Standard I: Institutional Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

The mission of Pasadena City College (PCC) reads:

> 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.

At Pasadena City College we serve our students by:

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

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

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

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

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

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

In addition to the mission, PCC has developed Institutional Core Values that are included immediately following the mission statement:

As an institution committed to successful student learning in an environment of intellectual freedom, Pasadena City College is guided by the following essential, enduring, and shared values:

A Passion for Learning

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

A Commitment to Integrity

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

An Appreciation for Diversity

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

A Respect for Collegiality

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

A Recognition of Our Heritage of Excellence

We recognize that we draw upon the College's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and community. (IA-1: Mission Statement and Institutional Core Values from the College Catalog)

Self Evaluation

Broad educational purposes

The broad educational purposes of PCC are clearly articulated in its mission statement, which declares, "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." To achieve this rich environment, "the College provides an academically rigorous and comprehensive curriculum." The purpose of maintaining this rich learning environment for students is "to enhance the economic conditions and the quality of life in these communities."

Intended student population

As an open access, public institution, PCC's intended student population is necessarily broad. The mission identifies both broad and specific student populations. At PCC, the broad student population is identified as students that are pursuing career and educational goals and individual development. An essential subset of this broad audience is the "members of the diverse communities within the District service area."

Commitment to achieving student learning

The commitment to achieving student learning is pervasive throughout PCC's mission statement. The first sentence of the mission statement clarifies: "The mission of Pasadena City College is to provide a . . . learning environment that encourages, supports, and facilitates student learning." It is reiterated in the opening sentence of the Institutional Core Values, where PCC defines itself "as an institution committed to successful student learning."

Pasadena City College meets Standard IA.

Actionable Improvement Plans

None.

IA.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The purpose, character, and student population of PCC are all defined in the institutional mission statement. The mission statement serves as the guiding document for all aspects of the College, including planning. The central planning document at PCC is the Educational Master Plan (EMP). The EMP, developed in a multi-year, inclusive process from 2008-2011, is a key way PCC operationalizes the mission (IA-2: Educational Master Plan). PCC applies dual accountability mechanisms to ensure that new programs align with its purposes, character, and student population. When new programs are created through the Curriculum & Instruction (C&I) Committee process, the programs are reviewed through the Institutional Effectiveness Committee's program review process. The criteria with which these two committees evaluate programs are tightly aligned with the College mission and the EMP.

Curriculum & Instruction Committee Evaluation of Program Mission/EMP Alignment

The C&I Committee evaluates student learning programs when they are initially created and when they are brought back to the committee for modification. As of the 2014-15 academic year, PCC offers 35 academic and 75 career and technical program areas that lead to degree and certificate completion. The College also offers lifelong learning programs.

An essential component of this evaluation is assessing the program's alignment with the PCC mission and EMP. This assessment ensures that all student learning programs align with the College's purposes, character, and student population. In the 2012-13 academic year, the C&I Committee began a process to formalize the evaluation criteria in a series of rubrics ([IA-3: Draft C&I Rubric for CTE Proposals](#); [IA-4: C&I Rubric for New Courses;](#) [IA-5: C&I Rubric for Course Modifications; IA-6: Draft C&I Rubric for Distance Education Proposals](#)). Each of the rubrics contains the statement, "focusing on PCC's primary mission as reflected in the Educational Master Plan & SB 1456, The Student Success Act." The rubrics identify the qualities of programs and courses that will qualify them for approval. These qualities align with the mission and EMP.

As stated earlier, the mission defines PCC's student population broadly as students pursuing educational and career goals. The EMP defines educational and career goals through the identification of the following Achievement Areas:

- 4-Year Transfers

- Transfer Prepared

- AA/AS Degrees

- AA-T/AS-T Degrees

- STEM Degrees

- CTE Certificates

Figure IA-1a: EMP Achievement Areas and Targets demonstrates the achievement areas and targets that were included in the original draft of the EMP and Figure.

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

Figure IA-1a: Original EMP Achievement Areas and Targets

* Multi-campus district

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

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

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

Student Success	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
Achievement Areas	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
Transfer to 4 year	2332	2701	2558	2918	2427	2981	2,102	3045	1257**	3112
Associate Degrees	1687	1687	1489	2483	1347	2648	1335*	2814	1915***	2979
STEM Degrees	362	362	166	400	261	440	315	490	357	550
Certificates*	694	764	644	832	723	902	613	941	603	1041
Basic Skills Completion Rate										
Math	13%	13%	13%	16%	17%	18%	19%	21%	21%	23%
English	36%	36%	36%	43%	40%	50%	36%	58%	37%	65%
ESL	21%	21%	21%	25%	20%	29%	23%	34%	23%	38%

*264 AA-T/AS-T degrees
**CSU only
***434 AA-T/AS-T degrees

Project 90 – Achievement Scorecard

Figure IA-1b: Revised EMP Achievement Areas and Targets

The C&I Committee's Rubrics then prioritize the proposals that will achieve the fulfillment of the EMP Achievement Areas/College Mission. This connection is made explicit in Figure IA-2:

Mission Defined Goal	EMP Achievement Area	Highest Priority from Rubric
"Educational goals"	AA-T/AS-T Degrees	New Course Rubric: Courses needed for the AA-T & AS-T
	4-Year Transfers/ Transfer Prepared	New Course Rubric: Courses that transfer for IGETC/CSU Breadth AND that transfer as a Major requirements (at the transfer institution)
"Career goals"	CTE Certificates	Draft CTE Proposal Rubric: Meeting demand using Labor Market Information using T.O.P. code

Mission, EMP, C&I Rubric Crosswalk.

Figure IA-2: Mission, EMP, C&I Rubric Crosswalk

Program Review Evaluation of Program and Service Mission/EMP Alignment

All instructional programs and student support services at PCC perform periodic self-reviews in the program review process that is coordinated by the Institutional Effectiveness Committee (IEC). Each program/support service articulates a mission statement in its program review. The IEC has developed a rubric for the evaluation of program reviews that is used as both a teaching tool with program review authors and as an evaluation instrument for program reviews (IA-7: IEC Instructional Program Review Rubric; Figure IA-3: Program Review Rubric for Mission Statement).

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

Figure IA-3: Program Review Rubric for Mission Statement

The "Mission & EMP Alignment" criterion ensures that the missions of all college programs and student support services are aligned with the purpose, character, and student population of the institution as identified in the College mission statement. Additionally, the rubric requires that program learning/support outcomes are aligned with the program mission which provides an added layer of college mission alignment (Figure IA-4: Program Review Rubric for Program Learning Outcomes).

Learning Outcomes (Program): The skills, knowledge, attitudes, and behaviors that students acquire as a result of completing a program.				
Criterion	Exemplary	Acceptable	Developing	Missing
Focus	All outcome statements are student focused. Statements are written in terms understandable to students.	The majority of outcome statements are student focused.	Fewer than half of the outcome statements are student focused.	
Measurability	All outcomes are defined using easily assessed higher level action verbs which require critical thinking skills i.e. Bloom's Taxonomy.	The majority of outcomes are defined using easily assessed higher level action verbs which require critical thinking skills i.e. Bloom's Taxonomy.	Fewer than half of outcomes are defined using easily assessed higher level action verbs which require critical thinking skills i.e. Bloom's Taxonomy	
Alignment	Aligned with program mission, and as appropriate aligned with General Education Outcomes (GEOs) and/or respective agencies, regulations, and professional organizations.	Aligned with program mission, and as appropriate aligned with General Education Outcomes (GEOs) and/or respective agencies, regulations, and professional organizations.	Not aligned with one or more of the following program mission, General Education Outcomes (GEOs), respective agencies, regulations, and professional organizations.	

Figure IA-4: Program Review Rubric for Program Learning Outcomes

The Student Affairs Area at PCC is comprised of five programs (Figure IA-5: Student Affairs Programs).
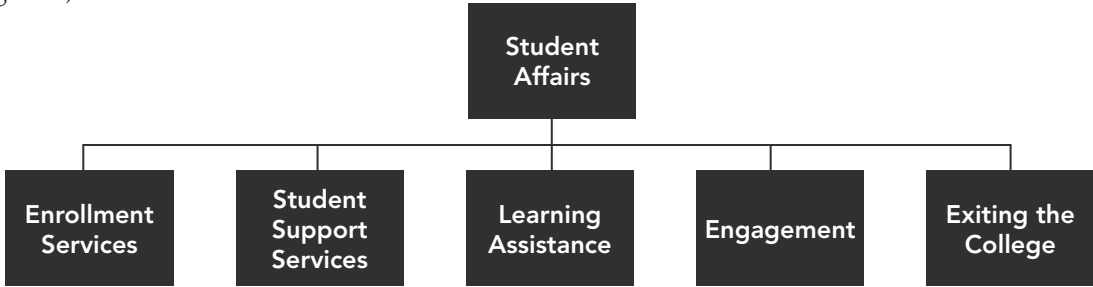
Figure IA-5: Student Affairs Programs

The Student Affairs Area went through a comprehensive program review training process in 2013-14. This process began with the Student Affairs staff collaboratively developing a mission statement for the area in alignment with the College Mission:

> The mission of Student Affairs is to transform lives through a developmental and holistic approach that facilitates success through the enrollment process, promotes learning, engages, empowers, and supports students in achieving their informed career and educational goals.

To accomplish this, Student Affairs is guided by its core values:

- Access into a welcoming environment for all students
- Respect for diverse people and perspectives
- Awareness of personal well-being, social responsibility, and the importance of contributing to a better world
- Partnership with Instruction to maximize the collegiate experience
- Innovation through technology to provide effective service

They also developed outcomes that aligned to both the Student Affairs Mission and the College Mission:

- Enrollment: Prospective students will proceed successfully from admission to a seat in the classroom.
- Student Support Services: Students will access the needed support services to persist in college.
- Learning Assistance: Students will utilize learning support services.
- Engagement: Students will participate in services or co-curricular activities.
- Exiting the College: Students will complete their career, educational, or personal goals.
- Student Experience: Students will report experiencing welcoming service and receiving accurate information.
- Connection: Students will report a sense of connection to the College.
- Self-Direction: Students will identify the necessary steps to reach their goals.

The next step in the process involved each of the five programs in Student Affairs aligning its mission and outcomes to those of the Student Affairs Area and the College. Then, each of the programs assessed their outcomes and documented the resultant improvements in program reviews.

Self Evaluation

PCC's Mission Statement defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. Instructional programs demonstrate their alignment with the College Mission Statement at two points: at the point of creation at the C&I Committee and at the point of review during the program review process with the IEC. The C&I and IEC rubrics align with the College Mission and the Educational Master Plan. Student support services demonstrate mission alignment in program review. All student support services in the Student Affairs Area reviewed and revised their missions recently to align with the College Mission.
Pasadena City College meets Standard IA.1.

Actionable Improvement Plans

None.

IA.2 The mission statement is approved by the governing board and published.

Descriptive Summary

Board Policy 0200 College Mission was approved on June 2, 2010 by the Pasadena City College Board of Trustees. It is published in the College catalog, on the College's website, and in the widely distributed Educational Master Plan Executive Summary (IA-1: Mission Statement and Institutional Core Values from the College Catalog, ; IA-8: Board Policy 0200 College Mission; IA-9: Mission Web Screenshot; i-43: Educational Master Plan Executive Summary).

Self -Evaluation

Pasadena City College meets Standard IA.2.

Actionable Improvement Plans

None.

IA.3: Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The Mission Statement of PCC has been reviewed regularly using the institution's governance and decision-making processes. The most recent review began in 2008 and concluded when the Board of Trustees approved the revisions in 2010 (IA-1: Mission Statement and Institutional Core Values from the College Catalog, IA-8: Board Policy 0200 College Mission). The College Coordinating Council (CCC) is the body identified in *Board Policy 2000 Shared Governance* that handles "issues of college-wide interest" such as the College Mission. The CCC is comprised of members of all constituent groups (i-83: Board Policy 2000 Shared Governance).
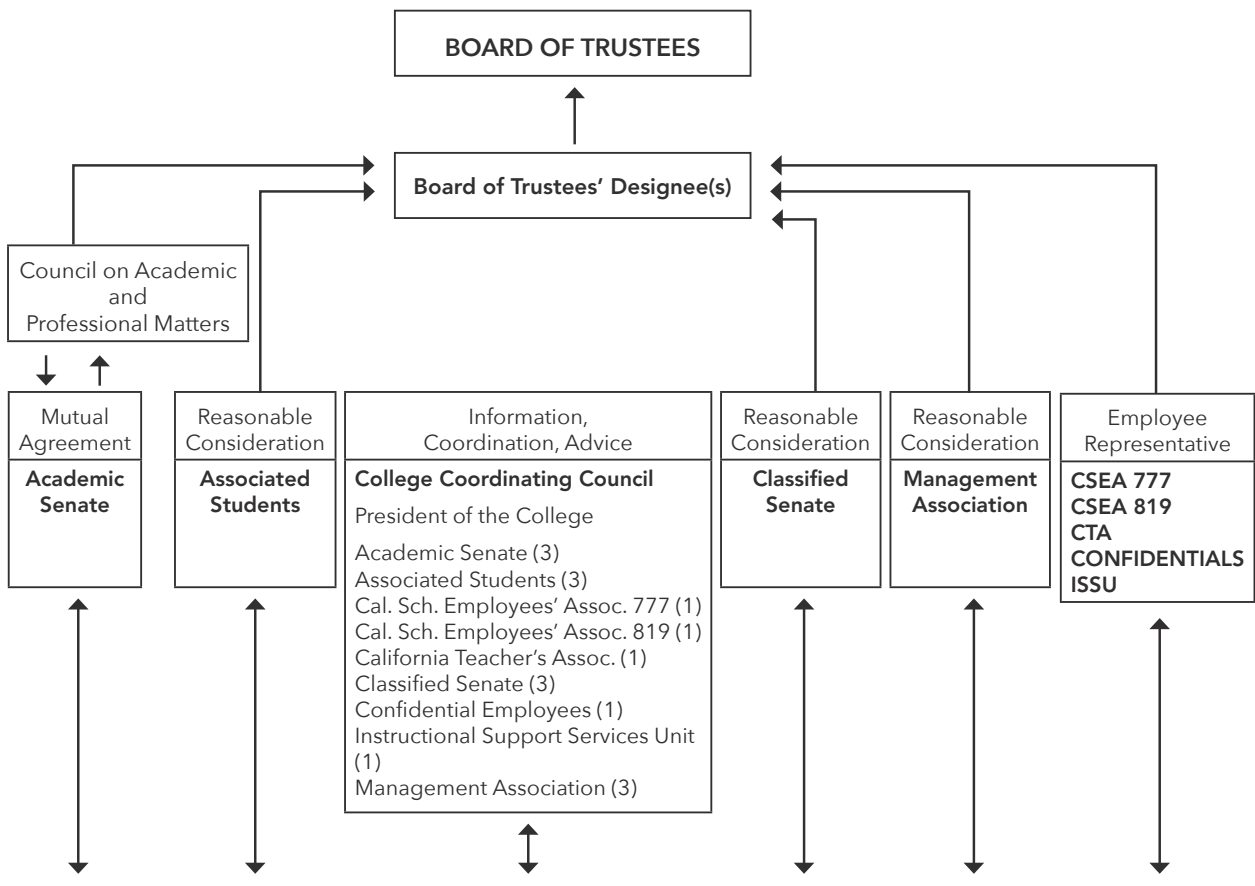
Figure IA-6: Shared Governance Structure

Board Policy 2000 states that for topics not reserved to respective consultative groups "the College Coordinating Council may set up an ad-hoc committee with representatives from groups whose domain is affected." Exercising this authority, the CCC established the ad-hoc Mission Statement Review Committee which consisted of the following membership:

- Board of Trustees member

- President of Academic Senate

- President of Management Association

- President of Classified Senate

- President of Associated Students

On February 24, 2010, there was consensus at the CCC to accept the revisions to the College Mission and to forward them to the Board of Trustees (IA-11: College Council Minutes 02/24/10). One significant change that was made to the mission was to add the phrase "in a variety of instructional modalities" to this portion of the mission:

At Pasadena City College we serve our students by:

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

This revision was necessary to reflect the College's increased distance education offerings and to assert a commitment to quality in these offerings.

On June 2, 2010, the Board of Trustees unanimously approved the revised mission statement (IA-12: Board of Trustees Mission Approval Meeting Minutes).

Self Evaluation

PCC has reviewed its Mission statement on a regular basis and revised it as necessary using existing governance and decision-making processes. The most recent example of this is the revision that began in 2008 and concluded in 2010; this revision added language to express a commitment to high quality instruction in all modalities.

Pasadena City College meets Standard IA.3.

While the Mission statement has been reviewed regularly, this self evaluation revealed that PCC does not have a clearly articulated process and timeline for mission statement review. To improve institutional effectiveness, campus constituents will develop a written process and timeline for the regular review of the mission using existing governance and decision-making processes. This

will ensure that the College's Mission remains current and relevant into perpetuity and that all campus constituents will have a clear understanding of the process by which the mission is reviewed.

Actionable Improvement Plans

To improve institutional effectiveness, campus constituents will develop a written process and timeline for the regular review of the mission using existing governance and decision-making processes.

IA.4: The institution's mission is central to institutional planning and decision making.

Descriptive Summary

PCC's Mission is the driving force behind institutional planning and decision-making. The College mission is the foundation upon which the EMP was built. The opening to the EMP's Planning Framework states, "as part of this process, the College has articulated an overarching Vision for the Plan and for PCC which is informed by the Mission" ([IA-2: Educational Master Plan](#)). The EMP identifies *Mission Critical Priorities and Strategies*. The EMP Executive Summary is the most widely-distributed publication on campus; it states:

> #### MISSION: CRITICAL PRIORTIES
>
> Twelve mission critical priorities, each of which is accompanied by a variety of strategies, have emerged through an ongoing dialogue with the PCC community, the Board of Trustees, faculty, staff, managers, and students. These mission critical priorities, listed below, were developed based on qualitative and quantitative data gathered in the EMP's Environmental Scan.
>
> A. Student Success, Equity, and Access
>
> B. Professional Development
>
> C. Technology
>
> D. Pathways: K-12, 2-Year, 4-Year, and Community Connections
>
> E. Student Support Services
>
> F. Institutional Effectiveness
>
> G. Enrollment Management

H. Sustainability

I. Revenue Enhancement Strategies

J. Life-Long Learning

K. Curriculum Responsive to Market Needs

L. Facilities and Resource Management

Each Mission Critical Priority contains a variety of strategies. The strategies are the planning items for the College. The strategies for *Mission Critical Priority A. Student Success, Equity, and Access* are:

A1. Start students right and ensure their path toward goal completion

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

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

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

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

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

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

A3.2 Engage all departments campus-wide in working with basic skills/underprepared students

These mission-derived priorities and strategies are fundamental to planning and decision-making. One way that this is realized is through required EMP alignment on forms that request funding. When submitting the "Request for Employment of Personnel" form, one must list the specific EMP Strategy number that the hiring of the employee will help achieve (Figure IA-7: Request for Employment of Personnel).

Figure IA-7: Request for Employment of Personnel

In fact, all consent items that go before the Board of Trustees require EMP alignment (Figure IA-8: Consent Item from January 15, 2014 Board of Trustees meeting). Consent item authors list in the description of the item the specific EMP strategy that the resources will fulfill. Therefore, resource decisions are closely aligned with fulfilling the College mission.

Figure IA-8: Consent Item from January 15, 2014 Board of Trustees meeting

The planning process at PCC is intentionally designed to fulfill the Mission. *Board Policy 2100: Planning Process* states, "the College shall implement a comprehensive, integrated planning process which expresses the College's philosophy and mission" (IA-13: Board Policy 2100 Planning Process). As previously mentioned, the Mission was the basis for the Educational Master Plan. The EMP is the College's highest planning document. There are three Areas of the College: Academic and Student Affairs, Business and College Services, and the President's Area. Each area is comprised of multiple units. In Academic and Student Affairs, examples of Units are: School of Humanities and Social Sciences, School of Mathematics and Natural Sciences, and Enrollment Services. In Business and College Services, examples of Units are: Human Resources, Business Services, and Office of Institutional Effectiveness. Units are further sub-divided into their constituent departments. This is the structure for planning at the College (Figure IA-9: College Planning Structure).
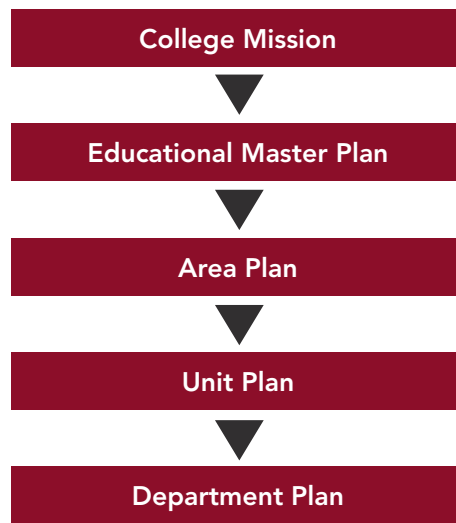
Figure IA-9: College Planning Structure

Each level of planning involves alignment with the EMP. To write a plan, the author is provided access to TaskStream, software which houses Program Reviews, Annual Assessment Reports, and Planning Documents for the College. The planning workspace is pre-populated with the EMP Mission Critical Priorities and Strategies. The author identifies the EMP Strategies that his/her Area/Unit/Department can help realize and creates a planning item in alignment with the EMP Strategy. For example, in the 2012-2017 Academic & Student Affairs Area Plan, one strategy is to "scale up First Year Experience programs and small learning communities (Ujima, Puente, etc.)" to realize EMP Strategy A1: "start students right and ensure their path toward goal completion" (IA-14: Academic and Student Affairs 2012-2017 Area Plan).

Figure IA-10: Excerpt from Academic and Student Affairs 2012-2017 Area Plan

Figure IA-11 provides further examples of the alignment between mission-derived EMP Strategies and the Business & College Services 2012-2017 Area Planning Items. (IA-15: Business and College Services 2012-2017 Area Plan)

EMP Mission Critical Strategy	Business & College Service Planning Item
C2.3 Ensure that all classrooms are equipped with state of the art technologies	Ensure that all classrooms are equipped with state of the art technologies; Conduct a college-wide classroom audit to determine technology needs are prioritize by building and classroom
F2 Systematically document functions, roles, responsibilities, and accomplishments of District and College Committees and councils	Train support staff and committee co-chairs to electronically store content on a single college shared governance web site

Figure IA-11: Excerpt from Business & College Services 2012-2017 Area Plan

Self Evaluation

The Educational Master Plan is how PCC operationalizes the College Mission. It is the top level planning document at the College and all subsequent levels of planning align to the EMP and, therefore, to the College Mission. Additionally, resource decisions are made in alignment with the EMP and documented on forms and consent items that go to the Board of Trustees for approval.

Pasadena City College meets Standard IA.4.

Actionable Improvement Plans

None.

Evidence List for Standard IA