

A. Introduction

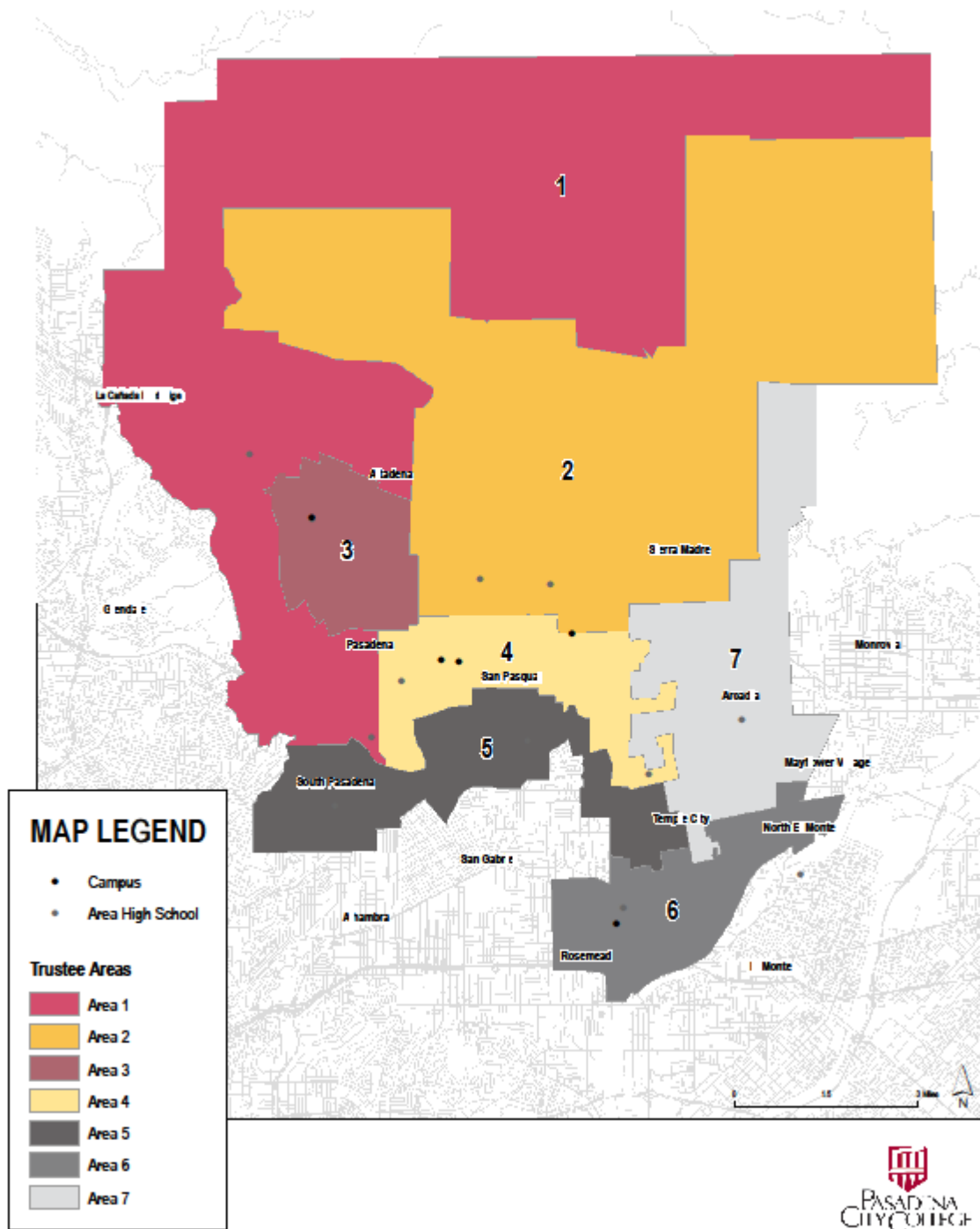
Mission

Pasadena City College is 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.

College History

Pasadena City College (PCC) was founded in 1924 in the spirit of innovation to respond to the needs of our community. In 1966 the Pasadena Area Community College District (PACCD) was established to further define the scope and community the College would serve. Now in its 97th year of service to the Southern California area, the district's population is 452,693 and includes the cities of: Altadena, Arcadia, La Cañada Flintridge, Pasadena, Rosemead, San Marino, Sierra Madre, South Pasadena, Temple City, and a portion of El Monte. The PACCD is governed by an elected seven-member Board of Trustees representing the seven trustee areas and a Student Trustee elected by the student body. The Superintendent/President of the College is the Chief Executive Officer of the District.

PASADENA AREA COMMUNITY COLLEGE DISTRICT



The College's main campus has 30 buildings on a 53-acre site located at 1570 East Colorado Boulevard in Pasadena. A satellite location, PCC at Foothill, is located at 3025 East Foothill Boulevard in Pasadena. It primarily houses the district's noncredit programs, but for the last 6 years has housed several of our Health Science programs as well. The College is preparing for the construction of a new science building on the main campus.

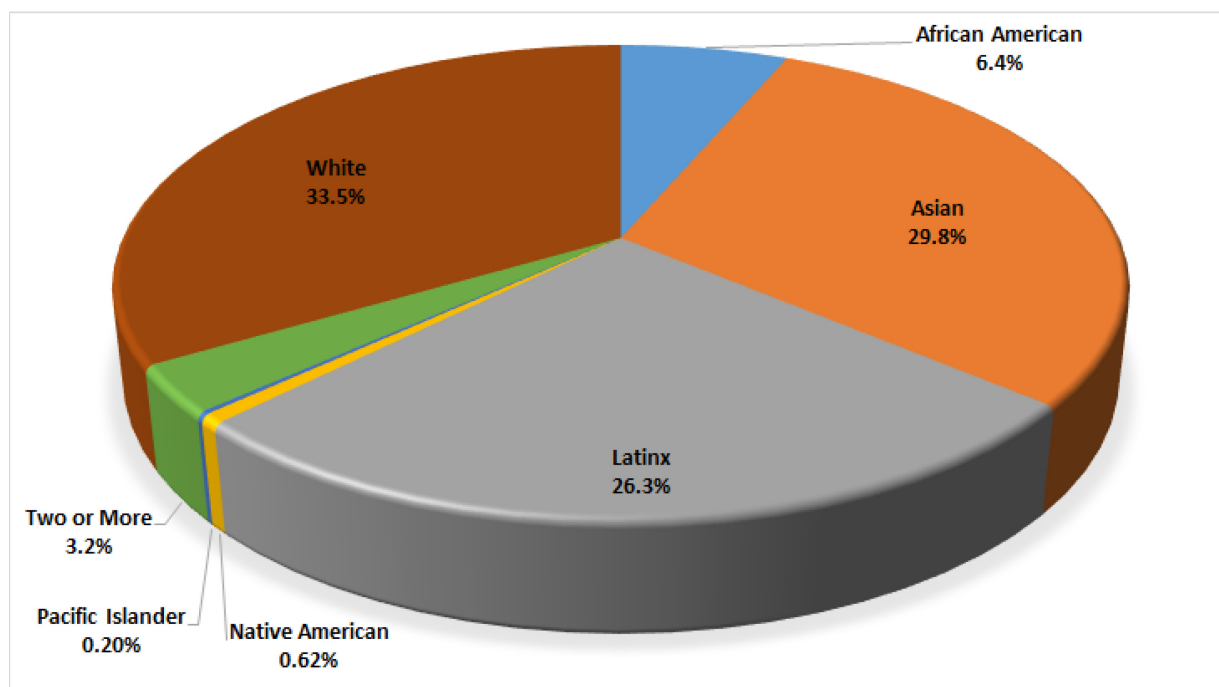
PCC at Rosemead is located at 4105 North Rosemead Boulevard in Rosemead. It offers a variety of high demand courses and counseling services to students in the service area. The College recently negotiated a lease for a building on the John Muir High School campus called PCC Northwest at 1905 Lincoln Avenue, Pasadena, California. PCC Northwest offers general education credit courses, including concurrent and dual enrollment courses for high school students, and it is preparing to offer noncredit programs. The College also operates a Child Development Center (CDC), located two blocks to the west of the main campus at 1324 East Green Street. The CDC provides childcare services for students and staff as well instructional coursework in Child Development. Pasadena City College offers a comprehensive selection of distance education and hybrid courses to meet the needs of our student population.

PCC's faculty, graduates, and former students, now numbering in the hundreds of thousands, have contributed greatly to business, education, industry, and the professions. The College enrolls on average over 35,000 credit and about 3,500 noncredit students annually. Approximately 65 percent of the enrollment is drawn from outside the district's boundaries, including out-of-state and international students. [PCC is a Hispanic-Serving Institution that sustains a diverse student body](#), with 51% of the total student population self-identifying as Latino. PCC is proud of its dedicated faculty and staff. As of Fall 2019, the College employed 441 tenured and tenure-track full-time faculty, 78 administrators/managers, 402 classified staff, and 765 part time faculty.

In addition to academics, PCC fosters athletic programs that include 16 intercollegiate athletic programs, Men and Women's Cross Country, Track and Field, Basketball, Swimming and Diving, and Soccer. The College also offers Women's Water Polo, Women's Volleyball, Women's Softball, Women's Badminton (which won back-to-back state championships in 2017 and 2018), Men's Baseball, and Men's Football. Its most notable alum is Jackie Robinson – the first African American to play in major league baseball, as well as being a track, basketball, and football star during his time at PCC.

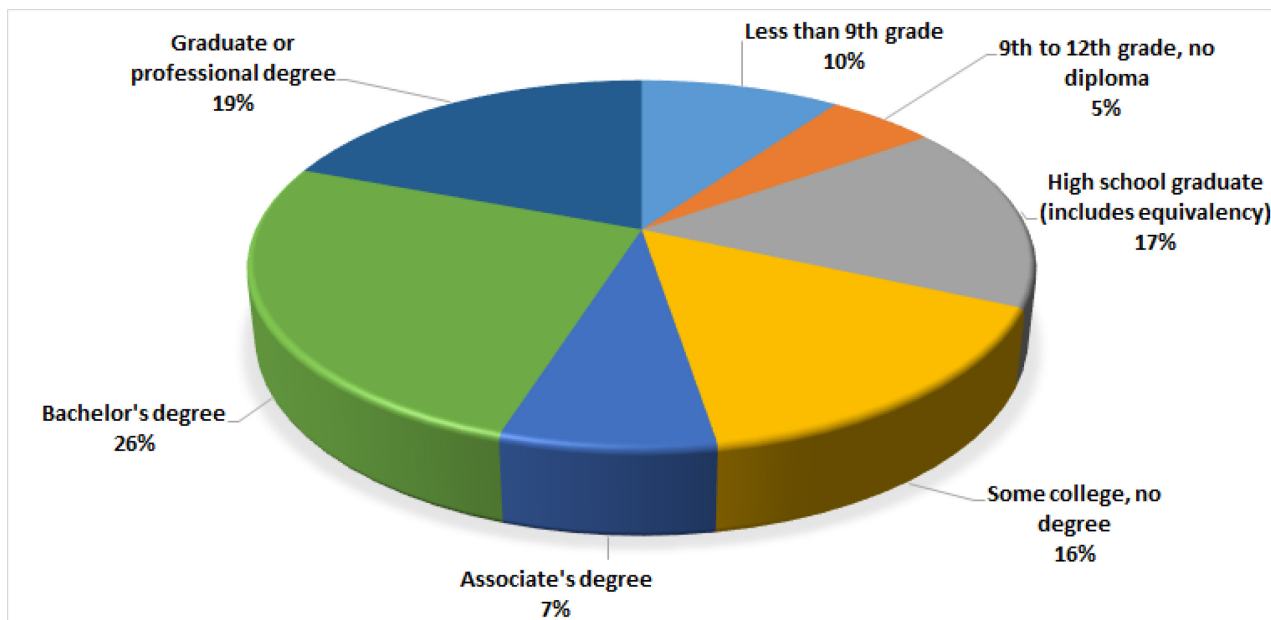
Moreover, since 1947, PCC has educated and entertained the community via KPCC, its National Public Radio-affiliated, award winning local news and cultural programming radio station. PCC's talented faculty molds a student body amazingly rich in life experience and diversity. An experienced staff and administration promote an optimal and engaged educational environment, and the Trustees keep the college financially secure and in tune with the demands of the present and future.

Figure 1: PACCD Regional Population by Ethnicity



The region PACCD serves is diverse but does not reflect the general demographics of the PCC student population. The regional population is 33% White, whereas the student population at PCC is only 14% White. The PCC student population is 50% Latinx and the region population is only 26% Latinx. On the other hand, the PACCD region is 29% Asian and the PCC student population is 24% Asian.

Figure 2: PACCD Regional Educational Attainment



The educational attainment level in the PACCD region is relatively high with 52% of the region population having obtained an associate degree or more. Only 15% of the region population has less than a high school diploma.

Major Developments since the Last Self Evaluation

Pathways First Year Experience (FYE)

PCC Pathways FYE was launched in 2011 to increase the success, persistence, and completion rates of students at Pasadena City College and close equity gaps. The program guarantees students full schedules – including English and math/statistics courses – in the fall and spring semesters of their first year and provides them with the critical support they need outside of the classroom. The program uses a prescriptive “guided pathway” approach, which includes a comprehensive set of support services, a first-year seminar course, and access to counselors, coaches, tutors, and a dedicated resource center.

To maintain Pathways FYE status, students need to:

- attend a three-day summer orientation, called Jam
- carry a minimum of 12 units (full-time student status)
- enroll in math, English, and College 1, PCC’s first-year seminar course
- meet regularly with their success coach and counselor
- participate in various workshops and activities throughout their first year

Students who meet all program requirements receive priority registration and assistance. Pathways FYE has grown each year since inception and in Fall 2019 served over 2, 800 first year, new-to-college students (approximately 60% of the incoming class). Pathways FYE

students reflect PCC's diverse student body: the 2019-20 cohort were 52% Latina/o/x, 27% Asian/Pacific Islander, 10% White, and 3% African American.

The [2019 Pathways First Year Experience Report](#) focuses on five key success indicators: cumulative credits earned, fall-to-fall persistence, transfer-level math and English completion, transfer status, and completion. On all five success indicators, Pathways FYE students outperformed non-Pathways FYE students. Not only does Pathways FYE enrollment result in greater success for students, but Latinx students outperformed their Latinx non-Pathways FYE peers on all indicators.

The program has grown steadily and continues to evolve. In 2019 PCC's Superintendent/President, Dr. Endrijonas, asked program staff to 1) continue to align the FYE with the college's Guided Pathways work and 2) serve all incoming students. In response, Pathways FYE now serves as the incubator for campus-wide adoption of the Guided Pathways framework including use of multiple measures assessment and caseload counseling, implementation of career communities (meta-majors), work-based learning, and the development of Career Center services. The Pathway FYE Center has been expanded and renamed the First Year Success Center, where students can receive tutoring, financial aid application and course registration support, as well visit with their success coaches and access computers and printers.

A diverse group of campus leaders formed an inquiry group focused on addressing the needs of our part-time students. The goal is to develop effective supports for students who are unable to attend college full-time, beginning in their critical first year. Their work is reflected in the one of the College's Quality Focused Essays (QFE).

[Aspen Top 10](#)

Pasadena City College was named as one of 10 finalists for the 2016 and 2018 Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges. The college is honored to be considered a top 10 Aspen institute and continues to expand the programs and services that brought us this recognition.

[#1 for Transfer](#)

PCC is the number one school in California for transfers to California State University and University of California. According to data released by the UC President's Office and the CSU system, PCC sent 2,321 students to these four-year institutions in Spring and Fall 2019. PCC was the top college in the state for transfers to the CSUs, with 1,506 students moving from Pasadena to schools throughout the four-year CSU system. The top destinations for PCC transfers were CSU Los Angeles, CSU Northridge, and Cal Poly Pomona.

Student Support Services

PCC is committed to investing resources in areas with the greatest need so that students reach their greatest potential, and intentionally provides support to students traditionally

underrepresented in higher education. To assist students in meeting their goals, PCC has opened and sustained many services, including:

[Freeman Career and Completion Center](#)

The Robert G. Freeman Center for Career and Completion was established through a donation from local philanthropists and supporters of PCC. It offers guidance for students in exploring careers, obtaining internships, and finding employment. The Freeman Center also assists employers in matching students to their workforce needs. It offers workshops and events on topics such as leadership development, networking, personal branding, and interviewing.

[Here2Help Website:](#)

The Here2Help resource guide for students in need lists resources in the areas of transportation, support programs, financial assistance and employment, childcare and after school programs, Rapid Response Emergency Aid (RREA), health care, housing and shelter, and food and clothing.

[U-PASS](#)

U-PASS at PCC offers unlimited rides on the Metro Bus and Rail, Foothill Transit, and Pasadena Transit. U-Pass was introduced in 2016 and replaced the I-Pass system which started in 2010. U-Pass is a way to meet the transportation needs of our commuter students. With the majority of the student population coming from outside the district and limited on campus parking, U-PASS assists students by providing a reduced cost metro pass that can be used throughout Los Angeles county.

[Lancer Food Pantry](#)

The Pasadena City College [Lancer Food Pantry](#) Advisory Committee was created in October 2015 to address food insecurity among PCC students, to increase awareness of hunger and poverty issues affecting our PCC community, and to provide food, hygiene supplies, and referral to off-campus resources to students in need. In late December 2016, the Lancer Pantry held its soft opening, paving the way to full operational capability in the Winter 2017 Intersession. The Lancer Pantry held its Grand Opening with the beginning of the Spring 2017 Semester. The Lancer Pantry Project is operated by the Office of Special Services and generously supported through kind donations from the staff and faculty of Pasadena City College, community partners, PCC alumni and the larger community. The program accepts donations of canned goods and monetary contributions. The College provided a dedicated space for the Lancer Pantry and continues to look for ways to expand the services provided to assist our students.

[Rapid Response Emergency Aid \(RREA\)](#)

Formerly Dreamkeepers, this program is a collaborative campus effort to help PCC students if a financial crisis occurs which threatens their ability to stay in college. Rapid Response Emergency Aid is meant to help out in times of unforeseen financial emergencies, and can be used to cover

certain eligible expenses, such as utilities, rent, medical and dental costs, or automobile expenses, as well as the money for books or tuition-related expenses.

[Laptop Loan Program](#)

In addition to numerous computer labs on campus, the library offers a laptop lending program to PCC students. Laptops can be checked out for 4 hours at a time at no cost to the student for use in the library through a state-of-the-art laptop dispensing machine, or directly from the front desk staff. In Spring 2020 the College designated a computer lab to be open until Midnight five nights a week to further support students in need of computer access.

[Social Services Support](#)

A Social Services Coordinator provides case management on a walk-in basis or by appointment. They can offer help and support for students who may be in crisis in regards to housing, who feel unsafe, who may be eligible for community assistance, need assistance with substance abuse issues, need help with advocacy, may be eligible for public assistance programs, are navigating short term disability (CA SDI) or paid family leave (PFL), or are the caregiver for an elderly or disabled adult or child. A trained Social Worker is available to link students to the services they may need on campus or in the local community.

QUEST Center [\(add website link when available\)](#)

QUEST Center (Queer, Undocumented, Empowerment, Support to Thrive) opened in Winter 2020 as a safe space and resource center for our LGBTQ+ and undocumented students. The QUEST center provides drop-in counseling, Financial Aid application support, free legal services, community referrals, workshops and programming to support the LGBTQ+ and undocumented students. QUEST has a dedicated fulltime professional coordinator who works to engage and support students as they work toward their educational goals.

[Welcome Center](#)

PCC has focused on the student experience from the point of interest in the college through the end of their first year. The goal is to minimize the number of transactional contacts and create a more meaningful orientation/transition process that is scaffolded and unique to each student. Student Services, The Student Success Committee, and Guided Pathways Working Groups each take on a campus-wide lens with equity at the center to address this process. Most recently, a First Year Council was convened as PCC reimagines serving all new to college and new to PCC students.

[PCC Connect](#)

PCC Connect is an early alert and campus-wide networking technology utilized to connect faculty and success coaches to students. The system is available to all instructional faculty who can use it to provide feedback to their students on their classroom performance and, if necessary,

to connect students to services that will support their classroom performance. Success coaches can use the technology to connect with students who need additional support, they can view student records, and they can also store notes on student visits. PCC Connect is a proactive way for faculty and success coaches to outreach to students and connect with them with necessary early interventions.

Larger Campus Enterprises

[Office of Economic and Workforce Development](#)

The Office of Economic and Workforce Development (EWD) bridges the gap between the classroom and the marketplace, preparing students to seek entry-level employment and implement effective job skill upgrades. It also is central to the development of work-based learning opportunities for our students that bridge the classroom to careers. By creating unique educational and workforce initiatives and working with the business in the local community, EWD is leading the development of the “career first” mindset for all our students.

[Professional Development](#) and [Student Equity](#)

PCC is committed to providing an equitable learning community for our students. To lead this initiative, a Professional Development Director was hired with expertise in fostering equity-minded professional and organizational learning. The Director ushered in equity-themed Flex Days focused on disaggregating student success data, and over 100 faculty and staff participated in 4 or more identified Equity Professional Development Learning Opportunities since 2016. “Completion Takes a Community” and other student-centered professional learning opportunities engage colleagues throughout the college. Additionally, faculty and staff college-wide receive equity grants to support the success of disproportionately impacted students.

PCC hired a Director of Student Equity, who leads the college’s efforts to identify and eradicate gaps in student achievement with a focus on helping all students reach their full potential. The Director co-chairs the Student Success Standing Committee and worked with the campus community to develop the [2019-2022 Student Equity](#) plan.

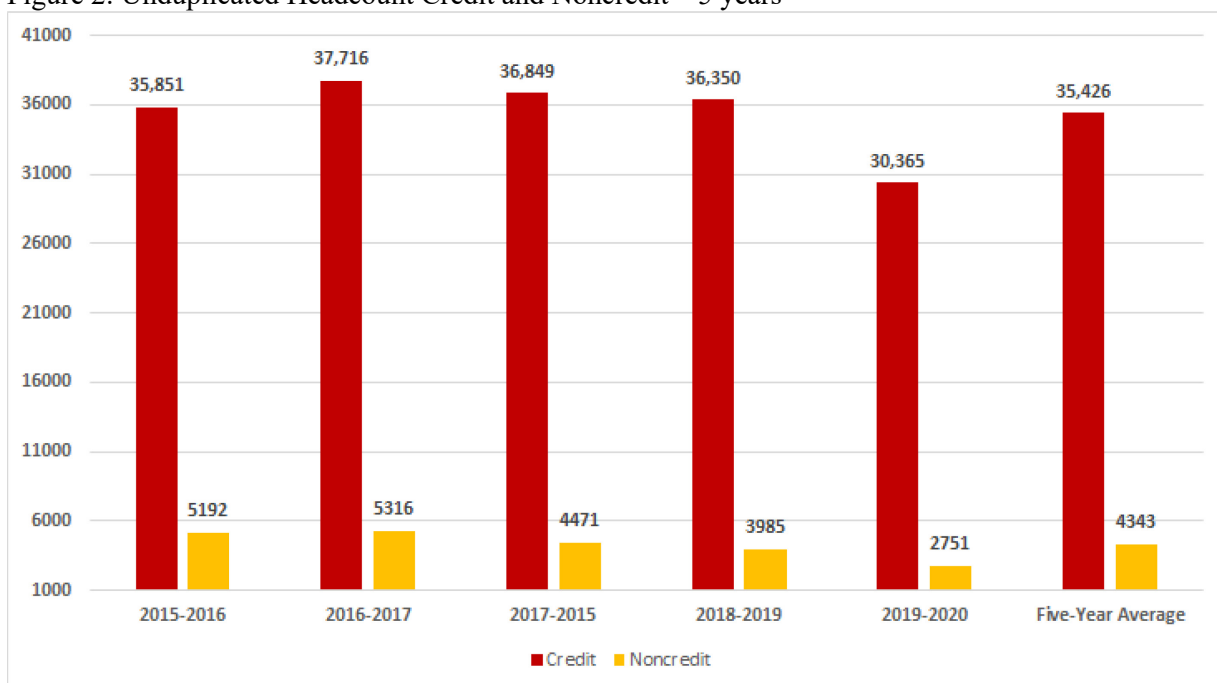
PCC Safe Zones training ([Safe Zone](#)) identifies, educates, and supports allies. Allies are individuals within the PCC community who consider themselves to be knowledgeable about the needs of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQA) and/or undocumented persons. Individuals who complete the training choose to provide support by displaying a sticker or lapel pin that indicates that they are an advocate and have a degree of cultural competence for those who are undocumented and/or LGBTQA.

Zero Textbook Costs

PCC remains committed to providing quality low-cost and no-cost textbooks to students. For the 2017-2018 school year, Rice University's Open Stax recognized [PCC as its #1 institutional partner](#) for the adoption of open source textbooks. Librarians with Open Educational Resource expertise as well as a searchable class schedule for Zero Textbook Cost sections bring this cost-savings directly to students.

Student Enrollment Data

Figure 2: Unduplicated Headcount Credit and Noncredit – 5 years



The College has seen slight fluctuations in credit student headcount over the last five years, but overall has been able to maintain credit student enrollments and will continue to do so for the foreseeable future. On the other hand, the noncredit student headcount has been declining over the past four years. The college is developing a plan to address the decline in noncredit enrollment.

Table 1: Enrollments, FTES, FTEF and Average Class Size

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Enrollments	180028	180092	194149	186833	181566

FTES	24315.86	24065.50	25911.95	24908.03	24558.83
FTEF	1679.16	2243.66	1942.30	1675.65	1646.58
FTES per FTEF	14.5	10.7	13.3	14.9	14.9
Sections	6626	6570	7189	7015	6962
Average Class Size	27.2	27.4	27.0	26.6	26.1

Table 1 provides information on overall enrollments, FTES, FTEF, FTES per FTEF, the total number of sections the college offers, and the average class size for the past 5 years. The college is working to “right-size” its section offerings by using unmet demand data provided by the Office of Institutional Effectiveness that helps Deans and Department Coordinators offer the right sections and the right number of sections to support our students’ educational journey.

Labor Market Data

Table 2: Top 5 Occupational Employment Projections through 2026 in the Los Angeles Basin

Occupational Group	Estimated Jobs in 2016	Projected Employment in 2026	2016 - 2026 Change	Percent Change 2016 - 2026	Median Hourly Earnings 2016	Median Annual Earnings 2016	Automation Index
Personal Care and Service Occupations	344,020	478,051	134,031	39%	\$12.26	\$25,494.80	95.8
Food Preparation and Serving Related Occupations	415,645	480,078	64,433	16%	\$12.32	\$25,632.08	126.1
Transportation and Material Moving Occupations	337,872	384,653	46,781	14%	\$15.06	\$31,321.59	110.5
Management Occupations	287,015	327,977	40,962	14%	\$51.11	\$106,315.93	385.2

Healthcare Practitioners and Technical Occupations	232,884	270,024	37,140	16%	\$41.19	\$85,670.54	88.3
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Table 3: Fastest Growing Occupations in the Los Angeles Basin

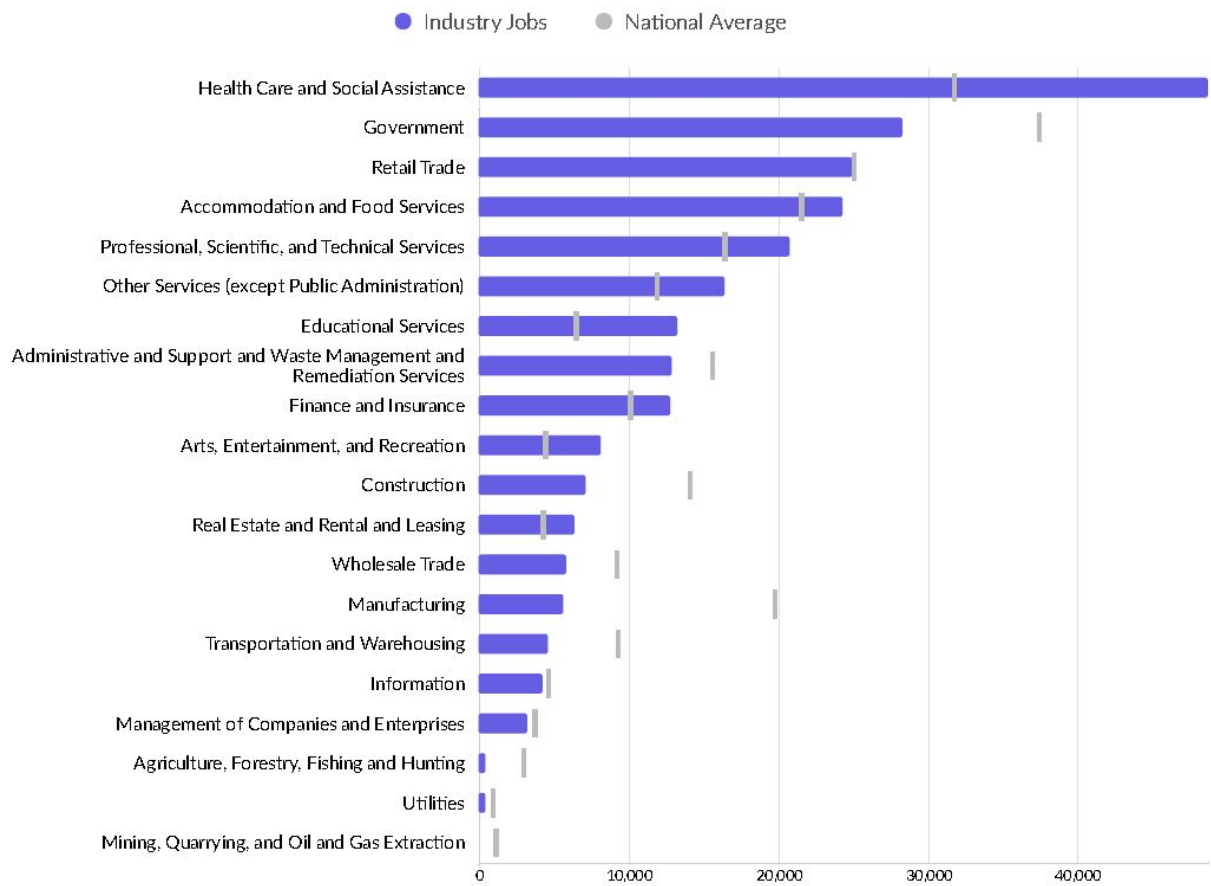
Occupation Title	Estimated Employment 2016	Projected Employment 2026	Percent Change 2016-2026	2019 First Quarter Wages		Entry Level Education
				Median Hourly Earnings	Median Annual Earnings	
Personal Care Aides	207,050	289,600	39.90%	\$12.13	\$25,230	High school diploma or equivalent
Food Preparation and Serving Workers, Including Fast Food	92,620	120,130	29.70%	\$12.12	\$25,209	No formal educational credential
Software Developers, Applications	16,360	21,880	33.70%	\$54.61	\$113,600	Bachelor's degree
Medical and Health Services Managers	9,280	11,850	27.70%	\$54.86	\$114,125	Bachelor's degree
Home Health Aides	7,400	10,460	41.40%	\$14.10	\$29,322	High school diploma or equivalent
Massage Therapists	6,970	9,050	29.80%	\$16.62	\$34,569	Postsecondary nondegree award
Nurse Practitioners	2,900	3,910	34.80%	\$64.17	\$133,472	Master's degree
Operations Research Analysts	2,620	3,340	27.50%	\$44.71	\$92,996	Bachelor's degree
Physician Assistants	1,930	2,650	37.30%	\$56.70	\$117,939	Master's degree

Physical Therapist Assistants	1,480	1,950	31.80%	\$33.82	\$70,350	Associate degree
Physical Therapist Aides	1,410	1,840	30.50%	\$14.44	\$30,040	High school diploma or equivalent
Statisticians	870	1,190	36.80%	\$42.15	\$87,680	Master's degree
Therapists, All Other	540	690	27.80%	\$18.57	\$38,625	Bachelor's degree
Occupational Therapy Assistants	530	690	30.20%	\$35	\$72,862	Associate degree
Floor Layers, Except Carpet, Wood, and Hard Tiles	500	640	28.00%	\$26	\$54,204	No formal educational credential

Table Source: Labor Market Information, California Employment Development Department

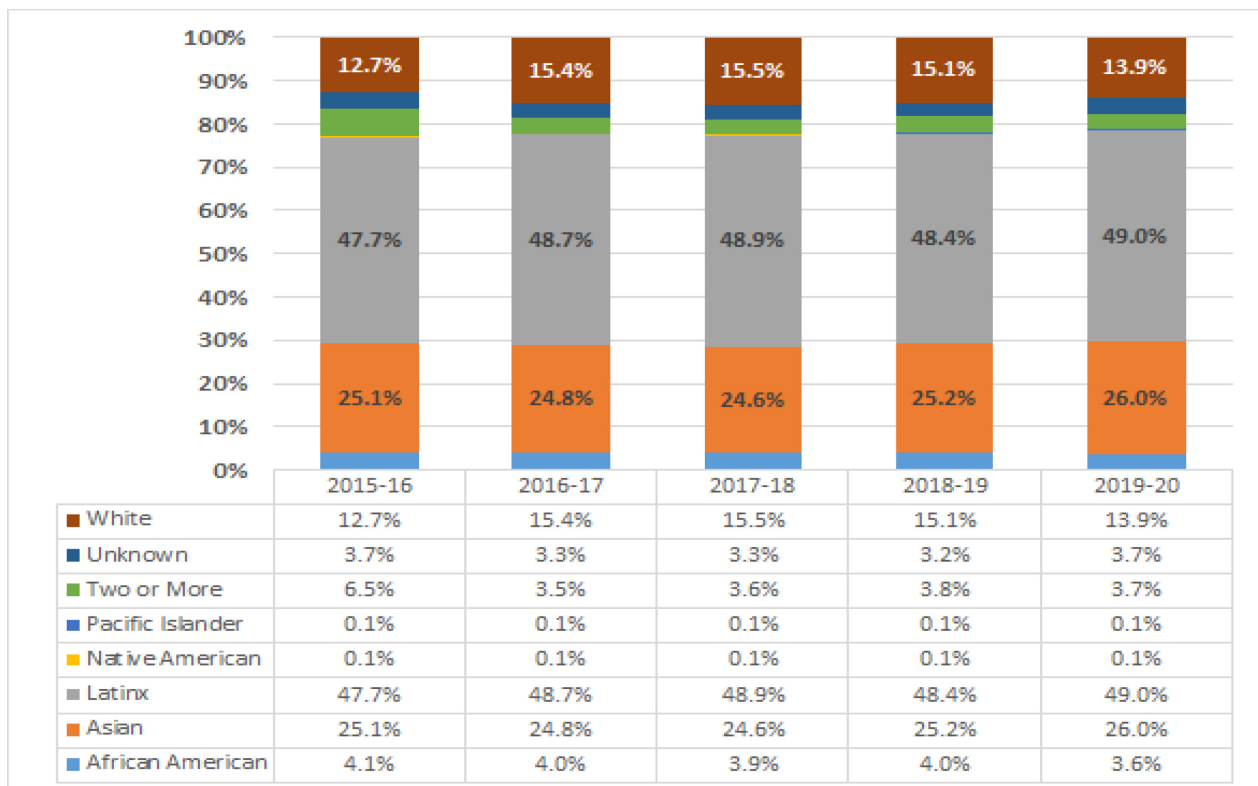
Figure 3: Largest Industry Jobs in the Pasadena Area Community College District

Largest Industries



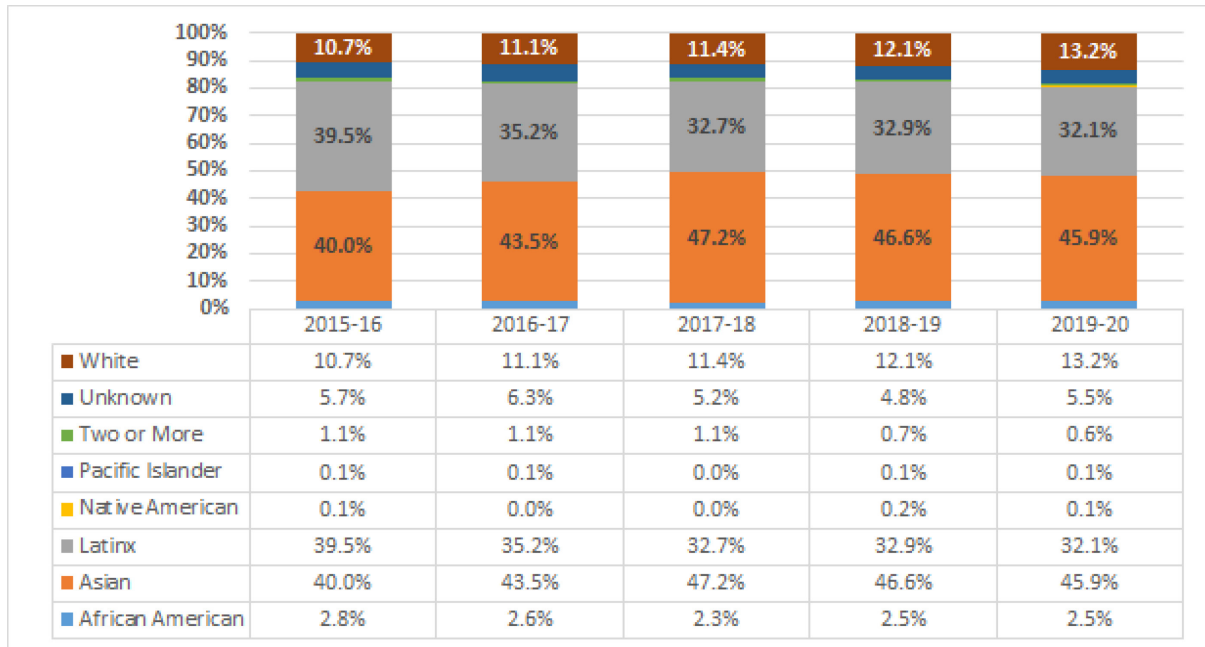
Demographic Data

Figure 4: Credit Students by Ethnicity – 5 years



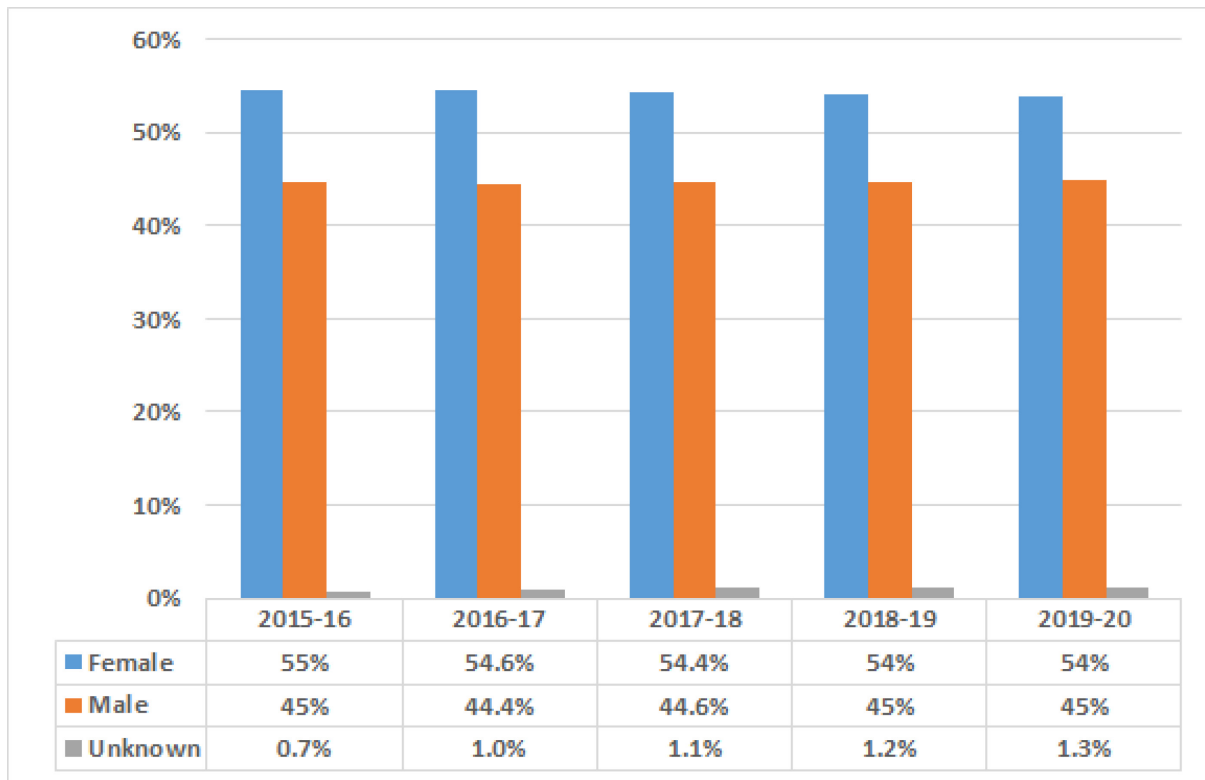
The percentage of credit students in each racial/ethnic category has stayed consistent over the last five years, except for some fluctuations for White students. The percentage of students who identify as White has decreased slightly since the 2016-17 Academic Year. The percentage of students who identify as Latinx has increased steadily in the last five years, from 47.7% in 2015-16 to 49% in 2019-20. The percentage of Asian students has also increased slightly, from 25.1% in 2015-16 to 26% in 2019-20.

Figure 5: Noncredit Students by Ethnicity – 5 years



The percentage of non-credit students in each racial/ethnic category has seen some fluctuations over the past five years. There has been a slight decline in the percentage of Latinx students, from 39.5% in 2015-16 to 32.1% in 2019-20. Asian students have increased from 40% in 2015-16 to 45.9% in 2019-20. Over that same time period, the percentage of White students has increased from 10.7% in 2015-16 to 13.2% in 2019-20. What is evident from Figure 4 to Figure 5 is that the student ethnicity of the credit and noncredit students varies considerably.

Figure 6: Credit and Noncredit Students by Gender – 5 years



Over the last 5 years, the gender composition of students has remained generally the same. The percentage of students who identify as female has consistently held at 54-55%, with the percentage of students who identify as male at 44-45%.

Figure 7: Credit Students by Residency – 5 Year

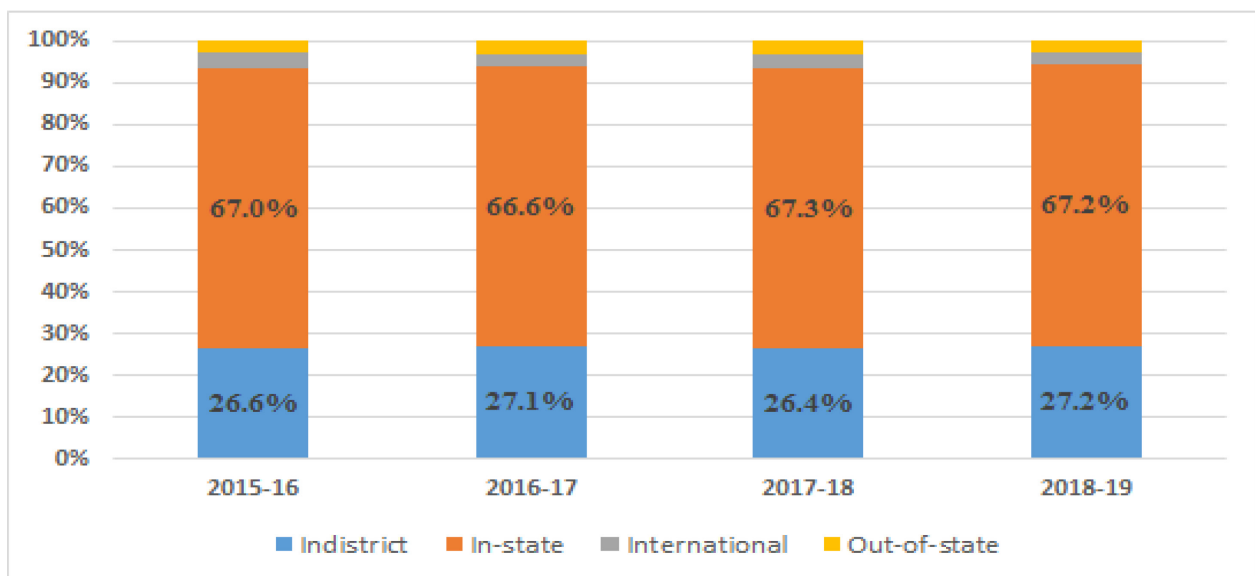


Figure 8: Noncredit Students by Residency -5 years

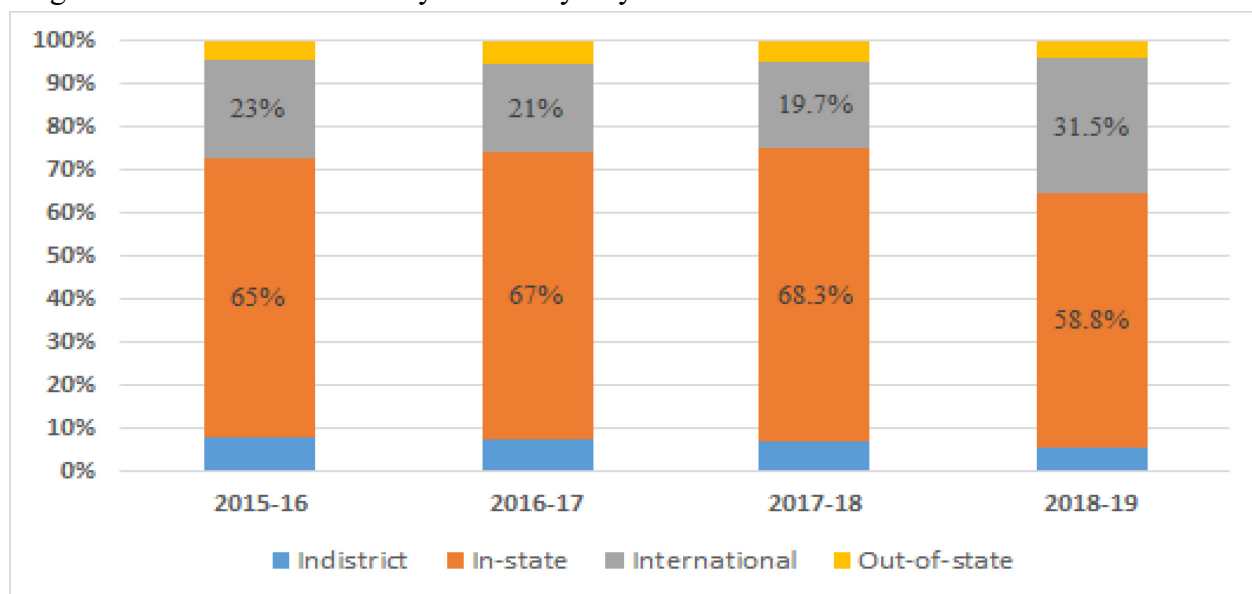


Figure 7 and Figure 8 provide 5 years of residence status for our credit and noncredit students. As with ethnicity and age, the credit and noncredit student populations show some substantial differences. The majority of PCC credit students reside outside of the district boundaries and are classified as in-state residents. The college has been actively working with local high schools and community organizations to enroll more in-district students.

The international student population percentage for noncredit students is much higher than the credit students. International students have consistently been about 3% of the credit student population, between 800 to 1000 by headcount. The noncredit international student population has fluctuated between 23% in 2015-2016 to 31% in 2018-2019 or about 1000 to 1100 students. Although the percentages vary the actual headcount is similar. Regardless of residency status, there is no tuition or fee requirements for noncredit courses and the primary course offered in noncredit is English as a Second Language (ESL).

Figure 9: Credit Students by Age

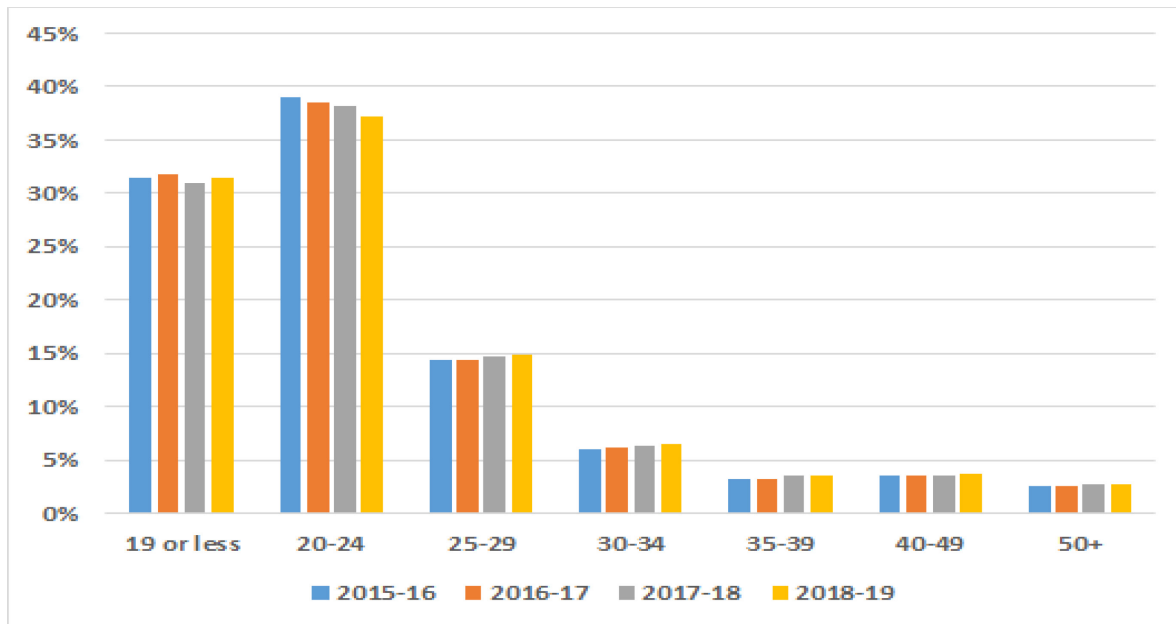
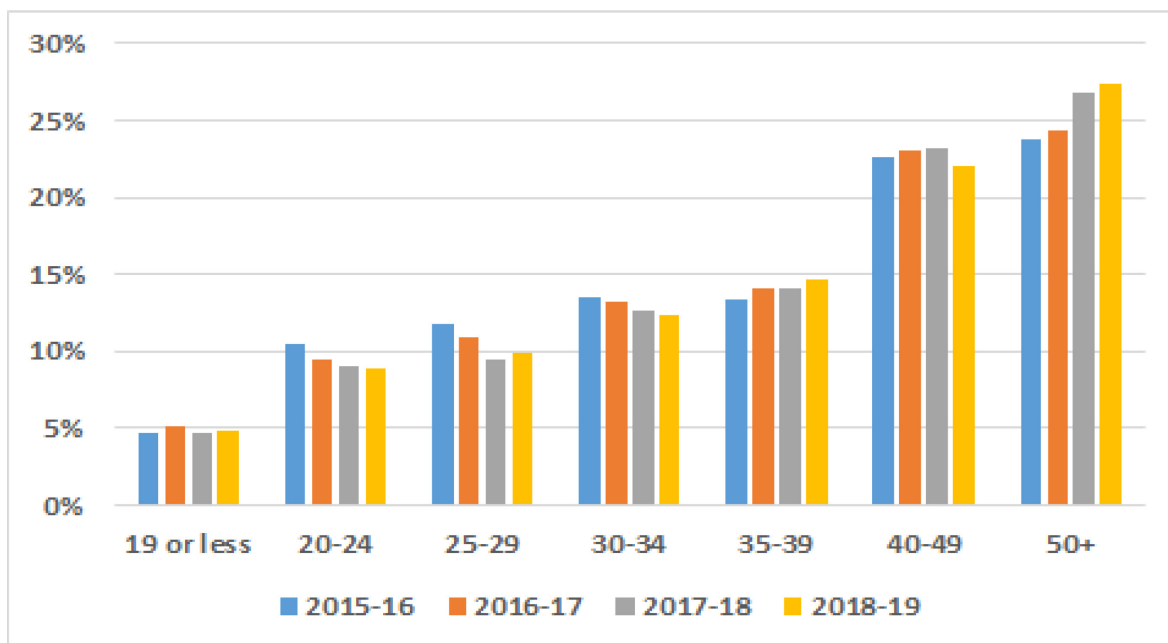
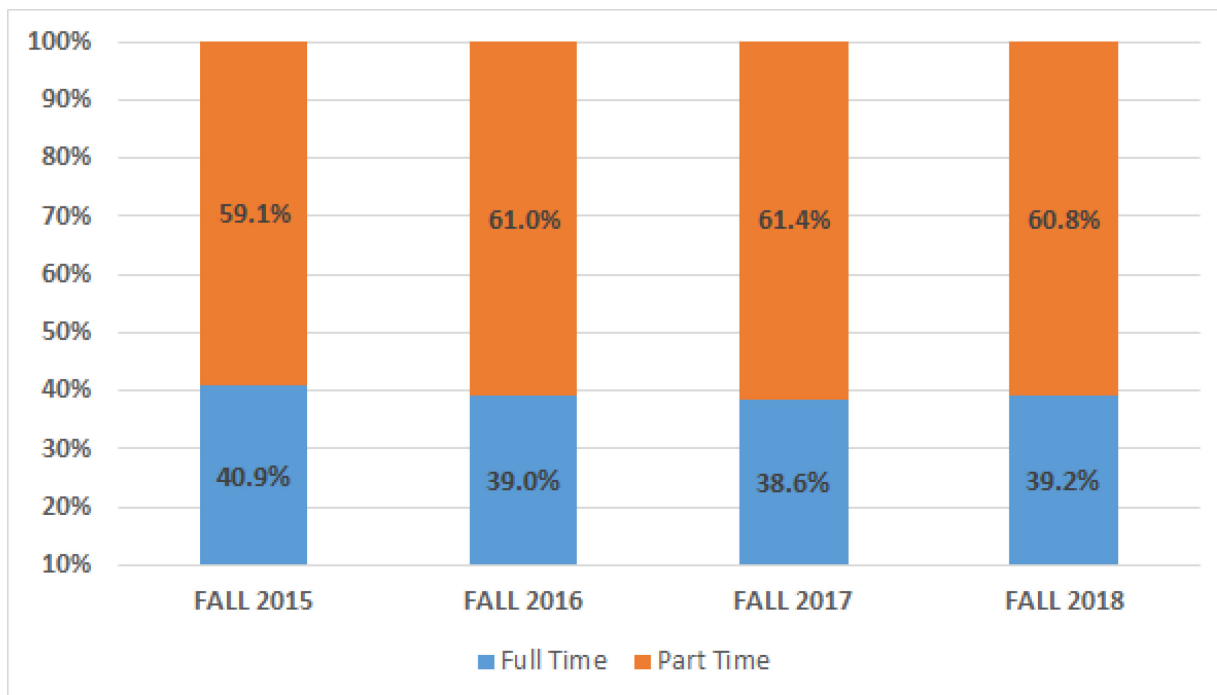


Figure 10: Noncredit Students by Age



PCC credit and noncredit students differ greatly in age. PCC credit students are primarily in the typical college student age range, >19-24, (68%). Whereas the noncredit student population is primarily in the 35-50+ age range (64%).

Figure 11: Full time and Part time status – Credit Students



The PCC credit student population has a majority of part-time students (<12 units). Although the college has implemented programs such as the FYE Pathways program to increase the percentage of full-time students, the college continues to have a majority of its student attend part time. Therefore, the College has chosen to focus one of its Quality Focused Essays (QFE) on addressing the needs of our part-time students.

Socio-Economic Data

Table 4: PCC Financial Aid Recipients

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CCPG*	53.0%	50.1%	49.1%	48.7%	49.0%
Pell Grant	21.8%	21.3%	22.1%	23.5%	22.3%
Any Financial Aid	76.2%	74.8%	74.3%	75.1%	74.8%
Total Headcount	40,918	40,919	42,968	41,360	40,372

*Community College Promise Grant

The majority of PCC students receive some form of financial assistance. Almost 50% of the student population receives the California Promise Fee waiver in some form.

Table 5: PCC Students Low Income Status

Low-Income Eligibility & Below Poverty Level		
	2018-2019	Total %
Low Income	15290	41%
Below Poverty Line	8224	22%
Not Below Poverty Line	7066	19%
Not Low Income	21903	59%
Not Below Poverty Line	21903	59%
Grand Total	37193	100%

In 2018-2019 41% of PCC students were classified as low income, with 22% of those students classified as having income below the poverty line.

The median household income for PACCD region is \$88,652; this is \$27,000 above the median household income for all of Los Angeles County (\$61,000).

Sites

Pasadena City College – Colorado Campus

1570 East Colorado Boulevard
Pasadena, California 91106

Pasadena City College Child Development Center

324 East Green Street
Pasadena, California 91101

PCC at Foothill

Community Education Center
3025 East Foothill Boulevard
Pasadena, California 91107

PCC at Rosemead

4105 North Rosemead Boulevard
Rosemead, California 91770

PCC Northwest

1905 Lincoln Avenue
Pasadena, California 91103

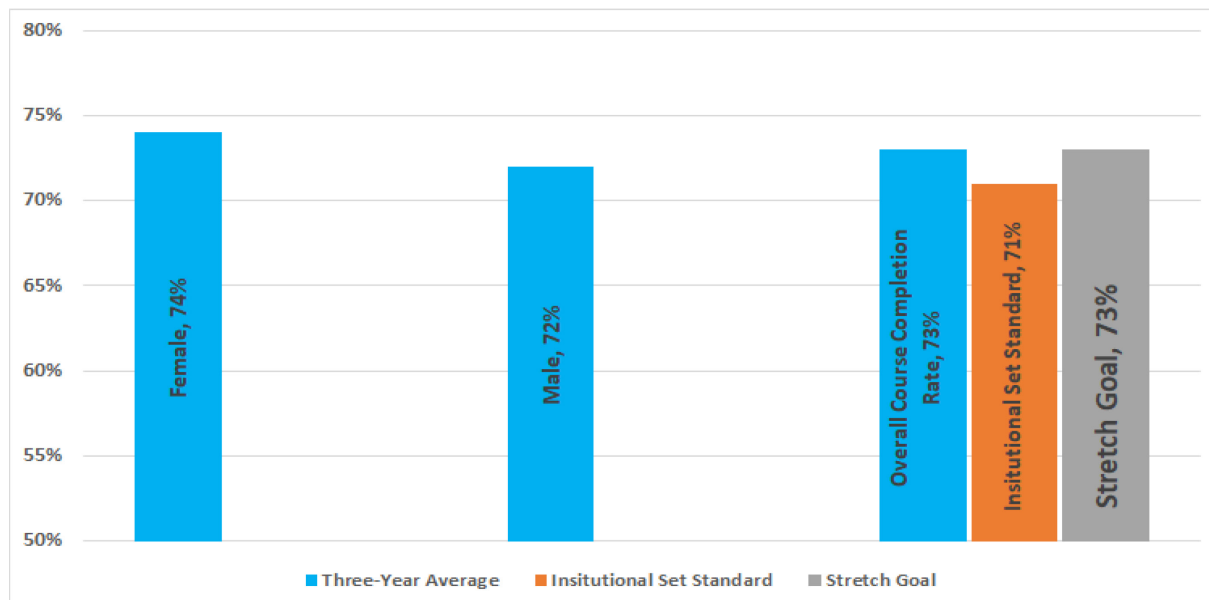
Specialized or Programmatic Accreditation

[PCC maintains accreditation](#) from 11 outside regional and national organizations, including:

- Anesthesia Technology - [External Accrediting Agency: The American Society of Anesthesia Technologists and Technicians](#)
- Associate Degree Nurse - [Accredited by the Board of Registered Nursing](#)
- Child Development Center - [Accredited by the National Association for the Education of Young Children \(NAEYC\)](#)
- Dental Assisting - [Accredited by the American Dental Association \(ADA\) Commission on Dental Accreditation \(CODA\)](#)
- Dental Hygiene - [Accrediting Body: American Dental Association\(ADA\) Commission on Dental Accreditation \(CODA\)](#)
- Dental Laboratory Technology - [Accredited by the American Dental Association \(ADA\) Commission on Dental Accreditation \(CODA\)](#)
- Emergency Medical Technician-Paramedic [External Approval Agency: County of Los Angeles](#)
- Licensed Vocational Nursing - [Accredited by the Board of Vocational Nursing & Psychiatric Technicians](#)
- Medical Assistant - [Accredited by the Medical Assisting Education Review Board](#)
- Paralegal Studies - [Accredited by the American Bar Association](#)
- Radiologic Technology - [Accredited by the Joint Review Committee on Education in Radiologic Technology](#)

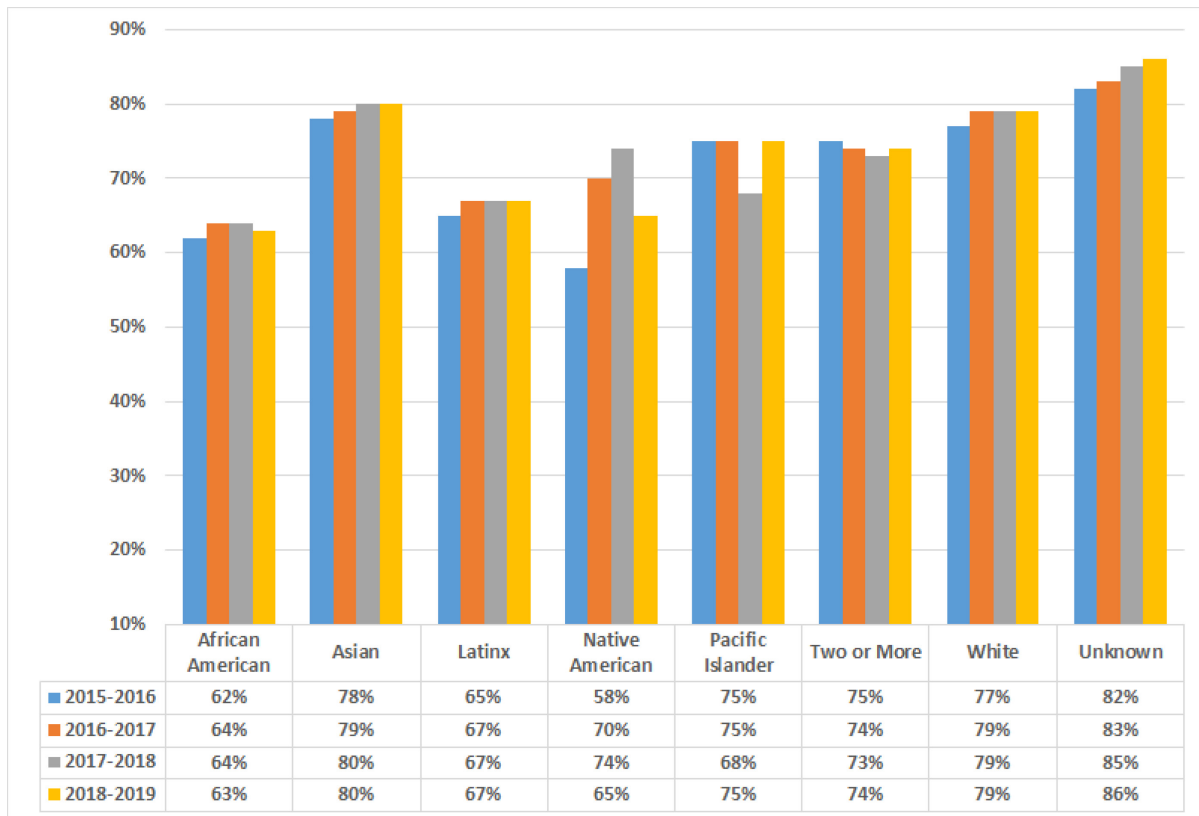
B. Presentation of Student Achievement Data and Institution-set Standards

Figure 12: 3-year Average Course Success Rate by Gender



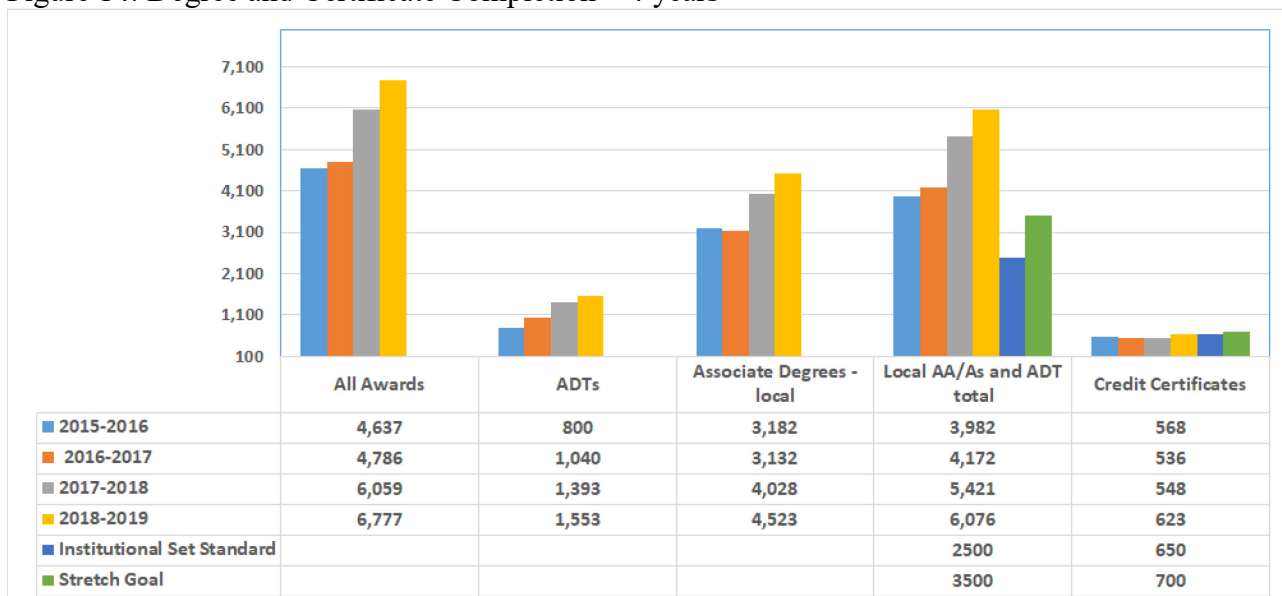
Over the last three years, females have achieved higher course success rates than males. Females, on average, maintain a course success rate of 74%, while males have a 72% course success rate. The college continues to exceed the Institutional Set Standard for a course completion rate of 71% and has met the average stretch goal of 73%.

Figure 13: Course Success Rate by Ethnicity



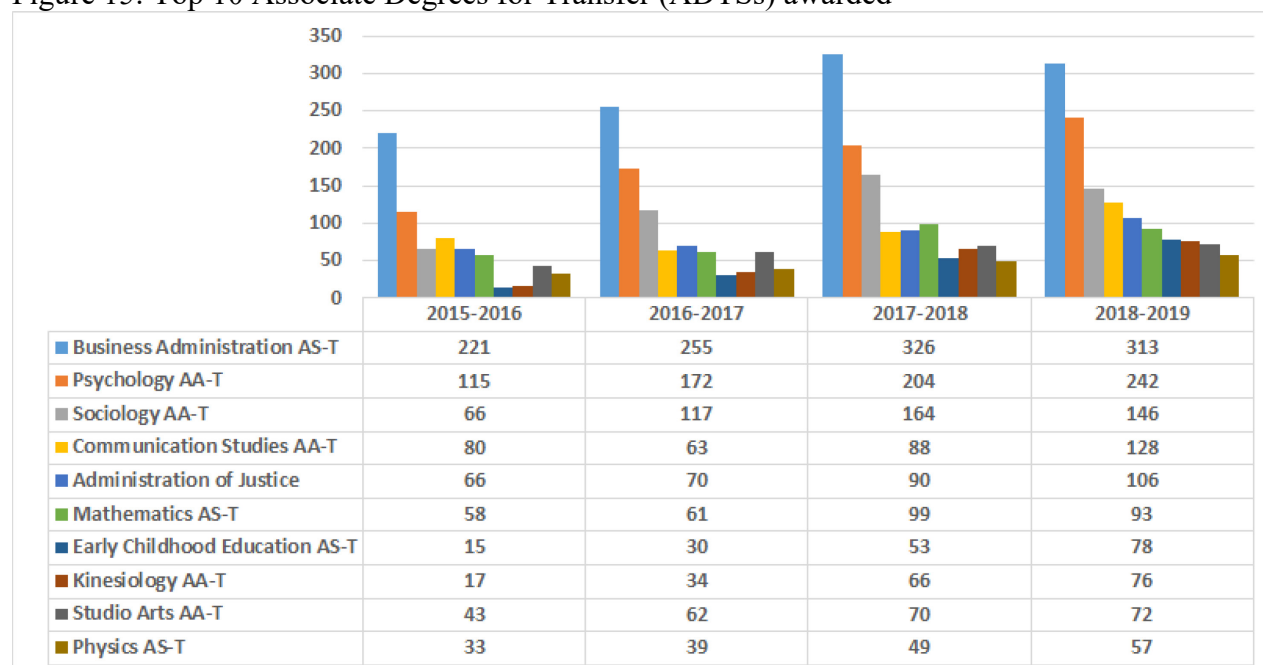
The course success rates for each racial/ethnic group have stayed largely consistent over the past four years. White and Asian students have higher course success rates than African American or Latinx students. So far, the college has made only minimal progress in closing the achievement gap for our Latinx and African American students.

Figure 14: Degree and Certificate Completion – 4 years



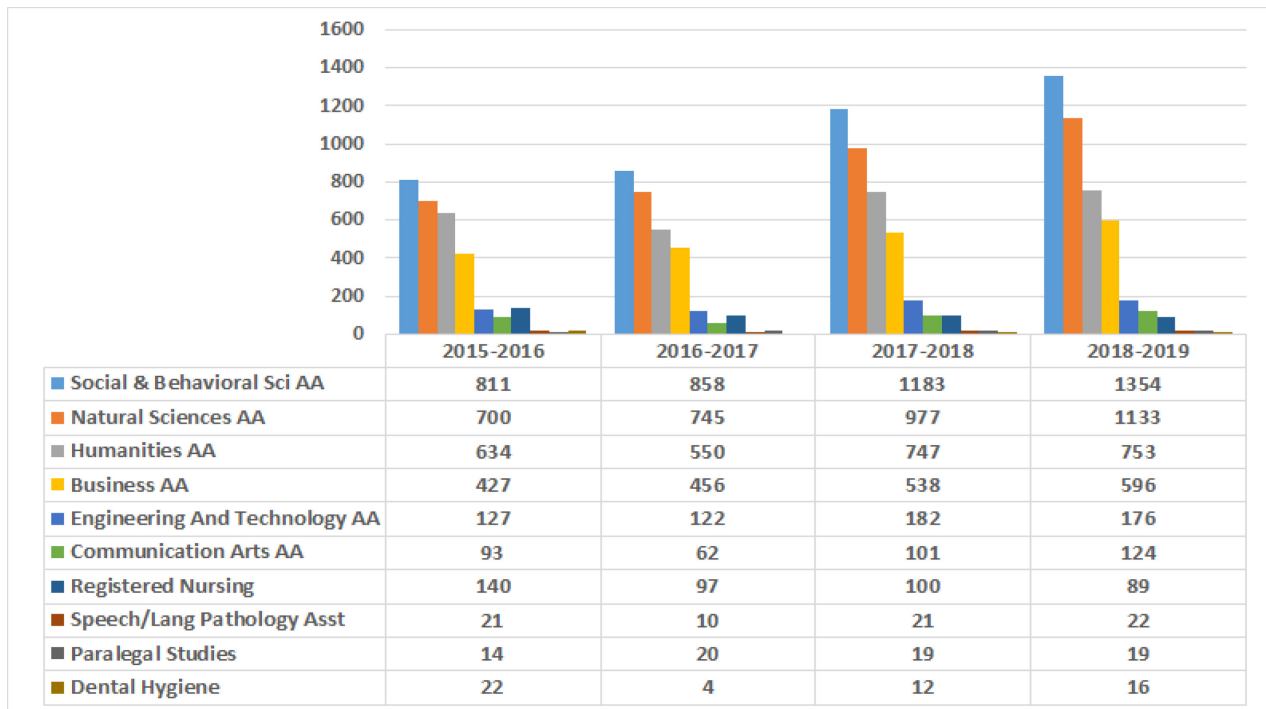
Pasadena City College is a leading college in the state for awarding the Associate Degree for Transfer (ADT). Over the last 4 years the college has increased the awards for local AA/AS degrees and ADTs. However, the college has seen a decline in the number of certificates of achievement awarded, with a low in 2016-2017 of 536; over the last two years that number has begun to improve.

Figure 15: Top 10 Associate Degrees for Transfer (ADTs) awarded



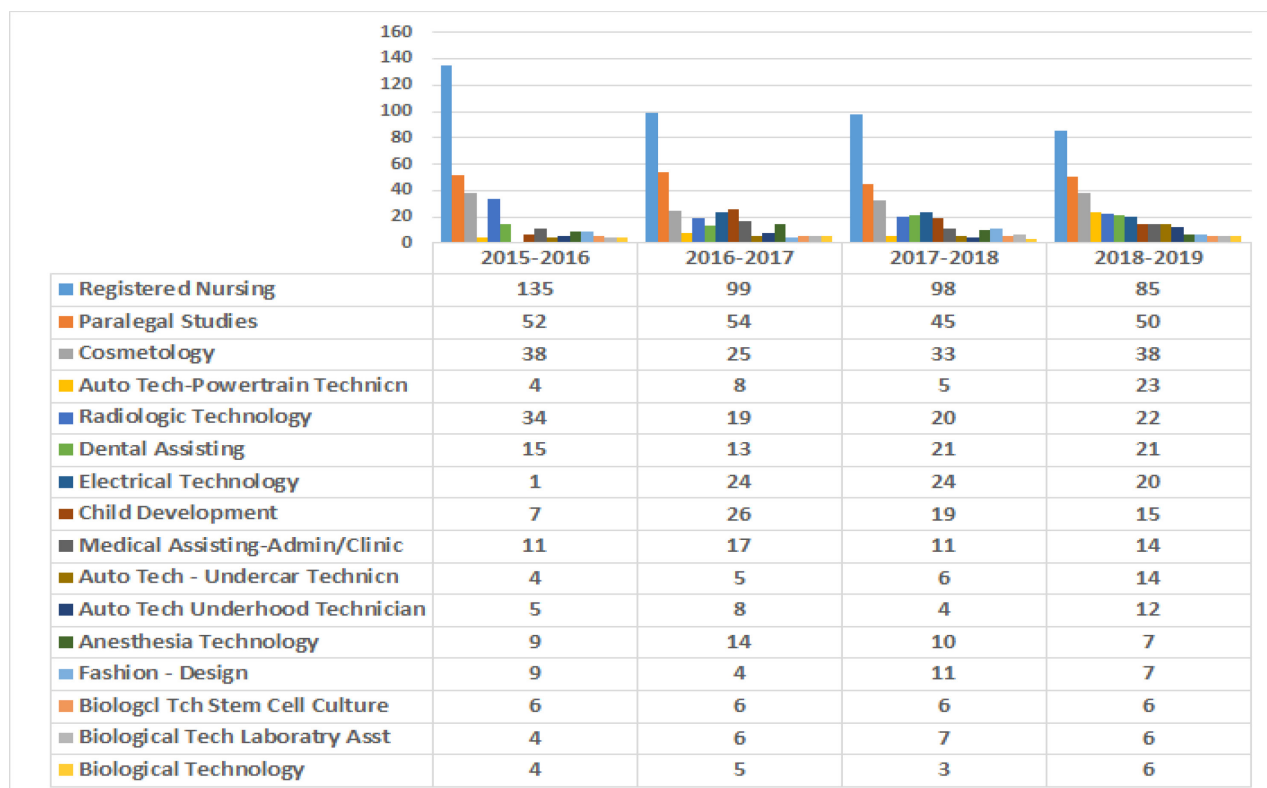
Top Associate Degrees for Transfer (ADTs) at PCC are Business Administration, Psychology, and Sociology. The ADTs for Communication Studies and Administration of Justice have been steadily increasing since their introduction into the curriculum.

Figure 16: Top Local AA and AS Degrees awarded



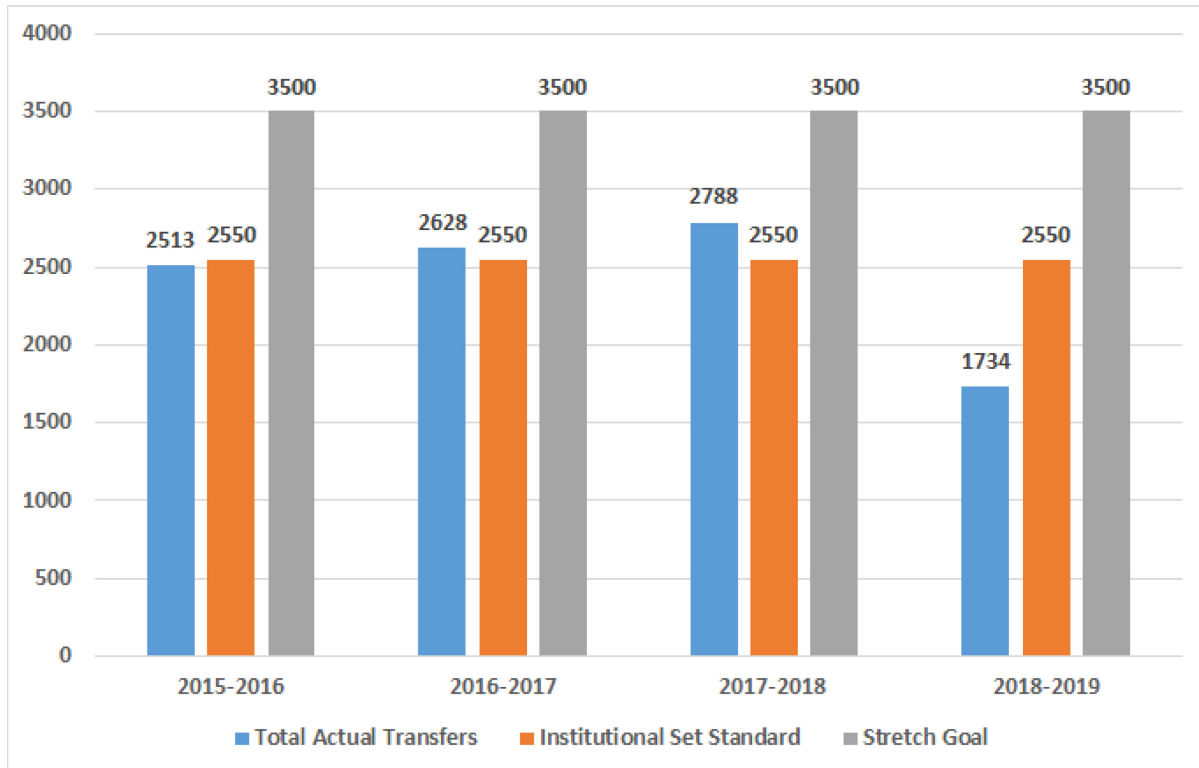
Social and Behavioral Sciences and Natural Sciences are the top local AA degrees awarded by PCC. Humanities and Business have been largely increasing over time. On the other hand, the local degree for Registered Nursing has seen a decline. PCC is addressing this issue by partnering with local 4-year institutions with Nursing programs to collaborate on the joint use of clinical sites.

Figure 17: Top 16 Certificate Programs



PCC offers 72 Certificate of Achievement programs. Of those, Nursing, Paralegal Students, and Cosmetology have the most awards. Cosmetology saw a slight dip in 2016-2017 because the program lost its only full-time faculty member to retirement, but the program has been rebounding in the past two years with the addition of a new full-time faculty member. The registered Nursing Certificate of Achievement has been on a steady decline in the past five years mainly due to the loss of clinical sites for the program. The college is in the process of addressing this issue by partnering with a 4-year institution to secure clinical sites and provide a direct path for students to the Bachelor in Nursing degree.

Figure 18: Transfers to 4-year Public and Private Institutions



PCC has been able to meet its institutional set standard for transfer and is working to improve transfer pathways to 4-year public and private institutions in order to achieve our stretch goal. The primary public transfer institution for PCC is California State University Los Angeles (CSULA) and the primary private institution is University of Phoenix.

C. Organization of the Self-Evaluation Process

Formerly the Planning and Priorities Committee, the Accreditation Standing Committee (ASC) serves as central committee on accreditation to the College Council, PCC's consultation committee and clearinghouse for all shared governance recommendations to the Superintendent-President. The ASC is responsible for all aspects of the accreditation process at PCC. The primary purpose of the ASC is to guide and supervise the college's accreditation activities, including all accreditation reports, education of the campus community on accreditation standards and the accreditation process, regular assessment of the College's compliance with accreditation standards policies, and recommendations to the College Council regarding accreditation-related issues. ([AP 3200 Accreditation](#)). The ASC established a timeline in Fall 2018 to meet the submission deadline for the 2020 Institutional Self-Evaluation Report (ISER).

PCC ISER Timeline

Fall 2018: Complete Standards Study, Establish Writing Groups, and Standards Co-chairs

November 2018: Beginner ISER Training

Spring 2019: Gather Evidence

Late Spring 2019: Writing Teams Begin Writing

Spring 2019: QFE Topics Discussion and approval

Fall 2019: Writing Groups Complete Writing

Winter 2020: FAC and ALO prepare 1st draft of ISER

Spring 2020: ASC Approves Draft for Online Review

Late Spring 2020: ISER Draft Online Review

Summer 2020: FAC Final Edits

September 2020: ASC Approves Draft for Shared Governance Approval Process

Fall 2020: ISER Shared Governance Approval

December 2020: ISER approved by BoT

December 20, 2020: ISER Submitted to ACCJC

March 2021: ACCJC Site Visit

ASC: Accreditation Standing Committee, QFE: Quality Focused Essay, FAC: Faculty Accreditation Coordinator

The Accreditation Standing Committee has 17 members, including the Accreditation Liaison Officer (ALO) and Faculty Accreditation Coordinator (FAC) as co-chairs. It meets twice

monthly and maintains an up to date Accreditation website with agendas and minutes. For the 2020 ISER, numerous other members of the campus community contributed ideas and feedback.

Members of the Accreditation Standing Committee:

Richshell Allen	Member	Strategic Comm & Marketing	Classified Senate
Thea Alvarado	Co-Chair	Social Sciences	Academic Senate
Melissa Anderson	Member	Natural Sciences	Academic Senate
Walter Butler	Member	Library	Academic Senate
Christopher Theung	Member	Student Representative	Associated Students
Terry Giugni	Resource Expert	Instruction	President's Area
Matthew Henes	Representative	Mathematics & Computer Science	Academic Senate
Audrey Joseph	Member	Academic Affairs	Classified Senate
Crystal Kollross	Co-Chair	Institutional Effectiveness	President's Area
Mark Mintz	Member	Disable Students Program/Srvcs	Classified Senate
Lynora Rogacs	Member	Visual Arts & Media Studies	Management Association
Shelagh Rose	Member	Languages and ESL	Academic Senate
Natalie Russell	Representative	Languages and ESL	Management Association
Carrie Starbird	Representative	Mathematics & Computer Science	Management Association
Bethany Stump	Member	Student Business Services	Classified Senate
Jeannie Sullivan	Member	Admissions and Records	Classified Senate
Jessie Wang	Representative	President's Office	Management Association



ISER Standards Co-Chairs and Writing Teams:

Introduction:

Co-Chairs:

Thea Alvarado - Social Sciences Faculty and FAC

Crystal Kollross - Institutional Effectiveness Executive Director and ALO

Standard 1: Mission and Institutional Effectiveness

Co-Chairs:

Melissa Anderson - Natural Sciences Faculty

Natalie Russell - Languages and ESL Dean

Members:

David Colley - Business Analyst

Armando Duran - Counseling and Student Services Dean

Jennifer Fiebig – Social Sciences Faculty

Stephanie Fleming - Instructional Services Dean

John Gillette – Learning Resources Associate Dean

Audrey Joseph - Instructional Support Administrative Assistant

Hillina Jarso – Counselor

Standard 2: Student Learning Programs and Services

Co-Chairs:

Matt Henes - Mathematics Faculty and Academic Senate President

Carrie Starbird - Mathematics and Computer Science Dean

Members:

Kahlil Ford - Research and Planning Analyst

Jeff Hupp - Counselor

Dan Huynh - Research and Planning Analyst

Tanysha Laney - Research and Planning Analyst

Rob Lee - English Faculty and Writing Center Coordinator

Ken Simon - Faculty Librarian

Lily Tran - Counselor

Standard 3: Resources

Co-Chairs:

Jessie Wang - President's Office, Internal Auditor

Diasuke Yamaguchi - Visual Arts and Media Studies Faculty

Members:

Bethany Stump – Student Business Services Account Clerk

Dootsdeemalachanok Thongthiraj – English Dean

Standard 4: Leadership and Governance

Co-Chairs:

Lynora Rogacs - Visual Arts and Media Studies Dean

Shelagh Rose - Languages and ESL Faculty and Academic Senate Treasurer

Members:

Berlinda Brown - Trustee

Audrey Joseph - Instructional Support Administrative Assistant

Quality Focus Essay Members:

Brock Klein – Associate Dean FYE Pathways

Shelagh Rose - Languages and ESL Faculty and Career Communities

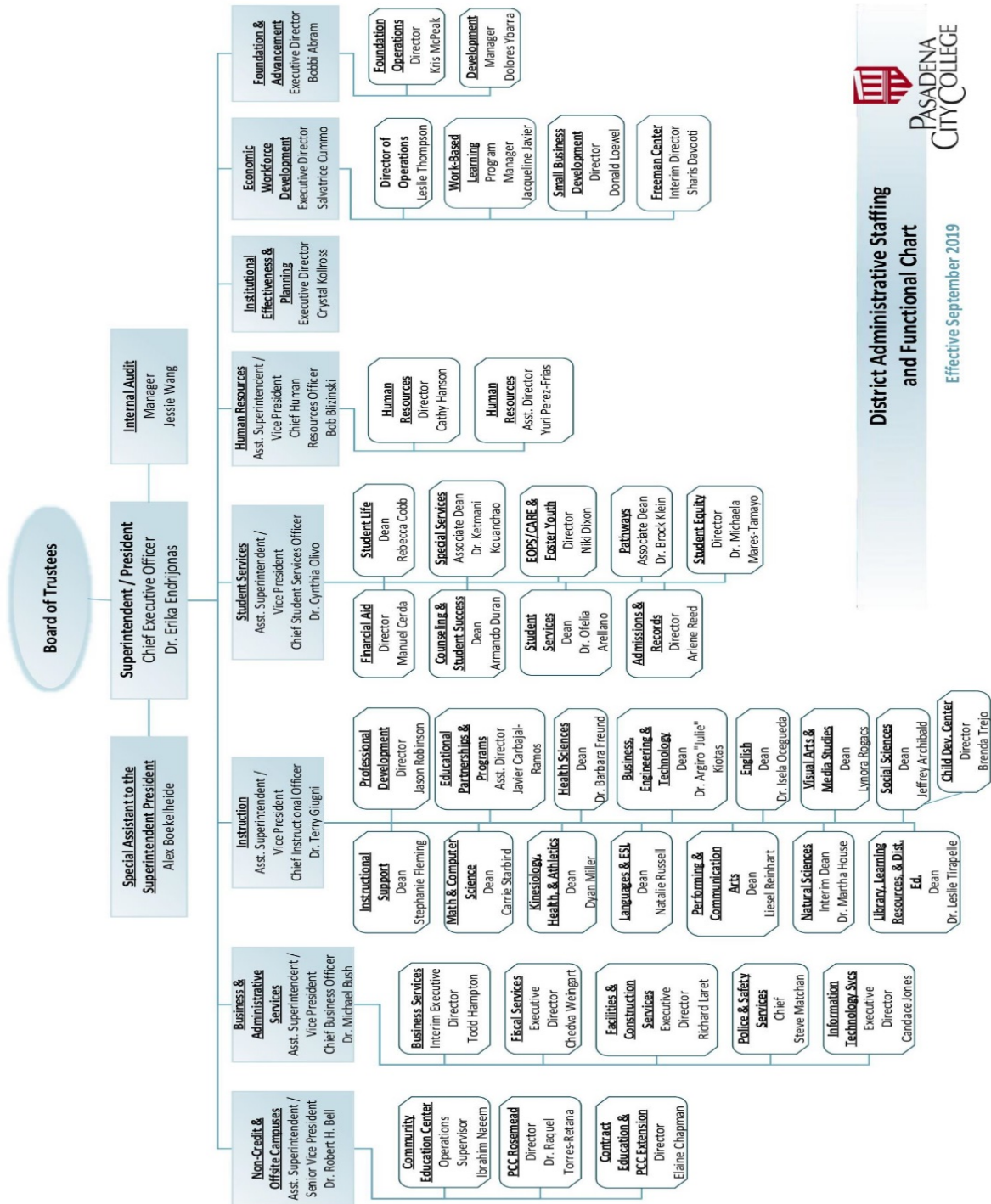
Stephanie Fleming - Dean, Instructional Services

Alexander Boekelheide – Special Assistant to the Superintendent/President

Candace Jones – Associate Vice President Information Technology Services

Lynora Rogacs- Visual Arts and Media Studies Dean

D. Organizational Information




E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

Pasadena City College's authority to operate as a degree granting institution is based on its continuous accreditation by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016). A letter of reaffirmation of Accreditation is on file in the Superintendent-President's office and is posted on the College's website ([2.3.2017.Reaffirmation Letter](#)). A notation of this status is noted in the college's catalog. The college is part of the California Community College system which operates under the California Community College Chancellor's Office (CCCCO) and is authorized by the State of California.

Eligibility Requirement 2: Operational Status

Pasadena City College, the Foothill Campus, PCC at Rosemead, and PCC Northwest are all operational and serve approximately 37,000 students in credit and noncredit courses in the 2019-2020 academic year. The College offers a variety of coursework that can lead to students completing degrees, certificates, and appropriate transfer-level coursework, as well as develop additional skills to improve social mobility and job promotion. PCC has experienced a slight decline in overall headcount over the past two years but has still managed to maintain FTES numbers for apportionment and increase the number of degrees awarded annually. 

Eligibility Requirement 3: Degrees

Pasadena City College offers 21 Associate in Arts degrees, 30 Associate in Science degrees for Transfer or Associate in Art degrees for Transfer, 92 certificate of achievement programs, and 28 occupational certificate programs. All the College's Associate Degree for Transfer programs and some Certificate of Achievement programs are designed to be two years in length.

Additionally, the College offers noncredit coursework in nine general areas of competency including job training, older adult courses, adults with disabilities, parent education, adult basic education, English as a Second Language, adult high school diploma, GED preparation, and immigration education.

Eligibility Requirement 4: Chief Executive Officer

Dr. Erika Endrijonas became the 16th Superintendent/President of Pasadena City College on January 22, 2019. She was preceded by Dr. Rajen Vurdien who served from July 1, 2015 to January 21, 2019. The Superintendent-President is appointed by the College's seven-member governing board and possess the authority to administer all Board Policies and Administrative Procedures. The Superintendent/President is a full-time employee of the District and serves as the Chief Executive Officer of the College and is responsible to the District. The

Superintendent/President is responsible for the development, implementation, and the evaluation of all College programs and services, as well as for the administration and operation of the campuses and sites of the Pasadena Area Community College District (PACCD). (PACCD Board Bylaw 2430. Delegation of Authority) The Superintendent/President acts as the Secretary of the Board but does not serve as the Chair/President of the District's governing board.

Eligibility Requirement 5: Financial Accountability

The Pasadena Area Community College District annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. All funds of the college are audited, and all results are posted on the College's website to ensure full transparency to internal and external constituents. Copies of the audit reports are annually submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in addition to the annual Financial Report [PACCD Annual Audits](#). The Board of Trustees reviews these audit reports on a regular basis as required by Board Policy 6400 [PACCD Board Policy 6400 Audits](#). Evidence of all annual external audit reports are expressed in Standard III.D (add hyperlink to III.D). Fiscal Management of the college is established according to [Board Policy 6300](#).

F. Certification of Continued Institutional Compliance with Commission Policies

The Pasadena Area Community College District (PACCD) certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Pasadena City College has solicited comments through several modalities. Solicitation for commentary began in the spring of 2020 and continued into fall of 2020 through a variety of methods including posting on the college website for open comments and constituency meetings. The College solicited third-party and public comments through a [link posted publicly](#) on the Pasadena City College homepage.

Public notification of an accreditation evaluation team visit was posted on the College's website and on the College's electronic message boards located throughout the campus and facing the corner of Hill Street and Colorado Boulevard. The College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third party comments.

Standards and Performance with Respect to Student Achievement

Evidence documented in the *Observations* [Observations Home Page](#), PCC's annual fact book, describe student performance and achievement at Pasadena City College. *Observations* is available in electronic and print format. The College's Comprehensive Program Review (CPR) and the Annual Update (AU) processes integrate evaluation of student achievement within programs and link the results with planning, decision-making, and resource allocation. For programs in fields where licensure is required, the licensure examination passage rates for program completers is used as an additional student performance metric. The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.

Credits, Program Length, and Tuition

PCC follows Title 5 and the Program Course and Handbook Approval guidelines issued by the California Community Colleges Chancellor's Office when determining unit/hour calculations. [AP 4020 Program, Curriculum, and Course Development](#) contains unit calculations for the "credit hour." [BP 4020 Program, Curriculum, and Course Development](#) gives authority to the District to assess and designate each of its programs as either a "credit hour" program or a "clock hour" program, and to the Superintendent/President to establish procedures consistent with applicable federal and state regulations.

Pasadena City College evaluates and awards degrees and certificates pursuant to California Code of Regulations Title 5, Section 55063 and 55072, to confer upon a student a degree/certificate. Criteria for awarding degrees and certificates are established in [AP 4100 Graduation Requirements for Degrees and Certificates](#). [The PCC Catalog 2019-2020 pages 34-](#) specifies the fees and tuition associated with the costs of attending the college, including nonresident tuition, information on instructional material fees, and the refund policy. The Office of Financial Aid provides financial assistance in the form of grants, enrollment fee waivers, loans, scholarships, and part-time employment for students who meet financial aid program eligibility requirements ([AP 5130 and BP 5130 Financial Aid](#)).

Transfer Policies

The website, catalog, and other program documents appropriately display information about transfer policies. Pasadena City College complies with the commission's policy on Transfer of Credit and clearly describes this to students. PCC maintains information on transfer in its course catalog and updates it annually. [PCC Catalog 2019-2020 Section IV Transfer Information and Section V pg. 105-](#) provides evidence of PCC's transfer guidelines.

[AP 5120 Transfer Center](#) specifies that the District has a transfer center plan that complies with the requirements of Title 5. The plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students among potential transfer students.

[BP 5120 Transfer Center](#) maintains that PCC incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes through its equity efforts that students who have been historically underrepresented in transfer to baccalaureate level institutions are a special responsibility.

Distance Education and Correspondence Education

Pasadena City College offers two primary modes of distance education: online courses (fully online using the College's CANVAS Learning Management System (LMS), and hybrid courses (partly online using CANVAS and partly face-to-face on campus). Distance education courses are required to meet learning outcomes of the course and undergo a separate form of Curriculum and Instruction (C&I) approval as per California's Title 5 requirements. This is done through a review of the entire course as well as an addendum known as supplemental Form D ([Distance Education Addendum](#)). Both the course and Form D must be approved through the full C&I Committee process and presented to the Board of Trustees for final approval. Student Learning Outcome (SLO) assessment for courses, including distance education courses, is used to monitor synthesis of learning and is completed and discussed among appropriate discipline faculty on an annual basis in the Annual Assessment Report. Success and retention data for distance education courses are compared to the face-to-face courses in the annual program review process. [More information on these processes is available in Standard IIA of this document.](#)

Resources are provided to ensure instructors are appropriately equipped to create an equivalent experience in the distance learning environment as in a face-to-face environment. Moreover, resources are provided to students to make certain that the experience in distance education courses is equivalent to face-to-face courses. The Distance Education Department assists instructional faculty with the development of online courses through training and support, informs faculty about policies, procedures, and best practices relevant to and required of such courses, and oversees the operation and technical development of distance education courses. A Faculty Handbook with resources, policies, and best practices for distance learning is available for instructors online ([DE Faculty Handbook](#)). The Academic Senate's Faculty Committee on Online Education focuses on policies and practices for online instruction ([Academic Senate FCOE Mission Statement](#)).

The College utilizes the substantive change process to inform the Commission when 50% or more of a program, degree, or certificate will be offered via distance education. PCC's Substantive Change Proposal to Offer at Least 50% of Course Units for Programs through Distance Education was last submitted to the Commission in February 2012 ([Substantive Change Distance Education](#)). PCC has processes in place to address student authentication. Each time a student accesses an online course, that student must log in to the CANVAS LMS using college-assigned credentials. Additionally, PCC has clear add and drop policies requiring first day participation and communicates these procedures clearly to students in the [PCC 2019-2020 College Catalog page 27 \(Academic or Administrative Drop\)](#). [Board Policy 4105 and Administrative Procedure 4105](#) specify policies and procedures relevant to Distance Education.

Student Complaints

Pasadena City College strives to serve students and non-students courteously, promptly, equitably, and in compliance with our policies and with state and federal laws. Processes and procedures are available to any student who reasonably believes that a College decision or action has adversely affected student status, rights or privileges at PCC. This information is all publicly accessible through the [Office of Student Services Website](#). Student complaints are classified into three categories: 1) grade appeals; 2) complaints; or 3) discrimination complaints. The process for filing complaints that are not resolved at the campus level is also included.

Institutional Disclosure and Advertising and Recruitment Materials

Pasadena City College exhibits integrity and responsibility in all advertisements and publications by ensuring that the College's educational programs and services are the primary emphasis of recruitment literature. Information regarding course credit, transfer, and requirements for course completion are clear, accurate, current, and widely available. Detailed information regarding admissions, financial aid, fees, and other major policies regarding students are located in the catalog and on the website. The catalog and website also include the academic calendar, learning resources, and detailed information about courses and programs.

The legal requirements for licensure, licensure examinations, and entry requirements into occupational programs are described in appropriate literature including the College's catalog and the [Career Exploration tool](#) available on the College's website. The catalog is updated annually

and includes all information required by the regional accrediting body. The College's location, contact information, and accreditation standing are located on the opening pages and the mission and values are included in the general information section of the catalog. The ACCJC accredited status and supporting documents for PCC are also accurately depicted on the College's website.

e IV Compliance

Pasadena City College is in compliance with federal regulations set forth in Title IV of the Higher Education Act (HEA). The College is diligent in reviewing and addressing loan default rates. To adhere to the requirements of the federal Department of Education, the College utilizes guidelines from the Cohort Default Rate guide to ensure that PCC's default rate is not above 25% for the two-year and 30% for the three-year rates. For 2016, the most recent year published by the [National Center for Education Statistics](#), PCC's default rate was 9.8% (School_Default_Rates_PCC.pdf). The College is proactive about monitoring and preventing student loan default. The first step in this process is to educate borrowers about the process of financial aid at PCC. The Office of Financial Aid maintains a ["Guide to Receiving Financial Aid"](#) that lists the steps students must take in process of applying for and receiving financial aid. Loan counseling is required during the application process. PCC's College 1: First Year Seminar, developed as part of PCC's First Year Experience program, addresses financial management in its curriculum. The College carefully monitors all active default accounts and uses multiple methods of communication and education to assist borrowers who may be in default status.

Evidence List- [include links to websites](#)

#1 for Transfer

2019 Environmental Scan

Accounting_Business_and_Administrative_Services.pdf

Accreditation_Pasadena_City_College.pdf

AP_4020_Program_Curriculum_Course_Development.pdf

AP_4100_Graduation_Requirements.pdf

AP_5130_Financial_Aid.pdf

BB_2430_Delegation_of_Authority.pdf

BP_1100_The_District.pdf

BP_4020_Program_Curriculum_Course_Development.pdf

BP_5130_Financial_Aid.pdf

Career_Coach.pdf

Complaints_Grievances_and_Student_Due_Process.pdf

Computers_Wi-Fi_and_Printing.pdf

Distance_Education_faculty_handbook.pdf

Economic_and_Workforce_Development.pdf

Executive_Summary_Equity_Plan_2019-2022.pdf

Externally_Accredited_Organizations.pdf

Faculty_Committee_on_Online_Education.pdf

Form_D_Worksheet_Distance_Education_Addendum.pdf

Freeman_Center.pdf

Guide_to_Receiving_Financial_Aid.pdf

Here2Help_Resource_Guide.pdf

Lancer_Pantry.pdf

Observations_Office_of_Institutional_Effectiveness.pdf

PACCD_Annual_Financial_Report_2018-2019.pdf

Pasadena_City_College_2017_02_03_Follow_Up_Report_Corrected_Letter.pdf

PCC_Connect.pdf

PCC_is_an_Aspen_Top_Ten_College_Again.pdf

PCC_Named_National_#1_for_Open-Source_Textbooks.pdf

Professional_Development.pdf

Rapid_Response_Emergency_Aid_(RREA).pdf

Safe_Zones.pdf

School_Default_Rates_PCC.pdf

Social_Services_Support.pdf

Student_Equity.pdf

Student_Health_Services.pdf

Student-Success-Report-2019.pdf

Substantive_Change_Proposal.pdf

U-PASS_at_PCC.pdf

Welcome_Center.pdf

Acronyms

ADT Associate Degree for Transfer

ASC Accreditation Standing Committee

AU Annual Update

C&I Curriculum and Instruction

CCCCO California Community College Chancellor's Office

CDC Child Development Center

CPR Comprehensive Program Review

CSULA California State University Los Angeles

DE Distance Education

ESL English as a Second Language

EWD Office of Economic and Workforce Development

FCOE Faculty Committee on Online Education

FYE Pathways First Year Experience

HEA Higher Education Act

LMS Learning Management System

OER Open Educational Resources

PACCD Pasadena Area Community College District

QUEST Queer, Undocumented, Empowerment, Support to Thrive

RREA Rapid Response Emergency Aid

SLO Student Learning Outcome

U-PASS Universal College Student Transit Pass

ZTC Zero Textbook Cost