Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A.   Instructional Programs

A1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Pasadena City College, regardless of location or means of delivery, are offered in fields of study aligned with the institution's mission, are appropriate to higher education and culminate in students' ability to achieve their educational goals. PCC recently updated its mission to clearly articulate the college's commitment to student achievement in an equity-minded learning community.

The College's Curriculum and Instruction Committee (C&I), a subcommittee of the Academic Senate, is charged with reviewing all course and program curricula as outlined in Administrative Procedure 4020, to ensure applicability to higher education and alignment with the college's mission. C&I is also responsible for reviewing the means of delivery for courses and programs to assure that regular and effective contact between faculty and students is maintained regardless of location or means of delivery (Form D Distance Education Addendum).

Course Outlines of Record (live link) describe all the detail needed to teach a course, provides information and transparency to the public, and along with the college catalog, indicates transferability of courses to UC and CSU institutions. Transferability to baccalaureate-granting institutions provides evidence that PCC courses are appropriate for post-secondary education. Several CORs are included which have both CSU and UC articulation. In addition, students are

encouraged check with a college counselor or the College's Articulation Officer to determine transferability of courses to private and public 4-year institutions.

<mark>Links to 20-21 CORs and course descriptions are included for the following courses:</mark> Accounting (ACCT 001B), Administration of Justice (AJ 012), Anthropology (ANTHRO 031), Art (ART 001B), Biology (BIOL 010A), Business (BUS 014B), English (ENGL 001A), Geography (GEOG 012), Math (MATH 003), and Sociology (SOC 030).

Additionally, approximately 250 courses, listed in the CID Approved Courses, have been aligned with and approved for the supranumbering Course Identification Numbering (C-ID) system. With courses aligned to an equivalent C-ID, students can easily transfer and articulate courses between California community colleges, UCs and CSUs. Courses that are aligned with a C-ID are used as part of Associate Degrees for Transfer (ADTs), which also ease students' ability to transfer to CSUs. The UC Transfer Pathways are modeled off the ADTs, and although not always exactly the same, they give students interested in transferring to a UC a clearer understanding of the required courses needed for a student to transfer to UC institutions in specific majors. Both the ADTs and UC Transfer Pathways were developed outside of the community college system but provide guidance for transfer and degree completion. PCC has ADTs in more than 30 different areas, demonstrating the acceptance of its courses as appropriate to higher education.

The included example Biological Technology Programs document, together with the college catalog pages outlining degree and certificate requirements, show expected learning outcomes and the available degrees and certificates associated with PCC's programs. The Natural Sciences Division website is an example of how program courses lead to various degrees and certificates.

The California Community Colleges Chancellor's Office (CCCCO) datamart (active link) provides evidence of the awarding of degrees and certificates at Pasadena City College.

Analysis and Evaluation

The college meets the standard (ER9, ER11). The college's Curriculum and Instruction committee ensures courses, programs and degrees align with the college mission and have student learning outcomes. Alignment to the California C-ID numbering system assures transferability of courses. <mark>(Reference Intro section on Degree and certificate completers, transfer numbers and job placement)</mark>

> *A2.* Faculty, including full time, part-time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring

program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The Curriculum and Instruction Committee (C&I) is responsible for reviewing and approving all additions, modifications, and deletions to the college curriculum, which is reviewed and approved by the Academic Senate before final approval by the Board of Trustees. The orientation presentation for C&I and AP 4020 outline the course approval process. The co-chairs of C&I are full-time faculty, as are a majority of the members of the committee.

The sample course outline for ENVS 11 shows how course-level student learning outcomes (SLOs) are incorporated into course outlines of record. SLOs provide the foundational support for all Course Outlines of Record (COR). For every COR, the Student Performance Objectives (SPOs) must be mapped, in outline form, to the SLOs, ensuring that the objectives of the course support the overarching outcomes that students are supposed to achieve by the end of the course. The sample course outline for DANC 005A and ASL 001 are both provided because they were developed either completely by part-time faculty (DANC 005A), or were developed in collaboration with full-time and part-time faculty (ASL 001) when no full-time faculty were on staff to develop the curriculum. Part-time faculty are also required to submit SLO assessment results and action plans as part of the normal assessment cycle.

The Distance Education Proposal Guidelines indicate the standards required of distance education courses. The document indicates that distance education proposals must include descriptions of effective contact, methods of instruction, and universal design. This ensures the quality of distance education courses.

The Institutional Effectiveness Committee (IEC) is responsible for comprehensive program review. AP 3251 describes the composition of the IEC, half of which are faculty. The IEC Member Guide states that faculty write instructional comprehensive program reviews. Thus, course development, approval, C&I review, annual updates, and comprehensive program reviews are conducted and overseen largely by faculty.

The Academic Program Review Template demonstrates the main components and outcomes used for evaluation of instructional programs as part of the comprehensive program review process. The Geotech Certificate Comprehensive Program Review and Business Administration Comprehensive Program Review indicate how faculty evaluate the effectiveness of their programs. The Math Department Annual Update shows how faculty use student success and learning outcomes to inform resource requests as part of PCC's Integrated Planning Process. Finally, the Nursing Curriculum and Program Review document is an example of how departments review program data and develop improvement plans.

Analysis and Evaluation

The college meets the standard. Curriculum are developed and programs are reviewed by faculty. In most areas, much of this work is done by full-time faculty, while in some areas, part-time faculty participate in the processes. Comprehensive program reviews focus on student success data, and the faculty evaluation process ensures that instructors engage in self-reflection regarding pedagogy and student teaching and learning.

> A3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The college has identified Student Learning Outcome (SLO) assessment procedures for courses, programs, certificates, and degrees and the assessment processes are supported by the Learning Assessment Committee (LAC). Departments have assessment coordinators who support faculty in SLO assessment. The LAC has created for deans, coordinators, and faculty toolkits that define the workflow, timelines, and persons responsible for SLO assessment. These toolkits are distributed to the appropriate individuals. Each faculty member assesses SLOs on a cycle that is recommended by the LAC. The cycle is indicated in the AY18-22 Assessment Cycle file. The files entitled Fall 2019 Welcome Back Social Sciences and Fall 2019 SLO Assessment Reminder are examples of how deans and the faculty assessment coordinator communicate to faculty expectations regarding including SLOs on syllabi and SLO assessment. An SLO Coordinator tracks participation in SLO assessment at the course level and collects data on SLO assessment for each instructional division. In fall 2018, 90 percent of course sections were assessed for at least one SLO as part of the regular assessment cycle.

The Curriculum and Instruction Committee (C&I) have defined standards for course proposals (new and updates) relating to SLOs and student performance objectives (SPOs). The format being used makes clear how SPOs support SLOs for each course. That is, the structure of course outlines of record (CORs) at PCC depends on each course having identified SLOs. Evidence included are CORs and syllabi for English, geography, kinesiology activity, physiology, and sociology (IIA3_7_ENGL_001A_COR.pdf, IIA3_8_Engl_001A_Syllabus.pdf, IIA3_9_GEOG_1_COR.pdf, IIA3_10_Geog_001_Syllabus.pdf, IIA3_11_KINA_040A_COR.pdf, IIA3_12_KINA_040A_Syllabus.pdf, IIA3_13_PYSO_1_COR.pdf, IIA3_14_Pyso_001_Syllabus.pdf, IIA3_15_SOC_030_COR.pdf, IIA3_16_Soc_030_Syllabus.pdf). These show alignment between SLOs in the COR and those included on syllabi.

Analysis and Evaluation

The college meets the standard. Through processes developed by the Curriculum & Instruction Committee and the Learning Assessment Committee, the college ensures that student learning is regularly assessed and individual divisions and departments ensure that SLOs are communicated to students via course syllabi.

> A4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

When the college offered pre-collegiate courses in math, English and ESL, it made clear in the course numbering system used in the college catalog, course schedule of classes, and in the course attributes housed in our student information system (Banner) that such courses were precollegiate and nontransferable. Since the passage of Assembly Bill 705 (AB 705), which affects how community colleges place students into course sequences, PCC opted not to offer pre-collegiate level math beginning in fall 2018 with full implementation for math and English in fall 2019.

The institution does, however, continue to offer a sequence of pre-collegiate ESL courses that lead to transfer level coursework in ESL. The sequences of ESL courses provided as evidence show how students move through those courses; levels 1-5 are indicated and correspond to the numbering system referenced in the college catalog. ESL levels 1-3 are precollegiate which help students advance to and succeed in college level curriculum in ESL levels 4 and 5. The COR for ESL 122 (level 3) and ESL 033A (level 4) can be seen here. ESL 122 is a level 3 pre-collegiate, non-transferrable course, designed to prepare students for success in higher-level coursework. ESL 33A is a degree applicable, UC/CSU transferrable course.

All noncredit coursework, which is considered pre-collegiate, has a course numbering system significantly different from the credit numbering system. Noncredit courses all have a 4 digit course identification number compared to a 2 or 3 digit for credit courses. (i.e. ESL 1010, PAR 7683, BUSN 2852). *Insert a catalog page here for 2020-2021 catalog*

Analysis and Evaluation

The college meets the standard through the course numbering system and course description found in the college catalog.

> A5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course

sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The institution's degrees and programs follow practices common to higher education, including appropriate length, breadth, depth, rigor course sequencing, time to completion and synthesis of learning. The PCC catalog states in its section on degree requirements (p. 96) that all associate degrees require at least 60 units. This is additionally reflected in AP 4100. AP 4020, in item 2a states that both Title 5 and the current version of the Curriculum Standards Handbook are used in determining whether to approve curriculum proposals. Additionally, the C & I (Curriculum and Instruction Committee) Orientation Presentation references the California Community Colleges Chancellor's Office's Program and Course Approval Handbook (PCAH) as a guiding document for approving curriculum (p. 74 for associate degree unit requirements). All of these ensure that academic standards at PCC are aligned with common practices in higher education and that degrees awarded meet the 60-unit threshold. The Geography Associate Degree for Transfer, the Automotive Technology, and the Registered Nursing Associate of Science Degrees and Certificates of Achievement are provided as evidence of degrees and programs that are appropriate in length, breadth, depth, and rigor, and show course sequencing, time to completion, and synthesis of learning.

Analysis and Evaluation

The college meets the standard. The college has appropriate administrative procedures and the Curriculum & Instruction Committee follow state level guidelines to ensure appropriate rigor, length, and units earned for degrees awarded. (ER 12)

> A6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Division Deans in conjunction with Division coordinators/Chairs (Faculty) create course schedules appropriate to program length and requirements that include the courses to be offered each term, the modalities in which the classes will be offered, and the location (Colorado, Foothill, PCC Rosemead, PCC Northwest). This process ensures that deans and division coordinators know what to offer, when, and how, to maximize the likelihood that students will be able to find an available section of a course when they need to take it. Evidence of this

expectation is provided in the form of an email sent by the dean of Social Sciences to those faculty (IIA6_1_Two-Year_Schedule_from_Social_Sciences_Dean.pdf). Also included are two-year scheduling maps from Anthropology, a discipline in the Social Sciences division, and Geology in the Natural Sciences Division.

Program maps, another way PCC addresses this standard, are tools by which students can see which courses to take to complete their degrees and certificates in a timely manner. To increase awareness and visibility of program maps as part of PCC's Guided Pathways effort, a presentation was given to the Academic Senate in fall of 2018 (IIA6_4_ppt_guided_pathways_senate_update.pdf). A program map image can be found on p. 6 of the presentation. Then in spring 2019, faculty across the college worked with counseling faculty to create program maps. This was a focus of the Spring 2019 FLEX Day.

 (IIA6_5_Flex_Day_Spring_2019_Program_Maps_Opening_Remarks.pdf), as introduced by the Guided Pathways Liaison and the Academic Senate President. In fall 2018, the Guided Pathways Working Group created and implemented a comprehensive plan to ensure that program maps were completed by the beginning of Summer 2019 (IIA6_6_Guided_Pathways_Program_Map_Communication_Plan_Spring_2019.pdf). These efforts included substantial outreach and drop-in assistance for faculty, facilitated by the counseling faculty (IIA6_7_Pie_Punch_and_Program_Maps_Event_with_Counselor_Liaisons.pdf).

The Kinesiology, Health & Athletic Division has completed all of the program mapping for the AAT and AA Degrees offered in the division (IIA6_8_AA_KINA_Program_Map.pdf, IIA6_9_AAT_KINA_Program_Map.pdf). These maps have been used to help plan, direct and coordinate the offerings within that division and to document when specific classes are offered. This informs division personnel there of gaps within their offerings that, when addressed, help students move through the pipeline. Program mapping (live link) has helped the division align course level outcomes with program outcomes and the cohesion of offerings, and in turn, helps students achieve program level outcomes.

Analysis and Evaluation

The college meets the standard. Program maps and Guided Pathways (ER 9) provide clear paths for students to complete their educational goals in a timely manner. The latter two efforts are how students can visualize how to complete their educational goals in a timely manner. This is an ongoing and concerted effort at PCC.

> A7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Equity is a major focus at PCC and is in the opening line of the institution's mission (PCC Mission). The campus strives for equity by offering classes that are face-to-face, hybrid, and fully online. Further, PCC has a nationally recognized Zero Textbook Cost initiative. Instructors are encouraged to use Open Educational Resources (OER) to reduce or eliminate textbook costs for students.

The college provides professional development on how faculty can make their courses, regardless of modality, more equitable for students. Professional learning opportunities are offered throughout the year and on Flex Days. Flex Days (in fall and spring) have focused on equity for at least the past two years. The attachment Flex Day Spring 2018 Webpage has a link to a list of breakout sessions; the list is also included (IIA7_2_Flex_Day_Spring_2018_Breakout_Sessions.pdf). Among these breakout sessions are workshops entitled "Equity Bridge Builders," "Remediating Our Classroom Practices: Revising the Course Syllabus and Creating Classroom Community," and "Student Success & Open Educational Resources: An introduction." The Flex Day Spring 2018 webpage also has links to three case study documents, each of which is included here (IIA7_3_Case_Study-Entry_Into_PCC_PD_Day_18.pdf, IIA7_4_Case_Study-Progressing_through_PCC_PD_Day_18.pdf, IIA7_5_Case_Study_Ed_Plans_PD_Day_18.pdf). The documents are a three-part case study of equity, seen through the journey of a student. The reader sees the student's experience of Entry into PCC, Progressing through PCC, and Fulfilling Educational Plans. Each division participated in this activity. The list of breakout sessions for spring 2018 and the Evaluation Results from spring 2019 provides evidence that supporting equity for all students is an ongoing activity at PCC. Since 2010, all new full-time faculty at PCC have participated in a year-long seminar focused on equity-minded teaching practices.

The Curriculum and Instruction Committee (C&I) requires that the course outline of record (COR) for any course that has an online component, whether it be a hybrid or fully online distance education course, includes a Distance Education Addendum (Form D), which describes how students will interact with the content, the instructor, and each other. Included in the evidence are two Form Ds for Math 003, one of which was returned (titled First Draft Form D) with notes to improve these components. Second Draft Form D was the modified form, which was accepted by C&I. This is an example of how quality is maintained in a fully online or hybrid format. Also included are the COR for Geog 001, which can be taught face-to-face or fully online, and a Geog 001 syllabus for an online section of the course. These show how student learning is achieved through an online format.

A broader and more cohesive look at equity is contained in the institution's Student Equity Plan. The executive summary contains the metrics for various demographic groups and specific strategies to address achievement gaps for our students' retention, success, and completion. Individual department and divisions also have the ability to view student success, achievement, and retention for their courses, broken out by major racial/ethnic group and gender. These success and retention rates can be broken out based on the type of course (face to face or online).

Faculty reflect on "demographics and improved equity" through summary narrative and action plans as part of their annual program review process (Psychology Annual Update).

There are a variety of learning support services on campus. Some services are available to all students (Learning Assistance Center, Counseling, Financial Aid), and some focus on specific groups of students (Puente, QUEST, Ujima, Foster Youth, Veterans). The Student Services link on the PCC website gives an overview of the learning support services available, including a link to Student Equity Partnerships. Likewise, the Student Success Standing Committee identifies gaps and barriers to student achievement as part of the shared governance process. For student leadership, the Associate Students Executive Board includes a VP of Cultural Diversity, who chairs the Community Diversity Committee, to promote diversity and unity on campus.

In spring 2017, PCC partnered with UCLA's Department of Education (IIC1_3_PCC_UCLA_Partnership.pdf) to address the equity gap that exists for Latinx and African American students. The study examined: how PCC students make decisions about careers, majors, and the courses that will lead them to academic goal completion; how race, ethnicity, gender, and other factors influence students' aspirations, decisions, actions, and outcomes; how the college can support students in their choice of career and major and increase completion rates.

Analysis and Evaluation

The college meets the standard. Part of the work of the Curriculum & Instruction Committee is to ensure that courses with a (partial or fully) online component are methodologically sound in terms of student contact with the instructor, the material, and each other. Professional Development days have had an equity focus for multiple terms and faculty are making more use of Open Educational Resources, which helps students financially. Through learning support services and shared governance standing committees, the institution is actively working to address equity issues in all aspects of the student experience.

> A8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Prior to Assembly Bill 705 (AB 705), the institution used The College Board's Placement Exam "Accuplacer" to place students into English, Math, and ESL. However, with the passage of AB 705, the Chancellor's Office no longer supported the use of Accuplacer for placement into Math and English, since it was shown to disproportionately impact students of color and place them lower than they were capable of succeeding. As a result, in fall 2019, PCC eliminated the use of

Accuplacer for placement into Math and English. Placement for Math and English is now done based on a combination of high school GPA and highest course taken in high school, as required by AB 705; specific placement criteria can be found in the document for Placement Matrices for Math and English. The placement method was determined based on research by the Research and Planning (RP group), after analyzing data from the state-wide California Community College system, and was set forth in the AB 705 Implementation Memo from the California Community College Chancellor's Office. For English, students are placed into College-Level English, unless they are determined to be an ESL student.

Accuplacer Levels of English Proficient Exam (LOEP) is still currently being used for ESL placement; however other measures are being considered and will be implemented once the Chancellor's Office recommendation is finalized. Validation of Accuplacer is conducted by The College Board and is addressed in the Accuplacer Program Manual. In spring 2014, fall 2014 and fall 2015 the Languages and ESL Division at PCC engaged the services of the PCC Assessment Office to conduct a Consequential Validity Study on the Accuplacer LOEP to ensure the test was properly placing students in the ESL sequence (Languages and ESL Division Consequential Validity Study).

The college also uses the California Chemistry Diagnostic Test (CCDT) for placement in Chemistry 1A. The college conducted a consequential validity study in spring 2017 and summer 2017 to ensure the placement exam was appropriately placing students to ensure success (Natural Sciences Division Consequential Validity Study).

Analysis and Evaluation

The College meets the standard. PCC follows the California Community College Chancellor's Office recommendations for department-wide course and program examinations. PCC uses a validated assessment instrument for placement into the ESL course sequence. Additionally, the College conducts consequential validity studies, where necessary, on other placement instruments.

> A9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The institution ensures that attainment of student learning outcomes (SLOs), and in turn, credit for courses, degrees, and certificates by ensuring that course outlines of record (CORs) contain Student Performance Objectives that support Student Learning Outcomes, and that the methods

of evaluation contained in CORs can be tied to SLOs. The Curriculum and Instruction Committee has developed a Course Proposal Faculty Guidelines document, which is based on the CCCCO's Course Outline of Record Curriculum Guide. The Guidelines document shows faculty how assignments should map to SLOs and in turn how attainment of course and program SLOs is linked to the awarding of course credits, certificates, and degrees.

Student attainment of SLOs is addressed in the college's integrated planning process as part of the annual updates. As an example of this, an Annual Update from Psychology is included as evidence for this standard. An analysis of SLO achievement is found on pp. 10-11.

The Curriculum and Instruction committee ensures through the review of proposed course and program curriculum, that units of credit awarded are consistent with accepted norms in higher education. Evidence for this is found in AP 4020, which states that unit/hour calculations follow Title 5 and the CCCCO's Program and Course Approval Handbook (PCAH).

Associate Degrees for Transfer at PCC were developed by area faculty to align with other institutions of higher education based on the Transfer Model Curriculum (TMC) that reflect generally accepted norms or equivalencies in higher education (ADT Reciprocity Guidelines).

Clock-to-credit-hour conversions are addressed in BP 4020. BP 4020 indicates that "credit hour" and "clock hour" designations are consistent with federal regulations, and p. 61 of the PCAH (7th ed.) indicates that the designation of a "clock hour" program requires the use of a federal formula. The result is that PCC follows federal standards in this area. PCC currently only has one clock-to credit hour program, Cosmetology. (Link to Cosmetology Program description in 20-21 catalog)

Analysis and Evaluation

The college meets the standard. Through district policies and administrative procedures that follow state-level guidelines, as well as internal practices that comply with state and federal regulations the college follows generally accepted norms and equivalencies common to higher education. (ER 10)

> A10. 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. (ER 10)

Evidence of Meeting the Standard

PCC makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty into PCC and to other institutions of higher education. Students applying to the college are asked to provide high school and other college transcripts, as well as test scores (AP, CLEP, IB), during the application process. The college's Transcript and Verification page is provided as evidence. The college uses ASSIST https://assist.org/, TES https://tes.collegesource.com/, and resources available from the California Community Chancellors Office to ensure courses transferred into PCC meet the standards for use in specific areas of curriculum and learning outcomes at Pasadena City College. The college also uses AACRAO https://www.aacrao.org/ to confirm the accreditation of the transfer institution from which the student submits official transcripts. The College Catalog (2019-20 pg.57) describes Transfer Course Work and how it is reviewed by PCC to give students credit for previously taken coursework at other institutions.

The College Catalog (2019-2020, pgs. 58-65) provides the table of units granted for AP, CLEP, IB, etc. The Catalog is published annually and made available to students on the college's website. Additionally, the College Catalog (2019-2020, pgs. 66 to 67) describes how the college applies military credit to PCC coursework.

The Transfer section of the College Catalog describes transferability to UC and CSU institutions and explains how students can use ASSIST to aid in planning to transfer to a California public college or university. PCC has also established articulation agreements with many Association of Independent California Colleges and Universities AICCU institutions and provides the agreements on the articulation website https://pasadena.edu/academics/support/counseling/academic-planning/planning-for-transfer.php

Transfer counselors assist students in navigating the agreements and help students contact private institutions where an established agreement does not already exist to advocate on their behalf.

Further, the PCC Transfer Tool is regularly updated to provide a single view comparison of the major preparation required for many popular CSUs, UCs, and AICCU institutions. As described in the Transfer section of the college catalog, some of the ways the institution ensures that learning outcomes are comparable to transfer institutions are through IGETC and CSU GE certification and through the C-ID course descriptor system. As the Curriculum and Instruction (C&I) Orientation Presentation indicates, C&I uses C-ID descriptors to ensure alignment and transferability to UCs and CSUs in its approval process. Finally, BP and AP 4050 (IIA10_4_BP_4050.pdf, IIA10_5_AP_4050.pdf) state that PCC has an articulation policy and list the ways courses can articulate: CSU General Education, UC Transfer Course Agreement, IGETC, AD-Ts (associate degrees for transfer), and C-ID descriptors. AP 4050 indicates that the individual responsible for ensuring articulation agreements are maintained is the Articulation Officer. PCC has an Articulation Office as well as an Articulation Officer to facilitate transfer credit.

Analysis and Evaluation

Through campus policies and procedures, the College meets the standard (ER10). Incoming and outgoing transfer-of-credit guidelines are included in the College Catalog, thus communicating these to students. The Curriculum & Instruction process includes transferability to baccalaureate-granting institutions, as appropriate, and the campus ensures that an Articulation Officer maintains appropriate articulation agreements.

> A11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

PCC has student learning outcomes appropriate to the degree and certificate programs that align with the institution's five general education outcomes (GEOs), as well as program-specific learning outcomes as necessary.

The five GEOs listed on the institution's GEO webpage (IIA11_1_General_Education_Outcomes_Webpage.pdf), are: Communication, Cognition, Information Competency, Social Responsibility, and Personal Development. Each of these GEOs has additional competencies listed that program-level outcomes can address.

Faculty have mapped course content to program-level SLOs that align with the college's GEOs as appropriate. Evidence of course mapping is offered for Anesthesia, Design Tech, Geotech, Literature, and Natural Sciences. Additionally, the Learning Assessment Committee has mapped courses to general education outcomes (GEOs); this mapping was done in eLumen, the software used to collect and store SLO assessment data for each course. Through eLumen, when faculty enter assessment data for course-level SLOs, those data are mapped to institution-level GEOs. Thus, program-level SLOs are assessed through course-level SLO assessment. A sampling of program SLOs are included via program webpages for the following programs: Biology AS-T, Business AA, English AA-T, Geography AA-T, Mathematics AS-T, Sociology AA-T, and Speech Communication AA.

Analysis and Evaluation

The college meets the standard. Using a bottom-up mapping approach, course SLOs map to both program SLOs and General Education Outcomes. This ensures that GEOs and program-level outcomes are addressed in ways that are appropriate for individual programs and courses.

> A12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and

baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College Catalog section on degree requirements articulates the philosophy for associate degrees offered at PCC as do BP 4025 and AP 4025. The requirements for degrees and general education are also in line with Administrative Procedure Graduation Requirements for Degrees and Certificates AP 4100.

The selection and evaluation of PCC's local general education courses utilize the Guiding Notes for General Education Course Reviewers to determine transfer level standards for CSU GE and IGETC, as well as consideration of courses appropriate at the associate degree level. Each course taught at PCC is approved by the college's Curriculum and Instruction Committee (C&I) and forwarded to the Board of Trustees on the administration's recommendation for final approval.

The composition of the C&I committee includes a majority of faculty members and is articulated in AP 4050. C&I ensures that each course, degree and certificate program the committee approves contains an appropriate amount of rigor and contains student learning outcomes that are supported by course content. C&I committee members are oriented through a presentation (IIA12_4_2019_C_&_I_Orientation_Presentation.pdf), and faculty curriculum authors are provided with Course Proposal Guidelines (IIA12_5_C_and_I_Course_Proposal_Faculty_Guidelines_Fall_19.pdf), which are based on the CCCCO's Curriculum Guide (IIA12_6_Course_Outline_of_Record_Curriculum_Guide.pdf).

Analysis and Evaluation

The college meets the standard (ER12). The institution's degree philosophy and criteria, Curriculum & Instruction process, and the information provided in the college catalog ensure that curriculum is appropriate and supports the development of knowledge in various areas.

> A13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The college ensures that all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Program authors identify specialized courses in an area of inquiry or interdisciplinary core based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

This is assured through the Curriculum and Instruction Committee's (C&I) process. The C&I approval process is guided by AP 4100, and as stated in the C&I Orientation Presentation, degrees are approved according to guidelines in the CCCCO's Program and Course Approval Handbook (PCAH). AP 4100 states that degrees in an area of emphasis must include in their 60 units, 18 units in a major area of emphasis as published in the college catalog. The college catalog also articulates degree requirements (IIA13_4_Catalog_Degree_Requirements.pdf) for all degrees offered at PCC. Individual courses are approved by C&I as appropriate, and according to the C&I Course Proposal Faculty Guidelines document, include SLOs that are supported by Student Performance Objectives (SPOs). Both SPOs and SLOs are tied to methods of evaluation, ensuring that appropriate mastery is demonstrated.

Analysis and Evaluation

The college meets the standard. Adherence to Chancellor's office guidelines and the process by which the Curriculum & Instruction Committee review and approve curricula, as well as the way in which the committee communicates expectations to faculty results in curricula that are based on student learning outcomes that are appropriate in terms of both depth and rigor for courses, degree and certificate programs.

> A14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Pasadena City College graduates in career-technical certificate and degree programs demonstrate technical and professional competencies to meet employment standards and other applicable standards for external licensure and certification. The college tracks and reviews licensure passage rates, where appropriate, and uses this information to address improvements needed in course and program curriculum. PCC licensure pass rates in Cosmetology, Dental Assisting, Dental Hygiene, Radiology, and Nursing demonstrate technical and professional competencies

that meet employment standards and other applicable standards and preparation for external licensure and certification.

In addition to licensure passage rates, the college examines data from the CTE Outcomes Survey (CTEOS). The CTEOS reports whether students found employment in the field in which they studied. The college's outcome on those metrics support that students obtained enough training and knowledge to receive a job in their field of study. The data are presented in the document CTE Outcomes Survey 2016-2018.

For example, in the first row of the table in the CTEO survey students who have completed the Anesthesia Technology program have attained skill sets required for entry-level employment. Upon completion of the program, students are eligible to take the ASATT National Certification Exam to become a Certified Anesthesia Technologist. For the past three years, passage rates for PCC students equaled 100 percent, demonstrating that training provides students with knowledge to pass nationally recognized certification. Furthermore, 94 percent of students exiting the program are employed in the field.

PCC Faculty and Program Directors meet with advisory committees to obtain feedback from employers about graduates of a program. For instance, advisory committee members report how PCC graduates are performing and if they need additional training. Advisory committee notes vary depending on the program. Sample minutes from Business Information Technology are included (IIA14_2_BIT_Advisory Committee_Minutes.pdf).

Analysis and Evaluation

The College meets the standard. Certification exam pass rates demonstrate technical and professional competencies that meet employment standards and other applicable standards. Additionally, survey responses from program graduates indicate their sufficient preparation for external licensure and certification.

> A15. 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.

Evidence of Meeting the Standard

Pasadena City College's BP 4021 addresses Program Discontinuance, with AP 4021 providing the specific procedures to be followed for such an action. Since the last accreditation visit, the college has not discontinued any programs.

However, the Speech Language Pathology Assistant (SLPA) Program has undergone significant changes. Faculty, in consultation with administration, used student input and other relevant models to create a "SLPA Student Transition & Support Plan" (IIA15_3_SLPA Student Support Plan.pdf) to help enrolled students complete their education in a timely manner with minimal

disruption. The college informed all current SLPA students, via email, about changes to the program (IIA15_4_SLPA Student Email.pdf), and held a forum in April 2019 to inform current and potential students about the upcoming changes to the program (IIA15_5_SLPA Forum.pdf)

Analysis and Evaluation

The College meets the standard. This is evidenced by the existence of the board policy and administrative procedures for program discontinuance, and the transition plan created and enacted for the significant changes to the SLPA program.

> A16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

PCC regularly evaluates and improves the quality and currency of all instructional programs offered by the college. All programs at PCC undergo comprehensive program review on cycles established by the Institutional Effectiveness Committee (IEC), regardless of delivery mode or location. All academic programs are on a four-year comprehensive review cycle, with annual updates.

The web page for the Institutional Effectiveness committee provides the four-year cycle for instructional and non-instructional programs. Comprehensive Program Reviews and Annual Updates are included for the following programs: instructional--Dental Hygiene, Biological Technology, Business Administration (IIA16_7_Program_Review_Business_Administration_Certificate.pdf, IIA16_8_Program_Review_Business_Administration_Degree.pdf), French, and Library Technology; non-instructional--Academic Affairs and the Office of Institutional Effectiveness.

The majority of non-credit programs at PCC are housed at the Foothill Campus. Noncredit programs also undergo a comprehensive program review. (link to NC Comprehensive Program Review Template)

Analysis and Evaluation

The College meets the standard. Through annual updates and comprehensive program review processes, the institution regularly evaluates and improves the quality and currency of all instructional programs in order to improve learning outcomes and student achievement.

Conclusions on Standard II.A. Instructional Programs

Pasadena City College, as an equity-minded learning community, offers instructional programs, including an array of degree and certificate programs, aligned with its mission "dedicated to enriching students' academic, personal, and professional lives." Through the comprehensive program review process, annual update process, the curriculum review process, and the articulation process, the college ensures that levels of quality and rigor remain appropriate for higher education.

The general education curriculum that provides a breadth of knowledge and promotes intellectual inquiry is incorporated into all degree programs, as is evidenced by the degree requirements listed in the catalog. These courses are reviewed and approved by the Curriculum & Instruction Committee to ensure they meet Title 5 requirements, as well as requirements set forth by the California Community College Chancellor's Office, and the ACCJC. The institution assesses its educational quality through the comprehensive program review process, annual update process, and SLO assessment. Faculty systematically report student scores on SLO assessments, with action plans for further improvement. Annual updates and comprehensive program reviews are available to the public on the college's Integrated Planning website. Additionally, Pasadena City College has data publicly available through Dashboards on the Office of Institutional Effectiveness webpage.

Improvement Plan(s)

1. In order to improve the content and methods of instruction for all courses and programs, the college should add a position on the C&I committee for a part-time faculty member (A2).
2. In order to systematically review and improve student learning the college needs to identify software to improve faculty's ability to integrate SLO assessment results into program and institutional level outcomes. (A3).

Evidence List

IIA1_1_Institutional_Effectiveness_Committee_IEC_Member_Guide

IIA1_2_Math_Annual_Update.pdf

IIA1_3_ACCT_001B_COR.pdf

IIA1_4_AJ_012_COR.pdf

IIA1_5_ANTH_031_COR.pdf

IIA1_6_ART_001B_COR.pdf

IIA1_7_ART_020A_COR.pdf

IIA1_8_BIOL_010A_COR.pdf

IIA1_9_BUS_014B_COR.pdf

IIA1_10_ENGL_001A_COR.pdf

IIA1_11_ENGL_001B_COR.pdf

IIA1_12_GEOG_012_COR.pdf

IIA1_13_MATH_003_COR.pdf

IIA1_14_MATH_005B_COR.pdf

IIA1_15_SOC_030_COR.pdf

IIA1_16_ACCT_010_COR.pdf

IIA1_17_BIT_011_COR.pdf

IIA1_18_CHDV_010_COR.pdf

IIA1_19_JOUR_002_COR.pdf

~~IIA1_20_SOC_002_COR.pdf~~ (remove)

IIA1_21_Math_003_Proposal_w_good_Form_D.pdf

IA1_22_Math_003_Proposal_w_bad_Form_D.pdf (rename)

IIA1_23_CID_Approved_Courses.pdf

IIA1_24_Catalog_Biotech_Programs.pdf

IIA1_25_Catalog_Degree_Requirements.pdf

IIA1_26_Natural_Sciences_Transfer_Degree_and_Certificates.pdf

IIA1_27_Integrated_Planning_Dashboard_Office_of_Institutional_Effectiveness_Tableau_Public.pdf

IIA1_28_ADT_Progress_Report_as_of_32019.pdf

 IIA2_1_2019_C_&_I_Orientation_Presentation.pdf

IIA2_2_AP_4020_Program_Curriculum_and_Course_Development.pdf

IIA2_3_AP_3251_Institutional_Effectiveness.pdf

IIA2_4_IEC_Member_Guide_2019.pdf

IIA4_4_Engl_001A_COR.pdf

IIA4_5_Math_003_COR.pdf

 IIA5_1_Catalog_Degree_Requirements.pdf

IIA5_2_AP_4100.pdf

IIA5_3_AP_4020.pdf

IIA5_4_2019_C_&_I_Orientation_Presentation.pdf

IIA5_5_CCCCO_Program_Course_Approval_Handbook.pdf

IIA5_6_Geography_ADT.pdf

IIA5_7_Auto_Tech_AS.pdf

IIA5_8_RN_AS.pdf

IIA6_1_Two-Year_Schedule_from_Social_Sciences_Dean.pdf

IIA6_2_Draft_Anthropology_2_yr_plan.pdf

IIA6_3_Two_year_schedule_plan_for_GEOL.pdf

IIA6_4_ppt_guided_pathways_senate_update.pdf

IIA6_5_Flex_Day_Spring_2019_Program_Maps_Opening_Remarks.pdf

IIA6_6_Guided_Pathways_Program_Map_Communication_Plan_Spring_2019.pdf

IIA6_7_Pie_Punch_and_Program_Maps_Event_with_Counselor_Liaisons.pdf

IIA6_8_AA_KINA_Program_Map.pdf

IIA6_9_AAT_KINA_Program_Map.pdf

IIA7_1_Flex_Day_Spring_2018_Web_Page.pdf

IIA7_2_Flex_Day_Spring_2018_Breakout_Sessions.pdf

IIA7_3_Case_Study-Entry_Into_PCC_PD_Day_18.pdf

IIA7_4_Case_Study-Progressing_through_PCC_PD_Day_18.pdf

IIA7_5_Case_Study_Ed_Plans_PD_Day_18.pdf

IIA7_6_Flex_Day_Fall_2018_Breakout_Sessions.pdf

IIA7_7__Flex_Day_Spring_2019_Evaluation_Results.pdf

IIA7_8_Math_003_Proposal_w_bad_Form_D.pdf

IIA7_9_Math_003_Proposal_w_good_Form_D.pdf.pdf

IIA7_10_Geog_001_COR.pdf

IIA7_11_Syllabus_ Geog_001_Fall_2019.pdf

IIA7_12_Executive_Summary_Equity_Plan_2019-2022.pdf

 IIA8_1_AB705_Text.pdf

IIA8_2_Placement_Matrices_Math_ENG.pdf

IIA8_3_AB705_CCCCO_Implementation_Memo.pdf

IIA8_4_Accuplacer_Program_Manual.pdf

IIA9_1_C_and_I_Course_Proposal_Faculty_Guidelines_Fall_19.pdf

IIA9_2_Course_Outline_of_Record_Curriculum_Guide.pdf

IIA9_3_Psychology_Annual_Review_2017-2018.pdf

IIA9_4_AP_4020.pdf

IIA9_5_BP_4020.pdf

IIA9_6_CCCCO_Program_Course_Approval_Handbook.pdf

IIA10_1_Website_Transcript_and_Verification.pdf

IIA10_2_Catalog_Transfer_Info.pdf

IIA10_3_2019_C_&_I_Orientation_Presentation.pdf

IIA10_4_BP_4050.pdf

IIA10_5_AP_4050.pdf

IIA11_1_General_Education_Outcomes_Webpage.pdf

IIA11_2_SLO_GEO_Alignment_All_Courses.xls

IIA11_3_SLO_GEO_Alignment_Snapshot.pdf

IIA11_4_Biology_AS-T_Program.pdf

IIA11_5_Business_AA_Program.pdf

IIA11_6_English_AA-T_Program.pdf

IIA11_7_Geography_AA-T_Program.pdf

IIA11_8_Mathematics_AS-T_Program.pdf

IIA11_9_Sociology_AA-T_Program.pdf

IIA11_10_Speech_Communication_AA_Program.pdf

IIA12_1_Catalog_Degree_Requirements.pdf

IIA12_2_AP_4100.pdf

IIA12_3_AP_4050.pdf

IIA12_4_2019_C_&_I_Orientation_Presentation.pdf

IIA12_5_C_and_I_Course_Proposal_Faculty_Guidelines_Fall_19.pdf

IIA12_6_Course_Outline_of_Record_Curriculum_Guide.pdf

IIA13_1_AP_4100.pdf

IIA13_2_2019_C_&_I_Orientation_Presentation.pdf

IIA13_3_CCCCO_Program_Course_Approval_Handbook.pdf

IIA13_4_Catalog_Degree_Requirements.pdf

IIA13_5_C_and_I_Course_Proposal_Faculty_Guidelines_Fall_19.pdf

IIA14_1_CTE_Outcomes_Survey_Results_2016.pdf

IIA14_2_BIT_Advisory Committee_Minutes.pdf

IIA14_3_Dental_Assisting_Survey.pdf

IIA15_1__BP_4021.pdf

IIA15_2__AP_4021.pdf

IIA15_3_SLPA Student Support Plan.pdf

IIA15_4_SLPA Student Email.pdf

IIA15_5_SLPA Forum.pdf

IIA16_1_Institutional_Effectiveness_Committee_IEC_Member_Guide.pdf

IIA16_2__Spring_2018_Associate_Degree_Program_Review_Cycle_Email.pdf

IIA16_3__Spring_2018_Certificate_Program_Review_Cycle_Email1.pdf

IIA16_4__Spring_2018_Certificate_Program_Review_Cycle_Email2.pdf

IIA16_5_Program_Review_Annual_Update_Dental_Hygiene.pdf

IIA16_6_Program_Review_Biological_Technology_Certificate.pdf

IIA16_7_Program_Review_Business_Administration_Certificate.pdf

IIA16_8_Program_Review_Business_Administration_Degree.pdf

IIA16_9_Program_Review_French_Degree.pdf

IIA16_10_Program_Review_Library_Technology_Certificate.pdf

IIA16_11_Academic_Affairs_2017-18_Program_Review_Annual_Update.pdf

IIA16_12_OIE_2017-18_Program_Review_Annual_Update.pdf

IIA16_13_Noncredit_Equity_Dashboard.pdf

IIA16_14_NC_Foothill_Success_Center.pdf

IIA16_15_AHSD_Intercessions_vs_Regular_Terms.pdf

IIA16_16_ITP_vs_NonITP.pdf

Added: IIA2_Needs_Number_Academic Program Review Template.pdf