



PASADENA CITY COLLEGE

MID-TERM REPORT

FOR ACCREDITATION

March 2018



1570 E. Colorado Blvd., Pasadena, CA 91106

Certification Page

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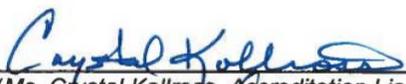
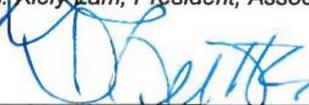
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Superintendent-President Rajen Vurdien, Ph.D.
Pasadena City College
1570 E. Colorado Blvd., Pasadena, CA 91106

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

 (Dr. Rajen Vurdien, Superintendent-President)	1-31-18 (Date)
 (Dr. Anthony Fellows, President, Board of Trustees)	1-31-18 (Date)
 (Ms. Crystal Kollross, Accreditation Liaison Officer)	1.26.18 (Date)
 (Dr. Valerie Foster, President, Academic Senate)	1.26.18 (Date)
 (Ms. Graciela Caringella, President, Classified Senate)	1-26-18 (Date)
 (Ms. Kiely Lam, President, Associated Students)	1/30/18 (Date)
 (Mr. Joseph Futtner, President, Management Association)	1-26-2018 (Date)

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Report Preparation

In Fall 2016, the Accreditation Standing Committee of College Council was formed to complete all accreditation reports (including the mid-term report) and accreditation planning for the College. Previously, these tasks were the responsibility of the Planning and Priorities Standing Committee of College Council. The membership and charge of the Accreditation Standing Committee is outlined in AP 3200, which was reviewed by College Council on September 22, 2016 (Rep Prep 1) and approved by College Council on September 29, 2016 (Rep Prep 2). The Academic Senate reviewed AP 3200 on September 12, 2016 (Rep Prep 3, page 7), and approved it on September 26, 2016 (Rep Prep 4, page 6).

AP 3200 stipulates that preparation of the Midterm Accreditation Report is the responsibility of the co-chairs of the Accreditation Standing Committee (the Accreditation Liaison Officer-ALO- and Faculty Accreditation Coordinator-FAC) in consultation with appropriate college faculty and staff, and the College Council. AP 3200 includes the procedure for report approval: review, revision, and approval by the Accreditation Standing Committee; review by constituent groups; submission to the College Superintendent-President through College Council for final review.

The ALO and FAC responsible for the College's Follow-Up Report (submitted fall 2016) began meeting with relevant campus representatives in Spring 2016 to address the Actionable Improvement Plans (AIPs) identified in the Institutional Self-Evaluation Report of 2014. The responsible parties for each AIP are named in the AIP Grid, which served as the primary reference for updates on the College's progress on improvement plans. Many of the AIPs were already in the process of completion after the College submitted the Self Evaluation Report, and work continued as the College worked to meet the Commission's recommendations for improvement and recommendations to meet the Standards. Work on outstanding items progressed throughout 2016 and 2017. The Accreditation Standing Committee was presented with updates on AIP progress during its Spring 2017 meetings (Rep Prep 5; Rep Prep 6).

The Accreditation Standing Committee approved the timeline for the Mid-Term Report writing and approval process on April 14, 2017 (Rep Prep 5). The ALO (Dr. Kathleen Scott) and FAC (Lynora Rogacs) wrote sections pertaining to AIPs over the summer and early fall of 2017. Final meetings with AIP responsible parties were also conducted during this time. The data portions of the report were collected from previous Annual Reports, the Office of Institutional Effectiveness, and the Office of Fiscal Services. The analysis was prepared by the FAC, in consultation with the Executive Director of the Office of Institutional Effectiveness (Crystal Kollross). The Executive Director of Institutional Effectiveness became the new ALO in September 2017, and oversaw the final stages of completion and approval of the report.

Initial drafts of the Mid-Term report were reviewed and revised by the Accreditation Standing Committee in September and October 2017 (Rep Prep 7; Rep Prep 8). The Academic Senate reviewed the report on October 23 and November 6, 2017, and approved the report unanimously on November 6, 2017 (Rep Prep 9, page 3 (Item K); Rep Prep 10, page 3 (Item K1)). The

Classified Senate reviewed the report on November 1 and November 15, 2017, and approved the report unanimously on November 15, 2017 (Rep Prep 11). Associated Students reviewed the report on November 17, 2017 (Rep Prep 12, page 2, Item J). Executive Committee reviewed and approved the report on October 23, 2017 (Rep Prep 13). Based on suggestions from the review process, the report was revised, and the final version was completed in December 2017. After approval from the Accreditation Standing Committee, the report was submitted to College Council by the ALO, and College Council approved the report on December 14, 2017 (Rep Prep 14; video of meeting can be viewed at <https://pasadena.edu/governance/college-council/meetings.php>). The Board of Trustees approved the report on January 24, 2018 (Rep Prep 15, Item H2).

Accreditation Standing Committee	Members
Co-Chairs (Accreditation Liaison Officer and Faculty Accreditation Coordinator)	<ul style="list-style-type: none"> • ALO: Dr. Kathleen Scott, Associate Vice President Academic Affairs (Fall 2016-Summer 2017) • ALO: Crystal Kollross, Executive Director Institutional Effectiveness (Fall 2017) • FAC: Lynora Rogacs, Faculty
Executive Representatives	<ul style="list-style-type: none"> • Dr. Terry Giugni, Assistant Superintendent/Vice-President Instruction • Crystal Kollross, Executive Director Institutional Effectiveness
Management Representatives	<ul style="list-style-type: none"> • Dr. Leslie Tirapelle, Dean of Library, Learning Resources and Distance Education • Dr. Rocco J. Cifone, Dean of Business, Engineering, Technology • Natalie Russell, Dean of Languages and ESL • Dr. Todd Hampton, Manager Information Technology Support Services • Jessie Wang, Manager Internal Audit
Faculty Representatives	<ul style="list-style-type: none"> • Dr. Valerie Foster, Academic Senate President • Krista Goguen, Faculty • William Foster, Faculty • Manuel Perea, Faculty • Dr. Melissa Anderson, Faculty SLO Coordinator

Classified Representatives	<ul style="list-style-type: none"> • Jeannie Sullivan, Classified Senate President 2016-2017 • Graciela Caringella, Classified Senate President 2017-2018 • Denise Albright, Classified Representative • Mark Mintz, Classified Representative
Associated Students Representatives	<ul style="list-style-type: none"> • Kiely Lam, President Associated Students

Self-Identified Actionable Improvement Plans

The College identified 47 improvement items in the Institutional Self-Evaluation Report of 2014, some of which related to each other and resolved simultaneously. The Actionable Improvement Plans (AIPs) were organized according to responsible parties, including a primary coordinator who oversaw efforts to complete each improvement item. The Accreditation Liaison Officer and Faculty Accreditation Coordinator met with the coordinators throughout the improvement process, to help facilitate efforts across the college. The Accreditation Standing Committee was apprised of the progress on each AIP throughout 2017. Each AIP is listed below, with a report on the extent to which the item was completed/ongoing/in progress, the primary responsible parties, a narrative, and supporting evidence links.

AIP 1: “The College will establish faculty training across the disciplines on explaining academic dishonesty to students, strategies for students to avoid plagiarism, and the College’s policy on academic dishonesty.” (Standard II.A)

- Responsible Parties: Academic Senate Faculty Development Committee, Professional Development Standing Committee, Academic Deans
- Status: Completed and Ongoing
- Narrative: The College currently utilizes several resources to assist faculty in explaining plagiarism and academic dishonesty to students. The Library webpages provide links to various sources to assist with citation of sources and informational videos on avoiding plagiarism (AIP 1A - <http://libguides.pasadena.edu/c.php?g=126947&p=830542>), comprehensive information on different citation styles (AIP 1B - <http://libguides.pasadena.edu/citing>), and links to the College’s Academic Honesty Policy and Procedures. Additionally, the DE Faculty Handbook provides a detailed explanation of the Academic Honesty Policy as it pertains to Distance Education (AIP 1C - http://online.pasadena.edu/faculty/hb/pcccoursepolicies/#Academic_Honesty_and_Authentication), a “Guide for Faculty” which is comprised of links to valuable resources for promoting academic honesty in the classroom (AIP 1D - <http://online.pasadena.edu/faculty/hb/workscited/#aguideforfaculty>), and instructional videos and tips for using “Turn It In” via Canvas (AIP 1E - <http://online.pasadena.edu/faculty/instructionaltechnology/turnitin/>). In the 2015-2016 academic year, over 180,000 originality reports were generated via Turn It In for PCC, with over 28,000 students submitting assignments for plagiarism review.

AIP 2: “The College will develop a comprehensive professional development plan.” (Standard III.A)

- Responsible Parties: Professional Development Standing Committee, Human Resources
- Status: Completed
- AIP 2 was completed as the College worked on meeting Recommendation 6 of the External Evaluation Report of 2015. The College’s Follow-Up Report of 2016 documents

many of the efforts made to complete AIP 2, and the Follow-Up Visiting Team’s report concluded that “The College has responded to the requirements of the recommendation and meets the Standards. PCC has restructured professional development so that it is a coordinated, college-wide effort led by a representative Standing Committee that reports to the College Council. Classified staff and their needs have been effectively incorporated into the development of professional development activities. Systematic evaluation of activities as well as the over-all professional development program is done through surveys and Comprehensive Program Review. The results of the evaluation are used to set goals and make improvements in the professional development program” (Follow Up Visiting Team’s Report, page 8). The Policy and Procedure for Professional Development was approved in 2015. Ideas and a general outline for a comprehensive plan have been developed with input from the constituency groups participating in the PD Standing Committee as well as from a campus-wide survey. The plan is also informed by evaluations conducted regarding individual PD events (e.g., Classified PD Day), as well as college-wide professional development days (AIP 2C 2016 Flex Day Evaluation Summaries; AIP 2D 2017 Spring Flex Day Evaluation Summaries).

AIP 3: “The College will assess and coordinate technology training so that it is ongoing and systematic and the technology training needs of the campus are met.” (Standard III.C)

- Responsible Parties: Professional Development Standing Committee; Academic Computing and Technology Standing Committee; Associate Dean Distance Education; eLumen and SLO Assessment Coordinator
- Status: Completed and Ongoing
- Technology training is included in both the preliminary Comprehensive Professional Development Plan as well as in the Technology Master Plan (AIP 3A -Technology Master Plan, begins on page 21). Training for DE faculty is provided by PCC and @One, accessible via PCC's professional development website and the DE faculty website. Comprehensive Canvas (LMS) training for all faculty is provided by PCC (AIP 3B - @One training for Canvas; AIP 3B2 - Canvas 101: Beginning Canvas Workshop; AIP 3B3 - Canvas 201: Intermediate Canvas Workshop; AIP 3B4 - Canvas 301: Advanced Canvas Workshop). Training for all staff on adding content to websites and updating websites is provided monthly (AIP 3F - Web Introductory Training Program - Session One: Introduction to Content Contribution; AIP 3G - Web Introductory Training Program - Session Two: Updating Your Pages). Web training specifically geared towards the needs of managers is provided several times each semester (AIP 3H - Web Training for Managers and Website Superusers - Introduction to Content Contribution; AIP 3I - Web Training for Managers and Website Superusers - Updating Your Pages). "eLumen" training for all faculty is provided on an ongoing and as needed basis, as well as weekly drop-in tutoring sessions, by the PCC SLO coordinator, and by division SLO leads as needed (AIP 3D2 - Faculty eLumen Training). An eLumen handbook is also provided to faculty (AIP 3D3 – eLumen Training Handbook). Academic Senate representatives are also reminded of eLumen training opportunities, and instructed to remind constituents of training (AIP 3D - Academic Senate Minutes March 27 2017 SLO eLumen training

reminder, page 4). For use of TaskStream, the software used for annual updates and Comprehensive Program Review, the Office of Institutional Effectiveness provides both an instructional booklet and training sessions to divisions and individual employees (AIP 3J - Integrated Planning Handbook; example: AIP 3K - Annual Update Training Social Sciences; AIP 3L - TaskStream Training Individual Appointments). Banner training is provided to all classified staff. The Alternate Media Specialist provides training to the campus community on making documents Section 508 compliant (AIP 3M – 508 Compliance Monthly Training).

AIP 4: “The Office of Academic Affairs, Institutional Effectiveness Committee, Deans, and program faculty members will work together to complete all outstanding Comprehensive Program Reviews.” (Standard II.A)

- Responsible Parties: Area Vice Presidents; Executive Director Institutional Effectiveness; Deans; Institutional Effectiveness Committee; Faculty
- Status: Completed and Ongoing
- The College-area Vice Presidents and the Institutional Effectiveness Committee worked to complete all outstanding Comprehensive Program Reviews, and the College has established a new cycle to streamline and codify the process (AIP 4D - Unit Reviews 14-15 & 16-17). The Institutional Effectiveness Committee determined that the previous Comprehensive Program Review Cycle was too confusing, and that confusion caused areas not to complete (AIP 4B – IEC Minutes November 4 2016). The new, clearer Comprehensive Program Review Cycle was approved through standard shared governance processes, and is posted on the PCC website (AIP 4C). Additionally, the college instituted an annual update process in 14/15 which remains in place and is revised in accordance with feedback from surveys administered to the campus. The annual update aligns with the comprehensive review process. In 15/16, 92% of programs completed annual updates. In 16/17, 85% of all programs submitted an Annual Update (AIP 4A - Annual Update Completion Rates 2015-2016 and 2016-2017 from Budget Retreat). The College strives for 100% participation.

AIP 5: “The College will better assess the resource needs of the Library, LAC, and other learning support services through the Comprehensive Program Review, planning, and resource allocation processes.” (Standard II.C)

- Responsible Parties: Dean, Library and Distance Education; Director, Learning Assistance Center
- Status: Completed and Ongoing
- Library and Learning Resources have continued to fully participate in the integrated planning process through submission of Comprehensive Program Review and Annual Updates. For example, instructional equipment was refreshed and updated in conjunction with the Comprehensive Program Review Process during the 2015/2016 fiscal year, including 206 laptops and desktops for student use (AIP 5 - 5-year plan to CCCO, Tab 1 - 2015/2016 Purchases).

AIP 6: “The Library and Learning Resources will actively engage in the planning and development of the Centennial Facilities Master Plan.” (Standard II.C)

- Responsible Parties: Dean, Library and Distance Education; Director, Learning Assistance Center
- Status: Completed
- Library and Learning Resources Center faculty and staff were involved in the planning and development of the CFMP as it pertained to the library and Learning Resources Center, as reflected in the Facilities Master Plan Presentation (AIP 6 - August 2016 Facilities Master Plan Presentation).

AIP 7: “The Library, LAC and other learning support services will develop more systematic and comprehensive assessments of programs and services, which include feedback from faculty, staff and students.” (Standard II.C)

- Responsible Parties: Dean, Library and Distance Education; Director, Learning Assistance Center
- Status: Completed and ongoing
- Library and Learning Resource Center (LRC) faculty and staff have created systematic and comprehensive assessments, which they conduct regularly and from which improvements are made. Assessment results have been integrated into Annual Updates. Beginning July 1, 2017, the College has an Assessment Librarian to facilitate assessment activities. As indicated in the surveys from 2016 and 2017, feedback from students, faculty and staff has been solicited. Library programs and services are evaluated using Association for College Libraries (ACRL) Standards for Libraries in Higher Education <http://www.ala.org/acrl/standards/standardslibraries>. For the Library’s two credit certificate programs, curriculum is developed and updated in consultation with the local library employer community and the national Library Support Staff Certification program. Data is gathered year-round and documented through the college’s Annual Update, Unit Review and Program Review processes. Of note, the Library has been focusing on closing equity and basic skills gaps, with the understanding that academic libraries have significant impact on student success (as supported by a recent *ACRL Report: Academic Library Contributions to Student Success: Documented Practices from the Field* http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_report.pdf). To assess the PCC Library’s role in closing gaps, baseline data were gathered in 2015 for targeted Equity groups and Math/English Basic Skills students (AIP 7A Library Resource Date_Results_10-15-15), providing initial indications that library-use is associated with higher success and retention rates. 2015-2017 data are currently being assessed, and will also include an analysis of embedded library information literacy (IL) instruction and its impact on closing gaps, as well as impact of IL instruction on First Year Pathways students. Learning Resources programs and services are evaluated through the college’s Annual Update and Unit Review processes. Over the past two years learning assistance has shifted from a traditional tutoring center structure, with

disparate approaches to learning assistance, to a centralized and comprehensive Student Success Center model (AIP 7B Student Success Center Model) — with a focus on coordination, alignment and consistency of service, standards, and assessment across all centers. To assess the efficacy of the Success Center model and learning assistance overall, several evaluations/surveys have been developed including a Student Intake Survey for all centers (AIP 7C Success Center Satisfaction Survey Results) and well as a Student Success Center Satisfaction Survey. Additionally, data also indicates that receiving tutoring services is associated with greater academic success (AIP 7D LACSuccessRetention).

AIP 8: “The College will assess how to more effectively coordinate and support grant development and resources.” (Standard III.D)

- Responsible Parties: Executive Director, Institutional Effectiveness
- Status: Complete and Ongoing
- In the Summer of 2016 (July 27, 2016) the Executive Director of Institutional Effectiveness gathered Project Leads on all current grants (federal and state) to align grant outcomes and explore ways to collaborate across grants. Grant Project Directors completed a matrix outlining Grant Objectives, Activities, Resources, Budget and Students to be served (AIP 8A1 - Final Matrix). The goal was to have cross dialogues on grant objections and how grants could collaborate and inform each other as well as future grant proposals to serve a broad range of students (AIP 8A2 - Grants Meeting PowerPoint).

Additionally, the Grants Office website was updated to include procedural guidelines for applying for grant opportunities. An integral part of this process requires each prospective grant to be reviewed and approved by the College’s Executive Committee before grant writers can proceed with writing and submitting a grant proposal of any type. This was done to ensure that prospective grants align with the Mission and Strategic Plan of the College. The "Grant Development Handbook" was completed in January 2017, and is available via PCC's "Grants Office" Website, along with other resources for faculty and staff (AIP 8B - Grant Development Handbook; AIP 8C - Grant Development Website).

AIP 9: “The College will update its Planning Handbook and supplemental planning guide.” (Standard III.D)

- Responsible Parties: Executive Director, Office of Institutional Effectiveness
- Status: Completed and Ongoing
- The College's Integrated Planning Handbook was completed and distributed to campus in Fall 2016 (AIP 3J – Integrated Planning Handbook), and was used by the campus community to complete 16/17 Annual Updates. The handbook was updated again in 2017 to better assist with the Annual Update, based on feedback from the campus community and in accordance with changes in the software used to complete the Annual Update (AIP 9A – Integrated Planning Handbook 2017-2018).

AIP 10: “The Office of Strategic Planning and Innovation, will work with campus constituencies to develop an updated Technology Master Plan.” (Standard I.B)

- Responsible Parties: Executive Director, Information Technology Services; Shared Governance leaders
- Status: Completed
- The final draft of Technology Master Plan (AIP 10A Technology Master Plan) was approved by the College Coordinating Council in December 2016 (AIP 10B College Council Agenda December 2016; AIP 10C College Council Minutes December 2016, page 3). The College Council includes representatives from every constituency group at the college.

AIP 11: “The Office of Strategic Planning and Innovation (now the Office of Institutional Effectiveness), will facilitate a process with shared governance leaders to further strengthen the links between evaluation, planning, and resource allocation.” (Standard I.B, III.D, IV.B)

- Responsible Parties: Executive Director, Institutional Effectiveness; Shared Governance leaders
- Status: Completed and Ongoing
- As detailed in Recommendation 1 of PCC's Follow-Up Report 2016, Pasadena City College has been actively engaged in the development of a robust integrated planning process for many years, as stipulated by Board Policy 3250: Planning Process, which states that PCC “shall implement a comprehensive, integrated planning process which ...shall guide college decision-making and resource allocation” (AIP 11A BP 3250 Planning Process). Recommendation 1 of PCC's Follow-Up Report 2016, pages 2-9, discusses the extensive role of the Office of Institutional Effectiveness in coordinating shared governance leaders from all constituency groups in the formation of new and continuously improved integrated planning processes (AIP 11C - Recommendation 1 PCC Follow Up Report 2016). The initial version of the Integrated Planning Model was approved during the 14/15 academic year by all shared governance groups. It was utilized during the 15/16 academic year for the budget prioritization process. This integrated planning model bases resource allocation on Comprehensive Program Review and Annual Updates to Comprehensive Program Review from all academic programs and service units (AIP 11B - Description of Integrated Planning Process). Based on feedback from shared governance leaders, the process utilized in 15/16 was improved for 16/17 (after consultation with shared governance groups), and then evaluated and improved again for 17/18. The Planning and Priorities Standing Committee of College Council (P&P) is made up of shared governance leaders from management, faculty, classified staff, associated students, and executive groups, and is co-chaired by the Executive Director of the Office of Institutional Effectiveness and the Academic Senate President. P&P is responsible for helping to guide the campus-wide efforts to strengthen the links between evaluation, planning, and resource allocation. To strengthen the links between among planning, evaluation, and resource allocation, a Fall Planning Retreat initiates the fall annual update process (AIP 11D Fall Planning Retreat Agenda 2016; AIP 11E Fall

Planning Retreat Agenda 2017); the process is evaluated and concluded with a Spring Budget Retreat, where resource requests undergo a final prioritization (AIP 11F – Spring Budget Retreat Agenda 2016; AIP 11G – Spring Budget Retreat Agenda 2017). Members of Budget and Resource Allocation Committee, Institutional Effectiveness Committee, and Planning and Priorities Committee, as well as other members of shared governance groups, attend the bi-annual retreats.

AIP 12: “The Office of Strategic Planning and Innovation will work with campus constituencies to develop a regular and formalized evaluation of planning on campus and make adjustments as deemed necessary through the shared governance processes.” (Standard I.B; IV.A; IV.B)

- Responsible Parties: Executive Director, Institutional Effectiveness; Shared Governance leaders
- Status: Completed and Ongoing
- The Office of Institutional Effectiveness (formerly the Office of Strategic Planning and Innovation) administers evaluations of the Fall Planning Retreat, the Spring Budget Retreat (AIP 13C - Survey Budget Retreat 2016), and the Annual Update Process (AIP 13D- Survey Annual Update and Budget Prioritization Process 2016-2017), and the results of those evaluations guide discussions among campus leadership of revisions to the Budget Retreat and the Annual Update processes (AIP 13 C-1 - Agenda CAPM August 24 2016; AIP 13D-2 College Council Minutes March 16 2017 Budget Retreat Suggested Improvements). The results of these surveys (example: AIP 13D-3 - 2017 Budget Retreat Survey Results), are presented to College Council, and available online to the campus community.

AIP 13: “The Office of Strategic Planning and Innovation will collaborate with shared governance leaders to communicate the existing integrated planning processes at PCC to all constituents.” (Standard I.B; IV.B)

- Responsible Parties: Executive Director, Institutional Effectiveness; Shared Governance Leaders
- Status: Completed and Ongoing
- The Integrated Planning Model (AIP 13 A - Integrated Planning Model) was communicated to all constituency groups and approved during the 14/15 academic year (AIP 13B-1 - Academic Senate Minutes Approving IPM, [page 6](#); AIP 13B-2 Academic Senate Minutes Approving IPM 2nd read, [pages 9-10](#); AIP 13B-3 Classified Senate Minutes Approving IPM; AIP 13B-4 College Council Minutes Approving IPM, [page 2](#)). It was utilized during the 15/16 academic year for the budget prioritization process. After comprehensive surveys regarding the integrated planning process and Budget Retreat were administered to relevant parties, and upon consultation with representatives from constituency groups, the process was improved for 2016-2017 (AIP 13C - Survey Budget Retreat 2016; AIP 13 C-1 - Agenda CAPM August 24 2016). The process and Budget Retreat were evaluated and improved again for 17/18 (AIP 13D- Survey Annual Update and Budget Prioritization Process 2016-2017; AIP 13D-2 College Council Minutes March 16 2017 Budget Retreat Suggested Improvements; AIP 13D-3 - 2017 Budget

Retreat Survey Results), including revisions to the Fall Planning Retreat in 2017 to increase campus awareness of the Integrated Planning and Annual Update processes. The Office of Institutional Effectiveness presents the Integrated Planning Process to new faculty during the New Faculty Orientation (AIP 13G New Faculty Orientation Integrated Planning Presentation 2016; AIP 13H New Faculty Orientation Integrated Planning Presentation 2017). Communication efforts will continue as improvements to the process associated with the Model are made. Additionally, the integrating planning process is updated and explained on the PCC website (AIP 13F - PCC Webpage Integrated Planning Explanation). All PCC faculty and staff have access to the Integrated Planning Handbook, which details the integrated planning process (AIP 3J - Integrated Planning Handbook).

AIP 14: “Student Affairs will collaborate across campus to develop a process for annual documentation of student support services outcomes assessment that includes feedback and feeds into the College’s planning and resource allocation processes.” (Standard II.B)

- Responsible Parties: Vice President, Student Services
- Status: Completed and Ongoing
- A plan for the regular assessment of Student Services was created and is being utilized on an annual basis. Associated requests for resources (AIP 14A - Student Services Assessment and Resource Requests) are evaluated according to the College's standard integrated planning processes (discussed in Rec 1 of Follow Up Report and AIP 13), which includes feedback from staff, managers, and the Vice President of Student Services.

AIP 15: “The Board of Trustees will evaluate its existing Board development process and augment it as needed to provide adequate board orientation and education.” (Standard IV.B)

- Responsible Parties: Board of Trustees; Superintendent-President
- Status: Completed and Ongoing
- Semiannually, the Board of Trustees holds a training retreat, which is augmented as needed to meet current needs. In conjunction with accreditation recommendations, the Board has undergone additional training on the Brown Act; effective Board communication, including communications between the Superintendent-President and Board of Trustees; Best Practices in Trusteeship; and effective team building and planning (AIP 15A - Board Agendas Training and Education). Additionally, at the time the accreditation workgroups were functioning to ensure that the recommendations were met, the Board President served on both the Governance and the Ethics Workgroups. Board members continue to attend CCLC meetings where additional training is provided.

AIP 16: “The College will develop policies and/or procedures for the regular review and maintenance of all staff and student handbooks.” (Standard III.A)

- Responsible Parties: Human Resources, Academic Senate, Student Affairs, Management Association, Classified Senate and Classified Collective Bargaining Units

- Status: Ongoing
- This AIP does not rise to the level of requiring a campus-wide Board Policy or Administrative Procedure, and each constituency group will determine the timeline of review and revisions of their respective handbooks.
 - **Confidentials:** Human Resources has worked with the Confidentials Staff on their handbook, and the expected time of completion is end of the 2017/18 academic year (AIP 16A – Confidentials Handbook Table of Contents Changes).
 - **Management:** On July 28, 2017, the Pasadena City College Management Association conducted its annual retreat (AIP 16B – Management Retreat 2017 Agenda). Approximately 32 members participated. Among several tasks on the meeting agenda, one of the more pressing was work on a long-overdue revision of the Management Association Handbook, a document last revised in 2003. For this task, managers were split into groups (5). Each group was given the following assignment (one hour): 1. Review each section of the existing document; 2. Determine and mark areas (e.g., policy statements, etc.) understood as “fixed.” 3. Identify specific areas determined to be in need of revision, marking these as appropriate. At the end of this review session, drafts from each table were collected by members of the Management Association board. The MA Board is now engaged in the process of creating a draft document based on the recommendations of the membership. Once completed, the executive board will meet with the appropriate representative of Human Resources to confirm that all required information is current and included (mid-October, 2017). Following this review, a final draft will be presented to the membership for review and approval (end of October, 2017).
 - **Faculty:** Academic Senate established the “Ad Hoc Faculty Handbook Committee,” chaired by the Vice President of Academic Senate, to review the current Faculty Handbook and suggest revisions for approval by Academic Senate. New full-time faculty were provided with an updated “New Faculty Handbook” in 2015 (AIP 16C – New Faculty Handbook). The Faculty Handbook Committee became an operational committee, rather than an ad hoc committee, in Fall 2017, which enabled the committee to become the ongoing responsible party for annual updates to the Faculty Handbook. All updates will be completed yearly, by the end of spring term (AIP 16D – Academic Senate Minutes Sept 25 2017, [page 3, Item E3](#)).

AIP 17: “The Academic Senate and the College administration will jointly and effectively communicate the process by which changes to normal closing numbers are made.” (Standard IV.A)

- **Responsible Parties:** Assistant Superintendent/Vice President, Instruction; Vice President, Human Resources; Academic Senate; Faculty Association
- **Status:** Completed Spring 2017
- **Recommendations for normal closing numbers** are made through the Curriculum and Instruction Committee, and the final decision regarding the normal closing numbers are

currently a negotiated process with the Faculty Association (AIP 17A Faculty Association Contract 2013-2016, page 16). When normal closing numbers are negotiated, the Faculty Association and Academic Senate will initiate communication with the faculty.

AIP 18: “The Office of Academic Affairs, Learning Assessment Committee, Deans, and faculty members will work together to complete all course SLO to program SLO alignment matrices.” (Standard II.A)

- Responsible Parties: Assistant Superintendent/Vice President, Instruction; College SLO Assessment Coordinator
- Status: Ongoing
- Narrative: The Learning Assessment Committee (LAC) is directing Division Deans and Faculty through the process of creating Course/Program alignment SLO matrices as part of their ongoing work to improve SLO assessment participation and processes. In the 2015-2016 academic year, the LAC evaluated its software processes and decided that a "reboot" of the campus assessment software, eLumen, was necessary to document and track the alignment process. In Spring 2016, a representative from eLumen retrained and consulted with key personnel, including the Campus SLO Coordinator, Division SLO Leads, and Campus Canvas Support (AIP 18A - eLumen Pasadena CC Training Invoice). The LAC, LAC chair, Division SLO Leads and Division Deans spent the 2016-2017 academic year training faculty to use eLumen to submit course-level assessment scores, and how to improve course assessment processes. Now that approximately 80% of courses have scores regularly submitted (AIP 18B - PCC Assessment Report Spring 2017), the LAC has shifted focus to the revitalization of programs. On July 19, 2017, the LAC chair presented a timeline at the Dean's meeting for the alignment process (AIP 18C – Deans Meeting SLO Presentation). Initial steps for the alignment process include the review and revision of program outcomes during the Fall 2017 semester. The process of creating alignment maps for revised program outcomes, including the concurrent revision of course outcomes to better align with program outcomes will commence during the Spring 2018 semester.

AIP 19: “The Office of Academic Affairs will ensure that program-level and GEO-level data is aggregated from course-level assessment data so that program SLOs are assessed and the results are used for improvement.” (Standard II.A)

- Responsible Parties: Assistant Superintendent/Vice President, Instruction; College SLO Assessment Coordinator
- Status: Ongoing
- Narrative: During Summer 2017, the LAC chair presented a timeline at the Dean's meeting for the course/program alignment process (AIP 18C – Deans Meeting SLO Presentation). Initial steps for the alignment process include the review and revision of program outcomes during the Fall 2017 semester. The process of creating alignment maps for revised program outcomes, including the concurrent revision of course

outcomes to better align with program outcomes will commence during the Spring 2018 semester.

The Learning Assessment Committee (LAC) is re-evaluating the appropriateness of using course-level SLO assessment data for evaluation of general education outcomes (GEO). The LAC met on September 19, 2017 to discuss alternatives to course-level aggregation for assessing campus GEOs (AIP 19 LAC Meeting Minutes September 19 2017).

AIP 20: “The College will increase online information competency instruction resources for faculty and students in support of distance education and web-enhanced curricula.” (Standard II.C)

- Responsible Parties: Dean, Library and Distance Education; Associate Dean Distance Education; Faculty Development Committee; Professional Development Standing Committee
- Status: Completed and Ongoing
- The College purchased an information competency product (ProQuest Research Companion), which is a fully-online information competency training tool for students and faculty to incorporate into curriculum (AIP 20A - ProQuest Research Companion Landing Page; AIP 20B - Link to ProQuest Research Companion from PCC Library Webpage). The College's LMS (Canvas) now has links to the Library included in all published Canvas courses as a standard toolbar function (AIP 20C Canvas Link to Library).

AIP 21: “The College will evaluate the needs of the programs moved when the U Building was vacated to ensure that the needs of the programs are being met.” (Standard III.B)

- Responsible Parties: Assistant Superintendent/Vice President, Instruction; Dean, School of Allied Health; Dean, Science and Math; Executive Director, Facilities
- Status: Ongoing
- Programs moved out of the U Building participate in the Comprehensive Program Review/annual update process, where program needs are discussed and requests for resources are made. Facilities works closely with both Health Sciences and Natural Sciences to ensure that the needs of the programs are met until such time as the replacement building, which is #1 on the CCCCCO's list, is completed. The Board of Trustees approved the selection of GKK Works as the architectural firm for the design of the replacement of the Armen Sarafian U Building. The contract, which will last through 2021, is valued at \$4.026 million (AIP 21A - Board of Trustees Meeting Minutes August 16 2017).

AIP 22: “The College will implement a comprehensive disaster recovery plan for enterprise systems.” (Standard III.C)

- Responsible Parties: Director, Enterprise Applications Services
- Status: Completed and Ongoing

- The College concluded that physical back-up systems for data recovery were cost-prohibitive, and a cloud-based approach is more effective. Disaster recovery efforts are in progress: moving the campus email system to the Microsoft Office Cloud has been completed; after working with consultants to assess duplicating key systems such as Banner in the Amazon Web Services Cloud, a proposal (AIP 22F - Amazon Web Services Proposal) was made in May 2017 to move critical systems to the Amazon Web Services (AWS) cloud. PCC is one of the first Districts to take this approach to migrate systems to the cloud rather than build a costly second datacenter. The College negotiated with its software vendors to allow cloud-storage systems for disaster recovery (AIP 22G - Pasadena Area CCD AWS Amendment Letter).

AIP 23: “The College will develop procurement guidelines, processes, and professional learning opportunities to ensure instructional materials, resources, and software services are 508 compliant.” (Standard III.C)

- Responsible Parties: Director, Enterprise Application Services; Director, DSPS
- Status: Completed October 2017
- The District is making broad efforts towards expanding 508 compliance. The District Technology Committee has drafted AP 6365 to guide the procurement of instructional materials, resources, and software services to ensure 508 compliance (AIP 23A - AP 6365). AP 6365 was approved by the District Technology Standing Committee on March 16, 2017 (AIP 23D - DTSC Minutes March 16 2017), and vetted by the appropriate shared governance groups. College Council approved the final language of AP 6365 on October 19, 2017 (AIP 23G Minutes College Council 10-19-17). Additionally, the District has implemented a new internal review process for large software/technology service purchases (AIP 23E - ITS Memo Regarding Service Review Process). Through collaboration with the DSPS Office, this internal review process assesses new technology purchases for a variety of factors including 508 compliance. Ensuring instructional materials are 508 compliant in DE courses is addressed in @one training of DE faculty. Training sessions for website managers, faculty, and staff to ensure 508 compliance were held monthly beginning February 2017, and discussed in AIP 3 (AIP 3F - Web Introductory Training Program - Session One: Introduction to Content Contribution; AIP 3G - Web Introductory Training Program - Session Two: Updating Your Pages). Finally, the District Technology Committee is developing BP/AP 3411 “Accessibility of Electronic and Information Technology” (AIP 23F - DST Minutes May 2017 Discussion of Draft BP/AP 3411 - Accessibility of Electronic and Information Technology). This BP/AP is meant to provide a foundation for accessibility testing, training, and reporting.

AIP 24: “The College will finalize and implement a clear cycle of regular and ongoing maintenance/refresh and improvement plan for technology resources.” (Standard III.C)

- Responsible Parties: Director, Technical Services; Director, Enterprise Applications; CCC Academic Computing and Technology Standing Committee, Assistant Superintendent/Vice President, Instruction
- Status: Ongoing

- The final draft of the Technology Master Plan (AIP 10A), approved by College Council in December 2016, details the refresh and maintenance cycle of the College’s technology resources, in the section entitled "Computing and Infrastructure Refresh Cycles and Standards" (page 11 of the TMP). Instruction, Technology Services, and Facilities work together to ensure that all associated costs for technology refresh are included in the annual budget (AIP 24A – Instructional Equipment List Spring 2017 Purchases, tab 2 “Prioritization Update” and AIP 24B – Deans Meeting Agendas Spring 2017).

AIP 25: “The College will develop concrete hiring timelines and procedures that allow the hiring process to be completed prior to the conclusion of the Spring semester.” (Standard III.A)

- Responsible Parties: Vice President, Human Resources
- Status: Completed/NA
- Effective with the 16/17 academic year, the Winter Intersession was restored, which pushes the Spring semester into June. This calendar change enabled advertised job application processes to close in February (AIP 25A – Calendar of Closed Positions; AIP 25B – Table of Position Opening and Closing Dates), and all hiring to be completed prior to the conclusion of the spring semester. When revisions are made to hiring processes, the timeline will also be revised.

AIP 26: “The College will evaluate the effectiveness of the required EEO training.” (Standard III.A)

- Responsible Parties: Vice President, Human Resources; Supervisor Human Resources; Professional Development Standing Committee
- Status: Completed Fall 2016; ongoing assessment
- An evaluation tool was established (example: AIP 26A – Evaluation Tool for EEO Training 2015-2016), and results were used to inform changes to the EEO training in 16/17. The new training was developed based on the concerns expressed by employees that the prior training was not adequate toward changing the culture or assisting with the hiring of a more diverse workforce. The training was created in collaboration with the student services department and contains all the necessary and relevant legal information required by law as identified in Title 5. Through the partnership, an expert in the field of diversity hiring has served as a facilitator for part of the training, to assist with developing a deeper understanding of how to identify more diverse candidates and develop relevant questions for interviews. EEO training was supplemented to include a focus on equity in hiring practices, modification of job announcements, interview questions, and the role of the EEO representative on hiring committees (AIP 26D Email to PCC about EEO Training Changes). Much of this training has been successfully merged with additional equity training to make the training sessions more robust (AIP 26E Flyer EEO Training Level 1). Level 2 training (not mandatory) has been added to increase depth of understanding for those who desire supplemental equity training (AIP 26F – Level 2 EEO Training). Level 3 training has been added for those staff who will be EEO representatives on hiring committees (AIP 26G – Level 3 EEO Training). Evaluations of current training (using the same evaluation tool cited above) indicate

increased enthusiasm, willingness to be prepared for possible participation on hiring committees, with 87% of respondents agreeing that the current training provides knowledge, information, and skills to increase effectiveness of hiring committee members.

AIP 27: “The College will review, update as necessary, and follow Policy 6100: Faculty Hiring to ensure clarity and equity in meeting faculty hiring needs.” (Standard III.A)

- Responsible Parties: Vice President, Human Resources; Academic Senate
- Status: In Progress
- Policy 6100 is now BP/AP 7210 for Full-Time Faculty, and BP 7211/AP 7212 for Part Time Faculty. The Vice President of Human Resources formed workgroups (AIP 27A - Email Invitation to Form Hiring AP Workgroup) to investigate changes to the adjunct faculty hiring procedure (AP 7212) and full-time faculty hiring procedure (AP 7210). The work group met on April 11 and June 7, 2017 (AIP 27B - Agenda June 7 2017 Meeting Hiring Workgroup), and has formulated a plan to investigate the extent to which changes should be made to AP 7210 and AP 7212 (formerly Policy 6100). The deans have reviewed AP 7210 (formerly Policy 6100), and have agreed that managers will adhere to the current procedure. The Academic Senate unanimously passed a resolution to adhere to AP 7210 on May 15, 2017 (AIP 27C Academic Senate Minutes 5-15-2017, page 5). The Academic Senate resolution in support of AP 7210 was presented to college leadership at the Council on Academic and Professional Matters’ meeting of May 16, 2017, and the college Superintendent/President made clear that the procedure would be followed (AIP 27D CAPM Minutes 5-16-17). AP 7210 stipulates that faculty in each area submit requests based on enrollment management and success and retention data. The requests are prioritized by two groups: Academic Deans and the Faculty Hiring Prioritization Committee (composed of full time faculty from each division and the Academic Senate President). The prioritized lists are submitted to the Assistant Superintendent/Vice President of Instruction and the Superintendent-President of the College, and a final prioritized list is determined at a composite meeting of the academic deans, representatives from the Faculty Hiring Prioritization Committee, the Assistant Superintendent/Vice President of Instruction, and the Superintendent-President of the College.

AIP 28: “The Office of Human Resources will review and make recommended necessary revisions to all hiring policies and procedures in collaboration with campus constituent groups.” (Standard III.A)

- Responsible Parties: Vice President, Human Resources
- Status: In Progress
- As discussed in AIP 27 (above), a workgroup was formed to investigate changes to hiring procedures at the College (AIP 27A - Email Invitation to Form Hiring AP Workgroup; AIP). The work group met during Spring 2017 (AIP 27B - Agenda June 7 2017 Meeting Hiring Workgroup), and has formulated a plan to investigate the extent to which changes should be made to BP/AP 7210 for Full-Time Faculty, BP 7211/AP 7212 for Part Time

Faculty, BP/AP 7230 for Classified Staff, and BP/AP 7250 for Administrators. The workgroup met again in fall 2017 (October 20) to discuss changes to BP/AP's and how to take those changes through the necessary shared-governance process for approval.

AIP 29: "Appropriate shared governance bodies will determine whether the institution-set standards should be incorporated into the EMP Student Achievement Areas and Targets." (Standard I.B)

- Responsible Parties: Planning & Priorities Standing Committee
- Status: In Progress
- The Office of Institutional Effectiveness and the Planning and Priorities Standing Committee have a revised strategy and are now using the IEPI Goals framework, which went through shared governance during Spring 2017, before submission (AIP 29A – P&P Minutes March 20 2017; AIP 29B – College Council Minutes March 16 2017, page 2). The College is considering using the goals set by the CCCCO Vision for Success document. After the Mission Statement is reviewed/revised (see AIP 31), the College will begin the process of developing a new Strategic Plan (AIP 29C - P&P Minutes November 14 2016), which will then lead to a revised EMP (the revised EMP will be completed in 2021, in accordance with regular 10-year EMP review cycle). At that time, shared governance bodies will determine whether all institution-set standards should be incorporated formally into the EMP.

AIP 30: "The Planning and Priorities Standing Committee will assume an active role in providing input and performing evaluation of planning at the Area, Unit, and Department levels." (Standard I.B)

- Responsible Parties: Planning & Priorities Standing Committee
- Status: Ongoing
- The College has been actively revising the planning process through the Planning and Priorities Standing Committee of College Council (AIP 30A P&P Minutes Nov 28 2016; AIP 30B P&P Minutes Oct 23 2017; AIP 30C P&P Agenda Dec 11 2017), using the results of the evaluation of the Annual Update (AIP 13D- Survey Annual Update and Budget Prioritization Process 2016-2017), Fall Planning retreat (AIP 11E Fall Planning Retreat 2017) and Spring Budget Retreat (AIP 13D-3 - 2017 Budget Retreat Survey Results) for continuous improvement.

AIP 31: "Campus constituents will develop a written process and timeline for the regular review of the mission using existing governance and decision-making processes." (Standard I.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council
- Status: Spring 2017 and In Progress
- College Coordinating Council established a work group with leaders of shared governance bodies to determine a timeline and process for the review of the mission statement (referenced in AIP 31 Planning and Priorities Minutes Oct 23 2017, page 2). The "Mission Workgroup" conducted open forums/Town Halls during Fall 2017 to

review the Mission (Main Campus November 14 and 30, 2017; Rosemead 11/7/2017; Foothill CEC 11/28/2017; AIP 31A Mission Statement Town Hall Times). The workgroup is composed of the leaders of the four shared governance groups (Academic Senate, Classified Senate, Associated Students and Management Association), and has met three times. At the conclusion of this process and after an evaluation of its effectiveness, the Executive Director of Institutional Effectiveness will codify the new process in an Administrative Procedure, and all constituency groups will be consulted for approval of the new AP (AIP 31B – College Council Minutes Feb 23 2017, page 2, Item IV.1; AIP 31C – Mission Statement Review Committee Email).

AIP 32: “The College Coordinating Council will perform a formal evaluation to assess the effectiveness of its Standing Committees.” (Standard I.B)

- Responsible Parties: Superintendent-President with the College Coordinating Council; Executive Director, Institutional Effectiveness
- Status: Completed and ongoing
- The College Coordinating Council oversees the process of self-evaluation by its standing committees to ensure that continued improvement occurs on an annual basis. This process was piloted in Spring 2016, and expanded to all active standing committees of College Council in Spring 2017. The process was codified in the document "Guidelines for the Pasadena City College - College Council," approved September 22, 2016 (AIP 32A - Guidelines for the Pasadena City College - College Council). The College Council has received and reviewed the self-evaluation results for 2015-2016 (AIP 32B - 2015-2016 Standing Committee Self Evaluation Results), and will review the 2016-2017 results in Fall 2017 (AIP 32C - 2016-2017 Standing Committee Self Evaluation Results). Additionally, each standing committee is required to submit an annual end of year progress report to College Council, as posted on the Standing Committees' websites (AIP 23B College Council Standing Committee End of Year Report 2016-2017).

AIP 33: “The administration will work collegially with shared governance bodies to assess the effectiveness of the recent organizational realignment.” (Standard III.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council; Executive Director, Institutional Effectiveness
- Status: Completed Spring 2015 and Ongoing
- AIP 33 refers to an organizational alignment that is no longer in place. In 2015, after consultation with Academic Senate, Classified Senate, and Management, the College reorganized into its current organizational alignment (aligning in a division structure instead of a school structure), with significant input from Academic Senate regarding the alignment of academic divisions. This process was discussed in PCC's Follow-Up Report 2016, Recommendation 5 (pages 30-32). The 2015 model remains in place.

AIP 34: “The College will develop a plan to ensure all written codes of professional ethics are upheld.” (Standard III.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council; Governance and Ethics Workgroups
- Status: In Progress
- Many aspects of this actionable improvement item were addressed in the College's Follow-up Report, in response to Recommendation 4. The college now has a single Ethics Summary Statement that will be utilized by all constituency groups (AIP 34A – Ethics Summary Statement). Each constituency group (Faculty, Classified, Management, Board of Trustees) also has an additional Ethics Procedure, related to the specific needs of the constituency group. The Board of Trustees revised its Ethics Statement (AIP 34B – BoT Ethics BP). The Academic Senate's Subcommittee on Ethics (CAFPE) did the same during the 16/17 academic year (AIP 34 C AP 4030 Academic Senate Approval). At the start of the fall 2016 and 2017 semesters, all employees of the College were provided with flash drives that contained all Ethics Policies and Procedures for the campus. "Everfi" training has been purchased by the College (Board approved on August 16, 2017), and includes Ethics training (AIP 34D Board of Trustees Contracts Approval Everfi). The training is required for management and confidential employees, and began in October 2017. The Ethics Work Group reconvened in Fall 2017 to draft a recommendation for further measures to ensure enforcement of ethics policies and procedures, including the availability of online training for faculty and staff as part of FLEX offerings (AIP 34E Further Action Recommendation for Ethics Compliance).

AIP 35: “Every Fall semester participatory governance committee members will receive training on the legal and regulatory aspects of participatory governance.” (Standard IV.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council; Academic Senate; Professional Development Standing Committee, Accreditation Standing Committee
- Status: Completed and Ongoing
- As discussed in the Follow Up Report, Brown Act training was provided for the campus in 2015. Additionally, the Office of Human Resources conducted Brown Act training in Spring 2017 (AIP 35C - Public Meeting Law (the Brown Act) and the Public Record Act Training). The Academic Senate, in collaboration with Instruction and Professional Development, has created training for participatory governance. Training for chairs and faculty members of shared governance and Academic Senate subcommittees is happening via Canvas (the College's LMS). The Academic Senate's "Committees Support Committee" created the Canvas training shell, allowed members of the campus community to beta-test the training shell, and solicited feedback. This feedback was considered and incorporated into the training module (AIP 35A - Minutes Committees Support Committee March 20 2017). The Academic Senate approved this process during its October 24, 2016 meeting (AIP 35B - Academic Senate Minutes October 24 2016, [page 3, Item F2](#)).

AIP 36: “The College Coordinating Council will develop a self-evaluation process for committees to evaluate their integrity and effectiveness.” (Standard IV.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council
- Status: Completed and Ongoing
- The CCC oversees the process of self-evaluation by its standing committees to ensure that continued improvement occurs on an annual basis. This process was piloted in Spring 2016, and expanded to all standing committees of College Council in Fall 2016. The process was codified in the document "Guidelines for the Pasadena City College - College Council," approved September 22, 2016 (AIP 32A - Guidelines for the Pasadena City College - College Council). The College Council has received and reviewed the self-evaluation results for 2015-2016 (AIP 32B - 2015-2016 Standing Committee Self Evaluation Results) and 2016-2017 (AIP 32C - 2016-2017 Standing Committee Self Evaluation Results). Additionally, each standing committee is required to submit an annual end of year progress report to College Council for evaluation (AIP 23B College Council Standing Committee End of Year Report 2016-2017). When committees report to College Council, the committees include a summary of their self-evaluations and a list of improvements that will be made for the following year.

AIP 37: “The College Coordinating Council will perform a formal evaluation to assess the effectiveness of its Standing Committees.” (Standard IV.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council
- Status: Completed Spring 2017
- AIP 37 was completed as a result of implementing AIP 36, and requiring Standing Committees to report the results of self-evaluation to College Coordinating Council at the end of each academic year. As discussed in the report on AIP 36, “each standing committee is required to submit an annual end of year progress report to College Council for evaluation (AIP 23B College Council Standing Committee End of Year Report 2016-2017). When committees report to College Council, the committees include a summary of their self-evaluations and a list of improvements that will be made for the following year.”

AIP 38: “The College Coordinating Council will review the Shared Governance Handbook, update it, as necessary, and distribute it widely.” (Standard IV.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council; Academic Senate
- Status: In Progress
- The College Coordinating Council has begun work on AIP 38 through the creation of the “Guidelines for the Pasadena City College - College Council,” approved September 22, 2016 (AIP 32A - Guidelines for the Pasadena City College - College Council). The guideline handbook provides updated information on shared governance via College Coordinating Council and its Standing Committees. The Academic Senate formed an ad hoc Faculty Handbook Committee to review and revise the Faculty Handbook’s sections pertaining to shared governance (<https://pasadena.edu/governance/academic-senate/ad-hoc-faculty-handbook-committee/>).

AIP 39: “The College will provide participatory governance training that will emphasize the value of constituent input and clarify the responsibilities and roles of each constituency group.” (Standard IV.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council; Academic Senate; Professional Development Standing Committee
- Status: In Progress
- Campus climate improvements have helped to remedy many of the concerns expressed in the institutional self-study associated with this AIP. After revision of the Faculty Handbook (discussed in AIP 38), training on the role of and necessity of constituency group input will be conducted. As discussed in the Follow Up Report, Brown Act training was provided for the campus in 2015. It will be repeated every two years. As discussed in AIP 35, the Academic Senate, in collaboration with Instruction and Professional Development, has created training for participatory governance. Training for chairs and faculty members of shared governance and Academic Senate Standing and ad Hoc committees is happening via Canvas (the College's LMS). The Academic Senate's "Committees Support Committee" created the Canvas training shell, allowed members of the campus community to beta-test the training shell, and solicited feedback. This feedback was considered and incorporated into the training module (AIP 35A - Minutes Committees Support Committee March 20 2017). The Academic Senate approved this process during its October 24, 2016 meeting (AIP 35B - Academic Senate Minutes October 24 2016).

AIP 40: “The College will provide training for all constituency groups on the California Brown Act.” (Standard IV.A)

- Responsible Parties: Superintendent-President with the College Coordinating Council
- Status: Completed
- Brown Act training was provided for the campus in April 2015 (AIP 40A – Brown Act Training Flyer 2015; video of the training can be accessed on YouTube: <https://www.youtube.com/watch?v=-6vUIyvcSJo>). Plans are being made for the training to be repeated every two years. The Office of Human Resources offers Brown Act training for the campus, and three college governance groups are governed by Brown Act (The Board of Trustees, Academic Senate, and Associated Students). As discussed in AIP 35, the Academic Senate has created training for participatory governance. Training for chairs and faculty members of shared governance and Academic Senate Standing and ad Hoc committees is happening via Canvas (the College's LMS), and Brown Act training is included (AIP 40B – Canvas Faculty Committee Chair Training Brown Act).

AIP 41: “Academic Affairs and the Academic Senate will collaboratively develop policies and procedures for the assignment of reassigned time.” (Standard III.A)

- Responsible Parties: Academic Senate; Assistant Superintendent/Vice President, Instruction; Faculty Association
- Status: Completed
- In 2016, a process for the assignment of reassigned time was created for both division-wide and campus-wide reassigned positions. This process allows for faculty to be notified, have the opportunity to apply, and be interviewed by a committee comprised of both administrators and faculty (AIP 41 – Reassigned Time Faculty Selection Process).

AIP 42: “The College will provide current emergency training and resources for all campus members.” (Standard III.B)

- Responsible Parties: PCC Chief of Police
- Status: Completed and Ongoing
- In 2015/16, a manual for emergency procedures was prepared and distributed to all managers (AIP 42A – Emergency Preparedness Manual). Managers also completed online emergency training. The “Police and College Safety” pages of the PCC website provide extensive information about police and emergency services, and appropriate responses to various emergency situations (Emergency Services Home page: <http://pasadena.edu/police-and-college-safety/core-values.php>). Campus-wide training and drills are provided, including annual active shooter training videos and active shooter drills (AIP 42B – Active Shooter Training Videos and Drill 2017) and earthquake video training and drills (AIP 42C – Earthquake Training and Drill 2016).

AIP 43: “The College will document the dialogue of all CCC Standing Committees with agendas and minutes that are accessible online.” (Standard I.B; IV.A)

- Responsible Parties: Executive Director, Strategic Communications
- Status: Completed and Ongoing
- In the fall of 2016, PCC completed its transition to a new website. Since fall 2016, in connection with committee leadership training, a greater effort has been made to ensure that committee agendas and minutes are consistently posted for all committees. The new agenda format is connected with the college's new Common Communication Instrument (AIP 43A - Common Communication Tool), which helps to ensure that committee members take appropriate notes and report back to their respective groups. This new agenda format was piloted in spring 2016 and is now utilized by all CCC Standing Committees. Training for all staff on posting agendas and minutes to websites is provided monthly (AIP 3F - Web Introductory Training Program - Session One: Introduction to Content Contribution; AIP 3G - Web Introductory Training Program - Session Two: Updating Your Pages; AIP 3H - Web Training for Managers and Website Superusers - Introduction to Content Contribution; AIP 3I - Web Training for Managers and Website Superusers - Updating Your Pages).

AIP 44: “The College will continue efforts at structural reform to reduce the percentage of employee compensation of total operating costs.” (Standard III.D)

- Responsible Parties: Assistant Superintendent/Vice President, Business and Administrative Services
- Status: Completed and Ongoing
- The College has made efforts to lower total compensation as a percentage of total expenses. From 2012/13 through 2016/17, total compensation as a percentage of total budgeted expenses has ranged from 87% to 90%. The percentage included in the 2017/18 tentative budget (AIP 44 - Tentative 2017-2018 Budget) has been reduced to 85.5% as a result of lower health benefit costs.

AIP 45: “The Superintendent-President, in consultation with the College Coordinating Council, will articulate participatory governance processes, to include timelines and objectives, for issues of institution-wide interest in writing and disseminate them widely in advance.” (Standard IV.A)

- Responsible Parties: Superintendent-President, Executive Director of Strategic Communication
- Status: Completed Spring 2017
- The context for this improvement item related to allocation of funds (page 448, PCC Self-Evaluation Report). As discussed in Recommendation 1 of PCC’s Follow-Up Report 2016, the creation of an Integrated Planning Handbook and Fall Planning Retreats allow for all members of the PCC community to understand the timelines, objectives, and processes of the Annual Update and Comprehensive Program Review (AIP 3J – Integrated Planning Handbook). Managers are notified of all timelines and processes related to integrated planning, and information is disseminated via managers to faculty and classified staff (AIP 45 – Email to Managers about Annual Update Process). Additionally, the creation of annual Budget Retreats, with representatives from all constituency groups, ensures that resource allocation is based on a well-articulated Annual Update process, with clearly-stated objectives with narrative justifications (AIP 45 - 2A Invitation to Shared Governance Groups to Budget Retreat). That process and decisions about funding are communicated to the campus through the PCC website (AIP 45 - 2B Budget Retreat Ranked List), and through campus-wide budget presentations (AIP 45 - 5 Academic Senate Agendas; AIP 45 3A Budget Presentations to Campus; AIP 45 – 3B Online video of Budget Presentation: <https://www.youtube.com/watch?v=kMzCf4crEkM>), and announcements in "Inside PCC" (AIP 45 - 1- Inside PCC, July 13). The Follow-Up Visiting Team Report concluded:

“Pasadena City College has taken proactive steps to systematically evaluate and improve all of its planning process as outlined in existing Board Policy 3250. The College has addressed Recommendation 1 with two Integrated Planning Sessions that combined members from the Institutional Effectiveness Planning and Priorities and Budget and Resource Allocation Committees. The discussions appear to be robust and action oriented. The Integrated Planning Model chart and annual calendar show compliance.

The College has strengthened the connection between planning and Comprehensive Program Review with resource allocation through a new budget request process for prioritizing needs. Through a series of budget forums, requests are discussed with members of the campus community. All requests are then presented during an annual Budget Retreat to the Budget and Resource Allocation Committee, the College Council, and the Superintendent-President.

The result is a list of vetted priorities developed using a transparent, collegial process. The Office of Institutional Effectiveness and the Institutional Effectiveness Committee administered an assessment of the Budget Retreat in 2016 that showed a notable increase in awareness of the budget allocation process. Suggestions from the assessment will be incorporated into revisions for the subsequent Budget Retreat. Assessments were done with every step of the integrated planning model.”

Additionally, the College Council has created and disseminated a handbook outlining the guidelines for College Council and its Standing Committees (AIP 32A - Guidelines for the Pasadena City College - College Council).

AIP 46: “The individual serving as Superintendent-President will develop steps to achieve effective communication with internal and external communities served by the College.” (Standard IV.B)

- Responsible Parties: Superintendent-President; Executive Director Strategic Communications
- Status: Completed and Ongoing
- As discussed in Recommendation 7 of PCC’s Follow-up Report, communications have significantly improved. The Follow-Up Visiting Team concluded, “Communication has become a priority for the College with multiple methods being used... The Superintendent-President holds open forums, open office hours, and is highly visible on campus. An Executive Director of Strategic Communications and Marketing was hired as part of the new administrative structure and he prepares and distributes newsletters, a Summary of Board Actions, and other clear messages. Communication and training about processes have increased to close the loop so that more constituents understand the decisions and results” (page 9).

AIP 47: “The Superintendent-President of the College will regularly evaluate the implementation of its participatory governance and planning model and make recommendations for improvement.” (Standard IV.B)

- Responsible Parties: Superintendent-President; Executive Director Institutional Effectiveness
- Status: Completed and Ongoing

- The college’s integrated planning model and associated processes were developed and implemented in the 2015/16 academic year (AIP 13A – Integrated Planning Model). The model is evaluated each year so that improvements can be implemented for the following cycle as needed (AIP 13C – 2016 Budget Retreat Survey Results). In 16/17, changes from the prior year were implemented both to the annual update and the budget retreat processes. A “closing of the loop” component was added to the annual update for program faculty and staff to report on the impact of changes they had made to their programs, including and where applicable, the impact of new resources. Additionally, the evaluation indicated that a different version of the annual update format needed to be created to better serve the service and business programs. This new version was created and implemented in the 16/17 cycle (AIP 47A – Annual Update Sections Side-by-side Comparison). Changes were also made to the budget retreat where prioritizations were made collaboratively by representatives from all campus constituency groups: more education was provided about the budget process and the ways in which the college is funded; the rubric upon which the decisions were made was streamlined, making the process easier for the participants to understand (AIP 47B – Budget Retreat Rubric; AIP 11F – Budget Retreat Agenda 2016; AIP 11G – Budget Retreat Agenda 2017). Evaluations were made to the 16/17 planning cycle (AIP 13D-3 2017 Budget Retreat Survey Results) and revisions for improvement will be made to the 17/18 cycle.

Response to Team Recommendations to Meet the Standards

The comprehensive evaluation team for the College's last comprehensive review, conducted in Spring 2015, noted eight deficiencies that resulted in the College's probation for failure to meet Eligibility Requirements and Standards (Recommendations 1-8 of the External Evaluation Report). Additionally, the comprehensive evaluation team had one recommendation for improvement (Recommendation 9 of the External Evaluation Report). In response, the College created work groups to lead the college through necessary institutional changes and improvements, and these efforts were documented in the College's 2016 Follow Up Report to the Commission. The College was successful in meeting Recommendations 1-8, and was removed from probation in January 2017. The Commission's Letter to Superintendent-President Vurdien Reaffirming Accreditation, dated February 3, 2017, reads,

After considering the material noted above, the Commission finds that Pasadena City College has addressed Recommendations 1 through 8, as noted by the spring 2015 comprehensive evaluation team, corrected the deficiencies, and meets Eligibility Requirements 5, 19 and Standards LB.3, I.Bo4, I.B.6, LB.7, 1I.A.2.e-f, IILA.1.b, IILA.1.c-d, 1II.A.2, IILA.3, 1II.Ao4.c, III.A.5.a-b, III.A.6, III.B.2.b, IILC.2, IILD04, IV.A.1, IV.A.3, IV.A.5, IV.B.1.e, and IV.B.1.h. The Commission took action to remove Probation and reaffirm accreditation.

Recommendations to Meet the Standards

Recommendation 1

“In order to meet the Standards, and as noted in Recommendations #1 and #2 (2009), the team recommends that the College systematically evaluate and improve all of its planning processes, including full integration of Comprehensive Program Review (instructional, student services, and administrative services) into the planning processes, and the use of Comprehensive Program Review and the planning processes to determine the allocation of resources and to make decisions regarding the improvement of institutional effectiveness. (Standard I.B.3; I.B.4; I.B.6; I.B.7; II.A.2.e and f; III.A.6; III.B.2.b; III.C.2; III.D.4 and Eligibility Requirement 19)”

As noted in the Follow-Up Visit Team's Report to the Commission, October 19, 2016, “[I]t is clear from interviews and additional evidence presented that PCC has fulfilled the expectations of Recommendation 1. The College will need to continue the cycle incorporating improvements to remain in compliance. It now meets the Standard” (page 4).

The College has continued to improve planning processes since the submission of the Follow-up Report in 2016, including improvements to the Annual Budget Retreat in 2017, based on extensive feedback from previous budget-planning cycles (Rec 1 Agenda Spring 2017 Budget

Retreat). The College held an annual Fall Planning Retreat in September 2017 (Rec 1 Agenda Fall 2017 Planning Retreat). As discussed in AIPs 11, 12, 13, and 30, the Office of Institutional Effectiveness has continued to engage in regular evaluations of the planning and resource allocation process, including extensive surveys of campus community, and has used survey results as the basis for improvements to the planning process. Additionally, as noted in AIP 4, all outstanding Comprehensive Program Reviews have been completed, there is now a clear calendar of Comprehensive Program Review deadlines, and all units are expected to complete Annual Updates as part of the planning and resource-allocation process.

Recommendation 2

“In order to meet the Standards, the team recommends that the College create and implement a plan to ensure the regular evaluation of all employees based upon intervals consistent with College policies. (Standard III.A.1.b)”

As concluded by the visiting team in October 2016, “Pasadena City College has addressed the recommendation, corrected the deficiencies, and now meets the Commission’s Standards. The cycle and timeline will need to be maintained in order to remain in compliance” (Follow-Up Visit Team’s Report to the Commission, page 5). The College has maintained the evaluation cycle.

Recommendation 3

“In order to meet the Standards, the team recommends that the College standardize its performance evaluation process for adjunct faculty, and that the College include assessment of student learning outcomes in its performance evaluations of adjunct faculty, staff, and management employees who are directly responsible for student progress toward achieving those learning outcomes. (Standard III.A.1.c)”

The visiting team concluded that “Pasadena City College is in the process of fully addressing the recommendation, correcting the deficiencies and now meets the Standard” (Follow-Up Visit Team’s Report to the Commission, page 5). As indicated in the College’s Follow-Up Report, a new adjunct evaluation cycle has been implemented. The College continues to encourage adjunct participation in SLO assessment with stipends, as discussed in Recommendation 3 of the Follow-Up Report.

Recommendation 4

“In order to meet the Standards, the team recommends that the College constituents follow their approved codes of ethics and that all constituent groups embrace and demonstrate compliance with Board Policy 2715-Code of Ethics/Standards of Practice, AP 3050 Professional Ethics of Faculty, AP 3060-Professional Ethics of

Management, and AP 3070 Professional Ethics of Classified Staff. (Standards III.A.1.d; III.A.3; III.A.4.c; IV.A and IV.B.1.e and h)”

The visiting team concluded, “Although the work done to date indicates the College continues to definitely move in the right direction, these efforts will require continued vigilance and patience as a cultural shift of this magnitude will take a few years to complete. With its work to date and given a continuation of effort, the College has fulfilled the expectations of Recommendation 4 and now meets Standards” (Follow-Up Visit Team’s Report to the Commission, page 6-7). The College has continued to meet this Standard since the Follow-Up Report, and persists in updating board policies and administrative procedures to strengthen ethics on campus. The Committee on Academic Freedom and Professional Ethics (CAFPE) revised BP 4030 to broaden the definition of “academic freedom,” including protections of both written and spoken communication, thus better serving the needs and interests of the entire campus community (Rec 4A - Academic Senate Minutes). BP 4030 was approved by the Academic Senate on November 21, 2016 (Rec 4B - Academic Senate Minutes – page 3, Item F1). As discussed in AIP 34, the College has taken several measures to ensure that the campus community is informed of ethics codes, and receives adequate training. Since the submission of the Follow up Report, the College has contracted with “Everfi” for training of personnel, including training (AIP 34 D). The 2017 Campus Climate Survey Results (page 2) demonstrate that the campus environment is improving in the areas of respect (82% feel respected by managers, 88% feel respected by faculty, 94% feel respected by classified staff, and 96% enjoy the people with whom they work), and job satisfaction (91%). Additionally, 82% report that employees treat each other with respect and in a professional manner (page 4). As the report summarizes, “In comparison to years prior, morale is high. Across all nine questions [on employee relations], positive responses improved by an average of 11% since 2015” (page 4). In addition, seven questions were added to the 2017 Campus Climate Survey to ascertain the areas in which improvements can be made between employees and senior leadership. 70% of employees agreed that senior leadership regularly models PCC’s values (page 5). Senior leadership’s open communication and re-establishment of trust with fulltime staff are areas that require additional attention in future years (page 5).

Recommendation 5

“In order to meet the Standards, the team recommends that the College focus on stabilizing its administrative organizational structure and complete the selection processes to fill the interim, acting and vacant administrative positions with permanent appointments. (Standard III.A.2; Eligibility Requirement 5)”

The visiting team concluded, “The College has responded to the requirements of Recommendation 5. With the participatory process of a college-wide reorganization, mindful and intentional hires have been made to fill critical administrative positions with highly qualified individuals, resulting in a stabilized administrative team. It now meets the Standards” (Follow-Up Visit Team’s Report to the Commission, page 7). As of fall 2016, only one interim dean position had not yet been filled; the College hired a permanent dean to fill that position in Summer 2017. New vacancies that arise

are advertised and filled in a timely manner, and the college continues to use the administrative organizational structure that was agreed upon through a transparent, shared-governance process.

Recommendation 6

“In order to meet the Standards, the team recommends that the College, through participatory governance, develop and implement a comprehensive, coordinated professional development program for all personnel, regularly assess the effectiveness of the program, and use the assessment results as the basis for continuous improvement. (Standards III.A.5.a and b)”

The visiting team concluded, “The College has responded to the requirements of the recommendation and meets the Standards. PCC has restructured professional development so that it is a coordinated, college-wide effort led by a representative Standing Committee that reports to the College Council. Classified staff and their needs have been effectively incorporated into the development of professional development activities. Systematic evaluation of activities as well as the over-all professional development program is done through surveys and Comprehensive Program Review. The results of the evaluation are used to set goals and make improvements in the professional development program” (Follow-Up Visit Team’s Report to the Commission, page 8). The use of survey feedback and annual updates continues to ensure that the College offers high-quality, relevant professional development to classified staff, managers, and faculty. The continued posting of opportunities to the Professional Development Calendar on PCC’s updated website guarantees that all members of the campus community are aware of training (example: Calendar of Events Professional Development). The College is currently hiring a new Professional Development Director, who will supervise the professional development program on campus.

Recommendation 7

“In order to meet the Standards, the team recommends that institutional leaders use transparent participatory processes; follow Board policies for soliciting input from all constituent groups for institutional decision making; and model collegial communication specifically among the Board, Superintendent-President and Academic Senate, for the goal of working together to demonstrate an environment of empowerment, innovation and institutional excellence for the good of the institution. (Standards IV.A.1; IV.A.3 and IV.B.1.e)”

The visiting team concluded, “The College has responded to the requirements of the recommendation and will need to continue its efforts to remain in compliance. The College now meets the Standard” (Follow-Up Visit Team’s Report to the Commission, page 9). The 2017 Campus Climate Survey results indicate that employees of the college feel respected by their coworkers, that constituency groups work together to ensure the success of the institution (76% positive), and that administrators and managers listen to the input of others (2017 Campus Climate Survey Results Summary, page 2). Additionally, 80% of respondents report that employees work

collaboratively, and 82% report that employees treat each other with respect (page 4). The College continues to improve shared governance processes. As the survey summary indicates, improvement has been constant since 2015 (page 8):

The Shared Governance process at PCC is working effectively.

- 2015: (10% positive, 53% negative)
- 2016: (29% positive, 25% negative)
- 2017: (37% positive, 22% negative)

Overall, employees participate meaningfully in the Shared Governance process.

- 2015: (18% positive, 42% negative)
- 2016: (35% positive, 21% negative)
- 2017: (41% positive, 21% negative)

The College will continue to improve its shared governance processes, particularly in the areas of dissemination of information and participation in integrated planning processes.

Recommendation 8

“In order to meet the Standards, and as noted in Recommendation #6 (2009), the team recommends that the institution regularly and systematically evaluates organization structures and processes to assure their integrity and effectiveness, communicates those evaluations to the College, and uses the results of those evaluations as a basis for improvement. (Standard IV.A.5)”

The visiting team concluded, “The College has responded to the requirements of the recommendation and meets the Commission’s Standard. Excellent efforts are underway to respond to the recommendation, including committee self-evaluations and a new, locally-developed campus climate survey” (Follow-Up Visit Team’s Report to the Commission, page 10). As discussed in Recommendation 7 above, shared governance processes are improving at PCC. Evaluations indicate that there is still room for improvement. The 2017 Campus Climate Survey Results Summary results indicate that overall employee participation in the Annual Update process is lower than optimal (29% responded positively, page 6), despite the fact that in 15/16, 92% of programs completed annual updates, and in 16/17, 85% of all programs submitted an annual update (AIP 4A - Annual Update Completion Rates 2015-2016 and 2016-2017 from Budget Retreat). The results suggest that completion of annual updates needs to include more employees, rather than being the responsibility of only specific individuals in each unit area. Lack of widespread participation in completing annual updates may also explain lower than optimal results in the 2017 Campus Climate Survey regarding understanding of the integrated planning process and the College’s budgeting process (page 6). Hourly staff and adjunct faculty reported the least understanding of internal processes (page 9), and future outreach efforts to these groups can help to increase overall campus awareness.

Response to Team Recommendations for Improvement

Recommendation 9

“In order to improve institutional effectiveness, the team recommends that all Student Affairs departments and service programs conduct annual outcomes assessments, and that a regular Comprehensive Program Review cycle be clearly established and communicated to all student service programs. (Standard II.B.4)”

The College documented its progress on improving upon this Standard in the Follow-Up Report submitted to ACCJC in Fall 2016. As discussed in the report, the new Vice President of Student Services formed an Assessment Oversight Group that includes faculty, classified staff, and management representatives. This group meets twice a semester, and each team within the group has been assigned four departments in Student Services with which to work. The teams assist departments with understanding and completing assessment, annual planning, and Comprehensive Program Reviews. The Follow-Up Visiting Team concluded in its report, “The College has responded to the requirements of the recommendation and meets the Commission’s Standard” (Follow-Up Visit Team’s Report to the Commission, page 11). The team suggested that, “[w]hereby some programs do not think they contribute to student learning, the College would improve institutional effectiveness by helping those programs create and assess outcomes” (page 11). Since fall of 2016, areas in Student Services that utilized Student Service Outcomes instead of Student Learning Outcomes (SLOs) have reassessed their role in the student-learning process, and have made SLOs based on their respective area’s interaction with students. For example, Admissions and Records has created SLOs based on enabling students to effectively navigate resources and resolve difficulties. Currently, all twenty-one areas within Student Services have SLOs, are assessing SLOs on a regular cycle, and making improvements based on analysis of SLO assessment data (Rec 9 Student and Learning Services SLO Annual Assessment Report March 2017).

During the 2016/2017 academic year, the Oversight Group created an Assessment Planning Handbook which provides resources that enable departments to meet deadlines, and to understand the Student Learning Outcome (SLO) assessment process, annual planning process, and Comprehensive Program Review cycle (Rec 9 Assessment QuickStart Guide). The resource guide contains templates for departments to use to document their assessments and submit them before the deadline (Rec 9 Student Services SLO Assessment Template). The Vice President of Student Services emailed the resource guide to each member of Student Services (Rec 9 Email to Student Services SLO Assessment Quick Start Guide & Templates).

In Fall 2016, managers led their departments in the annual planning process. Annual updates and resource requests were submitted to the Office of Institutional Effectiveness. The resource requests were sent to the Vice President of Student Services, who participated in a ranking process with the other Vice Presidents (Rec 9 Student Services Integrated Planning VP Rankings 2016-17). The results were sent to the managers of each area that made a request, and managers shared the results with their teams and solicited feedback (Rec 9 Student Services Integrated Planning Composite

Rankings 2016-17). The Student Services area was represented at the Integrated Planning Retreat in Spring 2017, which resulted in a college-wide ranking of resource requests.

In March 2017, the Oversight Group collected the SLO Assessments from each department in Student Services and submitted them to the Assistant Superintendent/Vice President of Instruction. 100% participation in SLO Assessment was achieved (Rec 9 Student and Learning Services SLO Annual Assessment Report March 2017).

Additionally, each semester the Vice President hosts a breakfast to discuss important updates. The Student Services Breakfast serves as a forum for understanding how to assess SLOs, the value of utilizing assessment processes to implement changes to services that are meaningful to student success, and the way in which SLOs connect to the Pasadena City College General Education Outcomes. Additionally, the Vice President meets with Student Services managers to reinforce the information pertaining to SLO assessment, annual planning, and the Comprehensive Program Review cycle. The Fall 2017 Student Services Breakfast (September 19, 2017) included a focus on how to choose the SLO to assess, how to use assessment data, and the necessity of meeting the March 28, 2018 deadline for submitting assessment reports (Rec 9 Fall 2017 Student Services Breakfast Presentation). Overall, the faculty, staff and managers understand and embrace a culture of inquiry and assessment.

Data Analysis Mid-Term Report

The complete data from the [ACCJC Midterm Report Data Reporting Form](#) is presented here, with analysis as required.

Student Course Completion Rates:

	Year 1	Year 2	Year 3
Institutional Set Standard	71%	71%	71%
Stretch Goal	73%	73%	73%
Actual Performance	70%	69.3%	71.1%
Difference between Standard and Performance	-.1%	-1.7%	+.1%
Difference between Goal and Performance	-3%	-3.7%	-1.9%

The difference from Year 1 to Year 2 between performance and the institutional set standard (-0.7%) is not statistically significant, and this minor variation is to be expected from one year to another, as a result of random variation between populations. The College did meet its institutional set standard in Year 3. The difference between Year 3 and the previous years is statistically significant. Several changes occurred during year 3, and the difference in completion rates may be attributable to any combination of those changes:

- The College welcomed over 30 new full-time faculty (PCC Adopted Budget Summary, page 18).
- The College strengthened its “equity” professional development program, including training in “growth mindset,” efforts to close equity gaps, and focus on improving student outcomes for low-income students (Flex Day 2015 - Professional Learning for Faculty and Classified Staff). In 2015-2016, over 300 faculty and staff participated in equity workshops throughout the year (Copy of Final Attendance Tally Equity Events 15-16).
- PCC substantially grew the “PCC Pathways” programs, for both first year and second year students. The programs had 1882 first-year students in 2014-15, and grew to 2038 students in 2015-16 (PCC Pathways Success Summary, 2015-16, page 6). The first-year portion of the program includes extended orientation to the PCC environment, a student success team (college coaches, tutors, and counselors), resource and study centers, and an introduction to college course (page 11, Cost Effectiveness Study of PCC’s First-Year Pathways). A preliminary analysis of completion rates for one Pathways Cohort group of 2013-2014 revealed a 12% increase in completion rate among cohort students compared to non-Pathways students (pages 18-24, Cost Effectiveness Study of PCC’s First-Year Pathways). As the Pathways Programs experienced significant growth, completion rates for the campus also increased. The second-year portion of the program was piloted in 2014-15 with 450 students, and grew to approximately 750 students in Fall 2015 (pages 6 and 7 of PCC Pathways Success Summary, 2015-16). The second-year Pathways

component allowed priority registration for eligible students, a summer orientation prior to second year of classes, focused career exploration activities, and additional social engagement activities on campus to increase leadership and networking skills (pages 7 and 8 of PCC Pathways Success Summary, 2015-16).

- Online course student enrollment increased from year 2 to year 3, as did online course success and retention rates (Tab 5, Annual Update Collegewide). In year 3, student enrollment in online courses increased by 1400 over year 2, largely attributable to increased enrollment in Business and Computer Technology (BCT) and Social Sciences online courses. College-wide success rates in online courses increased over 3% from year 2 to year 3, with BCT's success rates improving 8.4%, and Social Sciences' success rates improving 3.5%.

Year 4 preliminary analysis: The College improved course completion rates in 2016-2017, increasing to 73.2% (Annual Update Collegewide 2017). Although other factors may have contributed to increased completion rates, an initial analysis of data by members of various constituency groups isolated the following items as possible causes:

- Professional development in closing equity gaps continued in 2016-2017. Training topics included using Canvas to enhance access to course materials, syllabi design using an equity lens, classroom flipping, integration of “zero cost” and open-educational resources, closing achievement gaps, fostering non-cognitive skills, microaggressions, establishing safe zones, and cultural humility (Roster of Participants in Equity Workshops 2016-17).
- The Pathways Program expanded, adding a “3rd Year” component to help students matriculate and complete their educational and career goals. Persistence rates for Pathways students moving from the second year of instruction to the third year of instruction exceeded those of non-Pathways students. 61% of Pathways students persisted to their third year of instruction, compared to 28% of non-Pathways students (page 9 of PCC Pathways Success Summary, 2015-16). This factor may have also contributed to increased transfer rates in 2015-2016.
- The campus-wide Open Educational Resources (OER) initiative was strengthened, enabling students to access course content and complete courses without purchasing costly textbooks. Increased professional development for integration of OER into courses was provided (OER Professional Development Spring 2016), and the Academic Senate adopted an OER Resolution, which strengthened the College's commitment to providing OER faculty development (page 7, Academic Senate Minutes March 28 2016).
- The college launched several initiatives related to easing financial, food, and housing insecurity among students. These efforts included more active outreach and support to homeless students (Emergency Backpacks), the opening of the Lancer Pantry to provide free food and snacks to students in need, and enhancing the “Laptop Student Loan” program to increase student access to laptops in the library. These programs continue, and many efforts are tied to increased professional development in equity. For example, the College dedicated funds to

purchasing additional laptops for the Student Laptop Loan Program based on staff and faculty participation in equity workshops: by participating in at least three equity workshops, the faculty/staff member “earned” the purchase of a new laptop for the program. In 2016-17, 100 people participated in at least three workshops, and 95 people participated in two workshops (Roster of Participants in Equity Workshops 2016-17).

- As documented in the College’s Annual Update data set (Annual Update College Wide 2017), the College continued to increase student access to online offerings in year 4, with student enrollments increasing to 19,999 (an increase of over 2000 enrollments over year 3). In year 4, online student success rates increased by 3% over year 3.

Degree Completion:

	Year 1	Year 2	Year 3
Institutional Set Standard	2000	2000	2000
Stretch Goal	2500	2500	2500
Actual Performance	1595	1799	2275
Difference between Standard and Performance	-405	-201	+275
Difference between Goal and Performance	-905	-701	-225

*all degree completion data are unduplicated head count

The College has consistently improved degree completion rates over the last three years, with a marked increase from year 2 to year 3. In year 3, the College exceeded its Institutional Set Standard. The increase in students receiving degrees can be attributed to several factors (in addition to the possible causes listed in the analysis of student course completion rates, above).

- Increasing the number of counseling full-time and adjunct faculty
- A college-wide effort to create educational plans for students
- As discussed above, College Success Centers, and significantly the Pathways Success Center, provide success “coaches” for students (assist students academically and personally by directing them to College resources and advising students on strategies for college success).
- A significant increase in the number of Associate of Arts-Transfer and Associate of Science-Transfer degrees awarded to students. In year 3, the College awarded 803 transfer degrees, a difference of over 250 transfer degrees over year 2. Several transfer degrees awarded in year 3 had not been awarded previously (including AA-Ts in Music, Kinesiology, and Spanish, as well as an AS-T in Geology). Several programs dramatically increased the number of transfer degrees awarded (College Wide Annual Update Data):
 - Business Administration increased from 144 (year 2) to 222 (year 3)
 - Communication Studies increased from 60 (year 2) to 80 (year 3)
 - Psychology increased from 67 (year 2) to 115 (year 3)

Certificate Completion:

	Year 1	Year 2	Year 3
Institutional Set Standard	650	650	650
Stretch Goal	700	700	700
Actual Performance	530	592	514
Difference between Standard and Performance	-120	-58	-136
Difference between Goal and Performance	-170	-108	-186

The 3-year data for certificate completion presented here provide an inaccurate picture of certificate completion trends. Certificate completion data from prior to year 1 indicate a downward trend in certificate completion. Year 2 had a slight increase, but year 3 was in accordance with the previous downward trend. Therefore, rather than focusing on the decrease from year 2 to year 3, this analysis focuses on possible causes of the relatively consistent downward trend over a 6-year period.

One cause of the decrease in issuance of certificates of achievement is that the paperwork is overwhelming for students. The awarding of certificates requires students to complete too many forms, available mostly in hardcopy, with very few forms available online. There is no centralized location where these forms are housed (students must go to different division offices, depending on which division offers the certificate). Additionally, there is no guarantee that instructors of capstone courses are informing students that the completion of these forms is necessary for the awarding of certificates. As student interaction with, and reliance upon, digital and online technologies increases, the College has documented a decrease in the number of certificates of achievement awarded. One possible solution is to switch to a digital system to apply for certificates of achievement and certificates of completion. Other colleges that have offered online methods and/or centralized systems to apply for certificates have seen increases in the number of certificates issued. Planning and Priorities Standing Committee discussed this issue on April 3, 2017, and concluded that a centralized system for application of certificates would improve student success (P&P Minutes April 3 2017).

Another strategy to increase certificate completion relies upon informing students that they are eligible to receive a certificate. A student may be eligible for a certificate associated with the earning of a degree; however, in earning the degree, the student may not realize that he/she must manually apply for the certificate, on paper. Or, the student may not be aware that the associated certificate exists. There are technologies that may be useful in helping to overcome this problem. For example, “Lancer Plan” (a version of Degree Works) is a program that can be used to identify students who have met all requirements to earn a certificate in the process of earning a degree, but who have not completed the necessary paperwork.

Although these technology-based solutions can help to increase the number of certificates of achievement awarded, the College must also consider the extent to which Occupational Skills Certificates are not being tracked, and the resulting potential loss of revenue to the College.

Currently, the College does not know how many Occupational Skills Certificates are awarded annually. An accounting system should be utilized so that the College can track and report these certificates. Further, the College should consider the need to modify and/or create OSCs approved by the Chancellor’s Office, so that students can have them posted on their transcripts.

Additionally, the College can increase the number of certificates of achievements awarded by creating locally-approved and “transcriptable” certificates based on the Occupational Skills Certificates (OSCs). OSCs could be offered as certificates of achievement by adding the relevant courses to the certificate, bringing the total unit count to 18 or above. Additionally, clearly related OSCs could be “stacked” to create certificates of achievement. The College can better serve the needs of our students and the needs of local labor markets by investigating which OSCs are good candidates for modification through the curriculum and instruction process.

Transfer:

	Year 1	Year 2	Year 3
Institutional Set Standard	1750	1750	1750
Stretch Goal	3500	3500	3500
Actual Performance	2933	3235	2980*
Difference between Standard and Performance	+1183	+1485	+1230
Difference between Goal and Performance	-567	-265	-520

*Data incomplete, see analysis

In each year, the College has substantially surpassed its Institutional Set Standard for number of transfers. Year 2 saw a substantial increase in the number of transfer students (302 students). As documented in the College’s Annual Update (Annual Update College Wide 2017), this difference may be explained by the increased number of degrees awarded that year (over 200 more degrees were awarded in year 2 than in year 1). In year 2, a total of 584 AA-T’s and AS-T’s were awarded (an increase of more than 100 transfer degrees compared to year 1). A correlation can be drawn between the increase in degrees and the increase in student transfers.

No reliable analysis of transfer data reported for Year 3 can be provided at this time, as it takes at least two years for 4-year institutions to report transfer numbers. The College expects the increase in transfer rates to continue, based on previously-established trends and the increase in award of transfer degrees (in year 3, the College awarded 879 transfer degrees, a difference of 295 transfer degrees over year 2). Once all data have been collected from outside institutions for 15/16, a more developed analysis can be provided.

Student Learning Outcomes Assessment:

	Year 1	Year 2	Year 3
Number of Courses	1030	930	969
Number of Courses Assessed	602	855	810
Number of Programs	178	180	172

Number of Programs Assessed	178	180	172
Number of Institutional Outcomes	5	5	5
Number of Institutional Outcomes Assessed	5	5	5

The College has implemented several strategies to increase SLO assessment, as documented in the College’s Follow-Up Report, in the responses to Recommendations 1, 3 (Part Two), and 9. In Year 2, verification of assessment occurred through analysis provided in Annual Assessment Reports, in which faculty and staff reported on their assessment activities with aggregate data. In year 3, the College adopted a process that required faculty to provide assessment results to their respective deans, ensuring a higher degree of individual accountability. This change in process prepared the College for the switch to eLumen in year 4, when individual faculty and staff became responsible for submitting student-specific SLO assessment data in each course, which could then be aggregated and disaggregated according to different criteria. As stricter accountability and reporting measures have been progressively adopted, faculty and staff have undergone increasingly rigorous training. The data reported in the table reflect changing reporting requirements and methods.

Licensure Pass Rate:

Program Name	Institution Set Standard	Actual Performance Y1	Actual Performance Y2	Actual Performance Y3	Difference Y1	Difference Y2	Difference Y3	Stretch Goal	Difference Y1	Difference Y2	Difference Y3
Cosmetology	93%	92	91	95	-1	-2	+2	100	-8	-9	-5
Registered Nursing	91%	95	89	89	+4	-2	-2	95	0	-6	-6
Licensed Vocational Nursing	80%	67	N/A	92	-13	N/A	+1 2	90	-23	N/A	+2
Dental Hygiene	100%	100	100	100	0	0	0	100	0	0	0
Radiologic Technology	97%	100	96	96	+3	-1	-1	100	0	-4	-4
Anesthesia Technology	100%	100	100	100	0	0	0	100	0	0	0
Dental Lab Technician	80%	100	58	82	+20	-22	+2	90	+10	-32	-10
Dental Assisting	61%	94	41	47	+33	-20	-14	75	+19	-34	-28

Job Placement Rate:

Program Name	Institution Set Standard	Actual Performance Y1	Actual Performance Y2	Actual Performance Y3	Difference Y1	Difference Y2	Difference Y3	Stretch Goal	Difference Y1	Difference Y2	Difference Y3
Accounting	56.6	58.8	43.5	67.5	+2.2	-13	+10.9	75	-16.7	-31.5	-7.5
Administration of Justice	71.5	74.5	64.2	75.8	+3	-7.3	+4.3	75	-0.5	-10.8	+0.8
Automotive Technology	72.8	60	75	83.3	-12.8	+2.2	+10.5	75	-15	0	+8.3
Business Administration	63.1	50	68	71.4	-13.1	+5	+8.3	70	-20	-2	+1.4
Child Development	74.5	76.4	70	77.2	+1.9	-4.5	+2.7	80	-4.6	-10	-2.8
Cosmetology	53.9	45.4	60	56.5	-8.5	+6.1	+2.6	75	-29.6	-15	-18.5
Dental Assisting	87.6	85	90	88.8	-2.6	+2.4	+1.2	95	-10	-5	-2.2
Dental Hygiene	81.2	70.3	78.2	95	-10.9	-3	+13.8	85	-14.7	-6.8	+10
Dental Lab Technician	61.1	25	85.7	72.7	-36.1	+24.6	+11.6	75	-50	+10.7	-2.3
Electronics and Electrical Technology	75	100	50	75	-25	-50	0	90	+10	-40	-15
Engineering Technology	73	NA	54.1	88.8	NA	-18.9	+15.8	90	NA	-35.9	-1.2
Fashion	63.9	62	53.8	76	-1.9	-10.1	+12.1	75	-13	-22.2	+1
Library Technician	83.2	72.2	84.2	90.4	-10.1	+1.9	+8.1	90	-17.8	-5.8	+0.4
Licensed Vocational Nurse	91.2	78.9	100	94.7	-12.3	+8.8	+3.5	100	-21.1	0	-5.3
Office Technologies	64.1	71.8	47.8	72.7	+7.7	-16.3	+8.6	75	-3.2	-27.2	-2.3
Paralegal	77.1	68.5	79	83.9	-8.6	+1.9	+6.8	85	-16.5	-6	-1.1
Radiologic Technology	78.8	66.6	85.1	84.6	-12.2	+6.3	+5.8	95	-28.4	-9.9	-10.4
Registered Nursing	77.9	73	74.4	86.3	-4.9	-3.5	+8.4	95	-22	-20.6	-8.7
Speech/Language Pathology	86.1	68.4	90	100	-17.7	+3.9	+13.9	95	-26.6	-5	+5
Medical Assisting	60.5	58.3	60	63.1	-2.2	-0.5	+2.6	75	-16.7	-15	-11.9
Television	71.3	60	72.7	81.2	-11.3	+1.4	+9.9	85	-25	-12.3	-3.8

Annual Fiscal Report Data:

General Fund Performance

	Year 1	Year 2	Year 3
Revenue	\$139,865,217	\$146,931,962	\$180,366,681
Expenditures	\$141,811,227	\$153,954,877	\$172,240,910
Expenditures for Salaries and Benefits	\$92,811,666	\$101,129,587	\$140,551,409
Surplus/Deficit	-\$1,946,010	-\$7,022,915	\$8,125,771
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	-1.39%	-4.78%	4.5%
Reserve (Primary Reserve Ratio)	15%	14%	13%

Analysis: Reserve ratio is decreasing due to increased expenditures for Salary and Benefits.

Other Post-Employment Benefits

	Year 1	Year 2	Year 3
Actuarial Accrued Liability (AAL) for OPEB	\$20,286,529	\$20,286,529	\$31,552,333
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	\$2,486,953	\$2,486,953	\$4,012,578
Amount of Contribution to ARC	\$1,247,195	\$2,124,995	\$2,233,257

Analysis: AAL and ARC is increasing as PCC has not yet set up an irrevocable trust to cover costs. Irrevocable trust formation has recently been approved by Board of Trustees and should be in place within the next year.

Enrollment

	Year 1	Year 2	Year 3
Actual Full-Time Equivalent Enrollment (FTES)	21,127	22,840	23,502

Analysis: As state funding for apportionment has increased PCC has responded by offering more course sections, thus increasing FTES.

Financial Aid

	Year 1	Year 2	Year 3
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	21%	17%	17%

Analysis: PCC has been monitoring this number and is pursuing avenues to decrease it.

Appendix: Evidence Links

Report Preparation:

AP 3200

Rep Prep 1

Rep Prep 2

Rep Prep 3, page 7

Rep Prep 4, page 6

AIP Grid

Rep Prep 5

Rep Prep 6

Rep Prep 7

Rep Prep 8

Rep Prep 9, page 3 (Item K)

Rep Prep 10, page 3 (Item K1)

Rep Prep 11

Rep Prep 12, page 2, Item J

Rep Prep 13

Rep Prep 14

Rep Prep 15, Item H2

Actionable Improvement Plans:

AIP 1: <http://libguides.pasadena.edu/c.php?g=126947&p=830542>;
<http://libguides.pasadena.edu/citing>;
http://online.pasadena.edu/faculty/hb/pcccoursepolicies/#Academic_Honesty_and_Authenticatio
[n; http://online.pasadena.edu/faculty/hb/workscited/#aguideforfaculty](http://online.pasadena.edu/faculty/hb/workscited/#aguideforfaculty);
<http://online.pasadena.edu/faculty/instructionaltechnology/turnitin/>

AIP 2: Follow Up Visiting Team's Report, page 8; AIP 2C 2016 Flex Day Evaluation Summaries; AIP 2D 2017 Spring Flex Day Evaluation Summaries

AIP 3: AIP 3A -Technology Master Plan, begins on page 21; AIP 3B - @One training for Canvas; AIP 3B2 - Canvas 101: Beginning Canvas Workshop; AIP 3B3 - Canvas 201: Intermediate Canvas Workshop; AIP 3B4 - Canvas 301: Advanced Canvas Workshop; AIP 3F -

Web Introductory Training Program - Session One: Introduction to Content Contribution; AIP 3G - Web Introductory Training Program - Session Two: Updating Your Pages; [AIP 3D2 - Faculty eLumen Training](#); [AIP 3D3 – eLumen Training Handbook](#); [AIP 3D - Academic Senate Minutes March 27 2017 SLO eLumen training reminder, page 4](#); [AIP 3J - Integrated Planning Handbook](#); example: [AIP 3K - Annual Update Training Social Sciences](#); [AIP 3L - TaskStream Training Individual Appointments](#); [AIP 3M – 508 Compliance Monthly Training](#)

AIP 4: [AIP 4D - Unit Reviews 14-15 & 16-17](#); [AIP 4B – IEC Minutes November 4 2016](#); [AIP 4C](#); [AIP 4A - Annual Update Completion Rates 2015-2016 and 2016-2017 from Budget Retreat](#)

AIP 5: [AIP 5 - 5-year plan to CCCO, Tab 1 - 2015/2016 Purchases](#)

AIP 6: [AIP 6 - August 2016 Facilities Master Plan Presentation](#)

AIP 7: [AIP 7A Library Resource Date_Results_10-15-15](#); [AIP 7B Student Success Center Model](#); [AIP 7C Success Center Satisfaction Survey Results](#); [AIP 7D LACSuccessRetention](#)

AIP 8: [AIP 8A1 - Final Matrix](#); [AIP 8A2 - Grants Meeting PowerPoint](#); [AIP 8B - Grant Development Handbook](#); [AIP 8C - Grant Development Website](#)

AIP 9: [AIP 3J – Integrated Planning Handbook](#); [AIP 9A – Integrated Planning Handbook 2017-2018](#)

AIP 10: [AIP 10A Technology Master Plan](#); [AIP 10B College Council Agenda December 2016](#); [AIP 10C College Council Minutes December 2016, page 3](#)

AIP 11: [AIP 11A BP 3250 Planning Process](#); [AIP 11C - Recommendation 1 PCC Follow Up Report 2016](#); [AIP 11B - Description of Integrated Planning Process](#); [AIP 11D Fall Planning Retreat Agenda 2016](#); [AIP 11E Fall Planning Retreat Agenda 2017](#); [AIP 11F – Spring Budget Retreat Agenda 2016](#); [AIP 11G – Spring Budget Retreat Agenda 2017](#)

AIP 12: [AIP 13C - Survey Budget Retreat 2016](#); [AIP 13D- Survey Annual Update and Budget Prioritization Process 2016-2017](#); [AIP 13 C-1 - Agenda CAPM August 24 2016](#); [AIP 13D-2 College Council Minutes March 16 2017 Budget Retreat Suggested Improvements](#); [AIP 13D-3 - 2017 Budget Retreat Survey Results](#)

AIP 13: [AIP 13 A - Integrated Planning Model](#); [AIP 13B-1 - Academic Senate Minutes Approving IPM, page 6](#); [AIP 13B-2 Academic Senate Minutes Approving IPM 2nd read, pages 9-10](#); [AIP 13B-3 Classified Senate Minutes Approving IPM](#); [AIP 13B-4 College Council Minutes Approving IPM, page 2](#); [AIP 13C - Survey Budget Retreat 2016](#); [AIP 13 C-1 - Agenda CAPM August 24 2016](#); [AIP 13D- Survey Annual Update and Budget Prioritization Process 2016-2017](#); [AIP 13D-2 College Council Minutes March 16 2017 Budget Retreat Suggested Improvements](#); [AIP 13D-3 - 2017 Budget Retreat Survey Results](#); [AIP 13G New Faculty Orientation Integrated Planning Presentation 2016](#); [AIP 13H New Faculty Orientation Integrated](#)

Planning Presentation 2017;_AIP 13F - PCC Webpage Integrated Planning Explanation;_AIP 3J - Integrated Planning Handbook

AIP 14: AIP 14A - Student Services Assessment and Resource Requests;_Rec 1 of Follow Up Report

AIP 15: AIP 15A - Board Agendas Training and Education

AIP 16: AIP 16A – Confidentials Handbook Table of Contents Changes;_AIP 16B – Management Retreat 2017 Agenda;_AIP 16C – New Faculty Handbook;_AIP 16D – Academic Senate Minutes Sept 25 2017, page 3, Item E3

AIP 17: AIP 17A Faculty Association Contract 2013-2016, page 16

AIP 18: AIP 18A - eLumen Pasadena CC Training Invoice;_AIP 18B - PCC Assessment Report Spring 2017;_AIP 18C – Deans Meeting SLO Presentation

AIP 19: AIP 18C – Deans Meeting SLO Presentation;_AIP 19 LAC Meeting Minutes September 19 2017

AIP 20: AIP 20A - ProQuest Research Companion Landing Page; AIP 20B - Link to ProQuest Research Companion from PCC Library Webpage;_AIP 20C Canvas Link to Library

AIP 21: AIP 21A - Board of Trustees Meeting Minutes August 16 2017

AIP 22: AIP 22F - Amazon Web Services Proposal;_AIP 22G - Pasadena Area CCD AWS Amendment Letter

AIP 23: AIP 23A - AP 6365;_AIP 23D - DTSC Minutes March 16 2017;_AIP 23G Minutes College Council 10-19-17;_AIP 23E - ITS Memo Regarding Service Review Process;_AIP 3F - Web Introductory Training Program - Session One: Introduction to Content Contribution; AIP 3G - Web Introductory Training Program - Session Two: Updating Your Pages;_AIP 23F - DST Minutes May 2017 Discussion of Draft BP/AP 3411 - Accessibility of Electronic and Information Technology

AIP 24: AIP 10A;_AIP 24A – Instructional Equipment List Spring 2017 Purchases, tab 2 “Prioritization Update” and AIP 24B – Deans Meeting Agendas Spring 2017

AIP 25: AIP 25A – Calendar of Closed Positions; AIP 25B – Table of Position Opening and Closing Dates

AIP 26: AIP 26A – Evaluation Tool for EEO Training 2015-2016;_AIP 26D Email to PCC about EEO Training Changes;_AIP 26E Flyer EEO Training Level 1;_AIP 26F – Level 2 EEO Training; AIP 26G – Level 3 EEO Training

AIP 27: AIP 27A - Email Invitation to Form Hiring AP Workgroup; AP 7212; AP 7210; AIP 27B - Agenda June 7 2017 Meeting Hiring Workgroup; AIP 27C Academic Senate Minutes 5-15-2017, page 5; AIP 27D CAPM Minutes 5-16-17

AIP 28: AIP 27A - Email Invitation to Form Hiring AP Workgroup; AIP; AIP 27B - Agenda June 7 2017 Meeting Hiring Workgroup

AIP 29: AIP 29A – P&P Minutes March 20 2017; AIP 29B – College Council Minutes March 16 2017, page 2; AIP 29C - P&P Minutes November 14 2016

AIP 30: AIP 30A P&P Minutes Nov 28 2016; AIP 30B P&P Minutes Oct 23 2017; AIP 30C P&P Agenda Dec 11 2017; AIP 13D- Survey Annual Update and Budget Prioritization Process 2016-2017; AIP 11E Fall Planning Retreat 2017; AIP 13D-3 - 2017 Budget Retreat Survey Results

AIP 31: AIP 31 Planning and Priorities Minutes Oct 23 2017, page 2; AIP 31A Mission Statement Town Hall Times; AIP 31B – College Council Minutes Feb 23 2017, page 2, Item IV.1; AIP 31C – Mission Statement Review Committee Email

AIP 32: AIP 32A - Guidelines for the Pasadena City College - College Council; AIP 32B - 2015-2016 Standing Committee Self Evaluation Results; AIP 32C - 2016-2017 Standing Committee Self Evaluation Results; AIP 23B College Council Standing Committee End of Year Report 2016-2017

AIP 33: PCC's Follow-Up Report 2016, Recommendation 5 (pages 30-32)

AIP 34: AIP 34A – Ethics Summary Statement; AIP 34B – BoT Ethics BP; AIP 34 C AP 4030 Academic Senate Approval; AIP 34D Board of Trustees Contracts Approval Everfi; AIP 34E Further Action Recommendation for Ethics Compliance

AIP 35: AIP 35C - Public Meeting Law (the Brown Act) and the Public Record Act Training; AIP 35A - Minutes Committees Support Committee March 20 2017; AIP 35B - Academic Senate Minutes October 24 2016, page 3, Item F2

AIP 36: AIP 32A - Guidelines for the Pasadena City College - College Council; AIP 32B - 2015-2016 Standing Committee Self Evaluation Results; AIP 32C - 2016-2017 Standing Committee Self Evaluation Results; AIP 23B College Council Standing Committee End of Year Report 2016-2017

AIP 37: AIP 23B College Council Standing Committee End of Year Report 2016-2017

AIP 38: AIP 32A - Guidelines for the Pasadena City College - College Council; <https://pasadena.edu/governance/academic-senate/ad-hoc-faculty-handbook-committee/>

AIP 39: AIP 35A - Minutes Committees Support Committee March 20 2017; AIP 35B - Academic Senate Minutes October 24 2016

AIP 40: AIP 40A – Brown Act Training Flyer 2015; AIP 40B – Canvas Faculty Committee Chair Training Brown Act

AIP 41: AIP 41 – Reassigned Time Faculty Selection Process

AIP 42: AIP 42A – Emergency Preparedness Manual; AIP 42B – Active Shooter Training Videos and Drill 2017; AIP 42C – Earthquake Training and Drill 2016

AIP 43: AIP 43A - Common Communication Tool; AIP 3F - Web Introductory Training Program - Session One: Introduction to Content Contribution; AIP 3G - Web Introductory Training Program - Session Two: Updating Your Pages; AIP 3H - Web Training for Managers and Website Superusers - Introduction to Content Contribution; AIP 3I - Web Training for Managers and Website Superusers - Updating Your Pages

AIP 44: AIP 44 - Tentative 2017-2018 Budget

AIP 45: AIP 3J – Integrated Planning Handbook; AIP 45 – Email to Managers about Annual Update Process; AIP 45 - 2A Invitation to Shared Governance Groups to Budget Retreat; AIP 45 - 2B Budget Retreat Ranked List; AIP 45 - 5 Academic Senate Agendas; AIP 45 3A Budget Presentations to Campus; AIP 45 – 3B Online video of Budget Presentation: <https://www.youtube.com/watch?v=kMzCf4crEkM>; AIP 45 - 1- Inside PCC, July 13; AIP 32A - Guidelines for the Pasadena City College - College Council

AIP 47: AIP 13A – Integrated Planning Model; AIP 13C – 2016 Budget Retreat Survey Results; AIP 47A – Annual Update Sections Side-by-side Comparison; AIP 47B – Budget Retreat Rubric; AIP 11F – Budget Retreat Agenda 2016; AIP 11G – Budget Retreat Agenda 2017; AIP 13D-3 2017 Budget Retreat Survey Results

Recommendations to Meet Standards and For Improvement:

Commission’s Letter to Superintendent-President Vurdien Reaffirming Accreditation

Rec 1: Follow-Up Visit Team’s Report to the Commission (page 4); Rec 1 Agenda Spring 2017 Budget Retreat; Rec 1 Agenda Fall 2017 Planning Retreat

Rec 2: Follow-Up Visit Team’s Report to the Commission, page 5

Rec 3: Follow-Up Visit Team’s Report to the Commission, page 5

Rec 4: Follow-Up Visit Team’s Report to the Commission, page 6-7; Rec 4A - Academic Senate Minutes; Rec 4B - Academic Senate Minutes – page 3, Item F1; AIP 34 D; 2017 Campus Climate Survey Results

Rec 5: Follow-Up Visit Team’s Report to the Commission, page 7

Rec 6: Follow-Up Visit Team's Report to the Commission, page 8; Calendar of Events Professional Development

Rec 7: Follow-Up Visit Team's Report to the Commission, page 9; 2017 Campus Climate Survey Results Summary

Rec 8: Follow-Up Visit Team's Report to the Commission, page 10; 2017 Campus Climate Survey Results Summary;_AIP 4A - Annual Update Completion Rates 2015-2016 and 2016-2017

Rec 9: Follow-Up Visit Team's Report to the Commission, page 11; Rec 9 Student and Learning Services SLO Annual Assessment Report March 2017; Rec 9 Assessment QuickStart Guide; Rec 9 Student Services SLO Assessment Template; Rec 9 Email to Student Services SLO Assessment Quick Start Guide & Templates; Rec 9 Student Services Integrated Planning VP Rankings 2016-17; Rec 9 Student Services Integrated Planning Composite Rankings 2016-17; Rec 9 Fall 2017 Student Services Breakfast Presentation

Data Analysis:

ACCJC Midterm Report Data Reporting Form

PCC Adopted Budget Summary, page 18

Flex Day 2015 - Professional Learning for Faculty and Classified Staff

Copy of Final Attendance Tally Equity Events 15-16

PCC Pathways Success Summary, 2015-16

Cost Effectiveness Study of PCC's First-Year Pathways

Annual Update Collegewide

Roster of Participants in Equity Workshops 2016-17

OER Professional Development Spring 2016

Academic Senate Minutes March 28 2016

P&P Minutes April 3 2017