Standard IIA: Instructional Programs

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

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

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

- Providing courses and programs, in a variety of instructional modalities, which reflect academic excellence and professional integrity;
- Fostering a dynamic and creative learning environment that is technologically, intellectually and culturally stimulating;
- Challenging our students to participate fully in the learning process and encouraging them to be responsible for their own academic success;
To support the mission, the College offers a comprehensive array of higher education programs for residents of the District service area as well as for students outside of the District. These programs are located on the College’s main campus, on-line through the College’s Distance Education program, and at offsite locations (the Community Education Center and Rosemead Campus):

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

**Online Programs:** The College Mission and Educational Master Plan express the College’s commitment to develop more online/hybrid courses, to create instructional pathway programs, and to increase student access, particularly to high demand courses (IIA-2: EMP Executive Summary). Every semester, Distance Education Student Surveys are administered to students enrolled in on-line classes. Data from these surveys will be used to assess course compliance with Title 5 and WASC regulations. Because Title 5 and WASC regulations require that online courses follow the same standards applied to face-to-face courses, the College’s online programs uphold the integrity of the mission (IIA-3: DE Course Quality and Standards).

**The Community Education Center:** The Community Education Center (CEC) comprises 16 major program areas with an enrollment of approximately 5,000 students each semester. The CEC includes noncredit classes or programs that are in the following categories: general studies, technology, business, classes for adults/older adults, Foster Care, Parent Education, Cosmetology, and support services for credit and noncredit students.
CEC is very active in the local community and PCC Community College District. It services all of the area high schools with its High School Outreach programs held at the center: California High School Exit Exam (CAHSEE) Preparation program, High School Diploma Program, GED Program, and the Stepping Up Program. The CEC also provides Parenting courses and courses for seniors and disabled students in a number of off-campus sites. In addition, it provides six different Foster Care programs (IIA-4: Screenshot of CEC Homepage). All of its non-credit programs are offered free to its students; therefore, it upholds the College’s mission to enhance the general welfare of the communities within its District area.

**Rosemead Campus:** The Pasadena Community College District (PACCD) is geographically located in the Western San Gabriel Valley of Los Angeles County and composed of several school districts including Arcadia, a portion of El Monte, La Cañada, Pasadena, Rosemead, San Marino, South Pasadena, and Temple City. As of the 2010 US Census, the population in PACCD’s geographic areas totaled 403,556 (IIA-5: Observations 2010-2011). To increase access to the College’s programs in its district, over 80 general education classes were taught at this offsite location in fall 2013 (IIA-6: PCC Rosemead Press Release). High-demand classes in general education continue to be taught at the College’s Rosemead campus.

The College’s Institutional Effectiveness Committee (IEC) is responsible for ensuring that all programs align with the college mission and are adequately rigorous. All instructional programs are evaluated with a rubric that assesses their alignment with the PCC Mission in the Program Review Process conducted by the Institutional Effectiveness Committee (IEC). This rubric, illustrated in Figure 1 and known as the IEC Rubric on Program Review, includes criteria that assesses alignment with the College Mission (IIA-7: Rubric for Program Review). More specifically, every program must present a Mission Statement that outlines the purpose of the program, identifies stakeholders, and aligns to the mission of the college and specific priorities of the Educational Master Plan (EMP).
**Evaluation**

By offering programs at various locations and through multiple modes of delivery, the College meets its mission. The College’s Institutional Effectiveness Committee holds the primary responsibility for ensuring the quality and integrity of the College curriculum. Therefore, programs are reviewed in a systematic way ensuring that they meet the mission of the institution regardless of the location and means of delivery.

**Actionable Improvement Plan**

None

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

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

Determining educational needs must take into account the students’ educational preparedness. The College uses research and data in the form of consistent data sets that are provided to Program Review authors. These data sets disaggregate data and show educational preparedness. For example, for their 2010-2011 Mathematics Program Review, the authors examined data sets that included basic skills progression, basic skills students in non-basic skills courses, and demographics (IIA-8: 2010-2011 Mathematics Program Review). From these data sets, the Mathematics program could determine that the least prepared students who normally would be placed in Math 402, would succeed at higher rates in the course if they first completed a new course Math 450.

The College uses multiple means to assess students’ educational preparedness. The Assessment Services Office uses Accuplacer to administer placement testing in Chemistry, English, English as a Second Language (ESL) and mathematics (IIA-9: Assessment Services Home Page Screenshot). The College also has used Directed Self-Placement, such as in a stretch acceleration pilot program for English composition (IIA-10: Minutes from Board of Trustees Meeting on April 4, 2012). Finally, transcript analysis by College counselors is used to assess students’ educational preparedness.

To inform the college of student learning needs, the College has approved Policy #2100 (IIA-11: Board Policy 2100: Planning Process), which stipulates that the planning process must address students’ educational needs. With this intent in mind, the College uses research and data to determine these needs. Program Reviews are required to look at success rates by demographic group. These consistent data sets that are both institutional and discipline specific are available in TaskStream for programs to use during the evaluation process (IIA-12: Success by Demographics, IIA-13: Success, Retention, Enrollment, FTES and FTEF, IIA-14: Completion Data, IIA-15: Sections Offerings, IIA-16: Demographic Data, IIA-17: Success, Retention,
Enrollment by Method of Delivery). Therefore, programs can analyze which demographic groups must be better served, and how the College can increase success rates through development of instructional programs (e.g., Ujima, Veterans’ Pathway, or First-Year Experience Pathway).

Furthermore, the College relies on research conducted by the Institutional Effectiveness Office. The main website for Observations contains current information on multiple areas of student success and more detailed information is given in the periodic publications. (Observations Website, IIA-18: Observations 2009-10, IIA-19: Observations 2010-11). In the College’s Pathways programs the cohort groups (First-Year Experience, Athletes, International Students, Career, and Ujima) are tracked by criteria: Credits earned in Year 1, Fall to Spring persistence, English and math success rates, and probation status (IIA-20: Evaluation Notes from April 2, 2014 Staff Meeting). This research then is used to improve the program’s responsiveness to student needs. For example, success rates of the Fall 2011 Pathway students indicate that almost 65% of these students earned a “C” or better. As this percentage is under the 71% success rate target recommended by the IEC, the relatively new Pathway program assessed that it needed to continue to improve curriculum, resources, and professional development. In January and February 2014, the Academy of Professional Learning, the College’s professional development program, held two workshops for 46 faculty and staff members. These workshops, entitled “Growth Mindset: A Growing Solution for Fixing Education?” focused on how to implement strategies in the classroom to encourage student persistence (IIA-21: Growth Mindset Workshop).

Pasadena City College continues to offer robust degree programs, and it has developed many innovative instructional programs to meet the varied interests and needs of its students. These programs include Stretch Acceleration Composition (STACC), MathPath, Career and Technical Education programs, Weekend College, and Distance Education.

Stretch Acceleration Composition (STACC): This program aims to close the achievement gap, particularly for Basic Skills students in English. (STACC) aims to place reading, writing, thinking, and scholarship as the core content of English courses. By changing the English course
sequence and composition, and allowing students to self-select into an English course, the STACC program aims to increase access to and success in transfer-level composition courses (IIA-22: STACC Vision and Mission). Currently, STACC is in its pilot phase, with plans to receive course approval from the College’s Curriculum and Instruction committee by Spring 2015.

**Math Path:** Math Path, another innovative program focusing on acceleration, allows Basic Skills math students to complete two semesters of math in one course. In addition to getting tutorial and counseling support, Math Path students get access to resources like computer labs and programs that can help them to succeed (IIA-23: Screenshot of Math Path Homepage). By offering supplemental instruction, Math Path has been able to increase success rates. The Supplemental Instruction pilot in math courses led to a 20% higher success rate for students using SI than for those not using it (IIA-24: Basic Skills Assessment Plan).

**Career and Technical Education programs:** The Design Tech Pathways meet students’ needs in Career and Technical Education. CTE programs are improved based on labor market analysis, and this analysis is included in CTE program reviews. For example, the Digital Media Program, which offers certificates in Computer Assisted Photo Imaging, Graphic Design, Interactive Multimedia Design, surveyed its advisory committee, and found that 80% of the committee agreed that the program addresses current market needs, and 100% agreed that the program’s requirement of 48 units was too much, especially because some courses were antiquated. To better serve the labor market and effectively prepare its students, the Digital Media program plans to reduce the number of required units for the main certificate, and add a mini certificate (16 units) for retraining students who already have foundational skills (IIA-25: 2010-11 Digital Media Program Review).

**Weekend College:** Beginning in Fall 2013, the College now offers students the opportunity to attend classes on Friday evenings, Saturdays and Sunday morning at either the College’s main campus or Rosemead campus. Students can take courses in various disciplines that lead to an associate degree or career technical education certificate. This new program was designed for students that face challenges attending classes during the week. Therefore, Weekend College
meets the needs of the working adult student, as well as students with parenting and familial responsibilities. All of the courses taught through the program are part of programs that already undergo program review (IIA-26: Weekend College Website Screenshot).

**Distance Education:** To increase student access and completion rates, PCC continues to develop its Distance Education program. The College offers three modes of distance education: online courses (fully online using the College’s Canvas system), hybrid courses (partly online using Canvas and partly face-to-face on campus), and telecourses (combines lectures, videos, and six face-to-face meetings on campus). Model Distance Education courses in high need and high impact areas, such as English Composition, Political Science, and Health Education, have been developed. Distance education courses are required to meet learning outcomes for the course. This is captured in the Form D that is registered with the Curriculum and Instruction Committee (IIA-27: Form D).

The College assesses progress toward achieving stated learning outcomes by conducting analytical reviews demonstrating that instructional programs are relevant to the interests, needs and educational goals of the students served. Degree programs are reviewed every six years and Career and Technical Education programs are reviewed every two years (IIA-28: Program Review Calendar). The IEC evaluates these programs according to rubric criteria. To insure that programs meet student needs, this rubric assesses how well programs align to the Educational Master Plan, how well student learning outcomes are understandable to students, and how well programs are insuring student success. Recommendations for improvement are made to ensure that these programs are consistent with the interests and needs of students. For example, the 2010-2011 ESL Program Review noted that the success rates for ESL 122 from 2005-2007 ranged from 63.0% to 65.1%. The IEC rubric provides a target for success at 71%. To improve success of students in ESL 122, program faculty collected data from Fall 2010 and Spring 2011. They then compared the success rates of students in ESL 122 sections paired with the lab course to that of students in ESL 122 without the lab course and determined that supplemental instruction increased student success (IIA-29: Basic Skills ESL 2010-2011 Program Review, IIA-30: Basic Skills ESL 2011-2012 Program Review).
Each semester, PCC asks faculty to assess student achievement of student learning outcomes according to a systematic assessment cycle. For example, in Spring 2013, faculty assessed SLO #2 and #6 in all of their courses and General Education Outcome #2 (Communication) in any of their courses that aligned with this General Education Outcome (IIA-31: Assessment Reference Guide). Faculty then report on the student learning outcomes assessment that has occurred in the department in the previous academic year. The submitted Annual Assessment Reports are then reviewed by the Learning Assessment Committee with a rubric and feedback is provided to the department authors. The ESL 2012-2013 Annual Assessment Report and the feedback from the Learning Assessment Committee to the Fashion program illustrate this process (IIA-32: ESL 2012-13 AAR, IIA-33: 2013 Fashion AAR Feedback). The archived Annual Assessment Reports are available on the PCC website (Archived Assessment Reports Website). Also, the IEC requires all programs to report on program level learning outcomes assessment in the program review process (IIA-34: Instructional Program Review Required Outcomes).

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

**Evaluation**

The College’s Program Review process, Annual Assessment Reports, research and data, and student evaluations are responsible for ensuring that PCC continues to address its students’ educational preparation and interests.
**Actionable Improvement Plan**
None.

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

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

Many faculty teaching in traditional classrooms use Canvas, the College’s Learning Management System, to enhance their instruction. Use of Canvas allows faculty to increase contact with students while giving students access to resources and materials outside of the classroom: faculty deliver syllabi, handouts, links to online material, assignments, and assessments via Canvas. Additionally, the Program Review process gives faculty across the campus the opportunity to match their programs’ delivery systems and modes of instruction to the objectives of the curriculum and the needs of students (**IIA-35: Instructional Program Review Required Outcomes Mode of Delivery**). Through the curriculum review process, the Curriculum and Instruction Committee (C&I) reviews Course Content Outlines to ensure that modes of instruction align with the outcomes and objectives of courses (**IIA-36: C & I Curriculum Reference Guide, IIA-37: C&I Process, IIA-38: C&I Rubric for Course Modifications, IIA-39: C&I Rubric for New Courses**). This includes approving courses to be taught in a Distance Education mode. To win this approval, faculty must complete the Form D, which requires aligning modes of instruction with outcomes and objectives (**IIA-27: Form D**). To meet the needs of students in high impact areas, the College has developed Distance Education Model Courses. The courses, which were developed through the C&I process, are designed by faculty and taught by qualified Distance Education instructors. The Model Courses expand the modes of instruction, increase access for
hard-to-get courses, and anticipate students’ future needs. Model Courses include various forms of assessment, ranging from discussion posts, journals, and portfolio reflections to end of the unit tests and essays. Their course content is equivalent to that in face-to-face courses sections. Finally, Model Courses include modules with weekly objectives, interactive activities (e.g., discussions, collaborations, and project set-up for assignments/assessments), interactive/multimedia content, and weekly review of course material (IIA-40: Model Courses Presentation, IIA-41: Model Course Website Screenshot).

The College ensures that the delivery of instruction is both appropriate and current through the Program Review process, which includes the assessing of Program Reviews by the Institutional Effectiveness Committee (IEC) (IIA-42: Board Policy 2560 Institutional Effectiveness). In addition, annual SLO Assessment Reports, which gather Student Learning Outcome data, are submitted to and reviewed by the Learning Assessment Committee (LAC). Both the IEC and the LAC make recommendations regarding instructional modes and delivery systems, in relation to course, program, and institutional outcomes and objectives. For example, the Bio-Technology program indicated that students could understand the equipment but struggled to communicate their understanding. Program faculty studied the data and reflected upon the new directions (increasing communication skills) that the instruction might take. In addition to recommending that assessment of higher-level thinking would improve students’ knowledge, the LAC noted that improved technology would add new methods of teaching students to use lab equipment (IIA-43: Bio-Technology AAR Feedback). College also relies on student surveys of instruction conducted every academic year to evaluate instructional modes and delivery systems. For example, in the 2010-2011 survey, the College found a correlation between student success rates and the level of engagement in and outside the classroom. The success rate for students who reported that they “Very often” worked in groups in class was 82% whereas the success rate for students who reported that they “never” worked in groups in class was 78% (IIA-19: Observations 2010-11). Also, by comparing success and retention rates in face-to-face and on-line courses, the College is able to assess the relationship between instructional mode and student need (IIA-44: Success Rates by Method).
Dialogue about delivery systems and modes of instruction is taking place across campus, as evidenced by Program Reviews, SLO Assessment Reports, and the development of new courses and modification of existing courses through the C&I process. The Distance Education Department, which oversees the development of online course offerings, assists instructional divisions in the development of online courses, while ensuring that faculty stay informed about the policies and procedures relevant to and required of such courses. The Academic Senate’s Distance Education Committee also discusses and assesses the appropriate policies and procedures for online instruction (IIA-45: Academic Senate DE Committee Mission Statement).

Professional Learning Days offer additional opportunities for the dialogue to take place, as faculty can find training in using non-traditional delivery systems and modes of instruction while determining how best to choose such approaches to meet their students’ needs (IIA-46: Academy of Professional Learning Workshop Schedule 2013-2014). Through professional learning opportunities 358 faculty received training in developing rubrics, 423 in assessing SLOs, 93 in using technology in the classroom, 346 in integrating innovative pedagogy, 346 in developing curriculum, and many other areas related to utilizing appropriate and effective delivery systems and modes of instruction. Table 1: DE Professional Learning shows the number of faculty who received training in Canvas, the College’s Learning Management System (IIA-47: 2010 DE Training Opportunities, IIA-48: 2011 DE Training Opportunities, IIA-49: 2012 DE Training Opportunities, IIA-50: 2013 DE Training Opportunities, IIA-51: 2014 DE Training Opportunities). The continuing upgrade to smart classrooms--equipped with computers, projectors, and smart boards, and wireless Internet--gives faculty additional opportunities to expand their modes of instruction (IIA-52: Section Offerings by Mode of Instruction).

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Table 1: DE Professional Learning

**Evaluation**

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

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

The Distance Education Department is vigilant in ensuring not only that online, hybrid, and Web-enhanced courses and programs are in place, but that they are appropriately integrated into the curriculum while satisfying Federal and State educational guidelines. By making
recommendations on curriculum and instruction, evaluation and assessment, technology, accessibility, infrastructure, and academic support services that affect all modes of distance education course delivery, the Distance Education Committee of the Academic Senate ensures that the development and offering of such courses are pedagogically sound. Furthermore, this committee provides recommendations on ongoing faculty development and consistent support in the areas of pedagogy and technology in order to ensure that faculty who teach distance education courses are able to provide high quality learning environments for the students of Pasadena City College.

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

**Actionable Improvement Plan**

None

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

**Descriptive Summary**

The College supports teaching and learning through assessment of Student Learning Outcomes (SLOs) at the course, program, and general education level. For students, SLOs provide clear and concise statements of the expected knowledge, skills, and attitudes they are supposed to demonstrate at the end of the course, program, or degree. The College has defined a program as a sequence of courses leading to either a Certificate of Achievement, Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer degree, or Associate in Science for Transfer degree. Faculty document their assessment of program SLOs in their program reviews.
The Institutional Effectiveness Committee evaluates programs, applying a rubric that is used to assess program outcomes assessment. SLOs for these programs are defined by faculty and are documented in these locations: Program Outlines of Record in WebCMS, the Program Reviews in TaskStream, and the College Catalog.

The College developed SLOs through a lengthy process. In 2012-2013, 1,676 courses were offered, and 100% of these courses have published SLOs that are a part of the Course Content Outlines and Program Outlines of Record. The Course Outline of Record for Economics IA illustrates this process ([IIA-53: Economics 1A Course Outline of Record]). 100% of these courses are engaging in ongoing assessment of learning outcomes. 107 college programs exist and 100% of these programs have defined learning outcomes and are engaging in ongoing assessment of these outcomes. New courses taken through the C&I process must identify SLOs as part of the CCO. SLOs may be modified for existing courses through the same C&I process ([IIA-54: C&I Course Modification Proposal]).

SLOs are regularly assessed through a process suggested by the Learning Assessment Committee. Course, Program and General Education SLOs are assessed with the results entered in eLumen, PCC’s software platform for recording assessment data, and gathered in an Annual Assessment Report ([IIA-55: Reading 2012-2013 AAR]), which is reviewed by the Learning Assessment Committee. The LAC provides feedback to Divisions and Programs based on its assessment of the Annual Assessment Reports. Assessments of Program SLOs are reported in the Program Reviews submitted to the IEC ([IIA-56: 2013 Natural Sciences AA Program Review]).

Faculty score student achievement of SLOs in eLumen with rubrics that they have developed. Then, once a year, they document their analysis of this data and the resulting improvements in a narrative Annual Assessment Report in TaskStream. The Annual Assessment Report has a section where authors document their recommendations for improvement to improve student learning. Additionally, the College’s 2012 General Education Outcomes Assessment documents improvements that were made as a result of assessments that were conducted of GEO #1: Communication. This archived General Education Outcomes Assessment indicates that results
are used for improvement. For example, the Chemistry program assessed GEO #1 among its Chemistry 1A students, and found that the majority of the students were on the cusp of basic competency in written communication. As a result, the program developed a new student learning outcome “Demonstrate competency in scientific writing,” and revised assignments that allow for more practice of writing, ranging from focused journal entries to revision of longer reports that incorporate professors’ feedback. (IIA-57: General Education Outcomes Assessment Communication, IIA-58: LAC GEO #1 Analysis).

**Evaluation**
The College has established a thorough structure for designing and assessing student learning outcomes, which includes the C&I process for new course adoption and course modification, Annual Assessment Report reviews conducted by the LAC, and the review of Program Reviews conducted by the IEC. Assessment includes recommendations for improvement and resource requests to implement improvement of student learning. As the LAC and IEC both make recommendations to BRAC, resource requests are being tied to program planning and budgets. Overall, the process ensures that the College prioritizes student learning in course design and modification, curriculum development, and resource allocation.

**Actionable Improvement Plan**
None

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

**Descriptive Summary**
PCC has implemented an institutional process for determining the quality of all courses and programs, namely through Annual Assessment Reports and Program Reviews. Annual Assessment Reports document the quality of courses; they describe the learning outcomes that were assessed, the forms of assessment, the results and analysis, recommendations for improvement, and resource requests to make these improvements (Archived Assessment Reports Website). In 2012, the College established the Learning Assessment Committee (LAC) to provide support to faculty in assessing student achievement of course learning outcomes and to give feedback to faculty authors of Annual Assessment Reports (IIA-59: LAC Website Screenshot).

At the program level, Program Reviews are conducted to evaluate how effective programs have been at achieving their missions and program outcomes and how programs align with the College Mission and Educational Master Plan. Program members conduct the reviews by analyzing consistent data sets provided by the Institutional Planning & Research Office, Program SLO data, and any additional data collected by the members (IIA-12: Success by Demographics, IIA-13: Success, Retention, Enrollment, FTES and FTEF, IIA-14: Completion Data, IIA-15: Sections Offerings, IIA-16: Demographic Data, IIA-17: Success, Retention, Enrollment by Method of Delivery). In 2010, the College implemented the Institutional Effectiveness Committee (IEC) to evaluate Program Reviews according to a rubric, to make recommendations for improvement, and to make broad recommendations for improvement to the College (IIA-42: Board Policy 2560 Institutional Effectiveness, IIA-60: IEC 2013 Broad Recommendations). All instructional programs, including both credit and non-credit programs, are required to participate in the program review process.

**Evaluation**

By engaging in annual assessment of student learning outcomes and regular program reviews (six-years for academic programs, two years for CTE) and by creating the Learning Assessment Committee and Institutional Effectiveness Committee, the College ensures that an institutional process exists for determining the quality of all courses and programs.

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

Descriptive Summary
Student learning outcomes and assessments are established for each course, program, certificate, and degree, as evidenced by course and program outlines of record, which are available on the PCC website (IIA-61: English 1A Course Outline of Record, IIA-62: Speech 13 Course Outline of Record, IIA-63: Early Childhood Education AS-T) and program outcomes listed in the College Catalog (IIA-64: 2014-15 College Catalog, IIA-65: College Catalog Program Outcomes Screenshot). Pasadena City College faculty regularly review the curriculum in their designated disciplines to ensure that courses are up-to-date, and reflect the latest advances in their fields. This review occurs every year for every course through annual assessment reports, every six years for review of course outlines, and every six years for programs (every two years for CTE programs). Established procedures are used to develop courses and programs and faculty play a major role in this endeavor.

The C&I Policy 3200 establishes the procedural guidelines for the committee, including that the committee chairperson shall develop the meeting schedule, and designates specific responsibilities for the faculty representatives. The Curriculum & Instruction Committee (C&I) meets regularly throughout each semester to review curriculum proposals submitted by faculty. There are three types of proposals for courses or certificates/programs/degrees: New, Modifications, and Deletions. Faculty from each discipline submits proposals based on a published calendar. Preliminary proposals are reviewed by division representatives that are members of the C&I committee, followed by a "technical review" subcommittee at which time feedback is provided to the faculty authors. Faculty then enter the proposals into the campus's curriculum management database, where the final proposal is reviewed by resource experts, such as the Curriculum Specialist that ultimately submits the courses to the Chancellor's Office, the
campus’s Articulation Officer (AO), and the dean of Career Technical Education. As curriculum is the purview of faculty, faculty members are responsible for submitting proposals for the C&I process (IIA-66: Board Policy 3200 Curriculum Development, Adoption, and Review).

These procedures to approve and administer courses, programs, certificates, and degrees are effective, as evidenced by dialogue in the Curriculum and Instruction committee regarding the effectiveness of the C & I process and the resulting improvements that were made to it (Meeting Minutes). As a result of this dialogue, a more formal set of procedures has been established and implemented since fall 2013 (Cite evidence for appendix). According to these procedures, the faculty author of a new or existing course discusses his curriculum proposal idea with his C & I department representative to determine the proposal’s placement on the C & I rubric. The faculty author submits the curriculum proposal to the C & I department representative, who meets with his C & I team to review it. This team provides feedback on areas of improvement to the faculty author; the proposal is revised and resubmitted to the department representative who submits the revised proposal for technical review. The C & I subcommittee reviews the proposal and submits feedback to the representative to forward to the faculty author. After this second-level of feedback, the faculty author makes necessary revisions and submits the new proposal to WebCMS, a system used by the College to store course proposals. Once the proposal undergoes further review within WebCMS, it is brought to the full committee for approval.

These procedures lead to assessment of quality and improvement, and faculty are responsible for identifying appropriate student learning outcomes and assessments. Student achievement of course learning outcomes (SLOs) in all courses is assessed every semester and the results are reported the following year in Annual Assessment Reports. Faculty members are the primary authors of these reports. Annual Assessment Reports document the quality of courses; they describe the learning outcomes that were assessed, the forms of assessment, the results and analysis, recommendations for improvement, and resource requests to make these improvements. The College has implemented the Learning Assessment Committee (LAC) to provide support to faculty in assessing student achievement of course learning outcomes and to give feedback to faculty authors of Annual Assessment Reports (IIA-32: ESL 2012-13 AAR, IIA-33: 2013 Fashion AAR Feedback, Archived Assessment Reports Website).
At the program level, Program Reviews are conducted by faculty members to evaluate how effective programs have been at achieving their missions and program outcomes and how programs align with the College Mission and Educational Master Plan. Program members conduct the reviews by analyzing consistent data sets provided by the Institutional Planning & Research Office, Program SLO data, and any additional data collected by the members (IIA-12: Success by Demographics, IIA-13: Success, Retention, Enrollment, FTES and FTEF, IIA-14: Completion Data, IIA-15: Sections Offerings, IIA-16: Demographic Data, IIA-17: Success, Retention, Enrollment by Method of Delivery). The College has implemented the Institutional Effectiveness Committee (IEC) to evaluate Program Reviews according to a rubric, to make recommendations for improvement, and to make broad recommendations for improvement to the College (IIA-42: Board Policy 2560 Institutional Effectiveness, IIA-67: IEC Webpage Screenshot, IIA-60: IEC 2013 Broad Recommendations, IIA-29: Basic Skills ESL 2010-2011 Program Review, IIA-30: Basic Skills ESL 2011-2012 Program Review). These reviews of programs, certificates, and degrees are conducted every six years for academic programs and every two years for Career and Technical Education (CTE) programs (IIA-28: Program Review Calendar).

As a result of evaluation, many improvements to courses, programs, certificates, and degrees have occurred. For example, at the course level, instructors in the English Composition program assessed student learning outcome #1 (“Write cogent, well-developed arguments that clearly articulate a thesis supported by textual evidence”) in English 1A (Freshman Composition). The average score suggested that the majority of students at midterm are not proficient in meeting this learning outcome. As a result of this assessment, the English 1A and other Composition faculty are developing STACC (Stretch Accelerated Composition) courses to increase student preparedness for SLO#1 and freshman composition in general (IIA-68: 2012 Composition AAR). Improvements have been made at the program level as well. For example, the Speech Communication program maintains high success and retention rates; the program saw a significant increase in success rates from 2006-2007 when systematic assessment of student learning outcomes began. The Speech Communication Program Review also recommended that large scale assessment should include norming sessions and that professional development for
full-time and adjunct faculty, especially those teaching online courses, should be increased (IIA-69: 2011 Speech Communication Program Review).

**Evaluation**

Faculty assume the primary responsibility for designing learning outcomes, as well as approving, evaluating, and improving courses and programs. A 6-year course review cycle has been established for all non-CTE courses on campus, and a 2-3-year course review cycle for CTE courses. Since fall 2013, a more formal set of procedures has been implemented to make sure the curriculum development process involves the input and collaboration of faculty with the same academic expertise on the subject and continuous feedback from the C & I committee.

**Actionable Improvement Plan**

None.

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

**Descriptive Summary**

Significant progress has been made in the development, assessment and evaluation of student learning outcomes across the institution. Pasadena City College has a comprehensive plan to ensure student learning outcomes are systematically developed, vertically aligned, regularly evaluated and that the results of this process are fully integrated into ongoing curriculum development across the institution. At PCC, faculty evaluate programs and assess outcomes during the Course Outline of Record Review, the General Education Outcomes Assessment, the Annual Assessment Report, and the Program Review Process. Figure 1 is the Assessment Reference Guide that is used by the College to explain the assessment components and process.
Faculty are actively engaged in SLO assessment and evaluation by defining policy, implementing procedures, and providing technical and professional development support across all General Education and Career and Technical programs, certificates and degrees. Faculty develop and draw on their expertise to identify measurable student learning outcomes and competency levels for courses, certificates, general education and career and technical education, and degrees. SLO development is fully tied to competency based assessment rubrics across all courses and programs in a cycle that promotes ongoing observation, reflection and revision of methods of instruction, assessment and content needed to achieve student success. The institution regularly assesses student progress towards achieving those outcomes. Advisory committees are actively contributing to evaluation of SLOs.

The College has a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs, certificates, and degrees. Pasadena City College has adopted five General Education Outcomes (GEO) aligned with the college mission of student success which reflect the recommendations of the California Community Colleges Student Success Task Force ([JIA-70: GEO Website Screenshot](http://www.pasadena.cc.ca.us/StudentSuccess/Tasks/StudentSuccessAssessment/)). The GEOs...
were developed collaboratively by faculty and approved by the Educational Policies Committee of the Academic Senate. One GEO is evaluated across the college annually and the results are submitted to the faculty run Learning Assessment Committee (LAC), using eLumen software or paper form alternative. Formed in 2012, the LAC serves as a resource for all stakeholders by providing support to and communicating the results of the evaluation process at each level of the institution (IIA-71: Academic Senate Minutes October 7, 2013). Faculty then review LAC feedback and determine in course committees what changes and improvements must be made. For example, during the College’s fall 2013 professional development day, English department faculty determined that some SLOs needed to be revised in order to assess student achievement of learning outcomes more accurately and to communicate these outcomes more clearly to students (IIA-72: English Professional Learning PowerPoint on Assessment).

Course level SLOs are developed by faculty and approved through the Curriculum and Instruction Committee (IIA-66: Board Policy 3200 Curriculum Development, Adoption, and Review). All proposals require alignment to the critical priorities of the EMP (including the GEOs), vertical integration through sequential courses in a program, an integrated relationship of SLOs to Specific Performance Objectives (SPO), Methods of Instruction, Content, Assignments and Methods of Evaluation. The Curriculum and Instruction Committee has instituted a new method for C & I approval that includes multiple levels of review and advisement to ensure that all proposals meet the standards within the review cycle.

SLOs at the Program level are developed by faculty and reviewed through the program review process at the Institutional Effectiveness Committee (IEC), a shared governance committee of predominantly faculty composition. The IEC evaluates academic programs every six years and Career and Technical (CT) programs every two years. Program reviews are submitted through TaskStream. The IEC evaluates Program SLOs using a rubric and offers recommendations on SLO quality, alignment and evaluation based on student success data (IIA-7: Rubric for Program Review). At the time of this document, the IEC has reviewed seventy-two programs and the archived program reviews are available on the PCC website (Archived Program Reviews Website). The IEC has scheduled twenty-seven more for review by the end of the 2013/14 academic year (IIA-28: Program Review Calendar). Therefore, ninety-nine programs will be
reviewed to date. In addition to Program Review, program SLOs are published in the Course Outline of record in Web CMS and in the college catalog. Because all programs culminate in a certificate, degree or transfer, all SLO development and evaluation is vertically aligned throughout every student’s course of study.

Annually, departmental faculty assesses SLOs at the program and course level, record assessment data and document improvements in the Annual Assessment Report in TaskStream. Course level SLO data are recorded and aggregated in eLumen or using a paper alternative; faculty members document their analysis of the data and recommendations for improvement in the Annual Assessment Report which is reviewed by the all faculty Learning Assessment Committee (IIA-59: LAC Website Screenshot). Faculty developed course level SLOs are published in all course syllabi and recorded in the Curriculum of record in Web CMS.

Under the newly organized School of Career and Technical Education, CTE Program proposals must align SLOs with EMP priorities as measured by a (IIA-73: CTE Program Approval Rubric) CTE certificate programs of 18 units and above also require approval through the Los Angeles and Orange County Regional Consortia (Formerly LOWDL) of California, ensuring competencies specific to technical and transferable skills are integrated into program development. No programs have yet to be approved by this new organization. CTE programs also undergo review every two years by the IEC.

Student Learning Outcomes and competency standards for Career and Technical programs are developed by faculty in consultation with Industry Advisory Committees and, where applicable, state and national industry organizations and licensing bodies. Annual meetings of Advisory Committees are conducted where faculty and advisors evaluate the currency of SLOs in a range of areas from technical competencies to general competencies in transferable skills (IIA-74: Board Policy 3600 Advisory Committees for Career and Technical Education Programs). Program review includes documentation of Advisory Committee input, such as in the Dental Assisting Program Review showing advisory input actions regarding program level outcomes and budget allocation. For example, the Dental Assisting program refers to standards established
by the Commission on Dental Accreditation when it determines whether the program’s resources meet the program outcomes (IIA-75: Dental Assisting Program Review).

Career Tech Programs’ course SLOs and assessment are developing in response to the requirements of Course Identification Descriptor Transfer Curriculum and Common Core in K-12. CTE Programs align course outcomes with program level outcomes that meet these standards (Program SLO Alignment Website, IIA-76: Paralegal Studies Program SLO Alignment). CTE course SLO and assessments also have occurred in response to program accreditation through national technical organizations such as ABET (Accreditation Board for Engineering and Technology) which include a rigorous set of competencies in student learning outcomes.

Career and Technical Faculty maintain currency in competency standards through Externships with industry advisors, informing SLO development and competency based assessment. SLOs, assessments and other substantial changes to Occupational Skills Certificates and Certificates of Achievement require approval by the Los Angeles and Orange County Regional Consortia LAOCRC (IIA-77: Externship Report).

Each semester, the College performs a systematic evaluation and review of student progress toward achieving learning outcomes. Assessments of General Education Outcome #1: Communication (GEO#1) were conducted in Spring and Fall of 2012 and Spring 2013. Assessment results were evaluated and improvements were implemented in Spring 2013. The GEO #1 assessment process is thoroughly documented above in the Archived GEO Assessments section. The LAC, created during the first round of GEO assessment in 2012, has evaluated the process of assessing GEO #1 and is currently in the assessment stages for assessing GEO #2: Cognition (IIA-31: Assessment Reference Guide, IIA-78: GEO Colloquium Cognition Flyer).

As a result of the GEO #1 assessment, the LAC agreed to ask all instructional departments to align their course level SLOs with the College GEOs, as appropriate. All departments are nearly complete with this task and the Office of Academic Affairs is currently inputting the alignment information into eLumen, the SLO data collection software used at the College. Therefore, College constituents can access student performance data for all General Education Outcomes in
any given semester in archived General Education Outcome Assessments and in Program Reviews that document program SLO assessment.

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

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

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

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

**Actionable Improvement Plan**
None.
IIA.2c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

**Descriptive Summary**

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

Faculty members are hired using the standard hiring practices, including the requirement of meeting the minimum qualifications for the academic area. After hire, the quality of faculty is continuously monitored through the faculty evaluation process. Full-time faculty members are evaluated yearly until the achievement of tenure and then every three years. This includes student and administrative evaluation, peer evaluation, a materials review, and self-evaluation in the form of goals and accomplishments. Part-time faculty are evaluated their first semester and again within the next year. Evaluations then occur once every three years and include student evaluations and peer evaluations ([IIA-79: Review of Professional Performance for Teaching Faculty, IIA-80: Teaching Faculty Worksheet]).

Qualified and experienced faculty drives the processes for curriculum and program development and review. New courses and programs developed by faculty and instructional divisions must adhere to the approval process involving the Curriculum and Instruction (C & I) Committee. Dialogue about curriculum and programs is assured by faculty presentations at C & I meetings and demonstrated in committee minutes ([IIA-81: C & I Minutes August 29, 2013]).

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

SLO Assessment for courses is used to monitor synthesis of learning and is completed and discussed among appropriate discipline faculty on an annual basis in the Annual Assessment Report. Program Reviews must evaluate how well the teaching approaches and curriculum meet the appropriate depth, rigor, and sequencing of courses. Additionally, program reviews must analyze student success and achievement to determine that students are completing programs in a timely manner. Once submitted, these reviews are examined by the Institutional Effectiveness Committee (IEC), which provides feedback on how programs can improve performance.

Prerequisites, co-requisites, and advisories/recommended preparation also assist in establishing appropriate rigor for courses as well as determining course sequencing. Pre-requisites and co-requisites are critical to prepare students to succeed as they progress towards their completion goals (degree, certificate and/or transfer). For Distance Education offerings, rigor and effective student-instructor contact is also reinforced through the C & I Process (IIA-3: DE Course Quality and Standards, IIA-36: C & I Curriculum Reference Guide, IIA-82: Form D Rubric) and through Form D, a form by which a course is certified to be offered in the online format (IIA-27: Form D).

The curriculum review process ensures that content and rigor of courses are equivalent in all delivery modes. At Pasadena City College, the goal is to deliver the same content and maintain the same rigor as on-ground courses, yet the success rates are not equivalent. To address this, in 2013, following a comprehensive review of best practices for distance education, the Distance Education Department created a Model Course Program to ensure high quality distance education courses. Under the guidance of the Distance Education Department, faculty began a process of course redesign (IIA-40: Model Courses Presentation, IIA-41: Model Course Website Screenshot).

The Academic Senate Distance Education Committee is also taking a more active role in collaboration with the Distance Education Department in addressing issues of online education.

High quality instruction is also a focus in the Non-Credit Division to support student success in the Adult High School Diploma Program, ESL Program, and Short-term Vocational Certificate Programs. The Adult High School Diploma recently updated all of its courses not only to comply with new regulations, but also provide students with more relevant curricular offerings. The Non-Credit has also established a Program Review process to ensure more frequent self-evaluations for program improvement. All three program areas now collaborate with credit programs to ensure an easy transition to credit programs. For example, the ESL Program at the Community Education Center has been meeting with the Credit ESL Program to align their courses and to increase the transfer rate of Non-Credit ESL students to the Credit ESL program. As a result of these meetings, several recommendations from the 2010-2011 CEC-ESL Program Review have been implemented, including bridge classes for non-credit ESL students and a Career Pathways program (IIA-84: 2010-2011 CEC-ESL Program Review). The joint goal is to provide more opportunities for student enrichment and greater life skill applicability.

**Evaluation**

The College meets the standard. Curriculum development and review has improved since 2013 with the implementation the C & I Rubric utilized to assist faculty in understanding the new course approval process that now aligns with state priorities (degree, CTE and transfer). This new process is now better defined and streamlined, considering the increased volume of curriculum modifications, to ensure appropriate SLOs and SPOs. C & I has also created a team approach in reviewing course outlines due to the large number of courses to review. This has expedited the review process, too.

Even with these changes, Course Outlines of Record have been regularly and systematically reviewed by all departments. In fall 2013, the Curriculum and Review Committee created a six-
year review cycle in collaboration with the instructional schools: School of Humanities and Social Sciences, School of Science and Mathematics, School of Career and Technical Education, School of Visual Arts and Media Studies. This same process is being utilized for non-credit courses.

**Actionable Improvement Plan**

None.

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

**Descriptive Summary**

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

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

In the Distance Education environment, the online faculty training programs require all new instructors to address the topics of learning theory, curriculum design, and creating engaging learning activities (Technological and Pedagogical Readiness) ([IIA-85: Board Policy 3230 Distance Education, IIA-86: DE Faculty Handbook](IIA-85: Board Policy 3230 Distance Education, IIA-86: DE Faculty Handbook)).
Professional development is offered by the Instructional Designer in the use of CANVAS and other instructional technologies. Courses offered other than face-to-face require an addendum (Form D) to the course outline of record detailing the alternate delivery method and are formally reviewed and approved by the Curriculum and Instruction Committee (IIA-27: Form D).

Particular emphasis is also placed on how to use varied methodologies to accommodate diverse student abilities and disabilities.

The cohort or learning community model for building cohesion and success has been developed in several programs, including the CTE areas. For example, the Design Technology Program was created as a model CTE and transfer pathway, and as a professional learning community for students with interest in design careers. The curriculum emphasizes contextualized basic skills math and English. Using multidisciplinary design problem-solving, students work in teams to apply design technology, math, and English content to develop solutions (IIA-87: Sculpted Illumination Assignment).

Pasadena City College has also developed accelerated learning communities in chemistry, math and English. Math Path is a one semester math accelerated learning community that allows students to complete two full semesters of math in only one semester. Students are provided with support resources such as access to the Teaching Learning Center (TLC) Computer lab and study center, tutoring, and computer programs to aid in understanding course material. Another program equally effective is the Stretch Accelerated Composition Project (STACC) that aims to “place reading, writing, thinking, and scholarship as the core content of English courses”. By changing the English course sequence and composition, and allowing students to self-select into an English course, the STACC program aims to increase access to and success in transfer-level composition courses (IIA-22: STACC Vision and Mission).

Some programs have students identify their learning styles. For example, the ESL Department has created the “ESL Center Student Self-Assessment of Language Needs” (IIA-88: ESL Center Self-Assessment Website Screenshot). The Distance Education Department provides a brief self-assessment to take online courses by asking students to take the “Technical Skills Readiness
Self-Assessment” ([IIA-89: DE Technical Skills Self-Assessment Website Screenshot](#)). Many faculty teaching online also incorporate this and other self-assessments into the course content to help prepare students for successfully learning in an online environment.

The wide availability of Web-based, technology-enhanced instruction provides rich learning environments for students with visual, auditory, kinesthetic/tactile, verbal, logical, social, and solitary learning styles. Through workshops designed for professional learning days/Flex Days, faculty have learned about teaching methodologies that address these learning styles. For example, at least 80 faculty members attended workshops on using films to teach critical reading and to appeal to visual and auditory learners during the fall 2012 Flex day ([IIA-90: Integrating Film in the Classroom](#)).

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

**Evaluation**

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

**Actionable Improvement Plan**

32
IIA.2e: The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Descriptive Summary**

Faculty score student performance in eLumen with rubrics that they have developed. Then, once a year, they document their analysis of this data and the resulting improvements in narrative Annual Assessment Reports in TaskStream. Course level SLO assessments are reported on in the Annual Assessment Reports which are reviewed by the LAC. Program level SLO assessment is reported on in Program Reviews and is reviewed by the IEC. Program faculty document their assessment of program student learning outcomes in their program reviews (IIA-91: 2011 Library Technology Program Review). The IEC evaluates program reviews, applying a rubric that is used to assess program outcomes assessment.

PCC uses these evaluation results for improvement. At the course level, faculty committees review course outlines at least every six years for academic programs and every two years for CTE programs (IIA-28: Program Review Calendar). Based on the evaluation and feedback from these committees, faculty then make changes to course outlines (e.g., assignments, textbooks, SLOs, SPOs). Faculty members also document course level improvements on the Annual Assessment Reports (IIA-92 Mathematics 2012 AAR). Faculty committees review academic programs every six years, and every two years for CTE programs. At the program level, the Institutional Effectiveness Committee (IEC) provides feedback on program reviews. This feedback includes suggestions for improvement; program faculty and the division dean discuss these suggestions and establish a plan to implement any changes. For example, after receiving IEC feedback, the Literature Program is working on publicizing its AA and AA-T degrees and to conduct outreach to English major transfers in order to increase the number of AA degrees in English Literature (IIA-93: English Literature 2011-2012 Program Review). The IEC also
generates broad recommendations for the entire college based on all of the program reviews that it reads (IIA-60: IEC 2013 Broad Recommendations).

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

**Actionable Improvement Plan**
None

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

**Descriptive Summary**
PCC ensures that elements assessed include measures of student achievement and learning. Program faculty document their assessment of program student learning outcomes in their program reviews. The Institutional Effectiveness Committee evaluates programs, applying a rubric that is used to assess program outcomes assessment and that includes outcomes for learning and achievement (IIA-7: Rubric for Program Review, IIA-34: Instructional Program Review Required Outcomes).

The results of evaluation communicated and disseminated first at IEC meetings where program review authors are invited to discuss IEC feedback of their program reviews (IIA-94: IEC Minutes April 19, 2013, IIA-95: IEC Minutes March 28, 2014). Program Review authors then
report the results of evaluation at division and program committee meetings, and when applicable, with CTE and Non-Credit advisory committees (IIA-96: Board Policy 3600 Advisory Committees for Career and Technical Education Programs). The IEC’s broad recommendations are presented to all constituency groups at College Council (IIA-97: College Council Minutes April 24, 2013). Finally, all program reviews are published on the PCC website (PCC Archived Program Reviews Website).

PCC uses the results of evaluation for improvement: the procedures of the IEC grant it the authority to make recommendations directly to the college’s Strategic Planning Team, Budget and Resource Allocation Committee, and the Board of Trustees. The IEC has used this authority and several of its campus-wide recommendations have been implemented by the College (IIA-60: IEC 2013 Broad Recommendations). These include the creation of professional learning opportunities in SLO Assessment and program review, as well as connecting budget allocation with assessment and program recommendations. An example of this connection between program review and budget allocation is the faculty hiring process. (IIA-98: Implementation Tracking Sheet for Broad Recommendations, IIA-99: Faculty Hiring Needs Application Form, IIA-100: Faculty Hiring Needs Rubric).

**Evaluation**
By completing program reviews of academic programs every six years and CTE programs every two years, and submitting these reviews to the IEC for evaluation and recommendations, the College ensures that its courses and programs undergo a continuous, systematic evaluation and integrated planning process. Through the IEC’s authority to make broad recommendations to planning committees and the Board of Trustees, the College ensures it communicates results to appropriate constituencies.

**Actionable Improvement Plan**
None
IIA.2g: If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

**Descriptive Summary**
Most of the college does not use departmental or program examinations. A few programs such as the Dental Assisting program and the Nursing program use validated licensure or other well-established exams. These programs use assessment and testing procedures that align with external accreditation requirements.

**Evaluation**
When departmental course and/or program examinations are used, they contain minimal test biases and represent valid means of measuring student learning outcomes, as these examinations are validated licensure or well-established exams.

**Actionable Improvement Plan**
None

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

**Description Summary**
The Course Outline of Record (COR) is the official document containing details about the curriculum for a course. It includes the Student Performance Objectives (SPOs), which are the objectives that the College is aiming for students to perform by the end of the class [IIA-53: Economics 1A Course Outline of Record, IIA-61: English 1A Course Outline of Record, IIA-62: Speech 13 Course Outline of Record]. SPOs directly align with Student Learning Outcomes. Therefore, when instructors assign grades based upon their evaluation of how well students performed these objectives throughout the class, they also are assigning grades based on SLOs.
The material that is taught in each course is contained in the Official Course Outline of Record (COR). The COR contains the objectives that students are to learn throughout the duration of the course. It is up to each instructor to evaluate whether the objectives have been met and to assign appropriate course grades based. Examples of such evaluation methods are contained in the COR and an explanation of the grading process is available on pages 47-79 of the current College Catalog (IIA-64: 2014-15 College Catalog).

PCC ensures that credits awarded are consistent with accepted higher education practices. California’s Title 5 Section 55002.5 determines the number of units of credit for each course. The C&I committee follows this Title 5 regulation and determines the number of units based on the number of hours in a course in each category: lecture, laboratory, etc. Guidelines for this process are found in the Program and Course Approval Handbook published by the Chancellor’s Office for California Community Colleges (IIA-101: Program and Course Approval Handbook).

**Evaluation**

The College has aligned student performance objectives with student learning outcomes, and it has well-established course content outlines. Because instructors are to teach to these outlines and assign grades based on how well students achieve course objectives, the College meets the standard.

**Actionable Improvement Plan:**

None

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

**Descriptive Summary**

Pasadena City College awards certificates and degrees based on a program’s stated learning outcomes in a coordinated, integrated system of scaffolded outcomes in all courses within
certificate and degree programs. Checks and balances exist within the institution and externally for articulation with transfer institutions and industry accreditation.

Pasadena City College awards certificates and degrees for the successful completion of programs. All programs require students meet SLOs at each level. SLO mapping requires SLOs be introduced, reinforced and mastered at ascending levels and, when offered, culminating in a capstone course where the highest level learning outcomes are assessed. Outcomes alignment for programs are listed on the college’s website (Program SLO Alignment Website). For transfer degrees, programs must meet standards for articulated courses in transfer institutions. Information on articulation and current agreements can be found on the PCC website (Articulation Agreements Website, IIA-102: Articulation Agreements Screenshot). Career and Technical degrees and certificate may require external testing for licensure, which requires students meet the learning outcomes for that accrediting body (IIA-103: Program SLOs for externally accredited programs; IIA-104: Industry Certification requirements).

**Evaluation**

By establishing courses and programs with clear student learning outcomes and assessing student achievement of those outcomes, PCC meets the standard for awarding degrees and certificates based on student achievement of student learning outcomes.

**Actionable Improvement Plan**

None

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

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

PCC has a consistent process for examining student learning outcomes to analyze courses for inclusion as general education. Several years ago, all general education courses were mapped to the College’s General Education Outcomes. This outcome mapping is being reviewed to update all program and GEO alignments, and this mapping is included in the program review process (IIA-105: TVR GEO Alignment Matrix, IIA-106: English GEO Alignment Matrix).

The rationale for general education is communicated to students, employers, and other constituencies in the College catalog and on the College Website (IIA-107: General Education Website Screenshot). The philosophy of General Education at Pasadena City College is:

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

After completing the general education requirements, the graduate should have the skills, knowledge, and insights to evaluate and appreciate the physical environment, culture, and society. To promote these skills and knowledge, Pasadena City College has developed General Education Outcomes and Competencies”.

The General Education Outcomes that have been approved by the Educational Policies Committee and Academic Senate are:
1. **Communication:** Use creative expression to communicate acquired knowledge or skills effectively. Competencies:
   
   - 1.1 **Reading:** Read and comprehend written material critically and effectively at the appropriate program level.
   
   - 1.2 **Writing:** Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas; to express feelings; and to support conclusions, claims, or theses.
   
   - 1.3 **Listening:** Listen actively, respectfully, and critically.
   
   - 1.4 **Creative Communication:** Create or communicate through speech, music, art and/or performance.

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

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

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

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

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

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

   - 3.2 **Research Proficiency:** Conduct research and present findings effectively and ethically including the use of correct source citations.
3.3 **Technological Literacy:** Apply technology effectively to locate, evaluate, interpret, organize, and present information using appropriate research tools.

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

5. **Personal Development:** Demonstrate an understanding of practices that promote physical, psychological, and emotional well-being. Competencies:
   - 5.1 **Awareness of Mind and Body:** Demonstrate knowledge and practices that promote a sense of self as an integrated physiological, psychological, and social being.
   - 5.2 **Aesthetic Appreciation:** Show an informed appreciation for artistic and individual expression.

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

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

Appropriate discipline faculty determine the content and methodology as noted on page 2 of Board Policy 3200: Curriculum Development, Adoption, and Review (IIA-66: Board Policy 3200 Curriculum Development, Adoption, and Review). Curriculum proposals, written by
discipline faculty, contain the Course Content Outline and the methods of instruction, and are presented to the C & I committee through their division’s representative. This process is noted on page 3 of Board Policy 3200. Each division can present courses to the C & I committee at specific times throughout the semester, made available to all faculty through the C& I Calendar published before the start of each semester (IIA-108: C&I Calendar Screenshot). The C & I Committee reviews the SLOs for GE courses to ensure there is alignment with the GEOs. For example, the committee would review the course outline of record for English 1B, and note that course SLO #2 (Recognize critical methodologies and how they contribute to interpretation) aligns with GEO#2-Cognition, in particular GEO 2.2 (Critical Thinking and Application), which requires that students can “formulate and apply knowledge, skills, ideas, and concepts to appropriate contexts” (IIA-109: English 1B Course Outline of Record).

**Evaluation**

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

**Actionable Improvement Plan**

None

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

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

**Descriptive Summary**
There are many ways for students to earn their general education at the institution, based on their goals. Each of these options requires students to complete courses in English Composition, the Natural Sciences, Arts & Humanities, and Social Sciences.

Students that wish to earn 2-year Associate in Arts degrees are required to complete the PCC general education pattern along with courses in a major or area of emphasis in one of 19 disciplines. These requirements are explained beginning on page 74 of the current catalog (IIA-64: 2014-15 College Catalog). Students that wish to transfer to 4-year institutions may also complete their general education here at PCC. If they want to transfer to a school in the University of California system, they can complete the Intersegmental General Education Transfer Curriculum (IGETC) (IIA-110: IGETC Transfer Curriculum). Students that wish to transfer to a California State University system school can complete IGETC or the CSU General Education Requirements (Evidence: CSU General Education Requirements (Current Year)). Each of these agreements requires students to successfully complete courses in each of the above listed areas. Students that wish to transfer to 4-year institutions outside of California, or to private universities, need to discuss their courses requirements with the transfer institutions.

**Evaluation**

Students are able to complete their general education requirements through the College’s degree programs, whether students are earning Associate of Arts degrees or transferring to four-year colleges and universities.

**Actionable Improvement Plan**

None

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

Pasadena City College has defined five General Education Outcomes: Communication; Cognition; Information Competency; Social Responsibility; and Personal Development. Defined in detail in II.A.3 of this document, these learning outcomes ensure that students develop the skills to be productive individuals and lifelong learners.

By assessing its General Education Outcomes in two ways, PCC ensures that students who complete general education programs are proficient in general education skills. All courses level student learning outcomes have been aligned to the GEOs. This alignment is found on the PCC website and is illustrated in these examples: IIA-105: TVR GEO Alignment Matrix, IIA-106: English GEO Alignment Matrix. These alignments have been entered into the SLO database eLumen which allows for data to be extracted from course level SLO assessments to the GEO level (IIA-? General Education Outcomes Assessment). This system of alignment ensures that 100% of all GEOs are being assessed every semester. Additionally, the Learning Assessment Committee coordinates a stand-alone assessment of one GEO per year. The first year this occurred, 2012-13, Outcome #1 (Communication) was assessed in participating courses (IIA-57: General Education Outcomes Assessment Communication, IIA-58: LAC GEO #1 Analysis). This academic year, Outcome #2 (Cognition) will be assessed.

Evaluation

Through its assessment of general education learning outcomes, the college is meeting the standard.

Actionable Improvement Plan

None

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

Descriptive Summary

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

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

By incorporating this learning outcome in course and program outcomes and assessing students’ achievement, the college ensures that students recognize what it means to be ethical human beings and effective citizens. Through GEO #4, the college ensures that by completing the general education program, students will demonstrate an understanding of the beliefs, opinions, and values of other people and cultures, as well as the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world. GEO #4 will be assessed in Spring 2014 and the eLumen data for GEO #4 will be available at the end of that semester.

**Evaluation**

The College has implemented a process to assess GEO #4 for all courses in the general education program.

**Actionable Improvement Plan**

None.

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

**Descriptive Summary**
The College awards the Associate in Arts Degree (AA), Associate in Arts Degree for Transfer (AA-T), Associate in Science Degree for Transfer (AS-T), and Associate in Science Degree (AS). These degrees are discipline specific. At present the College awards 20 different areas of emphasis for AA Degrees, 16 AA-T and AA-S degrees, and students may earn 75 different AS degrees.

These degrees are listed on the PCC website ([AA-T and AS-T Website](#)) on beginning on page 72 of the current catalog ([IIA-64: 2014-15 College Catalog](#)).

As outlined in Board Policy 4060: Degrees, Certificates, and Transfer Certifications, the AA and AA-T Degree requires a minimum of 18 units of requirements in a major or area of emphasis identified as appropriate for transfer preparation and as published in the College Catalog with grades of “C” or the equivalent or better ([IIA-111: Board Policy 4060: Degrees, Certificates, and Transfer Certifications](#)). The AS-T and AS Degrees also requires a minimum of 18 units in a major as published in the College Catalog, the requirements of which will be identical to those of a Certificate of Achievement ([IIA-112: AS Degree Requirements](#)).

**Self-Evaluation**
The College clearly identifies the requirements for degree programs, which include focused study in at least one area of inquiry. The College publishes these requires in various locations, including the Policy and Procedures and Degrees for Transfer pages of its websites. Informational material on the various degree programs is available in Division offices, Counseling, and the Transfer Center.

**Actionable Improvement Plan**
None
IIA.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
In 2013 Pasadena City College established the School of Career and Technical Education, with the goal of providing a comprehensive education in current technology and career skills for success in the rapidly changing workplace. The School of Career and Technical Education now comprises the departments of Engineering and Technology, Business, Computer Science and Computer Information Systems, Cosmetology, Non-Credit, Extension and Contract Ed as well as having program approval over CTE programs within other Schools within the College.

The School is organized under the Dean, with an Associate Dean and Faculty Leads within each department. Federal and State Grant programs are administered by project managers. A full-time Counselor is dedicated to CTE, a full-time Work Experience Education Coordinator is developing a comprehensive work experience system while Project Directors manage numerous continuing and new grant programs. CTE oversees the new Small Business Development Center (SBDC) and the Extension Education program, each with a full-time Director.

In addition to complying with current legislative requirements, Career Tech is actively updating technical and professional competencies to align with external licensure and certification of graduates, and national accreditation for all CTE programs.

In Spring 2014 a CTE C+I Rubric was published which defines a rating system for all CTE proposal approvals based on their importance for Student Success (IIA-73: CTE Program Approval Rubric). The Rubric governs CTE Programs, Transferable and Non-Transferable Courses. Approvals are rated on Department of Labor Industry Frameworks, CA CTE Model Curriculum Standards, Labor Market and Salary Information, Taxonomy of Program and SAM codes for sequential courses of study, Program Review Status, AA/AST applicability and transfer relevance. Emphasis is placed on CTE pathway development including work and career readiness, contextualized and integrated academics, national industry certifications.
In late Spring 2014, CTE held a two-day workshop to introduce CTE faculty to the program redesign process. Faculty coordinated teams to execute a major curriculum redesign for several key programs in Business, CIS and Construction. Building towards the highest priority rating in the CTE Rubric, a structured process of critical program review and redevelopment was sustained through the summer resulting in a record number of CTE program proposals entering C+I for the Fall 2014 cycle. This process has yielded a model for program redesign professional learning that will be led by faculty in the next C+I cycle for 2015.

Beginning in 2011, Engineering and Technology began a transformational strategy to create CTE Pathways. Starting with a Student Access and Success Initiative (SASI) institutional innovation grant in 2011, the Design Technology Pathway was piloted to address the needs of math and English remediation using contextualized learning in a broad-based design curriculum. The $100k award funded basic equipment for a Fabrication Laboratory, curriculum development for integrated academics and support for learning community creation sufficient to pilot a section of incoming first year students to successful completion of their freshman year.

Student Support services have been expanded to include a student success coach, who works with students to provide access to resources, preliminary education planning, success strategies and community building activities. A dedicated student computer lab and study space has opened this Fall, staffed with Resource Coach, Tutors and Teaching Assistants from both academic and career courses. The Fab Lab continues to grow and now provides a space for class and independent student projects, Extension Education courses, some taught by student graduates of DTP, and mentoring for work experience projects.

The Math Engineering Science Achievement (MESA) program has been transferred under CTE and continues to support technology students through a study lab, resources and activities, while also providing a bridge to the School of Sciences.

With the award of a Title V Grant in 2012, the Design Technology Pathway became a model program of high rigor and relevance for post-secondary transition into a broad range of engineering and design careers. Awarded by the US Department of Education, under the HIS
Title V, Part A Program, the grant is now entering its third year of a five year award. Entitled ‘Building a Design Technology Pathway through The Road Less Traveled to Increase Hispanic and High-need Student Access and completion’, the grant awards $775k per year, including an annual allocation to a partner four year institution, Cal Poly Pomona, of $96k.

To date, the program has generated a fully supported pathway for incoming high school students including, high school outreach, matriculation support, pre-assessment workshops, summer bridge activities, an incoming student Jam, coaching, academic tutoring, peer mentoring, career exploration, a professional development series for student workers, work experience education projects (design and fabrication, start-ups, hackathons, public design presentations, internships and field trips). With the alignment with the XL Pathway, DTP students have priority registration and inclusion in all XL events and services, such as the College 1 student success course, to ensure a holistic educational experience as freshmen transition from high school into post-secondary education, The pathway has provided three new Occupational Skills certificates, revised and developed eleven courses, and is in the process of proposing two new courses, all of which stack into two forthcoming Certificates of Achievement.

The Design Tech pathway has diversified to create a Machine Industrial Technology (Robotics) option in Fall 2013, structured as a modular course incorporating machine technology, welding, coding and electronics. Using equipment in the expansion and updating of both the Fab Lab and Machine Shop, students also access high tech equipment in Welding and Electronics.

A 2013 association with the Degree Qualifications Profile project of the Lumina Foundation has laid the foundation for the extension of the forthcoming Certificate of Achievement in Sustainable Technology into an inter-disciplinary AA/AST in Sustainability by coordinating all courses within the degree in the theme and application of sustainable theory and practice.

With the award of a California Community College Linked Learning Initiative (CCCLLI) grant in Fall 2012, CTE expanded outreach to improve access, transition, success and persistence with in-district Linked Learning students. Within the two year grant period Outreach to PUSD Linked Learning Academies at John Muir High School and Pasadena High School included participation
in Advisory Committees, attendance at major LL events, peer mentoring projects, and coordination with PUSD administration. These activities have informed the CTE pathways to expand to include a greater range of math and English placement levels as the pathway scales up and to identify and correct loss points in the matriculation process. The project has resulted in the Fall 2014 pilot of a dual enrollment program in four district high schools to offer college credit for a Career Choices course. This pilot forms the basis of a larger dual enrollment program, The Pasadena Academic and Career Trust (PACT) will assist students gain early college credit while preparing for informed career choices at the post-secondary level. The progression of this work will be funded by the extension of the CCCLLI grant for an additional year.

A second grant award from the Irvine Foundation for Linked Learning Pathway to Baccalaureate is currently starting. Within the 18 month grant period ending December 2015, faculty from PUSD, PCC Design Technology and CSULA Technology will work with their corresponding math faculty to develop contextualized math for engineering at the college transition level.

The PCC/GCC collaborative Grant, which concludes Fall 2014, has piloted summer academies in Media and in Computer coding for career exploration, and college counseling to develop a college going culture in junior high school students, as well as professional development for faculty in Integrated Academics and Contextualized Teaching and Learning.

In a strategic plan to redevelop work experience education to meet the changing needs of the new economy, CTE has recently hired a full-time faculty to create an integrated work experience system for all CTE programs within the college. The program will include work experience policy, faculty outreach, externships for faculty and an internship forum to match students with employers for fully supported internships. To date, work experience activities have included student participation in hackathons, start up weekends, internships and a collaboration with LAUSD and a local 3D Printer manufacturer to produce 3D maps and teaching aids for visually impaired students.

Student professional skills development is also incorporated in mentoring for student clubs. To date, three new clubs have emerged through the Design Technology Pathway. Additional
professional development is provided through the new Student Worker Achievement Program (SWAP) for all teaching assistants, tutors and rising college assistants.

The SBDC has been open for almost one year and has assisted local entrepreneurs in developing business plans and accessing capital. The SBDC is collaborating with the new Marketing program to team marketing and media students directly with SBDC clients to create real marketing plans and resources for a range of newly launched retail and service businesses in Pasadena. Student entrepreneurs will engage this service directly in the near future to develop enterprises of their own.

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

PCC CTE is also a member of the AMETL consortia lead by Long Beach Community College to create a pathway to High Tech Advanced Manufacturing careers in the LA region. PCC’s award is $2m for this project.

Both CPT grants will align with the existing work of the Title V DTP, CCCLLI and LLPB grants, creating a comprehensive pathway system to ensure the students from middle school to post-secondary and transfer build the transferable skills needed for success in the new economy while engaging with rapidly changing technology to become life-long learners. An emphasis on understanding the underlying principles of technology, design thinking and professionalism in concert with the most recent technologies will ensure that our students are ready and fully supported as they enter the workforce or transfer to further education to enter the highly paid, high tech careers of the future.
Self-Evaluation
The School of Career and Technical Education is actively working towards integrating all programs into a structured system of general workforce readiness skills, academic standards in reading, writing and quantitative proficiency while simultaneously preparing students for the rigorous technically oriented careers of the future.

Actionable Improvement Plan
None.

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

Descriptive Summary
Students and prospective students receive clear and accurate information regarding educational courses and programs in the College Catalog, which is posted online (IIA-64: 2014-15 College Catalog, College Catalog Website). A limited supply of hard copies is published. The catalog is updated annually. Hard copy and online curriculum guides, which list courses required for certificates and degrees in specific areas, are also available for each individual program of instruction in the Student Affairs building lobby and are regularly disseminated prior to and during academic counseling sessions in conjunction with the development of the individual educational plans.

Students can also find information in the “Programs Offered” section of the college website (IIA-113: Programs Offered Website Screenshot). Program information on the website and in the college provides:

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

Students can also access curriculum guides online. Programs that have supplemental or special admission requirements and/or program prerequisites such as the Nursing Program, are clearly articulated in the College Catalog, in WebCMS, and in supplemental publications. Supplemental program admissions criteria and/or program prerequisites are available through the Counseling Center, online and through individual departments (IIA-114: Nursing Program Admissions Brochure). Special care is taken to ensure that all publications are consistent and complete such that students are made fully aware of these requirements.

An online Schedule of Classes is published for each term providing clear and accurate information on all courses including the course name, description, unit value, prerequisite/co-requisite requirements, skills advisories, time, dates, and transferability to UC and CSU (Online Schedule of Classes Website, IIA-115: Online Schedule of Classes Screenshot).

For each program of study, the institution describes its degrees and certificates in terms of their purpose, content, course requirements and transferability. These descriptions are available through the College Catalog, through individual curriculum guides and through each department’s Website (IIA-116: English Program Website Screenshot, IIA-117: Music Program Website Screenshot, IIA-118: Music Transfer Curriculum).

In every class section students receive a course syllabus that specifies learning objectives consistent with those in the College’s officially approved course outline (IIA-119: Sample Syllabus English, IIA-120: Sample Syllabus Speech, IIA-121: Sample Syllabus ESL, IIA-122: Sample Syllabus Photography, IIA-123: Sample Syllabus Hospitality). Many faculty also post syllabi on their Canvas course pages, on independent Web pages, or in Lancerpoint, the College portal (IIA-124: Syllabi Search Website Screenshot, IIA-125: Faculty Portal Sample Screenshot).

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

**Actionable Improvement Plan**

None

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

**Descriptive Summary**

The primary sources for transfer and articulation information are the college catalog, schedule of classes, and the college website. In addition, these sources direct students toward resources available through student service programs including the Counseling Division and the Transfer Center. The college maintains current articulation agreements for the purpose of ensuring transferability.

Policy 4060, relating to Degrees, Certificates, and Transfers, is on the College’s Policies and Procedures page ([IIA-111: Board Policy 4060: Degrees, Certificates, and Transfer Certifications](#)). Transfer requires are certified according to Intersegmental General Education Transfer Curriculum (IGETC) or CSU General Education requirements. IGETC and CSU
information sheets are readily available to students in Counseling and the Transfer Center (IIA-126: Transfer Website Screenshot, IIA-127: CSU GE Requirements, IIA-128: IGETC GE Requirements), and this information is published in Section V of the College’s current catalog (IIA-64: 2014-15 College Catalog). Students’ educational plans, developed with College counselors, reference and align with the IGETC and CSU requirements to meet students’ educational and transfer goals (IIA-129: Matriculation Website Screenshot, IIA-130: Board Policy 4130 Matriculation, IIA-131: sample ed plan). This information is also available in the Student Handbook (IIA-132: Student Handbook). As per Policy 4060, the Records Office certifies that transferring students have completed all requisite courses (IIA-111: Board Policy 4060: Degrees, Certificates, and Transfer Certifications).

In 2012, the college’s articulation officer requested that instructional divisions review their course outlines for all transfer courses. Divisions compared course learning outcomes with learning outcomes of comparable transfer university courses, and then divisions revised learning outcomes if needed.

The College’s Policy 4115, available on the Policies and Procedures page, makes explicit the College’s commitment to the transfer of its students to baccalaureate-level institutions (IIA-133: Board Policy 4115 Articulation). The College has articulation agreements for most majors with all CSU and UC institutions and with thirty-one private universities. It is the responsibility of the Articulation Officer to serve as advocate for transfer students. The Articulation Officer serves as a resource expert for students, disseminates current information to the campus, and facilitates campus participation in intersegmental articulation programs (IIA-134: Articulation Agreements Snapshot). The College ensures that Articulation Agreements exist, not only with other regionally accredited postsecondary institutions, but also with area high schools for the articulation of high school courses that may result in credit towards transfer (IIA-133: Board Policy 4115 Articulation, IIA-135: Board policy 4117 College Credit for Articulated High School Courses).

Finally, the Articulation Officer verifies that Distance Education courses will articulate before the courses are approved in C & I. In general, universities do not consider the method of delivery (i.e. distance education) for baseline transferability of credit. The University of
California (UC) does not consider the method of delivery (i.e. distance education) for basic UC transferability (IIA-136: 2012 UC Transfer Course Agreement). A few limitations on distance education courses for transfer do exist. The document “2013 General Education Reviewers Guiding Notes” relates to the applicability of courses toward lower-division general education credit in the UC and CSU. There are two general education categories that (in most cases) do not allow distance education courses. The first area is CSU Area A1-Oral Communication, which requires that “courses must include faculty-supervised, faculty evaluated practice in communicating orally in the physical presence of other listeners” (12). Area A1 applies to the College’s Speech 001 course; this course is not offered online. The second area is UC IGETC Area 5C-Science Laboratory and CSU Area B3-Science Laboratory-Laboratory courses offered entirely online are held to particularly close scrutiny. The College’s “wet lab” courses are not offered online (IIA-137: Guiding Notes for General Education Course Reviewers).

Self-Evaluation
The College actively pursues articulation agreements and ensures that transferred courses accepted are comparable to colleges’ students learning outcomes for courses. The transfer of its students to baccalaureate institutions is part of the College’s mission (IIA-138: College Mission Catalog). The Articulation Officer effectively ensures that Articulation agreements are current and that the campus is kept aware of the most current information regarding articulation.

Actionable Improvement Plan
None

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

Descriptive Summary
In 2009, The College approved Policy 3210, a formal, step-by-step policy for program discontinuance that includes a procedure to allow currently enrolled students to complete a
discontinued program or transfer to another comparable program (IIA-139: Board Policy 3210 Program Discontinuance).

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

In the last six years, the College has discontinued thirteen programs; one of these programs was a non-credit program and twelve programs were credit programs (IIA-140: Discontinued Programs).

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

**Actionable Improvement Plan**
None

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

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

PCC regularly reviews all institutional policies. The College is currently reviewing all Board Policies and Administrative Procedures to ensure alignment with the model policies provided by the Community College League of California’s (CCLC) Policy and Procedure’s Service.

All College publications are regularly reviewed. The schedule of classes and college catalog are reviewed annually to assure integrity.

**Self-Evaluation**
PCC meets Standard IIA.6.c.

**Actionable Improvement Plan**
None

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

**Descriptive Summary**
The College’s Policy 3100 on Academic Freedom makes clear that “academic freedom is a right enjoyed by all members of the Pasadena City College community: faculty (tenured, non-tenured, and adjunct), students, classified and administrative staff, and Trustees” (IIA-141: Board Policy 3100 Academic Freedom). At the same time, Policy 3110 on the Professional Ethics of Faculty requires faculty to “adhere to a code of professional ethics that includes responsibilities: to their disciplines; to their students; to their colleagues; to their institution; and to their community” (IIA-142: Board Policy 3110 Professional Ethics of Faculty). Policy 4520 on Student Conduct and Academic Honesty notes that “[s]tudents are expected to be responsible, honest, and non-
violent in exercising their rights to free inquiry and free speech.” Further, the policy prohibits and holds students accountable for academic dishonesty: “such as cheating, plagiarism,” and other acts (IIA-143: Board Policy 4520: Student Conduct and Academic Honesty).

Official policies appear on the college website Policies and Procedures page (PCC Policies Website, IIA-144: Policies Website Screenshot) Policies regarding faculty are included in the Faculty Handbook, distributed by the Academic Senate (IIA-145: Academic Senate Faculty Handbook). Expectations regarding student conduct, including academic honesty, are detailed in Board Policy 4520 (IIA-143: Board policy 4520 Student Conduct and Academic Honesty) and is included on page 69 of the current College Catalog (IIA-64: 2014-15 College Catalog). Student grievance resolution information is available through the Office of Student Learning and Services, on the PCC Website (IIA-146: Student Grievances Website Screenshot), and in the Manual for Student Conduct, Due Process, and Dispute Resolution (IIA-147: Student Conduct, Due Process, and Dispute Resolution Handbook).

Policy 3100.20 outlines informal and formal processes for academic freedom disputes between faculty and managers and between faculty members (IIA-141: Board Policy 3100 Academic Freedom); Policy 3110.20 outlines processes for resolving accusations of professional ethics violations (IIA-142: Board Policy 3110 Professional Ethics of Faculty); Policy 4520.20 outlines processes for violations pertaining to student conduct (IIA-143: Board policy 4520 Student Conduct and Academic Honesty).

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

Actionable Improvement Plan
None
IIA.7a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Descriptive Summary**

The College’s Policy 3110 on Professional Ethics of Faculty holds faculty responsible for practicing intellectual honesty (IIA-142: Board Policy 3110 Professional Ethics of Faculty). The policy reads, “When faculty members recognize that their own personal convictions differ from other well-supported conclusions on the same matter, they have a responsibility to present relevant data as fairly and objectively as possible.”


The Faculty Evaluation process ensures that faculty abide by their professional responsibilities; the process includes questions regarding the instructor’s teaching methods, adherence to the student learning outcomes, and adherence to the course outlines (IIA-79: Review of Professional Performance for Teaching Faculty, IIA-80: Teaching Faculty Worksheet).

**Self-Evaluation**

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

None

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

**Descriptive Summary**

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

Official policies appear on the college website Policies and Procedures page ([PCC Policies Website, IIA-144: Policies Website Screenshot](#)). Policies regarding student conduct, including academic honesty, are included in the College Catalog ([IIA-64: 2014-15 College Catalog](#)). Student grievance resolution information is available through the Office of Student Learning and Services ([IIA-147: Student Conduct, Due Process, and Dispute Resolution Handbook](#)).

Faculty include notes on plagiarism and academic dishonesty in their syllabi to ensure that students know that they are expected to abide by the Student Conduct Code. PCC’s new Learning Management System, Canvas, allows instructors to screen assignments through TurnItIn and receive Originality Reports to combat plagiarism and teach students appropriate methods for using source material. A 2010 Academic Senate Survey on issues of academic integrity revealed areas where faculty want more information and where the college could provide additional assistance ([IIA-148: 2010 Academic Integrity Survey](#)). This survey directly informed the College’s development of an authentication statement. Online courses have secure measures in place to ensure that students abide by academic honesty. These policies are addressed throughout the DE faculty Handbook with a detailed policy description beginning on page 62 ([IIA-86: DE Faculty Handbook](#)). Students in online courses are informed of the
College’s policy on academic honesty (IIA-143: Board Policy 4520 Student Conduct and Academic Honesty).

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

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

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

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

This standard does not apply because the College is a public, open-access community college; there are no codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge.
IIA.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

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