

C. Student Support Services

C1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Pasadena City College regularly evaluates the quality of student support services, regardless of location or means of delivery, through the Comprehensive Unit Review cycle. This process of self-assessment is aligned with Pasadena City College's Mission and Educational Master Plan (EMP).

The evaluation cycles include 3 phases--annual SLO Assessment, Annual Update and Comprehensive Unit review. This is detailed in the document titled [Assessment QuickStart Guide. The Student Services Assessment Committee meets regularly, and is comprised of faculty, administration, and classified staff from various student support service areas \(IIC1_2_Student_Services_Assessment_Committee.pdf\)](#).

Analysis and Evaluation

PCC meets the standard through its comprehensive assessment and review process, which includes a handbook and an active assessment committee. Through our annual update and comprehensive program review processes, the institution ensures that its support services and programs align with the mission of the institution.

C2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Pasadena City College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Various specialized programs provide a menu of support services to meet student needs and outcomes. All Student Support Services programs complete an Annual Update and a Comprehensive Program Review that includes assessment and evaluation to determine the effectiveness and improvements for student support services. Students from different programs

and group affiliations utilize tutoring services from a number of Academic Support Centers (ASC) that exist on campus. The Academic Support Centers provide tutoring for specific subjects and coursework, and/or program affiliations. For example, PASS conducted surveys to assess if participation in a PASS tutoring session contributed to students developing effective study skills. Based on the survey results, the PASS program learned strategies for improving their student services, including providing additional evening tutoring sessions to accommodate student schedules, and adjust their tutoring training to meet student needs ([IIC2_1_2019_PASS_SLO_#1_Assessment.pdf](#)).

The FYE Program also conducts yearly reviews and completes assessments and evaluations of their support services (tutoring and coaching) to determine the impact on completion of students' goals in a timely manner ([IIC2_2_PCC_Pathways_SLO_Annual_Assessment_Report_Spring_2019.pdf](#)). The program also regularly conducts studies to assess student success outcomes. The [PCC Pathways Student Success Report for 2019](#), which is completed by an external evaluator from UCLA, provides comparison data of FYE and non-FYE students with a focus on closing the equity gap for Latinx students, who represent 52% of our student population.

EOP&S/ CARE & Foster Youth Services and the Veterans Resource Center also gathered data on student populations that utilize the institution's Academic Support Centers to identify equity gaps and strategize ways for closing equity gaps through outreach efforts and offering additional tutoring support during high-need or peak times of the semester ([IIC2_4_EOP&S_Students_Served_in_ACS.pdf](#), [IIC2_5_Veterans_Served_in_ACS.pdf](#)).

Analysis and Evaluation

The College meets the standard. The college works with both internal and external research offices to review assessment data and assess outcomes to improve student support programs and services.

C3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Pasadena City College continuously works to provide equitable access for all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Informed by the Student Equity Plan, programs and services are coordinated through an equity lens to ensure resources are strategically allocated to meet the needs of our diverse student population ([IIC3_9_Executive_Summary_Equity_Plan_2019-2022.pdf](#)). The Student Equity Plan supports a variety of resources and services that are offered

in-person and online ([IIC3 1 Academic Counseling Support and Programs.pdf.pdf](#),
[IIC3 2 Success Centers Tutoring and Academic Support.pdf](#), [IIC3 3 Website Hits.pdf](#)).

Students can access information through the college's website, including District policies, the registration and enrollment process, as well as career and degree requirements and eligibility. Students complete the Online Orientation as part of the matriculation process at the institution and can register/enroll in for classes through their LancerPoint student portal ([IIC3 4 Screenshot of Online Orientation.pdf](#),
[IIC3 5 Screenshot of PCC LancerPoint Portal.pdf](#)).

Additionally, students have access to counseling and advising both in-person and online. Students can email their academic questions and concerns or request prerequisite clearances and waivers online. 24/7 support, including counseling and prerequisite clearance, is available to students through [gotopcc@pasadena.edu](mailto:gopcc@pasadena.edu) or by calling (855) GO-TO-PCC or by completing an online counseling service request form ([Online Counseling](#)). The following document shows the number of "tickets" that were created by students, and how many of them were resolved by counselors and advisors per term ([IIC3 6 Counselingdesk Prereqs Data.pdf](#)). [Students can make an appointment to meet with a counselor "virtually" \(video conference\) through a platform called Cranium Cafe \(IIC3 7 Cranium Cafe Team Meeting Notes 11.6.19.pdf\)](#). Counseling services are also offered in person on the main campus, at PCC Rosemead, and the Foothill Campus.

Additionally, outreach services are provided at over 50 of the district's feeder high schools, where students complete their applications and participate in new student group, providing them with an abbreviated student education plan. The FAFSA Squad assists students in completing the Free Application for Federal Student Aid and in obtaining the California Promise Grant.

Lastly, the International Student Center (ISC) is the primary office that provides support for the college's international students. Focus groups have been conducted to assess and understand how the institution can provide better and more reliable service to this student population ([IIC3 8 International Student Pathway Focus Group 2017.pdf](#)).

Analysis and Evaluation

The college meets the standard. The institution ensures that there are multiple avenues for students to access student support services, regardless of service location or delivery method.

C4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Pasadena City College Division of Kinesiology, Health, & Athletics aligns and supports the college mission through athletic and instructional programs. The division participates in annual compliance training as shown through the [Statement of Compliance that is provided to all coaches and support staff who are in direct contact with student-athletes. The training reviews current](#) bylaws and policies of the California Community College Athletic Association (CCCAA) and PCC preparing the staff for each academic year. All coaches participate in the Annual Review of the [Coaches Handbook and agree to comply with its content and information while accepting responsibility for their leadership role at the college. The student-athletes are also involved in an annual meeting with the Athletic Director. This meeting](#) is used to communicate expectations and standards of the Pasadena City College Athletic Department and each student-athlete that represents the college. Similar to the coaches, student athletes annually review their [Student-Athlete Handbook and](#) sign a document agreeing to its standards. These standards include meeting academic eligibility requirements. To help students with this, the College has a robust support system. The Academic Athletic Zone is a holistic support center for student athletes, including academic counseling, financial aid assistance, tutoring, and student support services.

The college completes an annual Equity in Athletics Data Analysis (EADA) report that can be located by visiting the [Pasadena City College Athletic website. This annual federal report shares the most recent information about the investment the college makes into intercollegiate athletics in areas such as budgets, travel, salaries and participation \(IIC4_4_Budget_Spreadsheet.pdf .pdf\).](#)

Co-curricular programs such as African American Male Education Network & Development (A2MEND) ([IIC4_5_A2MEND_Charter_Flyer.pdf](#)) and CORE (Community Overcoming Recidivism through Education) demonstrate how the college is working toward achieving its mission and contributing to the social and cultural dimensions of the educational experience of its students.

The [A2MEND October 24 Meeting Agenda and A2MEND Final Dr Nana documents show the establishment of the A2MEND program, as well as the promotion of events that help students engage with their educational experiences within the social and cultural lens, such as the Historically Black Colleges and Universities College Tour \(IIC4_8_HBCU_Tour_Save_the_Date_Flyer.pdf\).](#)

Additionally, the newly established CORE program (Community Overcoming Recidivism through Education) provides support services to formerly incarcerated and system impacted students enrolling at the college. CORE develops a holistic approach to empowering students to succeed in higher education and beyond. The program focuses on building community, on and off campus, that will serve as social, emotional, and academic support for the students ([IIC4_9_Core_Flyer.pdf](#)). [To share and promote CORE to the campus community, including its purpose, integrity, and the faculty and staff members who oversee and work with the program, the team presented to various constituency groups \(IIC4_10_PCC_CORE_PPT.pdf\).](#)

PCC offers a [variety of co-curricular programs and clubs, including](#) Math, Engineering, Science Achievement (MESA), Blackademia, Ujima, Queer & Undocumented Empowerment Support to Thrive, Puente, and Safe Zones. These [special services, academic programs, empowerment programs, and enrichment programs are suited to the institution's mission](#) as “an equity-minded learning community dedicated to enriching students’ academic, personal, and professional lives through an array of degree and certificate programs, campus engagement, and customized student support” and contribute to the social and cultural dimensions of the educational experience of students. The [Office of Student Life](#) provides student leadership opportunities, involves students in college governance, provides support and guidance in co-curricular activities, and produces and supports cultural awareness activities and services. Additionally, the Associated Students [Finance Committee](#), under the supervision of the Dean of Student Life, implements and monitors the Associated Students budget.

The college has established Board Policies and Administrative Procedures that govern Student Organizations and Finances ([BP 4500/AP 5400 Associated Students Organization, BP 5420/AP 5420 Associated Students Finance](#)).

Analysis and Evaluation

The college meets the standard. Co-curricular programs and athletics programs align to the institution’s mission and are conducted in accordance with standards of integrity. The college is responsible and accountable for these programs through established policies and procedures.

C5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Pasadena City College provides counseling and academic advising both in-person and online to support student development and success. New students participate in an on-boarding process that includes Online Orientation, New Student Group Seminar, Pre-Registration Workshops, and PCC’s summer bridge program (JAM), which includes how to navigate the process of enrolling into classes. Students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies, every step of the way, until completion ([IIC.5_X_Jam Overview.pdf](#)).

PCC provides strong support for students to transfer through collaboration with instruction. The [Nudges Presentation file shows how Student Services work with instructional faculty to “nudge” students about transfer--learning more about the process, applying for transfer, and utilizing](#)

[transfer support services for guidance and help. Counselors support student success, retention, and persistence by providing academic planning and helping students develop abbreviated and Comprehensive Student Educational Plans \(CSEPs\); exploring educational, career and major goals, academic and personal development, and connecting students to resources aligned to their educational goals. CSEPs are developed and updated electronically in DegreeWorks, and allows students to see their timeline for goal completion, as soon as they have an identifiable educational goal and program of study.](#)

The [PCC Counseling Webpage provides an overview of the various services offered based on who the student is, and what support service they may need to begin or navigate through](#) on their educational journey at PCC.

New students in the First Year Experience (FYE) Program attend an in-person orientation to college called JAM, where they have an opportunity to learn more and explore careers and majors, connect to campus resources, and build a network of support that includes academic coaches, peer leaders, and their peers to help them with their journey through the first semester and first year of college. The [JAM Week 4 workbook is an example of the work and process students experience when they attend this orientation session.](#)

We also have 24/7 Counseling Support offered through (855) GO-TO-PCC or gotopcc@pasadena.edu, where students can call or email to get help. [Virtual Counseling via ConexED Cranium Café](#) has also recently launched to offer similar counseling and advising support services for students online. To better assess how our students may effectively utilize the virtual counseling service, students were surveyed to determine their access to technology, as well as the days and times that might work best for them to meet online, based on their needs and circumstances. A copy of this survey can be found in the [Virtual Counseling Survey file](#).

On-going training and professional learning/development opportunities are available to prepare counseling faculty and advising staff with academic updates and changes related to state mandates and initiatives, such as AB705 and Multiple Measures. New Faculty (full-time and part-time) attend a New Faculty Seminar to learn more about the college's policies, programs, and resources to better help and support students to stay on track and complete their goals ([18-19 New Faculty Seminar Syllabus](#)).

The Counseling Division meets weekly during the fall/spring semesters where counselors report out on shared governance committees they participate on and collaborate to inform the whole division on what's in the works and happening around campus. The file titled [Counseling Meeting Agenda is an example of agenda items and updates that are shared at Counseling Division meetings](#).

There are Counseling Liaisons to the 13 Instructional Divisions at the college, so that counseling and instructional faculty can collaborate and maintain communication/connection. Additionally, Career Community Leads have been established based on meta-majors design to assist with program mapping and career engagement activities and events. PCC is redesigning support services based on [6 Career Communities to better serve students \(IIC.5_9_Career_Communities_webpage.pdf\)](#). The [Career Community Meeting Notes provides](#)

[insight](#) into the planning, brainstorming, and redesign of counseling services to serve the needs of each Career Community established at PCC.

A Student Services Managers meeting also takes place every month during the fall/spring semester as a means to share updates and gather feedback to prepare personnel for working with students in the student services area. An example of agenda items and updates can be found in the file titled [Agenda Student Services Managers Meeting May 14 2019](#).

Analysis and Evaluation

The College meets the standard. Counseling and advising programs are available to meet students where they are in their development process. From onboarding, to moving through the college, to completion of graduation and/or transfer requirements, counseling and advising programs provide students with the appropriate and “just in time” support needed every step of the way.

C6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.
(ER 16)

Evidence of Meeting the Standard

In accordance with [AP 5010 Admissions](#) Policies, [AP 5050 Matriculation/ BP 5050 Matriculation](#), [BB 2010 Board Membership](#), and [AP 5011 Admission and Concurrent Enrollment](#), students receive services that include, but are not limited to, all of the following: Processing of the application for admission; orientation and pre-orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters; assessment, advising and counseling upon enrollment, which shall include but are not limited to, all of the following:

- (1) Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associates of arts degrees, transfer for baccalaureate degrees and vocational certificates and licenses
- (2) Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; campus employment; placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services.
- (3) Post-enrollment evaluation of each student’s progress and required advisement or counseling for students who have not declared an educational objective as required, or those students on academic probation.

These bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies and requirements. The agreement is implemented through the student educational plan (SEP), which students can access and view through their student portal (LancerPoint).

The college outlines these policies in the [Catalog Admission Policies section](#) of the college catalog, that is widely available to prospective students on the college's web site. These policies and steps are also available on the college's website as documented by [Admission Eligibility Policies and Registration Admissions and Records](#).

Counseling faculty receive training on how to utilize the educational planning tool called "DegreeWorks" to assist students on mapping out coursework and requirements to complete their degrees, certificates, and transfer goals. The [DegreeWorks Counselor User Guide was developed and used in conjunction with the training to equip counselors with the understanding of how best to use the tool as well as how to navigate within the software. Students are also able to access](#), view, and update their educational plans. The following document assists students in viewing their educational plan (LancerPlan) online: [Student View of Educational Plan](#). The college has made progress in establishing degree maps (IIC.6_Degree Mapper.pdf).

Analysis and Evaluation

The college meets the standard. The institution defines and outlines policies and pathways to complete degrees, certificates, and transfer goals online and in print.

C7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Assessment Services Office conducts Consequential Validation Studies every six years, per the Chancellor's Office requirements, to ensure that students are appropriately placed into courses requiring a placement exam where needed.

Significant changes have occurred over the past several years to how students are placed into English and Math sequenced courses ([IIC7_1_AB_705_District_Adoption_Plan_Pasadena_City_College.pdf.pdf](#)). [High school grades and GPA are utilized to place students into English and Math courses via the Multiple Measures Assessment Project \(MMAP\)](#) ([IIC7_2_Multiple_Measures_Workgroup_March_20_2019.pdf](#)). The Office of Institutional Effectiveness is currently tracking this new placement model for math and English placement and providing information to the Office of Instruction. [AB705 Dashboard](#)

Since placement exams are still utilized for Chemistry 1A and for English as a Second Language (ESL) sequenced courses, Consequential Validation Studies were conducted during the spring 2017 and summer 2017 terms for Chemistry 1A and spring 2014, fall 2014 and fall 2015 terms for ESL 422, ESL 122, ESL 33A and ESL 33B courses ([IIC7_3_PCC_Assessment_Services_Validation_Study_Chem1A.pdf](#), [IIC7_4_PCC_Assessment_Services_Validation_Study_ESL.pdf](#)). The college is currently reviewing the implementation of MMAP for the ESL sequenced courses. The college is integrating the ESL placement process into the online student orientation in conjunction with counseling and other student service groups, beginning with Summer 2020 placement.

Analysis and Evaluation

The college meets this standard. The institution regularly evaluates the assessment and placement instruments and practices, and adopted AB705 to ensure maximum probability for a student to complete transfer-level English and math within one year.

C8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

PCC, guided by the office of Admissions and Records, maintains student records permanently, securely, and confidentially pursuant to AP 5040 Student Records, Directory Information, and Privacy ([IIC8_1_BP_5040.pdf](#), [IIC8_2_FERPA_Training_PCC_101519.pdf](#)). [The Student Rights document shows that the college has a policy on maintaining student records based on established policies and procedures.](#) [AP 3723](#) Remote Access restricts remote access to sensitive student or employee records. [AP 3720](#) Computer and Network Use specifies that important District work related to data should be stored in folders identified by PCC Information Technology Services (ITS) at locations which are backed up regularly. [AP 3722](#) Data Classification Standards provides information security requirements for custodianship, classification, and protection of Pasadena Area Community College District's (PACCD) information assets.

Furthermore, the District [contracts with Ellucian to enhance database security and disaster recovery features. In 2019, the District added Application Hosting Services to provide increased security features, dedicated technology staff for upgrades and maintenance, and a redundant infrastructure environment in the event of a natural disaster.](#)

Admissions and Records routinely updates Board Policies (BPs) and Administrative Procedure (APs) to reflect state and local initiatives ([IIC8_4_AP_5040.pdf](#), [IIC8_5_AP_3310.pdf](#)). [Established policies can be retrieved online or in the printed college catalog, as demonstrated by Procedure for Student's Access to Records. Students may request their records to be released in the following ways shown online: Student Records and Transcripts. The college allows students](#)

[to order and request transcripts in a secure and confidential way through the student's portal \(LancerPoint\)](#) as shown in documents [LancerPoint Order Official Transcripts and Transcript Order Student](#).

Analysis and Evaluation

The College meets the standard. The institution maintains student records permanently, securely, and confidentiality, which are established and outlined by Board Policies and Administrative Policies. The institution follows state and District regulations and policies.

Conclusions on Standard II.C. Student Support Services

Pasadena City College provides comprehensive and accessible student support services that align with the college's Educational Master Plan (EMP) and Student Equity Plan (SEP) to target student learning and success. The college's student services areas work collaboratively to conduct annual updates and assess data and outcomes for improving student services and programs. Pasadena City College maintains a commitment to student learning and development, recognizing student equity gaps, and delivering support services and programs in various modes to meet the needs of a diverse student population. Additionally, Pasadena City College regularly maintains the integrity, accuracy, and accessibility of academic information as well as district and administrative policies, to help students successfully complete their educational journey at the college.

Improvement Plan(s)

N/A

Standard II Acronyms

A2MEND African-American Male Education Network Development

ACCJC Accrediting Commission for Community and Junior Colleges

ACRL Association of College and Research Libraries

ACS Academic Support Centers

ADTS Associate Degrees for Transfer

AP Administrative Procedure

ASATT American Society of Anesthesia Technologists and Technicians

Pasadena City College ISER 2020

ASC Academic Success Centers/ Academic Support Centers

BP Board Policy

C&I Curriculum and Instruction Committee

CCCAA California Community College Athletic Association

CCCCO California Community Colleges Chancellor's Office

CCDT California Chemistry Diagnostic Test

CID Course Identification

CLEP College Level Examination Program

CORE Community Overcoming Recidivism through Education

CORS Course outlines of record

CSU California State University

CTEOS Career Technical Education Outcome Survey

DSP&S Disabled Student Programs and Services

EADA Equity in Athletics Data Analysis

EMP Educational Master Plan

EOP&S Extended Opportunity Programs and Services

ESL English as a Second Language

FYE First-Year Experience

GE General Education

GEO General Education Outcome

IB International Baccalaureate

IEC Institutional Effectiveness Committee

IGETC Intersegmental General Education Transfer Curriculum

ISC International Student Center

ITP In-class Tutoring Program

LAC Learning Assessment Committee

LOEP Accuplacer Levels of English Proficient Exam

MESA Mathematics, Engineering, Science Achievement

Pasadena City College ISER 2020

MMAP Multiple Measures Assessment Project

OER Open Educational Resources

PAACD Pasadena Area Community College District

PCAH California Community Colleges Chancellor's Office's Program and Course Approval Handbook

QUEST Queer, Undocumented Empowerment for Students to Thrive

SEAP Student Equity Achievement Plan

SEPs Student Educational Plans

SLOs Student Learning Outcomes

SLPA Speech Language Pathology Assistant

SPOs Student Performance Objectives

TRIO (PASS) Program for Academic Support Services

UC University of California

UCLA University of California, Los Angeles