

## B. Assuring Academic Quality and Institutional Effectiveness

### Academic Quality

B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

#### **Evidence of Meeting the Standard**

Pasadena City College engages in and maintains sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continued improvement of student learning and achievement.

The College uses a well-defined committee and constituency group structure to address issues of student equity, outcomes, academic quality and institutional effectiveness. The College Council (CC) serves as the central shared governance committee and clearinghouse for all shared governance recommendations to the Superintendent/President. CC has three standing committees and one subcommittee that deal directly with issues of outcomes, equity, and institutional effectiveness.

- Student Success Standing Committee
- Open Educational Resources Committee (subcommittee)
- Institutional Effectiveness Committee
- Outcomes Standing Committee

These committees focus on continuous improvement of student learning and achievement (meeting minutes). Comprised of faculty, staff, managers, and students, these committees review programs and services across the student lifecycle from recruitment to completion and identify gaps and barriers in student achievement (Student Success Annual Summary and Meeting Minutes).

The Academic Senate is the central constituency body that deals with academic quality. The Senate serves as a strong voice that addresses faculty concerns and viewpoints on issues of equity, student learning and achievement, and academic quality. For example, the Senate has informed PCC's 2017-2019 and 2019-2022 Equity Plans, engaged in dialog about success rates for disproportionately impacted students and provided leadership for assessment and curriculum development (See meeting minutes, pages 6-7, BRO Presentation and Senate minutes). Two operational committees of the Senate, the Learning Assessment Committee and the Curriculum and Instruction Committee, deal with student learning and the quality of curriculum.

Guided Pathways is a college wide undertaking that provides a student-centered framework for integrating California-based initiatives in order to close equity gaps. The Faculty Guided

Pathways Lead is a member of the Senate and provides updates at each Senate meeting on the Guided Pathways framework and how it is embedded throughout the College. The Guided Pathways Leadership Group, with a faculty and manager co-chair, provides vision and support while the Guided Pathways Working Group, a subcommittee of the College Council Student Success Committee, operationalizes and evaluates programming (Minutes for Guided Pathways Working Group). These two groups work seamlessly to ensure that all constituency groups are involved in the work and the Guided Pathways framework is implemented across all levels of the College. This work has resulted in the development of five pillars that address all aspects of a student's journey (screenshot of website). It also includes scaling of PCC's First-Year Experience Program, development of program maps for all degrees and certificates, creation of supportive Career Communities that infuse career exploration into community-based meta-majors, implementation of a streamlined onboarding process that reduces confusion and attrition, and formation of dedicated Success Teams that provide tailored supports. Examination of the exit process has helped to inform the revision of institutional policies, such as the academic renewal policy, and the development of auto-awarding procedures (Academic Renewal Policy 4240).

PCC's Director of Professional Development has designed and expanded the ongoing relevant and substantive dialog about equity and academic quality at the College. Opportunities for substantive dialogue occur at departmental, division, and college wide levels. Examples of programming include Equity Dashboard Workshops, the STEM Professional Learning Series, Book Clubs, Classified Day, and PD (Flex) Day. Flex Day themes have included: "Becoming Student Ready" (2019-2020), "Becoming Student Ready – Our Vision for Success" (2018-2019), "Completion Takes a Community" (2018), "Working Together for Student Equity" (2017, 2016), and "Putting the Pieces Together... Together" (2015).

(Evidence: Equity Dashboard\_PP Presentation, Equity Dashboard\_Instructions for Use, Equity Dashboard\_Calculate Lost Course Completions, STEM Series\_Flyer, STEM Series-Session I\_PP Presentation, STEM Series-Session II\_PP Presentation, STEM Series-Session III\_PP Presentation), Classified Day, *Whistling Vivaldi* Book Club Announcement, *Whistling Vivaldi*-Book Club#1, *Whistling Vivaldi*-Book Club#2, *Whistling Vivaldi*-Book Club#3, Classified Day 2018 Agenda, Classified Day 2019 Agenda, agendas, PowerPoints, breakout sessions offered, etc., are archived on the PD website <https://pasadena.edu/faculty-and-staff/pd/flex-program/flex-day-archives.php>)

The AB 705 Working Group, comprised of the Vice President of Instruction, Dean of Instruction, Dean of Academic Affairs and faculty and managers from the three impacted divisions—English, Math, and ESL—has been a catalyst for change and helped the College to become a state leader in AB 705 implementation as one of the few colleges to fully implement transfer-level curriculum for all students in math and English. The AB 705 team and discipline faculty in the English, Math, and ESL Divisions have participated in and led multiple professional development events through the California Acceleration Project, on-campus department discussions, and workshops presented on PD (Flex) days. These pioneering policies and actions stimulated dialog related to student outcomes, student equity, academic quality,

institutional effectiveness, and continuous improvement of student learning and achievement both within these individual disciplines and across the College (Minutes for AB 705 working group).

The assessment of student learning outcomes is a fundamental component of PCC's focus on equitable outcomes and student learning. The Learning Assessment Committee (LAC), a subcommittee of the Academic Senate, provides guidance and support for faculty as they assess student learning outcomes. The Institutional Effectiveness Committee (IEC) oversees the Comprehensive Program Review process. Together, these two groups facilitate the assessment and review of student learning, program effectiveness, and improvement plans that are directly linked to the College's resource allocation process. Consistent data sets, including disaggregated success, retention, and completion information, are provided to faculty. Evaluation of SLOs and programs has led to curricular redesign for courses such as Biology 11, College 1, and transfer-level math courses (College 1 Redesign Evidence). In addition to improvements in content, pedagogical approaches were redesigned and aligned with the College's equity goals (LAC minutes, IEC minutes).

### **Analysis and Evaluation**

The College meets the standard. The College demonstrates—through active engagement in dialog, assessment, and review—a continuous focus on the improvement of student learning and achievement. The institution has a structured, systematic, and intentional dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement that is carried out by numerous institutional mechanisms and constituencies.

B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

### **Evidence of Meeting the Standard**

PCC defines and assesses student learning outcomes for all instructional programs and student and learning support services. Every course at Pasadena City College has Student Learning Outcomes (SLOs) defined on the course outline of record ([I.B.2 1 Sample Course Outline.pdf](#)). Course SLOs are also listed on every course syllabus, as ensured by the faculty evaluation process ([I.B.2 2 Faculty Evaluation Checklist.pdf](#)). Program Outcomes are defined for all programs and are listed in the program outlines of record as well as in the course catalog and on program websites ([I.B.2 3 Sample Program Outline.pdf](#), [I.B.2 4 Course Catalog PSLOs.pdf](#), [I.B.2 5 Website PSLOs.pdf](#)).

Course-level student learning outcomes (CSLOs) are assessed by faculty every term on a rotating basis, twice within a four-year cycle. Resulting scores are entered in the campus assessment

software, eLumen. Faculty participation in the SLO process is tracked and the results are reported to Division deans at the end of each semester ([I.B.2 6 SLO Cycle.pdf](#), [I.B.2 7 SLO Participation Report.pdf](#)).

Evaluation of student learning outcomes at the program level occurs as a part of the program review process. During the Comprehensive Program Review, faculty perform an extensive review of student achievement data, SLO results and curriculum maps ([I.B.2 8 Academic Program Review Template.pdf](#), [I.B.2 9 Sample Program Map.pdf](#)). Based on this review, they provide recommended action items to be addressed in future annual updates ([I.B.2 10 Sample Program Review.pdf](#)). During these Annual Updates, faculty review and analyze the most recent student achievement and SLO assessment data findings and then create action plans based on their findings ([I.B.2 11 Annual Update Template.pdf](#), [I.B.2 12 Sample Annual Update.pdf](#)).

To assess student service outcomes, the Assistant Superintendent/Vice President of Student Services maintains continuous dialogue with managers and program leads regarding Student Learning Outcome (SLO) assessment. Counseling Faculty head the Student Services Assessment Committee, ensure all areas have current SLOs, establish assessment timelines, disseminate a descriptive assessment guide and maintain communication with all areas ([I.B.2 13 Student Services SLO Handbook.pdf](#)). Templates are used for submission of Assessment Plans (Summer) and Assessment Reports (Spring) ([I.B.2 14 Annual Assessment Plan Template.pdf](#), [I.B.2 15 Annual Assessment Report Template.pdf](#)). Each report requires programs to analyze their assessment results, present findings and reflection, identify intentional plans for improvement and include an initial timeframe ([I.B.2 16 Sample Annual Assessment Report A.pdf](#), [I.B.2 17 Sample Annual Assessment Report B.pdf](#), [I.B.2 18 Sample Annual Assessment Report A](#)).

### **Analysis and Evaluation**

The College meets the standard. Student learning outcomes and assessments have been established for all instructional programs, learning support services, and student support services. Learning outcomes assessments are part of the regular evaluation of all courses and programs as well as instructional and student support services.

B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

### **Evidence of Meeting the Standard**

PCC establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. Per the successful completion and submission of the ACCJC Annual Reports, the College demonstrates that it has established institution-set standards for course completion, program completion, transfer, job placement rates, and licensure examination rates. The College Council's Accreditation Standing Committee, which is made up of faculty, staff, administrators, and students, review, evaluate, and establish the institution-set standards on a yearly basis as seen in the minutes of their meetings ([IB3 1 2019 Final Annual report.Accessible.pdf](#), [IB3 2 Accreditation Minutes-8-Oct-19.pdf](#), [IB3 2 Accreditation Minutes-22-Oct-19.pdf](#), [IB3 4 Accreditation Minutes-5-Nov-19.pdf](#), [IB3 5 Accreditation Minutes-24-Sept-19.pdf](#)).

In addition to the institutional-set standards affirmed in our annual ACCJC report, the College developed institutional goals that aligned with the statewide Vision for Success goals. The revised College mission, and the locally developed Vision for Success goals, became the basis for Educational Master Plan (EMP) adopted by the College in March 2020. The goals in the EMP and the institution-set standards in the annual ACCJC report are aligned and provide the foundation for the College's Integrated Planning Process ([https://pasadena.edu/integrated-planning/emp/docs/EMP\\_2020\\_Booklet.pdf](https://pasadena.edu/integrated-planning/emp/docs/EMP_2020_Booklet.pdf)).

### **Analysis and Evaluation**

The College meets the standard. The Accreditation Standing Committee and the Strategic Planning Standing Committee oversees, evaluates, and broadly communicates the institution-set standards and institutional goals.

B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### **Evidence of Meeting the Standard**

PCC uses assessment data and organizes its institutional processes to support student learning and student achievement. Student Learning Outcome Assessment is incorporated into both the Annual Update and Comprehensive Program Review processes that are conducted by all instructional departments college wide. These processes contribute to the overall Integrated Planning Process of the College. The Annual Update process incorporates an abbreviated version of a program review requiring faculty to respond to several evaluation questions. Evaluation E: Student Learning Improvement is dedicated to assessment and student learning efforts ([IB4 1 2018-2019 Annual Update-Psychology-Eval E-Bookmark.pdf](#)).

For Comprehensive Program Review, Evaluation E: Student Learning Improvement features three specific outcomes for measurement. The first one is dedicated to SLO assessment, the second to articulation and alignment, and the third is dedicated to review and revision of Course

Outlines of Record. All of these are used to identify program effectiveness and areas for improvement ([IB4\\_2\\_2017-2018 Bio-Technology Certificate Review-Eval E-Bookmark.pdf](#)).

### **Analysis and Evaluation**

The College meets the standard. Assessment data is incorporated into integrated planning.

### **Institutional Effectiveness**

B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

### **Evidence of Meeting the Standard**

PCC assesses the accomplishment of its mission through comprehensive program review and evaluation of goals and objectives, student learning outcomes, and student achievement. PCC's Comprehensive Program Review process has been organized in a four-year cycle, wherein each year of the cycle focuses on a different type of program achievement ([IB5\\_2\\_Program Review Calendar Webpage Screenshot.jpg](#)).

For all instructional programs (Certificates, AAs, and ADTs), a standard set of Components and Outcomes have been developed. Every program conducting a Comprehensive Program Review is required to measure and produce findings and recommendations for program improvement. Outcomes are organized into five Components: Overall Effectiveness Based on Success & Retention; Demographics and Improved Equity; Consistent Enrollment Based on Demand; Faculty/Staff and Program Needs; and Student Learning Improvement ([IB5\\_3\\_Instructional Program Review Structure-Revised-12-March-2018.pdf](#)). Non-instructional units and instructional divisions also have an Outcome and Evaluation structure for Comprehensive Program Review ([IB5\\_4\\_Unit Review Structure.pdf](#)).

The Office of Institutional Effectiveness annually updates a college wide set of data for purposes of comprehensive program review. The data is made available via a dashboard in the web-based data visualization software known as Tableau. The dashboard contains data tabs for: Overall Success, Retention, and Enrollment; Success, Retention, and Enrollment by Ethnicity; Success, Retention, and Enrollment by Gender, Course Offerings, Distance Education, Faculty Type, Full-time Equivalent Faculty, Full-time Equivalent Students, and their ratios; and Degrees and Certificates awarded. This data is given for a five-year period to enable longitudinal trend analysis. The dashboard allows any user to access data college wide, or by division, subject, or course ([IB5\\_5\\_Integrated Planning Data Dashboard Intro Screen.jpg](#)).

All Comprehensive Unit and Instructional Program Reviews require the creation of a set of overall Recommendations for Improvement ([IB5\\_6\\_Bio-Technology\\_Review\\_Recommendations\\_for\\_Improvement.jpg](#)). Overall Recommendations for Improvement are built into the Annual Update workspace for each program or unit, providing the opportunity to address the recommendations within the College's annual planning and budget allocation process ([IB5\\_7\\_Bio-Technology\\_Annual\\_Update\\_Recommendation\\_Tactics.jpg](#)).

### **Analysis and Evaluation**

The College meets the standard. The Comprehensive Program Review process, overseen by the Institutional Effectiveness Committee (IEC), assesses how well the College is achieving its mission and goals. Learning outcomes data and program achievement data are incorporated into the Comprehensive Program Review process.

B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

### **Evidence of Meeting the Standard**

The College disaggregates and analyzes learning outcomes and achievement data for analysis and program improvement. The use of disaggregated student achievement data is essential to both the College's Comprehensive Program Review and Annual Update processes. Programs use the Integrated Planning Dashboard provided by the Office of Institutional Effectiveness to review success and retention data disaggregated by race/ethnicity, gender and course modality (e.g. distance education vs. face-to-face) ([I.B.6\\_1\\_Integrated\\_Planning\\_Dashboard](#)). The Annual Update evaluation template prompts program authors to identify gaps in equitable outcomes and provide action plans for improving these performance gaps ([I.B.6\\_2\\_Annual\\_Update\\_Template.pdf](#), [I.B.6\\_3\\_Sample\\_Annual\\_Update\\_Action\\_Plan\\_A.pdf](#), [I.B.6\\_4\\_Sample\\_Annual\\_Update\\_Action\\_Plan\\_B.pdf](#), [I.B.6\\_5\\_Sample\\_Annual\\_Update\\_Action\\_Plan\\_C.pdf](#), [I.B.6\\_6\\_Sample\\_Annual\\_Update\\_Action\\_Plan\\_D.pdf](#)).

Resource requests relating to these action plans are compiled into a master list and distributed to deans and unit managers for initial prioritization. Final prioritization is completed by the Budget Resource Allocation Committee (BRAC), which includes the creation of a Budget Request Master List. Representatives from all campus constituencies review this list at an annual Budget Retreat to prioritize these items for potential funding.

In addition to the Annual Update, programs are reviewed in greater depth every four years as part of the Comprehensive Program Review process. This process includes a deeper evaluation of disaggregated data and Student Learning Outcomes

[\(I.B.6\\_7\\_Academic\\_Program\\_Review\\_Template.pdf\)](#). Program reviews are submitted to the Institutional Effectiveness Committee for review and based on their review, the IEC makes recommendations to the Board of Trustees, the Superintendent/President, the Curriculum and Instruction Committee, the Budget and Resource Allocation Committee (BRAC), and College programs regarding their findings ([I.B.6\\_8\\_IEC\\_Broad\\_Recommendations](#)).

The College has also recently completed the necessary modifications to their SLO assessment software (eLumen) so that SLO scores can be disaggregated. Starting in Fall 2020, disaggregated SLO data will also be provided as part of the Annual Update and Comprehensive Program Review processes ([I.B.6\\_9\\_Sample\\_Disaggregated\\_SLO\\_Report.pdf](#)).

Furthermore, the College is in its second iteration of a Student Equity Plan. The first Student Equity Plan was adopted in 2017 and the most recent was adopted in 2019. The 2019 Student Equity Plan focuses on our disproportionately impacted student populations and develops strategies to improve student learning and achievement for targeted populations (<https://pasadena.edu/student-services/student-equity/student-equity-plans.php>).

## **Analysis and Evaluation**

The College meets the standard. The College disaggregates and evaluates student achievement and learning outcome data. Data that identifies achievement gaps for target populations, as well as recommended action plans, are reported as part of the Annual Update and Comprehensive Program Review process. Specific strategies to address gaps are included in the Student Equity Plan.

B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

## **Evidence of Meeting the Standard**

PCC regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the College's mission. Comprehensive Program Review and Annual Update are the primary means through which regular and systematic review takes place. Non-instructional units and instructional programs are prompted to reflect on program effectiveness and develop data-driven plans related to areas of challenge, concern, or further inquiry, so as to enhance policies and practices that support academic quality and the accomplishment of the College mission. See Standard I.B.5 for an overview of the Annual Updates and Comprehensive Program Review cycle.



Two Academic Senate committees that play key roles in assuring effective policies and practices are the Curriculum and Instruction and Educational Policies Committees. The Curriculum and Instruction Committee's role is to approve new and revised curriculum and academic policies to ensure compliance with local and state regulations (AP 4020). The Educational Policy Committee is charged with considering recommendations on all matters of education policy, including but not limited to Academic Standards, Program Review, Grading, Course Enrollment Management, Classroom Behavior Management, and Educational Program Changes ([Educational Policies](#)).

The Student Success Committee, composed of campus representatives from Student Services and Instruction, meets bi-weekly and identifies ways to improve institutional practices within student and learning support services (e.g. college application, counseling, and course registration processes) and instruction, and do so through an equity-minded perspective in alignment with the College's mission. The Student Success Committee reviews programs and services across the student lifecycle from recruitment to completion and identifies gaps and barriers in student achievement.

Policies and administrative procedures related to resource management are regularly evaluated through governance committees such as the Budget and Resource Allocation Committee (BRAC), Strategic Planning Standing Committee and the Institutional Effectiveness Committee. These three committees review Board Policies and Administrative Procedures that address resource management and governance processes.

The College regularly administers a campus climate survey that asks specific questions about understanding of College governance processes and how individuals can have a voice in those processes. Additionally, members of College Council Standing Committees are asked to complete a committee assessment annually and use the results to inform goals and practices for the next academic year.

### **Analysis and Evaluation**

The College meets the standard. The processes for regularly evaluating institutional practices across all areas of the institution occur through a variety of methods, most prominently the program review cycle, solicitation of campus feedback through surveys and committee assessments, and dialogue at standing committees. Through the mechanisms described, policies and practices across instructional programs, student and learning support services, resource management, and governance processes are all evaluated, and policymaking is informed to assure success in supporting academic quality and meeting the College's mission.

B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

## Evidence of Meeting the Standard

PCC broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. PCC's website serves as a comprehensive hub of information for the College, including its assessment and evaluation activities. Communication to internal and external stakeholders occurs regularly and continually via information and data that is loaded onto [www.pasadena.edu](http://www.pasadena.edu).

The Office of Institutional Effectiveness (OIE) maintains a site that houses large-scale evaluations such as the Campus Climate Survey and the Fall Student Survey ([IB8\\_1\\_Campus Climate Survey Results Page-Screenshot.jpg](#), [IB8\\_2\\_Fall Student Survey Page-Screenshot.jpg](#)). Within this site, there is also a dedicated page for all completed Comprehensive Unit and Program Reviews ([IB8\\_3 Program and Unit Reviews Page-Screenshot.jpg](#)). Additionally, OIE has developed interactive data dashboards on Student Equity, Enrollment, AB705 through-put, and a GIS student map. *Observations*, a compendium of information about the College is produced annually and available on the OIE website and in print version (<https://pasadena.edu/institutional-effectiveness/research/observations.php>).

The Institutional Effectiveness Committee (IEC) is the governance body that reads and provides feedback to program and unit review authors. Teams of committee members read Comprehensive Program and Unit Reviews, and a team leader synthesizes comments and suggestions into a summary that is then presented to the entire IEC committee. Once a review is presented to the full IEC, the IEC Co-Chairs draft a feedback letter and send it to the review authors ([IB8\\_4 IEC Reconciliation Summary Letter Admin of Justice.pdf](#), [IB8\\_5 IEC Reconciliation Summary Letter Anesthesia Tech.pdf](#)). At the end of each academic year, after the IEC has processed all submitted reviews, IEC looks at their body of work and develops Broad Recommendations to submit to College Council. Once accepted by College Council, the Broad Recommendations are incorporated into the Annual Update process to be addressed in annual planning process ([IB8\\_6 Broad Recommendations from 2018-2019.pdf](#)).

## Analysis and Evaluation

The College meets the standard. The official website of the institution provides regular and continuously updated information on its evaluation processes, which is available to internal and external stakeholders.

B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

## Evidence of Meeting the Standard

Pasadena City College engages in continuous, broad based, systematic evaluation and planning. PCC has developed and maintains a robust integrated planning process, which incorporates Comprehensive Program Review, Annual Updates for planning, and resource allocation. Integrated planning focuses on improving institutional effectiveness and fulfillment of the College's mission.

As outlined in the Integrated Planning Handbook, the Annual Update process is the College's yearly planning process that culminates in the development and approval of each year's new budget. The process begins each year with a Fall Planning Retreat in September. All members from the Strategic Planning Standing Committee, Institutional Effectiveness Committee, Budget Resource and Allocation Committee, and Student Success Committee are invited to attend, as well as additional faculty, classified staff, administrators, and students ([IB9\\_1\\_Fall\\_2019\\_Planning\\_Retreat\\_Invite.msg](#)). The retreat consists of presentations from Student Services, Instruction, and Administrative Services, along with a special presentation focusing on a particular issue, such as Equity (2017), Economic and Workforce Development (2018), or the new EMP (2019). The retreat finishes with an overview of the Annual Update including funded items, timeline, and changes to the process ([IB9\\_2\\_2019-2020\\_Integrated\\_Planning\\_Handbook-Instructional.pdf](#), [IB9\\_3\\_2019-2020\\_Integrated\\_Planning\\_Handbook-Non-Instructional.pdf](#), [IB9\\_4\\_2019\\_Fall\\_Planning\\_Retreat\\_Welcome-Agenda.pdf](#)).

The Annual Update process is a college wide process. All departments, disciplines, units, and areas are given the opportunity to participate. There are currently over one-hundred-and-forty individual workspaces created for different participating areas ([IB9\\_5\\_2019\\_Fall\\_Planning\\_Retreat\\_Presentations.pdf](#)).

The templates for the Annual Update contain two major parts. The first part consists of an abbreviated version of the Comprehensive Program Review featuring several evaluation questions. The purpose of the evaluation sections is to allow data analysis and self-reflection to inform each department's planning efforts. There is a template specifically focused on instructional departments/disciplines and a separate template for non-instructional departments and units. The evaluation sections for Instruction focus on student success, completion, program effectiveness, faculty and program needs, etc. The non-instructional template focuses on services rendered and efficiency. The action plan section is the part of the plan that shifts from self-reflection and evaluation to planning for the coming year. All participants – instructional and non-instructional – use a college wide set of planning initiatives, which are distilled from the Educational Master Plan. All participating areas write Tactics (action items) to the planning initiatives that pertain to them. Embedded in the templates for each participating area are their respective program/unit review recommendations. This provides the opportunity during the annual planning process to address recommendations for improvement. IEC Broad Recommendations are also embedded into specific participants' workspaces depending on assigned responsibility. Responsible participants will then write tactics to address the Broad Recommendations ([IB9\\_2\\_2019-2020\\_Integrated\\_Planning\\_Handbook-Instructional.pdf](#), [IB9\\_3\\_2019-2020\\_Integrated\\_Planning\\_Handbook-Non-Instructional.pdf](#), ).

A common data set has been developed by the Office of Institutional Effectiveness for use with both the Annual Update and Comprehensive Program Review Processes ([IB9\\_7\\_Integrated\\_Planning\\_Data\\_Dashboard\\_Intro\\_Screen.jpg](#)). In addition, the evaluation sections of both Annual Update and Comprehensive Program Review have been aligned so that Program Review Authors may use the yearly observations and analysis from Annual Updates when completing their more detailed and granular Comprehensive Review every four years ([IB9\\_8\\_Current\\_Planning\\_Documents-Annual\\_Updates\\_Page.jpg](#), [IB9\\_9\\_Program\\_Reviews\\_Webpage.jpg](#)).

When Annual Updates are submitted, all resource requests are compiled into a master prioritization list. The master prioritization list goes through multiple levels of refinement before being presented at the Spring Budget Retreat for final review and prioritization. The retreat consists of governance committee members as well as additional faculty, staff, administrators, and students. A final ranked list from the Spring Budget Retreat is sent to College Council for recommendation to the Superintendent/President. Once accepted by the Superintendent/President, the ranked list is sent to the Assistant Superintendent/Vice President of Business and Administrative Services to inform the development of the following year's budget ([IB9\\_10\\_1st\\_Level\\_Prioritization\\_Master\\_List\\_2018-19.xlsx](#), [IB9\\_11\\_2nd\\_Level\\_Master\\_List-Annual\\_Update\\_2018-19.xlsx](#), [IB9\\_12\\_Post-Budget\\_Retreat\\_2019\\_Ranked\\_List-5-March-2019.xlsx](#), [IB9\\_13\\_2018-2019\\_Post-Budget\\_Retreat\\_Ranked\\_List-5-March-2019-Funded.xlsx](#)).

The College recently reviewed and developed a new mission statement as well as a new Educational Master Plan (EMP). The mission and EMP were then used in the development of the new Facilities Master Plan and the new Technology Master Plan. The EMP goals are the College's local goals that align with the Chancellor's Office Vision for Success goals – Completion, Transfer, Unit Reduction, Workforce Development, and Equity – and the strategies that have been developed to meet these goals have been organized under institutional priorities that have been taken from the verbiage of the new mission statement – 1. Exceptional Academic Programs and Delivery, 2. Equity-Minded Learning Community, 3. Campus Engagement and Environment, and 4. Customized Student Support ([IB9\\_14\\_DRAFT-EMP\\_Handout-30-January-2020.pdf](#), ([IB9\\_15\\_EMP\\_Session-Management-31-January-2020.pptx](#)).

## **Analysis and Evaluation**

The College meets the standard. The institution's integrated planning process addresses fulfillment of the College's mission and is focused on institutional improvement. Short-term and long-term planning is grounded in the achievement of the College's mission and addresses academic quality and institutional effectiveness.

## **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

Pasadena City College continuously and systematically evaluates, plans, implements and improves the quality of its educational programs and services, both on the College and unit level. The Comprehensive Program Review and Annual Update cycles are the primary means through which short-term plans are developed and evaluated for program effectiveness, making use of

quantitative and qualitative data, outcomes assessment and other pertinent sources. College-wide surveys also yield insights about campus climate and institutional effectiveness. Master Planning documents are derived from the College's mission and goals. The results of all assessment and evaluation activities are broadly communicated in multiple ways, including discussion in governance committees and inclusion on the College website for access by internal and external constituents.