course for new students, Pasadena City College Distance Education Handbook and Training for faculty teaching online through @One courses or PCC's in-house Online Teaching Certification. Faculty technology training that includes flex credit, is reviewed, and approved through the Faculty Professional Learning Committee, which is a standing committee of the Academic Senate. Technology training that includes flex credit is initiated by the instructors and coordinated between the Vice President/Chief Instructional Officer and the Teaching and Learning Center. The ITS Helpdesk provides a single point of contact for technology support for District employees. The Distance Education (DE) Tech support webpage provides technology support for students who can access support through the College's central technology helpdesk. Furthermore, the College has developed draft Service Level Agreements (SLAs) to define acceptable service levels and thereby ensure appropriate levels of in-house support and services. (III.C.4)

The College has approved and adheres to appropriate Board Policies and Administrative Procedures that guide the use of technology in the teaching and learning process and college operations. BP and AP 3720 are the primary policy and procedures which the College relies upon for Computer and Network Use applicable to all students, faculty, staff and all other users of College information resources. In addition to these policies, the College also relies on a number of administrative procedures (AP 3721 Electronic Communications, AP 3722 Data Classification Standards, AP3723 Remote Access and AP 6365 Accessibility of Information Technology) as well as its recently developed Information Security Plan to ensure appropriate use of technology. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College's mission and goals serve as the foundation for financial planning. Additionally, the College's various master plans are used for short and long-term goal setting. The College utilizes its integrated planning process to provide an opportunity for participation by all constituent groups. College finances are effectively managed to support and sustain learning programs, services and the College has sufficient financial resources and reserves to meet its mission and goals.

The College's organizational structure incorporates clear delineation of fiscal responsibilities and accountability. Furthermore, the College sustains effective internal controls and provides regular, detailed budget reports to the Board of Trustees and the College community for review and to foster transparency. Appropriate policies, procedures and internal controls are implemented to guide fiscal compliance, fiscal stability, and transparency.

Findings and Evidence:

Pasadena City College's financial planning and resource allocation are integrated in its planning process. The College utilizes its integrated planning process to provide an opportunity for participation by all constituent groups. College finances are effectively managed to support and sustain learning programs and services while maintaining financial stability. The College has sufficient financial resources and reserves to meet its mission and goals. Resource allocations support the College's strategic goals through a prioritization process that consists of a Fall Planning Retreat, Annual Update, Spring Budget Retreat, and a Comprehensive Program Review. The College's Budget and Resource Allocation Committee (BRAC) is a district-wide participatory governance group that serves to ensure allocation of resources through alignment with State guidelines while also providing an opportunity for all constituents of the College to understand and participate in fiscal planning and oversight. (III.D.1, III.D.2)

The team confirmed through review of audit reports that budget information accurately reflects the College's financial position and long-term obligations. The College has appropriate financial policies and procedures including BP 6200 Budget Preparation, BP 6250 Budget Management, BP 6300 Fiscal Management, and BP 6320 Investments to guide financial practices. (III.D.2)

The College utilizes an integrated planning model, where participation from constituent groups is encouraged. Funding needs are documented through TaskStream software, during the program planning and budget request process. The College's institutional planning process centers around the annual Comprehensive Program Review process, which is guided by the College's EMP and its strategic goals. (III.D.3)

The College utilizes a realistic assessment of its financial resources by integrating the most

recent budgetary and economic information provided by the California Community Colleges Chancellor's Office, the California Department of Finance and the Los Angeles County Office of Education, as well as integrating multi-year revenue and expense projections. The team found that the College's budget accurately reflects institutional spending. Responsible and appropriate use of financial resources is ensured by using the Banner system to record and process financial transactions. Banner has multiple control mechanisms to assist with monitoring and managing the college's fiscal resources.

Recognizing that identified needs are greater than available resources, the College has also successfully pursued the development of new revenue streams (i.e., Federal Title V and Title III grants, Childcare Means Parents in Schools, and the STEM Education Consortium, as well as currently exploring the possible issuance of a new facilities bond measure to replace/renovate aging facilities) to fund expanded program offerings. (III.D.4)

The College has appropriate internal control processes, policies and procedures to ensure responsible use of resources. The College utilizes its Banner Enterprise Resource System which implements budget control mechanisms and multi-layered approval processes while providing timely information to all budget managers. Additionally, an Internal Auditor position was recently added responsible for evaluating internal controls, efficiency, and effectiveness, financial integrity of departments as well as examining for compliance with federal and state regulations. The Internal Auditor is also responsible for the District's Tip Hotline which receives, and tracks complaints related to fraud, waste, and abuse within the District. Annual audits are conducted by an external independent auditor, as specified in the California Community Colleges Contracted District Audit Manual. Financial information is routinely disseminated to the college community, as well as quarterly financial statements, and budget reports that are provided to the Board of Trustees. (III.D.5)

Financial and budget information are available on the Business and Administrative Services webpage. The team reviewed both budget and financial reports and verified that the College received clear audit opinions for the past several years. This reflects the high degree of credibility and reliability of the College's financial practices. The audit and budget information is disseminated and made available to the College and community through a variety of means. (III.D.6)

The team verified that the District received no audit findings for the past three years. Audit results and financials presented to the Board are also communicated to the various participatory governance groups and published on the website. (III.D.7)

The team confirmed that the Budget and Resource Allocation Committee (BRAC) reviews the college budget regularly to evaluate the effectiveness of the institution's fiscal planning. This review informs both short- and long-term planning as well as process improvement. (III.D.8)

The College has sufficient cash flow and completes regular cash flow and fund balance analysis to ensure fiscal stability. The District adopted BP 6250 Budget Management which requires the College to maintain reserves minimally at 18%. As such, the team confirmed that the College's level of unrestricted fiscal reserves is above the state recommended level of 5% and is available to help meet unforeseen financial emergencies. (III.D.9)

The College's practices effective oversight of all funds inclusive of financial aid, grants, externally funded programs and contractual relationships. Board Policies (i.e., BP 6300 Fiscal Management) provide for responsible stewardship over available resources. Additionally, a dedicated team of grant accountants serves departments/divisions to ensure compliance with all pertinent regulatory requirements. The team confirmed that auxiliaries, foundation, grant funding and the Financial Aid Department had undergone external audit and are compliant with Title IV rules and regulations. (III.D.10)

As demonstrated through its annual audit reports and various budget documents, the College has the necessary resources needed to meet both short-term and long-term financial obligations. The College takes into consideration both current and future liabilities during its financial planning. The College has recently established an irrevocable trust to manage its Other Post Employee Benefits (OPEB) obligations and/or pension obligations. The College has transferred $14 million in the irrevocable trust fund which is approximately 40.21% of currently estimated liability. In terms of short-term borrowing, all prior borrowing has been fully retired. The College passed Measure P, a general obligation bond measure in 2002 for capital improvement projects. Active and planned projects are reviewed and accepted quarterly by the Citizens Bond Oversight Committee. The activities and internal control over Measure P funds are also audited by an independent auditor. The College has consistently received unmodified/unqualified opinions for relevant performance audits. (III.D.11, III.D.12, III.D.13, III.D.14)

The annual independent audits confirm that the College complies with all federal requirements in the packaging and disbursement of federal financial aid. Additionally, the College's student loan default rate of 9.8%, as documented in external reports, follows federal regulations of less than a 30% default rate over three years. (III.D.15)

The College relies on professional service and maintenance contracts to meet its institutional goals. Interviews confirmed that the college routinely assess contracts to ensure that the needs of the College community are met. The Team verified the contract language contained appropriate reference to terms, conditions, risk mitigation and termination clauses as well as appropriate signature from a District designated signer to effectively protect the institution.

The College's contractual agreements follow established Board of Trustees Policies and Administrative Procedures (i.e., BP 6340, AP 6330, BP 6340 Bids and Contracts, AP 6330). Additionally, the College is in the process of finalizing a detailed Purchasing Manual which will provide users step-by-step directions on procurement and contracts. The College also adheres to the general procurement standards. (III.D.16)

Conclusions:

The College meets the Standard and related Eligibility Requirements.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College recognizes the contributions of leadership throughout the organization to establish a culture of continuous improvement. Roles within the structure of governance are defined in policy to facilitate decisions that support student learning and to improve institutional effectiveness. As outlined in Administrative Procedures 3001-3006, the governing board, administrators, faculty, staff, and students work together to further the College's mission.

Findings and Evidence:

As outlined in Pasadena City College's Board Policy 3000 and Administrative Procedure 3005, the College Council shall serve as the central consultation committee for their shared governance processes and has the responsibility of providing recommendations to the Superintendent/President. AP 3005 further indicates that the College Council strives to create a process that leads to inclusive and transparent dialog on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the college. In addition to the College Council, Pasadena City College has 12 standing shared governance committees that are central to the operations of the College. (IV.A.1)

The team has found that Pasadena City College has appropriate policies and procedures in place to authorize the role of the administrators, faculty, staff and students in the decision making process. Pasadena governance and decision making processes creates a culture of innovation and opportunities for input across college stakeholders. As indicated and supported in the Committee Evaluation Report for the College Council, the college community is informed on college decision making, resource allocation and its process of governance. Pasadena City College further codifies their commitment to broad stakeholder input in the Administrative Procedures 3001-3006, as well as providing further guidance in the Guideline for the College Coordinating Council document. (IV.A.2)

The team observed that administrators, faculty, classified professionals and students have a clearly defined role in the college's decision making process and governance. Pasadena adheres to policies and procedures that organize and clearly define each constituency group's role in institutional governance. The Academic Senate, Classified Senate, Associated Students, and Management Association each contribute independently to this collaborative process, and each group is represented on the College Council, which serves as the primary body responsible for ensuring timely decision making and recommendations to the Superintendent/President of the College and the Board of Trustees. (IV.A.3)

The team found that faculty and administrators have a clearly defined role in policy and procedure to make recommendations about curriculum and student learning, programs and services. Administrative Procedure 3001 outlines the faculty role in shared governance. The Academic Senate develops policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include curriculum (including establishing prerequisites and placing courses in disciplines), degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, and processes for program review. (IV.A.4)

The team has found that the College through institutional Board Policies and Administrative Procedures, has made the appropriate consideration of relevant perspectives and decision making aligned with expertise and responsibility. The College has defined clear roles for each of the participatory governance groups, including faculty and management, to actively participate in institutional planning, policy development, curricular changes, and other key considerations for decision making. This is reflected in Administrative Procedures 3001-3006 as well as the Guidelines for Shared Governance Committees document. (IV.A.5)

The team observed that meeting minutes, agendas and videos from participatory committees are posted and are made widely available on the college's webpage. Moreover, as reflected in the college's Committee Evaluation Report for the College Council, the college regularly evaluates its decision making process for the purpose of continuous improvement. The process for decision making is clear with information regarding the process and decisions being disseminated to college stakeholders in a variety of ways including the college website, college wide emails and newsletters. (IV.A.6.)

The team found that the College has evaluated its use of leadership roles and decision-making processes through its regular administration of its Campus Climate survey in 2015, 2016 and 2017, as well its annual standing committee evaluation processes. Moreover, the team observed that the College has used this data as a catalyst for dialogue and planning to make ongoing institutional improvements. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Pasadena City College's Superintendent/President has the primary responsibility for the quality of the college. Board Bylaw 2430, Delegation of Authority to the Superintendent/President, appropriately delegates full responsibility and authority to the Superintendent/President to

operate the College within relevant laws and regulations and to execute the duties and powers needed to achieve the College's goals and fulfill its mission.

Findings and Evidence:

Pasadena Board Bylaws BB 2430 grants the College Superintendent/President the authority to oversee the organization and structure of the College. The Superintendent/President provides leadership and oversight in the core operations of the college including in the areas of college planning, budgeting, college personnel and professional development. As stipulated in Board Bylaws, the Superintendent/President's job description, and administrative procedures, the Superintendent/President bears primary responsibility for institutional effectiveness. (IV.B.1)

The team found that the Superintendent/President appropriately delegates responsibilities to other college administrators that have expertise in their areas of oversight. The Superintendent/President regularly works with campus constituencies to evaluate the administrative staffing needs and effectiveness of the institution. The Superintendent/President attends regular meetings of the Board of Trustees, as well as all subcommittee meetings. The Superintendent/President chairs the College Council committee and reviews all budget requests prioritized through the Annual Update process. (IV.B.2)

The team found that the Superintendent/President provides appropriate oversight, engagement, leadership and responsibility in planning, resource allocation, and goal setting. The Superintendent/President leads the College in collaborative decision making processes, by co-chairing the College Council and through their direct appointments of the administrative co-chairs to the Strategic Planning and Accreditation Standing committees, the two committees that have the primary responsibilities for setting college-wide goals and educational planning as related to student support and achievement. The College CEO leadership is also pivotal in the College's effort to address student learning and achievement by setting clear goals and expectations for eliminating gaps in achievement by 2027. (IV.B.3)

Pasadena's Board Policy 3200 Accreditation states that the Superintendent/President has the primary leadership role for accreditation. This policy outlines that the Superintendent/President shall establish procedures to ensure that the process for institutional accreditation is in compliance with the Accreditation Standards as set forth by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges and this Policy. Moreover, the Superintendent/President shall ensure the District complies with the accreditation process and standards of the ACCJC and of other District programs that seek special accreditation. (IV.B.4)

The team confirmed that the College has sufficient policies to ensure that the CEO implements statues, regulations, and board policies that are consistent with the College's mission. Board Bylaw 2430, Authority of the Board Delegated to the Superintendent/President, specifically delegates full responsibility and authority to the Superintendent/President to carry out the College's policies, to ensure compliance with all relevant laws and regulations, and to specify

administrative rules and regulations essential to the implementation of policies, statues, laws and regulations. (IV.B.5)

The team confirmed that the CEO regularly communicates with college stakeholders groups, as evident in the President's role as chair of the College Council, regularly meeting with college leadership and in the open office hours for classified professional and faculty. In addition, the team has substantiated that the CEO has ongoing interactions with the community by visibly serving and attending community based events and organizations. The team also noted that the CEO has several advisory groups that represent the diverse communities that Pasadena City College serves. (IV.B.6)

Conclusions:

The College meets the Standard.

See Commendation 1.

IV.C. Governing Board

General Observations:

Pasadena City College has a seven-member Board of Trustees representing different geographical areas within the District. The District has Board Bylaws, Board Policies and Administrative Procedures governing all aspects of the Board and District operations.

Findings and Evidence:

There are adopted Board Policies that stipulate the roles and responsibilities of the Board of Trustees, including the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board of Trustees Bylaws are the "policies" that govern the Board membership, responsibilities, governance, ethics, professional developments, etc. Board of Trustee Bylaws and Board Policies are available on the District website. (IV.C.1)

Board Bylaw 2715 Code of Ethics/Standards of Practice states that the Board can only legally function "as a group" and that each member should "exercise appropriate care" to speak as a member of the Board and represent Board Policy to the public. Adherence to this board policy is a part of the yearly Board of Trustees Self Assessment. Voting procedures are contained in Board Bylaw 2330. (IV.C.2)

Pasadena City College Board of Trustees has clearly defined policies and procedures for selecting and evaluating the Superintendent/President. The hiring of the current Superintendent/President adhered to the current Board Bylaw 2431 Selection of Superintendent/President. Review of Board of Trustee minutes verifies that the evaluation of the

Superintendent/President has been conducted according to the timeline identified in the policy (BB: 2435). (IV.C.3)

The Pasadena City College Board of Trustees Bylaw 2200 Board Duties and Responsibilities identifies that they represent the public interest, advocate and protect the District, and interpret the College needs to the Public. Board Bylaw 2715 Code of Ethics/Standards of Practice states that Board members must represent all citizens of the District and not just those from their respective areas. (IV.C.4)

The role of the Board of Trustees in establishing policies to ensure the quality, integrity and improvement of student learning is stated in the BB 2200. This Bylaw states that the Board is responsible for ensuring "institutional performance and educational quality", "prudent, ethical and legal standards of college operations", and "fiscal health and stability." The Board of Trustees approves the college Mission, the curriculum, and the programs/degrees offered by the college. (IV.C.5)

Board Bylaws and Board Policies are published on the college website via the Board of Trustees webpage and are located under Institutional Effectiveness. The Board Bylaws encompass the size (BB 2010, BB2105), the duties (BB 2200), the responsibilities (BB 2200), the structure (BB 2010, 2100, 2220), and the operating procedures (BB 2305, 2310, 2315, 2320, 2410) of the Board of Trustees. (IV.C.6)

The Board of Trustees Bylaws outlines their duty to approve and abide by their policies and bylaws. The regular review of policies and bylaws is delegated to specific administrators. The District subscribes to the Community College League of California Policy and Procedure service to assist in these reviews and updates. There is evidence of timely review and update of these policies. However, Administrative Procedures have not always been updated in a timely manner. For example, BP 3000 Shared Governance references a series of Administrative Procedures defining the roles of constituents and governance committees. Administrative Procedure 3005 Role of the College Council states and names nine standing committees. However, currently there are twelve standing committees reporting to the College Council. The District should ensure that corresponding Administrative Procedures are up to date and accurately reflect the current processes of the District. (IV.C.7)

The Board of Trustees receives regular reports on student learning and achievement and institutional plans for improving academic quality. Review of Board minutes demonstrate numerous presentations covering these topics, including PCC Scorecard, Institutional Effectiveness Partnership Initiative, Vision for Success Local Goals, Career and Technical Education Update, PCC Equity Plan, Educational Master Plan, and Facilities Master Plan. (IV.C.8)

Board Bylaw 2740 Board Education provides for new member orientation. The new member is appointed a mentor from the Board, is provided an orientation by the Superintendent/President, and is provided all materials and documentation related to "planning, audits, accreditation, collective bargaining, the Brown Act, and parliamentary procedures." BB 2740 also "encourages" Board members to attend conferences related to their duties. Interviews with Board

of Trustees members confirmed that the college supports and encourages Board members to engage in continuing professional development. Several Board members are active in organizations at the State and Federal level. Review of the Board of Trustees Self Assessment (2018-2019) confirms that the majority of the Board members participate in continuing board development activities. The continuity of membership and staggered terms of office are outlined in Board Bylaw 2100 Board Elections. Board members are elected to two-year terms with 4 district areas being elected one year and the other three district areas being elected the following year. Replacing a Board member vacancy in between elections is covered in Board Bylaw 2110 Vacancies on the Board. The Board may call a special election, or it may appoint a provisional board member, depending on the timing of the vacancy. (IV.C.9)

The Board of Trustees participates in an annual Board Self-Assessment. The Board Bylaw (BB 2745) states that the self-evaluation includes a review of ethics policies and an evaluation of board effectiveness. The results of the self-evaluation are reported to the public at a board meeting. The self-evaluation tool employed by the Board is comprehensive and includes all aspects of the Board roles and responsibilities, including ethics and continuing education. Board of Trustees interviews confirmed that the Board has used the Self-Assessment findings to improve their effectiveness by aligning their Board of Trustee annual goals to those of the College. This realignment of Board goals includes the district-wide emphasis on and commitment to closing identified student equity gaps. The Board of Trustees participated in community listening forums on equity issues. The Board has also requested and received additional data and training on equity in teaching and learning. (IV.C.10)

Board Bylaw 2715 specifies a code of ethics and standards of practice for the Board of Trustees. Board Bylaw 2710 specifies what constitutes a conflict of interest and how Board members should disclose any potential conflicts of interest. The accompanying Administrative Procedure outlines the process should any Board member be accused of violating the ethics standards of the Board. Board Bylaw 2710 Conflicts of Interest states that a Board member cannot have any employment with the District. (IV.C.11)

The Board of Trustees delegates the executive responsibility for administering adopted Board Policies to the Superintendent/President (BB 2430). Board Bylaw 2410 Board Policies and Administrative Procedures states that the Superintendent/President will develop these procedures as a mechanism for implementing Board Policies. Various Board Policies also delegate authority to the Superintendent/President responsible for specific District functions and operations (e.g. BB 3250 Integrated Planning; BP 4020 Program, Curriculum and Course Development). The Board Bylaw 2200 Board Duties and Responsibilities also states that the Board will "refer administrative problems, complaints, criticism, or requests directly to the Superintendent/President." (IV.C.12)

The Board of Trustees has a stated responsibility to participate in and certify that participation in accreditation processes (BB 2200). A member of the Board of Trustees serves on the Accreditation Standing Committee. The Board of Trustees also has a subcommittee on Policies and Accreditation that receives quarterly updates from the Accreditation Standing Committee. All accreditation reports are approved by the Board of Trustees prior to submission to the ACCJC. (IV.C.13)

Conclusions:

The College meets the Standard.

See Commendation 1.

Quality Focus Essay

ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement."

QFE #1: Collegiality and Communication

The College states the intent of the project is to adopt a framework of collegial communication across college stakeholders to mitigate gaps in communications. The College further states that improved communication of their governance process would have a direct impact on Student learning and achievement.

The College outlined the following four comprehensive strategies to address this issue:

1. Members of College Council will be asked to reach out to their colleagues at other institutions and bring back ideas, structures, handbooks, or any other information on how participatory governance, codes of ethics, and collegial dialogues have been implemented.

2. The Strategic Planning Standing Committee will host a college-wide Appreciative Inquiry (AI) into questions surrounding collegiality.

3. The college will work directly with managers as they proactively support classified staff participation in shared governance.

4. The Professional Development Committee will provide learning opportunities for all employees that will encourage humanity and empathy in interactions.

The QFE includes ambitious goals, a well thought action plan, and specific and measurable outcomes. The team acknowledges efforts made to improve the level of engagement and understanding of college constituencies in the shared governance process as a result of longitudinal analysis of several years of Campus Climate survey. The team is confident after reviewing the goals and activities outlined in the QFE that the College would be successful in achieving the four outcomes identified. While the team acknowledges the efforts around improving campus communication and understands how improvement in this area may indirectly impact student learning and achievement, the team believes that the College could benefit from identifying well-defined indicators of how improvements in the area of campus communication as defined by the College would directly impact student learning and achievement.

QFE#2: Addressing the Needs of Our Part-Time Students

Pasadena City College (PCC) researched the enrollment, persistence, and completion patterns for its full-time and part-time students. They also reviewed this data disaggregated for race/ethnicity. Their findings mirror those of other institutions and organizations in that students who are enrolled full-time have higher persistence and completion rates. In addition, with partners from UCLA, they gathered quantitative and qualitative data from part-time students to better understand their challenges and roadblocks to success. For Fall 2017, PCC had 38% part-time students. While the data showed some gaps in persistence by different ethnicities, the largest gaps were in completion (at 3 years). No data were presented on the ethnic breakdown of full-time versus part-time students. PCC determined that many of its students move back and forth between full-time and part-time status.

The goals for this project are:

1. To increase the completion rate for part-time students.

2. To reduce the total number of units accumulated by part-time students.

3. To increase the number of part-time students that transfer to four-year institutions.

4. To reduce the equity gaps for part-time students.

PCC's implementation plans are to continue researching the challenges part-time students face and educate campus stakeholders, and to provide academic and support programs and resources tailored to the needs of part-time students. Three of the specific plans have the potential to truly impact the completion rates of part-time students. They are to develop and implement program maps for part-time students, increase programming at satellite campuses, and to create PCC PM to provide resources to evening students. Although not specifically stated in the QFE, these plans will require PCC to identify the majors/programs that the part-time students are enrolled in. In addition, courses specific to those majors will need to be offered at times and locations that will work for the part-time student.

The action plans and the assessment plans will allow PCC to make progress on closing the equity gaps for its part-time students. The college has identified specific benchmarks to measure its progress. The ongoing commitment to research of the needs of its part-time students should allow the college to adapt and change its plans when new or changing information arises.